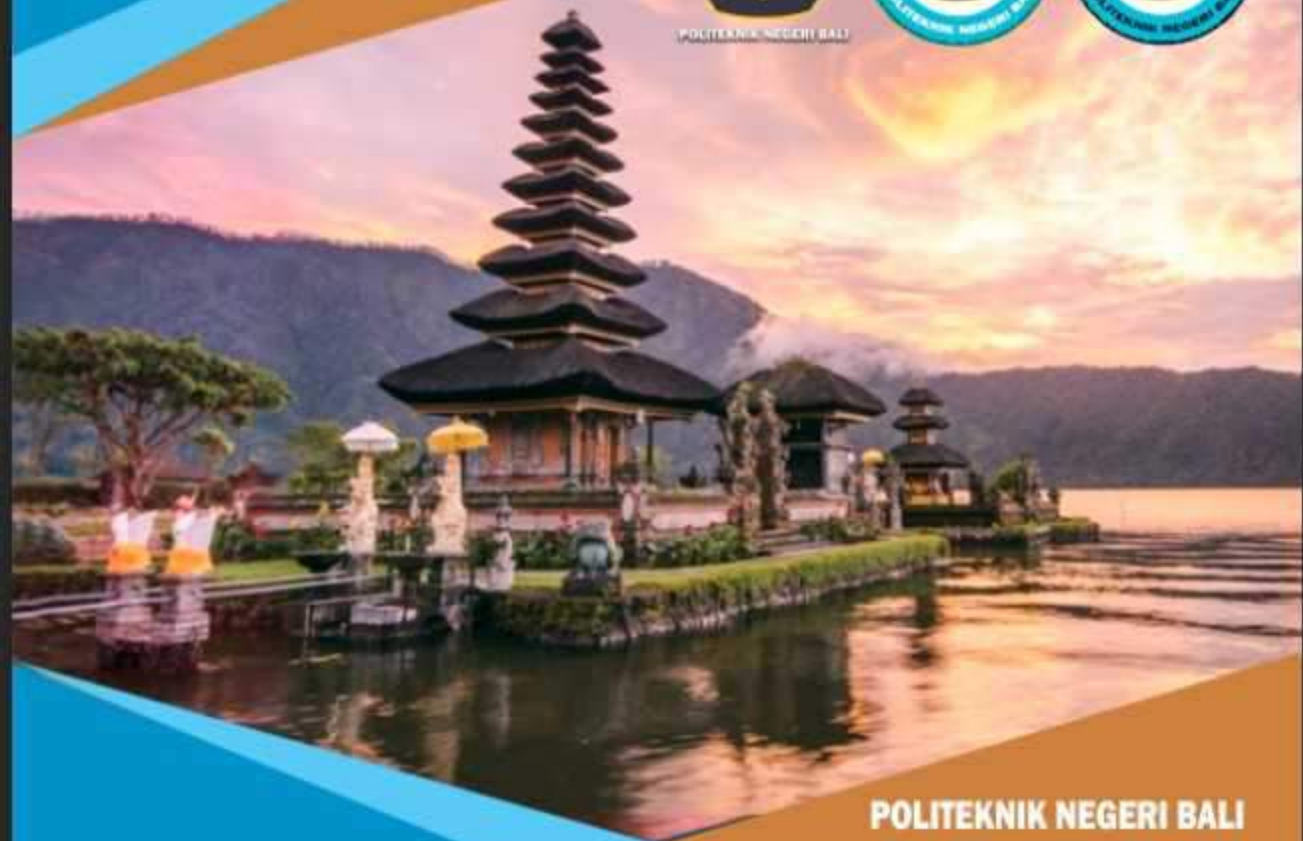




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SENARILIP V

SEMINAR RISET LINGUISTIK PENGAJARAN BAHASA
POLITEKNIK NEGERI BALI

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PROSIDING
SEMINAR NASIONAL RISET LINGUISTIK DAN
PENGAJARAN BAHASA (SENARILIP V)

**“MENINGKATKAN KUALITAS PENELITIAN DAN PENGAJARAN
BAHASA UNTUK MEWUJUDKAN BAHASA SEBAGAI MEDIA
KOMUNIKASI SOSIAL, BISNIS, DAN PROFESIONAL”**

Politeknik Negeri Bali, Bali, Indonesia, 5-6 November 2021

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Politeknik Negeri Bali**

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UNTUK MEWUJUDKAN BAHASA SEBAGAI MEDIA KOMUNIKASI SOSIAL,
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KATA PENGANTAR

Prosiding ini berisi 35 makalah dan 1 kajian buku yang sudah diseminasikan pada **Seminar Nasional Riset Bahasa dan Pengajaran Bahasa (SENARILIP V)** pada tanggal 5 dan 6 November 2021 secara daring dengan tajuk “**Meningkatkan Kualitas Penelitian dan Pengajaran Bahasa untuk Mewujudkan Bahasa sebagai Media Komunikasi Sosial, Bisnis, dan Profesional**”. Fenomena kebahasaan dan pengajaran bahasa disoroti dari pelbagai aspek dan perspektif sehingga menampilkan keragaman dan kekayaan bahasa yang berkelindan dengan budaya sedemikian rupa menantang para peneliti bahasa untuk lebih mendalaminya. Pembelajaran bahasa baik lokal, nasional dan internasional juga menunjukkan inovasi-inovasi dari segi metode dan pendekatan untuk meningkatkan efektivitasnya.

