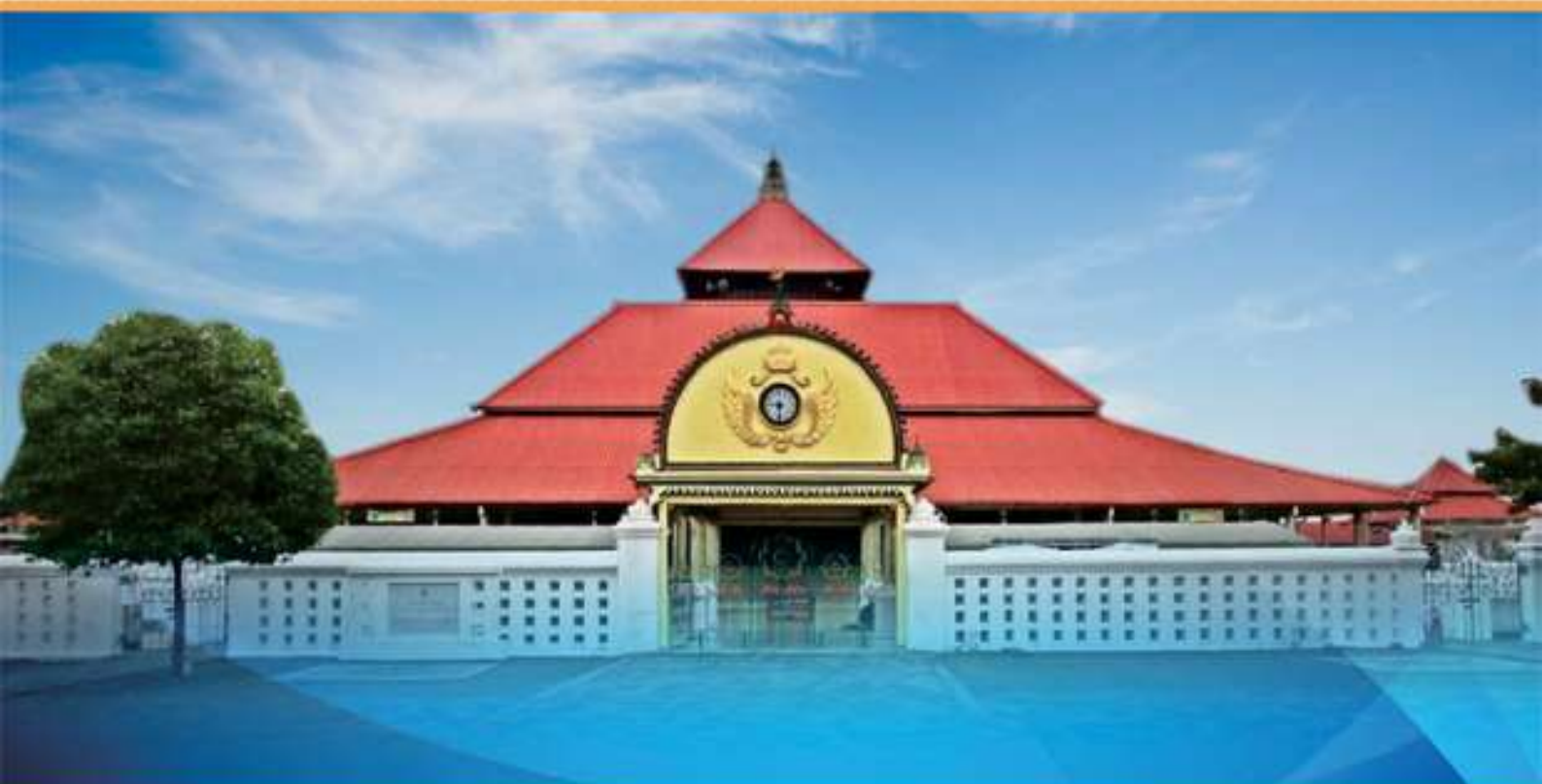


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A Sociopragmatics Analysis of Sympathy and Empathy Given by Social Media Users on the History of the Auschwitz Concentration Camp

Mayang Bristika Arnandita¹, Siti Zuhriah Ariatmi²

^{1 2} *Department of English Education, Muhammadiyah University of Surakarta*

^{a)} *Corresponding author: arnanditamay16@gmail.com*

^{b)} *szuhriyah@gmail.com*

Abstract. This study is aimed to describe the types of sympathy and empathy and its implicature. This study uses a sociopragmatics approach. This study is qualitative study. Data of this study were sympathy and empathy utterances. Source of data was Facebook about the news of the Auschwitz concentration camp which was posted by DW News. Techniques of collecting data were observation and documentation. The writer used sympathy theory by McDougall, empathy theory by Goleman and implicature theory by Grice. The result showed: 1) there are 2 types of sympathy: passive consists of 24 data (43 %) and active consists of 32 data (57 %), there are 3 types of empathy expression: cognitive consists of 8 data (35 %), emotional consists of 7 data (30 %) and compassion consist of 8 data (35 %), 2) there are 2 types of implicature: conventional implicature consists of 16 data (67 %) and conversational implicature consists of 8 data (33 %) which divides into 2: generalized conversational implicature consists of 3 data (12 %) and particularized conversational implicature consists of 5 data (21 %). The writer expects that this study can be the one of the models of sympathy and empathy in social media.

Key words: sympathy, empathy, implicature and sociopragmatics.

INTRODUCTION

Auschwitz concentration camp was used in 1940 by Holocaust-Nazi organization of Germany and under the authorization of Adolf Hitler. The history of the Auschwitz Concentration Camp tells about the effort of human genocide annihilate by Holocaust-Nazi toward Jewish people. At this time, the Auschwitz concentration camp was designated as one of the heritages of the world by UNESCO.

Some people still remember about the history of the Auschwitz concentration camp although it happened eighty years ago. It can be proved that still there are people who post the history of the Auschwitz concentration camp in social media, Facebook. It is proposed to remind its history of the Auschwitz concentration camp again. In Facebook's comment section, many people express their feelings, thoughts, and ideas. Most of those comments show sympathy and empathy expressions toward the victims of the history of the Auschwitz concentration camp.

Social phenomena show that still there are people who believe that sympathy and empathy have the same meaning or synonym. In fact, both sympathy and empathy are different. In social interaction, people use the term sympathy and empathy in many different situations: condolence, pity, compassion, sorrow, pain, and many more. Sympathy and empathy can be the sign of humanity in each person. Sympathy means feeling for each other (Batson, 1983). Empathy is the ability to comprehend the person's thought, feeling and emotion (Darwall, 1998). Sympathy can be illustrated like the phrase *'feeling together with'*, while empathy can be illustrated like the phrase *'feeling within'* (Darwin, 2009). Sympathy and empathy expressions exist in social interactions. Therefore, this study has

strong connection with sociopragmatics which is oriented to analyze the utterance of language in social interaction (Holmes, 1993).

Social interaction also can be reflected in the use of language in social media. Currently, social media has become a new trend for all people in the world. Social media is a virtual network community that can be used by people to explore the world and face the modern era. Social media cannot be separated from human's life. Social media can be the place to share information, knowledge, ideas, thought and emotion. Therefore, social media is important in human life.

Sometimes utterance in social interaction contains the speaker's speech intention or implied meaning. The utterance which contains implied meaning is named by implicature. Implicature is the speech's meaning between what the speaker literally said and what the speaker truly said (Levinson, 2008). The speaker literally said and the speaker actually said are different. The speaker literally said it means the utterance which is uttered by the speaker, while the speaker truly said it means what the speaker wants to utter to the hearer. The speaker literally said and the speaker actually said are different. Therefore, implicature looks like the hidden message of the speaker to the hearer. Based on the explanations above, the success of communication cannot be seen from how the hearer is able to comprehend the speaker's intention only but also from the speaker's speech intention. In other words, between speech act and implicature are important things in social interaction to avoid misunderstanding between the speaker and the hearer. Therefore, the speaker can understand the speaker's intention and what the speaker's intention is correctly.

The findings of this study have correlation with the findings of previous studies. First, research was conducted by Ly-Hoang (2020) with the title "The Relationship Between Sympathy, User-Generated Content and Brand Equity" which was aimed to analyze how sympathy spreads messages through social media networking. This research was analyzed by applying several steps, namely: review, compare the same research in the past and develop research. The data were social media users' messages, while the data sources were sympathy messages. The findings showed that there was a relationship between sympathy and social media networking in the case of spreading messages. It is reflected in the use of sympathy in social media networking (Twitter, Facebook, Instagram and YouTube). Second, research was conducted by Guan et al (2019) with the title "Social Media Use and Empathy: Mini Meta-Analysis" which was aimed to analyze the correlation between empathy and social media. This study was analyzed by applying meta-analysis research. The data were social media users, while the data sources were empathy responses. Techniques of collecting data were observed. The findings showed that there was a positive effect and significance between empathy and social media. It showed that social media is related to cognitive and affective empathy.

The writer conducts this study to describe the types of sympathy and empathy expressions and its implicature given by social media users on the history of the Auschwitz concentration camp. In analyzing the data of this study, the writer uses sympathy theory by McDougall, empathy theory by Goleman and implicature theory by Grice. This study is aimed to complete several previous researches in the past. For that reason, the writer is attracted to analyzing sympathy and empathy and implicature on social media, especially on Facebook by applying a sociopragmatics approach. Finally, the writer formulates the appropriate title to this study, that is; "A Sociopragmatics Analysis of Sympathy and Empathy Expressions Given by Social Media Users on the History of the Auschwitz Concentration Camp".

METHOD

This study is aimed to describe the types of sympathy and empathy expressions and its implicature. To analyze the data, the writer uses a sociopragmatics approach. The study using descriptive qualitative methods. Data of this study were sympathy and empathy utterances. Source of the data was a DW News post on Facebook about the history of the Auschwitz concentration camp. Techniques of collecting data were observation and documentation by doing several steps: observing all of the social media users' comments, analyzing sympathy and empathy utterances and implicature, categorizing the appropriate data based on the theory, and making conclusions. The writer uses three main theories. Firstly, the writer uses McDougall's theory (1908) to analyze the types of sympathy. In sympathy theory, there are two types of sympathy: passive sympathy and active sympathy. Secondly, the writer uses Goleman's theory (1996) to analyze the types of empathy. In empathy theory, there are three types of empathy: cognitive empathy, emotional empathy and compassionate empathy. Lastly, the writer uses implicature theory by Grice (1975) to analyze the implicature. In implicature theory, there are two types of implicature: conventional

implicature and conversational implicature. In conversational implicature, there are two types of conventional implicature: generalized conversational implicature and particularized conversational implicature.

FINDINGS AND DISCUSSION

This study uses a sociopragmatics approach. Trosbog (1995:55) states sociopragmatics is the study of social interaction that relates to the social system and social situation. This study uses speech act theory. Yule (1996:47) states speech act is action performed via utterances. This study includes the expressive speech act. Expressive is a speech act that describes the speaker's feelings. It states the psychological feeling and attitude of the speaker. Expressive speech act can be the statement to utter a congratulation, condolence, anger, welcoming, apologizing, thanking, greeting, sympathizing, empathizing.

The writer applies three main theories to analyze the data. First, sympathy theory by McDougall. According to McDougall (1908:92), sympathy is the transmission of emotions from one person to another person. Then, there are two types of sympathy, namely: a) passive sympathy means sharing emotion to others without any impulse to help someone. Passive sympathy may be aroused at seeing others in distress, fear or pain. Therefore, passive sympathy emphasizes on the feeling of pity, b) Active sympathy is contrary to passive sympathy. Active sympathy means sharing emotion to others that involves the impulse to console, to help and also to protect someone. In active sympathy not only contains sympathy, but also contains a willingness to console, help, or protect its person. Therefore, it is named by active sympathy. Second, empathy theory by Goleman (1996). There are three types of empathy, namely: a) cognitive empathy emphasizes on people's condition in various perspectives. People who have this cognitive empathy are able to understand someone else's place and perspective they have, b) emotional means the person's understanding process of another person's feelings which involves the person's psychological state, c) compassionate means the person's understanding process of another person's feelings which can be proved by an action. It is defined as action-oriented. Third, implicature theory by Grice. According to Yule (1996:40), implicature is an extra meaning that is not uttered directly by the speaker in order to obey the cooperative principle.

There are two types of implicature, namely: a) conventional implicature can be inferred directly from the specific word and grammatical structure and b) conversational implicature is if the hearer's intention that can be inferred based on the speech context. In conversational implicature, there are two types of conventional implicature: generalized conversational implicature is the prior knowledge that can be an implied meaning to interference or non-explicit meaning in any sort of context and particularized conversational implicature is the prior knowledge that has very specific contextual information. By applying those theories to analyse the data, the result can be seen in the following tables below.

The Type of Sympathy and Empathy Expressions

Sympathy

Based on the data analysis of sympathy expression, it can be concluded that there are two types of sympathy expression given by the social media users on the history of the Auschwitz concentration camp.

Table 1. Type of Sympathy Expression

Type of Sympathy Expression	Frequenc y	Percentag e
Passive Sympathy	24	43 %
Active Sympathy	32	57 %
Total	56	100 %

Based on the table above, the writer found 2 types of sympathy expression, such as: passive sympathy and active sympathy. Passive sympathy consists of 24 data (43 %). Active sympathy consists of 32 data (57 %). Therefore, there are 56 data of sympathy expressions. The most dominant type of sympathy expression is active sympathy. The social media users expressed active sympathy by means to not only take pity on the victims but also to share and grow a willingness to help, console and protect the victims and all people. Therefore, it can prevent the Holocaust action happen in the future. In addition, it can be concluded that social media can be the place to enhance sympathy and empathy for people in case of the use of language for social solidarity.

Empathy

Based on the data analysis of empathy expression, it can be concluded that there are two types of empathy expression given by the social media users on the history of the Auschwitz concentration camp.

Table 2 Type of Empathy Expression

Type of Empathy Expression	Frequency	Percentage
Cognitive Empathy	8	35 %
Emotional Empathy	7	30 %
Compassion Empathy	8	35 %
Total	23	100 %

Based on the table above, the writer found 3 types of empathy expression: cognitive sympathy, emotional empathy and compassion empathy. Cognitive empathy consists of 8 data (35 %). Emotional empathy consists of 7 data (30 %). Compassionate empathy consists of 8 data (35 %). Therefore, there are 23 data of empathy expressions. The most dominant type of empathy expression is cognitive empathy and compassion empathy because their data are equal. While, emotional empathy is less than cognitive empathy and compassionate empathy. The social media users express cognitive empathy and compassionate empathy by means to give an understanding response in communication of another's perspective intelligently and take action to show the spirit for sharing emotion.

By applying sympathy theory by McDougall (1908) and empathy theory by Goleman (1996), the type of sympathy and empathy can be found in the history of the Auschwitz concentration camp which is posted by DW News on Facebook. It can be shown that social media can enhance sympathy and empathy. Social media can be the place for people in case of the use of language for social solidarity.

The findings of this study have the correlation with the findings of previous study. First, research was conducted by Ly and Hoang (2020) which was aimed to analyse how sympathy spreads messages through social media networking. This research was analysed by applying several steps, namely: review, compare the same research in the past and develop research. The data were social media users' messages, while the data sources were sympathy messages. The findings showed that there was a relationship between sympathy and social media networking in the case of spreading messages. It is reflected in the use of sympathy in social media networking (Twitter, Facebook, Instagram and YouTube). Second, research was conducted by Guan (2019) which was aimed to analyse the correlation between empathy and social media. This study was analysed by applying meta-analysis research. The data were social media users, while the data sources were empathy responses. Techniques of collecting data were observed. The findings showed that there was a positive effect and significance between empathy and social media. It showed that social media is related to cognitive and affective empathy.

The Implicature of Sympathy and Empathy Expressions

Based on the data analysis of sympathy and empathy expressions, it can be concluded that there are two types of implicature given by the social media users on the history of the Auschwitz concentration camp.

Table 3. Type of Implicature

Type of Implicature	Frequency	Percentage
Conventional Implicature	16	67 %
Conversational Implicature	8	33 %
Total	24	100 %

Table 2. Types of Conversational Implicature

Conversational Implicature	Frequency	Percentage
a) Generalized Conversational Implicature	3	12 %
b) Particularized Conversational Implicature	5	21 %
Total	8	33 %

Based on the table above, the writer found 2 types of implicature of sympathy and empathy expressions: conventional implicature and conversational implicature. In conversational implicature, the writer found 2 types of conversation implicature: generalized conversational implicature and particularized conversational implicature. Conventional implicature consists of 16 data (67 %). Conversational implicature consists of 8 data (33 %) which divides into 2: generalized conversational implicature consists of 3 data (12 %) and particularized conversational implicature consists of 5 data (21 %). Therefore, there are 24 data of implicature of sympathy and empathy expressions which are given by social media users on the history of the Auschwitz concentration camp on Facebook. The most dominant type of implicature is conventional implicature because the writer analyses social medias' comment. It is not a direct conversation.

CONCLUSION

Finally, the writer can conclude several things, namely: 1) the types of sympathy can be found in this study, namely: passive and active sympathy. The most dominant type of sympathy is active sympathy rather than passive sympathy. The social media users express active sympathy by means to not only take pity on the victims but also to share their ideas and thoughts in order to grow a willingness to help the victims and all people. Therefore, it can prevent the Holocaust action happen in the future. 2) The type of empathy can be found in this study, namely: cognitive, emotional and compassionate empathy. The cognitive and compassionate sympathy are equal and emotional empathy is less than cognitive and compassionate sympathy. The social media users express cognitive empathy and compassionate empathy by means to give an understanding response in communication of another's perspective intelligently and take action to show the spirit for sharing emotion. 3) The implicature of sympathy and empathy can be found in this study, namely: conventional and conversational implicature. Conversational implicature divides into 2, namely: generalized and particularized conversational implicature. The most dominant type of implicature is conventional implicature because the writer analyses the data of implicature from Facebook's comment section and it is not conversation directly. The social media users express implicature by means to give understanding indirectly. Based on the conclusion above, it shows that social media can be the place to enhance sympathy and empathy for people in case of the use of language for social solidarity.

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The writer would like to express appreciation for everyone who helps to the successful realization of this research. Personally, this research is far from the word 'perfect', but the writers hope this research will be useful for the other researcher and readers. For this reason, the writer is glad to receive the critics and suggestions.

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English Teachers' Perception of the Shift from Offline to Online Teaching and Learning during Covid-19 Pandemic in SMA N 1 Gemolong

Achmad Dzaky Mubaroq¹, Aryati Prasetyarini²

¹ Universitas Muhammadiyah Surakarta

^{a)} Corresponding author: a320170073@student.ums.ac.id

^{b)} ap156@ums.ac.id

Abstract. This research investigates the English teacher's perception on the shift from offline to online teaching-learning during covid-19 pandemic in SMA N 1 Gemolong. It aims at (1) analyzing the English teacher's perceptions of the shift from offline to online teaching-learning during covid-19 pandemic at SMA N 1 Gemolong, (2) finding the problems faced by the English teachers in conducting online learning during covid-19 pandemic at SMA N 1 Gemolong. The subjects of this research are two English teachers at SMA N 1 Gemolong. This is a descriptive qualitative research in which the researchers used interview to collect the data. It is found that 1) the English teachers perceived that online learning was complicated and inefficient. They faced difficulty to adapt and conduct online learning. 2) The problems faced by the English teachers were student's low participation, difficulty in managing the class, difficulty in accessing the internet, and lack of devices.

Keywords: online learning, online learning problems, English teacher's perception

INTRODUCTION

In the recent years, the entire world has been in chaos because of an epidemic called Covid-19 virus that has spread all around the world. The virus was indicated on December 31, 2019, in the city of Wuhan in China's Hubei province. The Covid-19 virus transforms into medical problems that endanger and infect hundred thousand people around the world, which thousands of people died. To prevent the spread of this virus the Indonesian government attempt to minimize the social interaction named psychical distancing, that is done by no shaking hands, not getting closer to one another in any event for one meter, work from home for the employee, online class for the students. Minimizing the meeting such as conference or seminars are also the government's effort to prevent the spread of this virus.

The Covid-19 pandemic does not only become a medical problem but also impact on all human aspects, such as economic, tourism, transportation, manufactures, social, food supplies, and educational sectors. In education sector, the pandemic makes the teaching and learning shifting from offline to online process. It occurs in all education levels; from the elementary school, middle school, senior high schools, and university level. The sudden changing is difficult to deal with. Teachers who used to conduct face-to-face teaching in a class should conduct web meeting. This condition creates a new problem. The delivery of the schools' learning materials becomes difficult to deliver.

To keep the teaching-learning process running well, teachers need to adapt to this condition and carry out the teaching-learning process with online learning. Additionally, the teacher can utilize technology in the teaching-learning process that is constantly developed and updated every day. It became a new challenge for the teacher to learn technology, and there can be new approaches to conduct the teaching-learning process. In order that the

development of technology was easy to reach, the form of a device, such as a smartphone, computer, and tablet, can be used as media to deliver the materials for the students. Furthermore, it is supported by the internet network and online platforms that can facilitate the teaching-learning process, such as WhatsApp, YouTube, Schoology, and Google classroom, or other social media platforms that can facilitate the teaching-learning process.

In the teaching-learning process, teacher should have the skill to develop the student's attitude and the classroom circumstances by designing interesting teaching-learning activities (Jannah, 2019). Therefore, the teacher should be able to conduct the teaching-learning process in a conducive way and meet the student's needs. Teacher should also be able to manage the teaching-learning process properly, in order to encourage the students to achieve their objectives. The ways how to manage the situation and solve the problems are influenced by the teacher's capacity, perception, background knowledge, and educational experience in conducting the teaching-learning process.

The shift from offline to online learning in recent years encourages English teachers to adopt the new approach applied in teaching. Most teachers feel that the online teaching-learning process in this covid-19 pandemic is not optimal; it's difficult to deliver/transfer the materials to students. It is possible to deliver the materials; however, the problem is not on how to deliver the materials but on how teachers deliver the pedagogical values. It's difficult to deliver the social values, difficult to recognize the student's personality, the difficulty in the social interaction that creates the gap between the teacher and the student. Moreover, the online teaching-learning process is not teaching it just such as giving materials for students to get knowledge, not a good attitude or manner.

Online learning is also implemented at SMA N 1 Gemolong, using the online platform named Microsoft Kaizala. Since SMA N 1 Gemolong was the school where the researcher did the PLP II internship (Program *Pengenalan Lapangan Persekolahan*), the researcher has a conversation with the teachers, especially the English teacher. They claimed that online learning is difficult to implement since it's difficult to deliver the materials for the students. Even though the teachers were able to deliver the materials, but the teaching was not optimal. Moreover, the materials delivered and the online learning time were limited, caused the online learning implementation did not meet the student's needs. Moreover, there was a possibility that some students at SMA N 1 Gemolong had lack of comprehension of the learning subjects, especially English subject which constituted a foreign language for them. Meanwhile, the teacher should be able to conduct the learning process that is related to the student's background knowledge and the materials being studied, in order to create an effective learning process (Tompkins in Muslim, 2019:7).

The shift from offline to online teaching and learning in Indonesia requires adaptation since the student and teacher are not familiar with online learning. In addition, the teacher's perspectives on this online learning implementation have a huge role to support the student to be able to meet their needs. Teacher's perceptions can be a point of reference for other teachers to conduct appropriate online teaching and learning. Therefore, the research tries to investigate the English teacher's perception of the shift from offline to online teaching and learning implemented in SMA N 1 Gemolong.

However, the online teaching-learning process leads to new issues that are felt by the teachers or students. The common issues appear to be such a terrible connection, the difficulties to operate the devices; it's hard to gain the subjects matter, furthermore, the student does not attend the online teaching-learning seriously. The student felt that the allowance of online learning is not serious about in the online learning class. In online teaching-learning, there must be an internet network that connects the students and the teacher. In case Indonesian people are forced to stay at home for quite a while, the bad internet connection caused the internet issues that make the internet network collapse. It turns into a major problem in conducting the online teaching-learning process faced by the students and teacher.

Human has the ability to understand information, which is called cognition ability. It is used to proceed information from the human environment. There are two opinions about the source of this ability, from internal and external sources. The internal sources' opinion convinces that the knowledge and principles are already found inside the subject, cognition already exists in humans, and then cognition is just the process of discovering and developing the existed knowledge. The external sources' opinion convinces that human knowledge comes from external sources such as experience, the human mind is a blank space of paper, and all the knowledge is printed from the external side or what a human experienced (Demuth, 2013:11).

Human used their cognition to process information to make a set of various perceptions, feelings, and ideas by physical interaction with the outside world. The process of physical interaction is completed by our perception, which used our sensory organs to identify any information about the existence of stimulus, evaluating, and giving values to them (Qiong, 2017). Perception is a process that begins with a sensing process, the process of getting a stimulus by individuals through the senses or as well called a sensory process. Then, the process does not simply

stop, and then the stimulus is organized and interpreted until the individual comprehends what is sensed, and this process is a perceptual process (Walgito, 2004).

It can be concluded that perception is a process of getting information through the physical interaction between humans and the environment. In the perception process, it is necessary to go through several stages to produce perception, start from selecting, organizing, and interpreting the obtained information.

Online learning can be defined as a learning experience through the internet/online computer in a synchronous classroom. In this condition, the students and teachers connect with each other, but they are not relying on the physical location to participate in the online learning class (Singh & Thurman, 2019). Furthermore, online learning is one of the types of E-Learning that is a learning process supported by digital electronic tools and media (Basak, Wotto, & Be' langer, 2018).

Technology development also involves the online learning process, where technology is easy to reach such as gadgets, smartphones, computers, and supported with the internet connection. Also, there are social media platforms that can be used as media to deliver the learning materials, such as *YouTube*, *WhatsApp*, *Google classroom*, *Zoom*, or other social media platforms that can facilitate the teaching-learning process.

Online learning or E-Learning is a learning process through digital media that is supported by the development of technology with the internet connection, and the social media platform to conduct the online learning process.

This study was conducted to find out the English teacher's perception of the shift from offline to online learning in the covid-19 pandemic era at SMA Negeri 1 Gemolong. Based on the background of the study, the researcher is interested in investigating and describing the English teachers' perceptions and the problems in conducting online English teaching at SMA Negeri 1 Gemolong. The study entitled "English Teachers' Perception on the Shift from the Offline to Online Teaching and Learning during Covid-19 Pandemic in SMA N 1 Gemolong"

METHOD

In this research, the writer used descriptive qualitative research to analyze English teacher's perceptions of the shift from offline to online teaching-learning and the problems faced in SMA N 1 Gemolong. This study may bring to the comprehension of how the online teaching and learning process and the situation at the school when conducting online learning in SMA N 1 Gemolong. This research used interviews and online questionnaires through Google form to obtain the data. The subjects of this research were two English teachers in SMA N 1 Gemolong namely Mrs. A & Mr. S. the interviews were done with Mrs. A, and the online questionnaire was given to Mr. A through WhatsApp chat. To analyze the obtained data the researcher used data analysis by Miles and Huberman (1994) through procedures namely, data reduction, data display, and conclusion drawing. In order to obtain valid data, the researcher used data triangulation.

FINDINGS AND DISCUSSION

English teacher's perceptions on the shift from offline to online teaching-learning at SMA N 1 Gemolong

English teachers in SMA N 1 Gemolong argued that in online learning the teachers could not meet the students offline. They had to see their students through web meeting which required a set of complex devices, it made the learning process was not optimal. Therefore, it can be concluded that offline learning is more optimal than online learning. The conversation in the interview section between the researcher (TR) and the first participants (P1) is presented as follows.

TR : "Apa pendapat Anda tentang perbedaan antara sistem pembelajaran online dan offline?"

(What do you think about the difference between online and offline learning systems?)

P1 : "Perbedaan antara offline dan online, kalau online itu ya tidak tatap muka, jadi guru dan siswa hanya ketemu atau proses belajar mengajarnya lewat HP. Sedangkan offline itu tatap muka. Jadi perbedaannya itu tadi, kalau online itu tidak bisa ketemu dengan siswa, kalau offline itu ketemu langsung. Online juga bisa ketemu tapi tidak secara langsung, misalnya menggunakan aplikasi zoom atau aplikasi yang lain."

(The difference between offline and online is that online is not face to face, so teachers and students only meet or learn to teach via cellphones or cyberspace. Meanwhile offline should be face to face. So the difference is that online, you can't meet students, while offline you can meet directly. Online can also meet but not directly, for example using zoom applications or other applications.)

The response obtained from the online questionnaire from the second participant (P2), as follows:

P2 : "Pembelajaran online itu memerlukan perangkat yang komplet, rumit dan mahal. Namun, hasil pembelajarannya saya rasa kurang maksimal. Sedangkan, pembelajaran offline atau tatap muka itu bertemu secara langsung, dan untuk pencapaian pembelajaran akademik dan karakter mudah tercapai dan terukur."

(Online learning requires a complete, complicated and expensive device. However, I think the learning outcomes are not optimal. Meanwhile, offline or face-to-face learning meets directly, and for the achievement of academic and the character education is easily achieved and measurable.)

Since offline and online learning are different in the implementation, the English teachers in SMA N 1 Gemolong prefer offline learning because in offline learning the teachers are able to understand the student's characteristics, also the teachers had better preparation and provide optimal materials. This statement can be proven by the conversation in the interview section between the researcher (TR) and the first participants (P1) as follows.

TR : "Pengajaran dan pembelajaran apa yang Anda sukai? Online atau offline? Mengapa?"

(Which teaching and learning do you like to conduct? Online or offline? Why?)

P1 : "Oke kalau di suruh milih pembejaraan yang lebih saya sukai, mestinya saya lebih suka pembelajaran offline karena dengan pembelajaran offline kita bisa langsung melihat kondisi siswa, kita bisa manage siswa di kelas, dan juga lebih siap."

(Okay, if asked to choose the teaching and learning process that I prefer, I should prefer offline learning because with offline learning we can immediately see the student's condition, we can manage students in class, and also be better prepared.)

The response obtained from the online questionnaire from the second participant (P2), as follows:

P2 : "Offline, tentu saja dengan pembelajaran offline saya sebagai guru mampu untuk memberikan materi yang lebih maksimal dan juga di dalam proses pembelajaran offline saya dapat mengenal lebih jauh karakter-karakter siswa-siswi yang saya ajar dengan adanya interaksi secara langsung."

(Offline, of course with offline learning, I am able to provide material as a teacher more optimally and also in the offline learning process I can get more understand the characteristics of the students that I teach through direct interaction.)

English teachers in SMA N 1 Gemolong perceived that online learning is complicated and burdens the teachers. The teachers claim that they had difficulties to adapt with this condition. This statement can be proven by the conversation in the interview section between the researcher (TR) and the first participants (P1) as follows.

TR : "Apa pendapat Anda tentang pergeseran dari pembelajaran offline ke online selama era pandemi covid-19? Apakah sulit beradaptasi dengan situasi baru?"

(What do you think about the shift from offline to online learning during the covid-19 pandemic era? Is it difficult to adapt to the new situation?)

P1 : "Mestinya karena memang pergeseran dari offline ke online ini harus kita jalani jadi ya memang harus melakukan itu. Dan pastinya kesulitan itu ya memang ada pas di awal-awal itu, kita harus mempelajari beberapa metode pengajaran baru, apa yang siswa itu tidak kesulitan dan HP milik siswa mampu, karena ya memang online ini kita lewat dunia maya kita juga harus menyiapkan situasi baru,"

(It should be because this shift from offline to online is something we have to live with, so we really have to do that. And of course, there were difficulties at the beginning, we had to learn some new teaching methods, which make students didn't have trouble and the students' cellphones were capable of, because of course, we are online through cyberspace we also have to prepare for new situations.)

The response obtained from the data from the online questionnaire from P2, as follows:

P2 : "Menurut saya pergeseran dari offline ke online cukup mengganggu proses pembelajaran yang semestinya dan juga masih belum optimal, memang untuk proses pembelajaran harus di lakukan secara online seperti penyampaian materi yang kurang sehingga masih banyak yang harus di perbaiki. Beradaptasi antara media, aplikasi dan kondisi siswa memang sulit sekali dan tujuan tidak bisa maksimal apalagi pendidikan karakter siswa."

(In my opinion, the shift from offline to online is quite disturbing the learning process which should be and is still not optimal, indeed the learning process must be done online such as lacking the material delivery so there is still much to be improved. Adapting between media, applications and student conditions are indeed very difficult and the goals cannot be maximized, especially the character education for students.)

Problems faced by English teachers in conducting the online English learning at SMA N 1 Gemolong in the Covid-19 pandemic era

Based on the interview section and online questionnaire, the researcher found that there are several problems faced by English teachers in conducting online learning as follows.

Student participation

The first problem faced by the first participant is the limited number of students who are active in online learning, meanwhile, most of the students become passive. The students become passive because they are shy, unconfident, and afraid of being wrong to ask or giving opinions in the online class forum. To deal with the student participation in the online class, the first participant provides a private chat through WhatsApp for those who do not have a chance, shy, or unconfident to ask in the online class session.

This statement can be proven by the conversation between the researcher (TR) and the first participant (P1) in the interview section, as follows:

TR : *“Apa saja kendala yang dihadapi guru bahasa Inggris dalam melakukan pembelajaran dan bagaimana anda mengatasi masalah pembelajaran bahasa inggris online di SMA N 1 Gemolong?”*

“What kind of obstacles faced by the English teachers and how you overcome those problems in conducting online learning at SMA N 1 Gemolong?”

