

VOLUME 5, 2023

ISSN 2962-8997



POLITEKNIK NEGERI BALI



POLITEKNIK NEGERI BALI
20 SEPTEMBER 2023

PROSIDING SENARILIP

SEMINAR NASIONAL RISET LINGUISTIK DAN PENGAJARAN BAHASA
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**PROSIDING
SEMINAR NASIONAL RISET LINGUISTIK DAN
PENGAJARAN BAHASA (SENARILIP)
VOLUME 5, 2023**



**“MEMPERKUAT PENGAJARAN BAHASA DALAM MENGHADAPI ERA
EKONOMI HIJAU DAN PENTA HELIX MELALUI PENDEKATAN VOKASI”**

**b Hotel, Jimbaran, Bali
20 September 2023**

**Pusat Penelitian dan Pengabdian kepada Masyarakat (P3M)
Politeknik Negeri Bali**

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ISSN 2962-8997 (MEDIA ONLINE)

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Publisher:
Pusat Penelitian dan Pengabdian kepada Masyarakat (P3M)
Politeknik Negeri Bali
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SAMBUTAN KETUA PANITIA SENARILIP VII

Om swastyastu, Assamual'aikum warohmatullohi wabarokatuh, salam kebajika, namo budaya,

Pertama-tama, marilah kita panjatkansyukur kehadirat Tuhan Yang Maha Esa karena Beliau senan tiasa menganugrahkan kedamaian kepada kita semua. Secara khusus, rasa terima kasih kami panjatkan kepada Beliau karena persiapan Seminar Nasional Riset Linguistik dan Pengajaran Bahasa (SENARILIP VII) yang akan diselenggarakan pada tanggal 20 September 2023 dapat diselesaikan dengan baik.

SENARILIP VII ini dihadiri peserta pemakalah dari berbagai perguruan tinggi (PT) baik di provinsi Bali dan beberapa provinsi di luar Bali. Tujuan utama seminar ini adalah sebagai ajang saling bertukar informasi tentang isu-isu, pemikiran-pemikiran, konsep-konsep, serta temuan-temuan mutakhir di bidang linguistik dan pengajaran bahasa. Dengan saling bertukar ide, gagasan, saran, serta hasil riset baik riset dana lokal maupun nasional, diharapkan semua peserta mendapat input positif untuk pengembangan riset mereka di masa mendatang. Untuk peneliti pemula atau calon peneliti, acara ini diharapkan dapat memberikan motivasi untuk mulai meminati kegiatan riset-riset sederhana di masa mendatang.

Makalah yang diterbitkan di prosiding, di *Journal of Applied Studies in Language (JASL)* dan *Jurnal Sosial Humaniora (Soshum)* juga bertujuan untuk mendokumentasikan serta menyebarkan hasil-hasil riset yang setiap peserta telah peroleh sehingga informasi-informasi tersebut lebih cepat tersebar secara lebih luas.

Panitia menyadari bahwa acara seminar ini masih memiliki keterbatasan dan kesederhanaan. Oleh karena itu, masukan, saran, dan pertimbangan yang konstruktif untuk menyempurnakannya di masa mendatang. Akhir kata, saya mengucapkan selamat datang di Bali (bagi pemakalah dari luar Bali) dan selamat datang di kampus Politeknik Negeri Bali (PNB) untuk seluruh peserta dan selamat mengikuti seminar.

Bukit Jimbaran, 20 September 2023

Ketua Panitia,

Prof. Dr. I Made Rai Jaya Widanta, SS., M.Hum.
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KATA PENGANTAR

Puji syukur kami panjatkan kehadirat Tuhan Yang Maha Esa (Ida Sang Hyang Widhi Wasa), karena atas berkat Beliau, **Prosiding Seminar Nasional Riset Linguistik dan Pengajaran Bahasa (SENARILIP) VII** ini dapat dirampungkan. Tujuan publikasi ini, selain memang menjadi harapan dan tujuan pokok para peneliti, peminat, dan pemerhati bahasa, adalah untuk menyebarluaskan ilmu pengetahuan, fikiran-fikiran dan hasil penelitian yang termutakhir, sehingga dapat meningkatkan kadar ilmiah pembaca dalam menjalankan kewajiban di lingkungan tugasnya. Prosiding Senarilip Volume 5, 2023 kali ini berisi 18 makalah yang sudah diseminasikan pada 20 September 2023 dengan tajuk “Memperkuat Pengajaran Bahasa dalam Menghadapi Era Ekonomi Hijau dan Penta Helix melalui Pendekatan Vokasi”. Atas nama panitia, keluarga besar bahasa Politeknik Negeri Bali (PNB) mengucapkan terima kasih dan penghargaan yang setinggi-tingginya atas dukungan, perhatian, dan bantuan semua pihak baik sebelum, selama dan sampai berakhirnya seminar ini. Panitia menyadari bahwa pelaksanaan seminar dan pembuatan prosiding ini masih memiliki banyak kesederhanaan baik pada isi maupun disainnya. Kesederhanaan ini diharapkan akan mampu memperbaiki kualitas prosiding SENARILIP tahun depan.

Salam,

Ketua Panitia

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Perkembangan Bahasa Dan Pengaruhnya Terhadap Perubahan Kaidah Ejaan Bahasa Indonesia

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Abstract - Along with the progress of science, technology and art, language has also become the spotlight for its development. The development of language has an impact on its changes, some of the impacts of changes can change the rules that have been made, especially Indonesian spelling. Changes in spelling rules have changed several times from time to time. So this change requires educators, especially teachers, lecturers, even students, as well as the wider community to review the changes in Indonesian spelling rules that have occurred so that they comply with the established guidelines. The purpose of this research is to find out the development of language and its influence on changes in Indonesian spelling rules and to know the impact on educators and the wider community. This was a descriptive qualitative research using data collection techniques through questionnaires and direct interviews in collecting data. The results showed that students, educators: tutors, teachers and lecturers of Indonesian felt that Indonesian should be prioritized and could stand alone along with the developments in science, technology and art, while the general public felt that spelling was too complicated to learn, therefore society must review the changes that occur according to written guidelines.

Keywords: *spelling, EYD V Edition, spelling changes, language development*

1. PENDAHULUAN

Bahasa adalah alat komunikasi yang digunakan seseorang untuk berinteraksi baik secara lisan maupun tulisan. Bahasa tidak bersifat statis, perkembangan bahasa selalu tumbuh di setiap zamannya. Penggunaan bahasa Indonesia menjadi alat pemersatu bangsa Indonesia. Dengan adanya bahasa Indonesia, masyarakat yang berbeda pulau dapat berkomunikasi dan berinteraksi dengan masyarakat lainnya menggunakan bahasa persatuan yaitu bahasa Indonesia. Hal ini dapat dilihat bagaimana bahasa berkembang di masyarakat sekitar untuk bertindak sebagai media penyampaian pesan atau informasi baik secara lisan maupun tulisan.

Perkembangan bahasa secara lisan menjadikan bahasa Indonesia mengalami pergeseran yang digantikan dengan bahasa kekinian atau bahasa gaul. Penggunaan bahasa gaul tentu menjadikan bahasa Indonesia semakin susah dikenal. Istilah seperti *santuy*, *nongki*, *apakabs*, *gaje*, *seruisli*, *magerli*, *bucin* bahkan dalam bahasa asing ada istilah gaul seperti *OOTD (outfit of the day)*, *OTW (on the way)*, *FYI (for your information)*, *nolep (no life)*, *anw (anyway)*, *BRB (be right back)* dan masih banyak lagi bahasa yang beredar di media sosial. Perilaku tersebut cenderung menyelipkan bahasa asing yang dianggap masyarakat lebih modern atau kekinian apabila digunakan untuk berkomunikasi dalam kehidupan sehari-hari membuat bahasa Indonesia semakin susah dikenal.

Secara tulisan, perkembangan bahasa terus terjadi dibuktikan dengan perubahan pedoman ejaan yang menjadi dasar acuan dalam penulisan bahasa Indonesia yang baku. Ejaan telah berkembang dari masa ke masa, penggunaan ejaan sekarang telah menjadi ejaan bahasa Indonesia yang disempurnakan edisi V menggantikan ejaan sebelumnya yaitu Pedoman Umum Ejaan bahasa Indonesia (PUEBI). Artinya beberapa acuan penulisan yang tertulis pada ejaan sebelumnya tidak digunakan lagi dalam penulisan ejaan yang terbaru. Perkembangan bahasa menjadi pengaruh terhadap perubahan kaidah bahasa Indonesia yang sudah ditetapkan. Penggunaan ejaan bahasa Indonesia dari masa ke masa mengalami beberapa perubahan, diantaranya penulisan huruf “u” pada ejaan pertama van Ophuijsen ditulis “oe”, contoh kata “kampung” pada ejaan terdahulu ditulis “kampeong”. Sampai pada akhirnya ejaan sekarang menggunakan Ejaan Bahasa Indonesia yang Disempurnakan Edisi V. Aturan baru lainnya ada pada perubahan kaidah. Dalam EYD edisi terbaru ada beberapa kaidah lama yang diperbaharui menjadi lebih baik lagi. Salah satunya adalah kata yang mengkhususkan pada sesuatu. Contoh seperti kata “Maha” yang ditujukan kepada sifat dari Tuhan. Menurut EYD edisi sebelumnya kata “Maha” ini bisa dipisah dan digabung dengan kata berikutnya jika memang sifatnya tidak ke khusus. Namun, di dalam EYD edisi terbaru kata “Maha” yang mengacu pada kekhususan wajib dipisah. Contohnya adalah tulisan Yang Maha Esa, Yang Maha Pengasih, Tuhan Yang Maha Pengampun.

Hal ini terjadi karena adanya perkembangan bahasa yang terus masuk. Kosakata baru dalam istilah asing lahir karena dampak kemajuan teknologi membuat bahasa Indonesia harus memantapkan memiliki kosakatanya sendiri. Contoh saja kosakata *online* yang memang lahir saat perkembangan teknologi saat ini. Bahasa Indonesia harus mempunyai kosakatanya tersendiri dengan kosakata kebakuan bahasa Indonesia, yang pada akhirnya kata *online* diubah menjadi daring. Begitu pun dengan kosakata lainnya *offline*, *selfie*, *upload*, *download*, *link*, dan lain sebagainya yang penggunaan

dalam bahasa Indonesia menjadi luring (luar jaringan), swafoto, unggah, unduh, pranala/tautan. Ini menjadi tantangan bagi bahasa Indonesia untuk dapat berdiri sendiri sesuai dengan tujuannya yaitu mengagungkan bahasa Indonesia agar dapat berdiri sendiri.

Pentingnya seorang pendidik baik tutor, guru, dosen, atau tenaga pendidikan, bahkan masyarakat umum mempelajari ejaan terbaru dari bahasa Indonesia. Ini menjadi pekerjaan rumah (PR) untuk kita mempelajari kembali istilah baru dalam bahasa Indonesia seperti *gadget*, *mouse*, *franchise*, *contact person*, *speaker*, *podcast*. Kosakata tersebut lebih dikenal oleh masyarakat luas bahkan beberapa orang beranggapan bahwa itu adalah bahasa Indonesia. Penggunaan bahasa seperti contoh di atas bisa diganti dengan gawai, tetikus, waralaba, narahubung, pelantang suara, dan siniar.

Perkembangan bahasa memang menjadi tantangan belajar kembali bagi para pendidik baik itu tutor, guru, dosen, ataupun tenaga pendidikan dan masyarakat luas. Tetapi kita harus bangga terhadap bahasa persatuan dan nasional yang menjadi simbol negara dalam hal kebahasaan. Langkah untuk menjaga bahasa Indonesia mudah dikenal beberapa penggunaan bahasa Indonesia yang baru sudah dimasukkan ke dalam kegiatan surat menyurat atau pun pengisian formulir pendaftaran baik acara yang dilakukan secara daring atau luring. Contoh penggunaan bahasa Indonesia pada formulir pendaftaran secara daring misalkan dengan mengisikan petunjuk untuk mengunggah swafoto dan meng-klik tautan yang diberikan pada grup *WhatsApp*. Fakta inilah yang melatarbelakangi dilakukan kajian dengan judul *Perkembangan Bahasa dan Pengaruhnya Terhadap Perubahan Kaidah Ejaan Bahasa Indonesia*.

Berdasarkan paparan latar belakang di atas, dalam kajian ini dibahas beberapa masalah, yaitu: (1) Apa saja perkembangan bahasa dan pengaruhnya terhadap perubahan kaidah ejaan bahasa Indonesia?; (2) Bagaimana dampak dari perubahan pedoman ejaan bahasa Indonesia? Secara umum kajian ini bertujuan untuk mengkaji fenomena kebahasaan yang terjadi karena kemajuan dari ilmu pengetahuan dan teknologi.

2. METODE

2.1 Desain Penelitian

Penelitian *Perkembangan Bahasa dan Pengaruhnya Terhadap Perubahan Kaidah Ejaan Bahasa Indonesia* ini merupakan kajian dengan pendekatan deskriptif-kualitatif. Fokus penelitian ini adalah memaparkan: perkembangan bahasa dan pengaruhnya terhadap perubahan kaidah ejaan bahasa Indonesia, dan dampak dari perubahan pedoman ejaan bahasa Indonesia. Metodologi kualitatif merupakan prosedur penelitian yang menghasilkan data deskriptif berupa kata-kata tertulis atau lisan dari orang-orang dan perilaku yang dapat diamati (Bogdan dan Taylor, 1975 dalam Moleong, 2002: 3)). Penelitian yang tidak menggunakan data kuantitatif atau angka yang disertai dengan perhitungan disebut penelitian kualitatif. Penelitian kualitatif harus mempertimbangkan metodologi kualitatif itu sendiri.

Tujuan kajian ini untuk mengetahui perkembangan bahasa dan pengaruhnya terhadap perubahan kaidah ejaan bahasa Indonesia karena kemajuan dari ilmu pengetahuan dan teknologi.

Metode kuesioner dan wawancara digunakan dalam kajian ini untuk memberikan pertanyaan tertulis kepada responden: mahasiswa, tutor, guru, dosen, masyarakat umum. Menurut Agung (2012: 64) metode kuesioner/angket merupakan cara memperoleh atau mengumpulkan data dengan mengirimkan suatu daftar pertanyaan/ Pernyataan-pernyataan kepada responden/subjek penelitian. Dalam kajian ini menggunakan dua jenis kuesioner, yaitu dari segi ragam isian (*opened form questionnaire*) dan dari segi ragam pilihan yaitu tiga pilihan atau lebih (*multiple choice*). Dari jawaban tertulis yang diberikan responden akan dilanjutkan dengan proses wawancara yaitu tanya jawab lisan yang berlangsung satu arah. Secara garis besar ada dua macam pedoman wawancara: pedoman wawancara tidak terstruktur dan pedoman wawancara terstruktur (Arikunto, 2006: 227). Pedoman wawancara yang digunakan dalam kajian ini adalah wawancara tidak terstruktur, yang mana wawancara akan memuat garis besar yang akan ditanyakan terkait dengan perkembangan bahasa dan pengaruhnya terhadap perubahan kaidah ejaan bahasa Indonesia.

2.2 Objek Penelitian

Sumber data penelitian ini adalah dampak perubahan ejaan bahasa Indonesia. Pengumpulan data yang digunakan adalah responden, yaitu orang yang merespon atau menjawab pertanyaan baik tertulis maupun lisan. Sampel diambil dari kalangan mahasiswa, tutor, guru, dosen, maupun masyarakat umum yang diambil secara acak. Dengan teknik ini semua anggota populasi berpeluang menjadi sampel, karena dilakukan pengambilan secara acak tanpa memerhatikan strata yang ada pada populasi. Fathoni (2011: 103), mengatakan populasi ialah keseluruhan unit elementer yang parameternya akan diduga melalui statistika hasil analisis yang dilakukan terhadap sampel penelitian. Data yang terkumpul selanjutnya dianalisis dengan metode deskriptif kualitatif. Besar sampel yang diambil sebanyak 25 orang; mahasiswa (5), tutor (5), guru (5), dosen (5), masyarakat umum (5).

2.3 Metode Pengumpulan Data

Data penelitian ini adalah data kualitatif yaitu berupa perubahan kaidah ejaan bahasa Indonesia. Data kualitatif adalah penelitian di mana peneliti dalam melakukan penelitiannya menggunakan teknik-teknik observasi, wawancara atau interviu, analisis isi, dan metode pengumpulan data lainnya untuk menyajikan respons dan perilaku subjek (Setyosari, 2013: 50). Data dikumpulkan dengan metode kuesioner/angket yaitu menggunakan dua jenis kuesioner, yaitu dari segi ragam isian (*opened form questionnaire*) dan dari segi ragam pilihan yaitu tiga pilihan atau lebih (*multiple choice*). Dari jawaban tertulis yang diberikan responden akan dilanjutkan dengan proses wawancara yaitu tanya jawab lisan yang berlangsung satu arah. Pedoman wawancara yang digunakan dalam kajian ini adalah wawancara tidak terstruktur.

2.4 Metode Analisis Data

Penelitian ini menggunakan metode deskriptif kualitatif, yaitu suatu rumusan masalah yang memandu penelitian mengeksplorasi situasi sosial yang akan diteliti secara menyeluruh, luas dan juga mendalam. Dengan metode analisis deskriptif, data yang telah dikumpulkan berupa perkembangan bahasa dan pengaruhnya terhadap perubahan kaidah ejaan bahasa Indonesia, serta dampak dari perubahan pedoman ejaan bahasa Indonesia kemudian dideskripsikan secara menyeluruh sehingga

didapatkan suatu simpulan mengenai perubahan pedoman ejaan bahasa Indonesia, pengaruh perkembangan bahasa terhadap perubahan kaidah ejaan bahasa Indonesia, dan apa dampak dari perubahan pedoman ejaan bahasa Indonesia tersebut.

2.5 Teori dan Konsep

Penelitian ini berfokus pada teori perubahan ejaan. Ejaan adalah penggambaran bunyi bahasa (kata, kalimat, dan lain sebagainya) dalam tulisan (huruf-huruf) serta penggunaan tanda baca. Penggunaan ejaan dalam penulisan khususnya karya ilmiah tentu harus dipahami oleh pendidik baik itu guru, dosen, atau tutor. Namun ejaan juga harus dipahami oleh mahasiswa sebagai dasar dalam penulisan karya ilmiah sesuai dengan aturan yang sudah dibuat. Bahkan masyarakat umum setidaknya mengetahui ejaan yang terbaru digunakan dalam penulisan. Pemerintah sudah mengeluarkan pedoman penulisan yang baik dan benar dalam Pedoman Umum Ejaan Bahasa Indonesia (PUEBI) untuk menjadi acuan dalam menulis yang sesuai dengan kaidahnya. Kini pedoman itu diubah kembali dengan pembaharuan yang lebih mendalam pada Ejaan Bahasa Indonesia yang Disempurnakan (EYD Edisi V). Sebelum pada ejaan yang terbaru EYD Edisi V, ejaan memiliki sejarah yang cukup panjang. Dalam perkembangannya ejaan bahasa Indonesia sudah berkembang dan diubah sebagai dampak meluasnya ranah pemakaian bahasa seiring kemajuan teknologi, ilmu pengetahuan, dan seni (Sucipta, 2023: 50). Beberapa perubahan tersebut sesuai dengan urutanya sebagai berikut:

1. Ejaan van Ophuijsen. Ejaan pertama ini diterbitkan pada tahun 1901. Zaman itu, bahasa Indonesia masih disebut sebagai bahasa Melayu. Ejaan ini disusun oleh orang Belanda bernama Charles A. van Ophuijsen dan dibantu oleh Engku Nawawi Gelar Soetan Ma'moer dan Moehammad Taib Soetan Ibrahim. Adapun penulisan dari ejaan pertama yaitu Ejaan van Ophuijsen ini adalah:
 - a) Huruf 'j' untuk menuliskan bunyi 'y', seperti pada kata, *sajang* dan *jang*.
 - b) Huruf 'oe' untuk menuliskan bunyi 'u', seperti pada kata-kata *goeroe*, *Soekarno* (kecuali diftong 'au' tetap ditulis 'au').
 - c) Tanda diakritik, seperti koma ain (') dan tanda trema, untuk menuliskan bunyihamzah, seperti pada kata-kata *ma'moer*.
 - d) Huruf 'tj' untuk menuliskan bunyi 'c' seperti kata, *tjokorda* dan *pantjar*;
 - e) Huruf 'dj' untuk menuliskan bunyi 'j' seperti kata *moedjoer*, dan *djoedjoer*.
2. Ejaan Soewandi. Ejaan kedua ini menggantikan Ejaan van Ophuijsen setelah diresmikan berdasarkan Surat Keputusan Menteri Pendidikan, Pengajaran, dan Kebudayaan Republik Indonesia Nomor 264/Bhg.A. oleh Mr. Raden Soewandi yang waktu itu menjabat sebagai Menteri Pendidikan, Pengajaran, dan Kebudayaan. Beberapa perbedaan Ejaan Soewandi dengan Ejaan van Ophuijsen adalah:
 - a) Huruf *oe* diganti dengan *u*.
 - b) Contoh dalam ejaan Van Ophuijsen penulisannya 'goeroe', dalam ejaan Republik menjadi 'guru'.
 - c) Kata ulang ditulis dengan angka 2 Contoh: kupu2, main2.
 - d) Awalan *di* dan kata depan *di* kedua-duanya ditulis serangkai dengan kata yang mendampinginya. Kata depan 'di' pada contoh *dirumah*, *disawah*, tidak dibedakan dengan imbuhan 'di-' pada *dibeli*, *dimakan*.

3. Ejaan Pembaharuan. Melalui Kongres Bahasa Indonesia II di Medan tahun 1954, Prof. M. Yamin menyarankan agar ejaan Soewandi disempurnakan. Pembaharuan yang disarankan panitia yang diketuai Prijono dan E. Katoppo antara lain:
 - a) Membuat standar satu fonem satu huruf, dan diftong *ai*, *au*, dan *oi* dieja menjadi *ay*, *aw*, dan *oy*.
 - b) Tanda hubung tidak digunakan dalam kata berulang yang memiliki makna tunggal seperti *kupukupu* dan *alunalun*.
4. Ejaan Melayu-Indonesia (Melindo). Ejaan ini dikenal pada akhir tahun 1959. Sidang perutusan Indonesia dan Melayu (Slamet Mulyana-Syeh Nasir bin Ismail) menghasilkan konsep ejaan bersama yang kemudian dikenal dengan nama Ejaan (Melindo). Namun karena perkembangan politik selama bertahun-tahun berikutnya maka diurungkan peresmian ejaan tersebut.
5. Ejaan LBK (Lembaga Bahasa dan Kesusastraan). Pada tahun 1966 adalah puncak dari perkembangan politik selama bertahun-tahun yang mengurungkan peresmian Ejaan Melindo. Sehingga seminar sastra 1968 membentuk konsep Ejaan Lembaga Bahasa dan Kesusastraan (LBK). Contoh ejaan LBK, yaitu sebagai berikut:
 - a) Ada enam vokal (i, u, e, ə, o, a);
 - b) Di- dan ke- dibedakan preposisi dan imbuhan. Contoh: Di Masjid dilaksanakanacara akad nikah;
 - c) Kata ulang ditulis secara lengkap menggunakan tanda hubung. Contoh: anak-anak, murid-murid; dan
 - d) Beberapa istilah asing diubah. Contoh: guerilla menjadi gerilya, extra menjadiextra, qalb menjadi kalbu.
6. Ejaan yang Disempurnakan. Mungkin masyarakat Indonesia lebih banyak mengenal istilah EYD sebagai ejaan bahasa Indonesia dari dulu hingga sekarang. Bahkan beberapa masyarakat hanya mengetahui ejaan bahasa Indonesia adalah EYD. Berdasarkan Peraturan Menteri Pendidikan Nasional Nomor 46 Tahun 2009 tentang Pedoman Umum Ejaan Bahasa Indonesia yang Disempurnakan. Berikut beberapa perbedaan EYD:
 - a) Adanya huruf ‘c’ yang menggantikan huruf ‘tj’
 - b) Adanya huruf ‘j’ untuk menggantikan huruf ‘dj’
 - c) Adanya huruf ‘ch’ untuk menggantikan huruf ‘ch’
 - d) Adanya huruf ‘y’ untuk menggantikan huruf ‘j’
 - e) Adanya huruf ‘ny’ untuk menggantikan huruf ‘nj’
 - f) Adanya huruf ‘sy’ untuk menggantikan huruf ‘sj’
 - g) Adanya huruf ‘j’ untuk menggantikan huruf ‘dj’

Selain hal tersebut beberapa ketentuan baru pun diterbitkan:

 - a) Memasukkan huruf f, v, dan z dalam huruf resmi bahasa Indonesia yang manahuruf tersebut berasal dari bahasa asing;
 - b) Awalan “di-” dan kata depan “di” dibedakan penulisannya. Kata depan “di” pada contoh *di rumah*, *di sawah*, penulisannya dipisahkan dengan spasi, sementara “di-” pada *dipukul* atau *dipinjam* ditulis serangkai dengan kata yangmengikutinya; dan,
 - c) Kata ulang ditulis penuh dengan mengulang unsur-unsurnya. Angka 2 tidak digunakan

sebagai penanda perulangan.

7. Pedoman Umum Ejaan Bahasa Indonesia (PUEBI). Pedoman Umum Ejaan yang Disempurnakan (PUEYD) mengalami perubahan menjadi Pedoman Umum Ejaan Bahasa Indonesia (PUEBI) sesuai dengan Keputusan Menteri Pendidikan Nasional Republik Indonesia Nomor 146/U/204 tentang Penyempurnaan Pedoman Umum Pembentukan Istilah berdasarkan Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 50 Tahun 2015 tentang Pedoman Umum Ejaan Bahasa Indonesia. Perubahan ini dilakukan sebagai dampak meluasnya ranah pemakaian bahasa seiring kemajuan teknologi, ilmu pengetahuan, dan seni (Sucipta, 2023: 54).

Adapun beberapa perbedaan antara EYD dengan PUEBI adalah sebagai berikut:

No	Perbedaan	PUEYD	PUEBI	Contoh
1	Penambahan Huruf Vokal Diftong.	Huruf diftong ditemukan hanya tiga yaitu ai, au, oi.	Huruf diftong ditemukan empat yaitu ai, au, oi, dan ei.	kata <i>geiser</i> dan kata <i>survei</i>
2	Penggunaan Huruf Kapital.	Tidak mengatur penulisan unsur julukan.	Mengatur penulisan kapital untuk unsur julukan.	1. Jenderal Kancil 2. Dewa Pedang 3. Raja Dangdut
3	Penggunaan Huruf Tebal.	Tidak diatur penggunaan huruf tebal. Penegasan kata menggunakan kata yang ditulis miring.	Terdapat 2 ketentuan penggunaan huruf tebal, yaitu untuk: 1. Menegaskan bagian tulisan yang sudah ditulis miring. 2. Menegaskan bagian karangan	Contoh 1: kata <i>et</i> dalam ungkapan <i>ora et labora</i> berarti 'dan'. Contoh 2: 1 Latar Belakang dan Masalah
4	Penggunaan Titik Koma (;)	Tanda titik koma digunakan untuk mengakhiri pernyataan perincian dalam kalimat yang berupa frasa atau kelompok kata. Dalam hubungan itu, sebelum perincian terakhir tidak perlu digunakan kata <i>dan</i> .	Titik koma (;) digunakan dalam perincian tanpa penggunaan kata <i>dan</i> .	Agenda rapat ini meliputi pemilihan ketua, sekretaris, dan bendahara; penyusunan anggaran dasar; dan pendataan anggota dan aset organisasi.
5	Penggunaan Bilangan.	Tidak diatur.	Bilangan yang digunakan sebagai unsur nama geografi ditulis dengan huruf.	a. Rajaampat b. Kelapadua
6	Penggunaan Tanda Elipsis (...)	Penggunaan tanda <u>elipsis</u> (...) dalam EYD hanya	Tanda elipsis dipakai untuk menulis ujaran yang tidak selesai dalam dialog.	"Menurut saya... seperti... bagaimana, Bu?"

		dipakai dalam kalimat yang terputus-putus.			
7	Penggunaan Tanda Hubung (-)	Tidak ada ketentuan yang mengatur kedua hal seperti di samping.	1.	Tanda hubung digunakan untuk menandai bentuk terikat yang menjadi objek bahasan.	Contoh 1: Kata pasca-berasal dari bahasa Sanskerta. Akhiran -isasi pada kata betonisasi sebaiknya diubah menjadi pembetonan.
			2.	Tanda hubung tidak dipakai di antara huruf dan angka jika angka tersebut melambangkan jumlah huruf.	Contoh 2: BNP2TKI (Badan Nasional Penempatan dan Perlindungan Tenaga Kerja Indonesia) LP3I (Lembaga Pendidikan dan Pengembangan Profesi Indonesia)

(Selengkapnya dapat disimak Pedoman Umum Ejaan Bahasa Indonesia (PUEBI) dan Pembentukan Istilah diterbitkan oleh PT Grasindo, 2019).

8. *EYD Edisi V*. Badan Bahasa [Kemdikbudristek](https://kemdikbudristek.go.id/) meluncurkan Ejaan Bahasa Indonesia yang Disempurnakan atau EYD Edisi V pada Selasa, 16 Agustus 2022. *Ejaan Bahasa Indonesia yang Disempurnakan* atau yang lebih dikenal dengan singkatan EYD edisi V ini merupakan pemutakhiran dari pedoman ejaan sebelumnya, yaitu *Pedoman Umum Ejaan Bahasa Indonesia* (PUEBI) yang ditetapkan oleh Keputusan Kepala Badan Pengembangan dan Pembinaan Bahasa Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi No. 0321/I/BS.00.00/2021. Sejumlah aturan baru di dalam EYD Edisi V yang merupakan edisi terbaru dan berlaku untuk bahasa dan sastra Indonesia. Aturan itu diantaranya adanya penambahan kaidah baru, yakni yang disebut dengan istilah monoftong. Kemudian adanya perubahan kaidah kata “Maha” yang merujuk pada Tuhan, perubahan redaksi “dipakai” menjadi “digunakan”. Selain itu ada juga penghapusan sejumlah kaidah, perubahan contoh, dan perubahan tata penyajian isi. Berikut lebih lengkap penjelasan terkait perubahan tentang Ejaan Bahasa Indonesia yang Disempurnakan dikutip dari tautan laman: <https://ejaan.kemdikbud.go.id/>.

Ejaan Bahasa Indonesia yang Disempurnakan (EYD Edisi V) diharapkan dapat menjadi acuan atau dasar dalam berbahasa baik secara lisan maupun tulisan agar bahasa yang dikomunikasikan menjadi lebih komprehensif dan terarah tanpa memiliki atau mengandung kesan ambigu.

3. HASIL DAN PEMBAHASAN

3.1 Hasil

Berdasarkan teori di atas dijelaskan bahwa penelitian ini berfokus pada teori perubahan ejaan. Sejarah dari perubahan ejaan sesuai perkembangannya diubah sebagai dampak meluasnya ranah pemakaian bahasa seiring kemajuan teknologi, ilmu pengetahuan, dan seni. Beberapa perubahan tersebut dari ejaan pertama yang diterbitkan pada tahun 1901 yaitu ejaan van Ophuijsen, kemudian ejaan Soewandi menggantikan ejaan pertama, ejaan ketiga yaitu ejaan Pembaharuan, yakni membuat standar satu fonem satu huruf, dan diftong *ai*, *au*, dan *oi* dieja menjadi *ay*, *aw*, dan *oy*. *Ejaan keempat yaitu Melindo, yang diurungkan peresmian karena perkembangan politik. Ejaan kelima ada LKB (Lembaga Bahasa dan Kesusastraan).* Kemudian ejaan keenam ada Ejaan yang Disempurnakan, yang mengalami dua kali revisi pada tahun 1987 dan revisi kedua pada tahun 2009. Dilanjutkan kembali pada tahun 2015 ejaan berubah nama menjadi Pedoman Umum Ejaan Bahasa Indonesia (PUEBI), dan terakhir pada tahun 2022 diganti kembali menjadi *Ejaan Bahasa Indonesia yang Disempurnakan* atau yang lebih dikenal dengan singkatan EYD edisi V.

Berdasarkan perkembangan bahasa dan pengaruhnya terhadap perubahan pedoman ejaan bahasa Indonesia didapatkan bahwa bahasa baru yang muncul dapat mengubah pedoman yang sudah ada. Beberapa faktor yang menjadi perkembangan bahasa adalah lingkungan, kemajuan teknologi dan informasi, serta peran media sosial yang semakin berkembang. Fenomena ini membuktikan bahwa bahasa sifatnya berkembang, artinya pedoman ejaan bahasa Indonesia akan terus mengalami suatu perubahan yang nyata seiring perkembangan bahasa.

Dampak perubahan ini tentu dirasakan oleh banyak pihak, diantaranya mahasiswa, tutor, guru, dosen, bahkan masyarakat umum. Mahasiswa, tutor, guru, dan dosen merasakan dampaknya, karena terkait dengan acuan dalam penulisan karya ilmiah. Namun dari perkembangan tersebut masyarakat umum tidak terlalu mementingkan bagaimana pedoman yang sudah ada, karena masyarakat menganggap bahwa ejaan hanya digunakan untuk penulisan karya ilmiah dan dipahami atau dipelajari untuk orang tertentu saja. Penulisan ejaan juga dianggap tidak memengaruhi komunikasi lisan, karena salah satu sifat bahasa secara komunikatif adalah bersifat arbitrer atau manasuka.

3.2 Pembahasan

3.2.1 Pengaruh Perkembangan Bahasa

Berkembangnya ilmu pengetahuan dan teknologi menjadi dasar pengaruh yang kuat bagi banyak perubahan. Salah satu perubahan tersebut ada pada bahasa. Perkembangan ini ditandai adanya banyak kosakata baru yang lahir. Contoh saja kata “*online*”, kata ini tidak ada pengganti dalam kosakata bahasa Indonesia saat itu, karena memang belum ada penggunaan kosakata baru dalam bahasa Indonesia. Maka mau tidak mau bahasa Indonesia menggunakan kosakata *online* sebagai bahasa baru dalam berkomunikasi baik secara lisan maupun tulisan. Padahal kita paham bahwa

bahasa tersebut adalah bahasa asing yang belum ada padanan katanya dalam bahasa Indonesia. Sampai akhirnya dibuatkanlah beberapa kosakata yang baru dalam bahasa Indonesia untuk menggantikan kosakata asing tersebut, seperti *online* menjadi daring (dalam jaringan), *offline* menjadi luring (luar jaringan), *gadget* menjadi gawai, *drive thru* menjadi lantatur (layanan tanpa turun), podcast menjadi siniar, talkshow menjadi gelar wicara, *food court* menjadi pujasera (pusat jajanan serba ada), *link* menjadi tautan, dan masih banyak lagi padanan kata dalam bahasa Indonesia yang sudah ada karena perkembangan bahasa yang dipengaruhi oleh berkembangnya ilmu pengetahuan dan teknologi.

Hal ini juga menjadi pengaruh bagi perubahan pedoman ejaan bahasa Indonesia. Semakin berkembangnya bahasa maka ejaan pun mengalami perubahan. Contoh yang baru dibuatkan aturan adalah penambahan huruf vokal diftong, yang dahulunya huruf diftong ditemukan hanya tiga yaitu ai, au, oi. Kini huruf diftong ditemukan ada 4, yakni ai, au, oi, dan ei. Contoh kata [geiser](#) dan kata [survei](#). Geiser adalah sejenis mata air panas yang menyembur secara periodik, mengeluarkan air panas dan uap air ke udara. Selain itu, perubahan juga terjadi pada diakritik pelafalan vokal [e]. Sebelumnya telah diatur diakritik vokal *e* mempunyai tiga contoh pelafalan yang berbeda. Namun, pada ejaan sebelumnya, yaitu di EYD hanya dicontohkan dua pelafalan [e]. Diakritik pertama yang disajikan pada EYD adalah [é] (taling tertutup) pada kata énak, pétak, dan soré. Diakritik kedua, pelafalan vokal [ê] (pepet) pada kata êmas, kêna, dan sênanang. Diakritik pelafalan vokal [e] yang tidak disampaikan di EYD adalah diakritik ketiga, yaitu pelafalan vokal [è] (taling terbuka) pada kata èmber, militèr, dan pèndèk.

Beberapa faktor yang menjadi perkembangan bahasa adalah lingkungan, kemajuan teknologi dan informasi, serta peran media sosial yang semakin berkembang. Pada faktor lingkungan, bahasa terbentuk atas dasar konvensional antar penutur. Contoh kalimat:

“Nanti kita makan di mana?”

“Biasa!”

“Oghey”

Jika ditinjau dari pemahaman ketepatan unsur gramatikalnya, tentu kata “*biasa*” bukanlah kalimat yang lengkap, karena dianggap memiliki banyak persepsi dari orang yang mendengarkan. Kata “*biasa*” yang digunakan pada dialog di atas, adalah kata yang sudah dikonvensionalkan antar penutur yang bisa jadi artinya “di warteg, di mall, di warung depan sekolah, di kantin, dan lain sebagainya”. Kata tersebut hanya bisa dipahami oleh mereka yang sudah mengkonvensionalkan bahasa atau sudah menyepakati bersama arti dan maksudnya.

Pada faktor kemajuan teknologi saat ini tentu menjadi pengaruh besar bagi perkembangan bahasa terus ada. Seperti yang sudah dijelaskan sebelumnya pada kata *online* yang mengharuskan bahasa Indonesia memiliki padanan kosakatanya tersendiri. Sedangkan pada faktor media sosial, menjadi pengaruh paling besar. Karena proses bahasa tersebar di media baik itu *Instagram*, *twitter*,

facebook, atau aplikasi *chat* lainnya yang membuat bahasa terbaru yang bahkan tidak sesuai dengan pedoman bahasa Indonesia menjadi liar. Contohnya pada kata “*slebew*” yang meluas karena peran media yang besar dampaknya. Ini menjadi bahasa sehari-hari di kalangan anak muda bahkan mereka menggunakan kata tersebut bukan pada tempat dan situasi yang sesuai. Bahkan sekarang ada istilah penggunaan bahasa *Jaksel* yang mencampurkan bahasa Indonesia dengan bahasa asing, atau bahkan membuat bahasa tersebut seolah-oleh memang benar bahasa asing yang sesuai dengan penggunaannya. Beberapa contoh bahasa *Jaksel* dan artinya dikutip dari detik.com:

"Comel itu namanya spill, Deg-degan itu anxiety, kalau check in bareng pasangan itu staycation. Banyak pikiran overthinking, liburan ke luar kota itu namanya healing. HTS, itu dulu Hubungan Tanpa Status kalau sekarang FWB (Friends with Benefits). Tongkrongan yang ledek-ledakan itu lingkungan yang toxic. Nggak buka handphone karena lagi detox sosmed."

"Suudzon namanya trust issue, emosi yang tidak stabil namanya bipolar atau mood swing, walaupun hasil diagnosa sendiri atau Google. Ngobrol malam-malam di atas 2 jam itu deep talk. Teleponan sama pacar tetap dinyalain walaupun pacar udah tidur, dulu namanya cuma norak atau boros pulsa, sekarang sleepy call."

Contoh di atas merupakan bahasa *Jaksel* yang berkembang karena adanya media yang mempopulerkan bahasa tersebut. Sehingga, peran penggunaan bahasa Indonesia terkadang menjadi merosot dalam kehidupan sehari-hari. Ini menjadi masalah besar ketika generasi sekarang tidak memahami bahkan tidak mengetahui bahasa Indonesia yang baik dan benar itu seperti apa. Kesan kaku dan tidak mengikuti perkembangan menjadi alasan generasi muda sekarang untuk tidak mempelajari dan memahami penggunaan bahasa Indonesia yang baik dan benar. Fenomena ini membuktikan bahwa bahasa sifatnya berkembang, artinya pedoman ejaan bahasa Indonesia akan terus mengalami suatu perubahan yang nyata seiring perkembangan bahasa karena adanya beberapa faktor yaitu lingkungan, perkembangan teknologi, dan media.

3.2.2 Dampak Perkembangan Bahasa

. Perkembangan bahasa menjadi dampak perubahan pedoman ejaan bahasa Indonesia. Ini dapat dilihat dari perubahan ejaan yang terus saja berganti. Artinya beberapa pemangku kepentingan bahasa tentu harus mempelajari perubahan tersebut untuk kepentingan profesionalitas. Contoh saja mahasiswa yang harus mempelajari kembali ejaan yang sudah ditetapkan sebelumnya dan kini diubah kembali, mereka harus belajar dan mengetahui perubahan apa yang ada demi kepentingan penulisan karya ilmiah. Begitu juga dengan pendidik, baik itu tutor, guru, dosen harus mengikuti perkembangan perubahan tersebut. Data yang didapat dari hasil kuesioner yang disebar dan wawancara yang dilakukan adalah mahasiswa, tutor, guru, dan dosen menganggap bahwa bahasa memang akan terus berkembang. Jadi mau tidak mau ketika perubahan ejaan itu dilakukan maka sudah selayaknya sebagai pendidik harus menguasai dan mempelajari perubahan tersebut untuk mengetahui penulisan yang benar. Ini merupakan hal yang penting untuk dipelajari, apalagi bahasa Indonesia adalah bahasa persatuan kita di Negara Kesatuan Republik Indonesia. Bukan hanya dari kecintaan kita pada alam dan rakyatnya tetapi juga pada bahasanya. Beberapa tanggapan dari masyarakat umum menyatakan

bahwa perkembangan bahasa yang memengaruhi perubahan pedoman ejaan tidaklah begitu sangat penting, karena bagi mereka bahasa juga bersifat arbitrer, artinya ketika orang yang kita ajak berbicara paham dengan apa yang kita katakan dan tidak mengubah makna dari apa yang kita sampaikan itu sudah cukup. Bahkan pada penulisan surat pun tidak harus sesuai dengan pedoman, karena masyarakat umum jarang menggunakan pedoman ejaan untuk kepentingan yang bersifat formal. Maka, dapat disimpulkan bahwa masyarakat umum tidak terlalu terpengaruh akan dampak dari perubahan ejaan.

4. SIMPULAN

Pengaruh perkembangan bahasa menjadi faktor yang dapat membuat perubahan pedoman ejaan bahasa Indonesia. Perubahan tersebut dari Ejaan van Ophuijsen, Ejaan Soewandi, Ejaan Pembaharuan, Ejaan Melindo, Ejaan LBK (Lembaga Bahasa dan Kesusastaan), Ejaan yang Disempurnakan, Pedoman Umum Ejaan Bahasa Indonesia, dan akhirnya sampai saat ini menggunakan Ejaan Bahasa Indonesia yang Disempurnakan Edisi V. Perkembangan bahasa dan pengaruhnya didapatkan atas beberapa faktor, yaitu lingkungan, perkembangan teknologi, dan juga media sosial. Dampak yang dirasakan atas perubahan ejaan tersebut bagi mahasiswa, tutor, guru, dan dosen adalah mempelajari kembali perubahan-perubahan yang ada untuk menjadi pendidik yang profesional dari segi penulisan. Sedangkan masyarakat umum tidak terlalu terpengaruh dampak dari perubahan ejaan tersebut karena tidak adanya keperluan terkait dengan kepenulisan secara kebabakan untuk kepentingan yang bersifat formal.

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Cognitive Domain Levels In “English For Nusantara” Textbook : A Revised Bloom's Taxonomy Analysis

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Abstract - This qualitative descriptive study aims to assess the alignment between the cognitive domain of Revised Bloom's Taxonomy and the worksheets in the English textbook “English for Nusantara” published by Pusat Perbukuan used for the 7th grade of SMP students. The research focuses on analyzing 177 activities within the textbook, categorizing them based on their cognitive domain using a data analysis table. The results indicate that the activities are distributed as follows: 114 (64.4%) in the remembering category, 12 (6.8%) in understanding, 6 (3.4%) in applying, 16 (9.0%) in analyzing, 5 (2.8%) in evaluating, and 24 (13.6%) in creating. Among these activities, 45 (25.4%) fall under the higher-order thinking skills (HOTS) category, while 132 (74.6%) are classified as lower-order thinking skills (LOTS). The dominant activity type observed is remembering, which represents the lowest cognitive level in Revised Bloom's Taxonomy. Additionally, the distribution of LOTS and HOTS activities varies significantly across different chapters. These findings suggest that relying solely on the English textbook may not be sufficient for developing students' higher-order thinking skills (HOTS).

Keywords: *cognitive domain, revised Bloom's taxonomy, textbook*

1. INTRODUCTION

English language textbooks serve as essential instructional resources for English language learners, providing a structured framework for language acquisition and development. These textbooks play a pivotal role in classroom settings, guiding both teachers and students in their language learning journey. The selection and utilization of appropriate textbooks are crucial factors that significantly impact the effectiveness of English language instruction.

In this context, the role of English teachers becomes paramount in effectively utilizing textbooks to facilitate students' language learning. Teachers serve as facilitators who navigate and mediate the textbook content to suit the unique needs and abilities of their students. They act as the bridge between the textbook and the students, providing guidance, support, and meaningful interactions to enhance language learning outcomes.

Merdeka curriculum is the newest curriculum proposed by the Ministry of Education. Merdeka curriculum places emphasis on the concepts of freedom and creative thinking, aiming to nurture students' individual potential and abilities. By incorporating Merdeka curriculum, the objective is to facilitate students' comprehensive development through engaging in critical, high-quality, expressive, applicable, diverse, and progressive learning experiences (Rahayu et al., 2022). Hence, conducting an analysis of the task types employed in an English textbook holds significant importance.

The cognitive domain, as it pertains to educational objectives, finds its foundation in Bloom's Taxonomy. Developed by Benjamin S. Bloom, an influential psychologist, this taxonomy represents a hierarchical system that categorizes cognitive abilities across a spectrum of increasing complexity. Its purpose is clear: to guide educators in effectively achieving educational goals. The Revised Bloom's Taxonomy further refines this framework, providing a more nuanced and practical approach to curriculum development, instructional strategies, and assessment practices. By understanding and utilizing the principles of the Revised Bloom's Taxonomy, educators can enhance their teaching methods and promote meaningful learning experiences for students.