Bahasa bukan sekedar alat komunikasi melainkan sebagai bagian dari eksistensi manusia, khususnya sebagai media berpikir dan berekspresi, akan tetap menjadi sumber penelitian yang tak ada habisnya. Secanggih apapun teknologi tetap membutuhkan bahasa dan kecerdasan berliterasi. Semoga prosiding ini bisa memberi kontribusi sebagai referensi bagi para peneliti selanjutnya.

Salam,

Dr. Majid Wajdi, M.Pd.
Ketua Panitia

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Increasing students' pronunciation through battleships games

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Abstract – the aim of this study is to detect the ability of Students' English Pronunciation through Battleship Games. The data of this research was Students' Pronunciation that's about Sound and Phonetic in particular, with the data sources was 28 pre-intermediate level students of English Department STAIN Mandailing Natal. This paper focused on implementing Battleship Games as a Learning method for Increasing Students' Pronunciation which funny, attractive and accessible, the research method of this study uses qualitative research. It uses observation, Interview, Implementation and test as the instrument for collecting the data. The Procedure of collecting the data is the researcher observe the class, then implementing Battleship games to the class by pre-test and post-test, evaluate the class, after that doing interviewing to the class about the learning method. The result of this study showed that Battleships games is very effective to increase students' pronunciation, it is shown based on their ability in pronunciation the sound and phonetic is very well, they're also attractive and enjoy in the class during playing these games, they more confidence to pronounce some sounds and phonetics than previous lesson, they can also practice their pronunciation without knowing it during playing Battleship games. Based on those, it can be concluded that the interesting games will affect to the students' pronunciation ability, and making students talking all the time (STT) is very valuable for their achievement in language.

Keywords: pronunciation, sound and phonetic, battleships games

1. Introduction

The use of sound production to make meaning in speech is referred to as pronunciation. To put it another way, pronunciation refers to the way a word is spoken. It includes a language's consonants and vowels (segments), as well as elements of speech such as stress and sound. Despite the fact that the talks appear to be independent, they are actually functioning together. As a result, the difficulty of each may have an effect on someone's pronunciation. It's about how easy or difficult it is to grasp his or her pronunciation. The way a letter, a collection of letters, or a word sounds when spoken, or the way someone says something, is called pronunciation (Putrawanyah et al., 2020), Argawati, 2014).

The original language, age, quantity of exposure, phonetic aptitude, motivation, and care for proper pronunciation are all elements that affect pronunciation accuracy while teaching pronunciation. Furthermore, it is self-evident that students' age or phonetic ability cannot be changed. They can only help to increase exposure and motivation to a limited extent. Pronunciation is defined as the act of making the sound of speech, which includes articulation, vowel production, accent inflection, and intonation, and is frequently used to refer to the correctness or acceptability of the spoken sounds. (Aminah, 2014) (Assessing speaking, 2012)

The following methods can be used to boost motivation and concern for proper pronunciation: a) Convincing students of the necessity of proper pronunciation in facilitating communication. b) Emphasizing to the students that the aims of communication are intelligibility and communicative efficiency. c) Concerning the pronunciation of learners and their progress. The third item is the most crucial for the job of the teacher (Guan et al, 2018).

Pronunciation is an important part of communicative ability because it affects both the desire to use the language and the quantity and quality of input and output produced. This chapter examines the methodologies, tactics, and activities that are recommended for teaching pronunciation. So, it can be concluded that pronunciation is the important skill to communicate with each other, and it can be crucial for increasing their speaking with using the good pronunciation (Hinkel, 2018, Pratiwi, 2020)

Teaching pronunciation should be viewed as "teaching how to speak" rather than "correcting problems." Learners who begin with a concentration on pronunciation at the novice level develop a valuable meta language, which includes concepts like 'stress' and 'unstress,' 'weak form,' 'rhythm,' and 'schwa,' among others. Whereas pronunciation in pre-intermediate level develop sound and phonetic symbol.

In STAIN Mandailing Natal, especially Students in English Department where the researcher was taken place. The researcher discovered learning issues. Students, teachers, strategies, and learning facilities all contribute to English speaking ability. The following are issues with the classroom learning process: 1) Some students are frightened to make mistakes in front of their classmates. 2) Some pupils frequently inquire for English terminology in order to construct a sentence. 3) The kids have trouble expressing themselves verbally. 4) It takes the students a long time to write and pronounce a single sentence. 5) Some people are unsure of what they are discussing. The pupils also displayed other issues based on personal student information, such as a lack of self-confidence, fear of making mistakes, shyness toward others, anxiousness, difficulty speaking English, never practicing, and having nothing to say.

Sayuri was the first to notice these issues. His research discovered that children struggled with pronunciation, fluency, grammar, and vocabulary when speaking English. The pupils also displayed other issues based on personal student information, such as a lack of self-confidence, fear of making mistakes, shyness toward others, anxiousness, difficulty speaking English, never practicing, and having nothing to say (Sayuri, 2016). According to the same, students have difficulty expressing themselves in public because they are hesitant, hesitant, fearful of making mistakes, lack proper vocabulary, and lack of experience, which causes students to find it difficult to pronounce sounds in English.

Because they had nothing to say, the pupils hesitated and were hesitant to speak. Even though they had something in mind, they were held back by their lack of confidence, as they were terrified of making grammar mistakes and worried that other students would laugh at them if they did (Syamsurizal, 2015). While the issues with teachers, strategy, and facility are as follows: 1) English teachers continue to utilize a boring teaching style when teaching English; they focus too much on the content of what they teach rather than how they deliver the topics. It necessitates the use of media to promote their method. YouTube can help you improve your English-speaking skills. The efficiency of YouTube in learning was demonstrated in a previous study. According to Guan, Song, and Li (2018), using Games can increase students' enthusiasm and English Pronunciation (Guan, N., Song, J., & Li, 2018). Based on those the purpose of this study was to Increase students' pronunciation using Battleship Games. So, the researcher is interested to conduct the research in teaching pronunciation through Battleship Games.