P1 : *“Karena memang ada siswa-siswa yang pasif yang merasa kalau dia itu tidak bisa, mau bertanya pun malu, ada takut salah gitu, jadi memang online itu lebih cenderung ke pasif, hanya beberapa persen yang aktif. Untuk mengatasi siswa yang malu untuk bertanya di forum umum, saya juga membuka japri lewat WhatsApp.”*

(Of course, the passive students feel that he/she are not able to, shy to ask, afraid of being wrong. Therefore in online learning tend to be passive, there only a few percent active students. To overcome the students who shy to ask in the online class forum, I also provide private messages.)

Class management

Since the implementation between offline and online learning is different, the first participant is having a problem managing the class. It is difficult to organize the online learning process and the students are less participate while online learning took place. To deal with the class management, the first participant gives a solution by trying to encourage the students to be active in the online class.

This statement can be proven by the conversation between the researcher (TR) and the first participant (P1) in the interview section, as follows:

TR : *“Apa saja kendala yang dihadapi guru bahasa Inggris dalam melakukan pembelajaran dan bagaimana anda mengatasi masalah pembelajaran bahasa inggris online di SMA N 1 Gemolong?”*

“What kind of obstacles faced by the English teachers and how you overcome those problems in conducting online learning at SMA N 1 Gemolong?”

P1 : *“Kalau lewat online memanaganya itu sulit, karena misal ngajar speaking lewat Zoom, ya siswa-siswa itu sulit sekali untuk aktif, sudah di panggil, sudah disuruh menghidupkan camera dan mic, itu juga ada yang diem saja. Cara saya mengatasi itu saya sedikit demi sedikit siswa itu saya beri semangat agar kalau ada problem bisa ditanyakan”*

(Meanwhile, online learning is difficult to manage, because when teaching speaking through Zoom, the students is difficult to be active, difficult to call, already ordered to turn on camera and mic, also there are keep silent. My strategies to overcome that, by encouraging the students, if there are problems that can be asked)

Internet access

In implementing online learning there should be good internet access so the teaching-learning can run well. Unfortunately, there are several students in SMA N 1 Gemolong who have limited internet access. Therefore, the online teaching-learning process is not conducted well. To deal with the internet access the second participant uses

the Microsoft Kaizala platform that doesn't require high internet access quality, not burdensome the cellphones, and makes easy the teaching-learning process.

This statement can be proven by the collected data from the second participant (P2) from the online questionnaire, as follows:

- TR : *"Apa saja kendala yang dihadapi guru bahasa Inggris dalam melakukan pembelajaran dan bagaimana anda mengatasi masalah pembelajaran bahasa inggris online di SMA N 1 Gemolong?"*
"What kind of obstacles faced by the English teachers and how you overcome those problems in conducting online learning at SMA N 1 Gemolong?"
- P2 : *"kendalanya itu kesulitan dalam mengakses internet. Cara mengatasinya saya lakukan proses pembelajaran dengan menggunakan aplikasi Kaizala yang ringan dan juga memudahkan saya untuk mengajar dan juga memudahkan siswa dalam mengumpulkan tugas."*
(The obstacles is the difficulty to access the internet. To overcome this is I do the learning process using the Kaizala application which is lightweight and also makes it easier for me to teach and also makes it easier for students to collect assignments)

Online learning media

People can communicate through the internet, which requires an internet connection, also requires media to use it. There are several kinds of media such as smartphones, computers, or laptops. Meanwhile, in SMA N 1 Gemolong several students don't have a smartphone. To deal with the students who don't have smartphones, SMA N 1 Gemolong assists by purchase smartphones from the teacher's sincere contribution.

This statement can be proven by the collected data from the second participant (P2) from the online questionnaire, as follows:

- TR : *"Apa saja kendala yang dihadapi guru bahasa Inggris dalam melakukan pembelajaran dan bagaimana anda mengatasi masalah pembelajaran bahasa inggris online di SMA N 1 Gemolong?"*
"What kind of obstacles faced by the English teachers and how you overcome those problems in conducting online learning at SMA N 1 Gemolong?"
- P2 : *"Kendala lainnya itu ada beberapa siswa tidak memiliki smartphone. Untuk siswa yang belum mempunyai HP itu di bantu pihak sekolah dengan cara bapak-ibu guru itu iuran seikhlasnya supaya siswa bisa beli HP"*
(The other obstacles is there are few students that don't have a smartphone. For students who do not have cellphones, the school is assisted by means of the teachers' fees as sincerely so that students can buy cellphones.)

Finally, both participants are hopes that this Covid-19 pandemic will over soon, so the conventional or face-to-face teaching-learning process can be done again. This statement can be proven by the conversation between the researcher (TR) and the first participant (P1) in the interview section, as follows:

- TR : *"Apa harapan Anda terhadap proses belajar-mengajar online di era pandemi ini?"*
"What is your expectation toward the online teaching-learning process in this pandemic era?"
- P1 : *"Harapannya siswa itu bisa bangkit dan bisa membayangkan online itu sama dengan offline. Dan juga semoga pandemi segera berakhir terus kita bisa bertemu lagi, sehingga chemistry bisa terjalin, jadi nanti pembelajaran yang kita ingin kan bisa berjalan dengan baik."*
(The hope is that students can get up and imagine online is the same as offline. And also hopefully the pandemic will end soon and we can meet again, so that chemistry can be established, so that later the learning we want can go well.)

This is the data taken from an online questionnaire from the second participant (P2):

- P2 : *"harapan bagi kita untuk dunia pendidikan saya berdoa kepada Allah agar wabah virus Covid-19 ini cepat diangkat dari muka bumi dan bisa kembali belajar secara tatap muka. Karena pembelajaran online sehebat apapun tidak bisa mendidik siswa secara utuh."*
(Hope for us for the world of education I pray to Allah that the outbreak of the Covid-19 virus will be fast raised from the face of the earth and can return to face-to-face learning. Because of online learning No matter how good it cannot fully educate students.)

The research was conducted by interviewing and does the online questionnaire through the Google forms for the participants that are the English teachers in SMA N 1 Gemolong. The research purposed to identify and describe

English teacher's perception of the shift from offline to online teaching-learning and the problems they faced, also how the English teachers solve the problems in conducting online English learning in SMA N 1 Gemolong.

The interview and the online questionnaire that conducted in order to answer the research questions. In the interview section, the researcher (TR) and the first participant (P1) always gave feedback or the planned or unplanned question. Meanwhile, the result of the online questionnaire that has been conducted by the researcher (TR) and the second participant (P2) showed less information. However, the result between the interview and the online questionnaire is similar.

Based on the interview and the online questionnaire, the researcher tries to compare each data in order to obtain valid data and also giving the researcher's opinion. The data obtained from the research that research needs to compare, as follows:

English teacher's perception on the shift from offline to online learning in SMA N 1 Gemolong

Based on the data collected from the interview and online questionnaire, both English teachers have a similar perception of the shift from offline to online learning. It can be concluded that the English teachers in SMA N 1 Gemolong perceived that the online learning implementation in this covid-19 pandemic is complicated and it's not optimal. Since the English teachers are having problems adapting and conducting online learning.

Based on the data taken from the participants it can be seen that the English teacher in SMA N 1 Gemolong perceived that the online learning implementation is complicated and not optimal. Compared to the previous study written by Nashir & Laili (2021) the English teachers perceived that online learning is heavier than offline learning, also online learning is not implemented properly, and the English teachers facing problems in conducting online learning. It can be concluded that there is a similarity in the English teacher's perception that online learning is still not appropriate in its implementation.

According to Jannah (2019) teachers play an important role in the learning process. The teacher can make the teaching-learning process become effective and bring a good impact on students, it is related to the teacher's perceptions of the teaching-learning process. It depends on the teacher's ability, background knowledge, and experience in conducting the teaching-learning process. Meanwhile, it is the first time the teachers have conducting online learning and they have less experience on it, which caused the online learning implementation less optimal. Therefore, in order to create appropriate online teaching-learning teachers should receive online teaching-learning training and assistance. In addition, it is possible that online learning might be applied for a long period, therefore many aspects must be prepared.

Finally, the researcher concluded that both English teachers perceived online learning is complicated and not optimal, which they are having difficulties in adapting and conducting online learning.

The problem faced by the English teacher in conducting online learning in SMA N 1 Gemolong

Based on the data taken from the interview and online questionnaire, the problems faced by the English teachers in SMA N 1 Gemolong are similar, in which both English teachers had difficulties adapting the learning process in this online learning implementation. The problems faced by both English teachers are different, the first participant (P1) has problems in the student's participation and difficulty managing the class, meanwhile, the second participant (P2) had technical problems such as limited internet access and several students don't have smartphones. Additionally, both English teachers are having similar problems in delivering the materials for students.

Since the problems faced by both English teachers are different, the solutions applied also different. The first participant that faced problems such as the student's low participation and difficulty to manage the class applied solution by encouraging the students to be active and giving private messages for the students who don't have a chance in the online class. While the second participant faced problems such as the difficulty of accessing the internet and several students don't have smartphones, applied solutions such as the used the application that doesn't require strong internet quality for learning and the teachers give charity to buy smartphones for the students.

Based on data taken from the participants it can be seen that there are similarities and differences in the problems faced by the English teachers in SMA N 1 Gemolong. Compared with the previous study by Prabawati (2021) that found two problems were faced by the English teacher in conducting online learning, which are (1) the difficulty to access the internet, and (2) the student's low participation. It can be concluded that there are similarities to the

problems faced by the English teachers in conducting online learning. The differences are the researcher found that English teachers had difficulty in class management and several students that don't have smartphones.

Compared to the other previous study by Setyawan (2020) that found three problems in online learning implementation that are (1) the difficulty to access the internet, (2) several students that don't have smartphones, and (3) the teachers can't measure the student's ability directly. It can be concluded that there are similarities in the problems faced by the English teachers in conducting online learning. Meanwhile, the difference is the researcher found one more problem faced by the English teachers that is the student's low participation.

According to Almaiah et al, (2020), there are several challenges in adopting online learning, which can be classified into four categories namely (1) technological challenges, (2) individual challenges, (3) cultural challenges, and (4) course challenges. Since online learning has become an inevitable choice for the educational institutions in this covid-19 pandemic. Meanwhile, online learning implementation is not prepared well, caused problems that emerge makes online learning not optimal. According to Thomson (2010) the teaching-learning process should be well prepared from the beginning, provides detailed instructions and expectations. Therefore, in order to conduct appropriate online learning, there must be proper preparation, also the problems that emerge must be resolved.

Finally, the researcher concluded that problems faced by both English teachers are different and they had difficulties in conducting and adapting online learning in this covid-19 pandemic. Therefore, the implementation of online learning needs to be improved to fulfill the objectives of teaching-learning.

CONCLUSION

Based on the findings and data analysis, the researcher concluded that English teachers in SMA N 1 Gemolong perceived online learning as complicated and not optimal. The researcher assumes that the online learning implementation is not optimal because it is the first time for teachers to conduct online learning that can be seen the teachers are having difficulties in adapting and conducting online learning in this covid-19 pandemic. The researcher concludes that since it is the first time for the teachers to conduct online learning that makes them lack of experience, the online teaching-learning implementation becomes not optimal. Therefore, the teachers need more training and assistance to conduct appropriate online learning. The problems faced by English teachers in SMA N 1 Gemolong in conducting online learning are inevitable. The English teachers deal with problems such as student's low participation, difficulty managing class, difficulty accessing the internet, and several students who do not have smartphones. The researcher concluded that the students have difficulty accessing the internet and many students become passive in taking online learning to become the major problems faced by the English teachers in SMA N 1 Gemolong. Since offline or conventional or face-to-face class can't be conducted in this covid-19 pandemic, online learning becomes the solution for this condition. However, online teaching-learning may not effectively be applied if the teachers and students do not ready yet. Therefore, online learning requires a lot of preparation to make online learning effective.

Based on the results of the study, several things can be considered to improve the online learning implementation. For teacher, the results of this research can be used as the reference to conduct online learning in this covid-19 pandemic. Additionally, this research provides information about the online teaching-learning implementation and how to solve the problems in conducting online teaching-learning. For researcher, this research contributes to the implementation of online learning in this covid-19 pandemic. Hopefully, this research can give inspiration and guidance for further researchers to do similar research with various subjects that might offer different insights to the online learning environment. For reader, the readers have to study more about the implementation of online learning in this covid-19 pandemic. This research provides sufficient information to the readers who need to understand online learning implementation.

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Motivation to Exercise and Physical Activity of The Community on The Situation of The Covid 19 Pandemic In Surakarta

Sunjoyo Satrio Sakti^{1 a)} Rumpoko²

¹ *Fakultas Keguruan dan Ilmu Pendidikan, Universitas Tunas Pembangunan, Jl. Walanda Maramis no.31 Cengklik, Surakarta, Jawa tengah, 57135, Indonesia*

^{a)} *Corresponding author: saktirumpoko1@gmail.com*

Abstract. The purpose of this study is to determine the motivation to exercise and physical activity of the community in the Covid 19 pandemic situation in Surakarta. This type of research is quantitative descriptive research. Subjects in this study were 30 people who carry out sports activities that were randomly selected. The data collection technique used a questionnaire. The data analysis technique used is the percentage. The results of research on intrinsic motivation showed that 56% of respondents had very high motivation, 20% of respondents had high motivation, 7% had moderate motivation and 17% of respondents had low intrinsic motivation. The results of the study on extrinsic motivation referred 20% of respondents had very high extrinsic motivation, 10% of respondents had high extrinsic motivation, 23.3% of respondents had moderate extrinsic motivation, while 46.7% of respondents had low extrinsic motivation. Whereas the results of research on physical activity showed that 53.3% of respondents often did physical activity during the pandemic, 26.7% sometimes, 13.3% rarely and 6.7% of respondents never did physical activity during the Covid-19 pandemic. From the data above, it shows that the people of Surakarta have a strong inner motivation to exercise in the Covid-19 pandemic situation in Surakarta. It can be concluded from the results of this study that in the Covid-19 pandemic situation, the community has sufficient motivation to do physical activity to exercise.

Keywords: Motivation, Exercise, Physical Activity, Covid-19

INTRODUCTION

In the situation of the covid 19 virus pandemic experienced by the country of In-donesia and in particular in the city of Sura-karta the transmission rate is quite high (WHO, 2020) This causes the government to impose large-scale social restrictions (PSBB) and the latest is the program of enforcing restrictions on community activities (PPKM) to reduce the transmission and termination of the covid 19 virus chain (Inmendagri, 2021), (Susana D, 2020). The impacts of these regu-lations include limiting a person from exercis-ing motivation, and daily physical activity. Basically the motivation of exercise and physical activity can be done individually to maintain one's fitness, daily activities do not require space or a large place to do it easier and more practical (Tison, G. H., Avram, R., Kuhar, P., Abreau, S., Marcus, G.M., Pletch-er, M. J., &b Olgin, J. E., 2020). Moreover, today the world is faced with an outbreak of the covid-19 virus that has infected many people in various backgrounds where they are all struggling to a coronavirus infection called COVID-19 was first discovered in Wuhan, China in December 2019. The virus is spreading very quickly and almost to all countries including Indonesia. Efforts to avoid corona virus are to stay away from crowds, social distance, boost immunity and exercise (Füzéki, E., Groneberg, D. A., & Banzer, W., 2020).

Physical activity is a series of gestures resulting from skeletal muscle movements that produce energy expenditure (Bouchard, C., Blair, S. N., &Haskell, W. L., 2012), (Haskell,2007). Physical activity in daily life can

be categorized in work, exercise, conditioner, homework and various other activities (Gabriel, K., Pettee, K., & Morrow, J.R., 2010). A framework for physical activity as a complex and multidimensional behavior. Presented at Measurement of Active and Sedentary Behaviors: Closing the Gaps. To see the meaning of physical activity can begin more explicitly in identifying the types, traits, and contexts of activities they learn that are important in generating externality. Most physical activity researchers described what their study participants did, and carefully measured the activity participation (Meyer, A. L., & Gullotta, T. P., 2012). thus can be drawn conclusions understanding of physical activity that is a series of gestures in various activities in daily life.

Motivation by definition, concerning the direction and magnitude of behavior, are:

- a selection of specific actions,
- persistence
- efforts made

In other words, motivation is responsible for:

- why people decide to do something,
- how long are they willing to maintain activities,

• How difficult they will be to pursue (Dörnyei, Z., & Ushioda, E., 2021), Heckhausen, J. E., & Heckhausen, H. E. (2008).

The term motivation then refers to (1) the existence of an organized phase sequence, (2) towards a direction and (3) persistence in a certain direction, or the stability of the content." Peters, R. S. (2015). The concept of motivation. Routledge. In addition, motivation is the motivation that arises from someone who comes from inside the person and from outside.

Motivation from inside and out is often referred to as intrinsic motivation and extrinsic motivation. Intrinsic motivation is a type of basic motivation that exists in a person's basic interest in a variety of activities that have novelty and challenges. Intrinsic motivational behavior requires no outside reward, as it is expressive of a person about who they are, from what their interests are (Deci, E. L., Ryan, R.M., 2010). While extrinsic motivation is the opposite of intrinsic motivation or it can be said that motivation is done because there are rewards from outside. (Reiss, S., 2012). Motivation can give rise to a person's desire to do a motion activity. This has an association between motivation and physical activity. Physical activity has many purposes. Physical activity performed with certain intensity and exercise can improve and maintain physical fitness.

Physical fitness has many meanings including the ability to perform daily tasks vigorously and alertly without causing fatigue (American College of Sports Medicine, 2013). Physical fitness is the ability of the heart, blood vessels, lungs and muscular to perform optimal efficiency (American College of Sports Medicine, 2013). Subsequent physical fitness is a set of attributes that a person has to achieve abilities related to physical activity (American College of Sports Medicine, 2013).

Although in carrying out sports activities must follow the recommendations that have been given by the government by following the health protocol in order to reduce direct contact with others in the pandemic covid 19 virus.

METHOD

This study uses a descriptive quantitative approach, which aims to explain a phenomenon by using numbers that describe the characteristics observed and then described. Data collection techniques in this study were used questionnaires. The subjects in this study were people who were doing sports activities that were randomly selected as many as 30 people. Data analysis techniques are used with percentages.

RESULT AND DISCUSSION

Intrinsic Motivation

Based on the results of calculations known that out of 30 people known as many as 17 people have very high intrinsic motivation and 6 people have high motivation, 2 people have moderate motivation and 7 people have low intrinsic motivation. The above results are presented in the form of diagrams:

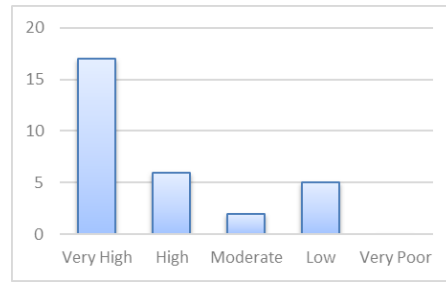


Figure 1. Intrinsic Motivation Histogram

From the table, it is known that as many as 56% of respondents have intrinsic motivation in the very high category, 20% in the high category, 7% in the moderate category and 17% in the low category. The above results when presented in the form of diagrams:

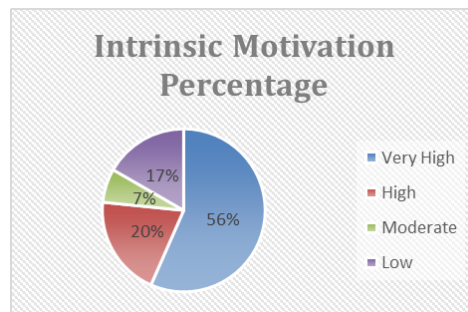


Figure 2. Intrinsic Motivation Histogram Percentage

While the results of descriptive analysis for each item of the question on intrinsic motivation variables are as follows:

After exercising you feel happy

Based on the results of the calculation of answers that after exercising feel happy as many as 15 people strongly agree, 5 people agree, 2 people answer undecided and 8 people disagree. Here are the calculation results in the table:

Table 1. Frequency Distribution Item Question 1

No	Answers	Absolute (Fa)	Relative (%)
1	Strongly Agree	15	50%
2	Agree	5	16.7%
3	Undecided	2	6.7%
4	Disagree	8	26.6%
	Total	30	100%

After exercising increase confidence

Based on the results of calculations known that the purpose of exercising to increase confidence as many as 16 people strongly agree, 7 people agree, 1 person answers undecided and 6 people disagree. Here are the calculation results in the table:

Table 2. Frequency Distribution Item Question 2

No	Answers	Absolute (Fa)	Relative (%)
1	Strongly Agree	16	53%
2	Agree	7	24%
3	Undecided	1	3%
4	Disagree	6	20%
	Total	30	100%

Exercise motivation to improve fitness

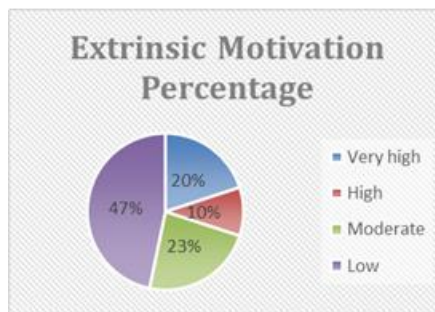
Based on the results of the questionnaire answer calculations it is known that exercise to improve fitness as many as 17 people strongly agree, 5 people agree, 2 people answer undecided and 6 people disagree. Here are the calculation results in the table:

Table 3. Frequency Distribution Item Question 3

No	Answers	Absolute (Fa)	Relative (%)
1	Strongly Agree	17	56.6%
2	Agree	5	16.7%
3	Undecided	2	6.7%
4	Disagree	6	20%
	Total	30	100%

Extrinsic Motivation

Based on the results of calculations known that out of 30 people known as many as 6 people have very high extrinsic motivation and 3 people have high motivation, 7 people have moderate motivation and 14 people have low intrinsic motivation. Known that as many as 20% of respondents have extrinsic motivation in the very high category, 10% in the high category, 23.3% in the moderate category and 46.7% in the low category. The above results when presented in the form of diagrams:

**Figure 3.** Extrinsic Motivation Histogram Percentage

While the results of descriptive analysis for each item of the question on intrinsic motivation variables are as follows:

After exercising get praise

Based on the results of the calculation of answers that after exercising want to get praise as many as 7 people strongly agree, 3 people agree, 8 people answer undecided and 12 people disagree. Here are the calculation results in the table:

Table 4. Frequency Distribution Item Question 4

No	Answers	Absolute (Fa)	Relative (%)
1	Strongly Agree	7	23.3%
2	Agree	3	10%
3	Undecided	8	26.7%
4	Disagree	12	40%
	Total	30	100%

Exercise to increase brotherhood

Based on the results of the calculation it is known that the purpose of exercising to add brotherhood as many as 6 people strongly agree 3 people agree, 6 people answer hesitantly and 15 people disagree. Here are the calculation results in the table:

Table 5. Frequency Distribution Item Question 5

No	Answers	Absolute (Fa)	Relative (%)
1	Strongly Agree	6	20%
2	Agree	3	10%
3	Undecided	6	6%
4	Disagree	15	15%
	Total	30	100%

Exercise motivation to gain sympathy

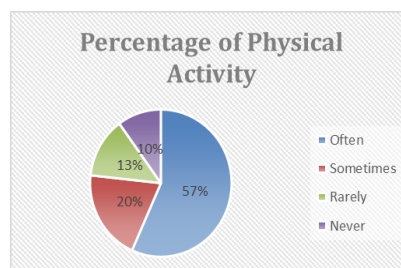
Based on the results of the calculation of questionnaire answers it is known that sports to get sympathy as many as 5 people strongly agree, 2 people agree, 7 people answer undecided and 16 people disagree. Here are the calculation results in the table:

Table 6. Frequency Distribution Item Question 6

No	Answers	Absolute (Fa)	Relative (%)
1	Strongly Agree	5	16.7%
2	Agree	2	6.7%
3	Undecided	7	23.3%
4	Disagree	16	53.3%
	Total	30	100%

Physical Activity During The Covid 19 Pandemic

Based on the results of calculations it is known that out of 30 people are known as many as 17 people often do exercise, 6 people sometimes do exercise, 4 people rarely exercise and 3 people never exercise. Known that 57% of respondents often exercise, 20% sometimes exercise, 13% respondents rarely exercise, and 10% never exercise. The results when presented in the form of diagrams.

**Figure 4.** Percentage of Physical Activity

While the results of descriptive analysis for each item of the problem on the variables of physical activity during the pandemic covid 19 are as follows:

Doing sports activities (cycling, swimming, running/ jogging and others)

Based on the results of calculations known that as many as 16 respondents often do sports activities (cycling, swimming, running / jogging and others), 8 respondents sometimes, 4 respondents rarely and 2 respondents never exercise. Here are the results of the calculation:

Table 7. Frequency Distribution Item Question 7

No	Answers	Absolute (Fa)	Relative (%)
1	Strongly Agree	16	53.3%
2	Agree	8	26.7%
3	Undecided	4	13.3%
4	Disagree	2	6.7%
	Total	30	100%

Doing sports activities (football, volleyball, badminton, etc.)

Based on the results of calculations known that 20 respondents very often do sports activities (football, volleyball, badminton, etc.), 6 respondents sometimes, 3 respondents rarely and 1 respondent never do sports activities. Here are the results of the calculation:

Table 8. Frequency Distribution Item Question 8

No	Answers	Absolute (Fa)	Relative (%)
1	Strongly Agree	20	66.7%
2	Agree	6	20%
3	Undecided	3	10%
4	Disagree	1	3.3%
	Total	30	100%

Up and down the stairs

Based on the results of calculations it is known that as many as 14 respondents often exercise by going up and down stairs, 4 respondents sometimes, 6 respondents rarely and 6 respondents never exercise by going up and down stairs. Here are the calculation results in the table 9.

Table 9. Frequency Distribution Item Question 9

No	Answers	Absolute (Fa)	Relative (%)
1	Strongly Agree	14	46.7%
2	Agree	4	13.3%
3	Undecided	6	20%
4	Disagree	6	20%
	Total	30	100%

From the results of research that has been done, can be seen from the motivation of exercising and physical activity shows high results for exercise. Even in the situation of the covid 19 virus pandemic, people still maintain their health by doing various physical activities. It is also supported by a fairly high intrinsic motivation.

Based on the percentage calculation on the motivation level of exercising intrinsically and extrinsically shows quite different results. Intrinsic motivation shows higher results than extrinsic motivation. When viewed in more detail on intrinsic motivation can be seen from 1) after exercise became more pleased shown 66.7% of respondents

answered strongly agree and agree, 2) increased confidence indicated 77% answered strongly agree and agreed, 3) increased immunity indicated 73.3% answered strongly agree and agree. While on extrinsic motivation can be seen from 1) happy to get praise shown 66.7% answered disagree, 2) Exercising to add friendship was shown 50% answered agree, 3) got sympathy shown 76.6% answered disagree.

In physical activity seen in detail can be seen from 1) doing sports activities shown 53.3% answered often, 26.7% answered sometimes, 13.3% rarely and 6.7% never. 2) Doing sports game activities indicated 66.7% answered often, 20% answered sometimes, 10% rarely and 3.3% answered never. 3) Up and down stairs were shown 46.7% answered often, 13.3% answered sometimes, 20% answered rarely and 20% answered never did exercise up and down stairs.

If seen from the results of the discussion that has been stated can be concluded the motivation of exercising intrinsic is the highest factor. While physical activity is often done sports games. Thus intrinsic motivation supports respondents to perform physical activity especially in sports games.

CONCLUSION

The motivation of exercise and physical activity that has been described above can be concluded that motivation intrinsically shows the highest results and physical activity performed shows high results in the situation of the covid 19 virus pandemic.

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Thai students' Efforts in Improving Writing Skill at English Department of Universitas Muhammadiyah Surakarta

Marwan Pradu¹, Koesoemo Ratih²

^{1 2} Universitas Muhammadiyah Surakarta

a) Corresponding author: a320160331@student.ums.ac.id

b) kr263@ums.ac.id

ABSTRACT This paper aims at describing the efforts of Thai students in improving their writing skills. The objective of the study is to describe ways of Thai Students to improve their writing skills in English Department of Universitas Muhammadiyah Surakarta. Many Thai students come to Indonesia without strong English knowledge and skills because almost all of them cannot communicate in English. However, some of them entered English department in Universitas Muhammadiyah Surakarta and then all of them had a difficulty to adjust for a new environment and faced cultural problems in Java, Indonesia. This study is a descriptive qualitative study which employed interviews and Questionnaires as techniques of collecting data. The data in this research are analyzed by data reduction, data display, and drawing conclusion Miles and Huberman (1994). Based on analysis, it is found that the efforts of improving writing skills in class by Thai students include doing rehearsal and a lot of practice to improve their writing, asking peers and lecturers and learning from social media.

Keyword: Improving writing skills, Thai students

INTRODUCTION

Written and spoken language is “an important communication tool to unite the whole world for communication. Language can indicate the place where the human life and power come from; when we know a language we can speak and be able to be understood by others who know the language” (Victoria, Robert and Nina, 2013: 1). It is the heart of communication for human life in the world which we can find more information through language. So, language is required for human life and people could use language to understand about what we explained.

Effort is “the activity of moving the body, energy and mind to achieve a work goal (actions, initiatives, efforts) to achieve something” (Aziz Erwati, 2013: 20). A person could be said to make an effort if he exerted his energy and mind to solve a case by accomplishing a solution to produce a goal. So, that the effort can be interpreted as something that is part of the person had to response to an event will be an effort to exert effort and mind to achieve a goal to influence and direct. As for the intent of the effort here is an effort that must be done by students to achieve goals with quality.

Students' effort in learning activities referred to the action of the behavior that the students did in improving their skill. According to Pace (1998) in Pass (2013: 44) that “quality of student effort is defined as how much voluntary behavior or personal investment a student makes for their education”. It has been examined as how often students carried out learning activities, such as taking detailed notes during class. Students adapted to improve their understanding. Therefore, effort is allocated to learning activities and the students have a chance higher level of mastery may be achieved. Pass (2013) said that the intensity of student effort is conceptualized as the student's perception of how hard he or she works on activity.

According to Baker (2012) Thailand as “a country that has never been colonialized by any foreign countries, has both advantages and weaknesses in term of international language. One of the shortages is insufficient skills and knowledge in learning other languages such as English as the international lingua franca (Baker, 2012)”. Now

Thailand is focusing on improving their English language because English language is number one all of language in ASEAN. So, they want to develop in integrating students' English education skill because English education in Thailand is still low ostensibly. So, Thailand still has been a minor is English language compared to other countries. Thailand entered ASEAN English community and since then English language has been the tool of communication for everyday life. It is inevitable of Thai education to urge students to have communication skill in English about writing, speaking, reading and listening.

Thailand is now entering the ASEAN English Community, therefore English is practically a medium tool for everyday communication and for careers. As a consequence, English is the key for all the member countries developing their human resources so as to compete in the local, national, or international job market in Asia. It is inevitable for Thai universities to urge students to have communication skills in English: Writing, Speaking, Reading, and Listening. Writing is a skill used in everyday life Such as, filling forms, taking messages, writing emails, or conducting business correspondence. Moreover, such skill is vital when some of the students participate in international environments such as studying overseas to have further education. Writing is "seen as the most challenging skill for a significant number of Thai students" (Sangiamchit, 2017).

Many of Thai students came to Indonesia without strong English knowledge because almost all of them cannot communicate in English. However, some of them entered English department in Universitas Muhammadiyah Surakarta and then all of them had a difficulty to adjust for new environment and faced cultural aspects of Java in Indonesia. The environment of education in Indonesia where teaching style and learning context are different from former experience is the problems which led to high disappointment, confusing and stress for Thai students in Indonesia. However, Thai students are trying of study hard and improving their Indonesian language and English language at the same time. "Communication barriers in the form of language and social norms can hamper international student's ability to acculturate and pose a great barrier to academic success, which was usually one of the key objectives of the international students" (Kim, 1995, in Ward et al., 2001).

In this study, six Thai students studying English language at the Department of English Education of Universitas Muhammadiyah Surakarta were selected. Robertson et al. (in Sawir, 2005: 569) concluded that "language issues were the major area of unsolved problems faced by international students". Because of the teaching learning at department of English education in UMS the lecturer used two languages, namely: Indonesian language and English language, therefore, for The International Undergraduate Thai students, they have to learn Indonesian first, to make success in second language learning. At the same time, they took English Department in UMS so that they have to learn English as well. It means that they have to learn both Indonesian language and English language. They should make balance to learn both of the language. For The International Undergraduate Thai students, the first time they join class they feel worried and feel unconvinced about themselves because of the situation in the class they never faced before.

There are some previous studies about Efforts of improving writing skills. A study was conducted by Wijayanti (2008) concerning teaching writing. She investigated the teacher of SMAN 1 Wonosari who asked the students to make composition on a piece of paper. After that, the teacher collected their tasks and gave responses or judgement of their writing. The responses are usually realized by putting the cross mark or check mark without explanation to the students. The students do not understand what the teacher correction is. So that, the students can not improve their writing. Actually it needs guidance or more explanation to make the students' writing better. As a result, the students remain confused and they have no progressive skill. It is not effective because the students cannot understand clearly with the error or mistake that was made. To improve the writing skill of the students, the teacher should change the correction technique that was implemented to the students to be more effective. So, the students can understand clearly with the error or mistake that was made and they can improve their writing skill. The second study by Jumadilah (2011) considers that there are many aspects involved in a writing process and the analysis of determining the passing grade which covers the level of learning indicator complexity, the level of ability of the students, and the level of support of school facilities. He investigated the English teachers of SMP Negeri 2 Mondokan Sragen to propose that the passing grade of writing is 6.5. It means that the learners will have mastered the minimal requirements of writing skill when the result of test is 6.5.