In the realm of cognitive development, Bloom (1956) introduced a classification system comprising six distinct categories: knowledge, comprehension, application, analysis, synthesis, and evaluation. Over time, there have been modifications to the terminology and language employed within Bloom's Taxonomy. In the 1990s, Bloom revised the taxonomy, replacing the original noun-based descriptors with verb-based ones. Anderson and Krathwohl (2001) further refined the language used in the cognitive domain of the Revised Bloom's Taxonomy. The revised taxonomy includes the following cognitive processes: remembering, understanding, applying, analyzing, evaluating, and creating. These processes are classified into two levels: Low Order Thinking Skills (LOTS) encompassing remembering, understanding, and applying, and High Order Thinking Skills (HOTS) comprising analyzing, evaluating, and creating.

In essence, ensuring a balanced distribution of High Order Thinking Skills (HOTS) and Low Order Thinking Skills (LOTS) within a textbook is crucial as it directly impacts the learning process and future learning outcomes. This study specifically aims to examine the alignment between the textbook content and the cognitive domain of Revised Bloom's Taxonomy, as well as identify the dominant category within the taxonomy. Recognizing that textbooks serve as vital instructional materials in the classroom, providing teachers with a foundation for teaching and learning, it becomes imperative to thoroughly analyze the appropriateness of their content in relation to cognitive domains in order to effectively meet the curriculum goals.

Several studies have explored the presence of High Order Thinking Skills (HOTS) and Low Order Thinking Skills (LOTS) within textbooks. One such study conducted by Apriani (2019) titled "Evaluating the Higher Order Thinking Skills in Reading Exercises of EFL Textbook 'Pathway to English' for Tenth Grade of Senior High School Students" examined HOTS in reading exercises. Another study by Laila and Fitriyah (2022) titled "An Analysis of Reading Comprehension Questions in English Textbook Based on Revised Bloom's Taxonomy" analyzed the alignment of reading comprehension questions with Bloom's Taxonomy. Sari and Sakhiyya (2020) conducted research on the analysis of the English course book "Symphony 1" using Revised Bloom's Taxonomy. Additionally, Sukmawijaya et al. (2020) conducted a study titled "Analyzing Higher Order Thinking Skills on the Compulsory English Textbook for Tenth Graders of Indonesian Senior High Schools." However, in this research, the Revised Bloom's Taxonomy by Krathwohl and Anderson was utilized, representing the latest version derived from the original Bloom's Taxonomy.

Based on the explanation, it is crucial to ensure that the curriculum's objectives, such as fostering critical thinking and creativity, are effectively achieved. These cognitive abilities fall under the category of High Order Thinking Skills (HOTS) and are essential for students. Previous studies analyzing textbooks used in Junior High Schools revealed that the cognitive level of remembering predominantly featured in the textbooks. Consequently, this study aims to analyze the English for Nusantara textbook for 7th-grade students, which claims to incorporate the Merdeka curriculum and provide HOTS tasks. The choice of this particular textbook is driven by the researchers' interest in exploring and analyzing the tasks presented within the context of Junior High School education. Moreover, selecting the 7th-grade book is significant as it marks the beginning of students' English language development. Notably, no previous research has been conducted in this area, making it an area worth exploring. The researchers seek to investigate and analyze the tasks in the English for Nusantara textbook, published by Pusat Perbukuan, to identify the cognitive domain levels present and determine whether the dominant categories in the textbook are Low Order Thinking Skills (LOTS) or High Order Thinking Skills (HOTS).

2. METHOD

2.1 Research Design

For this research, the researchers chose for a qualitative research approach. Qualitative research helps us understand social or human issues by providing meaningful insights into people's experiences and perspectives within their personal life settings (Kyngäs et al., 2020). According to (Arikunto, 2019), qualitative research was a comprehensive image and depth understanding rather than a numerical evaluation of data. As a consequence, rather of employing statistical computations, the results of this inquiry were communicated in words. It used a descriptive analytical study to provide detailed descriptions and explanations of the data, followed by an analysis phase. Content analysis is the chosen methodological tool utilized by the researchers. Content analysis provides researchers with a systematic and structured approach to examine large amounts of textual or visual data.

2.2 Data Source

This study examined the tasks in the textbook of English for Nusantara for 7th grade by analyzing them through the cognitive domain levels of the Revised Bloom's Taxonomy.

2.3 Data Collection

The data utilized in this study consisted of the task documents obtained from the textbook of English for Nusantara for 7th grade, which is written by Ika Lestari Damayanti et al., published by *Pusat Perbukuan*. The textbook is implementing the Merdeka curriculum. The analysis covered the examination of several topics within each chapter of the book. The textbook consisted of five chapters, with an additional introductory Chapter 0 that provided as an introduction to basic English.

In this study, the researcher employed a data analysis table to classify the activities based on their cognitive level using the Revised Bloom's Taxonomy. The tasks were analyzed to determine the cognitive level they corresponded to, using the framework provided by the Revised Bloom's Taxonomy table: remembering (C1), understanding (C2), applying (C3), analyzing (C4), evaluating (C5), or creating (C6). The primary objective of this analysis was to identify whether the tasks fell into the category of Low Order Thinking Skills (LOTS) or Higher Order Thinking Skills (HOTS), and to determine which category predominated within the textbook

The researcher utilized the interactive mode technique proposed by Miles, Huberman, and Saldana (2014) to analyze the data. This technique involves three key streams of activities: data condensation, data display, and drawing or verifying conclusions (Miles et al., 2014). Through these activities, the researcher engaged in a systematic process of analyzing and interpreting the data.

Data condensation involves the procedure of choosing, narrowing down, simplifying, abstracting, or transforming the data present in field notes, interview transcripts, documents, and other empirical materials during the write-up process (Miles et al., 2014). At this point, the data reduction was done by analyzing tasks (instructional items or questioning stems) by using Revised Bloom's taxonomy. In this particular study, data condensation was performed by analyzing tasks, specifically instructional items or questioning stems, using the Revised Bloom's taxonomy. Next, data display involves presenting the data in various formats such as sentences, narratives, or tables. The purpose

is to systematically transform seemingly disorganized raw data into a coherent conceptual framework (Mezmir, 2020). In this study, the researcher utilized tables as a means to present the data. Following the analysis, which involved data condensation and data display, the researcher proceeded to draw conclusions or verify findings

2.4 Data Analysis

The data analysis process in this study involved several steps. Firstly, the researcher carefully examined the instructional items or questioning stems employed in the textbook. Next, the items/stems were grouped based on their cognitive level according to the Revised Bloom's Taxonomy. This categorization aimed to determine whether the items fell under the levels of remembering (C1), understanding (C2), applying (C3), analyzing (C4), evaluating (C5), or creating (C6). The cognitive levels are based on *A Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives* (Anderson & Krathwohl, 2001). In each chapter, the data were analyzed, followed by categorization based on its cognitive level as either Low Order Thinking Skills (LOTS) or Higher Order Thinking Skills (HOTS). The writer then matched the number of instructional items/questioning stems within each category, conducting this process for each chapter. Ultimately, the writers interpreted the results of the data analysis.

3. RESULTS AND DISCUSSION

Result

The writers were able to find 177 activities to be analyzed. The activities distributed into 114 (64.4%) remembering, 12 (6.8%) understanding, 6 (3.4%) applying, 16 (9%) analyzing, 5 (2.8%) evaluating, and 24 (13.6%) creating. The findings of the study were presented in Table 1.

Table 1. Frequencies of and Percentages of Activities in Six Levels of the Cognitive Dimensions

No	Chapter (Theme)	Cognitive Dimensions						Total
		C1	C2	C3	C4	C5	C6	
1	Chapter 0: The Beginning	10						10
		100%	-	-	-	-	-	
2	Chapter 1: About Me	21	2	2	1	1	3	30
		70,0%	6,7%	6,7%	3,3%	3,3%	10,0%	
3	Chapter 2: Culinary and Me	17	3	1	6	1	5	33
		51,5%	9,1%	3,0%	18,2%	3,0%	15,2%	
4	Chapter 3: Home Sweet Home	22	3	2	6	1	2	36
		61,1%	8,3%	5,6%	16,7%	2,8%	5,6%	

5	Chapter 4: My School Activities	27	2	3	1	9	42
		64,3%	4,8%	-	7,1%	2,4%	21,4%
6	Chapter 5: This is My School	17	2	1	1	5	26
		65,4%	7,7%	3,8%	-	3,8%	19,2%
	Total = 177	114	12	6	16	5	24
	Percentage = 100%	64,4%	6,8%	3,4%	9,0%	2,8%	13,6%

The distribution of tasks across different cognitive levels within each chapter of the English for Nusantara textbook was not even, as depicted in Table 1. Instead, a dominant cognitive dimension activity from the Revised Bloom's Taxonomy was noticeable in each chapter.

The findings indicate that the cognitive level with the highest representation in the English for Nusantara textbook is remembering, accounting for 64.4% of the activities. This corresponds to a frequency of 114 out of 177 activities. Creating ranks second, comprising 13.6% of the activities, with a frequency of 24 out of 177. Analyzing follows with 16 activities, representing 9% of the total. Understanding ranks fourth with 12 activities, accounting for 6.8%. Applying holds the fifth position with 6 activities, representing 3.4%. Notably, the lowest frequency is observed in the evaluating dimension, consisting of only 2.8%, or 5 activities.

Based on the explanation mentioned above, Table 2. summarizes the frequencies and percentages of the distribution of cognitive dimensions from the Revised Bloom's Taxonomy across all chapters.

Table 2. Cognitive Dimensions Distribution in the English for Nusantara

No	Cognitive Dimension Level		Frequencies	Percentage
1	Low Order Thinking	Remembering	114	64,4%
2		Understanding	12	6,8%
3		Applying	6	3,4%
Total			132	74,6%
4	High Order Thinking	Analyzing	16	9,0%
5		Evaluating	5	2,8%
6		Creating	24	13,6%
Total			45	25.4%

The table reveals that understanding, remembering, and applying are classified as low order thinking skills, covering a total of 74.6% of the activities with a frequency of 132 out of 177. On the other hand, evaluating, creating, and analyzing, which involve high order thinking skills, account for only 25.4% or 45 activities out of the total 177.

Discussion

Based on the data analysis conducted on the textbook "English for Nusantara," the prevailing cognitive dimension from the Revised Bloom's Taxonomy in this particular textbook is remembering. This finding suggests that the teaching and learning process in this textbook primarily focuses on the recall of previously taught material. The analysis results table indicates that out of the total 177 activities, 114 activities are categorized as remembering, representing the highest frequency at 64.4%.

The analysis also reveals an important finding regarding the second rank in the cognitive dimension, which is creating. Creating activities accounted for 13.6% of the total activities, with a frequency of 24 out of 177. This shows that within the textbook English for Nusantara, there is a significant emphasis on tasks that involve higher-order thinking skills associated with generating and producing new ideas, concepts, or products. The presence of such creating activities suggests an intention to foster students' creativity and encourage them to apply their knowledge and skills in innovative ways.

The analysis further indicates that the third most frequent cognitive dimension in the textbook English for Nusantara is analyzing. With a total of 16 activities, analyzing represents 9% of the overall activities. This suggests that the textbook places importance on tasks that require students to break down information, examine its components, and identify patterns or relationships. By engaging in analyzing activities, students are encouraged to develop critical thinking skills and gain a deeper understanding of the subject matter.

Ranking fourth in the cognitive dimension is understanding, accounting for 12 activities or 6.8% of the total. This implies that the textbook emphasizes tasks that aim to promote comprehension and interpretation of information. Through these understanding activities, students are encouraged to grasp the meaning, context, and significance of the content being studied, enabling them to build a solid foundation of knowledge.

The fifth rank in the cognitive dimension is applying, covering 6 activities or 3.4%. This indicates that the textbook incorporates tasks that require students to apply their acquired knowledge and skills to real-world or practical scenarios. By engaging in applying activities, students are encouraged to transfer their learning and utilize it in different contexts, promoting the development of their problem-solving abilities.

Lastly, the lowest frequency is observed in the evaluating dimension, with only 2.8% or 5 activities. This suggests that the textbook provides relatively fewer tasks that involve evaluating or making judgments about the quality, value, or effectiveness of something. However, it is important

to note that despite the lower frequency, the inclusion of evaluating activities can be instrumental in promoting critical thinking and developing students' abilities to assess information and make informed decisions.

While the cognitive levels are indeed present in this book, their representation is limited. Remembering activities hold a dominant position throughout the book, overshadowing the other cognitive levels. The High Order Thinking Skills, including analyzing, evaluating, and creating, comprise only 25.4% of the total activities, indicating an uneven distribution across the cognitive components. It is worth noting that each unit within the book presents a distinct combination of these cognitive levels.

According to Sari and Shakiyya's research on the course book *Symphony I* (2020), remembering activities also dominated the tasks which covered 39% of the total. Remembering activities were found to have a significant dominance, accounting for 39% of the total tasks analyzed. The research indicated that 63% of the book consisted of activities classified as Low Order Thinking Skills. Additionally, similar findings were observed in the analyses conducted by Rustiyani, Sofyan, and Syafryadin (2021) on the Pathway to English textbook, where Low Order Thinking activities were found to dominate the book.

The findings from this and previous researches consistently highlight the prevalence of Low Order Thinking Skills (LOTS) activities within the analyzed books. This pattern suggests a common trend across different textbooks, indicating a tendency to prioritize activities that focus on recalling and understanding information rather than engaging in higher-order cognitive processes.

The findings of this study indicate that the author of the English for Nusantara textbook predominantly focused on lower-order thinking processes, particularly emphasizing the remembering aspect. The analysis highlights a significant disparity between the representation of lower-order and higher-order thinking in the English for Nusantara textbook.

The examination of Bloom's revised taxonomy cognitive activities in the English for Nusantara textbook revealed varying percentages across different chapters. The analysis indicated a sufficient occurrence of activities aligned with lower-order thinking cognitive levels. However, the presence of activities corresponding to higher-order thinking cognitive levels was found to be significantly limited.

4. CONCLUSION

The textbook plays a crucial role in the teaching and learning process, significantly influencing students' academic achievements. This study aimed to assess the alignment between the English for Nusantara textbook and the cognitive dimension of the Revised Bloom's Taxonomy, as well as to determine the dominant level of cognitive skills addressed in the textbook. The analysis focused on the instructional verbs and inquiry stems used in each chapter, which were collected, categorized, and examined according to the cognitive dimensions of the Revised Bloom's Taxonomy.

The results of the analysis revealed that the textbook inadequately incorporated activities to promote higher order thinking skills (HOTS) among students. Out of the total 177 activities, only 45

activities, or 25.4%, were found to integrate HOTS. In contrast, low order thinking skill (LOTS) activities accounted for 132 activities, or 74%. The most prevalent cognitive level observed was remembering, which represents the lowest dimension of the Revised Bloom's Taxonomy. Furthermore, there was significant variation in the distribution of LOTS and HOTS activities across different chapters.

These findings underscore the need for textbooks to provide a more balanced distribution of cognitive levels, particularly by including exercises that foster the development of higher order thinking skills. By enhancing the incorporation of HOTS activities, textbooks can better support students' cognitive growth and encourage critical thinking abilities. There are some suggestions after analyzing this study in which will be beneficial for the future studies :

1. Regarding schools, it is advisable to prioritize the compatibility of the textbook's content with the cognitive levels. When selecting a textbook to support students' skill development, careful consideration is essential.
2. Teachers can utilize the findings of this research to determine the appropriate cognitive dimensions for their students and identify areas where additional focus is needed. Modifying existing exercises can help address any gaps. Moreover, teachers should provide activities that encourage students to enhance their skills.
3. This will foster a more meaningful and practical learning experience for students. They will not only memorize lessons but also apply their knowledge in real-life situations, thereby creating something new that benefits others.
4. Textbook authors should be encouraged to design exercises that specifically target the development of students' thinking skills, ensuring their active engagement in the learning process.
5. The study also emphasizes the importance of avoiding superficial learning and thinking, instead encouraging individuals to engage in more complex thinking to expand their intellectual capacity rapidly..

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Analysis of Rock Metaphor as Image of God in The Book of Psalm

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Abstract - Metaphor is a linguistic form usually used in literature genre, especially poem or lyric of songs. The meaning of metaphor is contradictory to its literal form, therefore, it needs to be analyzed to construct the meaning. This way is very important to translate metaphors properly rather than literally. The Book of Psalm is a part of The Bible consisting of poems, prayers, song, hymns and praises in which metaphors are frequently used. One of them is *rock metaphor* to describe an image of God. The purpose of this article to construct meaning of *rock metaphor* in Psalm by adopting mapping method and providing cultural and historical background.

Keywords: *metaphor, psalm, rock and God*

1. INTRODUCTION

In translation practice, metaphor is an object considered to have a high degree of difficulty and even untranslatability can be inevitable. Besides the cultural aspects that also determine the formation of meaning, from the perspective of cognitive linguistics, metaphor is seen as part of the conceptualization process that occurs in the realm of cognition (Lakoff & Johnson: 1980)[1]. Metaphor is not just a linguistic problem in a narrow sense, but a language phenomenon that originates from human cognitive activity in an effort to understand reality. Therefore, to find meaning (semantic) of metaphor at the lexical level as expressed through language, an analysis with conceptual metaphor theory is needed. In this research, the phenomena are metaphors that function to image God in the translation text of the Psalms with Indonesian as Target Language. The mapping method is used as an analytical tool for *rock metaphors* appearing in the Psalms.

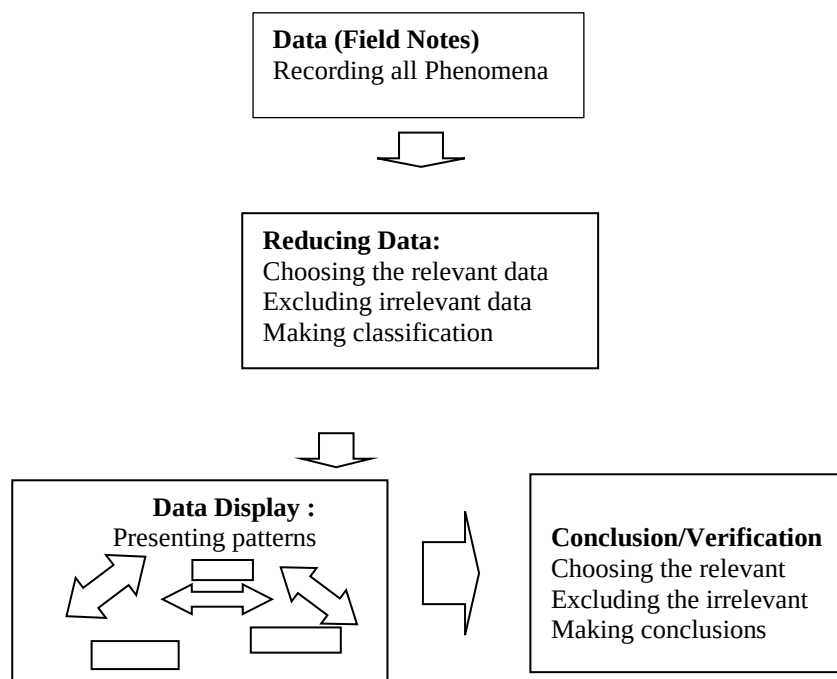
The Psalms are written expressions regarding the human experience of a transcendent God. To convey this kind of deep spiritual experience through language, the psalmist uses metaphorical forms to describe what or who God is like. This article aims to construct the meaning of *rock metaphor* in Psalm using mapping method and highlighted by cultural and geographical background.

2. METHOD

This research is descriptive-qualitative-interpretative in nature by involving in-depth and thorough investigation of qualitative data in the form of translations of religious metaphors in the Book of Psalm.. The main activity is collecting qualitative data, describing and then interpreting it. According to Sudaryanto (2002)[10] this type of research can also be categorized as an embedded case study because the units of translation, focus, and problems to be studied have been determined before the researcher goes into the field to explore the problem. The researcher will try to make abstractions on the basis of data that has been collected and classified through the data collection process and during the work process in the field.

2.1 Research Design

Therefore, qualitative research may be called as inductive process or grounded theory designed as follows (Sugiono 2004:94)[11] :



2.2 Data Collection Instrument

Rock in Source Language (English) is translated into Target Language (Bahasa Indonesia) as *gunung batu*, *bukit batu*, or *batu karang*. They refer to the same word, *rock*. Here are some verses using rock metaphor in Psalm as the data:

Mzm.18:3: Ya TUHAN *bukit batuku*, *kubu pertahanananku* dan penyelamatku

Mzm.18:32: Dan siapakah *gunung batu* selain Allah kita?

Mzm.27:5: Ia mengangkat aku ke atas *gunung batu*

Mzm.28:1: Ya TUHAN *gunung batuku*

Mzm.31:3: Jadilah bagiku *gunung batu tempat perlindungan*, *kubu pertahanan* untuk menyelamatkan aku

Mzm. 31:4: Karena Engkaulah *batu karangku dan perlindunganku*

Mzm.62:3: Hanya Dialah *gunung batuku* dan keselamatanku, *kota bentengku* aku takkan goyah.

Mzm.73:26:Dagingku dan hatiku habis lenyap, tetapi Elohim adalah *batu karang* dan bagianku untuk selama-lamanya.

Mzm.78:35:Mereka teringat bahwa Allah adalah *gunung batu* mereka.

Mzm.94:22:Allahku adalah *gunung batu perlindunganku*.

Mzm.95:1:Bersorak-soraklah bagi *gunung batu* keselamatan kita.

Mzm.144:1:Terpujilah TUHAN, *gunung batuku*.

2.3 Data Analysis

Here mapping method adopted to analyze rock metaphor:

	Source Domain: Rock	Target Domain: God
Characteristic:	-Strong	Reliable
	-Remoted, hidden, safe place.	Safe place for refuge
Function:	To hide and find safe place from enemy pursue	Giving safe refuge

Rocks have characteristics that are solid, hard, and stable so they can't be shaken. This kind of rock hill also has a cave or a part that into which can be used as a safe hiding place and shelter from enemy attacks or bad weather in hot desert areas such as in the Palestinian area. In such a geographical context, the psalmist uses the characteristics and function of the rock as a source area to image the God he encounters in his life experiences.

3. RESULTS AND DISCUSSION

The conceptualization of God as a place of refuge (rock) comes from real experience in connection with the use of sacred hills and caves as a place of refuge or refuge (Basson, 2005:12)[12]. Cognitively, the psalmist uses this concrete experience to understand and conceptualize abstract spiritual experience of God. In this way, a metaphor is created to image God as a place of refuge giving a sense of security from threats from enemies or bad weather.

According to Hill (1997:793)[13], the use of *rock* as Resource Domain places more emphasis on hardness so that it wants to convey the idea of stability and immovability.

The characteristics of this Source Domain are mapped to the Target Domain, namely God as the unshakable foundation of life, and a refuge providing a reliable guarantee of security. Sometimes rock is used for defense forts utilizing caves on the slopes of ravines that are difficult for pursuers (enemies) to reach, but easy to defend so that fighters or rebels use them as safe places of defense and refuge (Pariera 2008:242)[14]. This kind of fort is also used by people who is being chased by the king's forces even though his guilt has not been proven. For example, King David once experienced this kind of situation as recorded in the Book of 2 Samuel 22:4-5 as follows:

Then David left there and fled to the cave of Adullam. When his brothers and all his family heard about it, they went there and got him. Also gather to him everyone who is in difficulty, everyone who is being chased by the rivals, everyone who has a broken heart, then he will be their leader. Along with him were about four hundred people.

As a psalmist, David's real experience of hiding and surviving to save himself in a cave as a fortress became Source Domain in conceptualizing God as a safe refuge as emphasized in “David’s Song of Thanks” (Ps 18:3):

O LORD, my rocky hill, my stronghold and my savior,

My God, my rock, my refuge, my shield,

the horn of my salvation, my fortified city!

4. CONCLUSION

Based on discussion above, *rock* as Source Domain is used to describe the characteristics of God as Target Domain. The psalmist wants to convey meaning or message through rock metaphor that God is reliable to whom people may get a safe and truthful refuge, especially those are in troubles and difficulties. Using metaphor, it is easier to understand an abstract reality like God due to the use of common language or literal words as Source Domain.

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The Use Of Speech Acts Types On English Speech Of The Local Tour Guides At Taro Tourism Village In Gianyar, Bali

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Abstract - The objectives of the present research entitled:” The Use of Speech Acts Types on English Speech of Local Tour Guides at Taro Tourism Village in Gianyar, Bali” were to identify, describe and analyze the use of speech acts types on English speech of local tour guides at Taro Tourism Village in Gianyar, Bali. The research method applied in this research was the Qualitative Approach. The populations of the present research were all the subjects of the research which consisted of the local tour guides at Taro Tourism Village, who were the respondents and the informants by the research. The total number of the populations were 30 people of whom were studied and withdrawn for the conclusion. The research sampling techniques used was non-probability sampling techniques which consisted of purposive and saturated sampling techniques. The sampling techniques used at the present research were purposive sampling which was the choosing of samples with certain purposes based on the objections of the research, and Saturated Sampling which was the choosing of samples, where all the members of the populations were chosen as the samples. This was done because the member of the populations was relative small which were around 30 people. Therefore, the total number of samples of the present research were 30 people, which were taken from the whole number of populations which were also 30 people. The instruments used for data collection were non participation observation, check list, questionnaire and structured interview question. The research findings were that all of those three speech acts types were used on the English speech of the local tour guides at Taro Tourism Village in Gianyar, Bali. Those three Speech Acts Types were locutionary acts, illocutionary acts, and perlocutionary acts.

Keywords: *Speech acts types, English speech, Local tour guide, Tourism village*

1. INTRODUCTION

The language used by the local tour guide as a means of communication with the foreign guests who visited Taro Tourism Village was English. This was true because as an international language, English has a very important roles as a means of communication, either spoken or written. In relation to this, Crystal (1997:3) states that English is one of the foreign languages which is used as formal language at the international forum and this case English functions as a global language. Here, English is used as a means of communication in various business activities, such as: tourism and hospitality business, trades, educations, and so on. There are various types of speech acts used by the local tour guides which communicated with the foreign guests, those speech acts types are related to those mentioned by some language experts, such as Searle (1969). According to Searle (1969) cited in Wijana (2005:92) there are three types of speech acts used by local tour guide as follows: (1) locutionary acts, (2) illocutionary acts, and (3) perlocutionary acts. Each of those three types of speech acts can be describe briefly below: (1) Locutionary acts is a speech acts used to give information about something using words, phrases and sentences and their meanings are contained in those words, phrases and sentences, (2) Illocutionary acts is a speech which is used for doing something, (3) Perlocutionary acts are the speech acts which are used to increase influence force or impact to the listener. The use of speech acts types on English Speech of the local tour guides at Taro Tourism Village in Gianyar, Bali with the foreign tourists were really interesting and challenging topic, that is, both social and language phenomena for doing research. This is because the interaction and communication processed between the local tour guide and guests. It can cause problems of communication among guests and the local tour guides. Due to the differences on their social and cultural background. This can also influence the smooth of communication process. Therefore, in order to prove the problems or the gaps, research needs to be carried out.

2. METHOD

2.1 Research Design

The research approach applied in the present research was qualitative approach which was mainly relied upon the phenomelogys approach. The research stages used on the use speech acts types of English Speech of Local Tour Guides at Taro Tourism Village in Gianyar, Bali were of three stages as follows: Method of collecting data, Method of analyzing data, Method of presenting research findings.

2.2 Research Population and Sampling

The total number of populations in the present research are 30 (thirty) people which were chosen from the local tour guide at Taro Tourism Village in Gianyar Regency Bali. Sampling technique used in the present research was non-probability sampling technique, that is, the choosing of samples which do not provide the same opportunity for every element or the member of population to be chosen as research sample. The non-probability sampling techniques applied in the present research are: (1) Purposive Sampling, that is the taking of samples which is based on certain objectives, (2) Saturated Sampling, that is, the choosing of samples when the number of populations are relatively small, which are more or less the 30 people.

2.3 Data Collection Instrument

Method of collecting data used in the present research were as follows: (1) Non-participant Observation. In the non-participant observation the researcher observed the speech acts occurred in the dialogues between the local tour guides and the guests. The result of the non-participant observation was the English Speech Acts of the local tour guides, that is, the dialogues between the local guides and the guests, loose speech acts, and expressions, (2) In addition to the non-participant observation, recording method was also used in collecting the data. Here, the use of speech acts types in the dialogues between the local tour guide and the guests were recorded to be analyzed.

2.4 Data Analysis

The method used for analyzing data in this research was Description Qualitative Method. Here, the method of analyzing data on the use of speech acts types of the local tour guides was the pragmatic theory. Here, the use of speech acts: locutionary acts, illocutionary acts, and perlocutionary acts were analysis. The method of presenting the result of data analysis applied in the present research was an informal method. By the informal method it was meant that the result of analyzing the English speech acts of the local tour guides in guiding foreign tourists at Taro Tourism Village were presented using normal/common words/expressions or descriptions.

3. RESULTS AND DISCUSSION

The research results and discussion on the use of English speech acts types of local tour guides at Taro Tourism Village in Gianyar, Bali, can be presented as the following:

a. The Data on the Use of Locutionary Acts

Locutionary Acts is a speech acts used for giving information about something using words, phrases, sentences and their meanings are contained in those words, phrases and

sentences. The English speech acts types of local tour guides at Taro Tourism Village in Gianyar, Bali using Locutionary Acts can be presented as the following:

1) Data of Locutionary Acts -1 (DLA-1)

Tourist: Wayan, could you tell me about the original Taro village, please?

Local Tour Guide: Yes, certainly sir. Taro village was the originally called as “Bhumi Sarwan Ada”, which meant “Serba Ada” (everything was available). This nickname was given by “Maharsi Agung, Ida Maha Rsi Markandeya” who was originated from India. He came to Bali on the 7th Century.

Context: The DLA-1 above was an English Speech Acts types of Locutionary Acts used by Local Tour Guide at Taro Tourism Village for giving information to the guest about the origin of Taro Tourism Village.

2) Data of Locutionary Acts -2 (DLA -2)

Tourist: Made, can you tell me about the historical and cultural heritage here at Taro Tourism Village, please?

Local Tour Guide: Yes, of course Madam. There are many cultural and historical heritages here at Taro Tourism Village. Two of the most famous ones are: “Pura Kahyangan Jagat Pura Agung Gunung Raung” (The Grand Sacral Temple of Gunung Raung) and “Konservasi Duwe Lembu Putih” (Conservation of Sacral White Cows).

Context: The DLA -2 above was an English Speech Acts types of Locutionary Acts used by a local tour guide at Taro Tourism Village in giving information to the tourist about the cultural and historical heritages available at Taro Tourism Village.

b. The Data on The Use of Illocutionary Acts

The Illocutionary Acts is a speech acts which is used for doing something. The English speech acts which were used the illocutionary acts types of the local tour guides at Taro Tourism Village can be presented as follows:

1) Data of Illocutionary Acts – 1 (DIA -1)

Local Tour Guide: Good morning, sir/madam. Welcome to our tour around Taro Tourism Village today. Please get on the car. Be careful and mind your head, please.

Tourist: Good morning. Thank you.

Context: The DIA -1 data above, was an English speech using the Illocutionary Acts types used by the local tour guide at Taro Tourism Village which was meant to do something, was to ask the guest to get on the car, to be careful and to mind with his/her head.

2) Data of Illocutionary Acts -2 (DIA-2)

Local Tour Guide: Here we are, Sir/Madam. Please have a look on your left or right side. The view of the rice terraces was very beautiful, green and fresh. We will stop for a while here and please spend your time to take some photos here.

Tourist: Oh... yes, yes. It's really beautiful and amazing. Yes, we will take some pictures here. Thank you for the time.

Context: Here the local tour guide asked the tourist to do something by saying: "we will stop for a while here and please spend your time to take some photos here". The local tour guide was using the illocutionary acts in escorting the tourist on tour around the Taro Tourism Village.

c. The Data on The Use of Perlocutionary Acts

The perlocutionary Acts is the speech acts types which is used to increase the influence force or impact to the listener. These forces or impacts could be done directly or indirectly by the speaker. The data of perlocutionary acts types used by the local tour guide in escorting foreign tourists at Taro Tourism Village can be presented as follows:

1) Data of Perlocutionary Acts -1 (DPA -1)

Local Tour Guide: Taro tourism Village has several tourist objects, attractions art and cultural performances which can be seen and enjoy during your visit and stay here at Taro Tourism Village.

Tourist: Oh... really? It sounds interesting and we will have to see and enjoy our time while we are here on our holiday.

Context: Here, the local tour guide at Taro Tourism Village used the perlocutionary acts types in escorting the foreign tourists at Taro Tourism Village, where there was a force or effect on the speech acts used by the local tour guide to the tourists.

2) Data of Perlocutionary Acts – 2 (DPA -2)

Local Tour Guide: Taro Tourism Village has general accommodation facilities, amenities and adventure facilities, such as: Govinda Homestay, Jro Mangku Homestay, Fireflies Villas, as well as adventure facilities, such as Yeh Pikat River Trekking, Spiritual Cycling, ATV Ride and Pinball. So, there are several choices for you to see, to do and to enjoy while you are on your holiday at Taro Tourism Village.

Tourist: Wow... It sounds very great, interesting and also really challenging for us to see, to do some of those activities. Thank you very much for your information and explanation, we will try to do some activities tomorrow.

Context: The data above showed that the local tour guide used the Perlocutionary Acts Types which had a very strong influence for the guests when they said that they will try to do some activities for the next day tour.

4. CONCLUSION

Based on the research findings and discussions above there were three conclusions which can be drawn from the present research as the following:

The Locutionary Acts types of the speech acts or “to say something” had been used by the local tour guides in order to give information to the tourists who visited Taro Tourism Village, such as about tourist objects, environment, the traditions, art and culture events that was taken place at Taro Tourism Village; The Illocutionary Acts types of speech acts or “to do something during the tour program around Taro Village; The Perlocutionary Acts types of speech acts had also been used by the local tour guides in order to give force or effect to the tourist about the availability of tourist objects, attractions and other amenities which was by the end can be improve the visit of tourists to Taro Tourism Village in the future. The major finding(s) of the studies should be restated briefly in the concluding section. In it, the author should also point out the strength(s) and weakness(es) of his or her study, and subsequently suggest improvement for future studies. Last, but not least, the practical application or implication of the findings of the study should also be clearly stated in the concluding section. This section should not exceed 10% of the total length of the entire article.

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Analysis of Collaborative Project-Based Language Learning Method: Efforts to Improve Language Education Quality for Tourism Students

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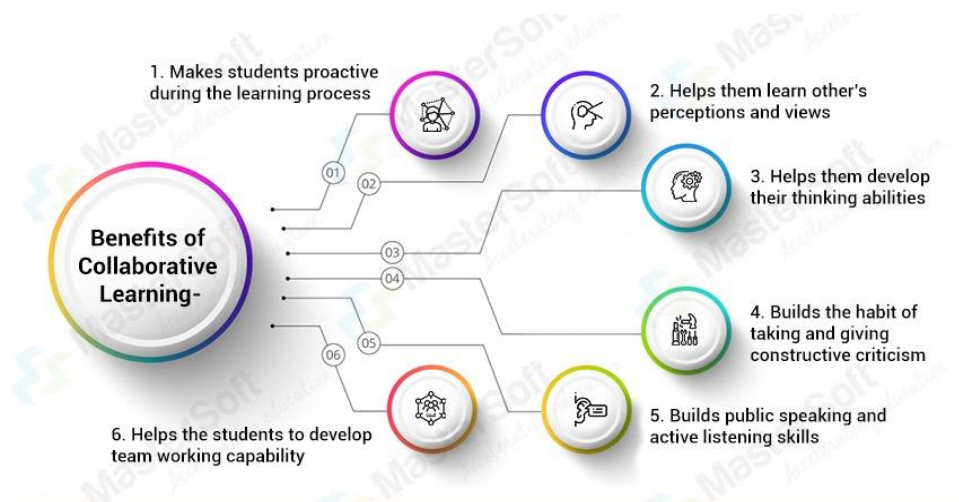
Abstract - Language education in the context of tourism has become a crucial focus in enhancing the quality of education for tourism students. Collaborative project-based learning methods have emerged as an effective approach to boost the foreign language proficiency of tourism students by involving a pentahelix collaboration between the tourism industry and tourism students. The objective of this study is to analyze the collaborative project-based learning method and the efforts made to enhance the quality of language education for tourism students. This study involves a comprehensive literature review to identify the advantages of the collaborative project-based learning method in the tourism context. The findings of this research indicate that this method offers real-life experiences in the tourism context for students, enabling them to apply language skills in situations relevant to the tourism industry. Collaboration with the tourism industry allows students to learn from industry practitioners, receive guidance, feedback, and valuable insights into the use of language in the tourism industry. This helps enhance students' understanding of language needs in the tourism workforce. The implementation of the collaborative project-based learning method also enhances students' communication skills in the target language, including the correct use of grammar and sentence structures. The method also emphasizes the language needs within the tourism industry, enabling students to acquire knowledge of specific vocabulary, phrases, and expressions related to tourism. In conclusion, the collaborative project-based learning method brings significant benefits in enhancing the quality of language education for tourism students. By involving the tourism industry and providing real-life experiences in the tourism context, this method helps students develop communication skills, gain a deeper understanding of language use in the tourism industry, and prepare them for the multilingual and multicultural demands of the tourism workforce.

Keywords: *Collaborative Education, Pentahelix, Language Learning*

1. INTRODUCTION

Language education has an important role in the development of student communication skills, especially in the context of higher education and more specifically, for students majoring in tourism (Kemenparekraf, 2020). Language is a key communication tool in the tourism industry, where students must be able to communicate effectively with a wide range of tourists, including those from abroad (Jono, 2016). Strong language skills enable tourism students to provide better service, understand guest needs better, and improve the overall customer experience. Therefore, this study aims to analyze collaborative project language learning methods as a concrete effort to improve the quality of language education for tourism students.

Today's higher education context is increasingly complex and changing rapidly, along with technological developments, globalization, and increasingly fierce global competition (Pugra et al., 2021). Tourism students need to prepare for a career in an increasingly diverse and multicultural environment. In this context, a strong understanding of languages, especially foreign languages such as English, is key to succeeding in the global tourism industry. Effective language education should encourage deep comprehension, speaking skills, and high communication skills (Wiartis, 2021). However, based on experience in many higher education institutions, traditional language learning methods are often considered inadequate in achieving this goal. Language learning that focuses on lectures, grammatical explanations, and repetitive exercises is often considered boring and unmotivating (Luh, 2020). This can reduce student interest and involvement in language learning, so that the quality of language education produced becomes less satisfactory.



Picture 1.1 Model Collaborative Learning

Source: MasterSoft

In this context, collaborative project language learning methods are emerging as an attractive alternative (Suhaili et al., 2021). This approach integrates language understanding with practical application in real-life situations. Students work together on projects relevant to their field of study, such as developing tourism promotion materials, compiling travel guides, or interacting with guests in a foreign language. In this process, they not only improve their language skills but also develop social, collaboration, and problem-solving skills (Ministry of Education and Culture, 2020). Advances in information and communication technology have enabled the development and implementation of collaborative project learning methods more efficiently. Online tools and platforms can be used to support student cooperation, information exchange, and joint project development. This opens up new opportunities in language education and provides students with a more interactive and engaging learning experience.

In the ever-changing context of higher education, this research has significant relevance. It can provide guidance for educational institutions to design more effective and relevant language learning programs for tourism students, by integrating collaborative project learning methods into their curricula (Rafli & Attas, 2019). The research can also provide insight into the benefits of technology in language education and how technology can be used to improve the quality of language education for college students. As such, this research has the potential to improve the quality of Language education, and in turn, better prepare tourism students for successful careers in an increasingly global and competitive industry.

2. METHOD

2.1 Research Design

The qualitative approach will allow researchers to explore students' experiences in depth through in-depth interviews. With this interview, researchers can explore students' perceptions, views, and motivations for these learning methods, as well as how they experience changes in their language skills (Eko Sugiarto, 2017). In addition, this approach will allow further understanding of the context in which these methods are applied, including classroom dynamics, interactions between students and teachers, and the impact of culture and environment on language learning.

Document analysis is also an important component of this qualitative approach. Documents such as collaborative project reports, presentations, or written materials produced by students will be analyzed to understand the concrete results of the learning method and the extent to which students can apply their language skills in real situations. The qualitative approach in this study will provide an in-depth understanding of the impact of collaborative project language learning methods on tourism students, as well as enable researchers to identify patterns, themes, and concepts that emerge from the data. This will help in formulating more comprehensive conclusions and research implications that can enrich the practice of language education in higher education.

The results of the study will be used to formulate detailed conclusions related to the impact of collaborative project language learning methods on tourism students, both in terms of advantages and barriers. The implications of this research will provide valuable guidance for higher education institutions to design more effective and relevant language education programs for tourism students, in hopes of improving the quality of language education and preparing students for an increasingly complex and global tourism industry.

2.2 Research Population and Sampling

The population in this study is all active students enrolled in tourism study programs at various universities that apply collaborative project language learning methods. The selection of different colleges allows for diversity in the educational experience and language learning environment. The sample will be selected purposively from that population, taking into account several factors. First, we will select a sample that includes students from different years of study to illustrate experiences from different stages of education. Secondly, there will be variation in the language proficiency levels of the sample, reflecting the diversity in student qualifications. In addition, we will select samples from different colleges to cover various approaches and implementation of collaborative project language learning methods.

This sample selection will provide a more comprehensive picture of students' experiences and perceptions of collaborative project language learning methods across a variety of contexts. In addition, it will allow us to identify patterns and differences that may arise in the student experience according to those factors.

2.3 Data Collection Instrument

In this study, data collection methods will involve various techniques to gain a comprehensive understanding of the effect of collaborative project language learning methods on tourism students. The following data collection methods will be used:

- In-depth Interview

In-depth interview techniques will be used to gain in-depth views, experiences, and perceptions from students related to collaborative project language learning methods. Interviews will be directed at questions related to the advantages, challenges, motivations, and impact of this method on their language skills. The interview will be recorded and transcribed for further analysis.

- Observation

Observations will be made in a classroom environment that applies collaborative project language learning methods. Observation will record interactions between students, teachers, and learning materials. This includes how students communicate in the target language, the extent to which collaboration occurs, and student reactions to the method. Observational records will be an important source of data in understanding classroom dynamics.

- Document Analysis

Document analysis will involve reviewing collaborative projects that have been produced by students as part of the curriculum. This document may include project reports, presentations, or other written materials produced by students as a product of learning methods. Document analysis will help in understanding the concrete results of this learning method and how students apply it in a practical context.

With a combination of in-depth interviewing techniques, observation, and document analysis, this study will be able to understand student experiences holistically in collaborative project language learning methods. These data will be processed and analyzed with thematic analysis methods to identify patterns, themes, and concepts that emerge from the data. The results of this analysis will help in formulating conclusions and research implications related to the influence of these learning methods on the quality of language education for tourism students.

2.4 Data Analysis

Data triangulation is an important approach to research that involves collecting and analyzing data from different sources or methods to validate research findings. In the context of a study entitled "Analysis of Language Learning Methods Collaborative Project: Efforts to Improve the Quality of Language Education for Tourism Students," data triangulation can be explained as a strategy to confirm and strengthen research results by involving several points of view or approaches. Researchers can use in-depth interviews to gain students' views and experiences on collaborative project language learning methods. Then, by making observations in classes that apply these methods, researchers can directly observe the interaction between students and teachers and their impact in the context of daily learning. In addition, analysis of documents such as projects produced by students can provide additional understanding of learning outcomes.

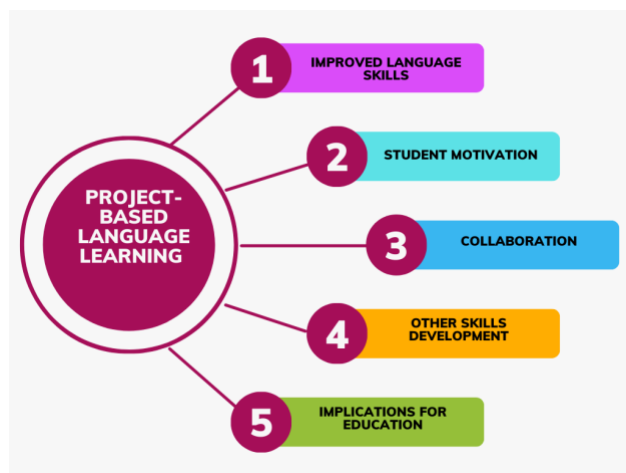
By combining findings from these three sources, researchers can ensure that research results are more valid and reliable. If the findings from various sources are consistent and mutually supportive, then trust in the research conclusions will be stronger. On the other hand, if there are discrepancies or contradictions in the findings, this will provide an opportunity for further investigation to understand the factors that may have caused it. Thus, data triangulation allows researchers to gain a more holistic and in-depth understanding of the phenomenon under study, thereby improving the overall quality of research.

3. RESULTS AND DISCUSSION

The results of the study entitled "Analysis of Collaborative Project Language Learning Methods: Efforts to Improve the Quality of Language Education for Tourism Students" revealed significant findings related to the influence of collaborative project language learning methods on tourism students. Data analysis shows that this method is effective in improving students' language skills, including the ability to speak, write, and communicate in the target language. In addition, this method also motivates students better in the learning process and increases their overall engagement. Students who follow this method feel that learning becomes more relevant to their field of tourism studies, which then has a positive impact on their learning motivation.

In addition to the impact on language skills, this learning method also encourages better collaboration and interaction between students. They feel more comfortable communicating in the target language and working together on language projects. As a result, students develop collaborative and problem-solving skills that are useful in the dynamic world of tourism. Improved language skills are also accompanied by a better understanding of cultures and the challenges they may face in the tourism industry.