2. Method

The research approach in this work is qualitative descriptive methodologies. In STAIN Mandailing Natal, the analysis begins with teaching Pronunciation to English Department students utilizing Battleship Games as the pre-intermediate level. The analysis procedures. Begin by observing the situation. The Researcher attempts to converse in formal English. Concerns raised by a Lecturer at English Department about a problem at Class, particularly in the English topic. this research focusses on implementing Battleship games for increasing students' pronunciation.

The researcher proposes a solution by altering the way they are taught. The next step is to put everything into action. Following authorization from the English lecturer to teach using the researcher's method, the writer decides to use Battleship Games as a media to aid in the teaching of the materials. The final step is data processing and analysis. Every meeting's data is collected by the researcher. It is concluded that using Battleship Games as a medium to engage pupils in English learning is extremely beneficial. Students are more engaged in the class since they are in a different scenario than normal.

3. Results and Discussion

3.1 Teaching Preparation

Make a copy of the map for each of the class. Note that two different maps for two different maps for two different games are concluded.

3.2 Conducting the games

To conduct the games, there are some rules that have to be followed, they are:

1. Give each Student a map. Model the pronunciation of the words around the side of the map
2. Divide the class into pairs
3. Explain and/or give out the rules
4. Players who finish quickly can be asked to try and write the words in each of the sea squares on the map (Hancock, 2019).

Key Map 1

	f	h	b	t	p	d	f	w	
-	-	boy	toy	-	-	-	-	-	ɔɪ
-	-	bore	tore	pour	door	for/ four	war/ wore	-	ɔ:
-	here/ hear	beer	tear/ tier	pier	dear/ deer	fear	-	-	ɪə
share	hair	bare/ bear	tear	pair/ pair	dare	fair/ fare	wear/ where	-	eə
shy	high	buy/by	tie	pie	die	-	why	-	aɪ
she	he	be/bee	tea	pea	-	-	we	-	i:

Map 2

s	sin	sing	sick	sort	seas/ seas/ seize	-	sews	sat	
k	kin	king	kick	caught/ court	keys	cares	-	cat	
tʃ	chin	-	chick	-	cheese	chairs	chose	chat	
ð	-	-	-	-	these	theirs/ there's	those	that	
ʃ	-	-	-	short	she's	shares	shows	-	
θ	thin	thing	thick	thought	-	-	-	-	
	in	iq	ik	ɔ:t	i:z	eəz	əʊz	æt	

Figure 1 Square map

Rules:

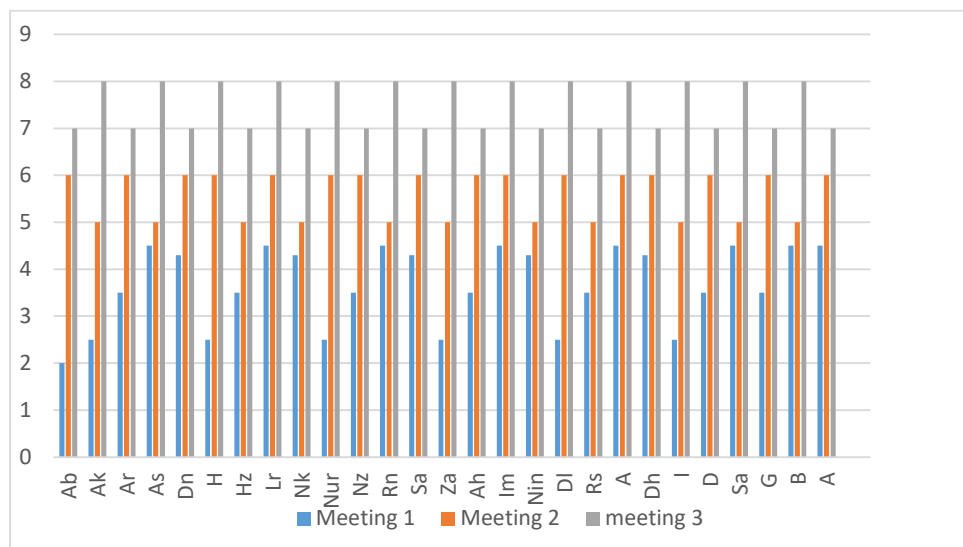
1. Draw two ships on your map making sure that nobody sees where you have put your hips. You may put your ships inside any square where there is sea (white on the map). Your ships must not cross a line into another square.
2. Work in pairs. The object of the game is to guess where the other player has put the ships and bomb them.
3. To do this, decide which square to bomb and make a word out of the sounds at the side of the map. In game 1 for example if the square you want to bomb is in the column with the sound /t/ and the row /i:/ say *tea*. In Game 2. For example, if the square you want to bomb is in the row with sound /k/ and the column with the sound /i:/, say *keys*.
4. If the square that you bomb contains a ship, the other player must say *hit*. If the square that you bomb is next to a square with a ship in it (including diagonally), the other player must say *Nearby*.
5. Players take turns to bomb each other's ship and the first person to hit both of the players' ships is the winner.
6. A player whose ship is being bombed may challenge the other player to spell the words that he or she is saying; if the other player is unable to spell the word, he or she misses a turn. (Renshaw, 2017)

3.2 Teaching analysis

Students can improve their speaking skills by using Battleship games for intermediate level. It can be used as an enticement to get students' attention while they are learning. When the atmosphere and conditions in the classroom are different than usual, students are more interested in learning. It enthralls them and makes them feel more at ease. If the game is related to the subject at hand, battleship games can be an effective tool for enhancing the learning experience (Shield et al., 2015) (Knox, 2018).