This research was conducted Universitas Muhammadiyah Surakarta. Universitas Muhammadiyah Surakarta (UMS) is one of the biggest Universities organized by Muhammadiyah. Muhammadiyah with approximately 29 million members and is one of the largest socio religious organizations in Indonesia. Established in 1912, so Muhammadiyah is older than the Republic of Indonesia. Muhammadiyah is known to be a modern Muslim organization that plays a significant role in Indonesia's development through impressive records of providing education and health services in Indonesia. (<http://kui.ums.ac.id>)

In this research, the researcher focused on various semesters of Thai students. They are the third semester, fifth Semester and seventh Semester that provides writing subject on academic writing and the kind of writing that students study about essay writing and all about writing skills. Essay has become a major part of a formal education. Secondary students are taught structured essay formats to improve their writing skills, and essays are often used by universities in selecting applicants. In both secondary and tertiary education, essays are used to judge the mastery and comprehension of material. Students are asked to explain, comment on, or assess a topic of study in the form of an essay. During a course, university students would often be required to complete.

This research is focused on the efforts in improving their academic writing in English language while they are learning English at Universitas Muhammadiyah Surakarta. The subjects of the research are Thai English students at Universitas Muhammadiyah Surakarta. Then, the researcher conducted a research entitled “THAI STUDENTS’ EFFORTS IN IMPROVING WRITING SKILL AT ENGLISH DEPARTMENT OF UNIVERSITAS MUHAMMADIYAH SURAKARTA”.

METHOD

This research used descriptive qualitative research to collect and analyze the data. According to Moleong (2007) descriptive qualitative research is “having view on natural phenomenon of which the subject research can be a behavior, perception, motivation, action, by holistic and exploiting various natural methods. It means that descriptive qualitative is type of analytic research which does not include any calculation”. Therefore, the data in qualitative research concerned appear in words rather than in number. That is the reason why the researcher used descriptive qualitative research to collect and analyze the data. The research focuses “Efforts and Problems of Thai Students’ Learning in Improving Writing skill of English Education Department at Universitas Muhammadiyah Surakarta” who took writing subject. Sugiyono (2013: 2) states research method is the scientific way to get the data for the purpose and the utility of something. To get the data, the researcher used two techniques of collecting data, they are questionnaire and interview. The data in this research are analyzed by data reduction, data display, and drawing conclusion. Thus, this research tried to analyze the interview transcript and then the researcher drew the conclusion from the data analysis. The techniques of data collection are done by interview and Questionnaires. The subjects of this research were Six Thai students of English Education Department in Universitas Muhammadiyah Surakarta in academic year 2020/ 2021. The six Thai students come from various semesters consisting of the third semester; they are 1. MAS (TS5) 2. MNT (TS6), fifth semester; they are 1.MNS (TS3), 2.MMD (TS4), and seventh semester; they were 1. MAM (TS1), 2. MNH (TS2). The researcher used students’ initial names.

FINDING AND DISCUSSION

This research is based on the results of interview and Questionnaires to Thai students about efforts in writing improvement. The researcher found three efforts to improve their writing skills. They are doing a lot of practice, asking friends or lecturers and learning from the social media.

Thai Students’ Efforts to improve their writing skills in English Education Department of Universitas Muhammadiyah Surakarta

Every Thai student had problems to achieve learning writing skills in class and every time. Thai students make an effort in improving writing skills in class and out class; therefore their efforts will help them writing better. To improve their writing skills, Thai students did the following ways, such as: doing a lot of practice, asking friends or lecturers and learning from the social media.

Doing a lot of practice

The practice is the act of rehearsing behavior over and over, or engaging in an activity again and again, for the purpose of improving or mastering it, as in the phrase “practice makes perfect”. Thai students do a lot of practice to improve their writing. The followings are Quotation of Thai students:

[“First of all, my practice was to do a lot of reading books, then practice grammar, memorize words, and then write Thai first and then translate into English and through YouTube to improve my writing skills, I would practice 1 times a week in writing”.]

(interviewed with TS1 on Friday, January 15th, 2021)

["I would practice 3 times a week in writing. But I often practiced through google or internet and practice by form homework assigned by lecturer".]

(interviewed with TS2 on Friday, January 15th, 2021)

["In a week, I would practice at least writing 3-4 times in week. I would memorize word and read book. Although I did not understand much, I tried my best improve my writing skills".]

(interviewed with TS3 on Thursday, January 14th, 2021)

["about 4 times a month that I had practiced in writing, because when I had anxious to somethings in my mind, I felt force that could not focus. But I was still effort to practice. I really practice via internet to purpose of improve my writing".]

(interviewed with TS4 on Friday, January 15th, 2021)

["I had practiced 2 time a week, because lacked grammar, vocabulary and then I attempted to understand that material via internet and reading book so, I would practice writing a lot".]

(interviewed with TS5 on Saturday, January 16th, 2021)

["I had practiced 1 time a week because my writing was wrong and I wanted to understand writing better than this. I had practiced via YouTube and Practiced old work for improve my writing".]

(interviewed with TS6 on Saturday, January 16th, 2021)

Based on the result of interview, it could be stated that Thai students afford to improve their writing by practicing. That efforts of students to developing writing skill, include reading book a lot, practiced through YouTube and practiced from the homework assignment by lectures.

Asking for Advice

Asking is the way for everyone to know the answer and also asking to know something clear. "Everyone can ask others who have more knowledge than us". Based on interview, it is confirmed that Thai students improve their writing by asking.

It is stated by TS1 that when she did not understand or did not know, she first asked her friends to explain what she did not know or understand.

"when I did not understand or did not know, I first asked my friend to explain what I did not know or understand".

(interviewed with TS1 on Friday, January 15th, 2021)

It is stated by TS2 that if she did understand anything about writing she first asked her friends because her friends could explain to easier understand or she asked senior to understand material. But if she did not understand it again, she would ask the lecturers

"My effort was if I did understand anything about writing I first ask my friend because my friend could explain to easier understand or I ask senior to understand material. But if I did not understand it again, I would ask the lecturers".

(interviewed with TS2 on Friday, January 15th, 2021)

It is stated by TS3 that when she learned writing, then she was confused anything, she dared to ask lecturers right now because lecture guide more to make understand then her friends.

"When I learned writing, then I was confused anything, I dare to asked lecture right now because lecturers guide more understand then my friends".

(interviewed with TS3 on Thursday, January 14th, 2021)

It is stated by TS4 that when she did not understand, she first asked her friends because her friends understand more, but if she did understand she would ask the lecturer although she did not dare to ask lecturer.

“When I did not understand, I first ask my friends because My friends understand more, but if I did understand I would ask the lecturer although I did not dare to ask lecturer”.

(interviewed with TS4 on Friday, January 15th, 2021)

It is stated by TS5 that if she did not know or did not understand she would have asked her friend first help her to explain writing. When she did not understand again she would gather to ask the lecturer.

“If I did not know or did not understand I would ask my friend first help me to explain writing. When I did not understand again I would gather to ask the lecturer”.

(interviewed with TS5 on Saturday, January 16th, 2021)

It is stated by TS6 that when she was confused, she would have asked her friend first because her friend used language of communication which was easier to understand in writing. but if she did not understand it again, she would ask the lecturer.

“When I was confused and dead end, I would ask my friend first because my friend used language of communication which was easier to understand in writing. but if I did not understand it again, I would ask the lecturer”.

(interviewed with TS6 on Saturday, January 16th, 2021)

Based on interviewee’s answer, it could be conducted that when Thai students did not understand their study, they asked friends more than lecturers because it is more interesting in asking friends than lecturers.

Learning from social media

Social media is interactive digitally-mediated technologies that facilitate the creation or sharing exchange of information, ideas, career interests, and other forms of expression via virtual communities and networks. The use of social media in education provides students with the ability to get more useful information, to connect with learning groups and other educational systems that make education convenient. Social network tools afford students and institutions with multiple opportunities to improve learning methods”. Thai students’ effort to improve their writing is by learning from social media.

It is stated by TS1 that she used google translate and watch YouTube to practice her writing.

“My obstacles to writing was vocabulary because must not enough to understand the vocabulary. But I could to understand about grammar, that’s not enough to create sentence very well, so I use google translate and watch YouTube to be practice my writing”.

(interviewed with TS1 on Friday, January 15th, 2021)

It is stated by TS2 that when she had overcome the problems to learn from YouTube before entering her class; it made her more prepared to learn writing and even better, when doing practice sessions or when she did not understand while she studied at the campus, she would go back home to study with YouTube again.

“When I had the problems, I learn from YouTube before entering my class, it made me more prepared to learn writing and even better, when doing practice sessions or when I did not understand while I studied at the campus, I would go back home to study with YouTube again”.

(interviewed with TS2 on Friday, January 15th, 2021)

It is stated by TS3 that the most common thing in her learning was that the internet helped her understanding and the favorite apps for learning were YouTube, Facebook and google.

“The most common thing in my learning was the internet helped me understanding and favorite apps for learning were YouTube, Facebook and google”.

(interviewed with TS3 on Thursday, January 14th, 2021)

It is stated by TS4 that her basic to addition English skill, is to learn in internet. In every work she used social media to help her understand it. When she did not understand while learning something in class, she would research or study in google and YouTube.

“My basic to addition English skill, I learned in internet every work I use social media to help me understand it. When I did not understand while learned something in class, I would research or study in google and YouTube”.

(interviewed with TS4 on Friday, January 15th, 2021)

Based on the result of interview, it was found that the internet helps Thai students learning. The efforts include using social media to improve their writing such as: using Google Translate to adjust words in the sentence of writing. It helps pupils to develop their confidence level and watching YouTube to social media, writing rules are easy on social media. They also learn lots of new things instead of learning only vocabulary and grammatical rules, and online writing is a new method that needs to be implemented to enhance their English writing skills.

In the research conducted, there were at least three efforts made by Thai students in facing academic writing. The first Improving is Thai students were utilizing social media to help in the learning process. In accordance to Suriyato's study (2010: 100) which states “that one effort to improve writing skills was the use of tools or media in the learning process”. Suriyato continued that “in learning to write, the role of the media was very central because the function of the media is also as learning material”.

Another effort undertaken by Thai students in facing writing was to increase training. In accordance to Pass (2013: 44) stating that “the principles of developing writing activities must involve various exercises to produce good and correct writing, that the intensity of student effort is conceptualized as the student's perception of how hard he or she works on activity”. The quality of effort produced for someone who has a large portion of practice will produce better writing than someone who rarely practices writing.

In facing writing, MNH(TS2), MNS(TS3) and MAS(TS5) have a greater portion of training than MMA(TS1), MMD(TS4) and MNT(TS6). So the score produced by them is different. From the assignments given by the lecturer especially to TS1, TS2, TS3, TS4, TS5 and TS6, in general TS1, TS3 and TS5 were superior to TS2, TS4 and TS6.

The last effort made by Thai students in facing writing was active asking friends or lecturers related to writing to explanations or assignment. While writing, they also tried to translate into Thai in order to make good writing easier. Aziz Erwati (2013: 20) states that, “a person can be said to make an effort if she exerted her energy and mind to solve a case by finding a way out to produce a certain goal”.

Thai students have made every effort ranging from additional learning using social media, forming habits so that it is easy to make writing and trying to actively ask the lecturer. In addition to the effort that has been done by Thai students, the role of a lecturer in providing scaffolding in the form of activities and feedback is very much needed; the aim is to achieve good writing.

CONCLUSION

Based on the finding and discussion, in this research, the researcher had found that there were three of efforts that Thai students used to achieve in academic writing. First Thai students studied additionally outside the classroom with seniors and then they did a lots of practice to write in writing skills. The Second, the efforts of Thai students were active asking friends or lecturers related to writing for the explanations or assignment given by the lecturers and the third, Thai students were utilizing social media to prepare their assignments given by lecturer.

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Theme Mapping of *Nusantara Bertutur* Fairy Tale as Text of Thematic Learning in Elementary School

Dini Restiyanti Pratiwi^{1a)}, Fitri Puji Rahmawati^{2 b)}, Eko Purnomo^{3 c)}, Laily Ramatika^{4d)}

¹ Indonesian Language and Literature Education , FKIP, Universitas Muhammadiyah Surakarta

² Primary School Teacher Education, FKIP, Universitas Muhammadiyah Surakarta

³ Indonesian Language and Literature Education , FKIP, Universitas Muhammadiyah Surakarta

⁴English Education, FKIP, Universitas Muhammadiyah Surakarta

^{a)} Corresponding author: drp122@ums.ac.id

^{b)} fpr223@ums.ac.id

^{c)} a310170150@student.ums.ac.id

^{d)} a320170171@student.ums.ac.id

Abstract. The study aims to (1) map the theme in *Nusantara Bertutur* text based on its content and (2) describe the relevance of the theme presented in *Nusantara Bertutur* text with sub-themes in thematic learning in elementary school. This research is descriptive qualitative. The research object is the theme in *Nusantara Bertutur* fairy tale text. Data are 9 fairy tale texts published from January to March 2021. Data sources are fairy tale texts published through <https://klasika.kompas.id/> pages. Data collection techniques use documentation, record, and library study techniques. Furthermore, data collection is done through data analysis with content analysis. The results showed 9 fairy tale texts as data can be grouped into 4 types of themes that include themes of environmental, hero, caring for others, and preserving culture. In addition, the content of the story in *Nusantara Bertutur* fairy tale text has relevance to various themes and sub-themes of learning ranging from high and low grade. Thus, *Nusantara Bertutur* fairy tale text can be used as alternative text in thematic learning in elementary school.

Keywords: Fairy tale, *Nusantara Bertutur*, thematic learning

INTRODUCTION

Nusantara Bertutur is a movement that has concern for the strengthening of the character of Indonesian children through fairy tale that contains values and messages that can be exemplified by readers. The values contained in *Nusantara Bertutur* fairy tale include honesty, hard work, discipline, religious, independent, and creative values (Latifah, 2018). Realizing an independent nation and being able to contribute to the world with the spirit of independence, peace, justice, and humanity are the main visions of *Nusantara Bertutur* that refers to the opening of the Law 1945. *Nusantara Bertutur* comes by presenting a variety of fairy tales of archipelago children with interesting presenting and easy to access.

Nusantara Bertutur's readers can access fairy tale published in various versions, including reading, audio, and video. Media used to access sites ranging from <https://klasika.kompas.id/> pages, *Nusantara Bertutur'* Youtube, Instagram, Facebook, and Twitter. Various media offered to be able to access *Nusantara Bertutur* can prove that *Nusantara Bertutur* is easy to reach and efficient. According to (Pratiwi et al., 2017), *Nusantara Bertutur* can be used as a medium in optimizing multiliteration culture for elementary school students. Based on *Nusantara Bertutur*

presents a simple storyline and contains values that can strengthen the character and in accordance with the needs of elementary school students. The story text for children has a simple storyline, the values of conscientiousness, and interesting images (Adipta et al., 2016; Harikrishana & Rao, 2015; Chan, et al, 2019).

Indonesian learning in the 2013 curriculum refers to text as a functional and meaningful form of language. In addition, Indonesian in curriculum learning 2013 is referred to as a science heel. Baryadi (2017; Adnan, et al) stated that Indonesian is used as an introduction in understanding science and technology. Rahmawati (2015) explained that Indonesian as a science advocate is applied in thematic learning in elementary school that is integrated with natural and social sciences. Thus, the text presented in thematic learning in elementary school needs to be considered the relevance of its content to the theme of thematic learning.

Thematic learning in elementary school contains themes related to the surrounding environment and daily life. Thematic learning places learning on one theme to study several sciences (Wahyuni et al., 2016; Shih, et al, 2010). Furthermore, it is explained that thematic learning is carried out with the aim of presenting a complete and inseparable learning (Daulay & Daulay, 2021).

With the theme is expected to provide many advantages: (1) students easily focus on a particular theme; (2) students are able to learn knowledge and develop various basic competencies between subjects in the same theme; (3) a deeper and more effective understanding of the subject matter; (4) basic competencies may be developed better by linking other subjects with students' personal experiences; (5) Students are able to feel more about the benefits and meanings of learning because the material is presented in the context of a clear theme; (6) students are able to learn more passionately because they can communicate in real situations, to develop an ability in one subject while learning another; (7) teachers can save time because the subjects presented thematically can be prepared at once and given in two or three meetings, the remaining time can be used for remedial activities, stabilization, or enrichment (Sutirjo & Mamik in Widyaningrum, 2012).

Based on Permendikbud number 22 of 2016, thematic learning is done by referring to several principles: (1) learners find out not to be told; (2) the focus of learning shall be directed at the discussion of competence through themes closest to the lives of learners; (3) there is a theme that becomes unifying a number of basic competencies related to various concepts, skills, and attitudes; (4) learning resources are not limited to books; (5) students are able to study independently or in groups in accordance with the characteristics of the activities performed; (6) teachers plan and carry out learning oriented towards different levels of intelligence, experience, and interest in a topic; (7) basic competencies that cannot be combined can be taught by themselves; (8) provide students with hands-on experience through concrete activities to understand the abstract; and (9) thematic learning designed in the syllabus is not a sequence of learning, but rather a form of learning to achieve basic competencies and teachers can make adjustments.

Referring to the description of the principles of integrated thematic learning above, the implementation of thematic learning certainly needs to be supported by adequate media and learning resources. The utilization of learning resources in the form of available textbooks is not enough to provide interesting and varied text in thematic learning. So that the learning resources should not only be limited to books. *Nusantara Bertutur* consistently presents 2 times in 1 month various content of stories and themes that vary. In order to complete the reading materials in elementary schools, *Nusantara Bertutur* can certainly be used as a medium or learning resource for elementary school students. The study aims to (1) map the theme in *Nusantara Bertutur* text based on its content and (2) describe the relevance of the theme presented in *Nusantara Bertutur* text with sub-themes in thematic learning in elementary school.

Research on thematic learning in elementary school has been conducted by researchers. Wangid et al. (2014) conducted research on how readiness of teachers in DIY to integrative thematic learning, Saputro & Soeharto (2015) examined comic media development for thematic learning of elementary school grade IV with the planting of character education, and Nugroho & Arrosyad developed thematic learning based on WEB. The previous research using the data source of the new *Nusantara Bertutur* fairy tale was conducted by Latifah (2018) who examined research on educational messages in *Nusantara Bertutur*. Based on this background, researchers are interested in studying the mapping of themes in *Nusantara Bertutur* fairy tale text and their use as thematic learning teaching materials in elementary school.

METHOD

This research is descriptive qualitative. The research object is the theme in *Nusantara Bertutur* fairy tale texts. Data are 9 fairy tale texts published from January to March 2021. Data sources are fairy tale texts published through <https://klasika.kompas.id/> pages. *Nusantara Bertutur* texts are entitled “*Pahlawan Hutan Bakau*”; “*Bekal untuk Tante Meti*”; “*Tas Daur Ulang*”; “*Pahlawan Lingkungan*”; “*Riko, Pahlawan Kecil Ayah*”; “*Semangat Raras*”; “*Pahlawan Merapi*”; “*Pahlawan Berbalut Lumpur*”; and “*Bubur Pedas Pak Toto*”. Data collection techniques use documentation, record, and library study techniques. Documentation techniques used to collect and document *Nusantara Bertutur* fairy tale text is used as data. The recording technique is used to record the story content that shows the theme in *Nusantara Bertutur* fairy tale text. Library study is applied to collect various literature that have relevance to the problems discussed. Furthermore, data collection is done through data analysis with content analysis techniques. The analysis was conducted in-depth discussion related to the content of *Nusantara Bertutur* fairy tale text to determine the theme and find the suitability of the theme with the theme in thematic learning in elementary school.

RESULT AND DISCUSSION

Theme Mapping in *Nusantara Bertutur* Fairy Tale Texts

Theme is an idea that underlies the story related to various aspects of life, such as social, political, cultural, religious, and love issues. According to Nurdin & Cahyandito (2006) the theme is the main idea in a story that shows the great value of its apparent meaning. It is also revealed that the theme is the main point of thought or idea that describes the entire content of a reading. This is in line with Widyaningrum (2012) that the theme is the main point of thought or the main idea that becomes the subject. The theme of the story is based on the content of the *Nusantara Bertutur* fairy tale text outlined below.

Environmental Theme

Environment theme is the story theme that discusses environmental care attitudes, environmental preservation, and environmental change. The environmental theme of the 9 *Nusantara Bertutur* fairy tale texts into the data in this study can be found in the content of fairy tales with the title “*Pahlawan Hutan Bakau*”. Judging from the title presented, readers must have been able to predict the content of the story presented must be related to the environment. This fairy tale text tells the story of a child who has science school assignments about planting trees. Then the child went to the somber river swamp with his uncle to do the process of planting mangrove seedlings.

In addition to the fairy tale text titled “*Pahlawan Hutan Bakau*”, there is another fairy tale text with a similar theme, namely the fairy tale text titled “*Tas Daur Ulang*”. The fairy tale “*Recycling Bag*” tells the story of a girl named Dayu who is interested in the craft her aunt worked on with plastic materials wrapped in coffee and detergent and then transformed into a beautiful bag and wallet.

Hero Theme

Hero theme is a term for a prominent figure because he has tenacity and is willing to sacrifice to defend the truth. The sacrifice of the hero initially applies to the figure who sacrificed himself to defend the independence of the country in the colonial period. Today, the definition of a hero is broader than just defending the country for independence. Some of the fairy tale texts of *Nusantara Bertutur* contain a hero theme titled “*Bekal untuk Tante Meti*”. This fairy tale tells the story of a girl named Najwa who begins to wonder to her aunt because lately she looks tired and always comes home at night. Furthermore, it is known that the aunt is a midwife who is on duty to provide counseling to villages about the dangers of coronavirus. Najwa felt that aunt Meti was a hero who was eager to build awareness of the dangers of coronavirus.

The fairy tale titled “*Pahlawan Lingkungan*”. Fairy tale is seen from the title related to the environment, but the content of the story is more prominent in the portrayal of the role of an environmental figure. So that it is more appropriate to be included in the theme of the hero. It is said that a child named Aruni started to protest because in his house there was a bad smell from the pile of garbage that was never taken from garbage dumpers in his area. Aruni had been hunting for the garbage dumper until finally Aruni met with the father of the garbage dumper who

was injured. Then, Aruni felt how troublesome it would be if in his neighborhood there is no one like the father of garbage disposal so that the father of garbage disposal becomes an environmental hero for Aruni.

The fairy tale text titled "*Pahlawan Berbalut Lumpur*" is also a fairy tale with a hero theme. This fairy tale tells the story of a small family with a father figure who works as a funeral officer covid-19 corpse. The fairy tale told the night was raining heavily and there were bodies that had to be buried then Dad had to still go to carry out the task even in a state of heavy rain and heavy rain. Thus, the story is themed hero because it is reviewed from the side of the sacrificed father who crashed into the rain to keep burying the body of covid-19.

Caring for Others Theme

In addition to the theme of the environment and hero, it found *Nusantara Bertutur* fairy tale text based on the content of the story containing a theme about the availability. This theme can be seen from the fairy tale text titled "*Riko, Pahlawan Kecil Ayah*". This fairy tale contains a story about a boy's concern for the surrounding environment. The fairy tale told a boy who wants to help his father who is cleaning his house that is a mess due to natural disasters. Not only that, the child has a caring nature towards others and likes to help as told in the text of the fairy tale.

The fairy tale text titled "*Pahlawan Merapi*" is one of the fairy tale texts from 9 data that contains the theme of caring for others. This fairy tale contains a story about the concern of a family through the movement of providing masks for the victims of the eruption of Mount Merapi. This mask is provided and distributed free of charge to the refugees of Mount Merapi.

Similar to the two fairy tales above, the fairy tale titled "*Bubur Pedas Pak Toto*" contains the theme of caring for others. This can be seen from the content of the story that tells the story of a child's admiration for a porridge man named Mr. Toto who always provides porridge for free to those who need it one day a week.

Preserving Culture Theme

Preserving culture theme appears in the fairytale text with the title "*Semangat Raras*". This fairy tale text tells the story of a girl named Raras who has a penchant for traditional dance dancing. Raras and her mother had a dance studio that later stopped being used as a place to practice dancing since the coronavirus outbreak. Raras, who has a longing to practice dancing with friends, has the idea to record her training activities using a mobile phone and send them to a group of parents of dance rehearsal students in her workshop. In limited circumstances due to coronavirus, Raras still has the determination to practice and teach dance moves to his friends.

Based on mapping the theme by looking at the content of *Nusantara Bertutur* fairy tale text, it can be concluded that from 9 fairy tale texts are divided into 4 themes that include themes of environmental, hero, caring for others, and preserving culture. Furthermore, based on the theme as the main idea in a story, there are points that show the suitability of the content of the story with sub-themes in thematic learning in elementary school.

Themes Relevance in Nusantara Bertutur Fairy Tale Text with Sub-themes of Thematic Learning in School

The themes in thematic learning can be seen in the theme network in the elementary school teacher's book (Mawardi, 2014). Permendikbud number 57 of 2014 explained in detail about how to use the elementary school teacher's book that the design of each theme in the learning is divided into subthemes containing all the basic competencies that must be achieved by students. 1 learning theme consists of 4 sub-themes and is still divided into several learnings. *Nusantara Bertutur* fairy tale text that various phenomena of surrounding life are very related to natural and social sciences. Thus, *Nusantara Bertutur* text can be used as a text in the thematic learning seen from the learning subtheme. The following outlines the suitability of the content of the story with sub-themes in thematic learning in elementary schools.

Table 1. Identify the suitability of the story content with the theme and sub-theme of thematic learning in elementary school

Text	Title	Related Theme	Related Subtheme	Class and Semester
1	<i>Pahlawan Hutan Bakau</i>	<i>Peduli Terhadap Makhluk Hidup Ekosistem</i>	<i>Ayo, Cintai Lingkungan Komponen ekosistem</i>	IV/ Odd V/ Odd

2	<i>Bekal untuk Tante Meti</i>	<i>Hidup Rukun</i>	<i>Hidup Rukun di Rumah</i>	II/ Odd
		<i>Berbagai Pekerjaan</i>	<i>Jenis-jenis Pekerjaan</i>	IV/ Odd
		<i>Pahlawanku</i>	<i>Pahlawan Kebanggaanku</i>	IV/ Odd
3	<i>Tas Daur Ulang</i>	<i>Menuju Masyarakat Sejahtera</i>	<i>Masyarakat Peduli Lingkungan</i>	VI/ Even
4	<i>Pahlawan Lingkungan</i>	<i>Lingkungan Sehat, Bersih, dan Asri</i>	<i>Bekerja sama Menjaga Kebersihan dan Kesehatan Lingkungan</i>	I/ Even
		<i>Hidup Bersih dan Sehat</i>	<i>Hidup Bersih dan Sehat di Rumah</i>	II/ Odd
		<i>Berbagai Pekerjaan</i>	<i>Pekerjaan di Sekitarku</i>	IV/ Odd
5	<i>Riko, Pahlawan Kecil Ayah</i>	<i>Peristiwa Alam</i>	<i>Bencana Alam</i>	I/ Even
		<i>Hidup Rukun</i>	<i>Hidup Rukun di masyarakat</i>	II/ Odd
6	<i>Semangat Raras</i>	<i>Kegemaranku</i>	<i>Gemar Bernyanyi dan Menari</i>	I/ Odd
		<i>Praja Muda Karana</i>	<i>Aku Suka Berkarya</i>	III/ Even
		<i>Berbagai Pekerjaan</i>	<i>Pekerjaan Orang tuaku</i>	IV/ Odd
7	<i>Pahlawan Merapi</i>	<i>Peristiwa Alam</i>	<i>Bencana Alam</i>	I/ Even
		<i>Hidup Rukun</i>	<i>Hidup Rukun di Masyarakat</i>	II/ Odd
		<i>Pahlawanku</i>	<i>Sikap Kepahlawanan</i>	IV/ Odd
		<i>Menuju Masyarakat Sejahtera</i>	<i>Masyarakat Peduli Lingkungan</i>	VI/ Even
8	<i>Pahlawan Berbalut Lumpur</i>	<i>Berbagai Pekerjaan</i>	<i>Pekerjaan Orang tuaku</i>	IV/ Odd
		<i>Pahlawanku</i>	<i>Pahlawan Kebangganku</i>	IV/ Odd
9	<i>Bubur Pedas Pak Toto</i>	<i>Hidup Rukun</i>	<i>Hidup Rukun di Masyarakat</i>	II/ Odd
		<i>Menuju Masyarakat Sejahtera</i>	<i>Masyarakat Peduli Lingkungan</i>	VI/ Even

Based on the above identification, it is known that *Nusantara Bertutur* fairy tale text is in accordance with the theme and subtheme of thematic learning in elementary school both in low and high grade. Here's a description of the suitability of the content of the story with the theme and subtheme of learning when implemented as text in integrated thematic learning.

1. Pahlawan Hutan Bakau

This fairy tale text "*Pahlawan Hutan Bakau*" can be used as a text in learning with the theme of caring for living things and subthemes come for loving the environment. This can be seen from the excerpt of the following story.

- (1) *"Hari ini kita akan menanam bibit pohon bakau jenis Rizhopora Mucronata berusia 4 sampai 6 bulan yang siap tanam," kata Paman Agus Bei memberitahu*
- (2) *Sebelumnya Margo terlebih dahulu menanam bibit pohon bakau dengan arahan Paman Agus Bei dan direkam oleh Dannisa. Kemudian Dannisa ikut menanam juga. Bibit pohon bakau ditanam dengan sebatang kayu ukuran satu meter, kemudian diikat agar bibit tidak rusak atau mati terkena air pasang.*

Excerpts (1) and (2) above show activities that show the love of the environment by planting mangrove seedlings in the swamp area of the river as mangrove trees grow. In addition, based on the story found also the suitability of the story with the theme of ecosystem and sub-theme of ecosystem components. This can be seen from the background of the story that depicts the condition of a river swamp that is fertile with mangrove trees and equipped with fish that live in it. This is evident from the quotation (3).

- (3) *Selesai menanam bibit pohon bakau, mereka bertiga menuju ke tempat perangkap ikan yang telah di pasang Paman Agus Bei beberapa hari lalu, kemudian menggantinya dengan perangkap kosong. Hari ini mereka mendapat ikan kakap besar yang akan di masak gulai oleh bibi di rumah!*

2. Bekal untuk Tante Meti

The theme of living harmoniously with the sub-theme of living harmoniously at home is seen in the fairytale text *"Bekal untuk Tante Meti"* because of Najwa's concern for her aunt who is getting busy and feeling tired. Najwa prepares provisions for his aunt as an encouragement ampak in the following quote.

- (4) *"Ini, Najwa buatkan roti panggang, enak, lho," kata Najwa menyodorkan camilan itu.*
- (5) *Mata Tante Meti terlihat berbinar. Dia segera melahap roti buatan Najwa. "Wah, terima kasih, Najwa sayang. Tante suka rotinya. Sejak siang Tante juga belum makan," kata Tante Meti sambil memegang perutnya.*

Furthermore, the theme of various jobs with sub-themes of work around me is seen in the portrayal of aunt Meti who is a midwife. This is reflected in the following excerpt.

- (6) *Tante Meti pasti capai setelah banyak berkeliling, gumam Najwa dalam hati. Tante Meti adalah bidan desa yang bertugas di kampung-kampung yang jauh dari tempat Najwa tinggal.*

In addition to the theme of living harmoniously and various jobs. This fairy tale text can be utilized in learning the theme of my hero with my proud hero sub-theme. This can be seen based on the following excerpt.

- (7) *Ya, Tante Meti adalah pahlawan bagi Najwa. Pejuang yang bersemangat membangun kesadaran warga akan bahaya virus korona.*

3. Tas Daur Ulang

The fairy tale text of *"Tas Daur Ulang"* has relevance to the theme of learning towards a prosperous society with a sub-theme of environmentally caring society. This is seen in the story when a child named Dayu goes to take his mother's order in the form of bags and wallets. Then Dayu saw three women folding and cutting plastic used coffee wraps and detergent which were then made into wallets and bags.

- (8) *Dayu mengangguk. Dayu melihat ada tiga ibu-ibu di rumah Tante Uli. Mereka sibuk menggunting, melipat bungkus bekas kopi dan detergen. "Tante semua sedang membuat apa?" tanya Dayu penasaran. "Kita sedang membuat tas dari sampah plastik yang tidak terpakai. Ini contohnya," sahut salah seorang ibu berambut ikal.*

4. Pahlawan Lingkungan

The fairy tale text *"Pahlawan Lingkungan"* can be associated with the theme of learning about a healthy, clean, and beautiful environment with sub-themes in collaboration to maintain the cleanliness and health of the environment. In addition, the content of this fairy tale text story also has relevance to the theme of clean and

healthy living with the sub-theme of clean and healthy living at home. This can be seen based on the following excerpt.

- (9) *"Harusnya, Pak Iman tidak membiarkan sampah-sampah di bak sampah rumah kita sampai menumpuk, Ibu?" kata Aruni kesal.*
- (10) *"Mungkin Pak Iman sedang ada sesuatu yang dikerjakan sehingga belum sempat ke rumah kita mengambil sampah," tanggap Ibu.*
- (11) *"Ada yang mau ikut, Ayah?" Ayah yang sejak tadi memperbaiki kandang ayam tiba-tiba muncul di belakang Aruni.*
- (12) *"Aku mau, Ayah," sahut bocah kelas lima sekolah dasar itu riang.*
- (13) *Setelah ganti pakaian, Aruni menyusul ayahnya di depan. Seketika, rona wajah Aruni berubah. "Kita akan ke mana dengan sampah-sampah ini, Ayah?" kata Aruni setelah melihat ayahnya memegang dua kantong plastik besar berisi sampah.*

Themes related to various works with sub-themes of work around me are also contained in the content of this fairy tale text story. This can be seen from the following excerpt.