The implication of this research is that collaborative project language learning methods have great potential to be applied in educational contexts for tourism students. This can improve the quality of their language education and better prepare them for challenges in an increasingly global tourism industry. The findings also highlight the importance of blending language learning with specific subject areas, so students can develop language skills relevant to their future careers. Research findings show that collaborative project language learning methods have a positive impact on the language skills of tourism students. Students who follow this method experience significant improvements in speaking, writing, and communicating skills in the target language. These results indicate that this learning method is effective in improving the quality of language education for tourism students.



Picture 3.1 Model Project Based Language Learning

3.1 Improved Language Skills

The collaborative project language learning method is an approach that emphasizes real and situational interaction in language learning. In the context of tourism students, language skills are a key element in interacting with tourists, forming positive impressions about tourist destinations, and conveying information effectively. This method combines language learning with the context of collaborative projects where students engage in tasks that involve using language in real situations, such as designing sightseeing tours or taking on the role of tour guide in a foreign language. In this analysis, we will examine in depth how this learning method can improve the language skills of tourism students, enabling them to face the communication challenges they experience in their future jobs. We will evaluate the use of this method, identify its advantages and disadvantages, and measure its impact on the quality of language education for tourism students.

3.2 Student Motivation

In addition to effectiveness, the findings also revealed that collaborative project language learning methods increase student motivation to learn languages. They feel more involved in learning because this method is relevant to their field of tourism studies. This is important in improving language education outcomes. Student motivation in the context of language learning, especially in collaborative project language learning methods, is a very important factor in the success of the learning process. Motivation is an internal drive that encourages students to learn and actively participate in learning. In this study, we will carefully analyze the motivation of tourism students to follow this learning method. Motivation can come from a variety of sources, such as an interest in the tourism industry, a desire to communicate with travelers effectively, or a drive to increase career opportunities in this field. Collaborative project language learning methods can motivate students by providing learning contexts relevant to their interests and goals. In addition, this study evaluates the impact of motivation on their language learning outcomes, as well as how motivation can contribute to improving the quality of language education for tourism students. With a deep understanding of student motivation, we can design more effective learning strategies and focus on improving the quality of their language education.

3.3 Collaboration

In this study, collaboration became a key element influencing the effectiveness of collaborative project language learning methods. This learning method emphasizes cooperation between students in the context of realistic language projects. Collaboration allows students to learn from each other, share experiences, and develop collaborative communication skills needed in the tourism industry. In addition, collaboration can also create a learning environment that supports and motivates students. In this analysis, we will examine how the dynamics of collaboration between students affect their learning process. This includes how they work together in teams, share ideas, provide feedback, and solve challenges in language projects. We will also evaluate the impact of this collaboration on students' language skills development and social skills. With a deep understanding of the role of collaboration in collaborative project language learning methods, we can identify ways to improve the quality of language education for tourism students through the development of more effective cooperation in their learning contexts. Data analysis shows that this learning method promotes collaboration and interaction between students. They feel more comfortable in communicating and working together in the target language. This creates a dynamic and efficient learning environment.

3.4 Other Skills Development

In addition to improving language skills, collaborative project language learning methods can also play a role in developing other skills that are important for tourism students. This includes the development of project management skills, the ability to communicate across cultures, as well as an increased understanding of the tourism industry as a whole. In this research, we will analyse how this learning method provides opportunities for students to develop project management skills through the organization and execution of their language projects. In addition, we will examine how interactions between students from various cultural backgrounds can increase their understanding of the cultural diversity that exists in the tourism industry.

The development of these other abilities also includes improving problem-solving, creative thinking, and teamwork skills. Students will be faced with challenges in their language projects that require critical thinking and innovative solutions. In addition, teamwork will strengthen their social skills and communication skills. By analysing the development of skills other than language skills in the context of collaborative project language learning methods, we can measure the holistic impact of this approach on the quality of language education for tourism students, as well as their preparation for success in the highly dynamic and diverse tourism industry. The findings also revealed that this method not only improved language skills, but also developed other skills such as problem-solving, cultural understanding, and the ability to work in teams. This is an added advantage that can better prepare tourism students for the increasingly complex and global tourism industry.

3.5 Implications for Education

By understanding the implications of collaborative project language learning methods on education, we can design more effective and relevant learning approaches, which in turn will improve the quality of language education for tourism students and prepare them for success in the competitive tourism industry.

The results of the study have practical implications for higher education institutions offering tourism programs. Collaborative project language learning methods can be adopted or refined in the curriculum to provide a more meaningful learning experience for students. It can also help improve the quality of language education for those interested in the tourism industry. This section provides a comprehensive overview of the positive impact of collaborative project language learning methods on the quality of language education for tourism students. These findings are relevant in the context of language education and provide guidance for higher education institutions to continuously improve their language learning practices. In addition, this study provides a deeper understanding

of the importance of contextualizing language education in specific subject areas, such as tourism.

4. CONCLUSION

Based on the title of the study entitled "Analysis of Collaborative Project Language Learning Methods: Efforts to Improve the Quality of Language Education for Tourism Students," it can be concluded that collaborative project language learning methods have great potential to improve the quality of language education for tourism students. This approach not only focuses on developing language skills, but also involves collaboration, developing other skills, and addressing challenges relevant to the tourism industry. The implication for the field of education is the importance of adopting learning methods that are in line with the demands of the real world and an ever-evolving industry. Thus, collaborative project language learning methods are emerging as one of the effective efforts in improving the quality of language education for tourism students and preparing them for success in a competitive and diverse industry.

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Strategi Pengembangan Program BIPA di Politeknik Negeri Bali

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Abstract - BIPA Program Development Strategy at Bali State Polytechnic

The existence of the BIPA program at the Bali State Polytechnic is currently not developing optimally. In fact, in terms of feasibility, potential, position, and human resources, PNB has the opportunity to become a BIPA study centre in South Bali. This existing potential has not been managed and developed to support the internationalization of the Bali State Polytechnic as a vocational education that has a mission to be leading, professional, and able to compete internationally. This study was conducted to try to investigate and explore the problems that exist in the development of BIPA and try to find solutions, strategies, and actions that should be taken to raise the spirit of learning BIPA at the Bali State Polytechnic. The methods used in data collection are observation methods, interviews, and questionnaires with qualitative descriptive, SWOT, SOAR, and QSPM analysis as the analysis methods. This research resulted in (1) PNB needs to develop BIPA into a professional business unit with a culture-based; (2) Marketing mix strategies that need to be carried out to increase the diversification of BIPA learners today are integrated marketing with the use of social media, such as influencers and copywriting; (3) The strategy model and types of publications that can be done to attract BIPA learners to the Bali State Polytechnic are by collaborating with institutions between foreign universities both through research and teaching by utilizing digital publications such as facebook, instagram, tiktok, and others.

Keywords: *strategy, management, BIPA, internationalization*

1. PENDAHULUAN

Penilaian kualitas perguruan tinggi, salah satunya juga dinilai dari banyaknya jumlah pemelajar asing yang belajar di perguruan tinggi tersebut. Politeknik Negeri Bali, sebagai salah satu lembaga pendidikan tinggi vokasi sedang berusaha menggiatkan usaha kerja samanya dalam usaha mewujudkan internasionalisasi Perguruan Tinggi (PT). Usaha-usaha ini dapat dilihat dari bertambahnya jumlah program dan kelas internasional yang diselenggarakan, seperti program pengajaran bahasa Indonesia untuk Penutur Asing (BIPA) melalui kelas khusus darmasiswa dan *student exchange*. Kerja sama ini sudah dirintis sejak lima belas tahun terakhir dengan harapan dapat meningkatkan jumlah dan kualitas kerja sama sehingga daya saing internasional dapat ditingkatkan.

Salah satu wujud riil upaya internasionalisasi perguruan tinggi adalah keberadaan program pembelajaran BIPA. Sampai akhir tahun 2020 ada 459 lembaga penyelenggara BIPA. Dari jumlah itu 68 lembaga berada di Indonesia dan sisanya di luar Indonesia. Jumlah lembaga penyelenggara paling banyak terdapat di Australia, yakni 112 lembaga (Defina, 2020). Untuk di Indonesia BIPA dilaksanakan di 51 universitas di 11 provinsi di seluruh Indonesia. Bahkan sejak 2015 -2019 Indonesia telah mengirimkan 592 pengajar BIPA ke 90 negara^[1] untuk membuanakan bahasa Indonesia tersebut.

Dalam hal pengembangan program pembelajaran bahasa Indonesia bagi Penutur Asing (BIPA), tampaknya Politeknik Negeri Bali (PNB) masih kurang berkembang dengan baik. Sampai saat ini program BIPA yang berjalan hanyalah kelas darmasiswa dan *student exchange*. Padahal jika dilihat dari potensi kelas BIPA ini masih bisa dikembangkan lebih luas untuk pembelajaran *joint research*, *internship*, *credit transfer program*, atau kelas BIPA regular lainnya seperti BIPA akademik, bahasa Indonesia untuk *special purposes* (seperti untuk bisnis, hukum, seni, dan budaya).

Dari sisi potensi dan kesiapan penyelenggaraan pembelajaran BIPA, Politeknik Negeri Bali sudah sangat siap untuk menyelenggarakan pembelajaran BIPA. Hal ini dapat dilihat dari kesiapan perangkat pembelajaran yang dimiliki (buku pegangan dari tingkat dasar A-1 sampai B-1 sudah tersedia) yang telah dihasilkan dari riset-riset sebelumnya. Dari sisi pengajar BIPA, Politeknik Negeri Bali juga sudah memiliki beberapa orang tenaga pengajar yang sudah terlatih baik yang berasal dari staf bahasa Indonesia, staf bahasa Inggris, dan bahasa Jepang yang menekuni pembelajaran bahasa Indonesia.

Dari segi posisi, keberadaan kampus PNB sangat strategis karena berada di jalur segi tiga emas objek wisata Jimbaran/Kuta, Uluwatu, dan Nusa Dua. Ketiga daerah ini juga mempunyai

karakteristik hunian orang asing yang beragam. Daerah Jimbaran dan Kuta merupakan sebaran orang asing kelas menengah ke bawah, pebisnis, *backpacker*. Di sisi lain, Nusa Dua lebih banyak dihuni wisatawan eksklusif dan pekerja eksekutif. Sedangkan Uluwatu akhir-akhir ini berkembang dengan para pebisnis asing (khususnya dalam pembangunan hunian vila) dan ekspatriat. Peluang ini sebenarnya sangat bisa ditangkap oleh PNB mengingat di daerah Kuta Selatan ini belum ada lembaga kursus bahasa Indonesia yang permanen. Bahkan beberapa calon pemelajar akhirnya lebih banyak belajar di daerah Canggu atau Sanur.

Berdasarkan observasi awal dapat diketahui beberapa masalah yang menjadi penghambat tidak berkembangnya pembelajaran BIPA di PNB, yaitu:

- 1) Tidak adanya tim khusus pengelola pembelajaran BIPA, yang ada hanyalah koordinator penyelenggara kelas darmasiswa yang berada di bawah unit bahasa dan menjadi perpanjangan tangan dari Unit Kerja Sama dan Hubungan Internasional.
- 2) Merujuk pada hambatan pertama di atas, juga belum adanya sistem manajemen pengelolaan BIPA, baik dari sisi tugas maupun tanggung jawabnya sehingga tidak jelas siapa yang mesti melakukan aktivitas pembelajaran program BIPA tersebut;
- 3) Pemasaran program BIPA di PNB belum dilakukan, malah justru beberapa permintaan untuk kursus bahasa Indonesia itu datang dari pihak luar;
- 4) Belum adanya publikasi BIPA yang intensif, baik secara *formal official* melalui laman PNB maupun melalui tayangan virtual seperti *instagram, facebook, twitter, tiktok* atau tayangan perorangan lainnya.

Kondisi di atas perlu segera diatasi jika PNB berharap untuk bisa menggaet calon pemelajar yang ingin kursus bahasa Indonesia. Langkah-langkah riil dan praktis perlu segera ditemukan untuk mengatasi kondisi itu. Melalui kajian strategi pengembangan program BIPA ini diharapkan tersedia suatu rancangan yang inovatif tentang sistem pengelolaan, rancangan pemasaran, dan desain publikasinya sehingga program BIPA di PNB dapat berkembang dengan baik.

Surat Keputusan Permendikbud No. 27 tahun 2017 (Defina, 2020), menyebutkan bahwa BIPA ialah salah satu program pelatihan yang bertujuan meningkatkan fungsi bahasa negara sebagai bahasa internasional serta pemenuhan tenaga kerja asing atau pemelajar yang berminat terhadap program pelatihan bahasa Indonesia.

Terkait dengan hal tersebut, ada beberapa permasalahan yang akan dijawab dalam penelitian strategi pengembangan program BIPA ini, yaitu sebagai berikut.

1. Rancangan atau model pengelolaan BIPA seperti apa yang diperlukan untuk dapat memenuhi harapan pemelajar BIPA?

2. Strategi pemasaran seperti apa yang perlu dilakukan untuk dapat meningkatkan diversifikasi pemelajar BIPA?
3. Model strategi dan jenis-jenis publikasi apa yang bisa dilakukan untuk dapat menjaring peminat pemelajar BIPA ke Politeknik Negeri Bali?

METODOLOGI

Desain penelitian pengembangan program BIPA yang dilakukan pada kajian ini meliputi: (1) analisis lingkungan, (2) analisis sumber yang tersedia, (3) penentuan strategi pengembangan, (4) analisis karakteristik pemelajar, (5) penetapan strategi pengembangan program, (6) penetapan strategi pengelolaan, (7) penetapan strategi pemasaran dan publikasi, dan (8) pengukuran hasil uji coba (Santayasa, 2010).

Pada tahap pengumpulan data digunakan metode wawancara dan kuesioner terhadap 10 respondens yang meliputi praktisi BIPA, pengelola BIPA, stakeholder PNB, pengajar BIPA, pemelajar BIPA. Untuk mengayakan pemahaman juga digunakan metode observasi terhadap eksistensi BIPA yang ada di Politeknik Negeri Bali. Analisis data digunakan dengan metode SWOT, IFAS-EFAS, dilanjutkan dengan SOAR dan QSPM (Evelyn E, 2019; Widian Sari, 2019). Selanjutnya untuk penyajian digunakan metode formal dan informal. Tingkat keberhasilan pelaksanaan uji coba penerapan pengembangan program BIPA ini akan dilihat berdasarkan beberapa indikator kinerja menurut Arikunto (2006) yaitu: sangat layak dengan skor (81-100%), layak (66-80%), cukup layak (56-65%), kurang layak (41-55%), sangat kurang layak (0-40%), Arikunto (2006).

HASIL DAN PEMBAHASAN

Hasil

Berdasarkan hasil observasi, wawancara, serta kuesioner yang sudah dilakukan, diperoleh data berupa informasi analisis faktor internal dan eksternal BIPA PNB. Data yang diperoleh ini digunakan untuk menghasilkan alternatif strategi yang akan dianalisis dengan tahapan analisis berikutnya. Tahap pertama yang dilakukan adalah tahap pemasukan data pada Matriks IE (*Internal-External*), tahap kedua yaitu tahap pencocokan menggunakan Matriks IE dan Matriks SOAR, tahap terakhir adalah tahap pengambilan keputusan menggunakan Matriks QSPM. Analisis strategi promosi yang dilakukan BIPA PNB dengan menggunakan Matriks QSPM yaitu alat yang memungkinkan para penyusun strategi mengevaluasi berbagai strategi alternatif secara objektif, berdasarkan pada faktor-faktor keberhasilan penting internal dan eksternal yang telah diidentifikasi sebelumnya sehingga diperoleh alternatif strategi berdasarkan perankingan. Tahapan analisis sebagai berikut :

- a. Tahap Pemasukan Data

Tahap pemasukan data merupakan tahapan pertama dalam analisis dan perencanaan pemilihan alternatif strategi pemasaran. Tahap ini berisi informasi dasar yang dibutuhkan untuk merumuskan strategi. Hasil analisis diperoleh dari metode observasi dan wawancara yang dilakukan terhadap *stakeholder* BIPA PNB, pengelola, praktisi, pengajar, dan pemelajar. Berdasarkan hasil analisis faktor-faktor eksternal dan internal BIPA PNB dapat dirumuskan sebagai berikut :

1) Analisis Faktor Internal

Analisis faktor internal merupakan analisis dari faktor-faktor yang berasal dari dalam lembaga. Penelitian ini menggunakan analisis SOAR (*Strengths, Opportunities, Aspirations, Results*). Analisis ini bertujuan untuk mengetahui faktor-faktor internal yaitu kekuatan (*strengths*) dan aspirasi (*aspirations*). Di bawah ini merupakan hasil dari analisis faktor-faktor internal yaitu kekuatan (*strengths*) dan aspirasi (*aspirations*) :

a) Kekuatan (*Strengths*)

Kekuatan (*strengths*) adalah keunggulan-keunggulan lembaga untuk memenuhi kebutuhan pasar yang dilayani oleh lembaga atau organisasi. Berikut adalah faktor kekuatan (*strengths*) dari BIPA PNB :

- (1) Posisi strategis segi tiga emas destinasi pariwisata dan bisnis
- (2) Tenaga pengajar yang sudah berpengalaman
- (3) Materi ajar yang sudah tersedia
- (4) Fasilitas lab bahasa yang sudah ada
- (5) Ada tenaga pengajar BIPA yang masih muda
- (6) Sudah pernah mengelola mahasiswa darmasiswa, *student exchange, joint research, internship*, dan *credit transfer program* sejak 2008
- (7) Beberapa pengajar senior sudah memiliki sertifikat pengajar BIPA

b) Aspirasi (*Aspirations*)

Aspirasi (*aspirations*) adalah sebuah langkah mengenai masa depan yang lembaga inginkan. Jadi, elemen ini adalah sebuah bentuk gambaran tentang apa yang lembaga harapkan untuk diraih di masa depan. Berikut adalah faktor aspirasi (*aspirations*) dari BIPA PNB :

- (1) Diharapkan adanya pengelolaan unit BIPA berbasis budaya dan profesional;
- (2) Diharapkan meningkatnya sarana pemasaran dalam pengembangan BIPA;
- (3) Diharapkan meningkatnya target pasar yang dituju;
- (4) Diharapkan meningkatnya jumlah peminat produk BIPA melalui konten persuasif;
- (5) Diharapkan meningkatnya *insight* media sosial;
- (6) Diharapkan meningkatnya kuantitas dan kualitas pemelajar BIPA;

Hasil analisis faktor internal yaitu kekuatan (*strengths*) sebanyak 7 faktor dan aspirasi (*aspirations*) sebanyak 6 faktor, tahap selanjutnya yaitu memaparkan faktor eksternal berupa faktor peluang (*opportunities*) dan hasil (*results*) yang dapat dijelaskan sebagai berikut :

c) Peluang (*Opportunities*)

Peluang adalah berbagai situasi eksternal yang menguntungkan bagi suatu bisnis di sebuah lembaga atau organisasi. Peluang adalah daftar yang memungkinkan bisnis mampu bertahan dan diterima oleh masyarakat. Berikut adalah faktor peluang (*opportunities*) BIPA PNB :

- (1) Permintaan eksternal untuk membuka kelas BIPA regular maupun nonregular
- (2) Semakin banyak ekspatriat dan orang asing yang tinggal di Bali Selatan
- (3) Wilayah Bali Selatan yang terus berkembang
- (4) Belum banyak ada lembaga kursus BIPA di Bali Selatan
- (5) Ada peluang kerja sama dengan beberapa universitas di luar negeri
- (6) Misi lembaga PNB untuk meningkatkan internasionalisasi

d) Hasil (*Results*)

Hasil (*results*) berarti menentukan ukuran dari hasil-hasil yang ingin dicapai (*measurable results*) dalam perencanaan strategis, guna mengetahui sejauh mana pencapaian dari tujuan yang telah disepakati bersama. Agar para anggota organisasi merasa termotivasi dalam usaha mencapai tujuan yang telah ditetapkan ini, maka perlu dirancang sistem pengakuan (*recognition*) dan penghargaan (*reward*) yang menarik. Berikut adalah faktor hasil (*results*) dari BIPA PNB :

- (1) Tertatanya manajemen pengelolaan BIPA PNB
- (2) Tersedianya berbagai varian kursus sesuai dengan kebutuhan calon peserta baik secara daring maupun luring
- (3) Meluasnya jangkauan pemasaran menggunakan teknik *copywriting* dan *influencer* yang tepat
- (4) Meningkatnya jumlah penjualan kursus atau pelatihan BIPA
- (5) Meningkatnya jumlah pemelajar BIPA PNB
- (6) Terjalannya kerja sama PNB dengan mitra asing dan beberapa universitas di luar negeri untuk mempercepat internasionalisasi.

Tahapan berikutnya setelah mengidentifikasi faktor-faktor internal dan eksternal adalah memasukkan faktor internal dan faktor eksternal yang kemudian disusun ke dalam sebuah kolom faktor-faktor keberhasilan yang akan diberikan penilaian bobot dan rating.

Dibawah ini tabel analisis faktor internal terdiri dari kekuatan (*strengths*) dan aspirasi (*aspirations*) :

Tabel 1. Analisis Faktor Internal

Faktor	Bobot	Rating	Skor
Kekuatan (Strenghts)			
1. Posisi strategis segi tiga emas destinasi pariwisata dan bisnis	0.07	3.4	0,24
2. Tenaga pengajar yang sudah berpengalaman	0.08	3.4	0.27
3. Materi ajar yang sudah tersedia	0.08	3.1	0.25
4. Fasilitas lab bahasa yang sudah ada	0.07	3.0	0.21
5. Ada tenaga pengajar BIPA yang masih muda	0.08	3.4	0.27
6. Sudah pernah mengelola mahasiswa darmasiswa, <i>student exchange, joint research, internship</i> , dan <i>credit transfer program</i> sejak 2008	0.08	3.4	0.27
7. Beberapa pengajar senior sudah memiliki sertifikat pengajar BIPA	0.08	3,4	0.27
Aspirasi (Aspirations)			
1. Diharapkan adanya pengelolaan unit BIPA berbasis budaya dan profesional	0.08	3.6	0.29
2. Diharapkan meningkatnya sarana pemasaran dalam pengembangan BIPA	0.08	3.3	0.26
3. Diharapkan meningkatnya target pasar yang dituju	0.08	3.0	0.24
4. Diharapkan meningkatnya jumlah peminat produk BIPA melalui konten persuasif	0.07	2.6	0.18
5. Diharapkan meningkatnya <i>insight</i> media sosial	0.07	2.5	0.18
6. Diharapkan meningkatnya kuantitas dan kualitas pemelajar BIPA	0.08	2.5	0.20
Jumlah	1.00		3.13

Berdasarkan tabel 1 di atas, diketahui bahwa analisis faktor internal BIPA PNB memperoleh nilai tertimbang sebesar 3.13. Jumlah kekuatan dan aspirasi yang dimasukkan dalam *Internal Matrix*, total nilai rata-rata tertimbang dari BIPA PNB dengan nilai total rata-rata 3.13 menunjukkan ciri organisasi kuat secara internal. Tahap selanjutnya yaitu menentukan bobot dan rating dari faktor eksternal sebagai berikut :

Tabel 2. Analisis Faktor Eksternal

Faktor	Bobot	Rating	Skor
Peluang (Opportunities)			
1. Permintaan eksternal untuk membuka kelas BIPA reguler maupun nonreguler	0.07	3.3	0.23

2. Semakin banyak ekspatriat dan orang asing yang tinggal di Bali Selatan	0.07	3.3	0.23
3. Wilayah Bali Selatan yang terus berkembang	0.08	3.2	0.26
4. Belum banyak ada lembaga kursus BIPA di Bali Selatan	0.09	3.5	0.32
5. Ada peluang kerja sama dengan beberapa universitas di luar negeri	0.08	3.1	0.25
6. Misi Lembaga PNB untuk meningkatkan internasionalisasi	0.08	3.1	0.25
Hasil (Results)			
1. Tertatanya manajemen pengelolaan BIPA PNB	0.09	3.3	0.30
2. Tersedianya berbagai varian kursus sesuai dengan kebutuhan calon peserta baik secara daring maupun luring	0.09	3.0	0.27
3. Meluasnya jangkauan pemasaran menggunakan teknik <i>copywriting</i> dan <i>influencer</i> yang tepat	0.09	3.0	0.27
4. Meningkatnya jumlah penjualan kursus atau pelatihan BIPA	0.09	2.8	0.25
5. Meningkatnya jumlah pemelajar BIPA PNB	0.09	3.0	0.27
6. Terjalannya kerja sama PNB dengan mitra asing dan beberapa universitas di luar negeri untuk mempercepat internasionalisasi.	0.09	2,8	0.25
Jumlah	1.00		3,15

Berdasarkan tabel 2 di atas, diketahui bahwa analisis dari faktor eksternal BIPA PNB memperoleh nilai tertimbang sebesar 3.15. Jumlah peluang dan hasil yang dimasukkan dalam *External Matrix* memiliki total nilai rata-rata tertimbang sebesar 3.15 yang menunjukkan ciri organisasi kuat secara eksternal.

Membuat keputusan dalam *Matrix Input* terhadap faktor eksternal dan faktor internal BIPA PNB memungkinkan peneliti untuk menghasilkan, memprioritaskan, mengevaluasi, mengembangkan dan memiliki di antara strategi alternatif yang digunakan pada Matriks SOAR serta menghasilkan nilai tertimbang yang digunakan pada Matriks IE pada Tahap Pencocokan (*The Matching Stage*) yang dapat dijelaskan sebagai berikut.

b. Tahap Pencocokan (*The Matching Stage*)

Tabel 3 Matiks IE BIPA PNB

	TOTAL NILAI IFAS
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T O T A L N I L A I E F F A S		KI Internal 3,13	3. RATA-RATA	2. LEMAH	1,0
	4, BESAR				
	Eksternal 3.15	I	II	III	
	3,0				
	RATA-RATA	IV	V	VI	
	2,0				
	RENDAH	VII	VIII	IX	

Analisis :

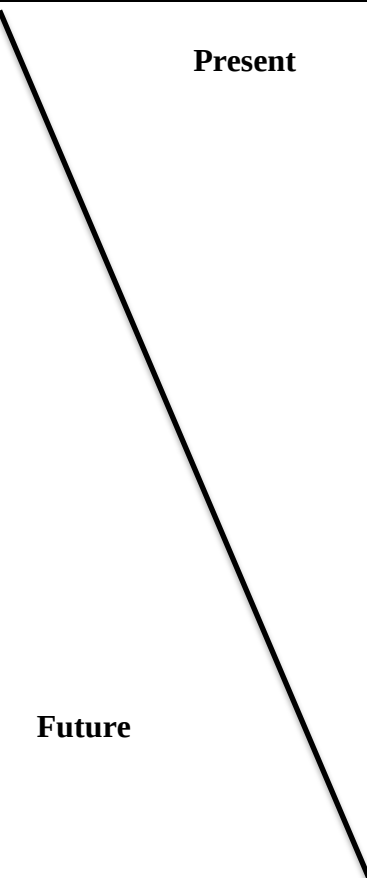
1. Sel I, II dan IV merupakan strategi tumbuh dan berkembang (*growth and build*) dimana strategi tersebut tentang penetrasi pasar, pengembangan produk dan pengembangan pemasaran.
2. Sel III, V dan VII merupakan strategi mempertahankan dan memelihara (*hold and maintain*).
3. Sel VI, VIII, IX merupakan strategi mengambil dan melepaskan (*harvest and divest*).

Tabel 3 menunjukkan bahwa titik pertemuan koordinat antara strategi internal dan eksternal berada pada sel I, maka strategi yang tepat digunakan untuk pengembangan pemasaran BIPA PNB adalah tumbuh dan berkembang (*growth and build*). Strategi tumbuh dan berkembang digunakan untuk pengembangan pemasaran.

2) Matriks SOAR

Analisis SOAR bertujuan untuk mengukur kapasitas individu dalam memikirkan strategi tentang empat elemen yang berfungsi dalam dinamika orientasi masa depan pada abad ke-21. Model SOAR mengubah analisis SWOT, yang sudah sangat mapan, dalam hal faktor-faktor kekurangan (*weakness*) internal organisasi serta ancaman (*threats*) eksternal yang dihadapinya ke dalam faktor-faktor aspirasi (*aspirations*) yang dimiliki perusahaan serta hasil (*results*) terukur yang ingin dicapai. Analisis Matriks SOAR BIPA PNB dapat dilihat pada Tabel 4 sebagai berikut:

Tabel 4. Matriks SOAR BIPA PNB

Present  Future	Strengths (S) 1. Posisi strategis segi tiga emas destinasi pariwisata dan bisnis 2. Tenaga pengajar yang sudah berpengalaman 3. Materi ajar yang sudah tersedia 4. Fasilitas lab bahasa yang sudah ada 5. Ada tenaga pengajar BIPA yang masih muda 6. Sudah pernah mengelola mahasiswa darmasiswa, <i>student exchange</i>, <i>joint research</i>, <i>internship</i>, dan <i>credit transfer program</i> sejak 2008 7. Beberapa pengajar senior sudah memiliki sertifikat pengajar BIPA	Opportunities (O) 1. Permintaan eksternal untuk membuka kelas BIPA regular maupun nonregular 2. Semakin banyak ekspatriat dan orang asing yang tinggal di Bali Selatan 3. Wilayah Bali Selatan yang terus berkembang 4. Belum banyak ada lembaga kursus BIPA di Bali Selatan 5. Ada peluang kerja sama dengan beberapa lembaga atau universitas di luar negeri 6. Misi Lembaga PNB untuk meningkatkan internasionalisasi
Aspirations (A) 1. Diharapkan adanya pengelolaan unit BIPA yang profesional dan berbudaya; 2. Diharapkan meningkatnya sarana pemasaran dalam pengembangan BIPA; 3. Diharapkan meningkatnya target pasar yang dituju; 4. Diharapkan meningkatnya jumlah peminat produk BIPA melalui konten persuasif;	Strategi SA 1. Mengembangkan strategi pengelolaan BIPA PNB berbasis budaya yang efektif dan efisien (S2,3,4,5,7;A1,6) 2. Meningkatkan strategi pemasaran melalui content digital (S1;A2,4,5) 3. Meningkatkan kerja sama dengan lembaga di luar negeri untuk mengembangkan program BIPA (S6;A3)	Strategi OA 1. Mengoptimalkan kawasan strategis dalam hal promosi dan pengembangan BIPA PNB (O2,3,4;A1) 2. Memperkuat strategi pemasaran yang tepat (O5;A2,4,5) 3. Meningkatkan kuantitas dan kualitas produk BIPA PNB (O1,A6) 4. Membina hubungan baik dengan lembaga atau universitas lain (O6;A3)

5. Diharapkan meningkatnya <i>insight</i> media sosial; 6. Diharapkan meningkatnya kuantitas dan kualitas pemelajar BIPA;		
Results (R) 1. Tertatanya manajemen pengelolaan BIPA PNB 2. Tersedianya berbagai varian kursus sesuai dengan kebutuhan calon peserta baik secara daring maupun luring 3. Meluasnya jangkauan pemasaran menggunakan teknik <i>copywriting</i> dan <i>influencer</i> yang tepat 4. Meningkatnya jumlah penjualan kursus atau pelatihan BIPA 5. Meningkatnya jumlah pemelajar BIPA PNB 6. Terjalannya kerja sama PNB dengan mitra asing dan beberapa universitas di luar negeri untuk mempercepat internasionalisasi.	Strategi SR 1. Membentuk unit BIPA PNB dengan struktur yang mandiri (S1,2,3,4,5,7;R2) 2. Menata sistem pengelolaan BIPA PNB (S6;R1,3,4,5,6)	Strategi OR 1. Mengembangkan BIPA PNB menjadi Unit Bisnis yang profesional (O1,2,3,4; R2,4,5) 2. Menata strategi pengelolaan pemasaran, dan publikasi unit BIPA secara cermat (O5,6; R1,3,6)

Berdasarkan tabel 4 matriks SOAR di atas diperoleh beberapa formulasi strategi SA, OA, SR dan OR. Adapun strategi-strategi tersebut diuraikan di bawah ini:

a) Strategi S-A (*Strengths-Aspirations*)

Alternatif strategi dengan melakukan pencocokan SA pada BIPA PNB yang dapat diterapkan tiga strategi yaitu :

- 1) Mengembangkan strategi pengelolaan BIPA PNB berbasis budaya yang efektif dan efisien (S2,3,4,5,7;A1,6);
- 2) Meningkatkan strategi pemasaran melalui *content digital* (S1;A2,4,5);
- 3) Meningkatkan kerja sama dengan lembaga di luar negeri untuk mengembangkan program BIPA (S6;A3).

b) Strategi O-A (*Opportunities-Aspirations*)

Alternatif strategi dengan melakukan pencocokan OA pada BIPA PNB yang dapat diterapkan sejumlah empat strategi yaitu :

- 1) Mengoptimalkan kawasan strategis dalam hal promosi dan pengembangan BIPA PNB (O2,3,4;A1);
- 2) Memperkuat strategi pemasaran yang tepat (O5;A2,4,5);
- 3) Meningkatkan kuantitas dan kualitas produk BIPA PNB (O1,A6);
- 4) Membina hubungan baik dengan lembaga atau universitas lain (O6;A3).

c) Strategi S-R (*Strengths-Results*)

Alternatif strategi dengan melakukan pencocokan SR pada BIPA PNB dapat diterapkan dengan dua strategi yaitu :

- 1) Membentuk unit BIPA PNB dengan struktur yang mandiri (S1,2,3,4,5,7;R2);
- 2) Menata sistem pengelolaan BIPA PNB (S6;R1,3,4,5,6)

d) Strategi O-R (*Opportunities-Results*)

Alternatif strategi dengan melakukan pencocokan OR pada BIPA PNB dapat diterapkan dengan dua strategi yaitu :

- 1) Mengembangkan BIPA PNB menjadi Unit Bisnis yang profesional (O1,2,3,4; R2,4,5);
- 2) Menata strategi pengelolaan pemasaran dan publikasi unit BIPA secara cermat (O5,6; R1,3,6)

Pembahasan

Tahap Pengambilan Keputusan (*Decision Stage*)

Tahap pengambilan keputusan (*decision stage*) akan memberikan dasar untuk membuat keputusan perumusan strategi yang menunjukkan strategi alternatif yang cocok. Pada tahap ini diperlukan suatu alat analisis yaitu Matriks QSPM (*Quantitative Strategic Planning Matrix*).

Berdasarkan hasil analisis sebelumnya telah dilakukan analisis Matriks IE dan Matriks SOAR dengan mendapatkan 11 alternatif strategi yang akan dilakukan penilaian untuk mendapatkan perankingan alternatif strategi promosi yang dapat dipaparkan pada tabel berikut :

Tabel 5. Peringkat Strategi Pengembangan BIPA PNB dengan Menggunakan QSPM

No	Alternatif Strategi Pengelolaan BIPA	TAS	Peringkat
1	Mengembangkan BIPA PNB menjadi unit bisnis yang profesional	8,00	1
2	Membentuk unit BIPA PNB dengan struktur yang mandiri	7.82	2
3	Menata sistem pengelolaan BIPA PNB	7.76	3

4	Meningkatkan kuantitas dan kualitas produk BIPA PNB	7,70	4
5	Mengembangkan strategi pengelolaan BIPA PNB berbasis budaya yang efektif dan efisien	7.64	5
6	Menata strategi pengelolaan pemasaran dan publikasi unit BIPA secara cermat	7,54	6
7	Menguatkan strategi pemasaran yang tepat	7,51	7
8	Meningkatkan strategi pemasaran melalui content digital	7,47	8
9	Mengoptimalkan kawasan strategis dalam hal promosi dan pengembangan BIPA PNB	7,31	9
10	Membina hubungan baik dengan lembaga atau universitas lain	7,20	10
11	Meningkatkan kerja sama dengan lembaga di luar negeri untuk mengembangkan program BIPA	6,97	11

Berdasarkan peringkat strategi pada table 5, didapatkan tiga prioritas alternatif strategi terbaik untuk dijalankan BIPA PNB guna mengembangkan BIPA PNB dari sebelumnya dan lebih luas tiga strategi alternatif strategi terbaik dapat dilihat pada tabel 5 :

1. Alternatif Strategi I: Membentuk unit BIPA PNB dan Mengembangkan menjadi Unit Bisnis yang Profesional

Komitmen pertama yang perlu dibangun adalah menjadikan bagian BIPA yang ada sekarang menjadi unit bisnis yang profesional. Dengan adanya komitmen ini berarti BIPA PNB telah diberi wewenang yang lebih besar untuk menjadikan BIPA PNB suatu unit mandiri dengan pengelolaan yang lebih leluasa untuk bisa berkiprah dalam lingkup yang lebih besar. Hal ini sejalan dengan kiprah Politeknik Negeri Bali yang saat ini sudah menjadi lembaga BLU dan sudah memiliki fleksibilitas dalam pengelolaan anggaran dan keuangan. Profit yang dihasilkan dari pengelolaan BIPA PNB akan dikembalikan untuk mengembangkan tridharma perguruan tinggi. Dalam pengelolaan BIPA PNB yang profesional juga diperlukan sumber daya manusia yang handal untuk menangani berbagai hal yang terkait pengelolaan BIPA seperti handal dalam administrasi, komunikasi, pelayanan prima, pemasaran, pengelolaan keuangan, dan metode pengajaran yang menarik dengan memanfaatkan teknologi digital dewasa ini. Dengan posisi ini diharapkan posisi BIPA PNB bisa berkembang ke arah yang lebih leluasa dan tertata dengan baik.

2. Alternati II: Membentuk unit BIPA PNB dengan struktur yang mandiri

Setelah ada komitmen untuk menjadikan BIPA PNB sebagai unit profesional, maka selanjutnya perlu diposisikan sebagai unit yang mandiri. Alternatif strategi kedua yang menjadi prioritas

adalah membentuk unit BIPA PNB yang mandiri Hal ini secara legal formal harus dilakukan mengingat Politeknik Negeri Bali adalah institusi milik pemerintah (Kemenristek Dikbud). Jika ingin berkembang dengan baik, BIPA tidak cukup hanya berada di bawah unit UPA Bahasa. Dengan menjadi unit yang mandiri, maka kiprah BIPA semakin leluasa karena akan ada kebebasan untuk bergerak mengembangkan diri dengan segala potensi yang dimilikinya. Adapun usulan struktur yang disarankan untuk posisi unit adalah langsung berada di bawah direktur.

Selama ini BIPA PNB yang bernaung di bawah UPA Bahasa PNB ini hanya bersifat menunggu perintah dari UPA Bahasa dan sebagai perpanjangan tangan dari Unit Kerja Sama dan Pemberdayaan Aset. Model pengelolaannya belum dikelola secara profesional. Varian aktivitas yang dilakukan pun, hanya bersifat menerima pesanan dari Unit Kerja Sama sebagai tindak lanjut dari pelatihan atau pengajaran parsial dari kelas-kelas internasional atau kelas kerja sama yang dirintis dan dikerjasamakan oleh Unit Kerja Sama dan Hubungan Internasional. Jika model pengelolaan ini tetap bertahan, sudah dapat dipastikan BIPA PNB tidak akan berkembang karena para pengelolanya tidak diberikan kebebasan wewenang dalam mengembangkan bagian BIPA tersebut. Seyogyanya BIPA PNB yang nantinya menjadi unit tersebut, diberikan wewenang dan pendanaan penuh untuk bergerak dan berkreasi menghasilkan produk-produk unggulan yang bisa dijual. Varian-varian kursus terus dikembangkan untuk memenuhi kebutuhan pemelajar BIPA. Unit bisnis BIPA PNB ini tentunya juga harus berupaya dan kreatif meningkatkan SDM pengelola dan pengajarnya sehingga BIPA PNB benar-benar menjadi cerminan wahana BIPA untuk Kawasan Bali Selatan.

3. Alternatif Strategi III: Menata sistem pengelolaan BIPA PNB

Sebuah organisasi akan dikenal masyarakat dengan baik apabila memiliki sistem pengelolaan yang baik juga. Pengelolaan yang dimaksud di sini bukan hanya menata sumber daya manusianya, namun juga mencakup berbagai aspek seperti mengelola strategi pemasaran, promosi, mengelola keuangan, mengayayakan varian program, dan mendesain materi ajarnya. Dalam hal pemasaran, misalnya, sarana yang dipakai pun disesuaikan dengan kebutuhan komunikasi saat ini. Penggunaan *influencer* untuk saat ini cukup efektif untuk membantu pengembangan strategi komunikasi pemasaran untuk mempromosikan suatu bisnis.

Sebagian besar bisnis *online* termasuk lembaga pendidikan menggunakan *influencer* untuk mempromosikan produknya, baik itu *youtuber*, *tiktoker* maupun *influencer* instagram. Namun, pemilihan *influencer* sebaiknya sesuai dengan konsep dari lembaga agar sesuai dengan target pasar. Selain itu, yang patut diperhatikan dalam memilih *influencer* adalah eksistensi *influencer* itu di pasar, jangan sampai *influencer* yang dipilih terjerat kasus hukum dan dapat berpengaruh pada penurunan bisnis nantinya.

Setelah memilih kategori *influencer*, maka akan ada banyak *influencer* di bidang pendidikan yang muncul berdasarkan *ranking*. Dalam tahap ini sangat penting untuk memilih *influencer* yang sesuai dengan kebutuhan perusahaan atau lembaga. *Ranking influencer* bisa saja berubah-ubah tergantung waktu dan tren yang sedang berlangsung saat itu. Maka dari itu, sangat penting untuk

selalu memperbaharui informasi dan melihat momen tren *influencer* untuk memilih *influencer* yang tepat pada saat itu.

SIMPULAN

Berdasarkan hasil penelitian yang sudah dilaksanakan, maka dapat disimpulkan:

1. Model rancangan yang perlu dikembangkan pada BIPA PNB adalah model rancangan pembelajaran BIPA yang berbasis budaya dan dikelola secara profesional.
2. Strategi pemasaran yang perlu dilakukan untuk dapat meningkatkan diversifikasi pemelajar BIPA saat ini adalah dengan pemasaran terpadu dengan pemanfaatan sosial media, seperti *influencer* dan *copywriting*.
3. Model strategi dan jenis-jenis publikasi yang bisa dilakukan untuk dapat menjaring peminat pemelajar BIPA ke Politeknik Negeri Bali adalah dengan kerja sama lembaga antar perguruan tinggi asing baik melalui riset dan pengajaran dengan memanfaatkan publikasi digital seperti *facebook*, *instagram*, *tiktok*, dan yang lainnya.

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Bentuk Cognate Objek Bahasa Bali

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Abstract - Artikel ini bertujuan untuk menganalisis *cognate object* dalam kalimat dengan data bahasa Bali. Konstruksi objek serumpun *cognate object* adalah konstruksi yang berhubungan secara fonologis, morfologis, dan semantik dengan verba. Struktur bahasa Bali menyerupai struktur bahasa Indonesia yang memiliki SPOK. Berdasarkan struktur kalimat yang menyusunnya, *cognate object* juga ditemukan dalam bahasa Bali yang menarik untuk dianalisis. Penelitian ini merupakan penelitian kualitatif yang bertujuan untuk memperoleh fakta dan informasi tentang *cognate object* yang ditemukan pada data bahasa Bali. Data diambil dari kata-kata yang digunakan dalam bahasa Bali. Metode pengumpulan data adalah dengan metode simak dan teknik catat. Berdasarkan hasil analisis data maka ditemukan bahwa, *cognate object* yang ditemukan pada bahasa Bali adalah frasa nomina dengan modifikasi kata sifat. Selain itu, ditemukan bahwa *cognate object* dalam kalimat dibentuk dari kata kerja dengan imbuhan /ma-/ dan /n-/ dengan alomorf /ng-/. Pada beberapa data, *cognate object* adalah kata dasar pada verbanya yang secara morfologis dan semantis keduanya serumpun.

Keywords: bentuk, cognate objek, bahasa Bali

1. PENDAHULUAN

Bahasa memegang peranan yang sangat penting dalam kehidupan sehari-hari, mengungkapkan bahasa pikiran seseorang atau sebagai alat berpikir, menalar, dan mengapresiasi kehidupan (Denta Putra Dewa Perdana, 2021). Di berbagai masyarakat seperti halnya bahasa Indonesia, sikap berbahasa merupakan salah satu hal yang perlu diperhatikan (Mileh, 2020). Bahasa bukan sekedar alat untuk berkomunikasi dengan orang lain, namun juga untuk menyampaikan maksud, tujuan, dan perasaan (Nuari, 2020). Bahasa Bali adalah akar budaya Bali yang tidak terpisahkan (Suweta, 2013). Penggunaan bahasa Bali yang mendominasi tentu saja secara langsung mengundang pembaca untuk turut menggunakan dan melestarikan bahasa Bali (Putra & Priyantini, 2021). Satuan kosakata bahasa Bali memiliki karakteristik yang unik. Satuan linguistik bahasa Bali meliputi fonem, morfem, kata, frasa, klausa, kalimat, paragraf, dan keseluruhan karangan (Bagus-Rai et al., 2016). Kalimat adalah satuan bahasa yang dimulai dari huruf kapital dan diakhiri dengan titikserta memiliki subjek dan predikat. Kalimat dasar adalah kalimat yang mengandung informasi utama dalam struktur dasar, yang belum diubah. Kata-kata dalam bahasa Bali dilihat dari bentuknya, ada yang berupa bentuk asal, ada juga yang berupa bentuk dasar (Ariana & Suwendi, 2021). Perubahan yang dimaksud dapat berupa penambahan unsur-unsur seperti tambahan keterangan, subjek, predikat atau objek. Akan tetapi, perubahan yang terjadi juga dapat berupa perubahan susunan unsur-unsurnya atau berupa perubahan bentuk (Sugono, 2009). Penafsiran lain juga menjelaskan bahwa kalimat dasar adalah kalimat yang memenuhi syarat tata bahasa, yaitu kalimat yang tidak mengalami perubahan komponen subjek, predikat, objek, pelengkap, dan kalimat (Sugono, 2009). Struktur itu sendiri tergantung pada bahasa kalimat itu ditulis. Meskipun nantinya dapat terdiri dari banyak bagian, subjek dan predikat merupakan dasar dari struktur kalimat. (Moeliono, 1993) mengatakan bahwa fungsi sintaksis suatu kalimat mengacu pada tugas dari tiap-tiap unsur. Tugas tersebut dapat berupa subjek, predikat, objek, pelengkap, dan keterangan. Subjek adalah kata atau kombinasi kata yang berfungsi seperti kata benda, predikat terdiri dari minimal satu kata kerja, tetapi dapat juga mencakup objek dan kata kerja pengubah. Kata kerja atau predikat adalah peristiwa menunjukkan perubahan waktu. Bentuk tersebut ditemukan dalam struktur bahasa Bali. Untuk menunjang bahasa Bali sebagai identitas daerah, maka struktur dan bentuk bahasa Bali harus diajarkan di sekolah-sekolah pada semua tingkatan (Erfian, 2019).