Students are more confident, have proper expression, intonation, and gestures after using battleship games to study pronunciation and emulate how native speakers speak. They are also more fluent and use good vocabulary phrases. This finding demonstrates that utilizing battleship games to teach students how to pronounce can boost their confidence. It teaches students how to speak like a native speaker, and they are no longer unsure whether what they are saying is correct or incorrect because they have witnessed how an English native speaker communicates. YouTube can help students improve their speaking skills, such as pronunciation, grammar, word choice, maintaining a discussion, and organizing their thoughts. It was demonstrated by the test results, which showed that the mean score increased from pre-test to post-test during the course of four meetings (pre-test=60, and post-test = 80). It concludes that students' pronunciation abilities have improved (Hussin, 2020) (Shield et al., 2015).

The researcher also examines the outcome of utilizing battleship games to teach English Pronunciation. The writer does a Pronunciation pre-test without the use of games at the first meeting in order to compare it to the second meeting, which includes the use of games. Students' pronunciation, grammar, vocabulary, fluency, and comprehension scores are not as good on the first meeting as they are when they learn using games. The increase in the mean score of the exam between the first and last meetings (first meeting = 64, last meeting = 77) demonstrates the effectiveness of utilizing battleship games to teach pronunciation (Jill Hadfield, n.d.) (Herbert Puchta and Scott Thornbury, 2011). Some aspects of the test were evaluated, including grammar, vocabulary, comprehension, fluency, and pronunciation. Here is a graph of the pupils' performance in each meeting.



Graphic 1 Students' Practice Score for Each Meeting

The practice score of students for each meeting is depicted in Graphic 1. The alphabet is used to indicate the students' names. In each meeting, the majority of students increased their score, as shown in the graph. Despite the fact that certain pupils receive reductions and students who do not advance at all during each appointment.

The writer discovers numerous benefits and drawbacks of using Battleship games to teach pronunciation in the classroom that occur during the teaching process. Students, for example, are more focused on the information on Battleship games because they find it exciting to learn gaming. When the students play the games, they laugh because people who make the games try to make them as entertaining as possible in order to entertain the viewer. The downside that the author discovered while implementing battleship games in the classroom is that kids are easily side-tracked; every time they play the games, they want to re play and make a noise.

Battleship games is a game learning platform that has had a good influence. They found the learning process to be enjoyable. Technology and audio-visual media assist students in learning, and it is the responsibility of teachers to help students understand technology and provide guidance on how to use it effectively (Hancock, 2019).

Teachers can use various types of games with the help of students become more creative. Pronunciation learning necessitates some games that can stimulate students' ability to communicate information. As a result, the teacher plays a critical role in fostering student dialogue in the classroom. The classroom teacher is expected to respond to students' interactions and to provide students with equipment that encourages them to communicate with one another.

Beside from the benefits and drawbacks, the author assesses the issues that arise in the classroom during the implementation of utilizing Battleship games to teach Pronunciation in STAIN Mandailing Natal, and attempts to identify the best solution to the problem.

4. Conclusion

Battleship Games is used to assist in the teaching and learning process. By using Battleship games as the lesson's media, the author hopes to increase students' speaking abilities. The use of YouTube in the classroom can alter the scenario and atmosphere. By watching, students felt more at ease while learning. Because their senses are focused on the video, they pay more attention to the content presented via YouTube. The outcome of using Battleship games as a pre intermediate level for teaching speaking in the classroom could be a good alternative media. Students communicate more expressively as a result of this, and they don't have to worry about the terms they use when communicating. They are not confused anymore because they have resource how to speak English like native speaker. It can be seen by the result of their mean performance score of the first meeting and the last meeting.

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Peningkatan Keterampilan Membaca Pemahaman untuk Penguatan Literasi pada Anak Tunarungu

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Abstract - The national literacy program has three main pillars, including the school, community and family. This study aims to examine the literacy program in special schools, focusing more on deaf children. In general, children with hearing impairment have limited understanding of auditive information and relies on visual (language) skills, specifically written and sign language. This means that receptive and productive written language skills need to be nurtured in deaf children. One form of receptive written language skills is reading comprehension that involves skills directed to understanding the explicit, implied and implication messages. The three aspects are the basis for strengthening literacy in deaf children. However, to promote habituation efforts, development of reading interest, and literacy-based learning.

Keywords: literacy program, deafness, reading comprehension.

Abstrak – Ada tiga pilar gerakan literasi nasional; yaitu: gerakan literasi sekolah, gerakan literasi masyarakat, dan gerakan literasi keluarga. Segmen penelitian ini pada gerakan literasi sekolah, khususnya pada sekolah luar biasa; yang pada tahun ini difokuskan pada literasi anak tunarungu. Anak tunarungu memiliki keterbatasan memahami informasi auditif. Oleh karena itu, pemenuhan kebutuhan informasinya bersandar pada keterampilan (berbahasa) visual, yakni: bahasa tulis dan isyarat. Terkait dengan kondisi itu, keterampilan berbahasa tulis reseptif maupun produktif sangat perlu dipupuk pada anak-anak tunarungu. Salah satu wujud keterampilan berbahasa tulis reseptif adalah membaca pemahaman. Keterampilan membaca pemahaman diarahkan pada tiga hal, yaitu memahami pesan tersurat, memahami pesan tersirat, dan memahami pesan implikasinya. Ketiga aspek keterampilan membaca pemahaman itu merupakan landasan penguatan literasi pada anak tunarungu. Untuk mewujudkan ini dapat ditempuh upaya pembiasaan, pengembangan minat baca, dan pembelajaran berbasis literasi.