- (14) *"Orang seperti Pak Iman adalah pahlawan bagi lingkungan. Beliau rela berjibaku dengan sampah-sampah kotor demi tanggung jawabnya pada kebersihan lingkungan. Jasa mengangkut sampah itu juga pekerjaan mulia dan patut mendapatkan apresiasi," lanjut Ayah.*

5. Riko, Pahlawan Kecil Ayah

Theme of natural events with sub-themes of natural disasters contained in the content of the fairy tale text "Riko, Pahlawan Kecil Ayah". Note the following excerpt.

- (15) *"Iya, Nak. Ayah juga senang kondisi Gunung Merapi telah normal dan kita bisa kembali ke rumah," tanggap Ayahnya.*
- (16) *Riko, Ayah, dan 340 warga Cangkringan, Sleman, kini, sudah bisa kembali ke rumah masing-masing, setelah dua hari tinggal di pengungsian karena kenaikan aktivitas Gunung Merapi.*

In addition, it appears from the next quote about its conformity with the theme of living in harmony sub-theme of living harmoniously in the community.

- (17) *Sampai di rumahnya, Riko meletakkan tas berisi pakaian-pakaiannya, sedangkan Ayah langsung bergotong royong membersihkan abu vulkanik di luar rumah bersama para tetangga.*

6. Semangat Raras

This fairy tale text tells the story of a little girl named Raras who has a penchant for dancing. He often practiced dancing in his mother's sanggar and became a coach for his friends. The story content in the fairy tale "Semangat Raras" can be attributed to my favorite theme with the sub-theme of singing and dancing. This can be seen from the story excerpt below.

- (18) *"Bu, aku rindu menari bersama teman-teman," lirihnya. Ibu yang sedang menyapu lantai lantas mendekati Raras dan memeluknya.*

In addition, the theme of learning young praja karana with sub-themes I like to work is also contained in this fairy tale. The sub-theme I like to work on can be seen in the following excerpt.

- (19) *"Raras, Ibu punya ide," kata Ibunya. Ibu meminta Raras mengambil telepon genggam. Ibu kemudian menuliskan pesan ke salah satu grup tari yang dikelola beliau. Anggota grup itu adalah para orangtua dari anak-anak yang berlatih menari di sanggar milik Ibunya Raras.*

7. Pahlawan Merapi

This fairy tale text when used as a text in thematic learning can be associated with several themes, including natural events with sub-themes of natural disasters, living harmoniously with the sub-theme of living harmoniously in the community, my hero with a sub-theme of heroism, and towards a prosperous society with a sub-theme of environmentally caring society. Themes with different sub-themes can be outlined in the excerpt below.

(20) *"Oh, ini. Ayah mau bagikan ke para pengungsi Gunung Merapi, Rohman. Ayah mau jadi sukarelawan di sana," jawab Ayah. Di Boyolali, ada beberapa desa yang digunakan sebagai tempat penampungan pengungsian sementara bagi warga yang tinggal di lereng Merapi. Mereka mengungsi karena Gunung Merapi sudah memasuki status siaga.*

(21) *"Tugasnya bermacam-macam Sayang. Ada yang membantu mengevakuasi warga, membantu distribusi logistik, dan membantu di dapur umum. Membantu bidang kesehatan jika punya keahlian di bidang itu. Melakukan pendampingan belajar atau juga bisa mendongeng untuk menghibur anak-anak di sana, biar mereka tidak jenuh," jawab Ayah.*

Based on the quotations (20) and (21) seen in the quotation (20) contains the theme of natural events with sub-themes of natural disasters and my hero with a sub-theme of heroism seen in the attitude of father to volunteer. The quote (21) contains the theme of living harmoniously with the sub-theme of living harmoniously in the community and the theme towards a prosperous society with a sub-theme of environmentally caring society.

8. Pahlawan Berbalut Lumpur

The theme of various jobs with sub-themes of my parents' work as well as the theme of my hero with my proud hero sub-theme contained in the fairy *"Pahlawan Berbalut Lumpur"*. Take note of the following excerpt.

(22) *"Iya, Nak. Ayah harus tetap berangkat karena ini tugas Ayah. Petugas pemakaman jenazah Covid-19 harus selalu siap kapan pun," jawab Ayah lembut.*

(23) *"Selamat ulang tahun, Ayah, pahlawanku. Semoga sehat selalu dalam lindungan Tuhan," kata Rina sambil memeluk Ayah.*

It can be seen from the quote (22) the profession of the father is the funeral officer covid-19 corpse. The quote (23) shows the pride of a child to the sense of responsibility and heroism that the father has.

9. Bubur Pedas Pak Toto

The interesting and simple story of a porridge seller is told in this fairy tale. Mr. Toto, a porridge seller who cares for others, shows the message contained in this story about caring for the environment. This can be attributed to the theme of living harmoniously with the sub-theme of living harmoniously in the community and the theme towards a prosperous society with a sub-theme of environmentally caring society. Both themes and sub-themes can be seen in the excerpt below.

(24) *"Iya, Dek. Kalau Jumat, biasanya cukup panjang. Hari Jumat khusus, pembelinya gratis, tidak membayar."*

(25) *"Begini, Dek. Dari Senin sampai Minggu, Bapak berjualan dan dapat untung. Setidaknya, ada satu hari di mana Bapak bisa bersedekah untuk orang yang membutuhkan. Masih banyak yang tidak bisa makan dan meninggal dalam kondisi kelaparan. Setidaknya, Bapak ingin membantu mereka."*

Both of the above quotations describe the theme of harmonious living as well as community concern for the surrounding environment. Based on the description of the relevance of fairy tales as text in text-based learning, it can be concluded that *Nusantara Bertutur* based on the content of the story can be used as an alternative reading in the learning thematic in addition to the book.

Thematic learning in elementary schools is carried out by integrating various concepts of science, skills, and attitudes in one learning theme (Ananda & Fadhilaturrahmi, 2018). Themes used in thematic

learning in elementary school are themes related to students' daily lives or themes that are close to students. It is stated by (Mawardi, 2014) that the themes and subthemes in thematic learning are themes related to the activities and activities of students daily.

Based on the mapping of fairy tale text themes, it is known that the themes that appear include the environment, heroes, caring for others, and preserving culture. When associated with themes and subthemes in thematic learning in elementary school, story content with specific story themes can fill the theme and subthemes of thematic learning in elementary school. Based on the results of the above research, the theme contained in *Nusantara Bertutur* fairy tale text can be integrated into the theme and subtheme of thematic learning elementary school. Thus, *Nusantara Bertutur* fairy tale text can be used as an alternative text in thematic learning to understand conceptual science, attitudes, and skills based on the achievement of the integration of basic competencies in thematic learning.

CONCLUSION

Referring to the description of the results and discussion, several things can be concluded from this study. The conclusion: (1) mapping the theme based on the main idea or the main idea in general the content of the story in *Nusantara Bertutur* fairy tale text published in January to March 2021 is the themes of the environment, hero, caring for others, and preserving culture. (2) *Nusantara Bertutur* fairy tale text has relevance as the text in thematic learning is seen from the content of the story and is associated with the theme and sub-theme of thematic learning. Thus, *Nusantara Bertutur* fairy tale text is an alternative reading or text in thematic learning in addition to textbooks. Based on the results and discussion above, it can be concluded that the integration of themes in the thematic elementary school (1) Environmental theme can be utilized in the learning of *Tema Peduli* for the environment, namely the subtheme *Ayo Cintai Lingkungan* for grade IV/Even, *Tema Ekosistem* is subtheme of *Komponen Ekosistem* for grade V/Even, *Tema Menuju Masyarakat Sejahtera* is sub-theme of *Masyarakat Peduli Lingkungan* for grade VI/Even, *Tema Lingkungan Sehat, Bersih, dan Asri* are sub-theme of *Bekerja sama Menjaga Kebersihan dan Kesehatan Lingkungan* for grade I/Even, *Tema Hidup Bersih dan Sehat* are subtheme of *Hidup Bersih dan Sehat di Rumah* for grade II/Odd, and *Tema Berbagai Pekerjaan* is subtheme *Pekerjaan di Sekitarku* for grade IV/Odd. (2) *Tema Pahlawan* can be utilized in learning *Tema Hidup rukun* is sub-theme of *Hidup Rukun di Rumah* for grade II/Odd, *Tema Berbagai Pekerjaan* is subtheme of *Pekerjaan* yaitu kelas IV/Odd, *Tema Pahlawanku* is sub-theme of *Pahlawan Kebanggaanku* for grade IV/Odd. *Tema Berbagai Pekerjaan* is subtheme of *Pekerjaan Orang tuaku* for grade IV/Odd, and *Tema Pahlawanku* is subtheme of *Pahlawan Kebangganku* for grade IV/Odd. (3) *Tema Peduli Sesama* can be utilized in the learning of the theme *Peristiwa Alam* is subtheme of *Bencana Alam* for grade I/Even, *Hidup Rukun* theme is sub-theme of *Hidup Rukun di Masyarakat* for grade II/Odd, *Pahlawanku* theme is subtheme of *Sikap Kepahlawanan* for grade IV/Odd, *Menuju Masyarakat Sejahtera* theme is subtheme of *Masyarakat Peduli Lingkungan* for grade VI/Even. (4) *Melestarikan Budaya* theme can be utilized for theme learning of *Kegemaranku* is subtheme of *Gemar Bernyanyi dan Menari* for grade I/ Odd, *Praja Muda* theme is subtheme of *Aku Suka Berkarya* for grade III/Even, and *Berbagai Pekerjaan* theme is subtheme of *Pekerjaan Orang tuaku* for grade IV/Odd.

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The Discourse Structure of 2020 America Presidential Election Editorial News

Candik Ayunikmah^{1,a)} and Malikatul Laila^{2, b)}

^{1 2}*Universitas Muhammadiyah Surakarta*

^{a)} Corresponding author: mal201@ums.ac.id

^{b)} candikayunikmah@gmail.com

Abstract. News is necessary for human life in order to know the recent happening around human. American presidential election is one of phenomena which the event is something we have to know. This research attempts to identify the text news about 2020 American presidential election. Data of this study is structural sentences found in the discourse about American presidential election which is taken from The Jakarta Post online newspaper. Collecting data were by using observation and documentation methods. The data analysis uses theory of superstructure by Teun A. van Dijk. It is found that there are eight elements found in the news. The result shows that editorial news does not have specific generic structure and it has its own structure and style.

INTRODUCTION

The existence of an online newspaper has become a necessity for human life in the era of modern, when technology has advanced. Newspapers are one type of media that is used to quickly distribute news to the general population. Furthermore, newspapers give a wealth of information that the public requires in order to keep up with recent events. According to Wahyudi (as mentioned in Badara, 2012), news is a report of significant facts and opinions that are of public or citizen interest and must be made public. It is one of the discourses that disproportionately fill the newspaper. As a source of human science, the news plays a vital role. Publicity, periodicity, universality, actuality, and continuity are among the requirements of news, according to Karl Baschwitz (as cited in Wahyudi, 1991). The newspaper discourse is separated into numerous products, such as reader letters, corner, caricature, article, and editorial, based on the brief description above.

Editorials contain the editorial staff of a news organization's view on a current issue or occurrence (Hikmat, 2018). Written editorials are supposed to be the reflection of editorial staffs, reflecting their view and official stance on current occurrences, problems, or controversies in society. The election in Uncle Sam's land is a worldwide phenomenon that is affecting the general people, not just in the United States but throughout the world because the outcome of this election has global implications. The American Presidential Election, also known as the 2020 United States Presidential Election, has become a hot topic for the public, whether it is for Americans or for people all over the world. In this election, incumbent US President Donald Trump is seeking re-election for the second time. The Democratic Party's candidates, former Vice President Joe Biden and U.S. Senator Kamala Harris, beat the Republican Party's incumbent President Donald Trump and Vice President Mike Pence in the election conducted on November 3, 2020. This year's election got more than 74 million votes, breaking Barrack Obama's 2008 record of 69.5 million votes. More than 81 million votes were cast for Joe Biden.

In linguistic terms, discourse is closely linked to the use of language, whether spoken or written. A newspaper discourse is defined as a written piece with features of a news item structure that comprises a published event via newspaper (Badara, 2012). According to Celce-Murcia & Olshtain (2000), discourse categorized as written or spoken language which has in-depth relation of form and meaning connect to the purpose of communication and

interlocutor of audiences. Meanwhile, according to Van Dijk (1988), Discourse Analysis is the study that emerged from literary studies, linguistics, semiotics, anthropology, communication of speech, sociology, and psychology.

Furthermore, discourse is commonly employed as a research object in a variety of contexts, including novel (Kazemi & Dalaei, 2017), demo banner (Saraswati & Sartini, 2017), and news (Ardiansyah, 2020). Tampubolon, S., et al (2017) identified how the discourse analysis proceed in local newspaper. The analysis was using the CDA theory by Norman Fairclough. It was found that three dimensional structures, they are micro analysis, macro analysis, and meso analysis have function in presenting and delivering the news. Nurfadilah, A. (2017) analyzed the structure, social analysis, and social cognition of text news using the concept of CDA by Teun A. van Dijk. The result found that the CDA concept showed the relation between ideology and language.

The writer attempts to determine the editorial news on the 2020 United States Presidential Election based on the foregoing brief background using the theory of superstructure by Teun A. van Dijk. With this research, the researcher formulates the research question as follow: What are the editorial news structures in The Jakarta Post newspaper for the 2020 United States Presidential Election?. This study is to identify the editorial news structures in The Jakarta Post newspaper for the 2020 United States Presidential Election.

RESEARCH METHOD

This study is descriptive qualitative study. Object of this study is discourse about American presidential election. Data are written utterances taken from The Jakarta Post online newspaper. Data consist of two editorial news text entitled ‘Desperate Appeal’ for edition on January 20 and ‘Trumpeting Donald Trump’ on February 11. Data were collected by methods of observation and documentation with the processes are reading the news about American election, identifying the structures, and making code for the data found. Technique of analyzing data uses the theory of superstructure by Teun A. van Dijk. The writer identifies discourse structure and elaborates sub-structure usage.

FINDING AND DISCUSSION

The text structures found can be seen as follows:

Desperate Appeal

Table 1. Editorial ‘Desperate Appeal’

Super-structure	Sub-structure	Meaning/Function	Text
Summary	Headline	Title of news	Desperate Appeal
	Lead	-	-
Story	Main event	To narrate the news idea	United States president-elect Joe Biden is to be sworn into office at a very inauspicious time, as the world approaches a breaking point in the fight against COVID-19. (p.1)
	Sequences	Series of events	..., Biden has already been forced to rebuke a promise by outgoing President Donald Trump on the easing of travel bans after he steps down, ... (p.5)
			..., the US still looks intent on stirring tensions in its rivalry with China. (p.6)

		... that the US will “outcompete” China at his confirmation hearing after Biden’s inauguration, according to his prepared remarks. (p.7)
		He will do so at the risk of reigniting a troubling trade war and an unnecessary escalation of conflict, at a time when the pandemic has battered most of the world’s economies. (p.8)
Circumstance	To denote actual events	For Indonesia, that means being stern to both China and the US about the consequences of escalating their rivalry. (p.11)
Conclusion	To conclude news events	So if there is one message that President Joko “Jokowi” Widodo can slip into his congratulatory message to Biden, let it be a desperate appeal to stop fighting China. (p.16)

Editorials ‘Desperate Appeal’ was published on the day of Biden’s inauguration on January 20th 2021. The headline element inferred a despairing occurrence after in the moment of turnover of new president. Element main event in the paragraph 1 explained that Biden will be sworn on the moment where the world is still fighting against corona virus. Because of the virus, many sectors are in a trouble especially economics.

Moreover in paragraph 5 until 8 present sequences that are the series of event. Biden is already asked to accomplish the problems faced by the U.S. The trade war between America and China is one of thing which should be resolved. The economic relation between U.S. and China is still in strained situation. For the new politics, U.S. will defeat China with the risk of making trade war continue in the middle of economic problems during pandemic.

For the circumstances which is to denote actual situation, paragraph 11 showed country like Indonesia, whose still need economic bilateral with both countries, just can play in the back with serious hope. In paragraph 16, the journalist then makes a conclusion that President Joko Widodo should put a congratulatory letter which includes a hopeless earnest request to Biden.

Trumpeting Donald Trump

Table 2. Editorial ‘Trumpeting Donald Trump’

Super-structure	Sub-structure	Meaning/Function	Text
Summary	Headline	Title of news	Trumpeting Donald Trump
	Lead	-	-
Story	Main event	To narrate the news idea	..., Trump will continue to divide America and haunt US politics. (p.1)
	Sequences	Series of events	Especially after the Senate failed to convict him, Trump will continue to play an antagonistic role not both on US soil and in many parts of the world. (p.3; s.1)

		The Senate acquitted Trump in both impeachment trials. (p.6; s.1)
Previous event	To remind events happened before	He was acquitted on Saturday, or 25 days after Joe Biden officially assumed power. (p.6; s.3) ..., he will also be remembered as the only former president who has to face various criminal charges, ranging from tax fraud to abuse of power. (p.5; s.2)
Verbal reaction	Comment of participants	“Our historic, patriotic and beautiful movement to make America great again has only just begun. In the months ahead, I have much to share with you, and I look forward to continuing our incredible journey together to achieve American greatness for all of our people. There has never been anything like it,” Trump responded to the acquittal. (p.8)
		“Even those opposed to the conviction, like Senate Minority Leader McConnell, believe Donald Trump was guilty of a 'disgraceful dereliction of duty' and 'practically and morally responsible for provoking' the violence unleashed on the Capitol,” President Biden said. (p.10)
Expectation	To predict future	They will be more than happy to trumpet Trump’s obsession to “make America great again”. (p.12; s.2)

‘Trumpeting Donald Trump’ was editorials published on February 11th 2021. Headline of this news refers to the whole content describing Trump’s remaining power and his supporters. Paragraph 1 is identified as main event. It presents the main statement that even Donald Trump was not the president, he would not stop to interfere the U.S. politics. In the sequences, it showed that Donald Trump was clarified lose on the U.S. presidential election which was held on November 3rd 2020. Since the losing, some riots happened in the Capitol triggered by Trump’s insurrection. Because of his behaviours, he was acquitted by the Senate but failed. Paragraph 5 showed previous event which depict Trump’s problems and controversies such as tax fraud and abuse of power while he was a president. Then in paragraph 8, Trump states that nothing could stop his ambition. He boasted on how he will continue to make his slogan, ‘to make America great again’ alive. Related to the failed acquittal, President Joe Biden

gave comment on it that Trump was guilty of neglect duty and provocation. From the journalist view in paragraph 12, Trump's supporters will always cheer up for him and encourage Trump's ambition.

The theory of superstructure is used for analysing the text structure in order to understand the schema of the text. It also can be used for the readers to proceed their schemata while reading the text news or story. Tampubolon (2017) uses the theory by Fairclough which is similar to van Dijk's in the case of analysis concept which it is claimed that it can investigate the relation between ideology, language, and hegemony. On the other hand, Nurfadilah (2017) has similar analysis with this research. In her research, she only analyzed the big point of the superstructure that is news summary headline and lead. In this research, the structure and the sub-structure is searched and it found out that editorial news does not have lead element.

CONCLUSION

The uniqueness of editorial news is reflected in the news. It has different structures in each news. Editorial news is made by the editorial staff based and depended on their view and opinion toward the phenomenon or occurrence happened in the society. The use of language style is also different from the ordinary news such as headline. In this research, two news were presented and its news has different structures. From this research, it can be found that eight sub-structures were found for example headline, main event, sequence, previous event, circumstance, verbal reaction, conclusion, and expectation.

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Effects of Online Game Use and Online Psychotest in Learning on Student Resilience in the Lecture Process

Zaharuddin Nur¹ & Gusman Lesmana²

^{1 2} North Sumatra Muhammadiyah University

^{a)} Corresponding author: zaharuddinnur@umsu.ac.id

^{b)} gusmanlesmana@umsu.ac.id

Abstract. The research process is carried out directly to obtain data on the quality of student resilience in lectures by comparing the time before the application of the online game method and the psych test with the time after the online game method and the psycho test was carried out. The aspects developed include independence (independence), good relationships (having a good relationship), initiative (having initiative), creativity (having creativity), a sense of humor (humorous), having good moral standards (having good moral standards), and including insight (have broad insight). The research targets were students of semester 6th Guidance and Counseling FKIP UMSU who were getting the Professional Counseling course in this semester. The findings obtained in this study are that the overall online game method and online psycho test contribute to improving the quality of student resilience by $R_{-xy} = 0.897$ with $p < 0.05$, resulting in the conclusion that the online game method and online psycho test method in learning significantly influence resilience college student.

Keywords: online games and psychotest online, student resilience

INTRODUCTION

The Covid-19 pandemic that occurred in the world, especially Indonesia, gave birth to a Government policy that requires students to study from home online during the quarantine period. This has an impact on student motivation because learning satisfaction is disrupted and they have to make learning adjustments at home. Online lectures are also a manifestation of the changes that this situation has brought about.

However, online lectures need to get a quality touch to attract students to take part in lectures enthusiastically and with quality. Online games are one of the new ways in the lecture process that are of interest to students, the majority of whom are millennial individuals. The current game is not like the previous games, if in the past the game could only be played by a maximum of two people, now with advances in technology, especially the internet network, games can be played by more than 100 people at the same time. Even though the game is intended for children, not a few adults often play it, not even a few who make it a job and earn income from playing games.

Online games are a means of play and entertainment for online game users which can have a negative impact on children's lives and social development. Especially for students who have a free spirit and prefer to play online games compared to learning and socializing with their environment. Online games are currently educational, however, the continuous use of online games is addictive to the user. Playing online games requires a lot of time, so many online game users forget about learning and socializing with their environment. For example, there are students who do not go to college because playing online games at their boarding house causes their grades and social interactions to decrease.

Several previous studies have explained the context of online games that affect learning motivation to change in attitudes that lead to disgraceful behavior. Not only did the scores decrease, but someone who played online games

was able to lie to parents about sending money, spending money only on online games, and even completing college education. All of these things are due to the fact that so much time is spent playing online games that the body becomes tired easily.

When the body is often tired due to lack of rest, the motivation to study is almost non-existent. When students force themselves to take courses with a tired body, the level of understanding they get is also very low which leads to falling asleep in class. When falling asleep in class, a student is no longer able to understand what is being taught so that the assignments given cannot be done. Because college assignments have not been done, the intention to enter college has decreased so that at the time of the exam, they are unable to answer exam questions which results in low exam scores. Online games which tend to affect the mindset of a student who plays online games even enter the subconscious so that they cannot focus on a course. Many tend to see the nature of online games and interpret that online games have more influence on students and students as individuals who focus on learning in a negative direction and harm them regarding the quality and learning outcomes they follow.

Apart from the many negative impacts given by online games to adolescent individuals. Another point of view according to research by Hong & Liu (2003) that online games can increase the concentration power, analytical skills and strategic planning of the players. Qualitative research by Widyastuti (2012) states that online games can improve reading skills, the ability to receive stories, and the ability to speak English and can relieve stress. These various positive impacts, if they can be taken by students playing online games, will certainly help their lectures.

Online games used in lectures are able to contribute to improving the quality of student resilience. In the characteristics of the games played by students in lecture learning applied by lecturers, it forms a development of conditions according to Cassidy (2015) in 3 forming aspects, namely a) perseverance (perseverance) describes individuals who work hard, do not give up easily, focus on processes and goals, and have persistence in the face of adversity. This condition will be trained in the emotional dynamics of students in solving challenges and games being played. Furthermore, the development of b) reflecting and adaptive help-seeking (seeking adaptive help), namely individuals who are able to reflect on their strengths and weaknesses and can seek help, support and encouragement by other individuals as an effort for individual adaptive behavior. The condition of students here is to train themselves to train themselves to adjust their position according to strategies to solve problems. And finally and c) negative affect and emotional response (negative influence and emotional response) is a picture of anxiety, negative emotions, optimism-pessimism, and negative acceptance that an individual has during life.

METHOD

This study uses an experimental method with a paced test technique between recovery with a general approach with lectures with an online game approach and a psychology test. Study This research was conducted on the students of BK (Guidance and Counseling) who sat in the 6th semester of 2021 as many as 65 students. Research procedure The steps in this study begin with the provision of tools and materials to support learning instruments with online games and data collection instruments for student resilience conditions. Then the researchers analyzed the differentiation of learning in lectures as the core of the research. In addition, the researchers observed and administered the student learning research data instruments and the resilience instruments. After the data has been collected, the final step is to process the data to obtain research conclusions.

FINDINGS AND DISCUSSION

Game Online

In language, games come from English, namely games, which means games. In this discussion, a game is a video that can be played by players through game tools such as computers or laptops, gadgets / smartphones and consoles. Meanwhile, online game terminology comes from two words, namely game and online. Games are games and online is connected to the internet. Starting from here, the researcher argues that an online game is a game or game that must be played online with the help of an internet network so that the game can be played, either using a gadget / smartphone or other media that supports the network.

Online gaming is a new phenomenon in Southeast Asia. However, it has many enthusiasts, including Indonesia in various big cities. Mark Griffiths revealed that games can make people more motivated and individuals who like

to play games in some ways provide more psychological satisfaction. Playing online games requires more complex skills, higher dexterity, and presents more socially relevant problems and a more realistic picture. So it is clearly illustrated that someone who likes to play online games will get psychological satisfaction where humans are motivated to complete and win the games in these online games. In addition, Yee explained that playing online games is done by teenagers with various motives, from being a medium of entertainment to being a job.

Learning Behavior (Lecture)

The concept and understanding of learning behavior varies greatly depending on the point of view of each person who observes it. Self-learning is defined as a relatively long-lasting change in behavior that results from experiences. Learning behavior can be defined as a learning activity or learning activity that is often carried out spontaneously, generally behavior can occur due to external or internal stimuli or stimuli.

Learning Based Online Game

Game is an interesting and fun game. Games are a global phenomenon. Electronic games that use computer media, cellular phones or consoles such as playstations or x-boxes have mushroomed everywhere. The game business has also penetrated everywhere, but ironically the content of games is mostly filled with entertainment and very little has educational content (education). Actually, without realizing it, games can teach many skills and games can be used as an alternative education (Buckingham and Scalon, 2002). According to Foreman (2009), games are potential learning environments. Playing games is a new literature in education.

Games that are currently developing in the world of education are known as educational games. This educational game aims to provoke students' interest in understanding the learning material while playing, so that feelings of joy, joy, and not boring appear. So with this condition, it is hoped that children will be motivated and easily understand the lessons conveyed by educators. Because so far, learning that uses conventional learning media does not involve technology tends to make students bored, bored in learning carried out in class. The use of games in learning currently tends to develop in the world of education with educational games that involve games or games in the learning process being carried out. Several important points of the benefits of games were also put forward at the Computer Assisted Investing Special Interest Group (SIG CAI) forum (uad.ac.id, 2009), which are as follows:

1. Types of games that require problem solving strategies can improve children's cognitive abilities.
2. Men and women who were trained to play video games for 1 (one) month showed improvements in memory tests and the ability to perform various tasks (multi-task).
3. Video games can make players sharpen their thinking.
4. Demanding children to be more creative.
5. And also children are required to learn to make decisions from all the actions they take.
6. Build a spirit of cooperation or teamwork when played with other gamers in multiplayer.
7. Develop skills in reading, mathematics, and solving problems or assignments. Make children feel comfortable and familiar with technology, especially girls, who don't use technology as often as boys.
8. Train coordination between eyes and hands, as well as motor skills
9. Increase children's self-confidence and self-esteem when they are able to master the game.

Online Game-Based Learning forms Student Resilience

The term resilience was first introduced in the 1950s by Blok with the name ego-resilience (ER), which is defined as a general ability that involves a high adaptability and flexibility when faced with internal and external pressures. Initially the concept was applied to children where it was known as "invulnerability" or "stress-resistance". ER and resilience are both treated as protective factors against adversity, they are different in many ways (Farkas & Orosz, 2015).

Academic resilience is the ability to develop, mature, and improve competence in facing loss of circumstances or obstacles (Rouse, 2001). Desmita (2011) explains that students need academic resilience in order to overcome the problems experienced especially for final year students, namely in thesis writing. The number of unpleasant

conditions in the preparation of thesis is deemed necessary for students to build academic resilience. Academic resilience can also determine the thinking style and success of students as learners, including the success in overcoming learning difficulties on campus because by having academic resilience, students can overcome difficulties, rise from pressure, frustration, stress, depression, and try to overcome them.

Result

The research data were analyzed by looking at the correlation between each item and the total score using Pearson Product Moment Correlation. Item-total correlation is used to select items that best measure the construct or content being measured, by selecting items that are found to be significant at the 0.05 level. On the Academic Resilience Scale, out of the initial 65 items constructed, 11 items were dropped (insignificant item-total correlation), leaving 54 items in line with the measure function, with a range of item-total correlation coefficient values from 0.301 to 0.711. Whereas on the online game-based Learning Scale, all of the initial items totaling 35 items were significant, so that 35 items were retained with item-total correlation coefficient values from 0.300 to 0.789.

Furthermore, the main result in this study is the calculation obtained $t = 9.347$ after being compared with $t_{dk} = n - 1 = 10 - 1 = 9$, the real level = 0.01, obtained $t = 1.684$ and it turns out that $t > (9.347 > 1.684)$ then rejected and accepted, so that The conclusion is "there is a significant influence on the application of online game-based learning and psychotest on student resilience in attending lectures.

CONCLUSION

Based on the results of the research we have done, it can be concluded that playing online games has an effect on student resilience in learning if it is highlighted by a point of view on the complementary characteristics of the learning that follows. The significance of the effect of online learning that is applied means that online learning can be used as a new strategy in an effort to improve the quality of the lecture process. Indicators of improvement that can occur in online game-based learning lie in increasing interest in learning, increasing concentration in thinking and self-focus, then increasing analytical skills to choose adjustment strategies to competency development challenges and the last is increasing the sense of fighting to achieve learning completion towards mastery competencies required in the learning that is followed. After knowing that learning in lectures with online games and psychology tests can be used in learning and greatly helps the effectiveness of the teaching and learning process through the transfer of knowledge to students, it is hoped that each teacher in learning uses multimedia with online games and psychotest learning in accordance with the objectives to be achieved from each. learning materials. Every teacher who enters the class is expected to be able to master at least some educational learning games and be able to operate them properly so that the presentation of material using learning games turns into learning that is not boring for students or students.

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Optimization of Student Career Planning through Self-Management Guidance Technique Based on Mindmapping Imindmap V4

Gusman Lesmana¹, Sri Ngayomi Yudha Wastuti²

^{1 2} North Sumatra Muhammadiyah University

^{a)} Corresponding author: gusmanlesmana@umsu.ac.id

^{b)} sringayomi@umsu.ac.id

Abstract. This Research and Service Program was created and developed with the aim of achieving increased student learning outcomes that specifically finalize career planning through mapping preparation through the online i-mindmap v4 application. This is related to the implementation of career guidance which is an assistance given to individuals to choose, prepare themselves and admit to a position and get a position of advancement in the position they choose. The method used in this research is Quasi Experimental research with Non-equivalent Control Group Design. The sample in the study consisted of 40 students of class XII at SMA Muhammadiyah 07 Serbelawan (Simalunugun) who had career development in very low and low categories. Data collection techniques in this study used a career development instrument questionnaire, interviews, observation and documentation as supporting techniques. The research findings show that the correlation obtained from the output display of the SPSS model summary 20.00 shows the magnitude of the hypothesis test results obtained by $t\text{-count} = 3,869$ and $t\text{-table} = 1,684$ so that the results of $t\text{-count} > t\text{-table}$ ($3,869 > 1,684$) are obtained with a correlation coefficient. 0,931 which indicates a positive influence, resulting in the conclusion that the mind mapping method in career planning has a significant effect on the maturity of students' career planning.

Keywords: mind mapping, career planning, career planning maturity

INTRODUCTION

The Covid-19 Covid-19 pandemic that occurred in the world, especially Indonesia, gave birth to a Government policy that requires students to study from home online during the quarantine period. This has an impact on students' motivation to determine the direction of their career planning, which appears setbacks and unclear. This is clear evidence of the learning behavior that is not being carried out optimally due to the impact of this epidemic. One of the results is the lack of teacher attention in seeing student progress because of the distance and time limitations to maintain and anticipate the spread of the Covid 19 virus. clarity of direction of life to achieve the welfare of students after completing their education.

Students are less interested in developing careers because the provision of career guidance services in schools is not optimal, one of the factors that can be seen is the treatment of teachers who still use learning strategies which tend to be the same every time a class meeting takes place. For example, teachers only present existing college brochures, without providing career guidance material to make it easier for students to take the majors they will choose according to their respective potential. This results in a lack of interest and student response to the services provided because there is no variation in the teaching methods of teachers. So that information about careers is very limited and affects the lack of career development of students and can also affect the choice of the right career.