Penelitian sebelumnya tentang *cognate object* yang menjadi review dalam artikel ini adalah penelitian dari (Alqurashi, 2020) yang menganalisis tentang konstruksi *cognate object* dalam bahasa Arab standar modern dan menjawab pertanyaan apakah *cognate object* termasuk argument atau tambahan. Fakta-fakta yang terkait dengan *cognate object*

menunjukkan bahwa *cognate object* paling baik dilihat sebagai argument dan bukan sebagai tambahan *adverbial*. Tidak seperti bahasa Inggris dan banyak bahasa lainnya, penggunaan objek serumpun dalam Bahasa Arab Standar Modern sangat produktif. *Cognate object* muncul dengan hampir semua jenis kata kerja: kata kerja intransitif, unergatif, tidak akusatif, monotransitif dan ditransitif. Selain itu, kata-kata tersebut dapat dipasifkan, dipronominalkan, dan ditopikkan. Penelitian lainnya adalah penelitian dari (Horita, 1996) yang menganalisis tentang konstruksi objek serumpun *cognate object* dalam bahasa Inggris. Hasil penelitian ini adalah setidaknya ada dua kemungkinan untuk konstruksi objek serumpun, konstruksi sebagai contoh dari suatu kegiatan (yaitu sebagai suatu peristiwa) atau lainnya sebagai jenis kegiatan. Beberapa penelitian sebelumnya tentang *cognate object* telah ditemukan pada berbagai bentuk bahasa. Artikel ini bertujuan untuk menganalisis *cognate object* yang ditemukan dalam bahasa Bali. Bahasa Bali merupakan bahasa austronesia dari cabang sundik. Penutur suku bali menggunakan bahasa Bali sebagai bahasa komunikasi. Struktur bahasa Bali menyerupai struktur bahasa Indonesia yang memiliki SPOK. Berdasarkan struktur kalimat yang menyusunnya, *cognate object* juga ternyata ditemukan dalam bahasa Bali yang menarik untuk dianalisis.

2. METODE

Penelitian ini merupakan penelitian kualitatif yang bertujuan untuk memperoleh faktadan informasi tentang *cognate object* pada bahasa Bali. Data diambil dari kata-kata yang digunakan dalam bahasa Bali. Bahasa Bali merupakan salah satu bahasa yang hingga kini masih terus dijaga kelestariannya. Bahasa daerah Bali ialah peninggalan budaya Bali yang sangat berarti serta wajib dilindungi, dan dilestarikan. Penelitian ini menganalisis tentang *cognate object* dalam bahasa Bali. Metode yang digunakan dalam pengumpulan data adalah metode observasi dan teknik yang digunakan dalam pengumpulan data adalah teknik catat. Setiap data disajikan dan dianalisis berdasarkan landasan teori (Kari, 2017). Ada empat langkah pengumpulan data yaitu, (1) melakukan observasi pada buku bahasa bali sekolah dasar, (2) mencari data yang sesuai dengan permasalahan yang dianalisis dan mengamati tuturan yang dihasilkan penulis, (3) Teknik pencatatan dilakukan pada kalimat atau ujaran yang berhubungan dengan *cognate object* yang digunakan”. (4) Memilih dan mengkategorikan data dari buku Bahasa Bali. Setelah membaca buku dengan seksama, kemudian memilih dan mengkategorikan kata-kata bentuk *cognate object* yang ditemukan, apa yang diucapkannya dan siapa yang mengatakan.

3. HASIL DAN PEMBAHASAN

Konstruksi objek serumpun *cognate object* adalah konstruksi yang objek verbanya berhubungan secara fonologis, morfologis, dan semantik dengan verba. Dalam proses

afiksasi terlibat unsur-unsur, seperti (1) dasar atau bentuk dasar, (2) afiks, dan (makna gramatikal yang dihasilkan) (I Wayan Jatiyasa, 2017). Objek serumpun didefinisikan sebagai objek "yang kata kerjanya, biasanya kata kerja intransitif, mengambil kata benda serumpun di posisi objeknya" (Kari, 2017). Dua jenis *cognate object* ditemukan dalam bahasa Bali yakni (1) *cognate object* dengan modifikasi kata sifat, dan (2) *cognate object* yang dibentuk dari kata dasar. Kedua jenis *cognate object* ditemukan pada data bahasa Bali dapat dilihat di kalimat berikut.

Data 1

- a) Pan Rendi setate *magae* **gae** aluh
- b) Dadong Sari ke pura *makamen* **kamen** uek
- c) Ayu Ida ke kesekolah *mabaju* **baju** daki
- d) Ibu-ibu PKK bok ne *masemir* **semir** barak
- e) Rai *macelana* **celana** bawak

Berdasarkan contoh kalimat pada data satu *cognate object* (CO) yang ditemukan adalah frasa kata benda tidak terbatas mengandung modifikasi kata sifat. Kalimat (a) menggunakan verba kata *magae* adalah verba intransitif imbuhan /ma-/ dengan bentuk dasar nomina *gae*. Objek pada kalimat (a) menggunakan frasa nomina *gae aluh*. Frasa *gae aluh* mengandung modifikasi kata sifat *aluh* dengan inti *head* kata *gae*. Berdasarkan hal tersebut *cognate object* pada kalimat (a) adalah *gae aluh* yang dimodifikasi kata sifat. Secara morfologis dan semantis nomina dan verbanya serumpun. Hal ini dapat dilihat pada konstruksi morfologis dibawah ini :

Verba : *magae* (m + *gae*) = 'bekerja'

Nomina *gae* = 'pekerjaan'

Frasa Nomina : *gae aluh* = 'kerja mudah'.

Frasa Nomina : **kerja** mudah / *gae* → *aluh* head : *gae*, adjektiva : *aluh*

Pan Rendi *magae* **gae** *aluh*

S V CO

Kalimat (b) kata *makamen* termasuk kata kerja intransitif yang menggunakan objek. Objek pada kalimat kedua adalah *kamen uek*. Frasa nomina *kamen uek* mengandung kata sifat *uek* dengan *head* kata *kamen* dimodifikasi kata sifat *uek*. *Cognate object* pada kalimat kedua adalah *kamen* yang termasuk kata benda berfungsi sebagai objek, secara morfologis dan semantik kata *kamen* serumpun dengan kata kerjanya. Untuk membuktikan hal tersebut dapat dilihat pada analisis di bawah ini:

Dadong Sari ke pura makamen **kamen** uek

S Adv. V O

Verba : *makamen* (*ma+kamen*) = 'menggunakan **kain**'

Nomina : *kamen* = '**kain**'

Frasa nomina : *kamen uek* = '**kain** sobek'

Frasa nomina berfungsi sebagai objek : *kamen uek* head : *kamen*, adjektiva : *uek*

Pada kalimat (c) adalah kalimat dengan kata kerja intransitif yang memiliki objek frasa nominabaju daki dengan kata inti (*head*) *baju* dan adjektifa *daki*. Objek *mabaju daki* memiliki kemiripan secara morfologis dan semantis dengan verba dalam kalimat tersebut. Objek pada kalimat ketiga adalah *baju daki* yang termasuk frasa nomina dengan modifikasi kata sifat. Secara semantis kata *mabaju* dan *baju* berasal dari satu kata yang serumpun. Untuk membuktikan hal tersebut dapat dilihat pada analisis di bawah ini:

Ayu Ida ke kesekolah *mabaju baju daki*

S Adv. V O

Verba *mabaju* (*ma+baju*) = 'menggunakan **baju**'

Nomina *baju* = '**baju**'

Frasa nomina *baju daki* = **baju** kotor

Frasa nomina dimodifikasi adjektiva : *baju daki* head : *baju*, adjektiva : *daki*

Pada kalimat (d) kata kerja *masemir* termasuk kata kerja intransitif yang juga memiliki konstruksi objek. Frasa *semir barak* merupakan objek dari verba *masemir*. Frasa ini termasuk frasa nomina dengan kata inti (*head*) *semir* yang dimodifikasi oleh kata sifat *barak*. Kata *semir* serumpun dengan kata kerja *masemir* secara morfologis maupun semantis. Baik *semir* maupun *masemir* memiliki makna yang identik dan sama-sama berasal dari kata *semir*. Untuk membuktikan hal tersebut dapat dilihat pada analisis di bawah ini.

Ibu-ibu PKK *masemir semir* barak

S V O

Verba *masemir* (*ma+semir*) = 'menggunakan **semir**'

Nomina *semir* = '**semir**'

Frasa nomina *semir barak* = '**semir** merah'

Frasa nomina berfungsi sebagai objek : *semir barak* head : *semir*, adjektiva : *barak*

Kalimat (e) menggunakan verba *macelana* dengan awalan /ma-/ dan kata dasar /celana/. Objek pada kalimat tersebut adalah frasa kata benda *celana bawak*. Kata *Celana bawak* termasuk *cognate object* dengan frasa kata benda yang dimodifikasi kata sifat. Objek *celana bawak* merupakan *cognate object* karena secara morfologis dan semantis identik dengan verba. Untuk membuktikan hal tersebut dapat dilihat pada konstruksi morfologis dan semantis dibawah ini :

Rai *macelana celana* bawak

S V O

Verba *macelana* (*ma+celana*) = 'menggunakan **celana**

Nomina *celana* = '**celana**'

Frasa nomina *macelana bawak* = 'menggunakan **celana**
 pendek' Frasa nomina dimodifikasi adjektiva : *celana bawak*
 head : *celana*, adjektiva : *bawak*

Data 2

- f) Muda-mudi ne *matuakan tuak* jaka
- g) Anake *majogedan joged* bumbung
- h) Di Pura Desa anake *macaru caru* brumbun
- i) Anakke *masepeda seped*a ontel

Berdasarkan beberapa kalimat yang ditampilkan pada data dua, ditemukan bahwa kalimat-kalimat tersebut menggunakan *cognate object* yang dikonstruksi dari kata kerja. Kata kerja pada data (f) menggunakan awalan /ma-/ pada verba *matuakan*. Awalan /ma-/ tidak mengalami perubahan apabila melekat pada bentuk dasar yang dimulai dengan bunyi konsonan /ma-/ + /tuak/ menjadi /matuakan/. Verba *matuakan* merupakan kata kerja intransitif dengan konstruksi *cognate objek* frasa nomina *tuak jaka*. Kata benda *tuak* secara morfologis dan semantis serumpun dengan verba dalam kalimat. Hal ini dapat dibuktikan pada konstruksi morfologis dan semantis dibawah ini:

Muda-mudi ne *matuakan tuak* jaka

S V O
 Verba *matuakan* (*ma+ tuak + an*) = 'minum **tuak**'

Nomina *tuak* (kata dasar) = '**tuak**'

Frasa nomina *tuak jaka* = '**tuak** jaka'

Pada kalimat (g), kata *joged bumbung* memiliki kemiripan (serumpun) secara morfologis dan semantis dengan kata kerja *majogedan*. Objek pada kalimat (g) adalah *joged bumbung* yang merupakan frasa nomina. *Cognate object* pada kalimat (g) adalah kata dasar pada verba *majogedan*. Secara morfologis dan semantis kata *joged* pada objek di data (g) adalah kata yang serumpun dengan verba *majogedan*. Untuk membuktikan bahwa kata *joged* dengan *majogedan* adalah serumpun, dapat dilihat pada analisis berikut ini.

Verba *majogedan* (*ma+joged + an*) = 'melakukan joged' Nomina

→ *joged* (kata dasar) = '**joged**'

Frasa Nomina *joged bumbung* = '**joged** bumbung'

Anake *majogedan* **joged** bumbung

S V O

Pada kalimat (h), kata *caru brumbun* sebagai objek kalimat memiliki kemiripan (serumpun) secara morfologis dan semantis dengan kata kerja *macaru*. Objek pada kalimat (h) adalah *carubrumbun* yang merupakan frasa nomina. *Cognate object* pada kalimat (h) adalah kata dasar pada verba *macaru*. Secara morfologis dan semantis kata *caru* pada objek di data (h) adalah kata yang serumpun dengan verbanya. Untuk membuktikan hal tersebut analisis dapat dilihat pada konstruksi di bawah ini.

Verba *macaru* (*ma + caru*) = 'melakukan upacara **caru**' (sejenis sesajen) Nomina

caru (kata dasar) = '**caru**' (sejenis sesajen)

Frasa Nomina *caru brumbun* = '**caru** lima warna'

Di Pura Desa anake *macaru* **caru** brumbun

Adv. S V O

Pada kalimat (i) kata *masepeda* merupakan verba intransitif yang menggunakan konstruksi objek dalam kalimat. Objek pada kalimat (i) adalah *sepeda ontel* yang merupakan frasa kata benda dengan *head* sepeda. *Cognate object* pada kalimat (i) adalah bentuk kata dasar dari *masepeda*. Secara morfologis dan semantis kata *sepeda* pada object dan kata *masepeda* pada verba adalah kata yang serumpun. Untuk membuktikan hal tersebut analisis dapat dilihat pada konstruksi di bawah ini.

Anakke *masepeda* **sepeda** ontel

S V O
 Verba = *masepeda* (*ma* + *sepeda*) = ‘**bersepeda**’ Nomina
sepeda (kata dasar) = ‘**sepeda**’
 Frasa nomina *sepeda ontel* = ‘**sepeda** ontel’

Data 3

- j) I meme *maturan* **aturan** canang
- k) Cenik-cenikke *maplalian* **plalian** tradisional
- l) Bapak-bapak *magambel* **gambelan** topeng
- m) Liu anakke *magending* **gandingan** bali

Verba pada kalimat diatas menggunakan awalan /ma-/ ditambah kata dasar. Awalan /ma-/ tidak mengalami perubahan apabila melekat pada bentuk dasar yang dimulai dengan bunyi konsonan. Kalimat pada data (j) menggunakan kata kerja *maturan* yang menyerupai objek (nomina) *aturan canang*. Verba *maturan* dengan objek pada nomina *aturan* termasuk kata yang serumpun memiliki kesamaan morfologis, tetapi secara semantis berbeda. Objek ini dikategorikan sebagai *cognate object*. Hal ini dapat dibuktikan pada konstruksi morfologis dan semantis di bawah ini:

I Meme *maturan* **aturan** canang

S V O
 Verba *maturan* (*m* + *atur* + *an*) = ‘persembahan’ Nomina *aturan*
 (*atur* + *an*) = ‘**sesajen**’
 Frasa nomina *aturan canang* = ‘**melakukan persembahan sesajen canang**’

Kalimat pada data (k) menggunakan kata kerja *meplalian* dengan imbuhan /m-/ ditambah kata dasar *plalian*. Kata *plalian tradisional* memiliki kesamaan objek kalimat dan termasuk *cognate object*. Verba *maplalian* dengan objek pada nomina *plalian tradisional* termasuk kata yang serumpun memiliki kesamaan morfologis dan semantis. Objek ini dikategorikan sebagai *cognate object*. Hal ini dapat dibuktikan pada konstruksi morfologis dan semantis di bawah ini:

Cenik-cenikke *maplalian* **plalian** tradisional

S V O
 Verba *maplalian* (*ma* + *plalian*) = ‘**bermain**’ Nomina
plalian (kata dasar) = ‘**permainan**’
 Frasa Nomina *plalian tradisional* = ‘**permainan tradisional**’

Kalimat (1) menggunakan verba yang menggunakan *cognate object gambelan topeng*. Verba yang digunakan pada kalimat (1) adalah *magambel* dengan awalan *ma-* dan kata dasar *gambel*. Objek pada kalimat (1) termasuk *cognate object* karena merupakan frasa nomina yang secara morfologis dan semantis serumpun dengan verba dalam kalimat tersebut. Hal ini dapat dibuktikan pada konstruksi morfologis dan semantis di bawah ini:

Bapak-bapak *magambel* **gambelan**

topengS V O

Verba *magambel* (*ma* + *gambel*) = ‘memainkan **alat musik**’

Nomina *gambel* (kata dasar) = **‘alat musik’**

Nomina *gambelan* (*gambel* + *an*) = ‘**alat musik**’

Frasa nomina *gambelan topeng* = ‘**alat musik** untuk tari topeng’

Pada kalimat (m) menggunakan verba *magending* dengan awalan *ma-* dan kata dasar *gending*. Kalimat tersebut menggunakan *cognate object* yaitu *gendingan Bali* yang secara morfologis dan semantis identic dengan verbanya. Objek kalimat pada data (e) adalah frasa kata benda *gandingan Bali*. Hal ini dapat dibuktikan pada konstruksi morfologis dan semantis di bawah ini:

Liu anakke *magending* **gandingan** bali

S V O

Verba *magending* (*ma* + *gending*) = ‘**bernyanyi**’ Nomina

gending (kata dasar) = ‘**nyanyian**’ Nomina *gendingan*

(*gending* + *an*) = ‘**nyanyian**’ Frasa nomina *gendingan* Bali =

‘nyanyian Bali’

Data 4

- n) Timpal-timpale *ngarujak* **rujak** poh
o) Dugas galunganne liu anakke *ngelawar* **lawar** celeng
p) Murid-muride *ngambar* **gambaran** gunung.

Berdasarkan empat kalimat pada data keempat, ditemukan bahwa keempat kalimat tersebut menggunakan *cognate object* yang dibentuk dari kata kerja. Verba bahasa Balimemiliki prefix /n/ yang memiliki alomorf /n/, /m/, /ng-/ dan /ny-/ (Gitananda, 2017). Pada kalimat (n) menggunakan kata kerja intransitif *ngerujuk* dan menggunakan objek dengan frasanomina *rujak poh*. Kata kerja *ngerujuk* mendapatkan awalan /n/ dengan alomorf /ng/ dengan kata dasar /rujak/. Kata *ngerujuk* merupakan verba intransitif dengan

objek frasa nomina yang merupakan kata dasar pada verba tersebut. Secara morfologis dan semantis kata *rujak* pada objek adalah kata yang serumpun dengan verba *ngerujak*. Objek pada kalimat (n) adalah frasa *rujak poh* yang dapat dikategorikan sebagai *cognate object*. Hal ini dapat dibuktikan pada konstruksi morfologis dan semantis di bawah ini:

Timpal-timpale *ngarujak rujak poh*

S V O

Verba *ngarujak* (n + *rujak*) = ‘aktifitas makan **rujak**’

Nomina *rujak* (kata dasar) = ‘**rujak**’

Frasa nomina *rujak poh* = ‘**rujak** mangga’

Kalimat (c) menggunakan kata kerja intransitif *ngelawar* mendapatkan awalan /n/ dengan alomorf /ng-/ pada kata dasar *lawar*. Objek pada kalimat tersebut merupakan frasa kata bendasecara morfologis dan semantis terbentuk dari verbanya, sehingga kata *lawar* dapat dikategorikan sebagai *cognate object*. Hal ini dapat dibuktikan pada konstruksi morfologis dan semantis di bawah ini:

Dugas galunganne anakke *ngelawar lawar celeng*

Ket. Waktu. S V O

Verba *ngelawar* (n + *lawar*) = ‘aktifitas membuat **lawar**’

Nomina *lawar* (kata dasar) = ‘**lawar**’

Frasa nomina *lawar celeng* = ‘**lawar** babi’

Kalimat (d) menggunakan kata kerja *ngambar* yang mendapatkan imbuhan /n/ dengan alomorf

/ng/ pada kata dasar *gambar*. Kata *gambar* berfungsi sebagai objek dengan kelas nomina yang secara morfologis dan semantis identik dengan verbanya, sehingga kata *gambaran gunung* termasuk *cognate object*.

Murid-muride *ngambar gambaran gunung*

S V O

Verba *ngambar* (n + *gambar*) = ‘**menggambar**’

Nomina *gambar* (kata dasar) = ‘**gambar**’

Nominal *gambaran* (*gambar* + an) = **gambaran**

Frasa nomina *gambaran gunung* = ‘**gambar** gunung’

4. KESIMPULAN

Berdasarkan hasil analisis data dapat disimpulkan bahwa *cognate object (CO)* dapat ditemukan pada data bahasa Bali yang disajikan dalam kalimat. *Cognate object* yang ditemukan dalam data bahasa Bali adalah frasa nomina tidak terbatas yang mengandung modifikasi kata sifat. Dalam beberapa data verba pada data bahasa Bali, verba menggunakan awalan /ma-/ yang ditambah kata dasar. Kata dasar tersebut merupakan objek kalimat yang serumpun dengan verbanya dan dikategorikan sebagai *cognate object*. Objek kalimat secara morfologis dan semantis serumpun. Beberapa verba bahasa Bali yang memiliki prefix /n/ dan memiliki alomorf /ng/ juga ditemukan pada data bahasa Bali. Kalimat tersebut menggunakan verba dan objek yang serumpun secara morfologis dan semantis sehingga objek kalimat dikategorikan sebagai *cognate object*.

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Reasons of Using Code Mixing on The Comment in Social Media

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Abstract – Mastering two languages is now commonplace in a multilingual society. As a result of this, mixing more than two languages in written and spoken speech is inevitable. But in addition to having knowledge of more than one language by one individual, there are other functions behind the occurrence of the code mix. This study sought to analyze the reasons behind the use of coded interference in the comments of Balinese-speaking social media users. This research method is qualitative. Data was collected by observing Balinese comments on Facebook and Instagram accounts that uploaded posts about social phenomena in society. Content analysis techniques are used to analyze the data obtained. The theory used is the theory of reason using a mixture of codes from Hoffman (1991) and the Context of Situation from Halliday and Hasan (189). The result found is that social media users mix codes because they want to confirm something according to their beliefs. Expressions of certain groups are rarely found because these social media users do not always show one particular group. In addition, other reasons found in this code mix are a form of humor as well as politeness in giving comments, especially when referring to one individual.

Keywords: *alasan, campur kode, komentar, media sosial*

1. INTRODUCTION

Multilingual and Bilingual happens in any field of communication recently, not just daily communication but on social media as well. Many users in social media tend to use different languages when writing comments. The rise of online entertainment throughout the course of recent years has brought all of the world's districts together in one place for the help of correspondence. Individuals can impart their thoughts and suppositions on any subject via online entertainment (Chakravarthi et al, 2022). Sabater and Mofo (2019) has an opinion that people are now observing lots of multilingualism because of the Internet. This is due to the ability of mastering more than one language. The effects are know as code-switching and code mixing. Musyken (2000) mentions that code mixing differs from code switching. The more commonly used term code-switching will be reserved for the rapid succession of several languages in a single speech event, but code mixing happens in the internal utterance or sentence. Therefore, he gives definition that code mixing is the use of lexical items and grammatical features between two languages that appear in one sentence. In line with the definition above, Verheijen and Hout (2022) said that code-mixing is where some elements of a second or foreign language used in one's first language. As the conclusion, code mixing deals with using two language elements, in terms of lexical or grammatical features in an utterance. This phenomenon, recently, often used by the social media users on their comments or posts. In multilingual occasion, the decision using between languages conveys interactional power or suggests something about the circumstance or the interlocutor and therefore, the choice of using two languages alternately based on some reasons or purposes.

Meyerhoff (2006: 116) said that 'it is sometimes difficult to say just whether it is the domain of the interaction that determines what linguistic variety a speaker will choose, or whether the person they are talking to is what determines their choice'. Speakers will use various styles of a language depending on the place, the person one is talking to and the choice of impression or persona that is wished to say to the interlocutors. According to Meyers-Scotton (2006: 146), persona is a role that one thinks in public life, or more to how others see a person. So, it is very often that people do mixing and switching by considering the aspect of communication, such as the interlocutor, the social roles, the topic, or the place where they speak. Hoffman (1991:106) stated that code-mixing helps the speaker to be more precise or to clarify a message. This is in accordance with one of the reasons for code-switching he also purposed (pg. 115-116), being emphatic about something, meanwhile the other reasons are a person is talking about a particular topic, the subject is quoting somebody else, repetition used for clarification, and an expression of a group identity. People who speak more than one language are aware that in some points of discussion, using mixing or switching helps to deliver their needs.

There are many other studies that discussed about reason for code-mixing. Yusnan et al (2020) conducted a study about code mixing and code switching in a novel entitled *Badai Matahari Andalusia* by HaryEl-Parsia. In a 399 pages-novel, there are only 16 data that use code mixing and code switching found. The languages that involve are Indonesian, English, and Arabic. They concluded that the code-mixing that appears mostly are the characteristic of the author's masterpiece. There is also a study about code-mixing in an interactive dialog in a TV Channel by Amriyah and Isnaini (2021). They found the form of code-mixing are words, phrases, and clauses. The cause of code-mixing is the speaker's person, various languages, and popular words. The speaker of this dialog, Sujiwo Tedjo, do the mixing because of his desire and that he is fluently in some languages. The other factor found is how people are comfortable using popular language. The other study that uses social media YouTube as the data source of code mixing and code-switching research is conducted by Wulandari, Setiawan, and Fadilla (2023). The study analyzed code mixing and code switching used in a YouTube Channel, Londokampung. The results show that code switching, which they focus on the form phrase, clause, or sentence that appear not in a single utterance or sentence, is included in External and Internal types of switching. Meanwhile the code mixing, which is the insertion of different word in a single utterance, appears in the form of word classes. Although they often mention that the speaker asserting a point, they did not focus on the reason of using code switching or code mixing.

This study focuses on analyzing the reasons of code mixing done by the social media users on their comments regarding to some posts. The type of code mixing helps to see the limit of using code mixing, in addition to this, the reason is the interesting point to be analyzed since recently this phenomenon commonly used in any aspect of life, including social media communication.

2. METHOD

This part explains about the design and how the study conducted. Specifically, the study is qualitative research. Creswell (2014:32) said that "qualitative approach is an approach for exploring and understanding the meaning individuals or groups ascribe to a social or human problem." Albeit the process is comparable, qualitative method depend on text and picture information, have extraordinary strides in data analysis, and draw on assorted plans (pg. 232).

2.1 Research Design

This study used descriptive qualitative method, where all the data collected thoroughly without altering the data. Qualitative methods emphasize more on observing phenomena and

more examining the substance of the meaning of the phenomenon (Ardianto, 2019). The accuracy of the analysis in this method is largely determined by the words and sentences used. Because the data collected is in accordance with what is obtained from the field, qualitative methods are also referred to as naturalistic methods (Sugiyono, 2015:14).

2.2 Research Population and Sampling

The data source of this study is comments from the social media users of 2 posts in *Puja Astawa haibanana* Facebook account with the posts entitled ‘*Padahal Pura-Pura*’ and ‘*Tetangga rage keto ti be*’ and *Infodenpasar* Instagram account with the posts on September 9, 2023 about the earthquake and September 8, 2023 about the state civil apparatus allegedly received social assistance. The reason of using these accounts is because one of them is familiar to the society as the public figure account and account that provides many information about events or news around Denpasar. They have many followers as well. The posts were selected based on many comments they have and also, they are the newest posts. Only the utterances or sentences that contain code-mixing are used and analyzed in this study. The languages which were concerned as the code mixing can be in local language, Indonesian, and English.

2.3 Data Collection Instrument

The data were collected by observation and note-taking. In addition, the visual material collecting technique also conducted because this study uses posts and the selected comments of the posts that have been released to public through those two social medias. Moreover, the photos of the comment will be put in the discussion to support the analyses.

2.4 Data Analysis

The theory used to analyze the type of code mixing is from Musyken (2000), the reason for code mixing is from Hoffman (1991) and context of situation from Halliday and Hasan (1989). Finally, the data presented by using formal and informal method. Formal method presents the result of the study, meanwhile the informal method presents the analysis.

3. RESULTS AND DISCUSSION

3.1 Result

Hoffman (1991:104) stated that “mixes can be used to clarify the message or make it more precise....” And he also has an opinion that “... the lexical level within a sentence (intra-sentential switches) are referred to as ‘code-mixes’ and ‘code-mixing’”. Therefore this

study uses the reason of code switching propose by Hoffman to do the analysis. There are 7 types (pg. 115-116) mentioned as the reason for mixing (switching), those are: Talking about particular topic, the subject is quoting somebody else, being emphatic about something, it is an interjection, repetition used for clarification, it is used to express group identity and the intention of clarifying the speech content for the interlocutor. These reasons help to do the analysis of why the internet users do code-mixing in their comments. In addition the context of situation where the comments posted also described.

From the 2 posts of *Puja Astawa haibanana* Facebook account and 2 Infodenpasar Instagram account, there are many comments using code mixing were found. The languages they used in mixing are Balinese, Indonesian, and English. The mixing in those comments have different reason. The table below shows the result:

Table.1 Result of this study

No	Reasons of Code mixing	Occurences
1.	Talking about particular topic	5
2.	the subject is quoting somebody else	0
3.	Being emphatic about something,	15
4.	It is an interjection	2
5.	Repetition used for clarification,	0
6.	It is used to express group identity and	1
7.	The intention of clarifying the speech content for the interlocutor.	0
TOTAL		23

There are 23 data found with code mixing and these data categorized only into three types of reasons as proposed by Hoffman (1991). The reasons are Being emphatic, interjection, and talking about particular topic. There are other reasons appear on the analysis, those are code mixing conducted to perform a humorous utterance and a polite comment when addressing a person. These two reasons embedded with the reasons found above.

3.2 Discussion

From the data collected, surprisingly there are not many utterances using code mixing. The users commented by using full Indonesian or Balinese Language. Indonesian Language used mostly in the comments of the post of Infodenpasar Instagram account. Meanwhile, in the posts of Puja Astawa Haibanana FB account, Balinese language is mostly used. The mixing appears by using Balinese in Indonesian sentence or utterance, or vice versa. However, sometimes the users also using English language to do the mixing. Musyken (2000: 3) stated that there are three types of code mixing, those are Insertion, Alternation, and congruent lexicalization. Insertion means the other language element (word or phrase)

inserted into a single utterance or sentence with different language. Alternation means the mixing appear in turn or between turn in one or more utterance or sentence. Congruent lexicalization means the mixing is a shared structure, lexicalized by elements from either language. These theory helps to identify whether the data uses code mixing or not. The analysis of the reason is the main discussion of this study.

3.2.1 Being Emphatic About Something

The code mixing used because the speaker intended to be firm or believe about something. In some cases, it can also be asserted of some opinion.

Data 1



Intine tulus Ikhlas, kadong sing bacange tre ken2

(The important thing is being sincere, no matter if it is announced or not)

Tetangge rage keto ti be_puja astawa haibanana

Data 2

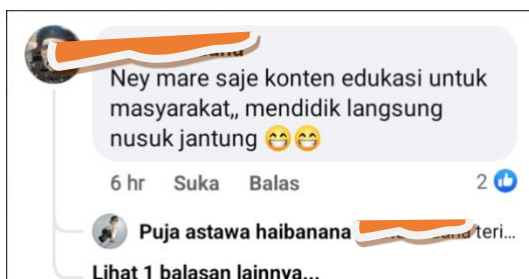


Makanya jangan suka pura2, sportif saja.....Mau ya mau

(There is no use to pretend, be sportif.....Mention yes if you desire)

Padahal pura-pura_Puja Astawa haibanana

Data 3



Ney mare saje konten edukasi untuk masyarakat,, mendidik langsung menusuk Jantung

(This is truly an educated-content for people,, educating directly and stamb the heart)

Tetangge rage keto ti be_puja astawa haibanana

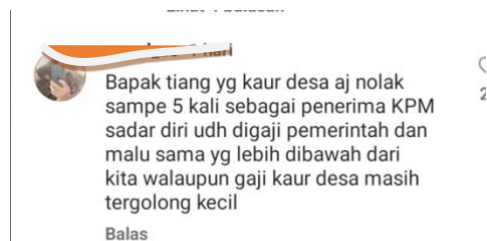
The three data above show when code mixing used because the speakers intended to be emphatic about something. In data (1) and data (3) come from the same source, the post of Puja Astawa FB account, that talk about a donation given in a temple. In that post a person announces those who give the donation, and the other three are the donator. The speaker in data (1) had opinion that the donation given in the temple must be sincerely done and not expecting others will know about this, therefore he mentions ‘*intine tulus Ikhlas...*’ These words are in Indonesian inserted into a Balinese utterance, so the data use code mixing. Meanwhile data (3) from the same post, the user wants to emphasize that the video content is an educational content, so the user uses phrase ‘*ne mare saje...*’ in Balinese. It is followed by the Indonesian clause ‘*konten edukasi untuk masyarakat....*’. So, the code mixing is conducted by inserting a Balinese phrase into Indonesian sentence.

In data (2), the speaker uses English word ‘*sportif*’ along with the Indonesian language in a sentence. The post is about a person who pretended refusing a basket of snake fruit which is offer to him by another person in an event. When he refused it, that person bring back the gift and make the first person regretted his act. The user comment about this by giving an advice the he should not play pretend, but say it directly what he wants. Since there is an English word inserted in an Indonesian sentence, so this data use code mixing.

2. Talking About Particular Topic

When a person wants to be understood in talking or doing the communication, he/she tends to use another element of language to help her. Inserting, using the language element in turn or replacing the structure of a language with structure of another language often considered as the best way to deliver certain topic of interaction.

Data 4



*Bapak **tiang** yang kaur desa aj nolak sampe 5 kali sebagai penerima KPM sadar diri udh digaji pemerintah dan malu ama yang lebih dibawah dari kita, walaupun gaji kaur desa masih tergolong kecil.*

(My father who is a head of department in a village refused to receive the social assistance five times. As the Community Development cadre has a self-aware that he is already paid by the government and is inferior to us, even though the salary of the head of the department is still relatively small.)

InfodenpasarIG

Data 5

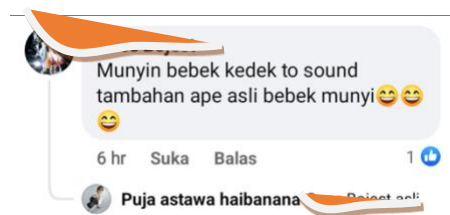


Kerasa bgtt min, nunggu update an, ternyata emg gempa.

(I felt it and waiting for the update, and turn out that it is an earthquake.)

InfodenpasarIG

Data 6



Munin bebek kedek to sound tambahan ape asli bebek munyi

The duck quacked is an additional sound or it happened naturally?

Tetangge rage keto ti be_puja astawa haibanana

Data (4) and (5) are considered using code mixing when they talked about a particular topic. Data (4) is a comment that responds the post about social assistance given by government for people in need but perverted by the government workers. The user then explain that his/her father is a government worker as well, but his father never take the assistance. The word ‘*tiang*’ is a Balinese pronominal but also can be an adjective as the one in data (4). The insertion of this word in Indonesian utterance is to talk about a particular topic that is his/her father who is a government worker. At the same time, this mixing also used to express the user group identity, a Balinese person. By using the Balinese lexical, the utterance provides an announcement that the user is a Balinese.

Data (5) is a comment that respond a post about earthquake that happened in Denpasar but the center is in East Lombok. The user mentioned that she/he felt it, and the utterance implied that she/he was looking for the confirmation of the situation to be sure that it is an earthquake. The word ‘update’ was chosen because she/he wanted to know the latest news about the earthquake, so this means the person talks about a topic, that is earthquake. Only this word is in English, while the rest are in Indonesian.

Data (6) has an insertion of English language ‘sound’ in Balinese sentence. This comment highlights the background sound of the video which is from ducks. He/she asks to the person in the video whether the sound is additional voice or a real duck’s sound. He/she is clearly talking about a particular topic, that is the sound that appears in the video). By making this utterance, he also formed a funny response for the video. He could just say ‘*suara*’, the equivalent in Indonesian, but he finally chooses ‘sound’, because it will create a humourism.

3.2.3 Interjection

The reason of mixing can be only as an exclamation or a tag (Hoffman, 1991:113). When it is used in an utterance, it doesn’t give direct effect to the meaning.

Data 7



This day people tend to use certain word in english to complete a sentence. As what it is found, ‘literally’ means ‘*secara harafiah*’. It is considered as interjection because it doesn’t contribute certain meaning on a sentence or utterance. The person If the word removed, the sentence which is in Liiteral. The insertion shows that this data use code mixing. The entire sentence is in Indonesian, but the English word inserted and helps to beautify the sentence or utterance.

4. CONCLUSION

From the posts of these two different social medias, it is found that there are not all of the internet users used code mixing. The comments mostly in Balinese for the posts of Puja Astawa Hai banana and mixing with Indonesian and sometimes English language. This is because they also post videos in Balinese. The other Instagram account posts are also using code mixing, but less than the posts from the FB account. The comments usually in Indonesia and sometimes use English. The reason for mixing the languages is often because the speakers want to be emphasized their opinion or statement. Talking about particular topic arises as the second reason of doing code mixing and Interjection is less than the two reasons. To be humorous and to be polite are other reasons found from the data. The comments that are based on these reasons appeared in both posts of the social media account.

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Analisis Kebutuhan Materi Ajar Bahasa Inggris Mandiri Untuk Mahasiswa Pariwisata Berdasarkan Asean Toolboxes

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Abstract - Penelitian ini berfokus pada dalam pengembangan materi pembelajaran Bahasa Inggris di bidang pariwisata berbasis ASEAN Toolboxes. Tujuannya untuk mengumpulkan dan menganalisis data untuk mengembangkan materi belajar mandiri Bahasa Inggris untuk mahasiswa pariwisata sebagai cara untuk menanggapi kebijakan tentang standar kompetensi pengajaran Bahasa Inggris yang diakui bersama dan disepakati oleh Kementerian Pariwisata di antara negara-negara anggota ASEAN. Data untuk penelitian ini adalah dikumpulkan dalam bentuk dokumen (ASEAN Toolboxes, silabus bahasa Inggris, dan rencana pelajaran) dan wawancara dengan siswa tentang kebutuhan belajar dan dengan guru tentang metodologi pengajaran. Produk analisis data adalah materi belajar mandiri. Wawancara dengan siswa membuktikan bahwa materi sangat penting untuk pengembangan diri siswa. Wawancara dengan para guru mendesak perlunya lebih banyak materi untuk siswa. Secara umum, materi pembelajaran Bahasa Inggris yang diterapkan cukup memberikan kompetensi yang diharapkan diwakili dalam ASEAN Toolbox, tetapi perlu studi lebih lanjut.

Kata Kunci: ASEAN Toolboxes, Pariwisata, Bahasa Inggris

1. PENDAHULUAN

Pariwisata merupakan faktor penting untuk meningkatkan saling pengertian di antara masyarakat dan memperluas kerja sama sosial, ekonomi, budaya dan ilmu pengetahuan di banyak negara. Pada tahun 2020, pariwisata akan meningkat menjadi pemasukan utama devisa negara Indonesia. Namun, ada beberapa permasalahan utama yang muncul selama 'perjalanannya' menjadi sumber pendapatan utama, dan yang terbesar adalah rendah kualitas layanan pariwisata. Permasalahan tersebut erat kaitannya dengan sumber daya manusia sebagai pekerja profesional di bidang tersebut. Sumber daya manusia Indonesia menempati posisi ke-53 dari 141 berdasarkan indeks daya saing perjalanan dan pariwisata.

Dalam rangka mewujudkan tenaga profesional pariwisata di Indonesia, pemerintah berusaha membangun banyak lembaga pendidikan di bidang pariwisata, misalnya Akademi Masyarakat Negeri Lombok Barat yang tidak hanya menjalankan misi pendidikan tetapi juga melaksanakan: pengembangan yang komprehensif yang menekankan pada pengembangan profesionalisme manusia. sumber daya, dengan memberikan pendidikan berdasarkan kebutuhan pasar dan industri. Lembaga ini memiliki tiga (3) konsentrasi yang berfokus pada industri perhotelan; akomodasi hotel, makanan dan minuman, dan teknik hotel.

Dalam lingkup yang lebih luas, kebijakan di bidang pariwisata juga semakin ditingkatkan. Sebagai negara anggota ASEAN, Indonesia juga berupaya untuk ikut serta dalam perjanjian saling pengakuan kualifikasi profesional di bidang industri pariwisata dengan mencanangkan ASEAN Toolbox pada tanggal 9 November 2012. Lebih lanjut, pengaturan ini mengacu pada persyaratan minimum standar kompetensi di bidang jasa hotel dan perjalanan yang bertujuan untuk meningkatkan layanan pariwisata dan memfasilitasi pembangunan antar negara anggota ASEAN, yang kami kenal sebagai ACCSTP (ASEAN Common Competency Standard for Tourism Professional).

Kurikulum pendidikan vokasi disusun bersama masyarakat profesi dan organisasi profesi yang bertanggung jawab terhadap mutu pelayanan profesinya guna memenuhi kualifikasi kompetensi profesionalnya sehingga mendidik profesinya. Kurikulum ini sering menerapkan pendekatan yang berpusat pada siswa dalam proses belajar mengajarnya. Pembelajaran belajar mandiri adalah satu hales untuk mendukung proses pembelajaran 'khusus' di perguruan tinggi kejuruan seperti Akademi Komunitas. Hal ini akan mengubah peran pelatih/peserta pelatihan dengan memberikan tanggung jawab proses pembelajaran yang lebih besar kepada peserta pelatihan.

Tulisan ini bertujuan untuk pengembangan materi pembelajaran mandiri berbasis ASEAN Toolbox yang dilakukan di Akademi Masyarakat Negeri Lombok Barat. Kemudian juga akan disajikan pembahasannya kebutuhan belajar siswa dan kebutuhan metodologis guru dalam mencapai pariwisata kualifikasi profesional standar ASEAN. Kebutuhan tersebut sangat penting dalam pengembangan materi pembelajaran.

2. METODE

Penelitian ini merupakan penelitian dan pengembangan yang mengadaptasi model Borg dan Gall5. Populasi sasaran dalam penelitian ini adalah 2 orang dan mahasiswa semester tahun ajaran 2020/2018 di Akademi Masyarakat Negeri Lombok Barat. Instrumen yang digunakan dalam penelitian ini adalah kuesioner terstruktur yang dikonstruksi untuk mengukur variabel (yaitu kebutuhan belajar peserta didik). Instrumennya terdiri dari dua bagian. Angket tersebut terdiri dari dua bagian kebutuhan pembelajaran yang mendukung metode pembelajaran; kuesioner pertama melibatkan diskusi, presentasi, permainan, permainan peran, dan simulasi. Kemudian, angket kedua melibatkan pilihan metode bagaimana pembelajar ingin mempelajari materi; secara individu, berpasangan (dua siswa), dan berkelompok (lebih dari 2 siswa).

Berikutnya, Perspektif guru juga diukur dengan mewawancarai guru bahasa Inggris dan praktisi bidang pariwisata. Wawancara akan menyelidiki tentang masalah siswa berdasarkan pada sudut pandang guru. Pertanyaan wawancara adalah tentang empat keterampilan dalam penguasaan bahasa Inggris, berbicara, mendengarkan, menulis, dan membaca. Dengan wawancara, kita dapat menyelidiki masalah spesifik yang ada pada setiap keterampilan.

3. HASIL DAN PEMBAHASAN

Kebutuhan Bahasa

Dalam penelitian ini, kebutuhan bahasa diselidiki melalui analisis dokumen ASEAN Toolbox yang mewakili ASEAN Common Competency Standard for Tourism Professional (ACCSTP); silabus bahasa Inggris di dunia akademis; dan rencana pembelajaran oleh guru itu sendiri.

Terdapat 11 (sebelas) kompetensi yang harus dicapai oleh peserta didik bidang pariwisata sebagai berikut:

(Kemahiran Bahasa Inggris) berdasarkan ACCSTP

- Berkomunikasi dalam bahasa Inggris pada tingkat operasional dasar.
- Merespon secara efektif instruksi yang diberikan dalam bahasa Inggris.
- Mulailah percakapan dan kembangkan hubungan baik dengan tamu.
- Berkomunikasi secara efektif dalam bahasa Inggris melalui telepon.
- Gunakan bahasa Inggris lisan untuk menyampaikan pertukaran ide yang kompleks.
- Menyampaikan presentasi lisan singkat dalam bahasa Inggris.
- Membaca dan menulis pada tingkat lanjutan.

(Membaca)

- Membaca dan menafsirkan instruksi dasar, arah dan/atau diagram.
- Membaca teks atau media informasi umum.