Kata kunci: gerakan literasi, tunarungu, membaca pemahaman

1. Pendahuluan

Banyak fakta membuktikan bahwa kemajuan suatu negara tergantung pada indeks pembangunan manusianya (IPM). Salah satu indikator penting untuk menentukan peringkat IPM adalah kemampuan literasi suatu bangsa; dan, justru pada aspek inilah kelemahan kita. Data menunjukkan bahwa rata-rata kemampuan literasi pelajar di Indonesia masih sangat rendah. Kemendikbud (2017) melaporkan bahwa kemampuan anak-anak Indonesia, usia 9 – 14 tahun, dalam pemahaman dan keterampilan menggunakan bahan bacaan berada pada peringkat 10 besar terbawah di dunia. Simpulan Kemendikbud (2017) itu sejalan dengan fakta-fakta berikut ini. Pertama, IPM Indonesia berada pada peringkat 113 dari 188 negara. Kedua, daya saing bangsa pada tingkat global berada pada peringkat 41 dari 138 negara. Ketiga, indeks kebahagiaan masyarakat berada pada peringkat 79 dari 157 negara; serta indeks literasi berada pada peringkat 60 dari 61 negara. Berdasarkan data empirik itu pemerintah menetapkan program gerakan literasi nasional (GLN).

Pencangangan GLN dilakukan pemerintah sejak tahun 2017, yang mencakup tiga pilar, yaitu gerakan literasi sekolah (GLS), gerakan literasi masyarakat (GLM), dan gerakan literasi keluarga (GLK). Cakupan tiga pilar itu sejalan dengan konsep tri pusat pendidikan, yakni pendidikan formal, non-formal dan informal (Anshari, 1983). Penetapan tiga pilar itu diharapkan dapat dapat mengembangkan prinsip GLN yang berkesinambungan, terintegrasi, dan melibatkan semua pemangku kepentingan sehingga dapat menumbuhkembangkan budaya literasi pada ekosistem makro pendidikan sebagai upaya pembelajaran sepanjang hayat untuk peningkatan kualitas hidup bangsa (Kemendikbud 2017).

Penelitian ini difokuskan pada salah satu pilar GLN, yakni GLS. Sebagai gerakan sosial, GLS merupakan upaya mendorong partisipasi dan kolaborasi antarwarga sekolah, yang diimplementasikan dengan kegiatan membaca selama 15

menit sebelum pelajaran di mulai (Kemendikbud, 2015; Kurniawati, dkk., 2020). Pelaksanaan GLS berpegang pada prinsip-prinsip berikut, yakni: berjalan sesuai perkembangan yang dapat diprediksi, berimbang, terintegrasi dengan kurikulum, dapat dilakukan kapanpun, mengembangkan budaya lisan dan tulis, serta kesadaran terhadap keberagaman (Kemendikbud, 2016a). Sebagai gerakan nasional, GLS mencakup semua jenis dan jenjang sekolah, tidak terkecuali Sekolah Luar Biasa (SLB).

SLB merupakan salah satu jenjang dan jenis pendidikan yang secara khusus diselenggarakan untuk memenuhi keunikan peserta didik yang disebabkan oleh keterbatasan fisik, mental, dan sosial. Berdasarkan keterbatasan itu, SLB mendidik siswa tunanetra (A), tunarungu (B), tunagrahita (C), tunadaksa (D), tunalaras (E), dan autis (F). Anak-anak dengan keterbatasan itu perlu mendapat pendidikan yang layak sehingga potensi dirinya berkembang optimal. Optimalisasi potensi diri anak dengan keterbatasan dapat dipupuk melalui kegiatan literasi. Oleh karena itu, fokus penelitian saat ini (tahun ke-2) adalah literasi anak tunarungu (SLB-B). Penelitian ini bertujuan untuk mendeskripsikan hambatan literasi pada anak tunarungu dan upaya peningkatannya melalui penguatan keterampilan membaca pemahaman.

2. Metode

Penelitian ini dirancang dengan menggunakan desain kualitatif, yang berupaya menjelaskan relasi subjek dalam suatu peristiwa (Miles & Huberman, 2014; Strauss & Corbin, 2003). Dalam penelitian ini subjeknya adalah peserta didik tunarungu; sedangkan peristiwanya adalah kegiatan literasi. Sampel penelitian sebanyak 30 orang yang diambil dari SLBN 2 Denpasar, SLBN 1 Semarang, dan SLBN 1 Negara. Data dikumpulkan melalui pencatatan dokumen, wawancara, dan observasi. Data yang diperoleh dianalisis secara induktif dengan pendekatan *grounded theory*.