The problem that most students encounter when they are required to determine a career is career planning. Students who have no career planning tend to have a sense of concern about their future. This is in line with

Mercer's explanation. J et al, (2009: 43-55) stated that the high unemployment rate is one indicator of the weakness of career planning for high school graduates, diplomas and undergraduate degrees. Therefore, careful career planning is needed. Career planning must be tailored to your interests, talents and abilities, as well as choosing further education. Unsuitable career planning will plunge students into uncomfortable situations when they enter higher education, resulting in feelings of laziness, boredom, discomfort, disappointment, despair and can eventually lead to dropping out of education. In order to avoid problems related to career planning, counselors should be able to provide career guidance assistance that can improve students' abilities in planning future careers.

However, this condition is supported by a phenomenon that occurs in class XII IPS at SMA Muhammadiyah 07 Serbelawan having low career development. This is indicated by the presence of students who are still confused when choosing a career, one of these factors is that students tend to be focused on the wishes of their parents who want their children to choose a career path according to their family's profession. So it needs efforts to improve career development by using mind mapping technique career guidance.

Individuals who have unclear career plans will have an impact on career anxiety and worries. Individuals ideally always worry about the future if they do not have a plan whether it is about future careers, what goals to achieve, life plans, and others. If that happens it will cause confusion in carrying out daily activities because there are no clear achievements to strive for in life.

According to Swadarma, Mind mapping is a way of taking notes that is effective, efficient, creative, attractive, easy and efficient because it is done by mapping our thoughts. The use of mind mapping techniques in providing career guidance is expected that students will be able to plan and develop their careers for a better future. This is reinforced by the opinion of Deporter and Hernacki stating that mind mapping is a mind map using these visual and sensory reminders in a pattern of related ideas, such as a road map used for learning, organizing, and developing a career. Mind maps are great for planning and organizing things.

Thus it can be explained that through career guidance in schools students will get information, knowledge, and self-understanding as well as insight into education, work, thus enabling students to make it easier to make decisions about choosing the right career for themselves in the future. Because career development has a very large role as motivation or strength to encourage students to develop their potential.

Making mind mapping is very easy as long as there is a desire from the students themselves. The key to making mind mapping is to pour out an idea that becomes the focus first in the form of a writing or image, after the focus idea is obtained, the idea can be developed into several other sets of ideas, which are then linked to the focus idea. According to Buzan, mind mapping is the easiest way to get information into the brain and take information out of the brain. Mind mapping is a creative, effective way of taking notes, and will literally "map" our thoughts, Purwoko (2008: 4).

METHOD

This research uses a quantitative approach with a correlational method. The population in this study were students of class XII, the sampling technique used was proportional random sampling. The instrument used was a questionnaire instrument with a Likert scale model. The results of the reliability test of the student career planning instrument were 0.903. The research data were analyzed using Product Moment Pearson Correlation. The study of this research was conducted on class XII students of SMA Muhammadiyah 07 Medan in 2021 as many as 40 students as a sample identified as having low career planning. The research procedure begins with the steps of explaining the concept of career maturity, both formulation and planning so as to produce benefits for clarity of future career directions. Then proceed with the distribution of student career planning instruments before using mind mapping to see the difference after using career planning with mind mapping. After the data is collected, the final step is to process the data to obtain research conclusions.

FINDINGS AND DISCUSSION

Career planning

Career planning carried out by school-age individuals is more about their career planning before making a decision in choosing a major in a university, this decision is one of the steps to achieve the desired career. High

school students who are in class XII will continue their education to a higher level, therefore they need to have a plan about their career before making a decision in choosing a major in a tertiary institution, this decision is one of the steps to achieve the desired career.

Simamora in Atmaja (2014: 63) suggests that career planning is a process where individuals can identify and take steps to achieve career goals. Career planning involves identifying career-related goals and developing plans to achieve those goals.

Suherman (2009: 116) states that the aspect of career planning consists of the following indicators: 1) studying career information; 2) discuss careers with adults; 3) attending additional education (courses); 4) participate with extracurricular activities; 5) attend training related to the desired job; 6) knowing the desired working conditions; 7) knowing the educational requirements for the desired career; 8) can plan what to do after graduating from school; 9) knowing how and opportunities to enter the desired career; 10) manage leisure time effectively. Factors that influence student career planning are the factors of talent / hobbies because majors that are not in accordance with them and factors can have high rewards that make students take the initiative to plan their careers.

Career Guidance with Mind Mapping

According to Tohirin (2007: 134) career guidance is an assistance from mentors to mentors (students) in facing and solving career problems. Career guidance using mind mapping in the implementation of career guidance is a good, unique and interesting way to be carried out by guidance and counseling teachers in increasing the ability to plan a career without students. According to Windura (2016: 16) Mind mapping is a graphic technique that allows students to explore all the abilities of the brain for thinking and learning, which actively involves both parts of the brain. Based on this, the use of proper mind mapping can help students plan a more focused career.

According to Walgito (2010: 205) the implementation of career guidance can be carried out in several forms, namely by being arranged in a certain package, namely the career guidance package, career guidance is carried out instructally, career guidance is carried out in the form of teaching. In this case, career guidance will be carried out instructional by utilizing mind mapping media. Mind mapping or what is commonly known as mind maps is a trademark of Tony Buzan, the author of a number of books related to mind maps. The way mind mapping works is done by noting, describing and developing these ideas into interesting pictures and writings to study. According to Purwaningsih & Priyasudiarja (2014: 135) the use of mind mapping is to help develop ideas because it starts from a main idea and then breaks it down into more detailed ideas. This main mapping can be aimed at developing ideas related to career planning from education, employment and retirement.

Career Guidance Services to Improve Student Career Planning

Mind mapping terms and concepts according to DePorter & Henarcki (2007) are a pattern of ideas such as root road maps, which are used to learn and plan, and generate original ideas and trigger easy memories. This mind map method is adapted to the operation of the two parts of the brain (where the left brain and right brain work simultaneously). Meanwhile, according to Buzan (2006) a mind map is a mind map that connects the concept of what students get with what has just been obtained, thus creating a result in the form of a mind map in the form of a concept from the material that is perceived or obtained. Mind maps are the results of creative work produced by students in learning activities. Mind mapping is an internationally popular technique for visualizing the relationships of various concepts. Slightly similar but very different from concept maps, this method is a teaching and learning method that emphasizes visual representation and the use of color. The benefit of making mind mapping is to stimulate the brain simultaneously both right and left brain, it can help someone in making a plan or story outline, allowing us to focus on the subject. Provides a clear picture of the whole and the details of grouping concepts and comparing them, making it easy for readers, and easy to remember (Vitulli & Giles, 2016).

Result

The research data were analyzed by looking at the correlation between each item and the total score using Pearson Product Moment Correlation. Item-total correlation is used to select items that best measure the construct or

content being measured, by selecting items that are found to be significant at the 0.05 level. On the career planning scale, from the initial 35 items that were constructed there were no drop items (insignificant item-total correlation) so that 35 items were in line with the measure function, with a range of item-total correlation coefficient values from 0.332 to 0.604. Whereas in mind mapping-based career guidance, all of the initial 25 items were significant, so that 25 items were retained with item-total correlation coefficient values ranging from 0.313 to 0.725.

Furthermore, the research findings show that the correlation obtained from the output display of the SPSS model summary 20.00 shows the magnitude of the hypothesis test results obtained by $t\text{-count} = 3,869$ and $t\text{-table} = 1,684$ so that the results of $t\text{-count} > t\text{-table}$ ($3,869 > 1,684$) with the coefficient correlation 0.931 which indicates a positive influence. Thus it can be concluded that the application of career guidance by utilizing mindmapping can have an influence on the maturity of student career planning in class XII SMP Muhammadiyah 07 Serbelawan.

CONCLUSION

The study has findings with the conclusion that mindmapping techniques in career guidance have an influence on the maturity of students' career planning as evidenced by the acquisition of r_{xy} significance of 3,869. The significance of this research means that the mindmapping technique career guidance is important to do for the sake of creating clarity in student career direction after completing high school education. The influence factor in planning a career in class XII students is the mismatch factor between the talents and hobbies of the student and the major he is taking at this time so that students take the initiative to plan a career that is in accordance with their talents and hobbies as well as a high reward factor. This is triggered by the diversity of professions in the environment where students live so that students take the initiative to plan careers with careers that have high income and are in accordance with students' talents. After knowing that the mindmapping technique career guidance service is important for student career maturity, counseling teachers and subject teachers should collaborate to evaluate the quality of previous guidance given to students as an aid to clarify the student's career direction. Furthermore, with these findings Guidance and Counseling teachers are expected to further improve the quality of service in providing the process of delivering career information which is needed by class XII to continue the advancement of their life career.

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The Students' Perspective on The Use of Iqra' Method In Pronunciation and Phonetics Course

Agnes Veronika Iyandasari Putri¹, Hepy Adityarini²

^{1 2} *Faculty of Teacher Training and Education, Universitas Muhammadiyah Surakarta, Indonesia*

^{a)} *Corresponding author: Veyputry1@gmail.com*

^{b)} *Hepy.adityarini@ums.ac.id*

Abstract. This study aims to identify whether the students can read IPA symbol before attending Pronunciation and Phonetics course. This study adopted a mixed method approach in which the questionnaire consisting of close ended and open-ended questions was used to collect the data. The subjects in this study were 117 first semester students of University of Muhammadiyah Surakarta in the academic year in 2019. The analysis consisted of diagram analysis and data analysis with following the stages; by understanding the data; selecting themes; clarifying data and drawing conclusions. The responses from the open-ended questionnaire showed the following results: Iqra' method was perceived as an effective method to improve pronunciation and favored by students; there were suggestions proposed by students to improve Iqra' method and there were few students still having difficulties in understanding English pronunciation.

Keywords: Students Perspective, Iqra' Method, Pronunciation, Phonetics, IPA Symbol

INTRODUCTION

In Indonesia, many high school graduates still cannot speak English properly and correctly. This happens because of the lack of the student motivation in learning, students' bad attitudes towards learning, inadequate facilities and low quality of teachers in teaching English speaking (Sarihuudin 2013, p. 1).

From several problems that cause high school graduates still cannot speak English properly and correctly the most unfortunate is the teacher still has a low quality. The teachers in Indonesia are not familiar with learning pronunciation, they only teach students to listen to native speakers as a model and standard in good English pronunciation (Cahyono & Widiati 2009, p. 1). Though as an English teachers, they must be able to create learning methods that can facilitate students in learning English pronunciation (Sholihah 2014, p. 1). Not only instruct the students to listen native speakers but also must teach the students by knowing the basics of how to read words in English, so they can understand how to pronounce English properly and correctly.

Pronunciation is the one of the important things in English communicating (Lasabuda 2017, p. 17) Pronunciation and Phonetics course is a learning to improve students in English speaking, and make it easier for the students to communicate by using good and correct English. In pronunciation and phonetic course the students will be given basic material on how to read the IPA symbol, and then the students will practice the properly and correctly English pronunciation. So when they speak in English they can have their own accent with properly and correctly English pronunciation.

In Pronunciation and Phonetics course to improve English pronunciation, there are several ways that can improve English pronunciation, for example learning by using listening, watching movies, studying phonological, recording own voice, reading English text loudly, subscribing to youtube channels and many more.

In this study the researcher focused on learning English in improving English pronunciation by using the studying phonological method. Phonological study is learning how to speak English using the IPA symbol, learning is by articulating consonant sounds and how to articulate the right and correct way.

There have been previous studies related to learning to improve English pronunciation with IPA symbols. Some of them are Khayati (2015), Nyssonen (2017), Bani (2018) and Zulkifli, Basri, Hasyim (2018) related to the learning to improve English pronunciation with IPA symbol, the previous study conducted by Khayati (2015) explored the used of phonetic symbols to improve students pronunciation of tenth grade student in senior high school 4 Kediri academic 2014/2015. This was a classroom action research and used 4 stages to get the results (planning, implementing action observation and reflection). Data collection used qualitative data from observations during the learning process and the results of the pre-test and post-test.

From the observation process it could be concluded that people were active and interactive in class because they were comfortable with the classroom situation. In the pre-test and post-test conducted 3 times, it got significant results, namely that phonetic symbols could improve the pronunciation of class X students at SMAN 4 Kediri in the 2014/2015 academic year.

Therefore, this research is interested in answering the following questions:

1. Can the students of English education of UMS in academic years in 2019 read IPA symbol before attending Pronunciation and Phonetics course?
2. To what extent do the students of English education of UMS in academic years in 2019 favor Iqra' method used in Pronunciation and Phonetics course?
3. From the perspective of the students of English education of UMS in academic years in 2019 can Iqra' method improve their English pronunciation?
4. Will the students of English education of UMS in academic years in 2019 use Iqra' method for teaching English in the future?
5. What are the perspective of the students of English education of UMS in academic years in 2019 on Iqra' Method used in Pronunciation and Phonetics course?

METHOD

In this research, quantitative data were obtained through multiple choices in the questionnaires, whereas qualitative data were obtained from open-ended questions in the form of student responses in questionnaires.

This study belongs to mixed method consisting of quantitative and qualitative approach. According to Creswell (2014, p. 302) in Ashari et al (2016, p. 4) mixed methods research is a research approach by combining quantitative and qualitative. According to Azorin & Fernandez (2016, p. 1) mixed methods are a combination and integration of qualitative and quantitative methods that increase understanding and provide many ideas in research.

The subjects of this study are the first semester students of class 2019 majoring in English education at UMS who took Pronunciation and Phonetics course using the Iqra' method. This research consists of 5 classes, there are C, D, E, F, and G classes total 117 students. The data source is the results of the answers to the student's questionnaire. The technique of data collection used a questionnaire, which was created with Google forms and distributed online via Whatsapp application.

The data analysis technique is divided into 2. In quantitative the researcher obtained data from questions number 1-4 on the questionnaire, then the data from questions number 1-4 were converted into histogram, after got the histogram table data the researcher provided an analysis of the data and then gave some examples of student perspective sentences to further strengthen the results of the data and for qualitative the researcher analyzed the data through the procedure, there were understanding the data, searching for the data themes, classifying data and conclusion.

FINDINGS AND DISCUSSION

After analyzing the data, the researcher presents the finding and discussion of the result of student questionnaires.

The students' ability to read phonetic symbol before attending Pronunciation and Phonetics course

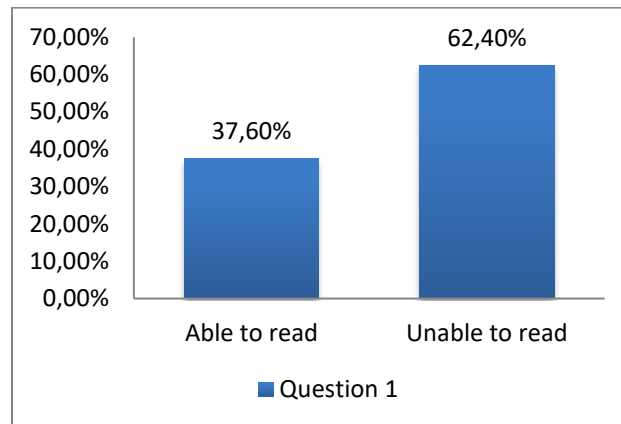


Figure 1 Students' responses about their ability to read phonetics symbol before attending Pronunciation and Phonetics course.

Figure 1 shows that most of the students were unable to read the phonetic symbols before attending the Pronunciation and Phonetics course (62,40%).

The extent to which students favor Iqra' method

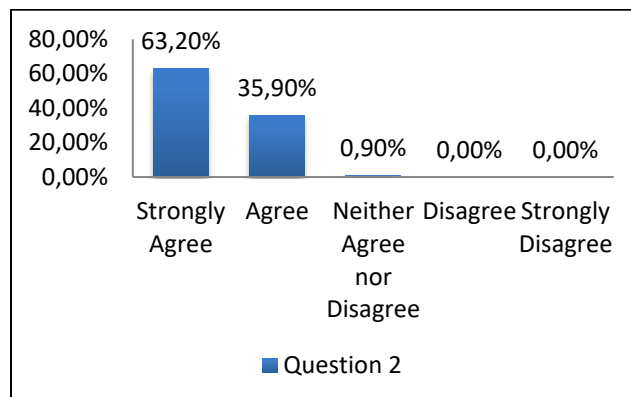


Figure 2 Students' responses about their favor with Iqra' method in Pronunciation and Phonetics course

Figure 2 shows that the majority of respondents strongly agree to like the Iqra' method in the Pronunciation and Phonetics course, which is 63.20% and students who agree are 35.90%, as for students who do not know that they like or dislike the Iqra' method in the Pronunciation course and Phonetics is 0.90%.

The students' perspectives on whether Iqra' method can improve their English pronunciation

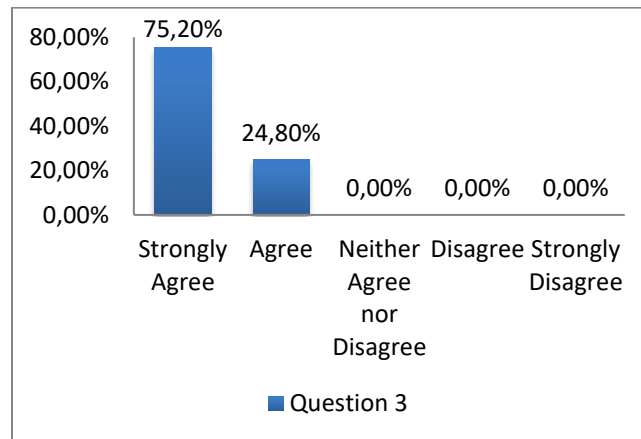


Figure 3 Students' responses about their perspective on whether Iqra' method can improve their English pronunciation

Figure 3 shows that the majority of respondents strongly agree that the Iqra' method can improve their English pronunciation in the Pronunciation and Phonetics course (75.20%) and those who agree are (24.80).

The possibility of students to use Iqra' method to teach English in the future

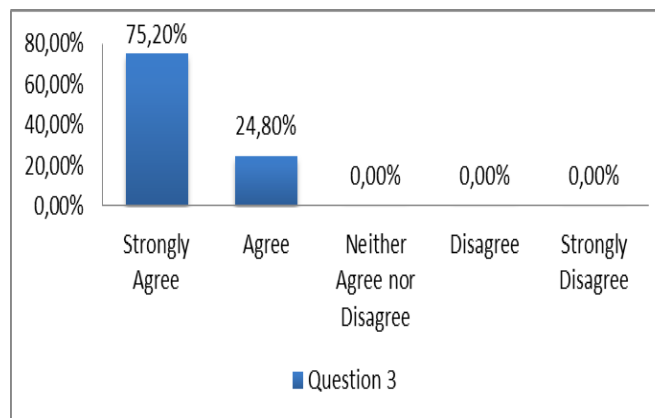


Figure 4 Students' responses about their possibility of students to use Iqra' method to teach English in the future.

Figure 4 shows that the majority of students strongly agree to use the Iqra' method for learning methods after they become English teachers later, namely (47.00%) and students who agree (43.60%) while students who are still doubtful and confused between agree and disagree, namely (9.40%).

The students' perspectives on Iqra' method used in Pronunciation and Phonetics course

In this section the researcher clarifies the theme based on the results of the student questionnaire answers, as follows:

Iqra' method is effective for improving English pronunciation

The open questionnaire found positive responses from students regarding the effective Iqra' method for improving English pronunciation. The following are:

Data 1

"Dengan metode iqro kita bisa memahami cara membaca huruf Bahasa Inggris dengan baik dan benar." (R8)

"With the Iqra' method we can understand how to read English letters properly and correctly."

From the student perspective above, the researcher found that students could understand how to read English sentences properly.

Data 2

"Mudah dipahami dan meningkatkan kemampuan english pronunciation." (R10)

"Easy to understand and improve English pronunciation skills."

From the student's perspective sentences above, the researcher found that students easily understood English sentences and could improve their English pronunciation.

Data 3

"Metode tersebut sangat membantu saya dalam membaca kata dengan baik dan benar, dulu saya tidak tahu tentang bab pronunciation and phonetic sama sekali, sekarang saya bisa mengerti dan memahami ditambah dengan metode yang diberikan dosen saya, alhamdulillah saya bisa lebih cepat memahami dan mengikuti tetapi saya masih harus mempelajari terus-menerus." (R16)

"This method really helped me to read words properly and correctly, before I didn't know about the pronunciation and phonetic chapters at all, now I can understand and understand plus the method given by my lecturer, thank God I can understand and follow more quickly but I still have to learn more and more."

From the students' perspective above, the researcher found that students were helped in reading English sentences correctly, because before they took pronunciation and phonetics classes they did not understand at all.

Data 4

"Menurut saya dengan adanya metode iqro ini dapat membuat mahasiswa mengucapkan kosa kata dengan benar dan sesuai dengan kaidah kebahasaan, membuat mahasiswa lebih fasih dalam pengucapan kata." (R44)

"In my opinion, the Iqro method can make students pronounce vocabulary correctly and in accordance with linguistic rules, making students more fluent in pronouncing words."

From the student perspective sentence above, the researcher found that students can pronounce English vocabulary correctly and can make students better in English pronunciation.

Data 5

"Metode nya sangat bagus. Bisa menguatkan ingatan tentang phonetics." (R 77)

"The method is very good. Can strengthen memory about phonetics."

From the student's perspective sentence above, the researcher found that students were helped by the Iqra' method in the Pronunciation and Phonetics class because it strengthened their memory.

Iqra' method is favor by the students in Pronunciation and Phonetics course

The responses in the open ended questionnaire showed that many students like the Iqra' method. The following are the responses from students:

Data 1

"Saya sangat menyukainya karena kadang malah lebih enak baca pakai phonetics." (R 24)
"I really like it because sometimes it's even better to read using phonetics."

From the student perspective above, the researcher found that students really like the *Iqra'* method and they prefer to read English sentences using phonetics symbols.

Data 2

"Saya sangat suka dan senang jadi semangat belajar." (R 25)
"I really like and enjoy being excited about learning."

From the student perspective above, the researcher found that students really like the *Iqra'* method, because with the *Iqra'* method in Pronunciation and Phonetics they become enthusiastic about learning.

Data 3

"Metode iqro sangat efektif dan menyenangkan sekali, tidak tahu mengapa saya selalu excited atau bahagia ketika iqro dimulai, pelajaran pronunciation atau phonetics yang diberikan bisa lebih dipahami jika menggunakan metode iqro ini karena kita harus menghafal terlebih dahulu, ya mau tidak mau kita harus menghafal agar syarat lulus iqro terpenuhi dan ini bisa menjadikan kita menjadi pribadi yang mandiri karena kita akan terus mencari dan mencari cara baca dan spelling phonetics yang benar sehingga membuat kita bisa jauh lebih paham dan itu semua akan terus teringat didalam memori kita." (R 46)
"The *Iqra'* method is very effective and very fun, don't know why I'm always excited or happy when *Iqra'* starts, the pronunciation or phonetics lessons provided can be better understood if we use this *Iqra'* method because we have to memorize it first, so we can't help but memorize so that the requirements for passing the *Iqra'* are met and this can make us become independent individuals because we will continue to search and find ways read and spelling phonetics properly so that we can understand much more and it will all remain in our memory."

From the student perspective above, the researcher found that students were very excited about the *Iqra'* method, when using the *Iqra'* method in the Pronunciation and Phonetics class they were very happy, because it made them understand more easily.

Data 4

"Pribadi saya merasa terbantu sekali dgn adanya iqro, krna secara sosial dpt mendekatkan siswa dgn dosen dlm artian, lebih memahami dosen. Dan juga metode ini menunjukkan bahwa dosen serius dan peduli dengan siswa nya. Metode yg harus di terapkan di matkul lain sebenarnya tp dlm teknik yg berbeda." (R 67)
"Personally, I find it very helpful with *Iqra'*, because socially it can draw students closer to lecturers in the sense that they understand lecturers. And also this method shows that the lecturer is serious and cares about his students. The method that must be applied in other matters is actually a different technique."

From the student's perspective sentence above, the researcher found that the *Iqra'* method was preferred by students because it could bring students closer to the lecturer and students felt that the lecturer was more serious and concerned about students.

Data 5

"Metode iqro sangat bermanfaat bagi mahasiswa seperti kami untuk menjadi bekal kami mengajar suatu hari nanti." (R 88)
"The *Iqra'* method is very useful for students like us to become our provision for teaching one day."

From the student's perspective above, the researcher found that students were happy with the *Iqra'* method in the Pronunciation and Phonetics class because it was very useful for them and they could use it as a teaching provision when they graduated.

Suggestions for improving the used of Iqra' method in Pronunciation and Phonetics course

In every lesson given by lecturer to students, students must have their own thoughts on how learning in class will be good according to them, some students provide suggestions regarding the methods given to students, the following are:

Data 1

"Sebaiknya dosen memberi tuntunan." (R 7)
"It is better if the lecturer gives guidance."

From the student perspective above, the researcher found that students needed more guidance from lecturers.

Data 2

"Baik bisa mengetahui cara pengucapan yang benar, tapi kalau bisa ada sesi iqra dimana katanya dipilhkan oleh dosen ketika mahasiswa maju untuk iqra, karna kadang atau mungkin saja mahasiswa bisa mengucapkan kata yang ia pilih sendiri dengan baik karna mungkin telah menghafal dirumah, bukan karna bisa membaca simbol phonetic yang ada." (R 93)
"It is good to know the correct pronunciation method, but if possible, there is an *Iqra'* session where the words are chosen by the lecturer when students advance to *Iqra'*, because sometimes or maybe students can say the words they choose themselves well because they may have memorized at home, not because they can read existing phonetic symbols."

From the student's perspective sentence above, the researcher found that the students wanted to choose the words to be spoken to make it easier because if they were chosen by the lecturer, sometimes the students forgot.

Data 3

"Karena keterbatasan waktu, yang membuat iqro harus dilaksanakan beberapa hari karena mahasiswa yg banyak, mungkin bisa ditambahkan dosen pembantu ataupun yg lain sehingga iqro bisa dilaksanakan lebih cepat." (R 102)
"Due to time constraints, which makes *Iqra'* have to be carried out for several days because there are many students, maybe a supporting lecturer or other can be added so that *Iqra'* can be done more quickly."

From the student perspective sentence above, the researcher found that students wanted assistant lecturers to finish learning in class quickly.

Students' difficulty in understanding English pronunciation using the Iqra' method

In pronunciation and phonetic class learning, there are still some students who find English pronunciation difficult, the following are students' responses:

Data 1

"Sedikit susah untuk memahaminya karena ini baru untuk saya, saya pikir bahasa inggris itu simpel, namun saat mempelajari hal ini, saya benar benar terkejut karena hal ini baru untuk saya." (R 42)
"It's a little hard to understand because it's new to me, I think English is simple, but when I learned this, I was really surprised because it was new to me."

From the student's perspective sentence above, the researcher found that students had difficulty understanding the pronunciation and phonetics material because it was new to students.

Data 2

"Itu bagus namun ada kendala." (R 51)

“That's good but there are obstacles.”

From the student's perspective sentence above, the researcher found that the students had problems in pronunciation and phonetics class but they didn't tell what the problem.

Data 3

“*Metode nya agak sulit dipahami.*” (R 97)

“The method is a bit difficult to understand.”

From the student's perspective sentence above, the researcher found that students had difficulty understanding pronunciation and phonetics learning using the *Iqra'* method.

Based on the results of multiple-choice questions and open-ended questions, most students generally gave a positive assessment on the use of the *Iqra'* method in Pronunciation and Phonetics courses.

The positive responses from the students with regards to the teaching pronunciation using phonetics were also confirmed by previous research. For instance, the research of Bani's (2018, p.1) and Zulkifli, Basri & Hasyim (2018, p. 10) which shows that students cannot read phonemic symbols before they take phonemic transcription class, in this study as evidenced by the pre and post-test which shows that after being given knowledge of phonemic transcription students pronounced English sentences easily. In this study, there were also many students who could not read phonemic symbols before they attended Pronunciation and Phonetics class and it was proven by the multiple choices given to students, so the similarity in this study was that students both could read phonemic symbols after participating in courses that has been given and students felt that the learning method using the phonemic symbol is easy to learn.

In Khayati's research (2015, p. 11) explained that learning using phonetic symbols increased student interest in learning and they became active because they were comfortable and like the materials. In this study it was also found that students like to learn using phonemic symbols, according to them using phonemic symbols can increase their enthusiasm and make it easier for them to read using good and correct English pronunciation.

In Khayati's research (2015, p. 11) explained that the use of phonetic symbol can improve student's English pronunciation it was proven by the increase of students' interest in the post-test as compared to the results of the pre test. In this study it was found that all students agreed that using phonetic symbols could improve their English pronunciation and in this study it was proven by the results of the students' questionnaire answers, both on multiple choice and open-ended questions.

Nyssonen's research (2017, p. 16) explained that in this study there were some students who wanted to use phonetics transcripts as their learning media after they became a teacher, to make it easier for them in teaching and learning activities, so they do not teach ambiguous pronunciations. Because the character of learning phonetic transcripts is stable and focuses on the individual student so that it is easy to learn. In this study, students also will use the learning with phonemic symbols to their method to teaching class when they become a teachers, because according to them learning with this method is very fun, useful and can improve their English pronunciation.

Bani's research (2018, p. 1) shows that students can improve their English pronunciation, they are able to read phonemic transcriptions, increase self-confidence when speaking in English and students become more aware that English pronunciation is very important, especially in stressing syllable sounds. In this study, the results of the questionnaire showed that *Iqra'* method was perceived as effective method to improve pronunciation and favored by students, there were suggestions proposed by students to improve *Iqra'* method and there were few students still had difficulties in understanding English pronunciation.

In some of the research examples above, this study has many similarities, there are: by using the phonemic symbol students more easily improve their English pronunciation and the learning is fun so that it makes students become enthusiastic in learning.

CONCLUSION

Based on the data analysis and research finding, this study draws the following conclusion. The majority of first semester students of Muhammadiyah University of Surakarta in 2019 did not understand symbol phonetics before they took pronunciation and phonetics classes, many of the students liked the use of the Iqra' method for learning, students strongly agreed that the use of the Iqra' method could improve their English pronunciation, the majority of students will use the Iqra' method as a learning method after they become teachers later and students think that the Iqra' method is an effective method that students like and many of the students have succeeded in improving their English pronunciation. The results of this study are expected to provide insight especially to teachers and can be used as input to improve the quality of Pronunciation and Phonetics course.

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Directive Speech Act and Types of Teacher Talk In English Class at SMK Muhammadiyah Belitung Timur

Arista Dewi¹, Mauliy Halwat Hikmat²

^{1 2} *Faculty of Teacher Training and Education, Universitas Muhammadiyah Surakarta, Indonesia*

^{a)} *Corresponding author: dewiarista9@gmail.com*

^{b)} *mauliy.hikmat@ums.ac.id*

Abstract. This study aims to describe the directive speech act used by the teachers' and students and the types of teacher talk in English class. This study was designed using a descriptive qualitative method. The participants of this study were tenth-grade students and an English teacher at SMK Muhammadiyah Belitung Timur. The data were the directive speech acts utterances used by the teacher and students which were collected through observation, documentation, audio recording, and taking notes. The result of this study showed that the directive speech act is mostly used by the teacher in the teaching-learning process were 42 command types, 18 request types, 20 suggestion types, and 15 warning types. This study also showed that the teacher talk type categories in the teacher's directive speech act were ordering, questioning, asking, advising, and inviting.

Keywords: Directive, Speech Act, Teaching-Learning, Teacher Talk

INTRODUCTION

The success of the classroom teaching and learning process is determined by the language used by a teacher to interact with students in classroom interaction. As stated by Celce-Murcia cited in Basra and Thoyyibah (2017, p.73), "the language used is applied in the classroom to affect students". The use of language determines how teachers and students can interact with each other. Communication between teachers and students is a way to share ideas, opinions, or information. A Teacher should have enough language skills to deliver knowledge to their students.

Teaching and learning are methods of knowledge transfer. Giving a lesson, passing on knowledge, or passing on a skill are all examples of teaching. Brown (2000, p. 7) defines "teaching as guiding, enabling the learner to learn and creating the conditions for learning". Learning describes as the process of acquiring new skills, talents, and attitudes. According to Hamalik (2006, p.21), "learning is a modification by behavior through experience, a form of growth and change individual which is stated by a new behavior as the result of experience and practice". When teaching is designed to achieve a specific learning objective, the use of language might be successful.

Teachers and students can interact with each other and allow them to collaborate, work together, construct knowledge, and create information. Interaction in the classroom activity could take the form of teacher talk and student talk. Teacher talk is defined by Richard (1992, p. 471) as a "variety of language used by the teacher in the teaching and learning process". The classroom is where foreign language learners have commonly been exposed to the target language. English teacher talk involves many aspects such as giving an explanation, instruction, assessment, and question. The teaching and learning process teacher talk is dominantly used by the teacher. The teacher will use their talk in the classroom in any activities and assignments that they design for students.

In classroom interaction, both teacher and students produce a speech. In delivering a speech, the teacher as a speaker not only uses semantic meaning but also pragmatic meaning. Pragmatic meaning can be seen from the

function not just to convey language through words, but also followed by action behavior. Yule (1996) stated that “pragmatic is the study of meaning it is delivered by the speaker and interpreted by the hearer”. The speaker proposes a meaning, and the hearer takes the right intention. Griffiths (2006, p.1) explained that the use of meaningful communication is the focus of pragmatics. Pragmatic deals with the utterance, specific events, intentional acts of the speaker at times and places. In Peccei, (1992, p.2) “pragmatics is a study that concentrates on the aspect of meaning that can’t be predicted alone”. Also, Griffiths, (2006, p.21) stated that “pragmatic is how we interpret utterances and interpretable utterances”.