(Menulis)

- Tulis pesan singkat dalam bahasa Inggris
- Siapkan surat bisnis dalam bahasa Inggris tingkat lanjut

Dari kompetensi di atas dapat dianalisa menjadi keahlian khusus untuk masing-masing keahlian, misalnya:

Berkomunikasi bahasa Inggris pada tingkat operasional dasar
 Kemampuan untuk:

- membedakan ekspresi formal dan informal dalam bahasa Inggris.
- memulai percakapan
- menanggapi pidato pembukaan percakapan
- mempertahankan percakapan tentang topik yang sudah dikenal
- berbicara tentang peristiwa masa lalu dengan menggunakan penanda urutan dan tense yang benar
- tutup pembicaraan dengan sopan
- ajukan pertanyaan terkait untuk memperjelas instruksi dan permintaan
- membuat permintaan yang sopan
- menjelaskan prosedur kerja rutin
- membuat saran
- mendiskusikan suka, tidak suka, dan preferensi

Kebutuhan belajar

Dalam penelitian ini, kebutuhan belajar peserta didik adalah ukuran oleh tanggapan siswa terhadap item dalam kuesioner. Ada dua bagian kebutuhan belajar yang mewakili kegiatan dalam proses pembelajaran. Pertama, kami menyelidikinya kegiatan apa yang dilakukan peserta didik ingin lakukan sambil mencapai kompetensi bahasa Inggris di bidang pariwisata. Terdapat lima dimensi kebutuhan pembelajaran yang disajikan, seperti diskusi; presentasi; permainan; permainan peran; dan simulasi. Berdasarkan temuan pada Tabel 1, frekuensi tertinggi adalah simulasi (28%), disusul permainan (24%). Peringkat ketiga adalah role play (20%) yang lebih tinggi dibandingkan diskusi (15%) dan presentasi (13%).

Kedua, cara mereka melakukan proses pembelajaran. Ada tiga jenis seperti secara individual; berpasangan; dan dalam kelompok (lebih dari 2 siswa). Berdasarkan temuan pada Tabel, bekerja berpasangan memiliki frekuensi tertinggi (40%), diikuti dengan bekerja dalam kelompok (33%). Di peringkat terakhir ada secara individu (27%).

Temuan menunjukkan bahwa kegiatan simulasi dan berpasangan merupakan kegiatan yang paling disukai oleh peserta didik dalam proses pembelajarannya.

Kebutuhan Belajar Peserta Didik	Frekuensi
Diskusi	15%
Presentasi	13%
permainan	24%
Permainan peran	20%
Simulasi	28%

Kebutuhan Belajar Peserta Didik	Frekuensi
Secara individu	27%
Berpasangan	40%
Dalam kelompok (lebih dari 2 siswa)	33%

Tabel 1. Frekuensi Kebutuhan Belajar Peserta Didik

Sudut pandang guru

Dalam penelitian ini, perspektif guru diselidiki dengan mewawancarai instruktur bahasa Inggris dan praktisi bidang pariwisata. Ada empat dimensi Perspektif guru berdasarkan keterampilan yang harus dikuasai oleh pembelajar, berbicara, mendengarkan, menulis, dan membaca.

Berdasarkan temuan pada Tabel 2, berbicara adalah keterampilan yang paling banyak dipelajari

Keterampilan sulit yang dicapai peserta didik diikuti dengan mendengarkan, menulis, dan membaca sebagai keterampilan terakhir.

Masalah siswa	Para siswa sulit untuk:
BERBICARA	berkomunikasi dengan klien asing dalam pekerjaan rutin mereka, bernegosiasi untuk saling pengertian, menanyakan kebutuhan tamu/permintaan khusus.
MENDENGARKAN	memperhatikan percakapan tatap muka/percakapan telepon, memahami aksen yang berbeda (pribumi dan non-pribumi)
MENULIS	menulis email dalam bahasa Inggris, menjelaskan hal-hal yang harus dilakukan, menginformasikan informasi di berbagai tempat, menulis iklan dan rencana untuk mempromosikan layanan, dll.
MEMBACA	memahami informasi detail dokumen wisata seperti paspor dan visa, memahami informasi dari berita internet terkait pariwisata.

4. CONCLUSION

Pengembangan materi belajar mandiri bahasa Inggris diperlukan untuk merespon kebijakan standar kompetensi bahasa Inggris, khususnya untuk perguruan tinggi vokasi. Tidak akan pernah ada bahan belajar/belajar mandiri yang sempurna yang dapat digunakan dimana saja, kapan saja untuk tingkat pembelajar yang sama. Guru harus mengembangkan materi belajar mandiri untuk target pembelajarnya sendiri dengan menganalisis bahasa dan kebutuhan pembelajaran. Kebutuhan bahasa dapat diidentifikasi dalam dokumen yang memuat standar kompetensi, seperti silabus, Kerangka Kualifikasi Nasional Indonesia, dan ACCSTP (Kotak Peralatan ASEAN). Terdapat 11 kompetensi kemahiran bahasa Inggris yang harus dicapai oleh siswa. The Kebutuhan belajar dapat dianalisis dari kebutuhan siswa terhadap proses

belajarnya dan kebutuhan guru. perspektif. Kegiatan yang paling digemari dalam proses pembelajaran adalah simulasi dengan bekerja berpasangan. Dan di antara keempat keterampilan tersebut, berbicara dianggap sebagai masalah utama bagi mahasiswa pariwisata, disusul dengan mendengarkan, menulis, dan membaca

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Exploring English as a Foreign Language (EFL) Learning Media in Vocational Higher Education

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Abstract - Employing suitable English learning media have the potential to underpin students' language acquisition. The use of internet technology assists students to boost their English language skills. Selecting suitable English language topics to the E-learning platform promote to the learners' eagerness to study in the classroom. This study investigated the suitable topics used for English for Tourism and Hospitality (ETH) in vocational higher education. The research used descriptive qualitative research which explored the topics use to teach (ETH) in English as a Foreign Language (EFL) classroom. Several obvious lessons were immersed to the E-learning system, for example, taking a reservation by phone, welcoming a guest, room service: taking an order, taking massages for a guest

Keywords: *EFL, learning media, vocational education*

1. INTRODUCTION

The importance of EFL for vocational higher education has been underlined by the fast development of the global economy and the increasing presence of foreign-funded companies within each country. It is essential for vocational students to have a strong foundation in English as English has become the main language of communication in many industries (Shu, 2022). Various strategies and approaches have been proposed to increase the effectiveness of EFL teaching in vocational education. These include using technology, such as web-based settings, to support language learning (Pan, 2015). Language acquisition can also be improved by developing vocabulary teaching methods that are relevant to vocational learning (Skarpaas & Rødnes, 2022). The use of web-based is also beneficial for the teacher in the EFL classroom. In the field of English language teaching, the use of Web 2.0 has been widely researched. The integration of Web 2.0 tools into English language teaching was viewed positively by most EFL teachers. Teachers were perceived to be more efficient and students more motivated through the use of these tools (Supiani, 2019). Integrating technology into the EFL classroom has also been found to help learners learn and learn to learn. Technology can be used to provide learner-centred environments and opportunities for interactive and creative learning (Batubara, 2021). By providing additional resources and facilitating communication and collaboration, technology can increase the effectiveness of EFL teaching. Web-based environments provide many materials, activities and opportunities for authentic language use. They can also make the learning experience more relevant and practical for vocational students by providing a platform for integrating language skills with vocational knowledge (Tahmina, 2022).

Various learning media and technologies have influenced the teaching of English as a Foreign Language (EFL) in vocational higher education. EFL learners' engagement, critical thinking and learning outcomes are positively influenced by the use of e-learning approaches such as web-based flipped learning and interactive multimedia (Pang, 2022). In vocational education and training, the use of technology and multimedia in the EFL classroom is essential to meet the demands of the digital age and to develop students' technical skills (Avifah & Fajri, 2022a). The quality of EFL teaching and learning can be enhanced through the integration of multimedia, such as digital audio and video (Avifah & Fajri, 2022b). The integration of technology and multimedia in EFL classrooms is seen as having a beneficial effect on students' language learning. For instance, a study carried out with advanced Iranian EFL students found that metacognition instruction through dialogic interaction enhanced students' multimedia listening comprehension and metacognition awareness in listening (Bozorgian & Alamdari, 2017). In line with that, EFL speaking skills of student teachers improved through multimedia-based program (Diyyab et al., 2014). A favorable context for reforming and exploring English language teaching paradigms has been created by the use of multimedia technology in language teaching (Gamal, 2022).

The use of a website promises to improve students' English language skills. For example, the website www.duweg.com stands out for its ability to effectively support learners in higher education. The educational content available is well suited for English as a Foreign Language (EFL) learners in vocational education. The importance of using relevant learning materials is to provide students with targeted language practice. This research examines in detail the use of the appropriate learning modules presented on the website.

Theoretical Framework

English as a Foreign Language (EFL)

English as a Foreign Language (EFL) refers to the learning and teaching of the English language in a non-English-speaking country or context. It is a popular research topic among scholars and researchers in the field of English language education (Alefesha & Al-Jamal, 2019). An EFL is a person who is learning English in a non-English-speaking setting where English is not the primary means of everyday communication. These learners learn English for a variety of reasons, including education, career opportunities, travel or personal interest, and typically live in countries where their native language is different from English. In order to gain access to a wide range of educational and professional opportunities, EFLers often seek internationally recognized tests and certificates of English language proficiency, including TOEFLs and IELTSs. They also rely heavily on qualified English teachers who can teach, guide and support them according to their specific needs and goals. Technology is playing an increasingly important role in the learning of EFL, with learners making use of online resources, language learning applications and multi-media content to supplement their learning.

Learning Media

Learning media in English education means using different tools, materials and resources that make learning and understanding English easier. The use of media in the English language classroom has been shown to have a number of benefits. These include improving student motivation, engagement and comprehension (Tang et al., 2018). They increase the engagement and interactivity of learning by using multimedia elements such as videos, animations and interactive simulations to capture the interest of students and increase their motivation. Learning media make use of visual and audio aids, simplifying complex concepts with diagrams, charts and narrations, thus facilitating their comprehension. They are also accessible to visual, auditory and kinesthetic learners, and cater for different learning styles and abilities. To accommodate busy schedules and different lifestyles, the flexibility of learning media allows learners to access educational content at their convenience. In addition, interactive media provide immediate feedback, enabling learners to monitor their progress and correct mistakes in real time. In addition, they can be used to personalize content.

Vocational education

Vocational education is education and training which provides people with the knowledge, skills and abilities needed for particular jobs or professions. It prepares students for employment in specific industries or sectors, with an emphasis on practical training and on-the-job experience

(Abdullah, 2021). In contrast to traditional academic education, vocational education and training emphasizes hands-on training and offers a wide range of fields such as health care, automotive technology and hospitality. These programs tend to be shorter, with curricula closely aligned to industry needs, and often lead to industry-recognized certifications. Vocational education and training are career-focused and aims to provide a smooth transition into the workforce. It often includes apprenticeships or internships to provide real-world experience. It contributes significantly to global workforce readiness and economic development by being flexible enough to serve individuals at different stages of their lives, and by addressing skills gaps in the labor market.

2. METHOD

This study was conducted using a descriptive qualitative approach (Creswell & Creswell, 2018) (Gay et al., 2011) which analyze the use of EFL learning media topic used on the website. The research aimed to explore how learners engage with different types of learning media, assess their preferences and evaluate the effectiveness of these materials in improving English language proficiency in the context of web-based learning. These results increase our understanding of learning media in EFL education and suggest ways of using these media in more effective online language learning. The EFL topic on www.duweg.com was analyzed with regard to the need of learners in higher education.

3. RESULTS AND DISCUSSION

Several detail lessons are provided on the website which have a potential to assist learners to improve the EFL skills. They encompass a wide range of language skills, including listening, speaking, reading and writing, as well as the acquisition of grammar and vocabulary. To enhance learner engagement and comprehension, the lessons include interactive elements such as exercises and multimedia resources. In addition, the site is a valuable resource for those on a language learning journey as the structured progression of these lessons ensures that learners can build a solid foundation and progressively develop their EFL skills.

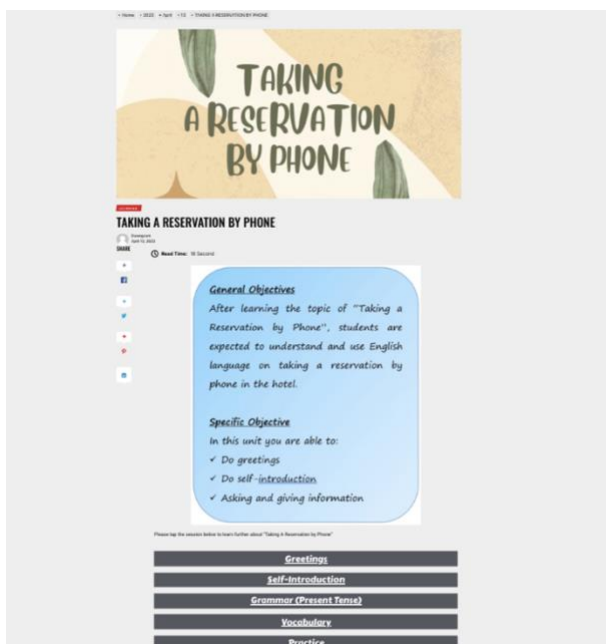


Figure 1. taking a reservation by phone

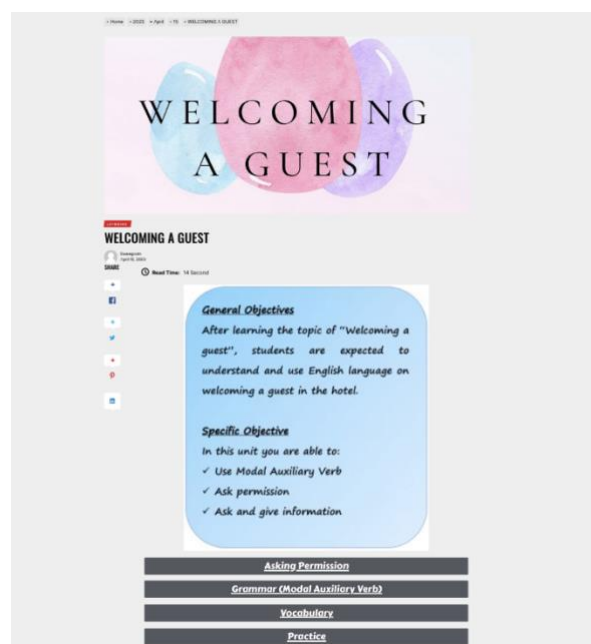


Figure 2. welcoming a guest

According to the taking a reservation by phone topic, it is intrinsically relevant to the workplace, as many areas of employment, including hospitality, tourism, event planning and customer service, rely heavily on professionals who are skilled at taking reservations over the phone. As a result, teaching students the intricacies of effectively taking reservations will equip them with the skills necessary for these job roles, making them ready for the workplace when they graduate. Welcoming a guest is a fundamental aspect of vocational training and is important for a number of compelling reasons. It emphasizes the development of essential customer service skills. Many professions, including hospitality, tourism and event management, require professionals to interact with guests on a regular basis. Teaching students how to make the experience welcoming and positive will be crucial. By teaching the art of hospitality, vocational education and training ensures that graduates are well prepared to meet and exceed the needs and expectations of customers.

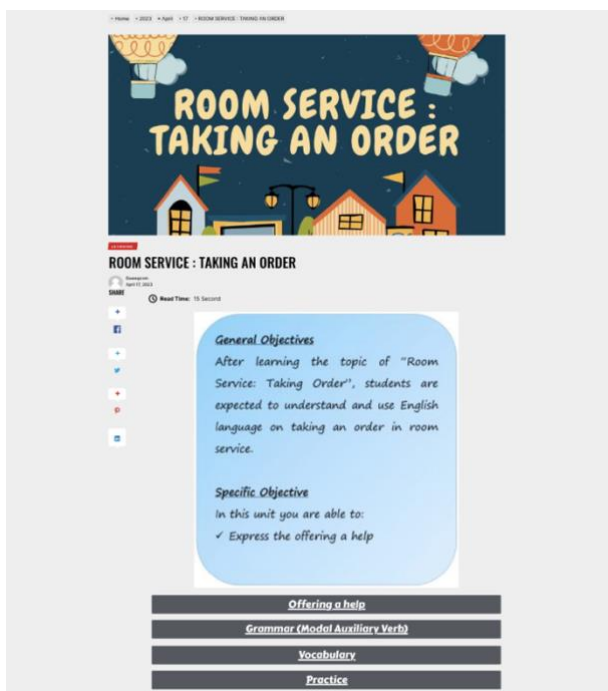


Figure 4. taking messages for a guest

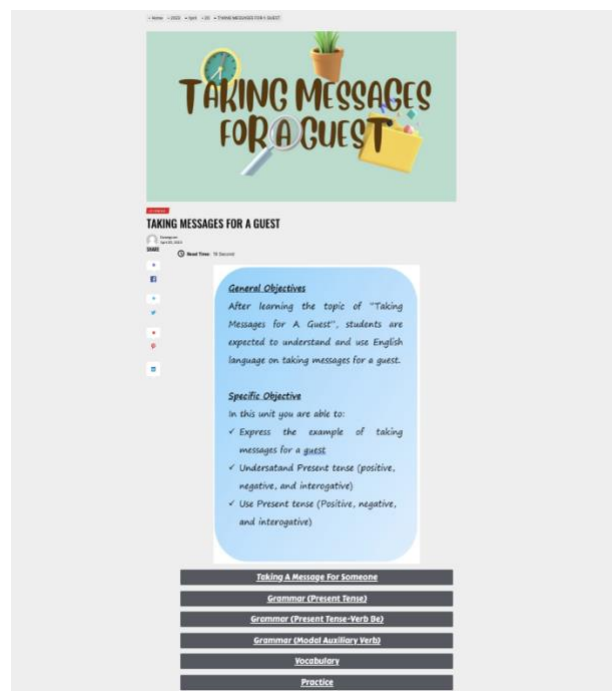


Figure 3. room service: taking an order

In terms of the figure 3, it is importance in industries that priorities guest experience and satisfaction, room service, and in particular the ability to take orders, occupies a central place in vocational training. In occupations such as hospitality and catering, where the quality of service can make or break a business, this skill is not only relevant but essential. Guest messaging is a key aspect of training, particularly in industries that prioritise hospitality, customer service and seamless communication. This skill is not only highly relevant but also essential in professions such as hospitality, tourism and event management, where the ability to communicate messages effectively can have a significant impact on the guest's experience and the overall success of an establishment.

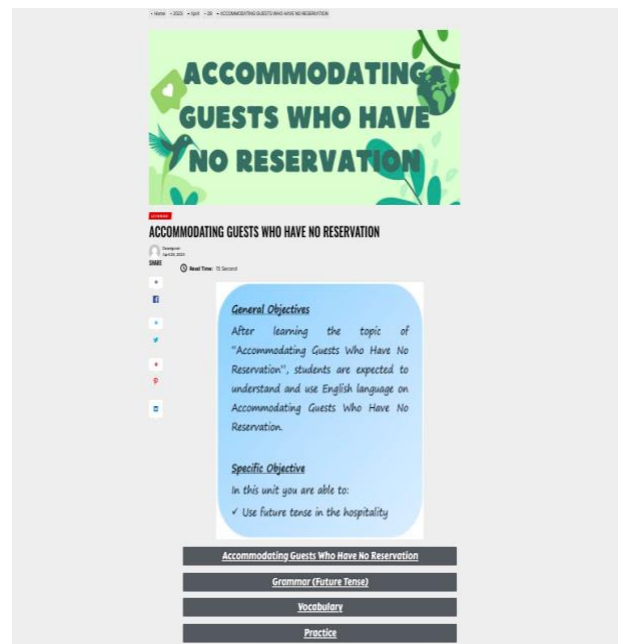
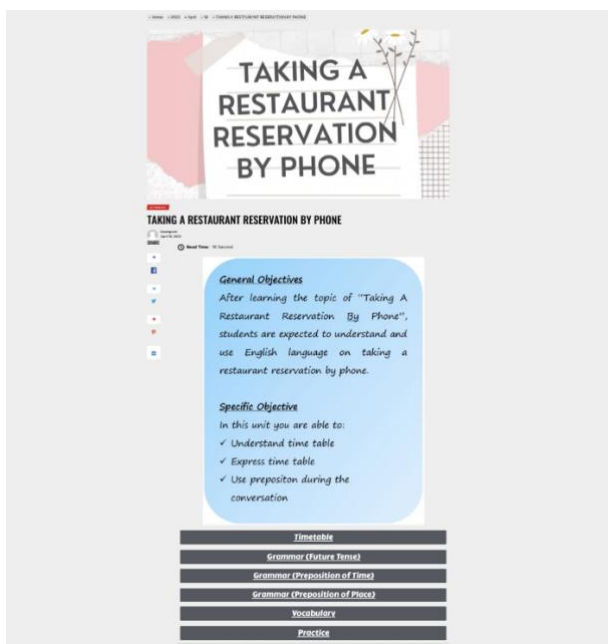


Figure 5. taking a restaurant reservation by phone. Figure 6. accommodating guests who have no reservation

Taking restaurant reservations over the phone is an essential part of professional training, especially in industries that prioritise the guest experience and keeping restaurants running smoothly. This skill is not only highly relevant, but also essential in professions such as hospitality and culinary arts, where the ability to manage reservations in an efficient manner can have a significant impact on the success and reputation of a restaurant. Dealing with guests who arrive without booking is an essential part of vocational training, especially in industries that value hospitality and customer service. In professions such as hospitality, tourism and the culinary arts, where the ability to gracefully handle unexpected guest arrivals can have a significant impact on the success and reputation of a business, this skill is not only relevant, but essential.

4. CONCLUSION

EFL education plays an important role in equipping learners with essential language skills, much like the vocational training discussed in the passage. The topics mentioned are related to the needs of the professional world. EFL involves various language skills, including the ability to listen, speak, read and write. EFL education aims to improve learners' English language skills and competence, just as vocational education aims to ensure that graduates are well prepared for their respective professions. Furthermore, the passage highlights the value of interactive and multimedia resources in vocational education to increase learner engagement and understanding. Similarly, in order to make language learning more engaging and effective, modern EFL program often incorporate interactive and technology-enhanced elements. These tools and resources help learners to immerse themselves in the language, facilitating language acquisition and fluency. The importance of EFL skills in improving English language proficiency is consistent with the conclusion drawn from this passage. EFL

education is an essential component of language development and equips students with the practical skills needed in an English-speaking world, in the same way that vocational education equips individuals with the skills needed in specific career fields. Practicality, skill-building and readiness for real-world application are emphasized in both strands of education.

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Improving Students' Speaking Skill through Public Speaking

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Abstract - The purpose of this study was to observe and investigate the effectiveness of public speaking (PS) in improving speaking skill of Gapura's students in Kampung Inggris Bali, in Peraan, Tabanan, Bali. More specifically, this study analysed whether or not the PS model was effective. PS model is a model on which learners were trained to choose a certain topic following a number of steps including, 'reading', 'memorizing', 'delivering', effective to improve students' speaking ability. The topics to be delivered were about famous persons including leaders, artists, actors, actresses, singers, influencers all over the world etc, who give positive effect to the world, give good motivation, inspiration, or insight to the audience. The participants were 16 Gapura's students, 6 boys and 10 girls. Some of the students were fresh graduated of aviation vocational school and later will be called as beginners, and the rest were under graduate students (IT and economy program) and will be called as advanced students. The observation on model was held for two weeks. Adopting a case-study approach, data were collected from surveys, observation, documentations, note-taking, interviews, and questionnaire. The data were analysed qualitatively. The result of analysis indicated that the public speaking model of learning was marvellous to implement to the beginners as well as the advanced students. The beginners were found more motivated in study. They were proved to be able to improve their pronunciation, grammar, vocabulary, to enrich reading, listening, translating, communication ability, as well as to upgrade their self-confidence. However, the advanced students could memorize the text, enrich vocabulary, improve their grammatical competence and master the text more perfectly.

Keywords: *effective teaching model, public speaking, vocabulary, pronunciation, memorizing.*

1. INTRODUCTION

Higher Education is not merely a place to explore student academic skills, but it also offers a big opportunity for the students to dig more on their non-academic skills by actively following organizations, projects or events. Thus, the skills obtained after graduation are not only in the form of hard skills, but also soft skills accompanied with experiences. This is especially beneficial for vocational college students who are more oriented to the applied science rather than theoretical science (Ambiani & Lufri, 2020). Obtaining more experiences by joining various activities whether inside or outside of campus will support them to improve their self-confidence, broaden their knowledge and experience, sharpen their personality as well as social skill.

Most of the students are nervous standing on the stage especially in delivering their ideas and messages. Oral communication apprehension is a common problem affecting McCroskey (2013). Public speaking learning model is not about teaching technical skill only but also helping the students how to overcome their anxiety when they speak in front of the audience. Furthermore Wrench, Goding, Johnson, & Attias (2012) state that public speaking is a process of designing and delivering a message to the audience. Planning and organizing the topic or material are needed to be an excellent public speaker. He also states that three types of public speaking are based on the intended purpose: informative, persuasive, and entertainment. The purpose of the informative speech is to share knowledge with others. In the classroom, the lecturers share their knowledge to the students. Persuasive speaking is how the speakers try to persuade others. The speaker must convince, motivate, and invite the audience to change or move to be better. Then entertainment speaking involves organizing some events such as presenting and accepting awards, introducing wedding toasts, delivering eulogies at funerals and memorizing services to after-dinner speeches. At the same time, the students who have public speaking classes hold some benefits. These benefits include developing critical thinking, fine-tuning verbal and non-verbal skills, and overcoming a fear of public speaking.

2. RESEARCH METHODOLOGY

The research was descriptive-qualitative research which was in purpose to investigate whether PS model was effective to improve students' speaking skill. Thus, research result was delivered and displayed in the form of description through paragraphs. Research participants involved were 16 adult students who learned English to improve their speaking ability. The participants were built up of three different groups i.e., 4 participants were considered to be the most competent at English, 9 participants were fairly competent, and 3 were the least competent. They age range from 19 until 23 years old. Of all participants, 2 of them graduated from university majoring in economic and Information Technology.

Research data were participants' test score of first test (T1) and second test (T2). Data were taken into sessions. T1 was undertaken prior to the course and T2 was undertaken upon the course.

The participants were involved in two English courses, in the class English course and outside class English course. The participants were given a one-week in the class course which took place for 30 hours intensively. The outing class was taken for 10 hours. Apart from result of the tests, participants' perspective of the course using PS was also raised.

In its implementation PS model was used in every session of the course. In each day of the course, participants were involved in 5 sessions, such as morning class, article analysis, grammar class, speaking country, and shocking therapy. The morning class provided participants one hour chance to choose a topic to describe in front of the class. During the morning class session, instructor facilitated participants with some help for countering their grammar, vocabulary, pronunciation, and memorization difficulties. At the end of the morning class session, each participant was invited to explain their topic in front of the class. During the article analysis, participants were asked to take and analyse a short text of any topic. In this case participants were asked to read, analyse, memorize and explain in front of the class. Each participant was given 3 minutes to explain his/her topic in front of the class. Grammar class was also designed communicatively. In this session, each participant was asked to choose a simple topic related to grammar use. The participants were requested to indicate a grammar part to explain in the front class, such as a grammar part they are good at, a grammar part which they like, the grammar part they usually listen or find in texts they always read, or a difficulty they face in understanding a certain grammar part. With their chosen grammar, they were asked to find some information about the grammar in order for them to explain in front of the class. During understanding and practicing to explain their topic, the instructor helped them in the case of any difficult words to pronounce or an idea which was hard to explain. Each participant was also invited and given 3 minutes each to explain their topic.

In session of speaking country, participant was trained to do an impromptu speech. Each participant was given a topic related to one country in the world. The participant was asked to search information related to the country, such as location, people, language, capital city, product, specific culture and other related information. And finally, each participant was given 3 minutes each to explain about their topic and other participants were allowed to ask questions. And the last, the shocking therapy was also undertaken for an hour every evening of the weekdays. In this session, the impromptu technic was implemented. Each participant was given a topic related to hobby, favourite foods, drinks, sports and others. The topic was written in the form of card. Each participant called was asked to take one card and given 30 seconds to think before explaining it in 3 minutes before participants asked questions.

Scores of each participant was taken in each presentation and accumulated finally. The accumulation was analysed. Each student's score was analysed to see the trend whether or not it tended to improve or to decline. In addition to score observation, each participant was also interviewed to gain their perspective and opinion on the PS model. The accumulative scores of the participant were displayed in the table.

3. FINDINGS AND DISCUSSION

The researcher carried out research for Gapura's students in Kampung Inggris Bali. There were 16 students participated as respondents in this study. In this session, the researcher talk about the results of the pre and post treatment. The purpose of this survey to ascertain how rapidly the Gapura's students progress in speaking ability.

3.1 Findings

Table 1

No	Code	Public Speaking Score before treatment	Public Speaking Score after treatment
1.	S-1	85	90
2.	S-2	75	80
3	S-3	80	86
4	S-4	80	85
5	S-5	87	90
6	S-6	78	82
7	S-7	82	87
8	S-8	84	92
9	S-9	86	92
10	S-10	88	92
11	S-11	70	75
12	S-12	70	75
13	S-13	75	80
14	S-14	70	75
15	S-15	75	80
16	S-16	80	85
Total		1.265	1.346

- S-1 = Student 1

The descriptive analysis of the English Public Speaking treatment showed that almost all of the students had improvement in speaking ability. The writer found that how come almost all of the students had rejoice improvement, were as the following: they chose topics which were familiar for them, good preparation, practiced a lot, given the tips how to be a natural speaker. All of them had big motivation to improve their ability, so that's why they had better achievement.

Table 2

No	Code	Grammar accuracy score before the course	Grammar accuracy score after the course
1.	S-1	80	85
2.	S-2	70	76
3.	S-3	75	82
4.	S-4	75	80

5.	S-5	80	85
6.	S-6	75	82
7.	S-7	75	80
8.	S-8	80	86
9.	S-9	80	87
10.	S-10	80	85
11.	S-11	68	74
12.	S-12	68	75
13.	S-13	70	75
14.	S-14	68	74
15.	S-15	70	76
16.	S-16	70	75
Total		1.184	1.207

The descriptive analysis of the grammar accuracy showed that all of the students had better grammar. They minimized their error in grammar use during the course.

Table 3

No	Code	Sentence structure score prior the course	Sentence structure score during the course
1.	S-1	76	80
2.	S-2	72	75
3.	S-3	74	78
4.	S-4	74	78
5.	S-5	76	82
6.	S-6	74	80
7.	S-7	74	80
8.	S-8	77	85
9.	S-9	76	82
10.	S-10	75	80
11.	S-11	65	70
12.	S-12	65	70
13.	S-13	70	75
14.	S-14	65	70
15.	S-15	70	76
16.	S-16	70	75
Total		1.153	1.236

The descriptive analysis of the English sentence structure showed that all of the students had better sentence structure after one week treatment.

3.2 Discussion

As the result of the analysis of the data, the researcher got data from observing the class, interviews, note taking, documentation, as well as questionnaires. From the tables above, it can be shown that all of the participants had their own progress after treatment. They improved in all basic aspects of English, they are speaking, reading, listening, writing, and vocabularies. They had great motivation to reach better English. This can not be separated from their manager, friends, as well as instructors' support and motivation.

4. CONCLUSION

This research was conducted in Kampung Inggris Bali consists of a series of English-speaking activity that were intended to prepare the students to face communication challenges in their workplace in the future. The activity reviewed material related to choosing topic, reading, vocabulary, practice speaking a lot, and pre public speaking. In this study the writer and team used the learning methods that were considered fun and effective for the students.

Based on the results on the program held by the writer and team for students of Gapura at Kampung Inggris Bali, it can be concluded that the participants who lacked of self-confidence and motivation in speaking were now able to improve their abilities after participating in the program given. All of them had significant improvement. Those who had good basic English were able to elaborate their ideas, gave their best performance. While those who had a very standard English, were able to enrich their vocabularies, able to deliver better speech and message. And the lowest level students who were found calm, shy, and doubtful to speak were found enthusiastic and could perform better. They were able to made up their mind in developing topic they dealt with. They could produce sentences even though still simple and deliver them even though with not very standard pronunciation. In conclusion, the course with public speaking model helped the students improve their speaking ability, idea development, and braveness. In addition, they also could be more enthusiastic to develop and speak their idea.

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Kesalahan Berbahasa Dalam Presentansi Dosen Politeknik Negeri Bali

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Abstract - The research entitled Language Errors in Lecturer Presentations at the Bali State Polytechnic aims to determine the level of speech language used in lecturer meetings at the Bali State Polytechnic. This is important because there is a tendency for the pronunciation of words, terms and sentences to be less in accordance with the applicable rules, such as the mention of words, terms and sentences which tend to violate the applicable rules.

This study used the observation method, while the technique used was recording and note taking. The target of this research is that the lecturers are proud to use good and correct Indonesian, which in the end the lecturers are able to use spoken Indonesian in meetings or other language activities among fellow lecturers. The results of this study indicate that the use of standard words, pronunciation, and word choice are almost in accordance with the applicable rules. This can be seen in the word choice presentation situation with a score of 88.36 classified as an A. In terms of terms, there is a tendency to use foreign and regional terms which are very proud, namely with a score of 95.48. This value is also classified as very good, with a very satisfactory predicate. In contrast, the use of effective sentences in presentations is not satisfactory. This can be seen from the value of the order of the sentence, which only gets a score of 63.95, which is classified as not good.

Thus, the average value in the order of words, terms, and sentences is 82.60. It can be said that the use of the Balinese State Polytechnic lecturer's speech in the presentation is very good.

Keywords: *Language error, presentation*

1. PENDAHULUAN

Sebagai makhluk sosial, manusia selalu berkaitan dengan orang lain. Keterkaitan itu menyebabkan mereka saling membutuhkan alat untuk berinteraksi. Manusia dapat berinteraksi atau berkomunikasi dengan sesamanya melalui perantara bahasa. Oleh karena itu, bahasa menjadi pembeda manusia dengan makhluk lainnya. Melalui bahasa, manusia dapat mengekspresikan pikiran dan perasaannya serta dapat mempengaruhi orang lain. Menurut Wardhaugh (dalam Chaer, 2003), fungsi bahasa adalah alat komunikasi manusia, baik lisan maupun tulisan. Namun, fungsi ini sudah mencakup lima fungsi dasar yang disebut fungsi ekspresi, fungsi informasi, fungsi eksplorasi, fungsi persuasi, dan fungsi entertainmen. Kelima fungsi dasar ini mewadahi konsep bahwa bahasa merupakan alat untuk melahirkan ungkapan-ungkapan batin yang ingin disampaikan seorang penutur kepada orang lain.

Komunikasi lisan adalah komunikasi dengan mengucapkan kata-kata secara lisan dan langsung kepada lawan bicaranya, komunikasi lisan biasanya dapat dilakukan pada kondisi para personal atau individu berhadapan langsung, seperti pada saat berkomunikasi dengan tatap muka atau melalui alat berupa komputer yang mempunyai fasilitas konferensi jarak jauh. Dalam standar kompetensi mata pelajaran bahasa Indonesia dijelaskan bahwa belajar bahasa adalah belajar berkomunikasi dan belajar sastra adalah belajar menghargai manusia dan nilai-nilai kemanusiaan. Oleh karena itu, pembelajaran bahasa Indonesia diarahkan untuk meningkatkan kemampuan siswa untuk berkomunikasi dalam bahasa Indonesia, baik secara lisan maupun tertulis serta menghargai karya cipta bangsa Indonesia.

Dalam kehidupan sehari-hari sering terjadi kesalahan bahasa oleh penutur bahasa Indonesia baik secara tertulis maupun lisan. Kesalahan berbahasa adalah pemakaian suatu bentuk tuturan dari berbagai unsur kebahasaan meliputi, kata, frasa, klausa, maupun kalimat yang menyimpang dari kaidah kebahasaan yang telah ditentukan. Adapun kaidah kebahasaan dalam bahasa Indonesia adalah Ejaan Bahasa Indonesia (EBI) yang Disempurnakan dan Kamus Besar Bahasa Indonesia (KBBI) yang digunakan sebagai standar acuan dalam menentukan suatu bentuk tuturan yang benar atau salah.

Supriani (2017: 71) menyebutkan bahwa kesalahan dalam tataran linguistik mencakup beberapa unsur meliputi 1) kesalahan fonologis, 2) kesalahan morfologis, 3) kesalahan sintaksis, dan 4) kesalahan leksikal atau pilihan kata. Berdasarkan kedua pendapat tersebut dapat diambil kesimpulan bahwa kesalahan dalam bidang linguistik terbagi menjadi beberapa bidang meliputi kesalahan fonologi, morfologi, sintaksis, semantik, dan kesalahan pemilihan diksi atau kata.

Tarigan dan Djago, (2011) membedakan kesalahan berbahasa pada dua bagian, yakni “kesalahan” dan “kekeliruan”. Kesalahan dan kekeliruan sebagai dua kata yang bersinonim, dua kata yang memiliki makna kurang lebih sama. Istilah kesalahan (*errors*) dan kekeliruan (*mistakes*) dalam pengajaran bahasa dibedakan, yakni di dalam penyimpangan dalam pemakaian bahasa.

Terra C. Triwahyuni dan Abdul Kadir (2007) presentasi adalah kegiatan yang bertujuan untuk mengkomunikasikan gagasan kepada orang lain dengan berbagai tujuan. Jadi presentasi tidak melulu

untuk pendadaran skripsi atau tugas kuliah saja. tetapi dapat dimanfaatkan untuk banyak hal lagi. Jika konteks presentasi untuk urusan kampus atau perkuliahan, mungkin tidak harus dan tidak selamanya menggunakan alat bantu dan fasilitas lain seperti audio video, LCD dan laptop. Tujuan perangkat alat dalam presentasi tidak lain untuk meningkatkan daya tarik penyampaian pesan. Karena audience tidak hanya fokus pada apa yang disampaikan pembicara, tetapi sesekali bisa fokus di layar. Sehingga audience sesekali fokus ke layar LCD yang sudah disiapkan.

Setiap orang yang sedang belajar bahasa kedua pasti mengalami kesalahan dalam proses pembelajarannya, hal ini sesuai dengan pendapat Pranowo yang mengatakan bahwa bahasa antara merupakan bahasa yang dihasilkan oleh seseorang yang sedang dalam proses menguasai bahasa kedua.

Ciri utama bahasa antara (*interlanguage*) adalah adanya penyimpangan struktur lahir dalam bentuk kesalahan (errors) berbahasa. Kesalahan-kesalahan ini bersifat sistematis dan terjadi pada setiap orang yang berusaha menguasai bahasa kedua. Pranowo, (1996) menyebutkan kesalahan-kesalahan yang dilakukan oleh pembelajar perlu dilakukan analisis kesalahan berbahasa, analisis tersebut bertujuan untuk membantu pembelajar dalam memahami materi dan mengurangi kesalahan yang terjadi.

Pandangan yang berbeda dari Tarigan (1988), analisis kesalahan berbahasa adalah suatu prosedur yang digunakan oleh para peneliti dan para guru, yang mencakup pengumpulan sampel bahasa pelajar, pengenalan kesalahan-kesalahan itu, pengklasifikasiannya berdasarkan sebabsebabnya yang telah dihipotesiskan, serta pengevaluasian keseriusannya.

Sabriana (2014) menyatakan bahwa para peserta presentasi mengulangi kesalahan yang sama. Mereka mengadopsi pemahaman Corder, tentang kesamaan antara menguasai bahasa asli dan belajar bahasa asing, dan tentang manfaat menggunakan umpan balik dengan anak-anak hanya untuk meningkatkan bahasa asli mereka. Di sini, peneliti sangat merekomendasikan menggunakan analisis kesalahan sebagai umpan balik untuk setiap pelajar bahasa asing.

2. METODE

Penelitian dengan judul *Kesalahan Berbahasa dalam Presentasi Dosen Politeknik Negeri Bali*, dikaji dalam pendekatan kualitatif. Penelitian kualitatif adalah metode penelitian yang lebih mementingkan proses daripada hasil. Metode deskriptif dilakukan dengan maksud data yang dikumpulkan tidak diolah dengan kata-kata tetapi lebih mengutamakan kedalaman penghayatan terhadap masalah yang dibahas (Moleong 2014:7). Data yang dikumpulkan menggunakan analisis isi (*content analysis*) dengan tujuan untuk menganalisis tuturan kata, istilah, dan kalimat. Di samping itu, penelitian ini sesuai dengan beberapa ciri rancangan kualitatif yakni: (1) latar alamiah, (2) manusia sebagai alat (instrumen), (3) metode kualitatif, (4) analisis data secara induktif, (5) teori dari dasar, dan (6) deskriptif (Moeleong, 2014: 4-6).

Penelitian ini menggunakan metode observasi. Metode observasi adalah suatu cara pengumpulan data dengan mengadakan pengamatan langsung terhadap suatu objek dalam suatu periode tertentu dan mengadakan pencatatan secara sistematis tentang hal-hal tertentu yang diamati. Banyaknya periode observasi yang perlu dilakukan dan panjangnya waktu pada setiap periode observasi bergantung pada jenis data yang dikumpulkan. Apabila observasi itu akan dilakukan pada sejumlah orang, dan hasil observasi itu akan digunakan untuk mengadakan perbandingan di antara orang-orang tersebut, maka observasi dilakukan terhadap masing-masing orang dalam situasi yang relatif sama.

Populasi adalah keseluruhan subjek penelitian (Arikunto, 2010: 52). Penelitian populasi dilakukan apabila peneliti ingin melihat semua liku-liku yang ada di dalam populasi. Populasi penelitian juga dikemukakan sebagai sekelompok yang menarik peneliti untuk menggeneralisasikan hasil penelitian, atau subjek penelitian sebagai suatu himpunan yang terdiri atas orang, hewan, tumbuhan, atau benda-benda yang mempunyai kesamaan sifat (Sugiyono 2015: 97). Berdasarkan hal tersebut populasi dalam penelitian ini adalah seluruh peserta presentasi yang ada yaitu sebanyak 360 dosen.

Sugiyono (2015: 62) mengelompokkan teknik sampling menjadi dua yaitu *probability sampling* dan *nonprobability sampling*. *Probability sampling* yaitu teknik pengambilan sampel yang memberikan peluang yang sama bagi setiap unsur (anggota) populasi untuk dipilih menjadi anggota sampel. Dengan demikian, teknik yang digunakan dalam penelitian ini *nonprobability sampling*, jumlah seluruh dosen sebanyak 360 orang, sedangkan jumlah sampel dalam penelitian ini sebanyak 36 dosen.

Dalam tataran penelitian bahasa mengenal metode penyediaan data ini diberi nama metode simak karena cara yang digunakan untuk memperoleh data dilakukan dengan menyimak penggunaan bahasa. Istilah menyimak di sini tidak hanya berkaitan dengan penggunaan bahasa secara lisan, tetapi juga penggunaan bahasa secara tertulis. Metode ini memiliki teknik dasar yang berwujud teknik sadap. Teknik sadap disebut sebagai teknik dasar dalam metode simak, karena pada hakikatnya penyimak diwujudkan dengan penyadapan. Dalam arti, peneliti dalam upaya mendapatkan data dilakukan dengan menyadap penggunaan bahasa seseorang atau beberapa orang yang menjadi informan (Sudaryanto, 2015).

I Putu Mas Dewantara dan Ni Made Rai Wisudariani (2016) menggunakan metode pengumpulan data berupa metode observasi dan dokumentasi, sedangkan analisis data dalam penelitian tersebut ditempuh melalui tiga tahapan, yaitu reduksi data, penyajian data, dan penyimpulan serta verifikasi.

Metode simak teknik sadap memiliki cara yang lebih khusus lagi. Dengan merujuk dan menggunakan istilah Sudaryanto cara yang dimaksud dinamakan “teknik lanjutan” sedangkan teknik sebelumnya disebut “teknik dasar”. Teknik lanjutan sebagai teknik operasional dibagi menjadi beberapa teknik bawahan yakni:

- 1) Teknik simak libat cakap teknik ini dilaksanakan melalui pelibatan diri peneliti dalam percakapan yang dilakukan oleh sumber data. Dengan demikian, peneliti termasuk peserta komunikasi baik terlibat secara aktif maupun pasif. Ketika peneliti terlibat dalam percakapan prinsip peneliti adalah melakukan penyimakan dengan cara menyadap penggunaan bahasa (tuturan).
- 2) Teknik simak bebas cakap berbeda dengan teknik simak sebelumnya, pada teknik ini peneliti sama sekali tidak terlibat dalam percakapan yang menjadi fokus kajian. Pada pelaksanaan teknik ini peneliti betul-betul hanya melakukan penyimakan dan penyadapan terhadap tuturan yang digunakan oleh pelaku komunikasi (penutur dan mitra tutur).
- 3) Teknik rekam, teknik rekam merupakan teknik dalam penelitian bahasa yang dilakukan dengan cara merekam bahasa yang sedang digunakan oleh penutur dan mitra tuturnya. Dengan cara merekam, data yang dibutuhkan dapat tersimpan lama sehingga membantu dan memudahkan peneliti pada saat melakukan transkripsi. Di samping itu, dengan cara ini data akan lebih jelas dan akurat karena peneliti dapat mengulang-ulang hasil rekaman jika masih mendapatkan keraguan untuk diolah dan dianalisis.

Dengan demikian, teknik yang digunakan dalam penelitian bahasa tutur dalam presentasi virtual ini adalah menggunakan teknik catat dan rekam.

3. HASIL DAN PEMBAHASAN

Kesalahan penggunaan bahasa Indonesia lisan dosen Politeknik Negeri Bali ditinjau dari aspek kata dibedakan berdasarkan beberapa hal, yaitu: penyimpangan pengucapan fonologi, morfologi, dan penggunaan kata (leksikal).

Mas Dewantara (2016) bahwa penelitian kesalahan tatanan fonologi menunjukkan terjadi penyimpangan pada pengucapan fonem /a/ menjadi /e/, fonem /i/ menjadi /e/, fonem /u/ menjadi /a/, fonem /u/ menjadi /w/, fonem /e/ menjadi /è/, fonem /c/ diucapkan /se/, fonem /f/ diucapkan /p/, fonem /j/ menjadi /y/, fonem /k/ menjadi /h/, fonem /v/ menjadi /p/, fonem /z/ menjadi /j/, fonem /z/ menjadi /s/, diftong /ai/ menjadi /e/, diftong /au/ menjadi /o/, penghilangan fonem, dan penambahan fonem.