3. Hasil dan Pembahasan

Penelitian ini beranjak dari kerangka acuan kecepatan efektif membaca (KEM). KEM merupakan perpaduan antara kecepatan membaca dengan tingkat pemahaman dalam satuan menit. KEM dihitung dengan rumus berikut ini.

$$KEM = \frac{jk}{1m} \times \frac{sn}{SMI} = \dots kpm$$

(Diadaptasi dari Jumaidi, dkk, 2013)

Keterangan: KEM = kecepatan efektif membaca	jk = jumlah kata yang dibaca
m = waktu membaca (menit)	sn = skor nyata yang diperoleh
SMI = skor maksimal ideal	kpm = kecepatan membaca/menit

Berdasarkan data yang diperoleh rata-rata KEM anak tuna rungu kelas VI = 33 – 37 kpm, anak kelas IX = 37 – 45 kpm, dan anak kelas XII = 45 – 68 kpm. Apabila data itu dikomparasikan dengan nilai rujukan KEM untuk anak normal seusianya, yakni tingkat SD = 80 – 140 kpm, tingkat SMP = 140 – 175 kpm, dan tingkat SMA = 175 – 245 kpm (Artawati, dkk, 2014) maka KEM anak-anak tunarungu berada di bawah anak-anak normal pada kelompoknya; tetapi semakin tinggi usia anak tunarungu tingkat kecepatan efektif membacanya meningkat secara signifikan. Rendahnya KEM anak tunarungu berimplikasi pada indeks literasinya. Untuk membantu peningkatan KEM anak tunarungu, perlu diidentifikasi faktor-faktor penghambatnya. Berdasarkan data hasil wawancara dan obesrvasi terbatas, diketahui faktor penghambat perkembangan KEM anak tunarungu bersumber dari adanya hambatan kebahasaan, yang meliputi : (a) penguasaan kosakata yang sangat rendah, (b) kesulitan memahami arti ungkapan/idiomatik, (c) kesulitan memahami makna kata abstrak, (d) kesulitan memahami kalimat panjang dan kompleks, serta (e) kesulitan memahami intonasi kalimat (lisan). Hambatan itu diakibatkan oleh kondisi fisik bahwa anak tunarungu memiliki keterbatasan memahami informasi auditori. Kondisi ini pun menghambat proses pemerolehan bahasa yang berdampak pada rendahnya indeks literasi anak tunarungu.

Literasi berkaitan erat dengan kegiatan berbahasa (lisan dan tulis); namun, tidak setiap tindak berbahasa dapat dikatakan sebagai kegiatan literasi. Selain aktivitas berbahasa, kegiatan literasi berkaitan dengan proses kognitif sehingga para peliterasi dapat mengolah, memahami, mengaplikasi, dan mentransformasi pengetahuan yang diperoleh ke dalam kehidupan sehari-hari (Lederberg, dkk., 2014; Mayer, 2007; Enns, 2009). Merujuk konsep tersebut, kegiatan literasi berkaitan erat dengan keterampilan membaca pemahaman yang kreatif. Kegiatan membaca pemahaman yang kreatif merupakan aktivitas berbahasa fungsional melalui proses pengintegrasian pengetahuan yang dimiliki dengan informasi yang sedang dibaca dan untuk memenuhi kebutuhan (hidup) yang akan datang. Untuk mencapai tingkat keterampilan tersebut dibutuhkan tiga keterampilan membaca, yaitu: membaca pemahaman pesan tersurat (*reading the lines*), membaca pemahaman pesan tersirat (*reading between the lines*), dan membaca pesan implikasionalnya (*reading beyond the lines*) (Oka, 1976). Keterampilan membaca pemahaman yang kretaif itu dapat dicapai melalui proses pembiasaan, pengembangan minat baca, dan pembelajaran berbasis literasi. Untuk bisa mewujudkan strategi itu, pembelajaran bahasa (Indonesia) pada anak tunarungu menjadi sangat penting sehingga hambatan-hambatan kebahasaan tersebut di atas dapat ditangulangi terlebih dahulu. Salah satu metode pembelajaran bahasa yang sering digunakan untuk peserta didik

tunarungu adalah komunikasi total, yakni penggunaan seluruh modus bahasa: isyarat, gerak, wicara, membaca ujaran, ejaan jari, membaca, dan menulis (Suparno, 1997; Haenudin, 2013). Penggunaan metode komunikasi total diharapkan dapat mengembangkan kompetensi dan performansi bahasa anak tunarungu sebagai modal dasar untuk meningkatkan keterampilan membaca pemahaman yang kreatif.

4. Simpulan

Secara umum, KEM anak-anak tunarungu lebih rendah dari nilai rujukan. Rendahnya KEM anak tunarungu disebabkan hambatan pada pemerolehan bahasa. Ada 5 hambatan kebahasaan yang dialami anak tunarungu. Hambatan kebahasaan itu berdampak pada rendahnya keterampilan membaca pemahaman yang kreatif. Rendahnya keterampilan membaca pemahaman yang kreatif menghambat literasi anak-anak tunarungu. Untuk mengatasi lingkaran permasalahan ini, pengajaran bahasa (Indonesia) bagi anak tunarungu menjadi sangat esensial. Guru, dengan otonomi kelasnya, dapat mengeksplorasi berbagai metode pembelajaran bahasa; dalam konteks ini, umumnya digunakan metode komunikasi total. Metode komunikasi total merupakan upaya pengoptimalan potensi komunikatif yang masih dimiliki anak-anak tunarungu.