Language is used to carry out teaching and learning, which is known as the classroom speech act. The language used includes speech act by the teacher and students. Searle (1969) states the speech act is a basic of communication. The speech act is particularly important in guiding communication, especially in the teaching and learning process. According to Searle (1969), that speech acts are classified into five types: representative, directive, commissive, declaration, and expressive. Also, Yule (1996, pp.52-53) classifies five types of speech acts: declaration, representational, expressive, directive, and commissive. In the classroom, speech act involves many utterances and intentions. According to Austin (1962), “a speech act is committed by the speaker while delivering an utterance”. The locutionary act, illocutionary act, and perlocutionary act are the 3 components of speech act. The quality of classroom speech act is determined by verbal communication. This is useful information for teachers because it informs them of the typical teaching behavior that they use the most when dealing with students.

One of many speech situations employs the role of speech act during classroom interaction. Concerning with classroom speech act, it maintains that the directive speech act is frequently used in classroom teaching and learning. The directive speech act is the most common form of speech act used by the teacher. As states by Yule (1996, p. 53), “the directive speech act is divided into four types: command or order, request, suggestion, and warning”. The teacher used to make students do something. Levinson (1986, p.240) stated “the directive speech act attempt by the speaker to get the addressee and carry out an action”. Besides, Peccei (1999, p.51) describes that “directive speech act is a speaker direct hearer to perform a future act”. Through the directive speech act, a teacher can perform directive speech acts such; request, question, prohibition, and advice.

There are some previous studies related to the directive speech act used by the teacher and students in the teaching and learning process. Santosa and Kurnia (2020) found that the assertive speech act was mostly used by the teacher in speech act analysis of teacher talk in the EFL classroom. In the assertive speech act, a teacher gives the students test practice and discussed it later on. Andewi and Waziana (2019) found out that directive speech was mostly produced by the teacher than the other speech act. They found; 112 directive speech act, 33 representative speech act, 6 expressive speech act, and 5 commissives speech act. Putri (2019) found that there were five types of speech act spoken by the teacher in the teaching-learning process they were command or order, request, suggestion, invitation, and warning which consisted of 24 command utterances, 8 requests, 5 suggestion, 15 warning, and 1 inviting.

A previous study about teacher’s directive speech acts was conducted by Romadani, Agustina, and Manaf (2019). They found out the uses of teacher’s speech act strategies in classroom learning were as follows: speaking frankly without any further, speaking frankly with positive politeness pleasantries, speaking frankly with negative politeness pleasantries, speaking vague and speak in the heart. Wahyuni (2019) found the translation lecturers in the seventh semester in IAIN Surakarta used five types of directive speech act, command, suggestion, warning, and inviting. The students used two types of student responses namely preferred and dispreferred.

The next previous study was conducted by Fitriani and Prihadi (2019). They found the type of directive speech acts used by the teacher were command, request, and giving type. The intention of the teacher’s directive speech act covered ordering, instructing, inviting, expecting, asking, and encouraging. Strategies for using directive speech act employed direct strategy and indirect strategy. Implementation of the teacher’s directive speech act was based on the context of the discourse of classroom interaction. Mafaza, Rustono, and Awalya (2018) found the types of teacher’s directive speech act at SDN 05 Kebondalem; they were requests, questions, requirements, prohibitive, permissive, and advisories. Praseyto and Mulyani (2018) found that teacher-directive speech acts can bring predictable and unpredictable interactivity and create a new context. Teacher’s directive speech act can show the ability to master the subject matter, the ability to deliver subject matter, and the ability to interact. Swandewi, Ramendra, and Juniarta (2018) found out there are four kinds of speech act found during the teaching-learning process. The most frequently used speech was the directive speech act. The Pedagogical function served by the speech act is divided into four modes. Basra and Thoyyibah (2017) conducted a study about the speech act in the EFL classroom. They found directive speech act makes implications for the improvement of the students’ productive skills. This study concluded that the choice of speech acts classification determines the teaching approach and vice versa.

Several previous studies above focused on the speech act and directive speech act and other previous studies focusing directive speech act in teacher talk. Most data utterances about the directive speech act were only produced by the teachers. However, the main focus of this research is to investigate the teacher's and student's directive speech act as an object during the teaching and learning process. Similar to the previous study, this study also investigated teacher talk but focusing on the teacher's directive utterances. Besides, the focus and the object were taken in this research is different.

This study is important because there are many utterances in classroom speech act that can be produced by the teacher and students, but usually, directive speech act mostly produced in the classroom during the teaching and learning process. In the classroom, speech act occurs naturally during the teaching and learning process. The existence of speech acts especially directive acts is crucial. The teacher in the classroom, also determines the speech act to accomplish their purpose in the teaching-learning process. The use of directive speech act in the teaching and learning process may have a result on certain impacts. The directive speech act in the classroom is very useful because it is used for the teacher to manage and control students' behavior. The teacher's directive speech act also can be a good model to learn and know the pragmatic concept in the classroom.

SMK Muhammadiyah Belitung Timur as the setting of this research is the newest vocational high school in Belitung Timur but they only have one English teacher and he is a great professional educator. In SMK Muhammadiyah Belitung only has two program class they are Pharmacy and Tata Boga. The material given between the Pharmacy class and the Tata Boga class is not quite different. This research was conducted in SMK Muhammadiyah Belitung Timur because the students have a good quality of English but still misunderstood teacher intentions. Besides, the way of teaching is different in each class. Thus, the teacher uses some utterances to interact in both English and Indonesian. The dominant utterances used by the teacher is a speech act. The student also has their utterances in communicating but the functions are quite different.

In this study, the researcher used a theory on how directive speech affects the teaching-learning process. The researcher was involved in the investigation of the directive speech act. The purpose of this study is to find the directive speech act utterances that are spoken and produced in classroom interaction. The researcher focused on and analyzed Directive Speech Act and Type of Teacher Talk in English Class at SMK Muhammadiyah Belitung Timur. The research questions being investigated include: (1) What are types of directive speech acts are used by teacher and students in English class at SMK Muhammadiyah Belitung Timur? (2) What are the types of teacher talk in teacher's directive speech act in English Class at SMK Muhammadiyah Belitung Timur?

In this study, there are some objectives, which are as follows: (1) To identify the types of directive speech act used by the teacher and students in English class at SMK Muhammadiyah Belitung Timur. (2) To describe the types of teacher talk in the teacher's directive speech act at SMK Muhammadiyah Belitung Timur.

METHOD

The descriptive qualitative approach was employed in this study. The qualitative method provides an extensive explanation for the phenomena through data collection. As stated by Creswell (2012) descriptive qualitative is used to explain social issues based on written explanation and to report the opinion in detail. Descriptive qualitative is relevant to the problem and focuses on the object of a study. Arikunto (2005, p.234) "defines descriptive qualitative is explains the research in terms of it". Therefore, qualitative research is used to describing the type of directive speech act found in the teaching and learning process.

An English teacher and the tenth-grade students are the participants in this study. The data are the utterances containing directive speech act used by the teacher and students. The data were collected through observation, documentation, and taking notes. The observation was done using audio and video recording. The video recording was transcribed and noted by some steps procedure; listening, transcribing, understanding, evaluated the correctness of the data, and choose the appropriate data. The data was evaluated following the stages given by Miles and Huberman (1994, p. 10). According to them, qualitative data analysis consists of three procedures: data reduction, data display, conclusion, and drawing/verification. The researcher employed the triangulation technique to ensure the data's trustworthiness. The researcher used the theory proposed by Yule (1996) to describe the types of directive speech act used by the teacher and students.

FINDINGS AND DISCUSSION

The Types of Directive Speech Act used by The Teacher and Students in English Class at SMK Muhammdiyah Belitung Timur

The teacher and students commonly produced the directive speech act when interacting in class. This study's definition of a directed speech act was followed Yule's theory of directive speech. Yule (1996, p.53) described four types of directive speech actions: command or order, request, suggestions, and warning.

The Directive Speech Act used by The Teacher.

Command or Order

Commanding is the type used by the teacher to make students do something. The command directive speech act is successful if the speaker has control over the activity between the speaker and the hearer. The research found 42 data on the command speech act. One type of command directive speech can be seen as follows:

Teacher: Okay now to understand about recount text, please open your book on page 45. (D.04)

The data shows the command type of teacher's directive speech act. The command type expressed by the teacher was a type of giving instruction. The teacher (speaker) wanted students to do something according to his instruction. In the teacher's utterance, the teacher asked students to open their textbooks.

Request

The request types of directive speech acts were also produced in teaching and learning in the classroom. The teacher's speech had a directive illocution in which the speaker asked the speech partner to act with what the speaker desired. In the request form, there were 16 data on the use of directive speech actions.

Teacher: There's a text on page 45. Dela, can you read the text? (D.06)

The data above show the type request in the directive speech act. The teacher utterance above is to request students to do certain actions that are read in the text. It means that the teacher needs the student to read the text from her textbook.

Suggestion

The results of the suggestion type revealed that there were 20 data types of directive speech act. The teacher expressed his thoughts about what a student did or should not do. The speaker needs the hearer to do something as suggested by the speaker. The following data is the one of suggestion type in the classroom:

Teacher: Rifki, I can't hear your voice. Better if you repeat and said it loudly. (D.09)

The suggestion type used by the teacher was giving advice. The teacher suggested to the students to repeat the text he read. The student as hearer follows the teacher's advice.

Warning

A warning kind of directive speech act is a warning act or condition being warned (Merriam-Webster Dictionary). The act of warning type is to inform someone of possible danger, problem, or other unpleasant situation. This type showed there are 15 data of warning type. An example of warning type of directive speech act is as follows:

Teacher: Everyone stops talking and reads the text. (D.17)

The teacher had finished explaining and discussing the materials and he needed students to understand again the text by re-reading but the class was too noisy. The teacher asked students to pay attention to the text and read calmly.

The Directive Speech Act used by The Students

Command or Order

Students' command and order type are different from the teacher's command types because students cannot control the class. 4 data showed the command type of student's directive speech act.

Students: Pak, tadi Pak Adly nyuruh ke kantor. (D.01)
(Sir, Mr. Adly wants to meet you at his office.)

In the middle of the teaching and learning process, one of the students said that the principal needed to meet him. The student asked the teacher to meet the principal as soon as possible because it is important.

Request

A request is an act of asking politely or formally for something. In the student's request type they should ask politely to their students to avoid misunderstanding. There were 10 data found of student's request type.

Student: Pak saya mau bertanya mengenai regular and irregular verb. (D.03)
(Sir, I want to ask about regular verb and irregular verbs.)

In the classroom conversation between teacher and students always happened during a class activity. Sometimes there was a misunderstanding from the students and they needed an explanation from the teacher.

Suggestion

A suggestion type is an act or process of calling up an idea or thought. The data of suggestion type used by the students are 7 types.

Student: Pak kami tidak mau pake kertas. Lebih baik pakai buku. (D.05)
(Sir, we don't want to use paperwork, it is better to use a book.)

The data above shows that students suggested their teacher use books other than paperwork. Sometimes they just used paperwork and it seems not comfortable. They needed to cover their book because they didn't want them to mess up their homework.

Warning

Warning type of directive speech act functions to inform someone of possible danger, problem, or other unpleasant situation. The data of warning types used by the teacher were 6 types.

Student: Jangan percaya pak, Hakim bohong dia nggak masuk kemarin. (D.07)
(Don't trust him sir, he is lying. He was absent last week.)

The data showed the situation when teachers checking student's attendance. The students found one of their friends lied to their teacher and warned their teacher.

The Type of Teacher Talk of Teacher's Directive Speech Act in English Class at SMK Muhammadiyah Belitung Timur

The teacher's utterances are dominated by the directive speech act. There were teacher talks in all 93 data of the teacher directive speech act. The type of teacher talk is based on the directive speech act produces by the teacher. Yule (1996) stated that the directive speech act is classified into four types they are command or order, request, suggestion, and warning. Those types of teacher's directive speech acts are including asking, questioning, ordering,

advising, and inviting. Those 93 data of directive speech act shows that the teacher talk types is when the teacher giving instruction, ask students to do something, ask students to answer a specific question, and order students to complete certain task or act. Also advising and requesting students.

Furthermore, teacher talk was employed in the classroom to communicate with students and obey the teacher's directions. The teacher provides opportunities for students to speak in the target language and manages classroom activities appropriately through teacher instructions. The five categories of teacher talk in the teacher's directed speech act are as follows.

Table 1. teacher talk in teacher's directive speech act

Teacher's utterances	Type of directive speech act	Teacher Talk type
What do you know about recount text?	Suggestion	Asking
I want all of you to bring a dictionary next meeting.	Command	Ordering
Tell me, Hakim. Mention one of a regular verb.	Command/Request	Questioning
Better if you pay attention to me. Okay.	Warning	Advising
Dela, can you please write your answer on the whiteboard?	Request	Inviting

There were 4 types of directive speech acts found while the teaching-learning process in English class at SMK Muhammadiyah Belitung. There were also five types of teacher talk in the teacher's directed speech. The types of directive speech acts are command or order, request, suggestion, warning, and asking, ordering, questioning, advising, and inviting.

From the data, it was known that the directive speech act was dominantly used by the teacher than students. The teacher utterances about directive speech act types are more frequently used since 90 utterances were the teacher's directive speech act. It means the teacher's directive speech act makes up overall utterances of total talk. A teacher's directive, the speech act was used to give instructions and ask students to do something.

The teacher instructed and explained the material correctly to make students understand what he said. After explaining the teachers need students to discuss and practice together. So, the utterances used the most were the command type of directive speech act. The utterance "I want you to make an example about recount text", is teacher instruction to make his students do something like making an example about recount text. The teacher also controlling the class by giving commands during teaching and learning interaction. In this case, the teacher's directive speech act contained in the teacher talk occurs when the teacher commands his students, gives instruction, provides learning material, confirms the lesson, and praises the students. Furthermore, the teacher's use of the term "speech act" applies to illocutionary acts.

According to the study results, directives have been the most dominant performed by the teacher. In contrast, Searle says in Mey (1994, p. 131) that "directive actions are used by the speaker to make the listeners do something". It is possible to conclude that the teacher continues to play the main role in the classroom. Furthermore, the teacher wanted to use speech activities as a way of carrying out behavior. When a speaker performs an act, it means that the teacher is attempting to order, request, suggest, or convey something (Yule, 1996, p. 83).

The most dominant o teacher talk in the teacher's directive speech act was asking and questioning. A question was not always a question, it was observed. The teacher used asking not often because he simply did not know the answer, but he did ask in many cases. The essence of asking in this situation was always attempting to obtain facts. Furthermore, it was observed that the teacher's attempt to verify his students' comprehension by posing questions had the additional benefit of allowing the students to be more involved in the teaching and learning processes. This will act as a motivator for students to speak up.

Various studies conducted show the types of directive speech act is one of the many speech acts that teachers use in their verbal interaction with students in class. Findings on teachers' use of directive acts were revealed by

many researchers one of them is Fitriani, Prihadi (2019) and Santosa, Kurniadi (2020). In Fitriani's and Prihadi's result is the variation in the use of directive speech act occupied by the teacher in teaching and learning interactions. While Santosa's and Kurniadi's results found that assertive speech act mostly used by the teacher in the classroom than directive speech act because the teacher had a lot of interaction with students especially giving test and discussed it together. The similarity between these two previous studies and this research is the focused on directive speech act as the object. The differences from the previous studies are the data source and the utterances found in the teaching and learning process.

This research analysis using the theory proposed by Yule. In Yule's theory about the directive speech act is explained that the type of directive speech act was command, order, suggestion, and warning. The research finding is related to the theory because the researcher wants to know what kind of teacher and students' speech act is mostly used in the teaching and learning process. Yule's theory is support in this research because all types of directive speech can be found in the classroom activity during the teaching and learning process.

CONCLUSION

Based on the data analysis and research finding, this study draws the following conclusion. The majority of first semester students of Muhammadiyah University of Surakarta in 2019 did not understand symbol phonetics before they took pronunciation and phonetics classes, many of the students liked the use of the Iqra' method for learning, students strongly agreed that the use of the Iqra' method could improve their English pronunciation, the majority of students will use the Iqra' method as a learning method after they become teachers later and students think that the Iqra' method is an effective method that students like and many of the students have succeeded in improving their English pronunciation. The results of this study are expected to provide insight especially to teachers and can be used as input to improve the quality of Pronunciation and Phonetics course.

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Types And Reasons of Using Code Switching In Instagram

Sigit Haryanto¹, Alif Mahendra²

^{1 2} *Faculty of Teacher Training and Education, Universitas Muhammadiyah Surakarta, Indonesia*

^{a)} Corresponding author: sh288@ums.ac.id

^{b)} mahendralif98@gmail.com

Abstract. Instagram is one of social media that used by the online community. They are bilingual or multilingual. They use code switching for sending the messages. The purpose of this study is to describe the types and the reasons of using code switching on Instagram. This type of research is qualitative research. Data collection used documentation. Data sources were from Instagram users followed by researchers. Data analysis used Hoffman's theory. The results showed that first, there were three types of code switching, namely: inter-sentential, intra-sentential, Emblematic switching. The most dominant type of code switching used by Instagram users is inter-sentential code switching. Second, the researchers found the reasons for the code switching, namely Revealing a certain topic, Interjection (Inserting a Fill Sentence or Linking Sentences), Repetition was used for clarification and reporting the identity of the evidence group, Confirming (Conveying Solidarity). The reason for the most dominant use of code switching by Instagram users is to reveal certain topics. From this it is known that Instagram community belongs to bilingual or multilingual society.

Keywords: sociolinguistics, code switching, Instagram

INTRODUCTION

Language is one of the important things for humans to communicate each other. Language makes human relations closer day by day (Brown: 1987). In a society, humans cannot communicate without using language. Language as a means of communication can be studied in Linguistics. By studying Linguistics, especially sociolinguistics, the ideas inside the social discourse can be understood easily.

Hickerson (1980) argues that sociolinguistics is a linguistic development learning which takes language variation as focus and sees the variety of language it self in its social context. Sociolinguistics concentrates on the correlation between social factors and variations in linguistic variations. Fishman (1972:4) said that sociolinguistics is learning about the characteristics of language use with characteristics of the language user itself. Sociolinguistics basically does not focus on the structure of a language but focus on how the language used in social cultural context. One of the concentrations of sociolinguistics is code switching.

Kamarudin (1989) stated that code switching is using two or more languages used by communicators in speaking. Replacement codes usually occur in bilingual social settings. Bilingualism as a linguistics community of which two languages is in contact with the result that both languages can be used in a single interaction, and some people are often bilingual. The phenomena can be described as a code switching.

Code switching may exist in many media, such as Instagram. Instagram is now phenomena that exist in the community, especially young people, as the largest social media user. Instagram is a medium or way to express yourself in cyberspace. Instagram is a photo sharing application that allows users to take photos, apply digital filters, and share them on various social networks. A unique feature of Instagram is that it cuts the photo into a square shape, making it look like a photo taken with the Kodak Instamatic and Polaroid cameras. Instagram can be used on gadgets or smartphones that users have recently liked, such as any version of the iPhone, iPad or iPod Touch

running iOS 3.1.2 or later, and any Android phone running an OS version. 2.2 (Froyo) is active. This application can be loaded via the Apple App Store and Google Play.

Social media is a term that describes various technologies used to connect people to collaborate, to exchange information, and to interact through web message content. Social media is also an online media that fosters social interaction by inviting anyone who is interested to participate through open input and input, member comments, and sharing information in a fast and unlimited time. One of the most used social media today is Instagram. On Instagram, users can upload virtual files such as photos or videos and write captions after uploading them. Social media designed by Kevin Systrom and Mike Krieger are very easy to access via smartphones or gadgets based on Android and iOS. Instagram is convenient for expressing your work.

Good News Indonesia reported that in the January – May 2020 period, instagram users in Indonesia reached 69.2 Million (69,270,000) (Cat:2020). The skyrocketing use of this platform is also inseparable from the work from home (WFH) policy that the company has implemented for their employees to work at home. According to Instagram observations, online concert activities, fund raising, and cooking content are the activities most used by Indonesian Instagram users. With this number of users, code switching is easy and frequent found on Instagram and usually used by bilingual communities to write captions for photos/videos that they upload to Instagram, as well as in their comments.

The examples of code switching that researcher found on Instagram are as follows:

Pelan pelan saja, boleh ambil tapi tau diri. Have a great day everyone! (taken by @enzystoria instagram photos on June 24 2020)

This caption is a type of code switching that occurs between two sentences (Inter-sentential switching) because code switching appears in the form of a phrase after the clause boundary which occurs because of lexical necessity. This caption was made by Enzy Stora to encourage her Instagram followers to focus on what they want to achieve.

The second example is:

Feeling fresh, Happy dan wangi <3 Makasih masker dan parfumnya yah sayang @franskland (taken by @tamarableszynkiofficial instagram photos on August 28 2020)

In the caption, @tamarableszynkiofficial expressed her deep feelings of happiness. The use “*Feeling fresh, Happy dan wangi*” indicates intra-sentential code switching. She uses English then switches Indonesian in one sentence.

So, based on the background of the study presented above, the author is interested in analyzing about the types and the reasons of using the code switching on Instagram based on phenomena in 2020, especially in captions photos or videos and also comments on founded in March - September 2020 period.

METHOD

The researcher used descriptive qualitative research. The object of this research was code switching found on Instagram followed by the researcher. The data were sentences contained code switchings.

The data were collected from images and videos, and opinions on Instagram from March - September 2020 posted by 454 Instagram users. The researcher explored some the accounts that have been followed to retrieve information in the form of descriptions of images and videos (or those spoken by captions), and opinions that have code switching elements. From this information gathering process, the researcher found 40 similar users @andrew.white_, @boywilliam17, @claurakiehl, @cathysharon, @updatemarsha, @prillylatuconsina96, @wulanguritno, @oliviajensen, and @therealdisastr, which in their accounts many implement code switchings in writing captions and in opinion. The researcher limited the information collected by only taking data that had a code-switching factor in English - Indonesian and in Indonesian - English. After the researcher got 65 information, he directly moved to the information into the data collection folder to the PC media so that the data used can be easily and immediately accessed when needed in analysing.

The technique data analysis used in this research was content analysis. After obtaining data from Instagram, the researcher analyzed the data by using Hoffman (1991: 112) theory for the types and the reasons used Hoffman theory (1991: 116).

FINDINGS AND DISCUSSION

Types of Code Switching

Based on the result of data analysis, the researcher found three types of code switching from 65 data of code switching that exist in Instagram researcher following. They are namely; inter-sentential, intra-sentential, emblematic switching. The data are showed the Table 1.

Table 1. Types of Code Switching used in Intagram

No	Types of Code-Switching	Example	Σ	Percentage (%)
1	Intra-sentential	A : “PSBB Jakarta diperpanjang? Pakai masker yak semua dan tetap ikuti protokol kesehatan Health is #1! Semua orang sehat bisa berharap akan banyak hal, namun org sakit hanya berharap akan kesembuhan dirinya.” (caption photo @larissarochefort Spetember 12 2020)	26	40%
2	Inter-sentential	A : “Hi teman2, just wanna remind you guys untuk jangan terlalu santai menghadapi virus ini, tetap patuhi protokol kesehatan & sebisa mungkin stay dirumah aja” (caption photo @afgansyah.reza September 28 2020)	17	26%
3	Emblematic switching	A : “ Stay tuned! With the challenging #newnormal, kami sedang mencari cara terbaik untuk #exploredanjagaindonesia” (caption video @hamishdw June 19 2020)	22	34%
Total			65	100%

Humans have a freedom in constructing the form of the language. They are free in using monolanguage, bilanguage, or multilanguage in their daily communication. One important thing that should be noted is they have to construct in a good structure. By using a good structure, the messages will be comprehended easily by the opponents.

In general, people are bilingual or multilingual society. They have at least two languages or two codes. One is mother language and the other is natioal language. The writer is an example of multilingual person. He has three languages, namely: Javanese, Indonesian, and English. bilanguage or multilanguage is a condition that people are able to do code switching.

Code switching is social phenomena. It may happen in any media, such as in television, film, whatsapp, and Instagram. They are free to switch the code in their conversation. The freedom of choosing the code is also possessed by the Instagram users. They may use (1) tag switching (2) inter-sentential switching, (3) intra-sentential switching, (4) emblematic switching, or others.

Code switching is interesting topic to be discussed. Beside the writer, there are three others. First is Thesa (2017). She conducted it by taking the data from whatsapp users. The types of code switching that she found are intersentential switching, intrasentential switching and tag switching. The dominant code switching used by the UNS students is intrasentential code switching. The sencod is Laiman Akhii, Ngudining Rahayu, and Catur Wulandari (2018). They took the data from the student's conversation. From the analysis, they found two types of code switching used by the students. Thoses are internal code switching and external code switching. The results from the two researches are nearly the same as what the results from the writer. The writer found three types: (1) inter-sentential switching, (2) intra-sentential switching, (3) emblematic switching. The third is Al-Shehab (2018). He said that there are two types of code switching used by actors in Jordan and Nile drama TVs. Those are intra-sentential switching and intersentential switching. By this we know that inter sentential and intra sentential code switching are the types that often used by the participant of the conversation in social media.

Reasons That Affect of Instagram

Based on the result of data analysis, the researcher found five types from 65 data. They are Reveal a specific topic, Interjection, Repetition used for clarification, Report the evidence group identity and affirming. The data aer showed in the Table 2.

No	Reason that affect of code- switching	Example	Σ	Percentage (%)
1	Reveal a Specific Topic	A : “Sejak #dirumahaja aku jadi mulai iseng belajar photography .” (caption photo @claurakiehl April 4 2020)	26	40%
2	Interjection	A : “ Ootd di rumah mertua. Wearing Asics Sean Wotherspoon shoes from @atmos_id” (caption photo @theraldisastr July 25 2020)	25	38%
3	Repetition Used for Clarrification	A : “This new normal situation changes so many things, and makes so much limitations. Aku dan keluarga jadi lebih sadar untuk menjaga diri, salah satunya adalah dengan merubah kebiasaan belanja kebutuhan dapur kita. ” (caption photo @andrew.white._ June 25 2020)	4	6%
4	Report the Evidence Group Identity	“Looking 12 at age of 20, but here it is! #WisudaLDR2020 challenge inspired by the lovely mba @najwashihab ” (caption photo @claurakiehl June 6 2020)	5	8%
5	Affirming	A : “ Please buy THIS MASK to SUPPORT Yayasan Solemen	5	8%

Indonesia” (caption photo
@tamarableszynskiofficial June
28 2020)

Total	65	100%
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Based on the theory proposed by Hoffman, there are seven reasons why people do code switching, those are (1) Revealing Certain Topics, (2) Quoting Others, (3) Affirming Something (Expressing Solidarity), (4) Interjection (Inserting Fillers or Conjunctions), (5) Repetition Used for Clarification, (6) Clarifying the Content of the Talk to Opponents, (7) Report the Evidence Group Identity.

However, only five reasons that are not found in the research conducted by the writer. The five are (1) Revealing Certain Topics, (2) Interjection (Inserting Fillers or Conjunctions), (3) Repetition Used for Clarification, (4) Report the Evidence Group Identity, (5) Affirming Something (Expressing Solidarity). The most dominant reason is reveal specific topic (40%).

The following researchers that discussed on the reasons why the participants of the conversation do code switching. First is Ani Yulianti (2011). She found that there are ten reasons. Those are excluding or include someone in a conversation, qualify messages, meet lexical needs for lexical elements, continue the last language used, quote someone, assign audiences, change the role of the speaker, attract and emphasize group identity, define communication and confidentiality, distraction. The second is Angraini (2016). She used facebook as a source of the data. After analysing the data, she found that there are seven reasons why the participants of conversation used code switching. The seven are the same as what Hoffman theory. Based on that, we know that in social media the participants or the users do code switching with many reasons.

CONCLUSION

Based on the previous discussion, the researcher makes conclusion as follows: The types of code switching that used in Instagram are (1) Inter-sentential switching (40%), (2) Intra-sentential switching (26%), (3) Emblematic switching (34%). The reasons that affect that used in Instagram are (1) Reveal a specific topic (40%), (2) Interjection (38%), (3) Repetition used for clarrification (6%), (4) Report the Evidence Group Identity (8%), (5) Affirming Something (Expressing Solidarity) (8%). From this, it is recognized that Instagram users are the same as other users of social media, such as facebook, whatsapp. The similarity is in using code switching for communicating their ideas. Next, they are all bilingual or multilingual communities.

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Representation of Materialism In Crazy Rich Asians Movie (2018): A Sociological Perspective

Dammicha Auli Septiela¹, Muhammad Thoyibi²

^{1 2}*Department of English Education, School of Teacher Training and Education,
Universitas Muhammadiyah Surakarta, Surakarta*

^{a)} Corresponding author: dammichaaulia@gmail.com
^{b)} mth258@ums.ac.id

Abstract. Lifestyle is very influential in life, and what has become part of society is a materialistic lifestyle that only seeks pleasure in life. This study explores various representations of materialistic lifestyles depicted through characters, settings, events, and styles with the type of literary study. This study uses a qualitative method. In addition to using qualitative methods, the author also uses a sociological approach to analyze the film. The type of data in this study is from the film Crazy Rich Asians, which taken from several dialogues in the film and scenes, images, and texts in the film. The primary data search came from the film Crazy Rich Asians, adapted from the novel with the same title and written by Kevin Kwan. Secondary data search comes from data sources obtained as references to support this research such as journals related to the journal's official website, dictionaries, and several journal articles that support and related to this research. The object of this research is the Crazy Rich Asians film. As a formal object in supporting the research conducted, the researcher also guided by other studies that have been carried out. In collecting data, the writer uses document analysis, which is done by grouping data to get conclusions from the research. After going through several analyzes conducted by the researcher, the results of his research show that the materialistic lifestyle is reflected in the main and supporting characters.

Keywords: Crazy Rich Asians movie, representation, sociological, perspective

INTRODUCTION

The materialistic lifestyle is very influential in life and has become part of the lifestyle in Indonesian society today. The materialistic lifestyle is a view of life that solely seeks pleasure and wealth in life. Materialistic is a trait or view that considers an item that is owned and makes it feel happy and it is an important thing (Schiffman et al., 2004). Materialistic lifestyle is a discussion that has often discussed in everyday life in newspapers, magazines, radio, television, and even in one's daily conversations. Materialistic also referred to as a personality that is distinguishing between individuals who consider the possession of goods to be very important in their lives, and including people who consider the nature of achieving this happiness as secondary. The materialistic lifestyle is not only about people, who are businesspersons and their relevance of the life of a religious figure, but also one of the novelists, Kevin Kwan. He wrote the novel when he was down, he wants to provide information to the outside world about how the life and culture of Chinese-American descent in Asia, especially in Singapore. The success of the Crazy Rich Asians novel has attracted the interest of the film industry to adapt it to the widescreen.

Crazy Rich Asians publish in August 2018, and directed by Jon M Chu. This film is set in a life in Singapore. The existence of this film more or less has an impact on the existing economic status of society in Asia. Like the middle and upper class people whose names are increasingly highlighted, and also the middle and lower class who want to live like the one in the movie Crazy Rich Asians but due to economic limitations, this is only a dreaming.

Crazy Rich Asians film presents the life of Singaporeans, some of whose citizens are among the richest people in the world. A film that uses the main cast all over Asia, whose scenes feel like reality from the start, with a simple and funny storyline. This film also discusses social, cultural, family and various other issues. One of the issues discussed is about economic problems or a materialistic lifestyle of pleasure, as well as the conflict between moral class and money. Women's sincerity who loves a man without looking at any material. The author also wonders why most rich people have their own culture that sometimes seems strange and why love prefers to be problematic with money.

This research contains the materialistic lifestyle in the film Crazy Rich Asians. This research describes how the representation of this lifestyle in the film Crazy Rich Asians and the reason Jonathan Murray Chu raised the materialistic lifestyle into the film. The authors in this study approached the problem topics to be discusses from a sociological perspective. No research that raises the issue of a materialistic lifestyle and this study aims to complement previous research.

According to Hall (1967), representation is an important part of the process that has meaning produced and exchanged between cultures that involve the use of language, signs, and images that represent things. Representation is a situation that has positioned as a representative form of the attitude or action of an environment. The process by which an object will be collected then becomes the result of a concept or idea with language that will convey its meaning. According to Hall (1997), representation is a system by language which works by using 'signs' and 'symbols' to represent ideas, thoughts, feelings, expressions and emotions. However, the term is not limited to spoken or only written language, but rather to defend or represent something. For example, a musician uses music to represent his feelings and music uses tone and sound as signs or symbols.

According to Hall (1997), a representation is divided into three forms; (1) a reflective representation, (2) an intentional representation, and (3) a constructionist representation. As for the explanation of the three forms, namely, reflective representation is a variety of symbols or language that reflects meaning. Intentional representation is how a language or symbol has the personal meaning of the speaker or writer. Meanwhile, constructionist representation is how that meaning reconstructed back into language and through that language.

According to Wellek & Warren (1956), sociology is an approach to a literary work that is able to consider socially. Meanwhile, according to Faruk, the definition of sociology is a science that is able to connect the results of a human work with the life that already exists in society. In a large dictionary, it also explained that sociology is a source of knowledge about the nature and development of a particular society. The sociology of literature approach, which based on the theory of Marxism, literature, is seen as ideology, politics and religion as a part of the superstructure whose existence rests on the economy or infrastructure. The relationship between art and economic structure as infrastructure, society only understands the strict limits of economic quality. However, if viewed as an ideology, art considered to have no autonomy because it is determined by the infrastructure.