Dari hasil penelitian tersebut terlihat bahwa penyimpangan fonem yang paling banyak distribusinya adalah pada fonem diftong /ai/ menjadi /e/, yaitu kata ‘pandai’ yang sering disebut ‘pande’. Berikut adalah beberapa penggalan presentasi: Seperti kita ketahui penelitian untuk Sinta 1 dan sinta 2 cukup sulit untuk ditembus. Oleh karena itu, kita harus *pande-pande* membawa diri...’Pada hasil presentasi yang sama terselip rekaman data, ... “saya sudah mengadakan ‘surve’ sebelumnya ternyata terdapat data yang sama...” Huruf diftong pada kalimat di atas: *ei*.

Di samping itu, penyimpangan pelafalan juga disebabkan oleh ketidakcermatan atau kecerobohan. Pada bagian lain, Tarigan (2008) menyebutkan penyimpangan pelafalan selain karena faktor interlingual yaitu interferensi juga dapat terjadi karena faktor intralingual yang dapat berwujud asosiasi pintas yaitu bersifat spontan dan kebetulan serta dapat berwujud ketidakcermatan atau kecerobohan.

Morfologi membahas seluk-beluk bentuk kata serta pengaruh perubahan-perubahan bentuk kata terhadap golongan dan arti kata. Dapat pula dikatakan bahwa morfologi menganalisis seluk-beluk bentuk kata serta fungsi perubahan-perubahan bentuk kata itu, baik fungsi gramatikal maupun fungsi semantik.

Dalam rekaman lainnya, terselip penyimpangan dalam ujaran kata-kata. Hal ini terjadi karena dosen kurang memahami kaidah afiksasi dalam proses morfologi. Ketidacermatan dosen terlihat pada pengucapan kata dasar yang fonem awalnya seharusnya luluh dalam proses afiksasi namun tidak mendapat peluluhan. Fonem /p/ seharusnya luluh ketika bertemu dengan imbuhan me(N)- pada kata dasar yang berawalan dengan fonem /p/, seperti ‘mempengaruhi’, ‘mempesona’, dan ‘mempedulikan’, sehingga menjadi ‘memengaruhi’, ‘memesona’, dan ‘memedulikan’. Akan tetapi, saat kluster yang berada pada awal kata dasar, kluster tersebut tidak luluh, seperti pada kata ‘memprioritaskan’ bukan ‘memerioritaskan’.

1. Penggunaan Kata (Leksikal)

Penyimpangan dalam hal ini karena diucapkannya kata-kata tidak baku seperti *kepingin*, *pingin*, *udah*, dan lain-lain. Selain itu, terjadi pula karena penggunaan bahasa Inggris di dalam tuturan berbahasa Indonesia, seperti penggunaan kata *next*, *cancel*, *pending*, dan lain-lain. Pemakaian kosakata bahasa daerah atau bahasa asing dalam tuturan berbahasa Indonesia merupakan suatu bentuk interferensi bidang leksikal (Aslinda dan Leni, 2007:73)[15].

Penggunaan kata-kata Indonesia diselipi dengan bahasa asing baik secara tulis maupun lisan menunjukkan sebuah praktik kedwibahasaan yang terjadi di masyarakat, ini suatu gejala berbahasa yang sangat sulit dihindari. Saat ini semakin banyaknya istilah-istilah/kata-kata bahasa Inggris yang dikenali oleh masyarakat yang salah satunya diakibatkan oleh kemajuan pesat dalam bidang teknologi informasi dan komunikasi. Dengan demikian, ketika mahasiswa melakukan percakapan akan menggunakan kata-kata asing yang diketahuinya untuk maksud-maksud tertentu, inilah yang menjadi salah satu alasan kenapa kata-kata asing lebih dipilih oleh dosen.

2. Penyelipan Istilah

Dalam EYD Edisi V (2022) istilah adalah kata atau gabungan kata yang dengan cermat mengungkapkan makna konsep, proses, keadaan, atau sifat yang khas dalam bidang tertentu. Presentasi mahasiswa, lebih banyak terdengar istilah-istilah asing utamanya dari berasal dari bahasa Inggris. Di samping itu, dapat diamati dalam berbagai media masa seperti radio, televisi, surat kabar, dan majalah. Pada media sosial seperti *twitter*, *facebook*, ataupun *instagram*. Era modern saat ini sangat berpengaruh pada pola perilaku remaja maupun masyarakat dewasa khususnya masyarakat yang mengikuti perkembangan teknologi yang ada. Beberapa kasus di bidang bisnis memaksudkan penggunaan bahasa sebagai upaya peningkatan nilai promosi yang dirasa akan memberikan kesan lebih bergengsi dan lebih mengikuti tren di dunia. Kasus yang lain banyak ditemukan di media sosial yang banyak digandrungi oleh masyarakat. Penggunaan bahasa Indonesia di media sosial seperti di *twitter* sangat beragam dan ditemui banyak ketidakbakuan bahasa Indonesia.

Berikut adalah penggalan suasana presentasi yang menggunakan istilah asing dan bahasa Bali.

- (1) Akhir-akhir ini kegiatan penelitian sering *lockdown* pada namun kita tetap harus melakukan tridarma perguruan tinggi.

Istilah *lockdown* dapat diganti dengan penguncian akses masuk dan keluar.

Contoh kalimat (1) menunjukkan dosen lebih bergensi menggunakan kata *lockdown* daripada menggunakan istilah Indonesia.

- (2)karena pandemik mengharuskan untuk *standby* di rumah dan pemerintah menerapkan kebijakan *lockdown*...

Istilah *standby* dapat diganti dengan 'bersiap'

- (3) ...dan kegiatan apapun yang berhubungan dengan perkumpulan atau pertemuan ditiadakan dan diganti dengan media *online*.

Istilah *online* dapat diganti dengan 'dalam jaringan atau media sosial'

Dalam presentasi tersebut tersaji juga istilah bahasa Bali, seperti rekaman berikut ini.

1. Niki kebetulan *wenten* Pak Gus (Ini kebetulan ada Pak Gus).
2. Kalau berbicara akuntansi *tiang ten purun* (Kalau berbicara tentang akuntansi saya tidak berkenan).
3. Untuk pertama niki terima kasih *enggih* Bapak dan Ibu (Untuk pertama ini terima kasih ya Bapak dan Ibu).
4. *Titiang* mangkin menjelaskan konsep *manten* (Saya sekarang menjelaskan konsep saja).
5. Tadi pak Marsa memberi waktu kepada tiang 40 menit (Tadi Pak Marsa memberi waktu kepada saya 40 menit).
6. Kita langsung *niki* membahas yang utama (kita langsung saja membahas yang utama).
7. *Enggih* tetapi kami akan bantu (Ya tetapi kami akan bantu).
8. Sedangkan tahun 2023 *durung* pernah (Sedangkan tahun 2023 belum pernah).
9. Skema ini cukup yang punya NIDN pasti *polih* (Skema ini cukup yang punya NIDN pasti dapat).

10. Tiang mohon maaf yang *lingsir-lingsir* agar ikut memberi motivasi kepada yang muda (Saya mohon maaf yang senior-senior agar ikut memberi motivasi kepada yang muda).
11. Tiang *jalanin dumun enggih* (Saya jalankan dulu ya).
12. Kalau ada kekurangan bisa mohon *ten kenten* (Kalau ada kekurangan bisa mohon kan begitu?).
13. Nah *niki* istilahnya kita mulai bermitra (Nah ini istilahnya kita mulai bermitra).
14. *Enggih rahajeng semeng* terima kasih atas waktu yang diberikan (Ya selamat pagi terima kasih atas waktu yang diberikan).
15. Yang pertama Pak Bayu, ya *becik* pertanyaannya. (Yang pertama Pak Bayu, ya baik pertanyaannya).

3. Penggunaan Kalimat Efektif

Menurut Dendy Sugono (2009), untuk memastikan ada atau tidaknya subyek sebuah kalimat, dapat diajukan pertanyaan siapa (jika subjek berupa manusia) atau apa (jika subjek bukan berupa manusia) yang melakukan tindakan pada predikat.

Penyimpangan kalimat terjadi karena ketidakcermatan dalam hal keselarasan, kehematan, keparalelan, ketegasan, dan kelogisan. Di samping itu, tuturan kalimat mengandung lebih dari satu kesatuan informasi sehingga sering menimbulkan kerancuan dan ketidaktepatan arti. Bahkan, ada banyak pernyataan yang hanya berisi jajaran kata-kata saja tanpa arti yang jelas sehingga tidak membentuk sebuah kalimat yang utuh dari segi bentuk dan maknanya. Berikut adalah beberapa rekaman kesalahan dalam penggunaan kalimat.

- (1) Selamat pagi, hari ini saya akan memandu narasumber dari P3M yaitu Pak Dewa. Propil daripada Pak Dewa, akan kami paparkan sebagai berikut...”

Kalimat (1) menggunakan dua kata ganti, yaitu saya dan kami. Karena pemandu berkedudukan sebagai pribadi, sebaiknya kata ganti digunakan ‘saya’. Di samping itu, penempatan kata daripada kurang tepat, karena kata daripada digunakan untuk menyatakan perbandingan.

- (2) Pak Dewa Cipta adalah merupakan perwakilan dari P3M PNB, yang dimana peran beliau sekarang adalah sebagai narasumber dalam bimbingan teknis penelitian dan pengabdian untuk staf dosen di Jurusan Akuntansi.

Penempatan kata ‘di mana’ dalam kalimat (2) kurang tepat, karena kata di mana berarti menyatakan tempat. Kalimat (2) juga kurang hemat, kata ‘adalah bersinonim dengan merupakan’. Dengan demikian, kalimat (2) dapat diperbaiki menjadi, //Pak Dewa Cipta adalah perwakilan dari

P3M PNB, peran beliau sekarang adalah sebagai narasumber dalam bimbingan teknis penelitian dan pengabdian untuk staf dosen di Jurusan Akuntansi.

- (3) Bimbingan teknis ini setiap tahun kita selenggarakan, dikarenakan ada peraturan baru, yang patut kita ketahui, mencakup beberapa hal, contohnya seperti penelitian dan pengabdian,

Terdapat dua kesalahan dalam kalimat (3) yaitu penyelipan kata ‘dikarenakan’ dan kata ‘contohnya seperti’. Kata dikarenakan sebenarnya tidak tepat karena asal katanya, yakni ‘karena’, merupakan konjungsi atau kata penghubung yang tidak bisa mendapat imbuhan (afiks). Begitu pula halnya kata ‘contohnya’ yang berarti sama dengan ‘seperti’. Oleh karena itu, kalimat tersebut semestinya ditulis, // Bimbingan teknis ini setiap tahun kita selenggarakan, karena ada peraturan baru, patut kita ketahui, yang mencakup beberapa hal, seperti penelitian dan pengabdian,

- (4) Pada awal mulanya presentasi kita akan dibagi menjadi tiga sesi tanya jawab, jika waktu memungkinkan kita akan lanjutkan pada sesi berikutnya. Bagaimana setuju?

Kalimat (4) menunjukkan kemubaziran, terdapat ucapan yang mubazir yaitu kata ‘awal’ dan ‘mulanya’. Kalimat (4) akan efektif bila ditulis, //Pada mulanya presentasi kita akan bagi menjadi tiga sesi tanya jawab, jika waktu memungkinkan kita akan lanjutkan pada sesi berikutnya, bagaimana setuju?

4. CONCLUSION

Fokus penelitian ini adalah analisis dalam tatanan kata, istilah, dan kalimat dalam presentasi dosen PNB. Berdasarkan uraian sebelumnya dan hasil tabulasi data, maka dapat disimpulkan hal-hal sebagai berikut.

1. Dalam tatanan kata, yakni ketaatan peserta presentasi dalam menggunakan kata baku, pengucapan, pilihan katanya sudah hampir sesuai dengan kaidah yang berlaku. Hal ini dapat dilihat dalam situasi presentasi dengan nilai 88,36 tergolong nilai A, dengan predikat sangat memuaskan.
2. Dalam tatanan istilah ada kecenderungan penggunaan istilah asing dan daerah, yakni dengan nilai 95,48. Nilai ini juga tergolong sangat baik, dengan predikat sangat memuaskan. Pemakaian istilah asing atau daerah memang sulit dibendung, karena ada beberapa istilah kurang tepat dipakai dalam bahasa Indonesia.
3. Penggunaan kalimat efektif dalam presentasi belum memperoleh hasil yang maksimal. Hal ini dapat dilihat dari nilai tatanan kalimat hanya mendapat nilai

63,95, tergolong kurang baik. Dengan demikian, nilai rata-rata dalam tatanan kata, istilah, dan kalimat sebesar 82,60, dapat dikatakan penggunaan bahasa tutur dosen Politeknik Negeri Bali dalam presentasi sangat baik.

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The Student's Perception in Using Trello as A Learning Media to Support E-Portfolio Based Learning

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Abstract - This study aims at evaluating students' perceptions of using the Trello application as a learning media to support e-portfolio based learning. The research employs a survey method to assess students' perspectives on the usefulness and ease of use of Trello for organizing course materials, managing assignments, and developing their digital portfolios within a blended learning environment. The participants are the students of International Business Management study program who are following the English for Specific Couse named English for Business which implementing Trello-supported e-portfolio based blended learning. Data is collected through questionnaires distributed via Google Forms. The results indicate that use of the Trello application in e-portfolio based blended learning can enhance student engagement and participation, as well as aid students in developing their digital portfolios. In conclusion, employing the Trello application as a supporting tool for e-portfolio based blended learning provides an effective and innovative approach to improving the quality of learning. The study recommends integration of Trello to facilitate students' learning organization and digital portfolio management as an alternative model for future educational practices. Further research could examine the impact on specific learning outcomes.

Keywords: E-portfolio, Blended Learning, Trello, Larning Media, Students' Perception

1. INTRODUCTION

Technology and digital-based education are currently becoming a global trend. E-portfolios have emerged as one form of rapidly developing learning. According to Cepik & Yastibas (2013), e-portfolios are digital containers that can be utilized to store, record, and share student works or assignments online. E-portfolios have become an effective way to facilitate student reflection and metacognition, as well as provide opportunities for students to demonstrate their abilities in diverse and creative ways. Moreover, the use of e-portfolios as an approach in the learning process is deemed necessary to be applied in online or blended learning methods. E-portfolios are believed to be able to improve students' soft skills, nurture critical thinking patterns in solving problems, and assist them in independent learning and continuous learning processes. This is also supported by several experts who state that e-portfolios help students independently design effective learning for themselves and their future learning goals related to their careers as well as improving their English competencies (Klenowski et al (2006); Gülbahar & Tinmaz (2006); Bolliger & Shepherd (2010); Huang et al (2011); Cepik & Yastibas (2013); Nurhayati & Sumbawati (2014); Wetcho & Na-Songkhla (2019), Nourdad & Banagozar (2022) and Wu (2023)).

The implementation of e-portfolios in blended vocational learning, which emphasizes student development through practice and producing work-ready graduates, is well-suited for this context. As asserted by Mobarhan et al (2015) and Ciesielkiewicz (2019), e-portfolios can serve as tools for career development and honing employability skills before entering the workforce. This aligns with Wakimoto & Lewis (2014) findings that graduate students in counseling or psychology programs welcomed e-portfolios for career advancement and job searching, with 86% planning to share their e-portfolio with prospective employers.

Additionally, several studies demonstrate the benefits of e-portfolios for improving English vocabulary acquisition as a foreign language. Research by Nourdad & Banagozar (2022) found e-portfolio assessment had a significantly positive effect on Iranian students' vocabulary learning and retention. Another study by Wu (2023) showed Taiwanese students had positive experiences and attitudes toward English situational writing e-portfolios, with most enthusiastic about the learning, cooking, and web media production, and only a few skeptical or rejecting. In summary, e-portfolio implementation can provide lasting career development impacts for vocational students. Studies have proven e-portfolio benefits for building skills like vocabulary mastery. The Introduction should provide relevant historical context and bring in any theory considered relevant to the issue being raised in the study. To this end, the author should summarize and reference a number of past studies and/or opinions to lead the reader to

the study being reported on in the article. The Introduction should not exceed 15% of the total length of the entire article.

However, implementing e-portfolios in learning also poses some challenges. One major obstacle is the difficulty in managing the tasks and information provided by instructors, especially when students are given numerous complex assignments. This often overwhelms students and impedes effective and efficient task completion. To mitigate this issue, one potential solution is utilizing the Trello project management application to organize e-portfolios. Trello is an app that assists users in efficiently coordinating tasks and information. In an educational context, employing Trello can aid students in organizing instructor-assigned tasks and details, thereby enhancing learning effectiveness and efficiency. Specifically, Trello allows students to create digital boards to visualize their assignments. Tasks can be categorized into lists and cards with priorities, due dates, descriptions, attachments, and comments. This system promotes task segmentation, prioritization, and progression monitoring. Additionally, Trello facilitates collaboration by allowing multiple users to access and interact with the boards. Hence, Trello can empower students to take ownership of their learning by providing an efficient and collaborative e-portfolio management system.

2. METHOD

This study employs a qualitative case study approach to investigate students' perceptions of using Trello as a learning media to support e-portfolio based learning. The following sections outline the key elements of the research methodology.

2.1 Research Design

This study utilizes a qualitative approach with a case study design to closely examine students' perceptions of using Trello to support e-portfolio based learning. The case study enables an in-depth analysis of this issue within a real-world context (Creswell & Creswell, 2017).

2.2 Research Population and Sampling

The target population comprises vocational students in their second semester of a business administration program at a particular institution. Purposive sampling is used to select participants based on the study criteria. The sample includes 77 students from 3 classrooms who completed a questionnaire. Additionally, 9 students participated in follow-up interviews.

2.3 Instruments and Data Collection

Data is collected through a questionnaire and semi-structured interviews (Creswell & Poth, 2016). The questionnaire gauges' students' perceptions of using Trello integrated with e-portfolios for teaching and learning. Interviews supplement the questionnaire data by providing more detailed qualitative insights.

2.4 Data Analysis

Quantitative questionnaire data is analyzed using descriptive statistics to summarize students' perceptions. Interview transcripts are analyzed via thematic analysis to identify key themes related to the research questions (Braun & Clarke, 2019). Triangulation of the quantitative and qualitative data sources will enhance the rigor of the analysis.

In summary, this qualitative case study utilizes a questionnaire and interviews to explore students' perspectives on leveraging Trello to support e-portfolio learning. Mixed methods data analysis will provide a comprehensive understanding of this phenomenon within the given vocational education context.

3. RESULTS AND DISCUSSION

The results of the analysis of implementing an e-portfolio learning model with the Trello application demonstrate a high level of success in improving student learning in the English for Interpersonal Communication course. In the assessment of eleven relevant aspects, this model yielded positive results across most criteria. The score results reveal that students achieved good attainment on numerous assessment benchmarks. Specifically, the e-portfolio and Trello integration enabled students to actively and collaboratively document and share their learning processes and outcomes. This enhanced their metacognitive skills, content mastery, and technology proficiency. Students also reported increased motivation and engagement with the course material. Additionally, the model provided opportunities for continuous instructor feedback and self-reflection. While further refinements may maximize outcomes, overall, the e-portfolio learning model with Trello meaningfully enriched student achievement and the learning experience in this course.

Figure 1. Results of the Analysis of Implementing an E-Portfolio Learning Model Supported by Trello

The analysis of implementing the e-portfolio learning model with the Trello application demonstrates positive outcomes across most assessed criteria. Firstly, the Content aspect (Score: 82.02) reflects the quality and relevance of the learning materials presented through the e-learning platform. The high score signifies the course resources provided students with robust comprehension of the topics. Well-designed, meaningful content builds a solid knowledge foundation before advancing to the next learning stage. The strong evaluation indicates the materials were effectively developed to enrich students' understanding of interpersonal language. This underscores the importance of continuously updating the content to align with the latest developments in English communication.

Secondly, the Reflection aspect (Score: 81.55) shows the extent to which students critically reflected on their video roleplay quality. The high mark denotes students evaluated their project strengths and weaknesses and formulated improvement strategies. This reflection enables honing speaking skills by identifying language proficiency gaps. The positive Reflection rating also demonstrates students' commitment to enhancing their speaking capabilities through objective, constructive self-assessment. Further guidance on effective reflection techniques could empower students to devise more targeted, concrete improvement plans.

Thirdly, the Organization aspect (Score: 80.08) measures how well students structured and managed their e-portfolio project. Despite the high score indicating good organizational effort, this area can be improved by providing further support on

effective time and resource management. The strong Organization evaluation highlights students achieved tidy content and task arrangement within the Trello app. However, it also underscores the importance of efficient project management and deadline awareness when developing e-portfolios.

Next, the Creativity aspect (Score: 81.86) gauges the uniqueness and innovation students brought to their e-portfolio. The high rating signifies students displayed creativity in their roleplay videos and group presentations. Students who infused fresh, engaging ideas within the interpersonal communication context exhibited high creativity. This motivates thinking beyond conventional boundaries and integrating creative elements into e-portfolio projects. Instructors can further inspire creative exploration of relevant concepts in teaching and presentations.

Additionally, the Engagement aspect (Score: 84.03) denotes student involvement and participation in the e-portfolio learning. The excellent rating reflects a high level of engagement across learning stages, peer feedback provision, and collaborative processes. This signals the Trello-supported e-portfolio model successfully fostered an interactive, collaborative environment. Actively engaged students tend to be more motivated to learn and hone their English abilities. The high Engagement score also shows this model cultivated a collaborative spirit among students, which can amplify group project productivity and constructive feedback exchange.

Moreover, the Trello Application aspect (Score: 82.09) evaluates how effectively this tool enabled collaborative e-portfolio task and project management. The good score indicates students were comfortable utilizing Trello as a platform for cooperation and organizing their work. Trello streamlined collective task tracking and project monitoring. This outcome highlights Trello's contribution to enhancing learning efficiency. However, it also underscores the need to provide further training and guidance on the app usage for students less adept with technology and digital collaboration.

Additionally, the Overall Experience aspect (Score: 82.79) captures students' perceptions of the overall e-portfolio learning journey supported by Trello. The positive rating signifies satisfaction across areas like collaboration, creativity, instructor support, and peer interactions. This suggests the model successfully created an enjoyable, meaningful, and empowering learning environment.

Moreover, the Assessment aspect (Score: 82.79) reflects the quality of instructor feedback and evaluation of student e-portfolios. The high score denotes constructive, supportive feedback that guided improvement. Effective assessment from instructors assists students in identifying project strengths and weaknesses alongside strategies to

advance their English abilities. This also plays a key role in boosting student motivation and confidence to tackle learning challenges. The positive Assessment outcome can encourage sustained student commitment to developing English speaking skills.

Furthermore, the Collaboration aspect (Score: 89.22) measures the success of student cooperation on the video roleplay and group presentations. Effective collaboration is integral for producing creative, high-quality projects. The excellent score here indicates students forged supportive, cooperative dynamics to develop their e-portfolio work. Robust peer collaboration enriches the learning experience and amplifies creativity in conveying messages in English.

On the other hand, the Technical Issues aspect (Score: 65.81) reflects challenges students faced with Trello application usage. The lower score suggests some experienced technical barriers that may have detracted from the learning experience. Though not yet optimal, this draws attention to ensuring smoother, obstacle-free learning. Moving forward, it is vital to provide technical support and further guidance to assist students facing application difficulties.

Finally, the Improvements aspect (Score: 77.21) evaluates students' ability to identify and implement project enhancements based on feedback. The good score signifies students were responsive to instructor and peer input for refinement. This improvement process enables continuously advancing English proficiency and achieving better outcomes. The high aspect rating also shows students can learn from errors and better integrate feedback. Overall, the Improvements aspect motivates students to continually enhance the quality and creativity of their e-portfolio work.

This comprehensive analysis of an e-portfolio learning model integrated with the Trello application provides valuable insights into optimizing technology-supported collaborative learning. The largely positive outcomes across assessed criteria indicate this approach can enrich student engagement, peer collaboration, creativity, and overall experience. However, the research also highlights key areas needing attention, particularly providing technical guidance and enhancing project organization and reflection techniques. The findings emphasize that while digital tools like Trello facilitate efficient collaboration, student-centered instructional design and ongoing support remain imperative for meaningful learning. Ultimately, this study demonstrates the promise of thoughtfully leveraging tools like Trello to build interactive e-portfolio learning environments, while underscoring the continued importance of student empowerment and human connection in digitally mediated education.

4. CONCLUSION

This study reveals positive student perceptions of using Trello integrated with e-portfolio based learning, demonstrating Trello's potential as a collaborative learning technology. Students reported increased engagement, motivation, creativity, and satisfaction with Trello facilitating organization, progress tracking, and cooperation in interactive e-portfolio building. However, some faced technical difficulties, highlighting the need for ongoing guidance to optimize Trello's benefits. While Trello can powerfully support student collaboration and learning outcomes, instructor support and thoughtful integration remain vital. Overall, the research provides valuable insights on leveraging Trello to promote empowered, socially connected learning, though further work is needed to address limitations. This contributes implications for strategic implementation of tools like Trello to enrich technology-enhanced, student-centered education.

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ANALISIS KEEFEKTIFAN KALIMAT BAHASA INDONESIA DALAM KARYA TULIS ILMIAH

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Abstract - *The purpose of this research is to analyze the effectiveness of Indonesian sentences in scientific writing. This research is a descriptive-qualitative study with primary data obtained directly from the data source in the form of scientific writing (thesis) by Politeknik Negeri Bali students and lecturer. Data was collected by observing method assisted by note-taking techniques. Furthermore, the data were analyzed using a qualitative descriptive method based on an inductive paradigm, namely from special to general paradigm. Research results are presented with formal and informal methods. This research is based on General Linguistics Theory with the basic concept of effective sentences. The results of the research show that students and lecturer who compose their scientific writing pay little attention to the effectiveness of sentences. This is proven by the number of ineffective sentences found in scientific writing. The ineffectiveness of the sentences is caused by inappropriateness, incongruity, inaccuracy, inefficiency, and illogicality. This is because the students and lecturer who write the scientific writing are not careful in choosing and using vocabulary.*

Keywords: *effective sentences, mismatch, misalignment, inaccuracy, inefficiency, illogical*

1. PENDAHULUAN

Karya tulis ilmiah sangat erat kaitannya dengan dunia pendidikan termasuk di dalamnya dunia penelitian. Karya tulis ilmiah umumnya dibuat berdasarkan hasil penelitian berisikan data, fakta, dan solusi mengenai suatu masalah yang diangkat. Seorang mahasiswa yang akan menyelesaikan studi di tingkat pendidikan tinggi wajib menyusun sebuah karya tulis ilmiah baik berupa tugas akhir, skripsi, tesis, maupun disertasi sesuai dengan jenjang pendidikannya. Demikian juga seorang dosen wajib membuat karya tulis ilmiah baik dalam bentuk artikel maupun laporan hasil penelitian.

Karya ilmiah (karya tulis ilmiah) adalah karya tulis yang dibuat dengan prinsip-prinsip ilmiah berdasarkan data dan fakta (observasi, eksperimen, dan kajian pustaka) (Depdiknas, 2008: 629). Berdasarkan konsep tersebut jelaslah karya tulis ilmiah harus disusun berdasarkan data dan fakta, tidak bersifat imajinatif.

Karya tulis ilmiah yang komunikatif harus memenuhi kriteria logis, sistematis, dan lugas. Logis berarti keterangan atau informasi yang disajikan dapat diterima oleh akal sehat atau bernalar. Sistematis artinya keterangan atau informasi yang disajikan berurutan dan saling berhubungan. Lugus berarti bahasa yang digunakan untuk menyampaikan informasi harus jelas dan mudah dimengerti (Arifin, 1989: 66).

Sehubungan dengan tiga kriteria karya tulis ilmiah yang komunikatif, dalam kesempatan ini dibahas kriteria yang berhubungan dengan bahasa, yaitu lugas. Hal ini terkait dengan fakta bahwa sebuah karya tulis ilmiah mengandung informasi yang ingin disampaikan oleh penyusunnya kepada pembaca. Penyampaian informasi tersebut menggunakan Bahasa.

Bahasa karya tulis ilmiah yang lugas adalah penggunaan bahasa Indonesia yang baik dan benar, yaitu bahasa Indonesia yang mudah dipahami dan sesuai dengan kaidah-kaidah yang berlaku. Salah satu unsur bahasa Indonesia yang baik dan benar adalah kalimat. Kalimat yang digunakan dalam karya tulis ilmiah harus mudah dipahami serta memenuhi kriteria kalimat yang benar. Kalimat yang demikian disebut dengan kalimat efektif. Artinya, sebuah karya tulis ilmiah harus menggunakan kalimat efektif agar informasi yang ingin disampaikan oleh penyusun dapat dipahami dengan baik oleh pembaca. Akan tetapi, dalam kenyataannya seorang penyusun karya tulis ilmiah sering mengabaikan kriteria tersebut. Hal ini tentu menyebabkan karya tulis ilmiah tersebut menjadi tidak komunikatif. Sebagai contoh, perhatikan kalimat berikut.

- a. *Dalam* penelitian ini menggunakan data kuantitatif dan data kualitatif.
- b. *Apabila* lingkungan kerja memadai, *maka* kinerja karyawan akan menjadi lebih baik.

Kedua kalimat di atas secara sepintas tidak ada masalah. Akan tetapi, setelah dicermati keduanya merupakan kalimat yang tidak efektif. Kalimat (a) tidak efektif karena tidak ada subjek yang disebabkan oleh penggunaan preposisi *dalam* yang tidak cermat. Preposisi *dalam* di awal kalimat dapat mengubah subjek menjadi keterangan. Dengan demikian, preposisi *dalam* harus dihilangkan agar kalimat itu efektif. Ketidakefektifan kalimat (b) disebabkan oleh ketidakhematan penggunaan konjungsi. Ada dua konjungsi dalam satu kalimat yaitu *apabila* dan *maka*. Kedua konjungsi itu fungsinya sama sehingga harus dipilih salah satu konjungsi. Adanya fakta penggunaan kalimat seperti di atas menjadi latar belakang dilakukannya penelitian *Analisis Keefektifan Kalimat Bahasa Indonesia dalam Karya Tulis Ilmiah* ini.

Masalah keefektifan kalimat bahasa Indonesia sudah banyak diteliti, di antaranya: (a) Dina Ramadhanti (2015) dengan judul “Penggunaan Kalimat Efektif dalam Karya Ilmiah Siswa: Aplikasi Semantik Studi Kasus Siswa Kelas XI SMK Negeri 2 Lembah Gumanti”, (b) Trismanto (2016) dengan judul “Kalimat Efektif dalam Berkomunikasi”, dan (c) Mega Listika, Susetyo, dan Nafri Yanti (2019) dengan judul “Penggunaan Kalimat Efektif pada Artikel *Open Journal System* (Ojs) Korpus”.

Penelitian-penelitian sebelumnya dijadikan sebagai inspirasi untuk penelitian ini karena sama-sama membahas masalah kalimat efektif. Akan tetapi, objek penelitian, tujuan penelitian, dan metodologinya jelas berbeda dengan penelitian ini. Berdasarkan latar belakang di atas, yang menjadi pokok bahasan dalam penelitian ini adalah “Bagaimana penggunaan kalimat efektif dalam karya tulis ilmiah?”

2. METODE

2.1 Desain Penelitian

Analisis Keefektifan Kalimat Bahasa Indonesia dalam Karya Tulis Ilmiah ini adalah sebuah penelitian yang menggunakan pendekatan deskriptif-kualitatif. Penelitian ini difokuskan pada penganalisisan dan pemaparan kalimat-kalimat tidak efektif dalam karya tulis ilmiah dan penyebab ketidakefektifannya. Menurut Bogdan dan Taylor dalam Moleong (2002: 3) metodologi kualitatif merupakan prosedur penelitian yang menghasilkan data deskriptif berupa kata-kata tertulis atau lisan dari orang-orang dan perilaku yang dapat diamati. Penelitian kualitatif adalah penelitian yang tidak menggunakan data kuantitatif atau angka yang disertai dengan perhitungan

2.2 Objek Penelitian

Penelitian ini menggunakan sumber data karya tulis ilmiah berupa skripsi dan artikel ilmiah di jurnal yang ditulis oleh mahasiswa dan dosen Jurusan Pariwisata,

Politeknik Negeri Bali tahun 2022. Dalam pengumpulan data penelitian ini digunakan teknik sampling karena jumlah populasi yang besar. Teknik sampling yang digunakan adalah teknik *simple random sampling*. Dengan teknik *simple random sampling* ini semua anggota populasi berpeluang menjadi sampel, karena dilakukan pengambilan secara acak tanpa memerhatikan strata yang ada pada populasi. Menurut Sugiyono (2014) penggunaan teknik ini dimungkinkan, karena sifat populasi bersifat homogen

2.3 Metode Pengumpulan Data

Penelitian ini menggunakan data kualitatif. Menurut Sugiyono (2014) data kualitatif adalah data yang berbentuk kata, kalimat, gerak tubuh, ekspresi wajah, bagan, gambar, dan foto. Data kualitatif penelitian ini adalah penggunaan kalimat dalam karya tulis ilmiah. Pengumpulan data menggunakan metode simak yaitu menyimak penggunaan kalimat dalam karya tulis ilmiah yang kemudian dibantu dengan teknik catat (Sudaryanto, 1993: 133--138 ; Mahsun, 2005: 92).

2.4 Metode Analisis Data

Dalam penelitian ini data dianalisis dengan metode deskriptif kualitatif dengan dasar paradigma metodologis induktif sebagai metode analisis data. Menurut Mahsun (2005: 256-257) paradigma metodologis induktif maksudnya bertolak dari sesuatu yang khusus ke sesuatu yang umum. Data yang telah dikumpulkan berupa kalimat yang digunakan dalam karya tulis ilmiah dideskripsikan secara lengkap sehingga akhirnya didapatkan suatu simpulan mengenai kalimat efektif serta penyebab ketidakefektifannya. Hasil analisis kemudian disajikan dengan metode informal dan formal (Sudaryanto, 1993: 145).

2.5 Teori dan Konsep

Untuk memecahkan masalah dalam penelitian ini digunakan Teori Linguistik Umum sebagai landasan khususnya bidang sintaksis. Sintaksis adalah cabang linguistik yang menyangkut susunan kata-kata dalam kalimat (Verhaar, 2010:11). Sintaksis juga diartikan sebagai cabang linguistik tentang susunan kalimat dan bagiannya atau sering juga disebut dengan ilmu tata kalimat (KBBI, 2008:1315).

Kalimat dalam bahasa Indonesia ada bermacam-macam tergantung sudut pandangnya. Salah satu jenis kalimat dalam bahasa Indonesia adalah kalimat efektif, yang menjadi fokus dalam penelitian ini. Kalimat efektif berhubungan dengan fungsi bahasa sebagai alat komunikasi. Kalimat dikatakan efektif apabila mampu membuat proses penyampaian dan penerimaan informasi berlangsung dengan sempurna. Kalimat yang efektif mampu membuat isi atau maksud yang disampaikan tergambar lengkap dalam pikiran si penerima (pembaca) persis seperti yang disampaikan (Razak, 1985: 2).

Sebuah kalimat efektif mempunyai ciri-ciri, seperti: kesepadanan struktur, keparalelan, ketegasan, kehematan, kecermatan, kepaduan, dan kelogisan. Jadi, apabila dilihat dari pengertian dan ciri-cirinya, kalimat efektif tidak lain kalimat yang memenuhi kriteria bahasa Indonesia yang baik dan benar.

3. HASIL DAN PEMBAHASAN

3.1 Hasil

Sebuah kalimat efektif mempunyai ciri-ciri, seperti: kesepadanan struktur, keparalelan, ketegasan, kehematan, kecermatan, kepaduan, dan kelogisan. Berdasarkan ciri-ciri tersebut dalam penelitian ini didapatkan bahwa dalam karya tulis ilmiah ditemukan kalimat yang tidak efektif. Ketidakefektifan tersebut diakibatkan oleh kalimat yang tidak sepadan, tidak paralel, tidak hemat, tidak cermat, dan tidak logis.

3.2 Pembahasan

3.2.1 Kesepadanan Struktur

Kesepadanan maksudnya adanya keseimbangan antara pikiran (gagasan) dan struktur bahasa yang dipakai. Kesepadanan kalimat ini ditandai jelasnya subjek dan predikat kalimat. Kesepadanan kalimat ini sering tidak diperhatikan oleh penulis karya tulis ilmiah sehingga muncullah kalimat seperti berikut.

1. *Pada* bab ini berisi *mengenai* gambaran umum perusahaan tempat meneliti dan hasil penelitian.
2. *Di* Bali merupakan surganya pariwisata Indonesia yang sering dipilih sebagai tempat tujuan berwisata baik oleh wisatawan mancanegara maupun wisatawan domestik.
3. *Green practice* yang diterapkan pada Food and Beverage Department untuk menciptakan restoran yang berkelanjutan.

Ketiga kalimat di atas tidak efektif dari segi kesepadanan karena fungsi subjek dan predikat sebagai syarat utama sebuah kalimat tidak jelas (tidak ada). Kalimat (1) tidak memiliki subjek karena ketidakcermatan menggunakan preposisi *pada* di awal kalimat. Preposisi *pada* harus dihilangkan sehingga frasa *bab ini* menjadi subjek. Demikian juga kalimat (2), subjeknya tidak ada yang disebabkan ketidaktepatan penggunaan preposisi di di awal kalimat. Penggunaan preposisi di awal kalimat aktif seperti (1) dan (2) di atas menyebabkan berubahnya fungsi subjek menjadi keterangan. Selanjutnya kalimat (3) tidak efektif karena tidak adanya predikat. Struktur kalimat (3) hanya terdiri dari subjek dan keterangan. Agar kalimat itu efektif harus ditambahkan kata kerja sebagai predikat. Kata kerja yang cocok sebagai predikat adalah bertujuan. Bandingkan kedua kalimat di atas dengan kalimat perubahannya berikut ini.

- 1a. *Bab ini* berisi gambaran umum perusahaan tempat penelitian dan hasil penelitian.
- 2a. Bali merupakan surganya pariwisata Indonesia yang sering dipilih sebagai tempat tujuan berwisata baik oleh wisatawan mancanegara maupun wisatawan domestik.
- 3a. *Green practice* yang diterapkan pada Food and Beverage Department *bertujuan* untuk menciptakan restoran yang berkelanjutan

3.2.2 Keparalelan (Kesejajaran)

Yang dimaksud keparalelan adalah kesamaan bentuk kata yang digunakan dalam kalimat. Misalnya, kalau bentuk pertama menggunakan nomina, bentuk kedua dan seterusnya harus menggunakan nomina. Perhatikan contoh kalimat berikut.

1. Pada bab ini berisi mengenai gambaran umum perusahaan tempat *meneliti* dan hasil *penelitian*.
2. Seorang pramusaji harus *cerdas, jujur, sabar, dan berdisilin*.

Kata *meneliti* dan *penelitian* dalam kalimat (1) di atas tidak sama bentuknya. Inilah menyebabkan kalimat itu tidak efektif dari segi keparalelan. Kata *meneliti* dibentuk dengan menambahkan awalan *meN-* pada bentuk dasar sedangkan kata *penelitian* dibentuk dengan menambahkan awalan *peN-* pada bentuk dasar dan dikombinasikan dengan akhiran *-an*. Bentuk kedua kata tersebut seharusnya sama. Kalimat (2) juga tidak efektif karena bentuk kata *cerdas, jujur, sabar, berdisilin* tidak sama. Kata *cerdas, jujur, sabar* berupa kata dasar dan kata *berdisilin* berupa kata turunan. Supaya efektif kalimat-kalimat di atas harus diubah menjadi kalimat berikut.

- 1a. *Bab ini* berisi gambaran umum perusahaan tempat *penelitian* dan hasil *penelitian*.
- 2a. Seorang pramusaji harus *cerdas, jujur, sabar, dan disilin*.

3.2.3 Kehematan

Kehematan dalam kalimat efektif adalah penggunaan kata, frasa, atau bentuk lain yang tidak berlebihan. Kehematan tidak berarti menghilangkan kata-kata yang dapat memengaruhi kejelasan kalimat tetapi tidak menggunakan kata, frasa, atau bentuk lainnya yang berlebihan dan tidak menyalahi kaidah tata bahasa. Berikut adalah beberapa kalimat tidak efektif karena tidak hemat menggunakan kata.

1. *Apabila* nilai *prosentase* residual semakin tinggi *maka* akan semakin tidak baik kemampuan model dalam menjelaskan fenomena yang ada.
2. Beberapa online travel agent *diantaranya* Agoda, Booking.com, Traveloka *dan lain-lain*.
3. Penelitian ini berpedoman pada *berbagai teori-teori* menurut para ahli pada bidangnya yang terkait dengan penelitian ini.

Kata *apabila* dan *maka* (1) adalah dua konjungsi yang berfungsi sama sehingga tidak tepat digunakan bersama-sama dalam sebuah kalimat. Konjungsi-konjungsi tersebut mestinya hanya digunakan salah satu dalam kalimat tersebut. Demikian juga frasa *di antaranya* dan *dan lain-lain* (2) sama-sama menyatakan sebagian dari rincian sehingga tidak tepat digunakan bersamaan dalam sebuah kalimat. Frasa *di antaranya*

dan *dan lain-lain* harus dipilih salah satu. Dengan demikian, konjungsi dan frasa yang disebutkan di atas harus digunakan salah satu saja dalam sebuah kalimat. Penggunaan kata berlebihan juga terdapat pada kalimat (3) yaitu *berbagai teori-teori*. Kata *berbagai* menyatakan jamak demikian juga kata ulang *teori-teori* juga menyatakan jamak. Bentuk hematnya adalah *berbagai teori* dan *teori-teori*. Bandingkan kedua kalimat di atas dengan kalimat berikut ini.

- 1a. Nilai *persentase* residual semakin tinggi *maka* akan semakin tidak baik kemampuan model dalam menjelaskan fenomena yang ada.
- 1b. *Apabila* nilai *persentase* residual semakin tinggi, akan semakin tidak baik kemampuan model dalam menjelaskan fenomena yang ada.
- 2a. Beberapa *online travel agent* di *antaranya* Agoda, Booking.com, dan Traveloka.
- 2b. Beberapa *online travel agent* adalah Agoda, Booking.com, Traveloka, *dan lain-lain*.
- 3a. Penelitian ini berpedoman pada *berbagai teori* menurut para ahli pada bidangnya yang terkait dengan penelitian ini.
- 3b. Penelitian ini berpedoman pada *teori-teori* menurut para ahli pada bidangnya yang terkait dengan penelitian ini.

3.2.4 Kecermatan

Yang dimaksud cermat adalah penggunaan kata yang tepat sesuai dengan arti dan fungsinya. Dengan demikian kalimat yang dihasilkan tidak menimbulkan tafsiran ganda dan tepat dalam pilihan kata.

1. Hotel *tidak* hanya memberikan produk dan pelayanan *melainkan* telah meluas pada penyediaan fasilitas lain *seperti* rekreasi, *laundry* dan *dry cleaning*, kebugaran *dan lain-lain*.
2. MICE merupakan *sesuatu kegiatan* *dimana* pengusaha berkumpul pada suatu tempat tekondisi oleh suatu permasalahan, pembahasan, atau kepentingan yang sama.
3. *Masing-masing* departemen di hotel memunyai tugas dan tanggung jawab yang berbeda.

Ketiga kalimat di atas merupakan kalimat tidak efektif karena tidak cermat menggunakan kata. Kata *tidak* termasuk kata ingkar dalam bahasa Indonesia. Kata tersebut apabila digunakan berpasangan, pasangannya adalah *tetapi* bukan *melainkan* (1). Kalimat (2) di dalamnya terdapat penggunaan kata yang tidak cermat yaitu kata *sesuatu* diikuti kata benda *kegiatan*. Kata *sesuatu* mestinya berdiri sendiri tidak boleh diikuti kata benda. Kata yang dapat diikuti oleh kata benda adalah *suatu*. Di samping itu, frasa *di mana* dalam kalimat (2) termasuk tidak cermat. *Di mana* digunakan dalam kalimat tanya untuk menanyakan tempat sedangkan dalam kalimat berita frasa *di mana* tidak tepat digunakan harus diganti dengan kata atau frasa yang lain. Dalam hal ini frasa *di mana* sebaiknya diganti dengan kata *wadah*. Selanjutnya ketidakefektifan kalimat (3) disebabkan oleh penggunaan kata *masing-masing* yang tidak tepat. Kata *masing-masing* dalam penggunaannya tidak dapat diikuti oleh kata benda. Kata yang dapat diikuti kata

benda adalah *tiap-tiap*. *Departemen* pada kalimat (3) adalah kata benda sehingga yang tepat di depannya adalah *tiap-tiap*. Dengan demikian, ketiga kalimat di atas seharusnya diubah menjadi kalimat berikut.

- 1a. Hotel *tidak* hanya memberikan produk dan pelayanan *tetapi* telah meluas pada penyediaan fasilitas lain, *seperti*: rekreasi, *laundry* dan *dry cleaning*, dan kebugaran.
- 2a. MICE merupakan *suatu kegiatan wadah* pengusaha berkumpul pada suatu tempat tekondisi oleh suatu permasalahan, pembahasan, atau kepentingan yang sama.
- 3a. *Tiap-tiap* departemen di hotel memunyai tugas dan tanggung jawab yang berbeda.

3.2.5 Kelogisan

Logis artinya masuk akal atau bernalar. Kalimat efektif harus bernalar, artinya informasi yang ada dalam kalimat itu harus bisa diterima oleh akal sehat. Akan tetapi, kesalahan dalam memilih kata menyebabkan kalimat tidak bernalar seperti berikut.

1. Dengan memanjatkan puji syukur kepada Tuhan Yang Mahaesa, maka selesailah skripsi ini tepat pada waktunya.
2. Seorang pramusaji kemudian *menghubungkan* bartender yang ada di bar.