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Inovasi Pembelajaran Bahasa Inggris dan Terjemahan Bahasa Indonesia di Fakultas Teknologi Pertanian dengan Implementasi Media WebCorp

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Abstract - This study aims at analyzing the technology which is used as the innovation of learning and teaching a language, especially English. The development of technology nowadays using media of technology for the student's process of learning and teacher in teaching English. The movement using printed works and literatures towards internet supporting the blended learning. This trend seems to give an interaction and impressive feeling, especially students to concentrate with their subject since the technological use are involved in their daily activities as users of the technology and assisted by their teachers or lecturers. The description of study consists of: (1) the understanding of using the media for a language with WebCorp with corpus data and its implementation of English including the translation into Indonesian at the Faculty of Agricultural Technology, (2) measuring and giving description for the ability of students from the results of WebCorp search, and (3) developing the strategy for learning English especially the texts or terms related to agriculture. The methods were using qualitative and quantitative methods. Qualitatively, it was conducted through the techniques of observation, note taking for the data analysis based on the results of English including the translation into Indonesian in order to know their understanding of the language. However, the results of searching measured quantitatively in percentage to know the students' achievement of finding words or phrases of English related with agriculture. The study showed that the whole students have the ability to use this technology in learning English and its translation into Indonesian. The ten groups can use the WebCorp media with 100% abilities, 4 rate of category evaluation (excellent), and marks around 85 up to 100. In addition, the translation of terms can be conducted with 3 (good) and 4 (excellent) rates. They also have the same percentage of 50% for their translation. These can be concluded that strategy of using the media have given innovation of learning a language, especially English and its understanding through the translation.

Keywords: innovation of learning, language, technology

Abstract - Penelitian ini bertujuan untuk menganalisis teknologi yang digunakan sebagai inovasi dalam pembelajaran bahasa, terutama bahasa Inggris. Perkembangan Teknologi saat ini menggunakan media yang mendukung teknologi dalam pembelajaran bahasa Inggris untuk mahasiswa dan pengajar. Arah perkembangan pembelajaran berupa hasil kerja tercetak termasuk literatur ini beralih ke internet yang mendukung bentuk pembelajaran *blended learning*. Trend ini memberikan interaksi dan kesan perasaan yang menggugah keinginan dan konsentrasi mereka untuk belajar bahasa Inggris dengan menggunakan media penelusuran mesin berbentuk korpus yaitu WebCorp. Analisis yang dibahas antara lain (1) mendeskripsikan pemahaman untuk penggunaan media pembelajaran bahasa dengan WebCorp dan aplikasinya dalam pembelajaran bahasa Inggris dan terjemahannya dalam bahasa Indonesia di Fakultas Teknologi Pertanian, (2) mengukur kemampuan mereka dari hasil penelusuran dengan media WebCorp dan mendeskripsikannya, dan (3) mengembangkan strategi untuk pembelajaran bahasa Inggris khusus yang terkait dengan teks atau istilah-istilah pertanian. Metode yang digunakan yaitu kualitatif dan kuantitatif. Metode kualitatif dilakukan dengan melakukan pencatatan, pengamatan, analisis data secara deskriptif berdasarkan hasil penelitian serta hasil terjemahannya dalam bahasa Indonesia untuk pemahamannya. Sedangkan, secara kuantitatif menilai dari hasil penelusuran untuk persentase keberhasilan mereka dalam menelusuri kata atau frasa berbahasa Inggris yang berkaitan dengan pertanian. Penelitian menemukan bahwa mahasiswa paham untuk menggunakan media pembelajaran bahasa dengan media WebCorp dalam pembelajaran bahasa Inggris dan terjemahannya dalam bahasa Indonesia di Fakultas Teknologi Pertanian, khususnya Teknologi Ilmu Pangan. Kesepuluh kelompok yang ada mampu menggunakan media WebCorp dengan hasil 100%, kategori 4 atau sangat baik, dan kisaran hasil penilaiannya yaitu nilai 85 hingga 100. Terjemahan dari istilah yang berkaitan dengan Teknologi Pertanian juga dapat dikerjakan dengan baik walaupun nilainya ada di angka 3 (baik) dan 4 (sangat baik) yaitu rata-rata 50%. Hal tersebut menunjukkan bahwa

teknologi bisa dimanfaatkan sebagai strategi dan inovasi pembelajaran bahasa, terutama bahasa Inggris dan pemahaman terjemahannya dalam bahasa Indonesia.

Katakunci: inovasi pembelajaran, bahasa, teknologi

1. Pendahuluan

Pendidikan menjadi suatu prioritas untuk mencerdaskan sumber daya manusia di dalam kehidupan ini. Sumber belajar bisa diperoleh dari media cetak, buku maupun secara daring sebagaimana perkembangan dunia saat ini. Penyesuaian perkembangan ilmu dengan aktivitas siswa-siswi yang senantiasa bergelut dengan teknologi haruslah menjadi pertimbangan untuk melakukan elaborasi dengan kesenangan mereka sehari-hari. Sitepu (2014: 1) menyatakan bahwa potensi dari sumber daya manusia sangat diperlukan untuk membangun dirinya sendiri beserta lingkungan sekitarnya melalui pendidikan dan di dalam proses pembelajaran dia akan belajar tentang teknologi tersebut. Pernyataan ini menjelaskan bahwa manusia tidak bisa terlepas dari perkembangan belajar yang akan mengikutinya dan menjadi suatu kewajiban untuk senantiasa beradaptasi sesuai dengan kemajuan jaman.

Pembelajaran bahasa menjadi bagian dari pendidikan yang bertujuan untuk meningkatkan kemampuan memahami bahasa secara lisan dan tulis, seperti bahasa Inggris. Sistem pembelajaran bahasa Inggris juga sangat luas dan tersebar hingga ke penggunaan internet. Salinas (2007: 2) menyatakan bahwa kontribusi teknologi baru akan mengasah kemampuan pemelajar menyerap suatu bahasa seperti penggunaan memori dalam penerjemahan, *database*, dan internet sebagai sumber informasi. Teknologi juga berperan menjadi media pedagogis untuk kepentingan memperoleh kemampuan otonomi pemelajar dan penilaian atau belajar bekerja sama secara kolaboratif. Pernyataan tersebut menyiratkan bahwa peran teknologi menjadi sangat kuat di era kompetisi dewasa ini untuk mengembangkan ilmu yang dimiliki seseorang dan meningkatkan kemampuan bahasa maupun terjemahannya.