Studies on the Crazy Rich Asians movie can be classified into two groups, namely literary studies and linguistic studies. Literary studies include sociological approach used by Rohmawati (2018), Ulfa Nasution (2019), Kasanah (2021); moral-philosophical used by Andani (2020); and cultural conflict used by Monica et al. (2020). Linguistic studies include semiotics used by Ridwan & Adji (2019), N. Jannah (2019), S. K. Jannah (2020), Arsi & Sobur (2019); pragmatic used by Asmawanti (2019); textual used by Winatian et al. (2019); perspective used by A'Yun (2019); theory of speech acts used by Sari (2019); and theory of politeness strategy used by Aisah (2019).

Rohmawati (2018) discusses a family conflict. The results of this study indicate the family problems of several main characters in the story. The study only describes conflicts with the main character, Rachel Chu. This confirms the existing literature on sociology, especially family conflict. Ulfa Nasution (2019) has discussed about social class and its conflicts in family life. This study focuses on differences in social class in films, which cause conflicts to occur, such as gaps in social status in social life. The results of this study are focus on the analysis of social class and its conflicts in films. Conflicts that create gaps that can affect the mindset of a family are so striking. Kasanah (2021) discusses the issue of hedonism and its influence in the same film. The results of these studies indicate that hedonism in a character can be influenced by internal and external factors. This study confirms the existing literature about hedonism and the effects it receives from several characters. The relationship between the three articles above is that the article studies research using a sociological approach. The development of the study of the object material cannot be separated from social science, because the sociological approach focuses on its social relations.

Andani (2020) discusses the moral values of Rachel's character in the film as well as some of the conflicts the main character faces. The results of her research have been shown by the author that the conflicts Rachel faced also stemmed from internal conflicts depicted in the main character and external conflicts seen from the problems of the two families as well as problems between Rachel and the community. In this study, it can be concluded that the

above research focuses on the moral values of the main character, with the intention of seeing how the main character overcomes existing conflicts to reveal moral values in the novel. In his studies, he uses character and characterization theory, conflict theory, and moral value theory. The article studies research using a moral-philosophical approach. The development of the study of the object material is always related to moral teaching and probe philosophical issue.

Monica et al., (2020) has discussed the cultural conflict in this study. The results of this study indicate that the cultural conflicts experienced by Rachel and Nick are caused by several problems and materialism, such as a high sense of egoism so that the conflict continues without any resolution. The study concluded that cultural conflict is a real situation that occurs in the midst of multicultural community life, and can occur as a result of value conflicts caused by cultural differences. This research focuses on the cultural conflict against ethnicity experienced by the main character. This article deals with cultural conflicts that are included in the category of literature study.

Ridwan and Adji (2019) have conducted research on the representation of the main character of feminism using a semiotic study approach. The results of this study are that the female lead is able to control her emotions by giving birth to rational, calculating, and emotionless decisions in the problems she faces, and the female lead is able to take over the role until she is finally able to change the male family's decisions and agree. Their Relationship the study concluded that this research was conducted to determine the independence of the main female character in dealing with conflict. Jannah (2019) has conducted analytical research that represents the style of hedonism using semiotic analysis. The result of this research is that hedonism is represented by rich people who tend to create social inequality, with the lifestyle of the rich for no reason. This study examines the style of hedonism in Kevin Kwan's film using semiotic analysis research methods and media text analysis. SK Jannah (2020) has conducted a study on the form of representation of Asian orientalism. The concept of the writer is observing and interpreting the signs and symbols in the film. The study concludes that the film under study still uses the point of view of western orientalism to portray Asian characters as ethnic Chinese, orientalism used by the director to increase the selling value of the film to the audience by presenting the film from a Hollywood perspective. Arsi and Sobur (2019) discuss the meaning of Asian-American cultural identity and conflict described by the external structure of the story. The main result of this research is to find the meaning of conflict and Asian-American cultural identity represented by six factors, namely sender, receiver, subject, object, and inhibitor. There are barriers that the forces that prevent the subject from achieving their goals are prejudice, social status and personal hatred, and the forces that help the subject overcome these obstacles are love and courage. The relationship of the four articles above is that the article studies research using a semiotic approach. The development of the study of the object material is to assume that a social and cultural phenomenon that exists in society is a sign that may have meaning. The semiotic approach in literature focuses on studying signs, codes, and symbols in the form of a text.

Asmawanti (2019) conduct research that discusses the context of presuppositions. The presuppositions in question include evil presuppositions, existential presuppositions, lexical presuppositions, structural presuppositions, nonfiction, and counterfactuals. This study focuses on the types of assumptions applied in the film *Crazy Rich Asians*. This study contributes to linguistic learning, particularly pragmatic learning.

Winatian et al., (2019) has conducted research that discusses the representation of Chinese characters in Kwan's film. This study uses the meaning behind the representation in a qualitative approach and uses textual analysis methods. This study aims to analyze how Chinese characters are represented through attitudes, thoughts and language that are more oriented towards American culture in a novel. The article examines research using a textual approach. The meaning of this study is related to the content of a text as a whole. Development with the object material is textual practices can be identified in the film are analyzed.

A'yun, (2019) analyzing the super-rich Asian people, the results of this study can be concluded that social prejudice in this study is understood as attitudes towards groups and their members at the individual level that form or maintain hierarchical status relationships between groups. The hierarchical social status relationship between groups is reflected in the protagonist, who comes from the main character who has a different family social status. This study uses the perspective method of Wallek and Warren.

Sari (2019) discusses more about the empathic words of the main character. The main concept is to describe the function of the assertive illocutionary action of Nick's words, and identify the translation techniques applied to the accuracy of the translation words. The research results of this study indicate that fourteen translation techniques often used to translate. This study focuses on translation techniques for the accuracy of the film *Crazy Rich Asians*.

Aisah (2019) has discussed research on the politeness strategies used by the main characters. The author applies the concept of politeness strategy theory from Brown and Levinson. This study focuses on analyzing the identity of the main character using Sheldon Stryker's theory. This research has conducted using a qualitative descriptive method with the results of the study that the main actors use positive politeness strategies in their interactions.

The relationship of some of the above articles with its development in material objects is that these articles fall into the category of linguistic studies. The articles above which are included in linguistic studies have been grouped sequentially, namely the semiotic approach, the textual approach, the perspective approach, theory of speech acts, and theory of politeness strategy.

METHOD

This study explores various representations of materialistic lifestyles depicted through characters, backgrounds, events, and styles with the type of literary study. This research used qualitative research. The type of data in this research is from a Crazy Rich Asians film, which is taken from several dialogues in the film, as well as the scenes, images, and text in the film. Primary data searches were from the film Crazy Rich Asians, which was adapted from the novel of the same title and written by Kevin Kwan. Secondary data search is derived from data sources obtained as references to support this research study such as journals related, in addition to the official website for journals, dictionaries, and several journal articles that support and related to this research. The object material of this study is the film Crazy Rich Asians. As a formal object in supporting the research undertaken, researchers are also guided by other research that already has been carried out.

The technique used in analysing the data is qualitative. This data analysis technique is done by grouping the data in order to find a conclusion. This means that the author uses documents analysis. Documents contain text (words) and images that have been recorded without a researcher's intervention. (Bowen, 2009).

FINDINGS AND DISCUSSION

Representations of Materialistic Lifestyle

Representation is a way of interpreting an image or behaviour that is depicted. In the film Crazy Rich Asians, a form of representation of a materialistic lifestyle can be shown as follows.

1. Eleanor Young buys the Calthorpe Hotel
Eleanor was mistreated by hotel employees and managers, and then she called her husband and immediately bought the hotel. This activity is included in the form of a representation of a materialistic lifestyle because it will only be done by the very rich.
2. Flying using the most expensive private plane
Nick will go to Singapore with Rachel using a very special airlines facilities and very expensive. This includes a materialistic lifestyle representation because only certain people will use the flight, and in real life, the Pacific Asean Airlines is not operated because of its very high cost.
3. Astrid buys millions worth of earrings
The representation depicts a woman's materialistic lifestyle; only for her pleasure Astrid is willing to buy a pair of earrings at a price of 1.2 million dollars.
4. Dinner at Newton food centre
Newton food centre is a famous dinner place in Singapore. This place is famous for its Asian cuisine and its high prices, dominated by rich people who eat there. The activities, pictures and language they use show that these activities include representations of a materialistic lifestyle.
5. Mrs. Peik Lin shows her luxurious home
Mrs. Peik Lin introduced her house from several sides, one of which is the central part which is inspired by the Versailles hall with a gold interior design and the bathroom design is inspired by Donald Trump. Activities that highlight this wealth are part of the representation of a materialistic lifestyle.
6. The tradition of beating the gong
Beating a gong Cambodia, which is very rare, is only done by wealthy families when welcoming the blooming of the Tan Hua flower. Hit the gong only as a notification of the sequence of events at that time. This representation is clearly done for the sake of pleasure. The lifestyle of the rich who are free to use their money for anything makes them happy without being afraid to spend it.
7. The tradition of welcoming Tan Hua flowers to bloom

A tradition carried out by this wealthy Chinese family is a very materialistic representation of a lifestyle because just to welcome the blooming of a flower, they have a lavish party held by the rich to appreciate the plants.

8. Bernard scatters his money

The representation of the lifestyle of the super-rich is illustrated by Bernard's treatment of being free to use his money for anything without thinking. Bernard represents someone with a materialistic lifestyle that has no ethics, he scatter money on a girl who passes in front of him.

9. Rent a private helicopter

Bernard hired a private helicopter for him and his friends to go to a party on container ship. The representation of the lifestyle of materialistic people is illustrated by Bernard who easily spends his money just to feel happy and look luxurious, no matter what the amount is.

10. The bachelorette party

The materialistic lifestyle can be represented through the party activities. The party that was held to relinquish the single period on the container ship was Bernard's idea. The costs involved in chartering boats, buying fuel, and for parties can be so high that only the rich will do.

11. Shopping massively at fashion boutiques

Araminta's bachelorette party is also a representation of materialistic lifestyles. Activities carried out on the island of Samsara are quite luxurious because apart from free shopping at famous boutiques there are spas and party activities at night on the beach. Representation of these activities is very expensive just for fun and social status can be seen in front of his friends.

12. The tradition of making special dumplings

The tradition of making special dumplings is a representation of the Chinese lifestyle, especially the rich. This activity is carried out during the Chinese New Year because dumplings are one of the mandatory dishes. This dish is considered a symbol of wealth because its shape is like a boat and it is believed that the more dumplings you eat during the Chinese New Year, the more money you will make throughout the year.

13. Wedding ceremony at the CHIJMES building

The CHIJMES building was the building where Colin and Araminta were get married. The representation of a materialistic lifestyle depicted at this wedding ceremony with a garden theme costs up to 40 million dollars. This lifestyle is a representation of a lifestyle that is too luxurious in life.

14. Wedding reception at Garden by the Bay

Colin and Araminta's wedding reception was held at Garden by the Bay with a classic theme but seemed luxurious. His materialistic lifestyle can be represented through these activities, with a luxury style party.

15. Proposal for marriage at the Marina Bay Sands hotel

A hotel shaped like a ship with a swimming pool on it and located on the fifty-fifth floor is the hotel where Nick and Rachel made their wedding proposal. This super luxurious party event is a representation of a materialistic lifestyle because just renting a place already requires a lot of money, especially when it is a marriage proposal.

16. Play mah-jong at Cheong Fatt Tze Mansion

Cheong Fatt Tze Mansion is a hotel that Rachel and Eleanor use to play mah-jong and talk about their problems. The representation illustrates Eleanor's opinion that Rachel is not part of the same caste as her. Even though Rachel is of Chinese descent, she and her mother have lived in America since childhood. Mah-jong games are used to interact as well as develop game strategies that can present various backgrounds of different people

Materialistic Lifestyles Represented

Materialistic lifestyle in the film *Crazy Rich Asians* can be represented by the director through four depictions. The fourth depictions include characters, settings, events, and styles.

Characters

The characters in the film are divided into two, namely rich characters and not rich characters.

1. Rich characters

The character of rich Asians that is highlighted in the film *Crazy Rich Asians* is dominated by Chinese ethnicity, shown with olive skin, narrow eyes, and has a materialistic lifestyle, feeling free to use their money even in large amounts. These characters are played by Eleanor Young, Nick Young, Astrid Leong Teo, Peik Lin, Colin Khoo, Araminta Lee, and Bernard Tai.

2. Characters who are not rich

a. Rachel Chu

Rachel Chu is a lecturer in economics at New York University. He represents a kind, simple, and intelligent character. She is the lover of Nick Young. During their relationship, Rachel did not know that her boyfriend is the son of a very rich person. After Rachel found out that her lover was the son of the richest person and Nick's mother did not approve of their relationship, Rachel finally gave up for Nick's happiness. But Eleanor realized that banning their relationship would only hurt her son's feelings.

b. Kitty Pong

Kitty Pong is Alistair Cheng's girlfriend. Kitty represents a worker in the film so she wants to use her boyfriend to help her become an actress. In order to become an actress, she is willing to sacrifice her self-esteem so that her wishes are fulfilled. For some rich people it is not a difficult thing to spend their wealth as satisfying their desires are fulfilled. People with low economic status can also sacrifice anything including their self-esteem in order to get something they want.

Settings

There are six background places in the film *Crazy Rich Asians* which represent a materialistic lifestyle, including Pacific Asean Airlines which was the choice of Nick and Rachel's flights when they went to Singapore, Newton Food Court which is a dinner place which is known to be quite expensive among the lower class, then there is the magnificent Goh Mansion building which is the home of the Peik Lin family which has a gold nuanced design, there is also a CHIJMES meeting hall which is the venue for Colin and Araminta's wedding, Garden by the Bay is also the venue for Colin and Araminta's wedding reception which has a classic theme but looks luxurious, and the last one is the Marina bay sands hotel which is a luxury hotel with a swimming pool at the top which is where Nick proposed to Rachel's wedding.

Events

1. Eleanor afford to buy a hotel

Beginning of the story tells about her past life, Eleanor wants to stay at a hotel; she is rejected by the waiter and the hotel manager because Eleanor is Asian. Then she told her husband about the incident by telephone, until finally the hotel was bought by Eleanor Young's family.

2. Go on a first class flight

At the airport, they met the officers who would carry their luggage and belongings. Nick was asked to register on the first class flight immediately, but Rachel said that they would go on an economy class flight because Rachel did not know that Nick was the son of a super-rich person. During the trip, Nick told about himself and his cousins who were all collectors.

3. Nick proposes to Rachel and they finally get married

At the end of the story, they have a party in a hotel that is in the shape of a ship with a unique swimming pool above it, a celebration that seems luxurious is Nick and Rachel's engagement party. While everyone was happy to welcome the party, Eleanor seemed to be smiling seeing Nick and Rachel happy.

Styles

1. Mise en scene

a. Actors

Constance Wu who plays Rachel in the film is a smart, humble person, but sometimes lacks confidence so that the audience can empathize with her character. Meanwhile, Henry Golding who plays Nick is a kind person and not arrogant, a good role in presenting as a rich Asian. With her iconic light blonde hair, Awkwafina is able to portray the character Peik Lin who is a rude, talkative, and wealthy person from her family. She was able to play the role which made the atmosphere of the film even more exciting with his comedy.

As an actor of Eleanor, Michelle Yeoh displays an elegant character. Michelle makes Eleanor appear as a cynical character, but still has a mother's instinct to protect her child. Her role is so visible and appropriate that it makes the audience feel like she thinks Eleanor is evil. Gemma Chan plays Astrid, Nick's beautiful cousin and a style icon. Gemma's acting brings Astrid's character well, but it is not clear in the film why she could become Nick's favourite cousin. And at the end of the film, it can be seen that she was meeting a man at a wedding that was not explained who the man was, only the audience who had read the novel knew who the man was.

b. Costumes and property

The costumes and property used by the players are very luxurious because they are very expensive. In the film, one example can be shown in Rachel Chu's outfit which is becoming an attractive fashion, namely a blue prince tulle gown. And then, the properties that stand out in the film are a pair of earrings that Astrid bought at a very high price that is Burmese pearl earrings for \$ 1.2 million. The change in atmosphere in this scene is also glamorous with the dim light and relaxing song.

c. Lightings

The lighting shown at the start of the film during flashbacks at the legendary hotel uses dim light to give the impression that the film was shot in the past. Meanwhile, the lighting inside the boutique looks brighter. The change in feeling in this scene is blissful because of the bright lighting and the energetic song. At the time of the party, the lighting looks a little dim but colourful.

d. Audios

Audio is very influential in accompanying the storyline in the film. As for the clip when Rachel tries on several selected dresses and accompanied by the song Material Girl it looks good, but still clichés.

Then during the wedding ceremony, Kina Grannis sang a song entitled Can't Help Falling in Love, the song brought a beautiful impression and made the audience carried away. Throughout this film, there are also a number of pop songs sung by Asian singers that can add colour to the film and can add to the impression of joy.

e. Symbols

The symbols in the film convey the impression of Chinese family culture. This can be represented as when using a red dress. In Chinese culture the colour red means bringing good luck. Rachel's mother aims for Rachel to give a good first meeting impression because Rachel is a Chinese-American. Rachel's mother is afraid that if her daughter is perceived as less Chinese, Rachel's mother makes the first impression Rachel's meeting with Nick's family seems perfect.

Another symbol is represented through a tradition, namely when making dumplings. In the scene at Young family is making dumplings with Rachel. Dumplings are a typical Chinese cultural food that must be preserved by them. Dumplings are a symbol used by this film to show the identity of Chinese people.

2. Cinematography

Cinematography is a technique of capturing and combining images into a series of images that have the ability to convey ideas or stories. In this film used long shot, medium shot, and medium long shot.

The Reason of Jonathan Murray Chu Addressing of Materialistic Lifestyles

Jonathan Murray Chu is the person behind the success of the film Crazy Rich Asians. Jon M Chu is a director who has successfully portrayed and brought Crazy Rich Asians to life through the glamorous style and appearance shown in Hollywood films, joined by novelist Kevin Kwan.

The reason Jon M Chu is a part of Crazy Rich Asians who greets the materialistic lifestyle is because his story is closer to reality. The theme taken by the director looks simple, but the conflict he faces shows a strong Asian

culture, because the film director and novelist are of Asian descent. The film looks like it's talking about him. So, he shows the experience of an Asian American who is living life and meeting Asian people and then realizing that we are not just one Asian group, it means a lot to him.

Jon M Chu thinks of his family if his children have lived a real life with the hope that they will become strong and independent people, such as representatives of Asian people who can live independently without needing men in their lives to fulfil their life's needs so that they have the right to do whatever they want.

From the brief description above, it can be concluded that the reason for Jon M Chu to raise the film *Crazy Rich Asian* with a glamorous lifestyle is that the story is very close to the real life of Jonathan Murray Chu who is a representation of Asian people.

Based on the above findings that have been found, it can be explained in the discussion. In this study, the researcher concluded that the sociological aspect is important to build this story, where this film is a representation of real life. The materialistic lifestyle can be represented by Nick Young's family who do not agree to marry Nick to Rachel because it is considered shameful to marry a lower class. However, Nick wanted to marry his girlfriend because he fell in love with Rachel not for money. Meanwhile, the lifestyle representations of Araminta Lee, Colin Khoo, Astrid Leong Teo, and Bernard Tai also represent a materialistic lifestyle, prioritizing happiness for pleasure and wanting to be the centre of attention in the community. The researcher uses a sociological literary approach theory because it is considered to be in accordance with the issues in the film. The materialistic lifestyle is a form of problems that exist in society.

This research complements the sociological approach research that has been researched by Kasanah (2021) who have discussed the issue of hedonism and its influence in using the same film. Researchers show a hedonistic behaviour that is influenced by external factors as well as internal factors, including from the family. This study also complements the data on research conducted by Ulfa Nasution (2019), which discusses the problems of social class and its conflicts in family life. The research only focuses on differences in social class that cause conflicts in life. This research complements a previous study on Rohmawati (2018) research which discusses a family conflict of several main characters in the same story. The research conducted is complementary to previous research with the content of research that discusses the form of materialistic lifestyle representations that occur in the film *Crazy Rich Asians*.

CONCLUSION

The researcher analyzed the materialistic lifestyle in *Crazy Rich Asians* movie. Based on the findings and discussion in the previous chapter, it can be concluded that the researcher found several conclusions in this study.

Firstly, it is found that the representation of materialistic lifestyle is reflected in the main character and supporting characters can be represented in the film clearly. It can be proven in the main character, when Nick went to Singapore by using the most expensive flight with luxurious facilities. Nick also hires a helicopter when he and Colin escape from a bachelorette party. Rachel's character in the film doesn't really stand out for her materialistic lifestyle. She is a simple, independent, and hardworking woman. The materialistic lifestyle is reflected in every supporting character, including Eleanor Young who bought a hotel because she was insulted by the hotel manager. Astrid Leong Teo, who bought expensive jewellery and became a fashion icon, Ah Ma who made a big party for the Tan Hua flowers to bloom, Araminta Lee has held a bachelorette party with complete facilities such as shopping at fashion boutiques, free spas, and lodging on a private island owned by her parents. Peik Lin has a unique fashion style but looks luxurious. Bernard Tai throws a bachelorette party on a container ship with complete facilities inside.

Secondly, this film is presented with a representation of a materialistic lifestyle through four depictions, namely characters, settings, events, and styles. Characters are divided into two, namely rich characters and who are not rich characters. Rich characters such as Eleanor Young, Nicholas Young, Astrid Leong Teo, Peik Lin, Colin Khoo, Araminta Lee, and Bernard Tai. Meanwhile, the cast of characters who are not rich like Rachel Chu and Kitty Pong. Then the setting has six backgrounds where it has been clearly represented. There are also events, which are divided into eleven which are briefly described. And styles are divided into two, namely *mise en scene* and cinematography. *Mise en scene* consists of actors, costumes, lighting, audio, symbols. In the cinematography where there are shots taking pictures.

Finally, the reason the director in this film uses a materialistic style and appearance is because the film's story is inspired as if it were talking about himself in real life. He shows his experience as an Asian-American when he meets Asian people and he has the hope that we will all become strong and independent people in real life. So in

conclusion, the director raised this film with a glamorous and materialistic theme because it is very close to the real life of the director who is an Asian society. This film has a storyline that is fun and easy to understand that allows the audience to imagine the feelings of a crazy rich man with a little comedy that makes this film even more interesting. Based on this, the researcher states that the research carried out is in accordance with the sociology of the author which is part of the sociology of literature, where the materialistic lifestyle representation is part of social reality in society.

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VALUES OF CHARACTER EDUCATION IN NORTH SUMATERA FOLK STORYBOOKS BY Z. PANGADUAN LUBIS

Dwega Irfadhila^{1, a)}, Fitri Puji Rahmawati^{2, b)}

^{1, 2}*Faculty of Teacher and Training and Education, Muhammadiyah University of Surakarta, Surakarta, Indonesia*

^{a)} *Corresponding author: dwegairfadhila06@gmail.com,*

^{b)} *Fitri_pr@ums.ac.id*

Abstract: This study aims to describe the types of folklore in the folklore book of North Sumatra by Z. Pangaduan Lubis and to describe the values of character education contained in the book of the folklore of North Sumatra by Z. Pangaduan Lubis. The data of this research are in the form of quotations (words and sentences) of character education values contained in the book of North Sumatra Folklore by Z. Pangaduan Lubis. Sources of data in this study are written documents. This research is a type of qualitative descriptive research with a content analysis design. The results showed that the stories found in the North Sumatran Folklore book by Z. Pangaduan Lubis totaled 10 stories. From the ten stories, it shows that the folklore in the North Sumatran Folklore by Z. Pangaduan Lubis consists of three types, namely legends, fairy tales, and myths. The value of character education contained in the book of Folklore of North Sumatra by Z. Pangaduan Lubis consists of 24 characters, which include: caring for living things (humans for animals, humans for humans, and animals for humans), obedient, responsible, friendly/communicative, reciprocation, democratic, help, honest, tenacious, warm-hearted, compassionate, cooperative, curious, grateful, faithful, firm, generous, not discouraged, creative, hard-working, praying, apologizing, always willing to learn and disciplined.

Keywords: Education, Character, Folklore

INTRODUCTION

Education is a conscious effort carried out through teaching, mentoring, and training activities for students to prepare for their role in the future. Education can produce quality human resources if in the process it is carried out through good quality. The purpose of education is to develop the potential of students to become human beings of faith and piety to God Almighty and with character. To realize these goals, educators are required to improve competence in each learning process.

Character is the mental and moral strength, character or character of an individual which is the identity or differentiator between one individual and another. Someone who is said to have character is able to implement the values and beliefs that society wants and make it a moral strength in living life (Utami, 2015). Another opinion asserts that character education is an effort to give responsibility for students to become human beings with character in their hearts, minds, feelings, bodies, and intentions. (Marshall et al., 2011)

The character of good students is something that is expected by educators. The Greek philosopher Aristotle (in Lickona 2013:72) defines good character as correct behavior in dealing with social beings and relating to oneself. Good character consists of knowing the good, desiring the good, and practicing good habits (thoughts, feelings, and deeds). If a person already has these three things, it can be said that he has a good character. Character education is the most important part of education in Indonesia. Appropriate means to instill positive character in students by implementing character learning in schools (Rahmawati et al., 2014).

Character education in Nineteenth-century America has been instilled in the goals and methods of learning. The planting of character education occurs because of the assumption that students can behave positively according to the desired habits. These positive habits will be strong and become good habits if done continuously (Dishon & Goodman, 2017). In strengthening the process of implementing character education in education units in Indonesia, 18 identified character values have been identified originating from religion, culture, Pancasila, and national education goals. The eighteen values of character education in the educational process are regulated in Permendikbud no. 20 of 2018 includes: (1) Religious; (2) Honest; (3) Tolerance; (4) Discipline; (5) Hard Work; (6) Creative; (7) Independent; (8) Democratic; (9) Curiosity; (10) National Spirit; (11) Love of the Motherland; (12) Appreciating Achievements; (13) Friendly/Communicative; (14) Peaceful Love; (15) Likes to read; (16) Environmental Care; (17) Social Care; (18) Responsibilities (Kemendikbud, 2018).

Based on some of the opinions described above, it can be concluded that education is not enough only to make students smart but also to create students who have noble values or have good character. Therefore, it is necessary to cultivate character. The eighteen values of character education can be instilled in elementary schools through activities to appreciate literary works (folklore).

Literature has many types and benefits. One of them can be used as a source of character education. In its application, the most important thing is the relevance or suitability of literary works with the curriculum, material, and level of students to be taught. The literature in question is not only limited to modern literature such as short stories, novels, and others. But also literature that is regional or regional literature (local), one of which is oral in the form of folklore. Folklore is part of traditional literature, the story is short and the plot has characters whose characters are antagonists and protagonists (Youpika & Zuchdi, 2016). Folklore if explored in-depth, there is exemplary and wise advice that is conveyed explicitly. Students after reading and understanding folklore will be able to find the noble values and beliefs that society wants. Thus, folklore which is one part of literature can be used as a medium for inculcating character education values in elementary school students. In folklore, there are educational values that can be extracted from characters, storylines, characters, relationships between characters, and events that occur. Folklore describes people's lives in the past or as portraits of the past. Past life will determine future life so that if folklore is excavated again, many benefits will be obtained. This proves that literary works (folklore) have a close relationship with educational values (Hidayat et al., 2019).

The folklore of North Sumatra is one of the types of oral literature that is passed down from generation to generation which continues to be preserved and maintained. Folklore in the North Sumatra area has been contained in reading sources. One of them is the North Sumatran Folklore by Z. Pangduan Lubis which can be integrated as literary learning material. However, nowadays, this reading source is often ignored in the community, especially students, and makes this reading source less desirable.

Based on the background and theoretical basis above, the research problem to be discussed is how are the values of character education in the folklore book of North Sumatra by Z. Pangduan Lubis. The objectives to be achieved in this study are to describe the types of stories contained in the storybook of the North Sumatran Folklore by Z. Pangduan Lubis and to describe the value of character education in the book of the North Sumatran Folklore by Z. Pangduan Lubis.

METHODS

The type of research used in this research is descriptive qualitative. Based on the object of research obtained from research data, namely the Value of Character Education in the book Folklore of North Sumatra by Z. Pangduan Lubis. Qualitative research is research that produces analytical procedures and does not use statistical analysis procedures (Lexy J. Meleong, 2018). This research design is classified as content analysis research because it involves connecting or comparing findings with several criteria or theories. The researcher intends to describe the types of folklore in the North Sumatran Folklore by Z. Pangduan Lubis and to describe the values of character education contained in the North Sumatran Folklore by Z. Pangduan Lubis.

The stages of carrying out research activities from preparation to research reports as a whole are carried out for approximately 5 months. This research starts from January 2021 to May 2021. The data of this research are in the form of quotes (words and sentences) of character education values contained in the book, Folklore of North Sumatra by Z. Pangduan Lubis. The source of the data in this research is the written document of the book "The People's Story of North Sumatra by Z. Pangduan Lubis" with genres: legend, fairy tale, and myth. Publisher by Grasindo 1992, Total 64 pages.

The process of data analysis in this study was carried out from the research design period to the data collection period. The steps taken in the content analysis of this research are coding, categorizing, describing, and interpreting. The data collection techniques in this study are note notes and documents. The basic technique of the listening method is the provision of data by listening to the data, the author as an observer or observation that appears in linguistic events (Sudaryanto, 1993). Followed by the note-taking technique which is a continuation of the listening method. In this technique, the researcher records all the data obtained from the results of listening and then entered it into a classification table. The documents used in this research are written documents in the form of a book of North Sumatra Folklore by Z. Pangduan Lubis. For the validity of the data, this study only used the technique of increasing reading persistence.

FINDINGS AND DISCUSSION

Story Type

According to William R. Bascom (in Mahdeliza, 2019), the types of folklore are divided into 3 major groups, namely: 1) myths (myths), 2) legends (legends), and 3) fairy tales (folktale) (Mahdeliza, 2019). The stories found in the book, *Folklore of North Sumatra* by Z. Pangaduan Lubis, consist of 10 stories. Of the 10 folk tales, 1 story is a type of myth, 3 stories are a type of fairytale and 6 stories are a type of legend. The story of the type of myth is entitled "Putri Buruti Siraso", then the story of the type of fairy tale is: (1) Si Lundu Nipahu; (2) Wa Lancar; (3) Kerbau Siranggir. Lalu cerita jenis legenda tersebut adalah cerita yang berjudul: (1) Sampuraga; (2) Tunggai Panaluan; (3) Si Kantan; (4) Putri Ular; (5) Batu Gantung; (6) Legenda Lau Kavar. The most widely found North Sumatra Folklore Book by Z. Pangaduan Lubis is a type of legend.

The Value of Character Education in the book *Cerita Rakyat Sumatra Utara* by Z. Pangaduan Lubis

The value of character education contained in the book *Folklore of North Sumatra* by Z. Pangaduan Lubis is 24 characters. The character values are related to the 18 values identified which are sourced from Permendikbud no. 20 of 2018 includes: (1) Religious; (2) Honest; (3) Tolerance; (4) Discipline; (5) Hard Work; (6) Creative; (7) Independent; (8) Democratic; (9) Curiosity; (10) National Spirit; (11) Love of the Motherland; (12) Appreciating Achievements; (13) Friendly/Communicative; (14) Peaceful Love; (15) Likes to read; (16) Environmental Care; (17) Social Care; (18) Responsibilities. The value of character education in the book *Folklore of North Sumatra* by Z. Pangaduan Lubis is more contextual and detailed, which includes: (1) Caring for living things (animals for humans, humans for humans, and humans for animals); (2) obey; (3) responsibility, (4) friendly/communicative; (5) reciprocation; (6) democratic; (7) please help; (8) honest; (9) tenacious; (10) sociable; (11) compassionate, (12) cooperative, (13) curious, (14) grateful, (15) faithful, (16) firm, (17) generous, (18) not desperate; (19) creative; (20) hard work; (21) pray; (22) sorry; (23) always willing to learn and (24) disciplined. The value of education is obtained from the daily lives of the characters in the folklore in the book *Folklore of North Sumatra* by Z. Pangaduan Lubis.

Literature as a medium of learning that can be used as a medium for planting the character of students This is by the purpose and function of literary works, namely as a medium of entertainment and as an educational tool. There is literature that is new and old literature. Including folklore is one of the old literary works. Literature indirectly needs to be analyzed because it is related to the values of character education. In literature, there are many values of character education.

The North Sumatra Folklore book by Z. Pangaduan Lubis contains noble values or positive values that can help develop the character of students. This is by previous research that education does not only develop academic intellectual abilities but also develops students' character. The values of character education include love for God, respect, politeness, discipline, cooperation, never give up, justice, responsibility, independence, honesty, compassion, hard work, courtesy, and leadership (Sofia & Abdurahman, 2019).

Character education is character education, moral education so that students can make good or bad decisions, maintain the good and carry out the goodness in everyday life (Sugirin, 2011). This statement is by the character values contained in the North Sumatran Folklore book by Z. Pangaduan Lubis which describes the circumstances or habits that are carried out in everyday life. In the folklore Si Lundu Nipahu (SLNb2H2-3), Si Lundu Nipahu carries out his father's orders to help anyone who needs his help. This also has similarities with the research conducted by Devilito (2016) that it is relevant if the values contained in folklore can be taken as moral values to live daily life and provide human lessons (Devilito, 2016).