Kalimat (1) termasuk tidak logis karena makna yang terkandung di dalamnya adalah 'hanya dengan memanjatkan puji syukur kepada Tuhan Yang Mahaesa' sebuah skripsi selesai. Jelas ini tidak logis. Demikian juga kalimat (2) tidak logis karena salah memilih kata, yaitu *menghubungkan*. Agar kalimat (2) logis mestinya yang digunakan adalah kata *menghubungi*. Bandingkan kedua kalimat di atas dengan kalimat berikut.

- 1a. Puji syukur dipanjatkan ke hadapan Tuhan Yang Mahaesa karena rahmat-Nya dan usaha penulis skripsi ini dapat diselesaikan.
- 2a. Seorang pramusaji kemudian *menghubungi* bartender di bar.

4. KESIMPULAN

Berdasarkan pembahasan tentang keefektifan kalimat dalam karya tulis ilmiah dapat disimpulkan bahwa para penulis karya tulis ilmiah kurang memerhatikan keefektifan kalimat yang digunakan. Hal ini dibuktikan banyaknya ditemukan kalimat tidak efektif dalam karya tulis ilmiah yang dihasilkan oleh para mahasiswa dan dosen. Ketidakefektifan tersebut diakibatkan oleh kalimat yang tidak sepadan, tidak paralel, tidak hemat, tidak cermat, dan tidak logis karena kurang cermat menggunakan kata. Contohnya adalah kalimat-kalimat berikut.

- a. Pada bab ini berisi mengenai gambaran umum perusahaan tempat meneliti dan hasil penelitian. (Tidak sepadan dan tidak paralel)
- b. Hotel *tidak* hanya memberikan produk dan pelayanan *melainkan* telah meluas pada penyediaan fasilitas lain *seperti* rekreasi, *laundry* dan *dry cleaning*, kebugaran dan *lain-lain*. (Tidak cermat dan tidak hemat)

- c. Seorang pramusaji kemudian *menghubungkan* bartender yang ada di bar. (Tidak logis)

Perbaiki kalimat di atas sebagai berikut.

- a1. *Bab ini* berisi gambaran umum perusahaan tempat *penelitian* dan hasil *penelitian*.
 b1. Hotel *tidak* hanya memberikan produk dan pelayanan *tetapi* telah meluas pada penyediaan fasilitas lain, *seperti*: rekreasi, *laundry* dan *dry cleaning*, dan kebugaran.
 c1. Seorang pramusaji kemudian *menghubungi* bartender yang ada di bar..

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Balinese Diglossia Shown by Public Signs as Language Vitality Symbol from Linguistic Landscape Perspective

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Abstract - This study is aimed to identify and analyze Balinese diglossia from the perspective of linguistic landscape. Several public signs in Bali use Balinese language. The Balinese language used is varied. There are signs that use Balinese *alus* variation, while others use Balinese *andap*. The use of the two variations resembles the culture of Balinese people. Therefore, this study is also intended to provide a new way to view Balinese culture from seeing the Balinese language through non-interactive public signs because there are patterns on each variation used. Furthermore, the use of Balinese variations on signs can be a measurement to acknowledge its vitality; thus, this study is also aimed to measure Balinese language vitality in general and the vitality of its variations. The data of this study were 12 signs collected from banners, billboards, and information signs found in Bali through observation and documentation method. The data were analyzed by using referential identity method with a descriptive-qualitative approach. This study combined the theories of diglossia, context of situation, function of linguistic landscape, Balinese speech levels, and UNESCO vitality level. The result shows that Balinese language signs in public space are able to characterize the diglossia situation of the Balinese people by indicating four features, namely sign makers, participants receiving messages, caste and social status, and domains. The diglossic situation of the Balinese language is indicated by the variation of the Balinese *alus*, which is the high variety, and the Balinese *andap*, which is the low variety. The level of language vitality of Balinese high and low is 4, whereas in general is 5.

Keywords: Balinese language, diglossia, sociolinguistics, linguistic landscape, Balinese culture

1. INTRODUCTION

Balinese is one of the regional languages in Indonesia that belongs to the western Austronesian language family and is spoken by around three million people spread across Bali, western Lombok, and several transmigration areas in Indonesia such as Sumatra and Sulawesi (Arka, 2003, p. 1). Balinese language has a distinctive language level that is motivated by the social stratification of Balinese society, both from descent and job position. The levels are divided into two broadly, namely *alus* and *andap*. Balinese *alus* is used by the upper class and in formal and high prestige situations, while *andap* is used by the lower class in informal situations.

Each level has its specific function and domain. Balinese from the *tri wangsa* group (brahmin, kshatria and vaishya descent) use *andap* language to non-*tri wangsa* people, while non-*tri wangsa* people (*sudra* descent) must use *alus* language when speaking to the *tri wangsa* group. In terms of occupation, those with lower positions must use *alus* language to those with higher positions, conversely, those with higher positions can use *andap* language to those with lower positions. This is even more pronounced in specific domains of communication such as temple, government, education, and mass media, where the use of a certain level of Balinese is clearly defined, namely *alus* Balinese. Balinese *andap* is not naturally used in these domains due to Balinese attitudes and perceptions towards both varieties of Balinese. The *alus* variety is considered to have high prestige and politeness, hence it is appropriate in formal situations. The *andap* variety is seen as a vernacular that is more appropriate for communicating between family and friends in informal situations.

This functional separation is in accordance with the concept of diglossia. Diglossia is a phenomenon in society where two different codes, both languages and their variations, have their own clear functions and cannot be mixed up (Wardhaugh, 2005, p. 89). Some previous researchers have proven that the *alus* and *andap* variations of Balinese are real situations of Balinese language diglossia (Dewi, Putra, & Suarnajaya, 2016; Kresna, 2015; Maharani, 2012; Sukmawati & Saputra, 2021; Suktiningsih, 2019). These studies examined diglossic situations from spoken conversations.

In Bali, Balinese language signs are found. Unlike the name signs of institutions in Bali where Indonesian is also written in Balinese script, the Balinese signs use specialised Balinese lexicons. Based on the word choice, different lexicons are found to refer to one meaning. These lexicons have differences in the level of language. The topic of discussion of the signs that have lexicons that show this level of language is different. This is an interesting phenomenon to research because Balinese on non-

interactive public signs can also represent the allocation of the use of Balinese language levels which is the object of a diglossic situation.

Different from previous studies that centred on the use of Balinese variation in people's oral communication, this study looks at the phenomenon of using Balinese levels as evidence of a diglossic situation from a linguistic landscape perspective. Landry and Bourhis (Landry & Bourhis, 1997, p. 23) state that the linguistic landscape refers to the languages used and visible on public and commercial signs in an area. One of the informative functions of the linguistic landscape is that it is able to show high and low language varieties in a diglossic society. Signs in Bali's public spaces show a diverse use of Balinese, in terms of language and function. This is interesting to study because the phenomenon of Balinese diglossia can not only be studied from interactive communication, but also from non-interactive public signs.

There have been many linguistic landscape studies related to Balinese language. Previous studies only discussed language contestation in public spaces based on signs in an area (Paramarta, 2022; Pidada, 2021; Purnawati, Artawa, & Satyawati, 2022; Wulansari, 2020). The focus of the previous research above was to find out the dominance of language use in an area and measure Balinese language policies. No previous research has discussed the situation of diglossia through public signs. Therefore, this research makes a new contribution to the study of the linguistic landscape in Bali, especially from a sociolinguistic perspective.

Studies on diglossia in public signs have been conducted by international researchers. Krompák (2019) examined Swiss German on public signs in the Swiss city of Kleinbasel in relation to diglossia and local identity. The result shows that public signs in Kleinbasel use Swiss German for the domains of local traditions, geographical affiliation and advertising. There is a difference between visible but limited signs in Swiss German and a diglossia situation that is in principle balanced where Swiss German and standard German are characterised by shared use and shared values. Akbar et al. (2020) examined the linguistic landscape in Kuwait where three different languages were found, namely Kuwaiti vernacular, standard Arabic, and English. These three languages characterise the diglossic situation in Kuwait. The result of this study shows that Kuwaiti vernacular is used the most on public signs, followed by standard Arabic and English in order. Kuwaiti vernacular, which is actually a low variety, has higher prestige than standard Arabic, which is a high variety. Based on the international studies, the use of different codes in signs exhibits the culture of the speech community as well as its perspective towards the codes. The presence of this study will contribute in unveiling these two points.

The study of Balinese diglossia in public signs can also be evidence of the vitality of the Balinese language. The use of Balinese in the community by looking at public signs can be the first step in knowing the status of Balinese language. The existence of Balinese on public signs in an area can represent the existence of Balinese as a means of communication in that area. Research on the vitality of the Balinese language has been conducted previously which measures the vitality of inter-generational Balinese language transmission in Denpasar city (Suastra, 2023). The current study differs from the previous study in that it uses the existing language use domain as a measure of vitality. Therefore, the vitality of Balinese in this study is explored not only in general, but also more specifically by looking at the vitality of Balinese *alus* and Balinese *andap*.

Based on the above background, the problem formulations are 1) how is the situation of Balinese language diglossia from the use of Balinese language in public signs? and 2) how is the vitality of Balinese language in general and Balinese *alus* and *andap* variations according to their use in public signs? This study aims to analyse the phenomenon of Balinese language diglossia on the island of Bali. The study also seeks to see the vitality of Balinese from the use of Balinese in the existing genres of public signs. Research on Balinese language diglossia from a linguistic landscape perspective is important because the varied use of Balinese on public signs can show the cultural and compositional features of Balinese society from the realm of language. In addition, through this study, people can know the use of Balinese in certain domains, so that it can be a practical guideline to be more appropriate in Balinese language in society.

2. METHOD

This study uses the concept of diglossia from Ferguson (1959). Diglossia is a relatively stable linguistic situation where there is a codified and high variety, which is used in written literature and taught in formal educational domains, and which is used as a formal written and spoken language, but not for general purposes (Ferguson in Holmes & Wilson, 2022, p. 33). Based on this statement, it is known that diglossia situations represent ethnolinguistic groups rather than individuals. In more detail, Diglossia has characteristics where in society, there are two variations in the same code where one is considered high and the other is low, each variation has a different function, and no one uses the high variation in daily communication. The difference in variation can be seen from phonological features, morphological complexity, and word choice.

2.1 Research Design

This study applied a theoretical approach from the perspective of linguistic landscape by integrating sociolinguistic theories. The data were qualitative; thus, this study employed qualitative method.

In determining high and low variation and supporting the mapping of the domain of Balinese variations that include diglossic situations, this study used Ferguson's (1959) theory of diglossia and Halliday's (1985) context of situation. Ferguson's theory of diglossia as explained above was used to provide evidence that Balinese variations in public signs fulfil the criteria of high and low diglossia situations. Context of situation theory was used to support that Balinese variation in public signs is used by certain participants (tenor) in certain topics/themes (field) and functions (mode) as well.

Additional theories to support the analysis of this research were Landry and Bourhis' (1997) linguistic landscape function theory and Suwija et al.'s (2018) Balinese level theory. The linguistic landscape function theory was used to support the analysis in terms of language functions in public signs. The function was divided into two, namely informative function and symbolic function. The Balinese level theory was used to determine the level category of lingual units on public signs. The levels of Balinese language studied in this research were Balinese *alus* and Balinese *andap*.

Since this study aims to provide information on the vitality of Balinese language from the use of Balinese language variations in public signs, this study also applied the concept of language vitality from UNESCO (2003). Language vitality was the vitality and strength of a language in society. UNESCO (2003, p. 7) provides nine factors to identify the vitality of a language, namely language transmission between generations, the number of speakers, the proportion of the number of speakers to the total population, the existing language use domain, language use in new domains and media, language learning teaching materials, language attitudes and policies from governments and institutions, ethnolinguistic community attitudes towards language, the number and quality of language documentation.

Based on the vitality statement above, Balinese public signs can be a benchmark for one of the factors identifying the vitality of Balinese language because it is able to show the domain of Balinese language use. Through the analysis of the context of the situation to determine the topic/theme of the Balinese public sign, it can be known the extent of the variety of Balinese *alus* and *andap* in the community in various situations.

2.2 Research Population and Sampling

The source of data comes from public signs such as billboards and information signs spread across the province of Bali. In order to get richer data, images or photos of

public signs in Bali province on the internet and social media were also researched. The data collection method was conducted using observation and image recording techniques for public signs found directly, while the documentation method for public signs from the internet and social media. The collected public sign images were reconfirmed about their existence in the Bali area by looking at the public sign content in the form of writing in the public sign explaining about specific locations in Bali. Finally, the data represented in this study were 12 signs collected from banners, billboards, and information signs found in Bali. These 12 signs were able to project the diglossic situation of Balinese language.

2.3 Data Collection Instrument

As this study was a qualitative one, the main research instrument was the researcher to collect and classify the data found. Other instruments employed were smartphone, laptop, social media, and online news portal as these helped the researcher to collect and analyze the data. Furthermore, as this study intended to capture the essence of ecological validity, a list of questions was used as a guidance in interviewing session to confirm the findings.

2.4 Data Analysis

The public signs were analysed through the referential method (Sugiyono, 2019) with a descriptive-qualitative approach. The analysis in this study was presented in an informal method in the form of description. The Balinese language used in public signs was analysed to find out the variety used and the context behind the use of a particular variety. Through context analysis, the domain that uses a particular variety of Balinese is known because the context analyses the topic, setting, participants, and purpose of language use.

Interviews to elicit the findings were conducted after the research results were finalised. Elicitation of findings was important to do in order to achieve ecological validity. Ecological validity is research that accurately reflects social actors using language in the social environment. Therefore, the findings of this study should be able to provide a definite picture of the Balinese language communication situation in Bali. The informants interviewed in this study were community members who are part of and/or have been involved in the domains found in the data analysis.

3. RESULTS AND DISCUSSION

The situation of diglossia in Balinese society from the use of Balinese language in public space signs shows a very clear functional separation between Balinese *alus* as a high variety and Balinese *andap* as a low variety. Balinese language signs in public

spaces are influenced by 4 things, namely 1) the sign-maker, 2) the recipient of the message on the sign, 3) caste and social status, and 4) domain. These four things do not simultaneously indicate the high or low varieties of the diglossic situation on signs in public spaces. However, from the observation, one of the four factors above can be a tool to identify the diglossic situation. It was also found that in certain domains, the *alus* and *andap* varieties of Balinese are used together. However, there are different purposes of using these two varieties. Therefore, the functional separation of the *alus* and *andap* varieties in Balinese is not only based on the domain, but also the attitude and purpose of the speakers.

3.1 Balinese *Alus* as High Variation

Balinese *alus* as a high variety is shown on public signs in Bali made by certain groups of people. The brahmin and kshatria groups who are part of the *tri wangsa* in Balinese society are the *singguh* or upper groups who have a certain Balinese vocabulary (Suwija, Mulyawan, & Adhiti, 2018). This is also shown in the language on banners and billboards in Bali.



Figure 1. Balinese *Alus* Variation influenced by Caste System

The word *palebon* itself in figure 1 has shown that the Balinese language used is the *alus* variation and is used by certain castes. According to the *Anggah-Ungguh Kruna* dictionary from Suwija et al. (2018), the word *palebon* is an *alus singguh* variation of the word *ngaben* which is a variation of *andap* which means a Hindu cremation ceremony in Bali. The word *palebon* is only used for the brahmin and ksatria castes which are the upper class.

The word that more specifically shows that figure 1 refers to the upper class is the word *griya* which means a place to live. Based on social status in Bali, the word *griya* is

a house for the brahmin caste. No Balinese outside the brahmin caste refers to their private home as *griya* in Balinese.

The presence of high variety words in figure 1 indicates that the party making the sign is from the *tri wangsa* (brahmin) caste. Based on the context of the situation, the participants in this sign are the brahmin family as the organiser of the cremation ceremony and other general public outside the organising family. The topic is the cremation ceremony. In accordance with the informative function of the linguistic landscape where the language in the sign raises communication expectations, it can be assumed that the Balinese language used at the cremation ceremony is Balinese *alus*. Therefore, guests or people who come to the event must use Balinese *alus*, especially if they are not from the brahmin caste.



Figure 2. Balinese Alus Variation influenced by Social Stratification of Sign Maker

The high variety of Balinese on public signs is also indicated by the sign-maker and social stratification in terms of job position. In figure 2 of the fried food business above, it is known that the banner attached has the logo of *Sukla Satyagraha*, a movement for Balinese people to preserve the sanctity of Bali through *sukla* culinary (clean/halal version of Hinduism). This movement was initiated by Arya Wedakarna who is a member of DPD Bali for the 2014-2019 period. The Balinese vocabulary on the banner is also an *alus* variation. The sentence *ngiring matumbasan ring warung sukla* means 'let's shop at a halal shop' in Indonesian. The word *ngiring* is *alus singgih* from the word *mai* in the *andap* variation as an invitation. The word *matumbasan* is *alus mider* from the word *meblanja* in *andap* variation which means 'shopping'. The word *ring* is *alus mider* from the word *di* in *andap* which is the preposition 'in/on/at' in English.

The use of high variety in the fried food banner above is influenced by the social stratification of the sign maker. Organisations that have political figures are required to maintain prestige and reputation. Since the banner has a large movement logo, the words in the banner can represent the image of the *Sukla Satyagraha* movement. The prestige is shown by the use of high variety Balinese which is considered prestige. The use of this high variety is also influenced by the recipient of the message. A business when serving customers must use polite language as a sign of respect. The sentences in the banner aim to promote the merchandise and invite people to shop at the store. Therefore, the entrepreneur positions himself lower and this is evidenced by the use of high varieties. This is also in accordance with the results of Kresna's research (2015)



Figure 3. Balinese Alus Variation influence by Social Stratification of Sign Maker

where traders in the market use high varieties, namely Balinese *alus* to customers.

Social stratification in terms of position can also be seen in the banner in figure 3 above. The banner contains a picture of a political figure who is the Head of one of the Traditional Villages in Denpasar. It is known that this figure intends to advance to become a member of DPD RI. Therefore, this banner aims to promote himself. The verbal sign on the banner reads *eling ring bhisama, magehin dresta Bali* which means 'remember the religious norms, strengthen the Balinese manners'. The words in the banner are Balinese *alus* words. The words *eling* and *dresta* are variations of *alus mider* Balinese.

The high variation used in sign figure 3 is based on the position held in the community. Head of traditional village is the highest position in the village. As the holder of the highest position, his reputation and prestige must be maintained; thus, the words in the banner must also reflect this. Moreover, the purpose of this banner is self-promotion, so a good and polite image must be shown.



Figure 2. Balinese *alus* Variation influenced by Domain

The variation of Balinese *alus* on public signs is also shown by banners made by parties in certain domains. Domain is an environment where a certain interaction occurs in a certain setting and participants (Holmes & Wilson, 2022, p. 26). Based on Figure 4 above, which is a banner at a workshop in Denpasar, it is known that the domain is education. The words in the banner in the picture also use Balinese *alus*. The word *ngripta* comes from the root word *kripta* which means to create. In educational domains such as workshops, the language used is Balinese *alus*. This is supported by the use of Balinese *alus* in Balinese language textbooks in schools. This is also in line with Ferguson's concept of diglossia which states that high varieties are taught and used in the formal education domain. Schools and workshop events are formal educational situations; therefore, it is natural that the language used in the banner above is Balinese *alus*.

The participants in figure 4 above are the Bali Provincial government as the workshop organiser and the general participants. Since there are government parties, the use of Balinese *alus* aims to increase the value, status, and positive image of the government. In addition, the use of high varieties in the workshop provides information reflecting the vitality of the Balinese language in the educational domain.



Figure 5. Balinese Alus Variation influenced by Domain

Figure 5 shows the use of Balinese *alus* in the religious domain in Bali. The sign was found at Er Jeruk Temple in Sukawati, Gianyar. The verbal signs in the picture use words that are classified as *alus* or a high variety of Balinese. The clause *tan kalugra ngranjing* is an *alus* variation of *sing dadi masuk* in *andap* variation which means 'not allowed to enter' referring to the requirements of people who want to enter Er Jeruk Temple. The clause *sang sane ngraja swala* is an *alus* variation of *ane sebel/cuntaka* in *andap* variation meaning a menstruating woman. The clause *sane madue kalayu sekaran* is an *alus* variation of *ane ngelah nyame mati* in *andap* variation meaning a person who is spiritually unclean due to the loss of a family member. The clause *tan mabusana adat* in the *alus* variation which means *sing nganggo baju adat* in the *andap* variation means people who do not wear special clothes for Hindu prayers.

The sign field relates to the norms that exist in religious areas in Bali. The participants shown in figure 5 are temple administrators and visitors. This temple is openly visited by every Hindu. There is no limit to the class or group of Hindu people who can visit to pray at the temple. Therefore, the sign uses a variation of Balinese *alus* because the visitors range from the upper class of society to the lower class in terms of caste.



Figure 6. Balinese Alus Variation influenced by Participant Receiving Message

The high variety of Balinese is also shown on the banner in figure 6 above. The sentence *Rahajeng Nyanggra Warsa Anyar Nyepi Caka 1945 Dumogi Melarapan antuk Astiti Bhakti Majeng Ring Ida Sang Hyang Widhi Wasa* is in Balinese *alus*. This is influenced by the meaning of the message, which is a greeting on the holy day of Hinduism and a prayer to God. The Balinese *alus* language on the banner is also influenced by the religious domain. Since it contains prayers addressed to God, the words in the banner should be polite, hence the use of Balinese *alus*.

The sign in figure 6 is made by the government shown by the image of three Balinese politicians so there is a function to increase the positive image of the *alus* language used. The recipient of the message from the writing on the billboard is the Hindu community. Since the Balinese Hindu community is usually Balinese, therefore Balinese language is used. This is in accordance with the symbolic function of the linguistic landscape which is to show the vitality of ethnolinguistic groups.

Based on the pictures of public signs that use the high variety of Balinese *alus* above, it can also be seen that the social background of the sign-maker plays a major role in the use of language. The signs in pictures 2, 3, 4, and 6 are closely related to political organisations and government institutions. This means that the high variety of Balinese is used in the government domain.

3.2 Balinese *Andap* as Low Variation

Balinese *andap* as a low variety is shown by the use of Balinese in the scope of friendship. This shows that Balinese *andap* is a variety used in everyday communication. From the three pictures in figure 7, the words in the banners are mostly the same. The words used are Balinese *andap*. Balinese *andap* is used in everyday friendship environment. This is evidenced by the making of the banner by the friends of the groom who got married in the figure. The word *cang* means 'me'. The word *nganten* means 'married'. The word *jani* means 'now'. These three words explain that the billboards above have an information message that the grooms are finally getting married after being constantly asked when to get married. The use of Balinese *andap* in the sentences in the signs above is also a congratulation and a form of familiarity from a friendship environment. The similarity of vocabulary in the three billboards above also shows that Balinese *andap* words are words that are used daily by Balinese people, both by non-*tri wangsa* groups and fellow *tri wangsa* groups. This is in line with the concept of diglossia where low-variety languages are used daily in communication.



Figure 7. Balinese Andap Variation as Vernacular

Based on Figure 8 below, it can be seen that there are *andap* Balinese verbal markers that belong to the low variety. Expression *ingetang ning!!! Buin pidan je ngawag ngutang luu, ditu meme kal melali mulih* has the meaning 'remember my son! Whenever you litter, at that time Mom will come home'. There is the word *ingetang* which is an *andap* variation of *elingang* in Balinese *alus*, the word *ditu* which is Balinese *andap* from the word *drika* in Balinese *alus*, and the word *mulih* from Balinese *andap* which has *alus* variations namely the words *mantuk* and *budal*. So, from the lexicon element, it is clear that the sentence in Figure 8 is Balinese *andap*. The use of the *andap* variation is also influenced by context adjustment where the sentence above uses family nicknames, namely *ning*, which stands for *cing* for children, and *meme* which means mother.



Figure 8. Balinese Andap Variation to Express Negative Emotion

Since the constructed context is family, the use of the low variety shows the familiarity between families. This situation is also supported by the use of *andap* variation in *sudra* families and families in *tri wangsa*. In addition, the use of *andap* in figure 8 is also supported by the upper to lower social status where the mother speaks to her child. The word *meme* here does mean 'mother', but the reference is connotative. This is influenced by the image of the *celuluk* (masked entity) in the public sign. In the Balinese folktale *Calonarang*, *celuluk* is the subordinate of the *leak* queen, *Rangda*,

named Walu Nata Dirah, a woman. Physiologically, *celuluk*, *leak*, and *Rangda* are women because they have breasts. Therefore, *meme* is a suitable term for these three entities.

The above public sign was made by Zen Resort Bali, a hotel, which is located close to Umeanar beach, Buleleng, where the sign is shown in Figure 8. Since it was made by a private party, unlike the high variety public signs made by governments and political organisations, the use of low variety does not aim to carry prestige and reputation. This sign is aimed at visitors to Umeanar beach to always maintain cleanliness by not littering the beach area. This shows the use of Balinese in the tourism domain. The use of Balinese language *andap* in the sign above functions to show low variety.

Based on the pictures of public signs that use low variety, it can be seen that the writings contain elements of negative emotions such as anger and annoyance. These emotions can be known based on the construction of the context of the situation of each public sign. Therefore, the low variety of *andap* Balinese tends to be used to convey negative emotions compared to the high variety of Balinese.



Figure 9. Balinese Andap in Balinese Alus Banner

In addition to the above findings on the use of Balinese *andap* in public signs, there is also the use of Balinese *andap* in a context similar to Balinese *alus* as analysed above. Figure 9 is dominated by the use of Balinese *alus*, but there is one word that is not part of the *alus* variety, namely the word *ngaben*. Through the use of the word *ngaben*, which means a Hindu cremation ceremony, it is known that those who organise the ceremony and those who are funeralized are not part of the *tri-wangsa* family. The word *ngaben* is used by non-*tri wangsa* people. Compared to figure 1 which uses the word *palebon* for the *tri-wangsa* group, figure 9 uses the word *ngaben*. Therefore, the use of the word *ngaben* informs the participants. The dominance of *alus* variation in figure 8 shows that for religious ceremonies which are part of the religious domain, *alus* variation is still closely used.



Figure 10. Balinese Andap in Governmental Domain

Figure 10 shows the government/political domain because the public sign comes from a political party with a happy holiday greeting. The Balinese language used in the public sign is Balinese *andap*. *Jele melah nyame gelah* has the literal meaning of ‘bad or good, siblings we are’, which can be interpreted as whether a person is good or bad, we are still family. The domain of figure 10 is similar to figure 3 and 6 which are both political billboards and holiday greetings. However, figure 10 uses Balinese *andap*, while pictures 2 and 5 use Balinese *alus*. The difference in the use of this variation is based on the purpose of the candidate from the political party, which is to look familiar and friendly. Balinese *andap* is used as a social language and this has been proven by Figure 7. With the aim of getting a friendly public perception, Balinese *andap* is used. Based on the findings in figure 10, it is known that Balinese *andap*, although used in public signs whose domain is dominated by Balinese *alus*, still aims to exhibit close relationships.

After analysing the use of Balinese *alus* and *andap* variations on public signs found, the discussion was brought to the informants for elicitation. Based on the results of the interviews, the above findings are stated to be in accordance with the reality in the field. For figure 1 and 9 which are both about cremation ceremonies, informants from the Brahmin (*tri wangsa*) and *Sudra* (non-*tri wangsa*) groups were interviewed. They stated that the words *palebon* and *ngaben* represent the group organising the ceremony and the people being cremated. Regarding the dominance of Balinese *alus* in figure 9, they stated that the purpose of the public sign is to provide information of a formal ambience. Formal announcements must use Balinese *alus* to sound polite.

Figure 2 and 6 which are political billboards and holiday greetings use the *alus* variation. The informants interviewed for this were random informants and people who have been in politics and used similar billboards for promotion. The interview results show that the use of Balinese *alus* in the billboards of self-promotion of candidates for government seats aims to honour Balinese people and show a polite and educated image. Whereas in figure 10, which uses Balinese *andap*, usually the candidate wants to be closer to the community.

The analysis in figure 4 which is a sign of inviting transactions was elicited by informants who are merchants in Badung traditional market, Denpasar. Balinese *alus* is used to call or invite people passing by to shop. Usually the merchant will say *mriki* which means 'come here' to people who pass by the merchant's kiosk. *Mriki* is a Balinese *alus* word.

The analysis in figure 5 was elicited by informants involved in the domain, namely people who have participated in Balinese language scientific forums and members of Pura Er Jeruk. The informants stated that it is true that the Balinese language used in Balinese forums is the *alus* variety to uphold politeness. In religious domains such as in temples, the Balinese language used is also the *alus* variety to speak from the general public to the *pemangku* (Hindu priest) and vice versa, from the *pemangku* to the general public, when leading prayers.

Figure 7 and 8 using the *andap* variety were elicited by random informants (general public). The interview results show that the *andap* variation is often used to make jokes or entertainment as in figure 7. Usually, people who put up signs like figure 7 have a very close social relationship and are usually done by the younger generation. The *andap* variation in figure 8 does show that Umeanyar Beach is more frequented by local residents because they often visit in the afternoon. This is also proven by the news editor in the digital newspaper on the koranbuleleng.com website (2021). Related to negative emotions, informants stated that *andap* variation is more pronounced than *alus* variation when showing negative emotions, such as anger.

Based on the elicitation results, the analysis of Balinese *alus* and *andap* variations in this study has been able to represent the communication situation that occurs in the community.

3.3 Vitality Level of Balinese in General and its Variations

The above signs have shown that Balinese is used in various domains, such as religion, education, government/politics, tourism, family, and friendship. These various domains that use Balinese are able to provide initial information related to the vitality of the Balinese language. As Landry and Bourhis (1997) said that language on public signs can indicate communication opportunities with the language available on the sign, therefore, Balinese found on public signs in an area indicates that Balinese is spoken in that place.

Although the Balinese language used on public signs is different, i.e. some use the *alus* variety as the high variety and the *andap* variety as the low variety, the use of these two variations has provided clear evidence that Balinese is still used and spoken in the community. Balinese language on public signs found above also has various purposes.

The purposes of Balinese on public signs are to inform activities, promote individuals and organisations, give appeals and prohibitions, give congratulations, and prayers.

Degree of Endangerment	Grade	Domains and Functions
Universal Use	5	The language is used in all domains and for all functions
Multilingual Parity	4	Two or more languages may be used in most social domains and for most functions.
Dwindling Domains	3	The language is in home domains and for many functions, but the dominant language begins to penetrate even home domains.
Limited or Formal Domains	2	The language is used in limited social domains and for several functions.
Highly Limited Domains	1	The language is used only in a very restricted domains and for a very few functions.
Extinct	0	The language is not used in any domain and for any function

Table 1. Language Vitality Grading System from Existing Language Domains by UNESCO (2003)

According to UNESCO (2003, p. 9), language is said to have the highest value, namely 5 (universal use), if the language of an ethnolinguistic group is used for the purpose of interaction, showing identity, thinking, being creative, and as entertainment and is used in all domains. Based on the public signs presented above, Balinese has been used for interaction purposes from pictures 5, 6, 7, and 10, showing identity from pictures 1, 2, 3, and 9, thinking from picture 4, being creative from picture 8, and as entertainment from picture 7. In terms of domains, Balinese is found in public signs in the genres of religion, education, government/politics, tourism, family, and friendship. Therefore, the vitality score for Balinese is 5.

After knowing the vitality of Balinese in general, this study also measured the vitality of Balinese *alus* and *andap*. The vitality of these two variations is important to know the realistic condition of each variation. Both variations are the cultural heritage and identity of the Balinese people, therefore, knowing the language vitality of each variation can be a reference for the government and the community to make a preservation effort or other extensive efforts so that both variations are still used in the community.

The vitality value of the *alus* and *andap* variations is 4. This value is based on not all domains and purposes of language use as described by UNESCO using each variation. The *alus* variety is not used in the domain of friendship, for creative purposes, and as entertainment. The *andap* variety is not used in the domain of education and thinking purposes. Therefore, there are other languages or variations that fill other domains which in this context are Balinese variations.

4. CONCLUSION

This study has shown how Balinese language signs in public spaces are able to characterise the diglossic situation of Balinese society by showing 4 things, namely the sign-maker, message-receiving participants, caste and social status, and domain. The situation of Balinese language diglossia is shown by the variety of Balinese *alus* which is the high variety and Balinese *andap* which is the low variety. The use of the high variety in the public sign, Balinese *alus*, is bound by social stratification based on descent (caste) as well as high job positions. The public sign is also able to show the domain of the *high* variety, namely religion, government/politics, and education. The public sign of Balinese *andap* as a low variety also successfully symbolises the phenomenon of diglossia. The low variety of Balinese is shown on public signs by the use of everyday vocabulary in friendship and family environments and expressions that show negative emotions.

The use of Balinese in public signs can be a representation of the vitality of the Balinese language. The presence of Balinese on public signs of certain genres creates communication opportunities in the domain and location area of public signs. The *alus* variety has a vitality score of 4, as well as the *andap* variety. The value of 4 is given because not all domains use only one specific variation. However, the *alus* and *andap* variations complement each other which then makes the vitality value of Balinese language in general higher. Due to the variety of Balinese domains found with varied language functions, therefore the vitality of Balinese has a value of 5 based on UNESCO's vitality measure (2003).

This study was limited to only analyze the *alus* and *andap* variations as a whole. In Balinese language, *alus* variation also has different sub-types. Therefore, future study can conduct research in similar topic, but makes the discussion is more specific about the sub-types of the variations analyzed in this study.

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Interlanguage Pragmatics of Japanese Greetings by Indonesian Learners (Case Study in Careworker Class in Mirai Mandiri Singaraja)

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Abstract - The teaching of second language must give attention to the language and expression with specific cultural context. This study aims to explain the interlanguage pragmatic in daily greetings used by Indonesian learners of Japanese. The respondents are 25 Indonesian students enrolling in a Japanese careworker program in Mirai Mandiri. The finding show that Indonesian learners choose to use less greetings when they greet the Japanese teachers. The types of greetings expression they use are mostly greetings from what they have learned in the classroom. Other casual greetings applied are learn from anime, and social media. Some of the Japanese greetings used are actually a direct translation from Indonesia language.

Keywords: *Japanese greetings, Indonesian learners, interlanguage pragmatic*

1. INTRODUCTION

Pragmatics is the rules that govern all language system that give contextual meaning of language in use. It is also applied in second language teaching and learning contexts. One reason for this is because language needs to be experienced by learners within its context (Stadler, 2018; Jiao et al., 2020) so that it is used competently (Kecskes et al., 2018). As language always has a cultural dimension to it (Stadler, 2018), the teaching of second language needs to pay extra attention to language form and expression within a specific cultural context (Ali et al., 2015). Traditionally, exposure to language use in context for second language learners was limited. Nonetheless, with globalization and the advancement of communication technology, students can expose themselves to language in context via the media. For instance, the study of Japanese language by Indonesian students can include watching anime, dramas, films, documentaries and even TV programs from Japan that are easily accessible via cable channels and even for free on the Internet. Despite this exposure, second language must also be formally taught to students as learning and acquiring new language is known to be different. And this becomes more essential in the case of students learning it for academic purpose. One important language component in pragmatics that is taught in the teaching and learning of a second language is greetings. Greetings are used in daily interactions to keep social harmony and to communicate (Ebsworth, Brodman & Carpenter, 1996). Despite their deceptive simplicity, greetings are complex speech acts. Greetings are a significant aspect of politeness strategy, and governed by culturally specific social constraints (Nilsson et al., 2020). Hence, even in the same situation setting, greetings used by people from different communities or countries are predictably diverse as speakers choose not only correct expressions but also socially and culturally acceptable expressions. Although there are many definitions of pragmatics as offered by scholars for the purpose of this study, we believe Crystal's definition is most relevant: "Pragmatics is the study of language from the point of view of users, especially of the choices they make, the constraints they encounter in using language in social interaction and the effects their use of language has on other participants in the act of communication" (1985, p.240). Nevertheless, L2 learners are not starting at a zero baseline when they learn new languages since there are pragmatics universals in their native language (Kasper & Rose, 2002), which are common among all languages.

The basis of pragmatics states that humans in society use language in different ways to achieve the same result (Todd, 2010). Pragmatic competence enables people to use their language skills in order to achieve various general goals, such as communicating, thinking and remembering in different situations (Németh, 2004). Indeed, some scholars point that one of the fundamental factors in communication based on a cultural foundation is communicative behaviour, which has a dual structure, verbal and non-verbal (Grice, 1982; Sperber & Wilson, 2002). Looking at pragmatics in the context of L2, we also need to explore the field of Interlanguage Pragmatics as it relates to the Second Language Acquisition Research and a subset of Pragmatics (Kasper & Blum-Kulka, 1993). Interlanguage Pragmatics examines L2 learners' knowledge, use and development in performing sociocultural functions whereby L2 learners need linguistic forms and skills to perform in the target language (Taguchi, 2017).

Most studies on interlanguage pragmatics focused on the topics of requests (House & Kasper, 1987; Kasper, 1989; Koike, 1989), invitations (Mizushima, 2012), refusals (Takahashi & Beebe, 1987), complaints (Al Rashidi, 2017), apologies (Olshtain & Cohen, 1989), gratitude (Brodman & Eisenstein, 1988), greetings (Zeff, 2016; Inawati, 2016; Shleykina, 2019) and some other linguistic scenarios. In this study, we explain how interlanguage pragmatics take place on greeting which is the 'door' to most

conversations. To do this, the present study aims at elucidating the pragmatics of Japanese daily greetings used by Indonesian learners. In this study, daily greetings used by Japanese language learners at LPK Mirai Mandiri will be studied.

GREETING AND INTERLANGUAGE PRAGMATICS

Greetings are basically divided into verbal greetings and non-verbal greetings. For non-verbal greetings, Jenkins (2007) listed shaking hands, holding both hands, touching and waving as some of non-verbal greetings in various cultures. The Japanese people greet each other non-verbally by bowing and the degree of bowing is decided by the level of social distance between them. In this study, non-verbal characters were not analyzed due to the method of data collection that was unable to observe that. On the other hand, verbal greetings are short or long utterances to greet other people or as an introduction to start a conversation. Verbal greeting is seen as an important component of pragmatic competence of those who learn a second language. Greetings are keys for establishing and maintaining contacts and for language learners serve “as a door to the target culture” (Kakiuchi, 2005). Used as an act of courtesy towards others, greetings are linked to politeness. Brown & Levinson (1987) introduced greeting as a ‘face-saving’ action based on the demonstration of positive politeness. Usami (2002) states that pragmatic politeness is a function of language manipulation that works to maintain smooth human relationships. Among the studies of politeness in a variety of cultures, Brown & Levinson (1987) politeness theory has become very influential, suggesting five strategies to deal with Face Threatening Act (FTA) namely; 1) bold on record, 2) positive politeness, 3) negative politeness, 4) off record, 5) not doing the FTA. However, their theory has been challenged by other scholars in various aspects such as its cross-cultural applicability and conceptualized politeness. Nevertheless, Brown & Levinson did not discuss politeness in the context of greetings in detail. The often-used definition of greetings is provided by Goffman (1971) who defines a greeting as access rituals, which serves as a bond to initiate social meetings of people by making a clear distinction between ‘passing greeting’ and ‘engaging greeting’. According to him, ‘passing greeting’ is a non-binding greeting that does not involve social contact, while ‘engaging greeting’ is accompanied by an appeal of deeper interaction. In other words, both functions are similar to a switch that opens or closes relations. This understanding has been expanded in recent work of Nilsson et al., (2020), indicating that greetings can be a way to index the degree of social distance between interlocutors and thereby reflecting recurring cultural patterns.

The understanding of greetings and their inherent relationship with politeness has instrumental as well as pedagogical implications in second and foreign language classroom settings. Scholars such as Blum-Kulka (1991), Ochs (1996) and Kasper & Rose (2002) have long argued that second language learners already possess pragmatic knowledge and ability, since there are pragmatic universals common in all languages. As Schleicher (1997:334) states, ‘the more speakers understand the cultural context of greetings, the better the society appreciates them, and the more they are regarded as well behaved’. For second language learners, it is important to understand that the rules of communication are connected with both the culture, and the context, in order to ensure effective and efficient communication (Wei, 2009).

In choosing the model of analysis for this paper, two models were studied. The first one was by Ebsworth et al. (1996). The second one is by Shleykina (2019). Ebsworth, et al. (1996) and Shleykina (2019) demonstrate precisely on how to classify greetings data. While Ebsworth et al. (1996) classify eight types of greetings, Shleykina introduces five categories. Ebsworth, et al. (1996) classify eight types of greetings by English native speakers which are :1) **Greetings on the run**; 2) **Speedy greeting**; 3) **The chat**; 4) **The long greeting**; 5) **The intimate greeting**; 6) **All-business greeting**; 7) **The**

introductory greeting; and 8) **The re-greeting.** Ebsworth, et al. (1996) model is precise but not quite suitable to classify the data of this study because it covers various specific situations whereas the study has specific groups of people and situations. Meanwhile, Shleykina (2019) divided English greetings in her study into: greetings proper, address terms, and elements of phatic communication and were coded as follows:

1. **Greetings proper.** This category was further divided into time-free/ time-bound and formal/ informal variants. For example, “Hello” is time-free, neutral greeting proper; “Hey” is time-free, informal greeting proper; “Good afternoon” is time-bound, formal greeting proper.
2. **Address terms.** This category was further divided into personal names, university titles (Doctor, Professor), honorifics (Mr./ Mrs., Sir/ Madam), and colloquial addresses (man, dude);
3. **Phatic questions.** This category was further divided into neutral (How are you?), formal (How do you do?), and informal (What’s up?) questions;
4. **Phatic phrases.** (Nice to see you/ Nice to meet you);
5. **Situational greetings.** This category includes contextualized or individualized phrases or questions which serve as a greeting in specific circumstances of the constructed dialogue. For example, the greeting “Hi, John! Shleykina (2019) model is more general and applicable with the data of this study. Thus, this study applies Shleykina’s model with some amendments to suit Bahasa Indonesia and Japanese greetings in the data. This is particularly important because Japanese language sentence and utterance including greetings are either in polite or plain styles (Kikuchi, 1997; Jamila & Musaev, 2011) so they have to be defined in the respective categories. Having appropriated Shleykina’s model, all greetings in the data of this study are divided into 6 patterns :

1). Pattern 1 (P1): Formal Greetings:

The type of formal greetings basically learned from the text books and language classrooms. Formal greetings are in complete form and style. For example: *Om Swastyastu* /Peace be upon You, *Ohayou Gozaimasu/Selamat Pagi* /Good Morning, *Konnichiwa/Selamat Siang*/Good Afternoon/Hello, *Yoroshiku Onegaishimasu* /Please, *Otsukaresama desu* /Good job, etc.

2). Pattern 2 (P2): Informal Greetings:

These greetings are the informal and shorter version of Pattern 1. For example: *Hai* /Hi, *Helo* /Hello, *Pagi/Ohayou/Ohayo* /Morning, *Yoroshiku* /Please, *Otsukare* /Good job, etc.

3). Pattern 3 (P3): Casual Greetings:

A slang form of *Hi!*. For example: *Oi, Wei, Yo, Hei, Uii / Yahhoo, Ossu, Ya*. [a form of greeting probably derived from popular culture such as anime or rap music].

4). Pattern 4 (P4): Address Greetings:

Greet by calling the name of the interlocutor. For example: *(Nama teman/Tomodachi no namae/~san)/* (Name of a friend). Note: Respondents just wrote something that means “name of a friend” but did not write any actual names. This is from the raw data.

5). Pattern 5 (P5): Phatic Greetings:

Apa kabar? /How are you?, *Genki/Sehat?* /Are you well?, *Sudah makan?* /Have you eaten?

6). Pattern 6 (P6): Situation Focused Greetings:

Contextualized or individualized phrases or questions in specific settings or situations. Any type of words and sentences used to greet and no specific rules guided as in the language textbooks or classrooms. These types of greetings are influenced by socio-linguistics contexts. For example, *Sedang melakukan apa?* /Nani shiteru no? /What are you doing?, *Apakah sedang makan?* /Are you eating?, etc.

The analysis of the result is based on a theoretical concept of interlanguage pragmatics that focuses on non-native speakers’ comprehension and production of speech acts (Kasper & Dahl, 1991) within the area of pragmatic transfer. These are true in case the respondents translated Indonesian greetings into Japanese.

2. METHOD

This research use descriptive qualitative approach. Research method use in this study is questionnaire and in depth interview. The respondent of this study is 21 females and 4 males. The total of 25 students in careworker class program in Mirai Mandiri. The program consist of 6 months. The native language is Indoesian language. The age of respondent is 19th until 25th . Questionnaire data is obtained by distributing questionnaire fields through google form. The provision of the questionnaire is carried out in one day together to fill out the questionnaire by providing an overview of the context of the situation as follows:

Q1 : In the morning, you met a Japanese Teacher in the classroom before the class starts.

Please write greetings you will use to greet him/her.

Situation 1(A): Greet your Japanese teacher in Bahasa Indonesia.

Situation 1(B): Greet your Japanese teacher in Japanese.

Q2 : During lunch time, you met a Japanese Teacher having lunch at the canteen.

Please write greetings you will use to greet him/her.

Situation 2(A): Greet your Japanese Teacher in Bahasa Indonesia.

Situation 2(B): Greet your Japanese Teacher in Japanese.

In-depth interviews were conducted to confirm the questionnaire filling of each respondent.

3. RESULTS AND DISCUSSION

The data is analyzed based on the two situations/scenarios provided in the questionnaire. Indonesian and Japanese greetings data was analyzed and coded into six greeting patterns according to the model explained earlier. Data analysis will be carried out by looking at each situation that has been described previously.

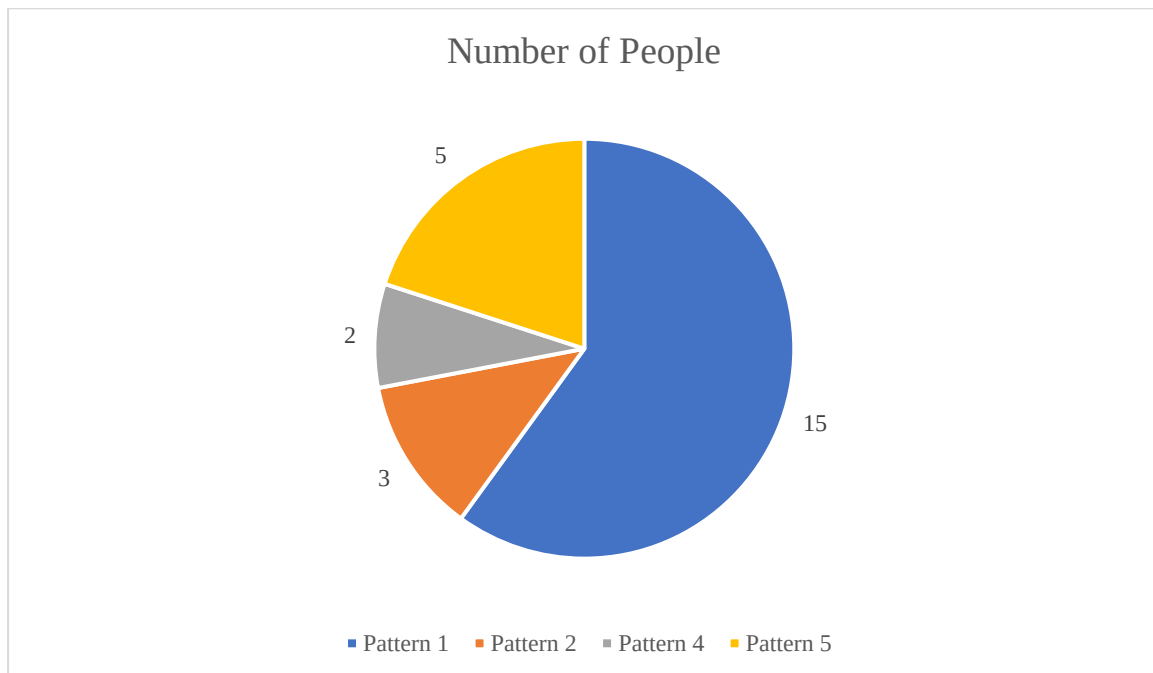
Q1 : In the morning, you met a Japanese Teacher in the classroom before the class starts.

Please write greetings you will use to greet him/her.

Situation 1(A): Greet your Japanese teacher in Bahasa Indonesia.

Situation 1(B): Greet your Japanese teacher in Japanese.

From the situation (Q1) respondents used different greetings when meeting Japanese teachers before the lesson started. There were 15 people who chose to use greetings by saying 'Good Morning' followed by Ohayou Gozaimasu using pattern 1. 3 respondents used the greeting 'Hi' using pattern 2. There are also 2 people who use the use of pattern 4, namely with names added with the greeting word san 'Akiko san'. 5 other respondents used pattern 5 'genki desuka'. The distribution of greeting options for this first situation can be seen in the following diagram.



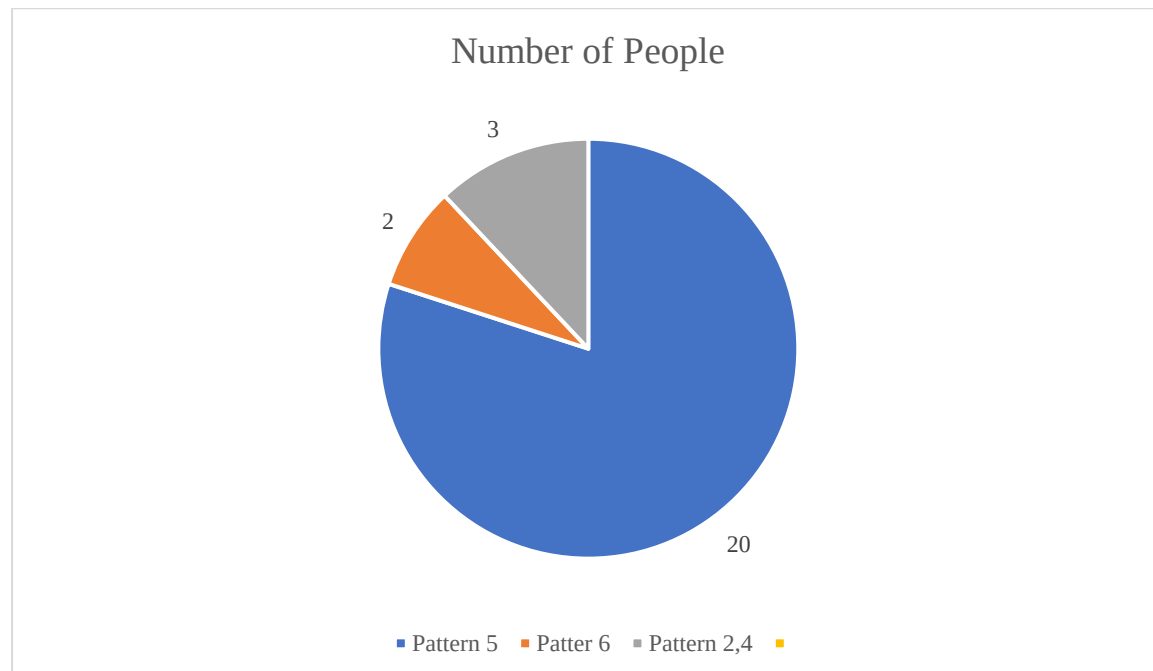
Q2 : *During lunch time, you met a Japanese Teacher having lunch at the canteen.*

Please write greetings you will use to greet him/her.

Situation 2(A): Greet your Japanese Teacher in Bahasa Indonesia.

Situation 2(B): Greet your Japanese Teacher in Japanese.

From the situation (Q2) respondents used different greetings when meeting Japanese teachers in canteen. There were 20 people who chose the use of greetings by saying 'Already eaten' which is a choice of greeting pattern 5, 2 people who used pattern 6 'hiru Gohan wo tabete imasuka', and 3 people using the greeting 'konnichiwa' and followed by the name + san (using pattern 2 and pattern 4). The distribution of greeting options for this first situation can be seen in the following diagram.



4. CONCLUSION

The study concludes that choosing appropriate greetings in Japanese requires L2 learners to at least consider two things; one is using proper speech style and another is choosing a topic that is according to the Japanese cultural norms. This kind of interlanguage pragmatics competence could be achieved through exploration of variety of situations especially during classrooms context as well as exposure with guidance to extra materials of Japanese popular culture such as anime, dramas, comics,

TV programs, etc. Japanese L2 learners need to experience the language in various contexts of interaction in order to be competence in interlanguage pragmatics. This paper also suggests a data collection of Japanese greetings by Japanese native speakers to serve as basic reference other than textbooks and formal teaching materials used during the teaching of greetings. As the settings of both situations in this study are conversations among close friends, it is expected that informal greetings are used. The results show that most respondents use informal greetings, as well as using plain style in Japanese greetings which are appropriate. However, some of the greeting topics that they chose are not common in daily greetings in Japanese cultural norms. From the interviews, the respondents admitted that this usage mostly come from their decisions to translate the Indonesian expressions directly into Japanese.

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FACTORS AFFECTING STUDENTS' DIFFICULTIES IN SPEAKING ENGLISH IN INDONESIA'S REMOTE AREA

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Abstract – This study aims at investigating factors affect students' difficulties in speaking English at the eight-grade of UPT SMPN Ujung Jampea No 9 Kepulauan Selayar, South Sulawesi. The research design was survey which is classifies as quantitative. The population of this study were two classes consisting of 40 students and the researcher used total sampling technique. The instrument was a close-ended questionnaire which consists of 24 items. The data were analyzed using a percentage formula. The findings revel that there are two factors influenced students' speaking problems at UPT SMPN Ujung Jampea No 9 Selayar Islands, they are internal factors and external factors. Internal factors include shyness, lack of confidence, anxiety, and fear of making mistakes; while external factors comprise mother tongue use, learning media use, lack of parents' attention, and teacher support. The most influential factor is mother tongue use as the students feel more comfortable and can easily understand the material. The implication of this research is to provide insight for schools and teachers to overcome the difficulties faced by students in speaking English in remote area.

Keywords: Factors, speaking, students' difficulties, remote area

1. INTRODUCTION

Speaking is one of the ways of communication that is mostly used by people to interact with others in their daily basis. It refers to human ability to pronounce sounds or words to express, state, and convey thoughts, ideas, and feelings. More broadly, it can be said that in speaking activities there is a process of converting thoughts or feelings into speech or meaningful language sounds. Speaking is not just saying things without meaning, but conveying thoughts or feelings to others using speech or spoken language. Speaking is believed one of the essential skills that commonly used to interact and communicate orally with each other. Those who can speak will be better at sending and receiving information or message to others. speaking is the process of building and sharing information through verbal and non-verbal symbols in various situation.

Unfortunately, many students face difficulties in speaking English. In some situation, they perhaps know about some vocabularies that they need to express to convey information; yet, they do not want to make mistake in pronouncing or forming sentence structures and they also feel shy to be laughed by their friends when making a mistake. Finally, they feel unmotivated to speak and teacher dominates teaching activities in the classroom which lead the students cannot improve their speaking skills in English.

Some factors are believed to provoke the problems. First, most of the students cannot speak English because they do not know how to say their idea which is indicated as lack of vocabulary as ones cannot be able to produce grammatical sentences if they do not have vocabulary needed to convey what they wish to say (Alqahtani, 2015). Second, the students make mistakes in pronouncing English words when they speak. Most of the students want to speak English, but they have low competence in some aspects of language, such as pronunciation, vocabulary, etc. Gilakjani & Sabouri (2016) state that acceptable pronunciation is one of important part of communicative competence. People who have comprehensible pronunciation can easily improve their language skills better than those who have low competence in pronunciation. Third, the students also have lack of confidence. Some students think that their English skills are bad and perceive that they cannot speak English proficiently. Their lack of confidence usually occurs when they notice that the interlocutor does not comprehend them or when they do not grasp other speakers (Nakhalah, 2016).

There are factors affecting students' problems in English learning, they are internal factors and external factors. Internal factor is a factor that comes from the students' self. Internal factors which include Fear of Making Mistake, anxiety, shyness and Lack of Confidence; while external factor is a factor that comes from the outside, such as teacher support, mother tongue use, lack of parents' attention and learning media used.

UPT SMPN Ujung Jampea No 9 Kepulauan Selayar, South Sulawesi is one of the school that is located in Inonesia's remote areas. The education in remote areas is believed has unequal quality with the one in urban areas. Turwelis et al., (2022) state that geographical differences in the same country affect unequal benefit that received by the residents. Sutomo & Siregar (2022) further contend that the quality

of education in Indonesia's remote areas is still bad and need the require attention from the government. Thus, it is important to investigate students' difficulties in speaking English in the context of remote areas to improve the quality of education and also human resources. The objective of this research is to investigate factors affect students' difficulties in speaking English at the eight-grade of UPT SMPN Ujung Jampea No 9 Kepulauan Selayar, South Sulawesi

2. METHOD

The research design was survey which is classified as quantitative. The population of this research is the eighth grade students of UPT SMPN Ujung Jampea No 9 Kepulauan Selayar in the academic year 2022-2023. There are 40 students which consist of 2 classes, they are VIII-A and VIII-B with 20 students in each class. The total sampling technique is applied to determine the sample. The instrument was a close-ended questionnaire which consists of 24 items. The data were analysed using a percentage formula.

3. RESULTS AND DISCUSSION

There are two factors that contribute to the difficulties of students in speaking skills, namely internal and external factors. There are 3 statements in the questionnaire for each factor. Internal factors are fear of making mistakes, anxiety, shyness and lack of confidence; while the external factors are teacher support, mother tongue use, lack of parental attention and learning media use.

3. 1. Internal Factor

a. Fear of making mistake

Fear of making mistakes deals with one of the students' feeling when they are required to speak English. There are 3 statements about the fear of making mistakes in number 1, 2, and 3 in the questionnaire. The findings are presented in the following table.

Table 1. Fear of Making Mistakes

No	Students Difficulties	Intensity				
		SD	D	U	A	SA
1	I don't want to make mistakes while speaking English in front of my friends.	-	5%	10%	52.5%	32.5%
2	I'm afraid people will laugh at me if I make mistakes while speaking English.	10%	27.5%	27.5%	22.5%	12.5%
3	I always avoid when I have to speak English in front of the class.	12.5%	60%	7.5%	12.5%	7.5%

The table above illustrates that the intensity of students who agree to face this problem is higher than the intensity of students who do not agree to face this problem and some students are hesitant in facing this difficulty. The first aspect of fear of making mistakes is that students do not want to make mistakes in front of

their friends. Questionnaires distributed to students showed that there were 32.5% of students strongly agreed to face this difficulty, 52.5% of students agreed, 10% doubted facing this difficulty, 5% of students did not agree to face this difficulty, and no students answered strongly agree in the face of this predicament. This means that there are 85% of students agree to face this difficulty. When viewed from the total number of students, there were 34 students out of 40 students agreed to face this problem, 2 students were hesitant to face these difficulties, and there were 4 students who had never faced these problems.

Being afraid to be laughed at by friends when they make mistakes indicates that 10% of students strongly disagree with this problem, 27.5% of students disagree, 27.5% of students are hesitant to face this problem, 22.5% of students agree, and 12.5% of students very agrees with this predicament. This means that 35% of students agree with this problem, 27.5% of students are unsure, and 37.5% of students do not agree with this difficulty. if seen from the number of students, there are 40 students. 14 students agreed to face this difficulty, 10 students doubted, and there were 16 students did not agree to face this difficulty.

The third aspect is avoiding when ordered to speak English. It shows that there are 7.5% of students strongly agree with this problem, 12.5% of students agree, 7.5% of students are doubtful, 60% of students disagree, and there are 12.5% of students strongly disagree with this difficulty. This means that there are 8 students who agree to face this problem, 3 students are unsure, and there are 29 students who do not agree to face this difficulty, out of 40 students.

Thus, it can be concluded that the highest aspect is fear of being laughed at by friends when making mistakes. This finding is in line with (Abubakar et al., 2022) that students are often feel inhibited to say something in a foreign language during learning in classroom as they worry about making mistakes and they fear criticism or losing face which lead them unable to communicate in English. Thus, it is important for the teacher to encourage students to speak and also make the comfortable atmosphere in the classroom, including remind other students not to laugh at their friends' mistakes, to make the students motivated to speak in English.

b. Anxiety

Anxiety is the feeling nervous, frustrate or discomfort when learning a foreign language. There are three statements in numbers 4, 5, and 6 in the questionnaire concerning anxiety that students must respond to. From the questionnaires distributed, the following data were obtained.

Table 2. Anxiety

No	Students Difficulties	Intensity				
		SD	D	U	A	SA
4	I feel nervous when speaking in front of other people	5%	37.5%	30%	22.5%	5%
5	I feel nervous when asked to speak English	15%	22.5%	32.5%	17.5%	12.5%
6	I am afraid to be criticized when wrong	5%	37.5%	12.5%	32.5%	12.5%

The table 2 shows that there are 3 statements about anxiety. The first is feeling nervous when speaking English in front of other people. It was found that there were 5% of students strongly agreed and felt nervous when speaking in front of other people, 22.5% of students agreed, 30% of students doubted, 37.5% of students disagreed, and 5% of students strongly disagreed and felt nervous when speaking with other people. This shows that out of 40 students, there are 27.5% or 11 students agree that they feel nervous when speaking English in front of other people, 12 students are doubtful and 17 students do not agree that they feel nervous when speaking English with other people.

Secondly, there are 12.5% of students who strongly agree that they feel anxious when required to speak English, 17.5% of them agree, 32.5% of students are undecided, 22.5% of them disagree and 15% of students strongly disagree feel anxious when asked to speak English in front of the class. This means that there are 30% or 12 students agree that they feel anxious when asked to speak English, 32.5% or 13 students are unsure and there are 37.5% or 15 students do not agree to feel anxious when asked to speak English in front of the class.

The last statement is about feeling afraid of being criticized when the students speak English incorrectly. The finding shows that 12.5% of students strongly agree, 32.5% of students agree, 12.5% of students are doubtful, 37.5% of students disagree, and 5% of students strongly disagree that they are afraid of being criticized if they are wrong in speaking English. This means that there are 45% or 18 out of 40 students agree that they are afraid of being criticized when they speak English wrong, 5 students are doubtful, and there are 42.5% or 17 students who disagree feel afraid criticized if wrong in English.

Various studies have proved that anxiety can bring negative effect to students' performance, including their speaking skills. However, Abubakar (2020) contends that anxiety does not always hinder the learning process, but it can also encourage the students to perform better. The effect of anxiety towards the students' performance can be managed so it can facilitate and also debilitate the learning performance. The students may compare their personal performance with their friends, and then having realized that the other friends have better performance, they will feel the sense of competitiveness. They will not lead themselves to have the lowest score so they make efforts to be the best. They also realize the consequences of failure; they would feel shy with teacher and classmate judgement if they are fail or got low score. This condition leads them to do the best.

c. Shyness

Shyness is one of the common problems in students' speaking skills. In this study, there were 3 statements about the shyness that existed from several statements about the problem of students' speaking skills. This statement can be seen in numbers 7, 8, and 9 in the questionnaire. For ease of understanding, see the following table.

Table 3. Shyness

No	Students Difficulties	Intensity				
		SD	D	U	A	SA
7	I am shy to speak English in front of the class	15%	37.5%	5%	35%	7.5%

8	I'm shy if I'm wrong in speaking English.	10%	20%	15%	50%	5%
9	I am shy when I have to speak English with my friends who are better at speaking English.	22.5%	15%	27.5%	30%	7.5%

The table illustrates that there are 15% of respondents strongly disagree with statement about feeling shyness to speak English, 37.5% of them disagree, 5% students are doubtful, 35% of students agree that they are shy to speak English and 7.5% of students strongly agree with the statement. Based on the calculation, it can be concluded that of the 40 students, there were 52.5% or 21 students did not agree that they were shyness to speak English, 2 students were doubtful, and there were 42.5% or 17 students agreed that they felt shyness to speak English.

The data shows that of students who feel shyness when speaking English incorrectly 10% of students strongly disagree, 20% of students disagree, 15% doubt, 50% agree and 5% strongly disagree. These data imply that 30% of students disagree that they are shy when they speak wrong English, 15% of students undecided, and 55% respondents agree that they feel shy when they make mistakes in speaking English. It means that out of 40 students, there were 12 students disagreed that they were shy when wrong in speaking English, 6 students undecided, and 22 students agreed.

The last statement about shyness is that students feel shyness to speak English with smarter friends. This shows that 22.5% of students strongly disagree and feel shyness to speak English with smarter friends, 15% of students disagree, 27.5% of students are doubtful, 30% of students agree, and 7.5% of students strongly agree. This shows that 38% of students do not agree that they are shyness to speak English with friends who are more intelligent, 27.5% of students are hesitant to face this problem, and 37.5% of students agree. This means that out of 40 students, there were 15 students who disagreed with this problem, 11 students had doubts, and 14 students agreed with this problem.

d. Lack of confidence

Lack of self-confidence is one of the student problems that affect students' speaking abilities. Based on the questionnaire distributed to students, there are 3 statements about lack of confidence. This statement can be seen in numbers 10, 11, and 12 on the questionnaire. For convenience, consider the data presented below.

Table 4. Lack of Confidence

No	Students Difficulties	Intensity				
		SD	D	U	A	SA
10	If someone laughs at me when I speak English, I don't want to continue speaking English anymore.	12.5%	47.5%	15%	20%	5%
11	I am afraid to talk to others because I think they will not understand what I am saying.	10%	27.5%	12.5%	45%	5%

	I lose confidence when I make					
12	a mistake and someone corrects my English.	10%	25%	22.5%	30%	12.5%

The table presents information that 12.5% of students strongly disagree that they do not want to continue speaking English when their friends laugh at them, 47.5% of students disagree, 15% of students are unsure, 20% of students agree, and 5% of students are very agree with this problem. It shows that there are 60% of students disagree with this problem, 15% of students are doubtful and 25% of students agree with this difficulty. This means that out of 40 students, 24 students who disagreed did not want to continue speaking English when their friends laughed at them, 6 students hesitated to give their responses, and 10 students agreed with the difficulty.

The second statement is from a lack of confidence about students being afraid to speak English because other people do not understand. This shows that 10% of students strongly disagree with this problem, 27.5% of students disagree, 12.5% of students doubt, 45% of students agree, and 5% of students strongly agree with this problem. Based on the intensity of students' problems, it shows that there are 37.5% of students who do not agree with this problem. If the researcher looks at the data, there are 15 students who do not agree with this problem, 5 students who are hesitant to face this problem, and 20 students who agree with this problem. This means that students who agree to face this problem are more than students who disagree and students who are hesitant to face this problem.

The last is that students lack confidence when they make mistakes in speaking English. From the table it can be seen that 10% of students strongly disagree about this problem, 25% of students disagree, 22.5% of students are doubtful, 30% of students agree, and 12.5% of students strongly agree to feel less confident when they make mistakes in speaking English. This means that out of 40 students, there were 35% or 14 students disagreed, 9 students doubted, and 21 students who agreed felt less confident when they made mistakes in speaking English.

3. 2. External Factors

a. Teacher Support

Teacher support is one of the factors that influence students' speaking problems. From the questionnaire distributed to students, there were 3 statements about teacher support. This statement can be seen in numbers 13, 14, and 15 on the questionnaire as follows:

Table 5. Teacher support

No	Students Difficulties	Intensity				
		SD	D	U	A	SA
13	I have no motivation to speak English.	17.5%	37.5%	15%	20%	10%
14	My teacher never gives motivation before the lesson begins.	37.5%	45%	5%	7.5%	5%
15	My teacher never helps me when I have difficulty	42.5%	40%	5%	10%	2.5%

speaking English.

The table above presents information about the motivation that given by the teacher to speak English indicating that 17.5% of students strongly disagree about this item, 37.5% of respondents disagree, 15% of students are hesitant about responding to this problem, 20% of students agree, and 10 % of students strongly agree with this statement. This shows that there are 55% of students disagree with this problem, 15% of students doubt, and 30% of students agree with this problem. This means that out of 40 students, there were 22 students who disagreed with this problem, 6 students doubted, and 11 students agreed with this problem. Based on these percentages, it can be seen that students who disagree with this problem are higher than students who doubt or agree with this problem.

Second, the teacher never gives motivation to students. From the questionnaire that was distributed, the researcher obtained data, 37.5% of students strongly disagreed feeling that the teacher had never provided motivation, 45% disagreed, 5% of students doubted, 7.5% of students agreed and 5% strongly agreed with this problem. This means that 82.5% of students do not agree that they feel this problem or 33 students feel that they do not agree if the teacher never motivates them, 5% or 2 students are hesitant to give responses, and 12.5% or 5 students agree with this problem.

Finally, the teacher never helps when students have problems speaking. Based on the table, there were 42.5% of students strongly disagreed with this problem, 40% of students disagreed, 5% of students doubted, 10% of students agreed, and 2.5% of students strongly agreed with the problem. The intensity of students' problems showed that there were 82.5% or 33 students did not agree with the problem, 5%, or 2 students doubted, and 12.5% or 5 felt that the teacher never helped when students had difficulty speaking.

b. Mother Tongue Use

The use of the mother tongue is explained because students often use the mother tongue to express themselves when they get a topic and they feel that the mother tongue is easier than the target language (English). In this study, researchers took the Makassar language as the mother tongue and Indonesian as the second language. From the questionnaires distributed, it shows that this speaking problem is highest in external factors. In this study, there were 3 statements regarding the use of mother tongue. These statements can be seen in numbers 16, 17, and 18 on the questionnaire. See the following data:

Table 6. Mother Tongue Use

No	Students Difficulties	Intensity				
		SD	D	U	A	SA
16	I prefer to speak Indonesian when studying English.	12.5%	30%	12.5%	25%	20%
17	I feel that speaking the local language or Indonesian is easier than learning to speak English.	-	15%	15%	47.5%	22.5%

	I find it difficult to					
18	pronounce some words correctly.	5%	25%	17.5%	50%	2.5%

Based on the table above, students face all aspects of questions about using their mother tongue, indeed the first statement is the most common problem in speaking at UPT SMPN Ujung Jampea No 9 Selayar Islands. The data shows that 12.5% strongly disagree, 30% disagree, 12.5% doubt, 25% agree, and 20% students strongly agree using their mother tongue to express themselves. This means that out of 40 students, 42.5%, or 17 students disagree, 12.5% or 5 students are unsure, and 45% or 18 students agree to use their mother tongue to express themselves. This shows that almost all students in two classes at UPT SMPN Ujung Jampea No. 9 Selayar Islands face this problem and this problem affects the occurrence of other speaking problems.

Second, students feel that their mother tongue is easier. There were 0% of students strongly disagreed, 15% of students disagreed, 15% of students doubted, 47.5% of students agreed, and 22.5% of students strongly agreed that the mother tongue was easier. This means that out of 40 students, 15% or 6 students disagreed with this problem, 15% or 6 students doubted, and 62.5% or 28 students agreed that the mother tongue was easier to use.

The last one is that it is difficult for students to pronounce English words correctly. Based on the data, it shows that 5% of students strongly disagree with this problem, 25% of students disagree, 17.5% of students are doubtful, 50% of students agree, and 2.5% of students strongly agree with this problem. This means that out of 40 students, there were 30% or 12 students did not agree with this problem, 17.5% or 7 students had doubts, and 52.5% or 21 students agreed with this problem.

c. Lack of Parents' Attention

Lack of parental attention is explained because students feel their parents have never provided motivation and attention to their children. In this study, there are 3 statements about the lack of attention of parents. These statements can be seen in numbers 19, 20, and 21 of the questionnaires distributed. researchers get the data as follows.

Table 7. Lack of Parents' Attention

No	Students Difficulties	Intensity				
		SD	D	U	A	SA
1	My parents never motivated me to learn to speak English more actively.	37.5%	37.5%	10%	12.5%	2.5%
2	My parents never asked me what difficulties I had at school.	17.5%	35%	10%	25%	12.5%
3	My parents never asked me to review the subject matter taught at school.	45%	37.5%	2.5%	10%	5%

Based on the table above, it can be seen that the first statement about parents never motivates students. From the table it can be seen that 37.5% of students strongly disagree feeling that their parents have never motivated them, 37.5% of students disagree, 10% of students are doubtful, 12.5% of students agree, and 2.5% of students very agree with the statement. This shows that there are 75% of students who disagree with the statement, 10% of students doubt it and 15% of students agree with the statement. meaning that out of 40 students, 30 did not agree that their parents never motivated them, 4 doubted 6 agreed with the statement. This shows that students who choose to disagree with the statement are higher than the other choices.

The second statement about parents never asking about children's difficulties shows that 17.5% of students strongly disagree about feeling these problems, 35% disagree, 10% of students doubt, 25% of students agree, and 12.5% of students strongly agree with the statement. This shows, of the 40 existing students, 52.5%, or 21 students did not agree to feel the problem, 10%, or 4 students doubted, and 37.5%, or 15 students agreed that parents never ask about children's difficulties in speaking the language English.

Finally, students feel that their parents have never asked them to study the material studied at school. The percentages from the table show that 45% of students strongly disagree about this problem, 37.5% of students disagree, 2.5% of students doubt, 10% of students agree and 5% of students strongly agree with the statement. This means that there are 82.5% of students disagree with this problem, 2.5% of students are doubtful, and 15% of students agree with this problem. From this percentage it can be seen that only out of 40 students, 33 students disagreed with the statement, 1 student doubted, and 6 students agreed with the statement. Based on this explanation it was concluded that students who did not agree to face this problem were higher than students who gave other responses related to their parents never asking to study the material being studied at school.

The presented data above is suitable with Kurnianingsi (2018) that parents play a vital role in their child education outcomes since the students spend much time at home compared with at school, so if the parents do not give them much attention, it can be a problem for their achievement in their learning. So, parents must maintain good communication and also relationship with their children to make sure that their learn properly.

d. Learning Media Use

The last external factor is the use of learning media. Based on the questionnaire that the researcher has distributed, there are 3 statements regarding the use of instructional media. This statement can be seen in numbers 22, 23, and 24 on the questionnaire. For convenience, consider the data presented below.

Table 8. Learning Media Use

No	Students Difficulties	Intensity				
		SD	D	U	A	SA
22	My teacher never gives games/something interesting that makes me passionate	25%	55%	2.5%	12.5%	5%

	about speaking English.					
23	My teacher never uses learning media when speaking in class.	10%	37.5%	15%	35%	2.5%
24	I am not enthusiastic about learning English if the teacher only uses books as a learning medium.	22.5%	20%	-	45%	12.5%

Based on the table above, the researcher obtained data from a questionnaire distributed to students. The first statement regarding the use of instructional media is that the teacher never gives games or media that make students interested in speaking English. From the questionnaire, it was found that 25% of students strongly disagreed feeling this problem, 55% disagreed, 2.5% students doubted, 12.5% students agreed, and 5% students strongly agreed felt this problem. This shows that there are 80% of students have experienced this problem, 2.5% doubt, and 17.5% of students agree with the statement. Based on the data it was concluded that out of 40 students, 32 students did not agree to feel the problem, 1 student doubted, and 7 students agreed to feel the problem.

The second statement about the teacher never using learning media shows that there were 10% of students strongly disagreed feeling this problem, 37.5% disagreed, 15% of students doubted, 35% of students agreed and 2.5% of students strongly agreed. Based on the data, shows that 47.5% of students disagree that the teacher has never used instructional media, 15% of students are doubtful, and 37.5% of students agree with this statement. meaning that out of 40 students, 19 students did not agree to feel the problem, 6 students doubted and 15 students agreed about the teacher never uses learning media.

The last is that students are not happy when the teacher uses learning media, from the questionnaire it was found that there were 22.5% of students strongly disagreed feeling this problem, 20% of students disagreed, 45% of students agreed and 12.5% of students strongly agreed that they felt the problem. the. From these data, it shows that there were 42.5% of 17 students disagreed that they were unhappy when the teacher used learning media, and 57.5% of 23 students agreed with this statement.

The explanation above supports the finding by Nawir et al. (2022) that the use of learning media, such as visual aids, improves students' speaking skills since it can attract interest and motivate the students. Media can make learning more varied and not boring so the students become enthusiastic to study, in this case to practice speaking English. Thus, school and teacher must be encouraged to provide various learning media for students.

Based on the data presented above, the summary of the factor that affecting students' difficulties in speaking English can be summarized in the table below:

Table 9. Students' Difficulties

No	Students Difficulties	Intensity
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		SD	D	U	A	SA
Internal Factors						
1	Fear of Making Mistakes	11%	27.5%	17.5%	15%	29%
2	Anxiety	8.3%	32.5%	25%	24.17%	10%
3	Shyness	15.83%	24.17%	15.8%	38.33%	6.67%
4	Lack of Confidence	10.83%	33.33%	16.6%	31.67%	7.5%
Total		11.49%	29.3%	18.5%	27.29%	13.29%
External Factors						
5	Teacher support	32.5%	40.83%	8.3%	12.5%	5.83%
6	Mother tongue use	8.75%	23.33%	15%	40.83%	15%
7	Lack of Parents' Attention	33.33%	36.67%	7.5%	15.83%	6.67%
8	Learning Media Use	19.17%	37.5%	8.75%	30.83	6.67
Total		23.44%	34.5%	9.68%	24%	8.3%

Based on the table above, it can be seen that there are 2 factors that influence students' speaking skills, namely; internal and external factors. Based on the results of the study, it was shown that 40.58% of students answered that internal factors were the most influential factors in their English proficiency. Meanwhile, 42.52% of students answered that internal factors did not affect their English proficiency, and 18.5% of students answered that they were unsure whether or not internal factors had an effect on their English ability. This means that there were 17 out of 40 students answered that internal factors influenced their English speaking ability, 19 students answered that internal factors did not affect their English speaking ability, and there were 9 students who were hesitant to answer that internal factors influenced or not their ability to speak English.

The second factor is the external factor. Based on the table above, it can be seen that 32.3% of students answered that external factors affected students' English speaking ability, 57.94% of students answered that external factors did not affect students' speaking English ability, and 9.68% of students answer doubtfully. That is, there were 14 out of 40 students answered that external factors had an effect on students' English speaking ability, there were 23 students answered that external factors had no effect on students English speaking ability, and there were 3 students answered doubt.

Based on the results of the percentage of internal factors, namely fear of making mistake, anxiety, shyness, and lack of confidence, and external factors, namely low motivation, mother tongue use, lack of parents' attention, and learning media use. all factors both internal and external, all factors are felt by students as an influence on difficulties in speaking English. Researchers can conclude that the factor that has the greatest influence from internal factors is the first is shyness 11,25%, the second is fear of making mistake 11%, the third is lack of confidence 9,79%, and the fourth is anxiety 8,54%. While the external factor is the first is

mother tongue use 13,95%, the second is Learning media use 9,37%, the third is lack of parents' attention 5,6%, and the last is low motivation 4,45%. From the results that have been described, the researchers found that the most influential factor on the internal factor was shyness 11,25% while the external factor was mother tongue use 13,95%. From the results that have been described, the researchers found that the total of internal factors was 40.58% while external factors were 33.37%. So the researchers concluded that internal factors had more influence on students' difficulties in speaking English than external factors.

4. CONCLUSION

Based on the explanation above, two factors were found which influence students' speaking problems at UPT SMPN Ujung Jampea No 9 Selayar Islands: internal factors and external factors. Internal factors are shyness, lack of confidence, anxiety, and fear of making mistakes. External factors include mother tongue use, learning media use, lack of parents' attention, and teacher's support. From the results obtained by researchers after distributing questionnaires to students, the most influential factor is mother tongue use because the students feel more comfortable and can easily understand if students use their first language.

The implication of this research is to provide insight for schools and teachers to overcome these difficulties in speaking English. The advice given by researchers to schools and teachers is that teachers can increase students' interest in English by always encouraging and motivating students to use English both inside and outside the classroom. In addition, teachers can also conduct meetings with parents to discuss problems faced by students at school, so that parents can pay more attention to their child's development. Schools and teachers must also try to provide interesting learning media so that students can be more interested and enthusiastic in practicing speaking.

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Paradox and Irony Found in Selected Song Lyric of Avenged Sevenfold in The Album Entitled Avenged Sevenfold 2007

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Abstract

The aims of this research are as follows: to find out the types of figurative language, namely paradox and irony found in selected song lyric of Avenged Sevenfold in the album entitled Avenged Sevenfold 2007. This study focuses on analyzing the types of figurative language, namely paradox and irony found in selected song lyric of Avenged Sevenfold in the album entitled Avenged Sevenfold 2007. The Selected song lyric, such as, Dear God, Afterlife, A Little Piece of Heaven and Almost Easy. This research uses a descriptive qualitative method to describe the types of figurative language, namely paradox and irony based on the theory proposed by Kennedy, (1983). The finding and the analysis are explained descriptively, then the data is taken by listening and reading the song lyric comprehensively.

Keywords: Paradox, Irony, Song lyric

1. INTRODUCTION

Kreidler (1998:3) argued that semantics is the systematic study of meaning and the way that language structures and conveys meaning. Every word and expression spoken by people can have both a non-literal and a literal meaning. Non-literal meaning refers to a different meaning or hidden meaning of an utterance, whereas literal meaning refers to the actual meaning of the speaker, which contains a precise definition. There are lessons in this field that broadly explain non-literal meanings, commonly called figurative language.

Figurative language refers to the use of expressive words, sentences, and phrases to express a message that means something without directly saying it. There are various kinds of figurative language usually used in literary works, for instance, song, prose, poetry, and drama, which aim to state the intention when the literal language cannot do so. Figurative language itself means that language employs the varied figure of speech (Reaske 1996:27), like the states by Knickerbocker and Reninger (1974), figurative language is categorized into simile, personification, irony, metaphor, hyperbole, synecdoche, metonymy, paradox, dead metaphor, and allusion. In daily conversation, sometimes people use figurative language, which has a meaning that differs from the literal meaning, to express their feelings or ideas. In addition, literary works frequently use figurative language, and a song is one of those literary works.

Song is a combination of words or lyrics and music. The song can be a communication tool to convey the composer's message, thoughts, and feelings to the listeners. There are various ways a composer can use to insert a message that the composer wants to convey to listeners indirectly. Recently, many song composers and musicians convey hidden messages in their songs through figurative language. And many people usually have difficulty in interpreting the meaning of song lyrics and it is difficult to distinguish the figurative language types utilized in the song lyrics, therefore this study aims to help analyze the intent of the composer in the lyrics song and classify what kinds of figurative language are employed in the songs.

Because of interest in the study of figurative language, this research concentrates on the use of figurative language in song lyrics of one of the best Heavy Metal Band from United States, named Avenged Sevenfold. there is selected song lyric in the album to be analyzed namely Dear God, Afterlife, A Little Piece Heaven and Almost Easy. This study only focus on two types of Figurative Language, namely: Irony and Paradox.

2. METHOD

The aims of this research are as follows: to find out the types of figurative language, namely paradox and irony found in selected song lyric of Avenged Sevenfold in the album entitled Avenged Sevenfold 2007. This study focuses on analyzing the types of figurative language, namely paradox and irony found in selected song lyric of Avenged Sevenfold in the album entitled Avenged Sevenfold 2007.

The data was obtained by listening and reading the lyrics of these selected songs, then ‘note taking’ applied to record words used in the lyrics to further defining the figurative language namely paradox and irony within the songs.

2.1 Research Design

The study uses descriptive qualitative method to describe all the data and the processes of analyzing it. No numbers are included only the description and explanation on how and what types of figurative language especially paradox and irony can be found in the songs of Avenged Sevenfold in the album entitled Avenged Sevenfold 2007.

2.2 Research Population and Sampling

Due to being the descriptive qualitative research, there are participants involved in the process of the research. There are only the data or the songs both lyrics and video required to perform the analysis of this study.

2.3 Data Collection Instrument

Since this study is library research, the data was collected from reading and understanding the information carefully both lyrics and video required to perform the analysis of this study. The information of this study is obtained from the lyrics of the songs.

2.4 Data Analysis

Being the descriptive qualitative research has brought this study to analyzing the qualitative data that is more subjective, rich, and consists of in-depth information presented in words/song lyric. It required reading in huge amount of time as well as reading other transcripts and theories looking for the types figurative language used in the song lyric.

The data were analyzed by using Kennedy, (1983). The theory tells about contradictive figurative language, the types of this figurative language such as, Hyperbole, Litotes, Paradox and Irony. In this study only focusses on Paradox and Irony found Avenged Sevenfold in the album entitled Avenged Sevenfold 2007. The explanation of Paradox and Irony, presented as follows:

Paradox

It statements which seem to contain two opposite facts but is or may be true. Paradox occurs in statement that at first strikes us as self-contradictory but that on reflection make some sense (Kennedy, 1983:488).

For example:

- 1) He was dead in the middle of his riches.
- 2) We just need to move quickly but carefully. (Kennedy,1983:488)

The meaning of the first statement is the man was dead when he was in the top in his riches has much money. The meaning of the second statement is they need to move as fast as possible but carefully. The both of example are contradictory statement because it has made sense.

Irony

The last contradictory figurative language is irony. Irony has a meaning that extends beyond its use merely as a figure of speech. Irony almost arises from a contrast or discrepancy between what happens and what has been expected to happen (Kennedy 1983:485). For example:

- 1) You are so discipline because you come the meeting at 8:00 o'clock
- 2) Your house is very beautiful because there are so many things on the floor (Kennedy,1983:485)

The meaning of the first example is the employee come too late at the meeting. The meaning of the second statement is the house is very dirty because there are many things in everywhere. The statement above is a contrast between what happens and what his been expected to happen.

3. RESULTS AND DISCUSSION

The results of the study would be presented below,

a. Song entitled Dear God

This song tells about The protagonist is traveling on a lonely road and missing his partner whom he left behind. He wishes that God could hold her when he's not there because she's the only person who can be true to him. He regrets leaving her and realizes that he's lonely and tired without her.

Table 3.1 Data of Figurative Language found in Dear God

No	Type of Figurative Language	Data
1	Irony	While I recall all the words you spoke to me, line 3
2	Paradox	To hold her when I'm not around, line 6

The analysis of Figurative Language found in Dear God

Data 1

While I recall all the words you spoke to me, line 3

This song lyric categorized as irony, it is because of the theory proposed by Kennedy, 1983. In this theory mention the indicator of irony is a meaning that extends beyond its use merely as a figure of speech. Irony almost arises from a

contrast or discrepancy between what happens and what has been expected to happen. The data 1, **While I recall all the words you spoke to me, line 3** has the meaning that, the words that is already spoken by the man to this partner cannot be recalled, in this case the man want to leave the woman that he really loves, so in the end he fell regret to say that words, he wants that words to be recalled and want stay with the person that he really loves.

Data 2

To hold her when I'm not around, line 6

This data 2 can be classified as paradox because it statements which seem to contain two opposite facts but is or may be true. Paradox occurs in statement that at first strikes us as self-contradictory but that on reflection make some sense. In the data 2, **To hold her when I'm not around, line 6** reflects that the man to hold the woman, take care of her but the situation cannot support to that thing because he is not near to the woman that he loves so he just wishes that the woman always in the good situation, feel happy.

b. Song entitled Afterlife

Story of this song is It's about looking into a reflection of yourself. It uses the sort of metaphor of falling into the afterlife and arguing with the gods and realizing you kinda left too soon and didn't do the things you needed to do. You didn't get to make up with your father; you didn't get to let the ones that you love know that you love them. It's kinda saying live in the moment and be the person you want to be now before it's too late.

Table 3.2 Data of Figurative Language found in Afterlife

No	Type of Figurative Language	Data
3	Irony	I don't belong here, we gotta move on dear escape from this afterlife, line 10
4	Paradox	Give me your hand but realize I just wanna say goodbye, line 20

The analysis of Figurative Language found in Afterlife

Data 3

I don't belong here, we gotta move on dear escape from this afterlife, line 10

The statement in the song lyric here can be classified as irony. It because a meaning that extends beyond its use merely as a figure of speech. Irony almost arises from a contrast or discrepancy between what happens and what has been expected to happen. Data 3, **I don't belong here, we gotta move on dear**

escape from this afterlife, line 10 tells about arguing with the gods and realizing your kind left too soon and didn't do the things you needed to do. You didn't get to make up with your father; you didn't get to let the ones that you love know that you love them.

Data 4

Give me your hand but realize I just wanna say goodbye, line 20

The lyric on data 4 is classified as paradox. It can be seen on the indicator from the theory that two opposite facts but is or may be true. Paradox occurs in statement that at first strikes us as self-contradictory but that on reflection make some sense. In the lyric **Give me your hand but realize I just wanna say goodbye, line 20** mention that It's about looking into a reflection of yourself. It's kind of saying live in the moment and be the person you want to be now before it's too late.

c. Song entitled A Little Piece of Heaven

The meaning of this song is about a man who, fearing that his proposal to her will be rejected, murders his girlfriend. He then eats her heart and rapes her corpse. The girlfriend then returns from the dead and murders him and eats his heart.

Table 3.2 Data of Figurative Language found in A Piece of Heaven

No	Type of Figurative Language	Data
5	Irony	Almost laughed herself to tears, line 42
6	Paradox	She was never this good in bed, line 18

The analysis of Figurative Language found in A Piece of Heaven

Data 5

Almost laughed herself to tears, line 42

This song lyric categorized as irony, it is because of the theory proposed by Kennedy, 1983. In this theory mention the indicator of irony is a meaning that extends beyond its use merely as a figure of speech. Irony almost arises from a contrast or discrepancy between what happens and what has been expected to happen. The data 5 **Almost laughed herself to tears, line 42** states that a man who, fearing that his proposal to her will be rejected, murders his girlfriend.

Data 6

She was never this good in bed, line 18

This data 6 can be classified as paradox because it statements which seem to contain two opposite facts but is or may be true. Paradox occurs in statement that at first strikes us as self-contradictory but that on reflection make some sense. In the data 6 **She was never this good in bed, line 18** that mention about the man then eats her heart and rapes her corpse. The girlfriend then returns from the dead and murders him and eats his heart.

d.Song entitled Almost Easy

The content of this song is the singer's mother is dying because he "left her with suicidal memories" and he treated her so wrong. He wants to make it right and he is apologizing. He is asking her to come back because it's "almost easy."

Table 3.2 Data of Figurative Language found in Almost Easy

No	Type of Figurative Language	Data
7	Irony	It's hard to face but the fact remains, line 15
8	Paradox	Now that I've lost you, it kills me to say, line 29

The analysis of Figurative Language found in Almost Easy

Data 7

It's hard to face but the fact remains, line 15

The statement in the song lyric here can be classified as irony. It because a meaning that extends beyond its use merely as a figure of speech. Irony almost arises from a contrast or discrepancy between what happens and what has been expected to happen. Data 7 **It's hard to face but the fact remains, line 15** tells about the man asking to the woman, in this the mother of the singer to come back because it's "almost easy."

Data 8

Now that I've lost you, it kills me to say, line 29

The lyric on data 8 is classified as paradox. It can be seen on the indicator from the theory that two opposite facts but is or may be true. Paradox occurs in statement that at first strikes us as self-contradictory but that on reflection make some sense. In the lyric **Now that I've lost you, it kills me to say, line 29** reflects that the singer's mother is dying because he left her mother with suicidal

memories and he treated her mother so wrong. He wants to make it right and he is apologizing by his mother.

4. CONCLUSION

Based on the result of study about Figurative language in this case Paradox and Irony found in selected song lyrics of Avenged Sevenfold in the album entitled Avenged Sevenfold 2007, such as Dear God, Afterlife, A Piece of Heaven and Almost Easy, there are 8 data, Paradox 4 data, and Irony 4 data. It can be concluded that, figurative language, especially Paradox and Irony implemented in selected song lyric of Avenged Sevenfold in the album entitled Avenged Sevenfold 2007.

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