On the other hand, Marshall, (2011) asserts that character education is an effort to give responsibility for students to become human with character in heart, mind, taste, body, and intention (Marshall et al., 2011). Is in the book *Folklore of North Sumatra* by Z. Pangaduan Lubis. In the Sampuraga folklore (Si13H7), Sampuraga has the character of responsibility, namely the responsibility to meet the needs of life for himself and his mother. The following is a snippet of sentences that indicate these characters.

"One-day Sampuraga worked for wages in his neighbor's field"
(Si13H7)

Sampuraga is responsible as the head of the family to provide for himself and his mother.

Mulyasa (in Hidayah 2015) expressed the opinion that character education is an effort to build character by advising peace-loving (Hidayah, 2015). This statement is by the value of character education contained in the book *Folklore of North Sumatra* by Z. Pangaduan Lubis. In the Sampuraga folklore (Sk15H8), the people of the Pidoli kingdom have a peace-loving character, namely accepting the arrival of Sampuraga well.

In addition, the purpose of education is to develop the potential of students to become human beings of faith and fear of God Almighty. This statement is by the value of character education in the book *Folklore of North Sumatra* by Z. Pangaduan Lubis which is described contextually, namely the characters of prayer, gratitude, and faith. Here's a snippet that marks the character.

"With tears in her eyes, the princess begged the Almighty to punish her because she would surely disappoint and embarrass her parents."
(PUu34H33)

The princess begged God to be punished for disappointing her parents.

"At one time seeing the extraordinary harvest, the villagers of Kavar agreed to hold a ceremony as an expression of gratitude to Almighty God." (LLKo47H46)

The grateful character describes Thanksgiving through ceremonial activities as a sign of gratitude for the blessings that God has given to Lau Kavar village. Here's a snippet.

"Twins of different sexes are a sign of impending doom and the two children will bring great disgrace to both parents. Because since in their mother's womb, the two twins of different sexes have been betrothed by the great god Sihai, and both are salakha (bastard)" (PBSp20H14-15)

The data quoted shows that Raja Bulugu Silaride believed and believed that twins of different sexes were a sign of impending doom and that the two parents of the child would bring great disgrace to both parents.

Based on the description above related to the value of character education in elementary schools, finding the values contained in the *North Sumatran Folklore* book by Z. Pangaduan Lubis can be used as a reference in instilling character education in elementary school students.

CONCLUSION

The values of character education described in the book *Folklore of North Sumatra* by Z. Pangaduan Lubis include: caring for living things (humans for animals, humans for humans and animals for humans), obedient, responsible, friendly/communicative, reciprocity, democratic, help, honest, tenacious, warm-hearted, compassionate, cooperative, curious, grateful, faithful, firm, generous, not discouraged, creative, hard-working, praying, apologizing, always willing to learn and disciplined.

The stories found in the book, *Folklore of North Sumatra* by Z. Pangaduan Lubis, consist of 10 stories. Of the 10 folk tales, 1 story is a type of myth, 3 stories are a type of fairy tale and 6 stories are a type of legend. The story of the type of myth is entitled "Putri Buruti Siraso", then the stories of the types of fairy tales are: (1) Si Lundu Nipahu; (2) Wa Lancar; (3) Kerbau Siranggir. Lalu cerita jenis legenda tersebut adalah cerita yang berjudul: (1) Sampuraga; (2) Tunggul Panaluan; (3) Si Kantan; (4) Putri Ular; (5) Batu Gantung; (6) Legenda Lau Kavar. The most widely found North Sumatra Folklore Book by Z. Pangaduan Lubis is a type of legend.

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Transforming the Mindset of Suwaduk Village Adolescents as Preparation for the Golden Generation 2045

Eko Purnomo^{1, a)} Laily Rahmatika^{2, b)} Anjas Rusdiyanto Soleh^{3, c)} Agus Budi Wahyudi^{4, d)}

^{1, 2, 3, 4}*Universitas Muhammadiyah Surakarta, Indonesia*

^{a)} Corresponding author: a310170150@student.ums.ac.id

^{b)} a320170171@student.ums.ac.id

^{c)} a310180016@student.ums.ac.id

^{d)} abw186@ums.ac.id

Abstract. Mindset is quite decisive for adolescents in continuing their education to HE (Higher Education). The research aims to (1) describe the mindset of Suwaduk village adolescents, (2) reveal the factors that influenced the mindset of Suwaduk village adolescents, and (3) describe the transformation of the mindset of Suwaduk village adolescents as preparing the Golden Generation 2045. The research is qualitative (case) with a descriptive method. Data sources are Suwaduk village adolescents. Additional data are the mindset of Suwaduk adolescents. Data collection techniques used are taking notes, questionnaires, and interviews techniques. Data analysis uses content analysis techniques. Researchers conducted an in-depth analysis of the mindset data owned by Suwaduk village adolescents. The interpretation of data is done using comparative techniques. The results showed that the mindset of Suwaduk village adolescents is there is no willingness to continue education to HE, lack of knowledge about universities, and HE is considered important. Some of the factors found in Suwaduk village adolescents are environmental, family, school, and economic factors. From mapping the mindset and factors that influence the mindset of adolescents can be transformed to change the mindset of Suwaduk village adolescents: (1) scholarship program given to adolescents who have intentions and smart in academics, and (2) foster care programs that are a combination of several groups of entrepreneurs from the region that can provide education for adolescents who are less able to pursue education in HE. This mindset is expected to contribute especially though to the regional government to pay more attention to adolescents in the world of education in HE.

Keywords: Transforming mindset, adolescents, higher education, golden generation

INTRODUCTION

A village with a percentage of adolescents 40% of the population of 3,917 people has problems with low education levels due to the clash of mindsets of adolescents who do not reach the level of HE (Higher Education). Low education levels are influenced by individual and parental motivations, social and economic conditions, culture, and accessibility (Sulvia & Nursalam, 2020). The lack of adolescents who continue to HE level is only 5% of the total Suwaduk village adolescents. Moreover, after completing the High/ Vocational School education level, adolescents prefer to be rough workers rather than continue their education to the HE level.

The mindset that is only limited to being a rough worker becomes a special problem in Suwaduk village because of the lack of views on HE that are socialized to adolescents, parents, and communities. The lack of awareness about

the importance of education can be an alarming problem in the weak human resources for Golden Generation 2045. Hasanah et al., (2021) stated that producing superior human resources can be done by procuring socialization of education to HE as an effort to change the mindset of adolescents not to focus on work after completing education. Yunus et al., (2021) considered that the importance of continuing education in HE can shape the mindset of adolescents as the successor of the nation. However, there is another view of HE that is still a reference, namely fixated on the reflection of relatives, friends, and the surrounding environment that is only Junior and High School. This viewpoint is driven by a lack of a strong desire in the self to continue Higher Education.

There is no adolescents interest in determining the choice of continuing education at HE is influenced by family and environmental factors (Vitria & Kholilah, 2019). The condition is reinforced by the influence of parents who are of the view of continuing education to the HE that only spends money. Parents prefer their children to work after graduating from High/Vocational School. The most dominant problem is the financial limitations of parents to encourage children not to continue their education. Low-income levels of parents urge children to work to survive in living life (Pratiwi, 2015). In addition, the level of education of parents determines how to direct their children in continuing their education at HE. Low levels of parental education tend to have a narrow insight into education (Suciningrum & Rahayu, 2015). While the influence of the view is greater attached to people who still think the orientation of life without higher education can get a decent job.

The view considered education unimportant affects the level of education in HE in Indonesia with 34.58% is not comparable to neighboring countries such as Singapore 78%, Malaysia almost 50% pursued HE (Waseso, 2020). This problem is dangerous for adolescents, the level of education is a concern for the younger generation. Higher Education is an investment in the future. Higher Education is not only enjoyed but planned evenly because as an investment in the future of the nation (Rashid, 2015). In fact, to have a quality of life that aims to mature and change behavior starting from education (Azhari, 2020). Education is a milestone in the birth of future generations' investment in the growth of a country. To achieve maximum growth in a country, education is a center of human preparation with superior character to form a developed and advanced mindset.

The development of adolescents' mindset towards education affects the younger generation in the future. The change in mindset progresses in continuing education into special handling now. According to Maslow (1984) about the hierarchy of needs, Higher Education is a medium of self-acculturation to life. The opportunity of youth to continue their education in HE will build a forward mindset towards life. Higher Education as part of the national education system has a strategic role in educating the nation's life and improving the competitiveness of the nation in the face of globalization in all fields, thus public access to Higher Education needs to be improved (Handayani, 2015).

Welcoming the Golden Generation 2045, the problem of low adolescents in continuing the level of education to the HE can be prepared from now on following the direction of Indonesian education and cultural policy that refers to the Sustainable Development Goals (SDGs) with the determination of goals on the quality of education at point 8 which reads "In 2030, substantially expanded the number of scholarships globally for developing countries, especially in small islands and African countries, for enrolment to Higher Education, including vocational training, and information technology and communion, technical and scientific programs, developed countries, and other developing countries."

To create the Golden Generation 2045, adolescents will now have the opportunity to enjoy the productive age (demographic bonus) that will be the agent of great change in the progress of the nation to realize the Golden Generation 2045. If formatted the development of youth education levels that began with the development of youth development programs, parents, and communities. This program focuses on the formation and development of mindsets that result in the improvement of adolescents who continue their education in higher education into a productive, credible, innovative, and superior generation in the face of future streams of change.

Adolescents problem had been conducted by many researchers who care about addressing the problem of youth through character building (Hasnawati, 2016), proficiency education (Yuningsih, 2019), online scholarship program (Indrati et al., 2020), quality education (Darman, 2017), posdaya-based family education (Rizka et al., 2018), but those have not targeted the mindset of adolescents towards educational views in HE. With such problems, the researchers offer research innovations on transforming the mindset of adolescents as inputs and new formats in creating the Golden Generation 2045. The aims to: (1) describe the mindset of Suwaduk village adolescents, (2) reveal the factors that influence the mindset of Suwaduk village adolescents, and (3) describe the transformation of the mindset of Suwaduk village adolescents in preparing the Golden Generation 2045.

Method

The research uses a case study method which is included in descriptive research scope. The method used in this research is a descriptive method (Sugiyono, 2017). Descriptive method is a research that seeks to explain the actual problems, namely the problem that is happening or the problem that arises at this time by describing each data found. Data sources are adolescents who live in Suwaduk village, Wedarijaksa, Pati, Central Java. Data are the mindset of Suwaduk village adolescents.

Collecting data techniques uses taking notes, questionnaires, and interviews techniques. Questionnaire techniques are conducted by sharing several questions related to the mindset of adolescents to PT that are distributed to Suwaduk village adolescents., while the interview technique is conducted by conducting interviews directly to Suwaduk village adolescents.. The recording technique is used to record each finding of the data obtained and then document it for the analysis stage. Data analysis in this study using content analysis techniques. Researchers conducted an in-depth analysis of the mindset data owned by the Suwaduk village adolescents. The interpretation of data is done using comparative techniques. In the comparative technique, researchers compared the mindsets of teenagers with each other, thus it can be concluded that the mindset attached to Suwaduk village adolescents, Pati, Central Java.

Finding And Discussion

1. Suwaduk Village Adolescents' Mindset

As a whole, Suwaduk village adolescents have a varied mindset in determining their future and school choices. Suwaduk adolescents' mindset based on observations and interviews that have been conducted by researchers is explained below.

a. Unwillingness to Continue Education to HE

University is the highest educational institution. Based on the results of interviews conducted by adolescents in Suwaduk Village, they are not interested in continuing their education to HE. Adolescents feel that secondary school is enough and can work as they see fit. Adolescents assume that higher education only costs money. Adolescents choose to work immediately after finishing secondary education because they are interested in working in Suwaduk village. This is evidenced by the existence of businesses in Suwaduk village for example: the case of adolescents (workers) in Nanda Convection daily and wholesale wage model that is (1) new workers wages Rp 25,000.00 per day; (2) the old worker wages Rp 30,000.00 per day, while the wholesale model per week wages Rp 200,000.00 to Rp 400,000.00. While the case of adolescents workers in Convection S3 is categorized into 2 (two) namely (1) female workers Rp 40,000.00 and (2) male workers Rp 50,000.00, while the model volume per week Rp 200,000.00 to Rp 600,000.00. With the salary they will get after becoming workers they prefer to work directly rather than to continue educators to a higher level.

b. Lack of HE Knowledge

Suwaduk villagers mostly work as laborers. For example, as a laborer guarding the store, convection, shoe factory, and processing salted eggs. Because the majority are workers, their level of HE knowledge is very low. This is what causes adolescents not to know about HE. When adolescents want to talk about higher education, they don't know who to ask. This is what causes the lack of adolescents in Suwaduk village who continue their education to HE. In fact, education to HE is very important for today's adolescents to reward the Gold Generation 2045. Yunus explained (2021) that continuing his studies to HE is the most important thing for society, especially the younger generation and this is the need of the times.

c. Higher Education Considered Unimportant

Based on the results of the questionnaires and interviews that have been collected can be drawn that Suwaduk village adolescents have the mindset that with a school in HE can not guarantee they will get a decent job to live. The basis of their assumption is because they argue that many graduates of domestic workers who live are not guaranteed and experiencing unemployment. Adolescents consider that education in HE is not important, just spending considerable time and costs. This is in line with Hariati and Syukur research (2019) that the desire to go to HE is very low, a pessimistic attitude that education only spends time, energy, mind and costs plus not necessarily

getting a job already rooted in their minds. Therefore, this kind of mindset must be changed to be able to meet the upcoming Golden Generation of 2045.

2. Factors Influencing the Mindset of Suwaduk Village Adolescents

The mindset of adolescents in Suwaduk village, Wedarijaksa, Pati, Central Java regarding their views on HE, is certainly influenced by the factors that are the background of their mindset. These factors include.

a. Environmental Factor

One of the most important functions of peers is to provide resources and comparisons about the world outside the family (Heryaningsih, 2018). However, it is not necessarily information or positive things that they can receive. In relation to the mindset of adolescents regarding the view of higher education, peers who in their lives have no intention to continue their education to HE, it can be a driving factor for other teenagers who are still in their peer sphere to continue their education to the HE level.

b. Family Factor

Family becomes the closest scope to encourage their children to continue their education to HE. On the other hand, family can also be an inhibitory factor when the child has an interest in continuing HE. This concerns the livelihoods of their parents. In accordance with Mufida's research (2019) that one of the factors that influence the success of a student to continue his education to HE is seen from the income of the parents of students. Parents with a good economic background or income can support their children's education and can meet their learning needs.

c. School Factor

School Factor is the main foothold of adolescents when going to continue their education to HE level. School as an academic institution has one of the tasks to introduce further studies for students, especially in high-level schools where students have completed high school level. On the other hand, school teaches materials to students in relation to academic needs, but the school also has a duty to open the insights and views of students about higher education. In this case, in the school environment that is usually related to this is the teacher BK. BK teachers in addition to conducting guidance and counseling to students on a problem, views on HE also need to be disseminated intensively by them. Socialization is able to foster the interest or at least the views of students about HE. But on the contrary, school can be a factor that influences the mindset of students (adolescents) about HE, because there is no or lack of socialization done by the school to students. This can lead to the view of students that continuing education up to HE level is not so important.

d. Economic Factor

Economic Factor is one of the factors that influence the mindset of adolescents regarding their views on PT. This is in accordance with research conducted by Arnawan (2016) which explained that the most important obstacle for students who are interested in continuing their studies to HE is the low socioeconomic status of parents. Adolescents who have an interest in continuing their education to HE, but sometimes economic factors become one of the obstacles. Based on the results of interviews conducted with teenagers in Suwaduk village, it was found that there are adolescents who have an interest in him to continue his education to the HE level, but in the adolescents there is a feeling of hesitation to express his wishes to their parents. This is based on the work of their parents who felt that it was not enough to finance their education at HE.

3. Transformation of Suwaduk Village Adolescents' Mindset in Preparing the Golden Generation 2045

The presence of a new paradigm in the minds of Suwaduk village adolescents can minimize the desire that is fixated after graduating high/vocational school doing work. This transformation can change the mindset to continue education to HE that can be realized with the following stages:

a. Scholarship Program

In preparing the Golden Generation 2045, education plays an important role to develop the potential of adolescents. However, not everyone can afford the same opportunity to get a decent education. This is due to inadequate economic factors. The low economy makes teenagers unable to continue their education to PT, because they are burdened with expensive costs. The existence of scholarship program scholarships in higher education (BPPT) can help students in studying at HE. This scholarship is managed by the district to provide convenience for village adolescents who want to continue their education to HE. Qualifications that get this scholarship are prioritized for underprivileged families. The granting of BPPT scholarships is given to prospective students who are accepted at PTS and PTN with the conditions imposed by BPPT. This scholarship will be awarded from the

beginning of college until graduation. However, BPPT scholarships will be stopped if the selected students are not eligible by obtaining a minimum IP Achievement Index of 3.00 in each semester. Moreover, the termination of student provision if the student is granted leave, drop out, and inactive. Through the BPPT scholarship program, the local district government provides full dependents in the form of tuition fees, living expenses, and book fees. With this scholarship will be more guaranteed and can get an education without having to think about the cost. It will build the soul of the younger generation to race more in pursuing higher education and make a variety of useful creative innovations. Through this scholarship can strengthen and build human resources that have the potential to play a role ready to go to the Golden Generation 2045 in the midst of competitive global competition.

b. Foster Father

Foster father Program can be established by a number of groups of entrepreneurs from the region who can provide education for underprivileged teenagers studying at HE. This new program can provide insights not only for groups of entrepreneurs, but also to adolescents in order to excel and quality human resources in facing the Golden Generation 2045. If human resources are only utilized without boasting, it's like colonizing the nation itself. In fact, if developed can create superior human resources in the future. The existence of the Foster Father program for millennials generation line who have potential in terms of what the business needs. With the follow-up of human resources who are still studying this education as a stock of human resources, such efforts in the development of mindset. This is what will give rise to potential millennial nurseries. This collaboration will make teenagers, especially in the village, live and synergize.

CONCLUSION

From the result and discussion above, it can be concluded that Suwaduk village adolescents have a varied mindset in terms of education at HE; the mindset is that there is unwillingness to continue education to university, lack of HE knowledge, and HE is considered unimportant. Some of the factors found in Suwaduk adolescents are environmental, family, school, and economic factors. From mapping the mindset and factors that influence adolescents' mindset can be transformed to change Suwaduk village adolescents' mindset, namely (1) scholarship program given to adolescents who have intentions and smart in academics and (2) Foster father program, which is a combination of entrepreneurs' groups from the region that can provide education for underprivileged adolescents studying at HE. This mindset is expected to contribute thinking, especially to the local government to pay more attention to adolescents in the world of education in HE.

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Contents Analysis of Integrated Thematic Book Elementary School Curriculum 2013 in Class V Theme 3

Fitri Puji Rahmawati^{1, a)} Dini Restiyanti Pratiwi^{2, b)} Tivana Aulia Sasmito^{3, c)}
Mellinia Hidayatul Ilmiyah^{4, d)}

^{1, 4} Pendidikan Guru Sekolah Dasar, FKIP, Universitas Muhammadiyah Surakarta

² Pendidikan Bahasa Indonesia, FKIP, Universitas Muhammadiyah Surakarta

³ Magister Administrasi Pendidikan, Universitas Muhammadiyah Surakarta

^{a)} fpr2232@ums.ac.id

^{b)} drp122@ums.ac.id

^{c)} Tita.konex@gmail.com

^{d)} a510170038@student.ums.ac.id

Abstract. An analysis of a textbook determines how far the book is by the curriculum and competencies to be achieved. The textbook analysis aims to understand the effectiveness of learning schemes and approaches to understand what is needed in the learning process and curriculum development. This study uses qualitative methods with content analysis design. The data source used is an integrated thematic book for class V theme 3 Curriculum 2013. The technique of collecting data is by carefully listening to the book and documentation. Data analysis used content analysis and semiotics to help a matrix that includes the variables to be analyzed. Data validity technique with repeated reading and scrutiny. The study results show that the revised 2017 edition of the Thematic Integrated Thematic textbooks published by the Ministry of Education and Culture in terms of content feasibility is categorized in the very feasible category. The book's contents already contain material that is by the competencies that students must achieve. The depth of the book includes spiritual attitudes, social knowledge, skills in each discourse, and examples that have been presented. The accuracy of the material in this book is very high. Nevertheless, the supporters of learning materials still give too few discourses, examples, and questions that can develop insight into diversity, national wisdom, and national integrity that can invite students to love Indonesian cultural diversity and practice it as good citizens.

Keywords: content book analysis, integrated thematic, curriculum 2013, elementary school

INTRODUCTION

The 2013 curriculum aims to prepare Indonesian people who can live as individuals and citizens who are productive, creative, innovative, and effective. It can contribute to the life of society, nation, state, and the civilized world (Minister of Education and Culture Regulation No. 66 of 2013). Graduates who excel based on the purpose and function of education are the hope of this nation. Efforts to realize Curriculum 2013 can be achieved by improving the learning process quality. Educators, students, and teaching materials are components that can enhance the quality of learning (Nisa, 2015). According to Prastowo (2012), teaching materials are materials that can facilitate teaching and learning activities in the classroom. Examples of teaching materials that are widely used and have an essential role are textbooks (Widyaharti, 2015). Textbooks are likened to the most critical teaching material. Textbooks are evidenced by educational institutions, both from primary education to tertiary institutions, and all still use textbooks as teaching materials (Prastowo, 2012).

According to Mahmud (2011), textbooks are beneficial resources and have an essential role in the learning process, especially in developing countries. According to Muslich (2016), textbooks contain descriptions of material about subjects arranged according to the level of development of students to achieve predetermined goals. In implementing the 2013 curriculum, the government provides two guidebooks: the student's book, which is intended for students, and the teacher's book, designed for teachers.

The textbook published by the Ministry of Education and Culture before being used as a guide in the learning process has gone through a feasibility analysis process carried out by BSNP. The government stipulates that textbooks used at the primary and secondary education levels before being used as learning resources in academic units must go through the feasibility assessment stage by the BSNP even though the book has been prepared by a team of experts in their field.

An analysis or assessment of the feasibility of a textbook to determine how far the text is following the curriculum and competencies to be achieved. Following Abed's opinion (2014), which states that books play an essential role in schools because they become guidelines in the development of teaching methods, resources, and curriculum. According to Fatima (2015), analysis/evaluation is essential because it can help find a choice of books that fit the required learning context. According to Chang (2017), textbook analysis can help educational researchers understand the effectiveness of learning schemes and approaches to assist in understanding what is needed in the learning process and curriculum development.

According to Mahmud (2009), so that the book analysis process is more effective, it is necessary to identify a quality book indicator. The National Education Standards Agency has developed a textbook research instrument that can determine the feasibility of a textbook. According to BSNP in Muslich (2016), the quality of books can be measured or seen from four elements of suitability: content feasibility, presentation, language, and graphics.

The feasibility analysis carried out by the BSNP does not guarantee that the textbook is genuinely perfect. Evidenced in Trianingsih's research (2016) which conducted a study on the suitability of the presentation/attractiveness, and language/readability of the textbook for class V SD/MI Curriculum 2013 Theme of Harmony. in society shows that in the material aspect there is still a discrepancy between learning activities with the theme in the book, there is still content that is not following the level of development of students. There are still activities that are not following the steps of the scientific approach. Research conducted by Mustadi and Purnanto (2016) regarding the feasibility of language in the theme 1 grade 1 curriculum 2013 curriculum shows that the aspect of the feasibility of using language in Erlangga's textbooks is included in the excellent category with a percentage gain of 78.36% because there is still the use of signs. Reading that is not following the developmental stage of students and the consistency of the use of icons.

Therefore, research on the feasibility of the 2013 curriculum integrated thematic books continues to be carried out with reviews from various perspectives. This article is a splinter from the results of a study that analyzed the feasibility of an integrated thematic book for the 2013 fifth-grade elementary school curriculum. The focus of the study is the feasibility of the contents of the Thematic Integrated Curriculum 2013 class V theme 3. Muslich (2010:3) in terms of the feasibility of the content, three indicators must be considered, namely (1) the suitability of the material description with competency standards (SK) and competence basic (KD) contained in the curriculum of the subject in question; (2) the accuracy of the material; and (3) learning support materials.

METHOD

This type of research is qualitative research. The research design chosen is book content analysis. The research data used is a book with the title Integrated Thematic Book of Elementary School Curriculum 2013 class V theme 3. The object of research is the feasibility of the content/material. The instrument used in this study was a document analysis sheet which was compiled based on a theoretical basis on the content/material.

Data analysis is used for data reduction, data presentation, and concluding. The analysis results are loaded into a checklist table, then translated through the words of the results of the analysis in the book. The validity of the data is based on the fact used in the study, namely semantic truth (Krippendorff, 2004:323).

RESULTS AND DISCUSSION

Analysis of the feasibility of the contents of the 2013 Elementary School Thematic Integrated Curriculum Book class V theme three based on (1) the suitability of the material description with core competencies (KI) and essential competencies (KD) contained in the curriculum of the subject in question, (2) the accuracy of the material, and (3) learning support materials. The results of the analysis obtained the following data. Theme 3 in the 2013 Curriculum Integrated Thematic Book consists of four sub-themes. Each sub-theme has six lessons that contain concepts, exercises, and final evaluations in each theme.

The suitability of the material description with core competencies (KI) and essential competencies (KD) is observed from the completeness and depth of the material. The accuracy of the material is analyzed in more detail from the selection of text, images, and illustrations following the competencies that must be achieved. It is helpful in fulfilling students' curiosity, concepts and theories following scientific systematics, selecting examples according to the competencies to be completed, training, assignments, and assessment according to the demands of authentic assessment. Furthermore, the supporting aspects of learning materials are examined based on their suitability with scientific developments, suitability of features/examples/exercises/references, development of insight into diversity, development of national understanding and national integration, and does not contain elements of SARA, pornography, and gender or regional bias.

The following are the mapping of the content feasibility analysis items contained in the Integrated Thematic Book of Elementary School Curriculum 2013 for class V theme 3.

Table 1 Feasibility of Contents of Integrated Thematic Books for Elementary School 2013 Curriculum
Class V Theme 3 Sub-theme 1

SUBCHAPTER	SCORE	PERCENTAGE (%)
1	68	100
2	63	92.6
3	59	86.7
4	63	92.6
Average Amount		92.9

The results of the content feasibility analysis in 2013 revised the 2017 edition of the Thematic textbook grade V; only chapter 1 received the appropriate category because there are still many materials, examples, and exercises that do not adapt to the KI and KD been formulated. The other chapters received a very decent category because they were almost perfect in presenting material following the KI and KD that had to be achieved. Based on the indicators of the feasibility of the contents of the BNSP in the analysis of class V Thematic textbooks, the results of the research have been found as follows:

The percentage value of the feasibility of content in the Thematic textbooks for class V is 83.3% or in the very appropriate category, with details as follows:

Material Equipment

The completeness of the material in this book gets a score of 100% or in the very decent category. That is assessed from several sub-chapters that have completed containing KI and KD in each discourse, example, and exercise such as in sub-chapters 1, 2, 3, and 4. 2 and 4 and which in the lesson, models, and activities do not contain KI 1 clearly or only implicitly as on pages 29,59, and 61. The depth of material in this book gets 91.7% or in the very appropriate category. This is assessed from several chapters that have discussed the concept of definitions, principles, procedures, examples, and training that can be applied following KI and KD that have been formulated

as in subchapters 1,2,3 and 4 already presented material that is quite deep and the difficulty in the material has been adjusted to the level of students' cognitive development. Several chapters do not discuss the meaning of the text discussed as in chapters 1, 2, and 3, so that the score on the completeness of the material in the three sub-chapters is 1.

Selection of Discourse, Text, Images, and Illustrations following the Competencies to be Achieved and Beneficial for Fulfilling Students' Curiosity

The selection of discourse, text, images, and illustrations following the competencies that must achieve and helpful in fulfilling students' curiosity has been very accurately discussed in this book to get a score of 100%. All chapters in this book are very accurate in presenting discourses, texts, images, and illustrations that follow the competencies that must be achieved and are helpful in fulfilling students' curiosity. As on pages 3,4,46,48.,50, 84,87, and 117 discourses, texts, pictures, and illustrations with competencies that students must achieve are very good for students because they will find it easier to understand the contents book.

Concepts and Theories According to the Definitions Applicable in the Field of Science

Concepts and theories following the definitions that apply in science are discussed accurately so that they get a score of 100%. The score is obtained from 4 sub-chapters that already contain concepts and theories that are following the definitions. All sub-chapters in this book are very accurate in presenting ideas and approaches that follow the definitions that apply in the field of science and do not cause double meanings that will confuse students. In this book, there are several pages, such as 3,26,36,46,47. This makes it easier for students to understand the contents of the book.

Selection of Examples According to the Competence to be Achieved

The selection of samples according to the competencies that must be achieve is very accurate and gets a score of 91.7%. This is assessed from the four sub-chapters that have accurately presented examples following the competencies that must be achieve. At this point, of the four sub-chapters, only two chapters do not present standards following the competencies that students must complete. Chapter 2 gets a score of 3 because as on pages 47,49, and 79. does not provide examples that are following the competencies that students must achieve. The examples in sub-chapter 2 are not up-to-date and relevant to the current situation, so they are not accurate enough to reach the expected competencies.

Training, Assignment, and Assessment as Authentic

Demand Assessment

According to the demands of authentic assessments in this book, training, assignments, and assessments get a score of 100% or in the very accurate category. All chapters in this book are exact in presenting concepts and theories that are following the training, assignments, and questions that are proposed to measure the mastery of knowledge, attitudes, and skills of students according to the demands of authentic assessment and there are no questions that can cause double meaning which will confuse students. This makes it easier for students to develop themselves.

Conformity with the Development of Science

The suitability with the development of science in this book has been applied quite well to get a score of 94.44% or in the very accurate category. It can be seen from the four sub-chapters that received perfect scores because they have presented every material presented through discourse, text, images, and illustrations following the development of science that exists at this time. Two sub-chapters get a score of 3 because they still contain a discourse or example that is not following the current development of science.

Feature Suitability/Examples/Practice/Referrals

The suitability of features, examples, exercises and references in this book follows obtaining a score of 87%. This is because four sub-chapters have provided samples that are relevant to the current situation and have the latest references. Only two chapters get bad results in this book because subchapters 2 and 3 still contain examples that are not relevant to the current conditions.

Development of Diversity Insights

This book is very lacking in presenting the development of diversity insights in discourse, examples, and exercises to get a score of 75%. There is only one sub-chapter that explains this, namely in sub-chapters 2,3 and 4, which contain examples that show the diversity of regions in Indonesia. In other chapters, it gets a score of 1 because there is no single discourse, measure, and question that can develop students' insight into the diversity of students.

Development of National Insight and National Integration

This book also does not present national insight and national integration in discourse, examples, and exercises. All sub-chapters in this book are presented without developing national understanding and national integration that can invite students to love Indonesian so that this book gets a score of 100% or is in a worthy category to be used as teaching material.

Does not contain elements of SARA, IPR, Pornography, and Bias (Gender, Region, etc.)

This book gets a score of 100% because there is no material presented through discourse, text, images, and illustrations that contain elements of SARA, Intellectual Property Rights, pornography, and bias. This book presents the material carefully without having anything negative and sensitive. It is outstanding in building student morale.

Based on the data mapping, this theme 3 class V book as a percentage of more than 91.7% or in the very feasible category. This is assessed from several chapters that have discussed the concept of definitions, principles, procedures, examples, and training that can be applied following the core competencies and essential competencies that have been formulated as in subchapters 1,2,3 and 4 already presented material that is quite in-depth and difficulty in the material has been adjusted to the level of cognitive development of students. Several chapters do not discuss the meaning of the text discussed as in chapters 1, 2, and 3, so that the score on the completeness of the material in the three sub-chapters is 1. Core competencies 1 (religious) clearly or only implicitly as on page 61 some pictures must be observed by students, there are core competencies 1 (spiritual), 2 (social), 3 (knowledge), and 4 (psychomotor) and students are asked to what activities to do by discussing with other students. The selection of images in textbooks is also seen both with illustrations and to assist students in developing students' mindsets in reading material and applying KI 1-KI 4.

CONCLUSION

It is in line with Lestari's research (2016). The results of the study show that: 1) the suitability of the contents of the teacher's and student's books in terms of KI and KD in each subject is 100% with a very appropriate category 2) the suitability of teacher and student books from aspects of the coverage and depth of material in each subject are 92.5% Mathematics, 100% PPKN, Indonesian Language 93.63%, PJOK 100%, and SBdP 100%. Meanwhile, the percentage of material depth in Mathematics is 92.5%, PPkn is 100%, Indonesian is 93.63%, PJOK is 100%, and SBdP is 100%. Teacher books and student books have strengths and weaknesses, so teachers must know the quality of books for effectiveness in the learning process.

The revised 2017 edition of the Thematic textbooks from the Ministry of Education and Culture, in terms of content feasibility, has been categorized in the very feasible category with a percentage of 92.9%. The contents of the book already contain material that is following the competencies that students must achieve. The depth of the book is also perfect and complete, including spiritual, social, knowledge, skills in each discourse, and examples that have been presented. The accuracy of the material in this book is very accurate. However, the supporters of the learning materials in this book still give too few discourses, examples, and questions that can develop insight into diversity, national understanding, and national integrity that can invite students to love Indonesian cultural diversity and practice it well as good citizens.

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