WebCorp merupakan media digunakan oleh *Research and Development Unit for English Studies* (RDUES) di sekolah bahasa Inggris, Birmingham City University. Penggunaan media WebCorp berperan memberi nuansa baru dalam pembelajaran bahasa. Media ini tersedia secara bebas melalui daring *google* sehingga memudahkan untuk mempelajari dan menggunakan sistem tersebut oleh semua kalangan. Permasalahan bahasa yang dianalisis dalam penelitian ini menarik untuk diteliti lebih jauh, khususnya kemampuan mahasiswa mempelajari bahasa Inggris di Fakultas Teknologi Pertanian, Universitas Udayana dan kemampuan memahami dan menerjemahkan kata atau frasa dari bahasa Inggris ke dalam bahasa Indonesia. Adapun permasalahan yang dibahas dalam penelitian, yaitu (i) pemahaman untuk penggunaan media pembelajaran bahasa dengan aplikasi WebCorp dalam pembelajaran bahasa Inggris dan terjemahannya dalam bahasa Indonesia di Fakultas Teknologi Pertanian; (ii) mengukur kemampuan penelusuran dengan media WebCorp; (iii) Strategi yang bisa dimanfaatkan dari media WebCorp.

2. Metode

Data yang dikumpulkan berupa kata atau frasa yang berkaitan dengan teks di bidang teknologi pertanian menggunakan WebCorp dapat dilacak melalui laman *google* <http://www.webcorp.org.uk/live/> sebagai objek penelitian termasuk hasil terjemahannya dengan metode campuran (kuantitatif dan kualitatif). Objek yang diteliti berasal dari aktivitas atau tugas mahasiswa di Fakultas Teknologi Pertanian, Universitas Udayana yang belajar bahasa Inggris. Pengumpulan data berdasarkan hasil penelusuran kata atau frasa terkait dengan teknologi pertanian. Kumpulan data berupa sampling atau perwakilannya karena dikerjakan mahasiswa secara berkelompok dengan perhitungan kuantitas dalam tabel dan persentase hasilnya.

3. Hasil dan Pembahasan

Istilah-istilah yang ditelusuri dengan media WebCorp seperti: *fermentation* (fermentasi), *drying* (pengeringan), *farmer* (petani), *flour* (tepung), *harvest* (panen), *rice* (beras), *milling* (pengolahan), *horticulture* (hortikultura), *cultivation* (budidaya), *tractor* (traktor), *agriculture* (pertanian), *packaging* (kemasan), *processing technology* (teknologi pengolahan), *food product* (produk pangan), *food security* (ketahanan pangan), *local food* (pangan lokal), dan *food* (pangan). Keseluruhan istilah ini merupakan istilah-istilah yang berkaitan dengan hal yang dipelajari di teknologi pertanian. Istilah ditelusuri dalam bahasa Inggris dan bahasa Indonesia untuk pembelajaran mata kuliah Bahasa Inggris dan dipahami dengan baik terhadap istilah sebagai BSu dan terjemahannya ke dalam bahasa Indonesia sebagai BSa. Jumlah konkordansi terbesar ditemukan pada istilah bahasa Inggris yaitu *rice* berjumlah 3247 sedangkan terendah adalah *processing technology* berjumlah 205. Jumlah *web pages* tertinggi pada BSu adalah *drying* berjumlah 49 sedangkan terendah adalah *tractor*. Secara keseluruhan, istilah ditemukan terkait dengan teknologi pertanian hanya saja memiliki perbedaan jumlah. Jumlah tertinggi adalah istilah *fermentation* berjumlah 26 dengan 60% di teks sedangkan terendah adalah *food* berjumlah 6 dengan 14% di dalam teks. Selain itu, pada terjemahan ke dalam bahasa Indonesia dari istilah-istilah tersebut ditemukan jumlah konkordansi terbesar ada pada istilah **tepung** yaitu 2206 sedangkan terendah adalah istilah **teknologi pengolahan** berjumlah 203. Kemudian keterkaitan istilah BSa dengan teks tertinggi ditemukan pada istilah **pangan lokal** yaitu 84% sedangkan terendah pada istilah **pangan** berjumlah 14%. Penelusuran istilah pada tabel di atas menunjukkan bahwa kesepuluh kelompok yang ada mampu menggunakan media WebCorp dengan hasil 100%.

Penilaian untuk hasil penelusuran istilah dalam bahasa Inggris dan bahasa Indonesia dikategorikan 4 (sangat baik) karena semua kelompok bisa memanfaatkan media itu dengan sangat baik. Kisaran penilaian hasil penelusuran menunjukkan bahwa mereka mempunyai tanggapan yang sangat baik, nilai 85 hingga 100. Namun dari hasil terjemahannya ada kekurangan istilah yang diterjemahkan ada 1 kelompok dari 10 kelompok tetapi rata-rata penilaian sama dengan persentase 50% di angka 3 berarti penilaian baik dan 4 (sangat baik).

Pembelajaran bahasa Inggris menganalisis model perencanaan penggunaan media ASSURE (*Analyze learner characteristics, State objective, Select or modify media, Utilize, Require learner response, and Evaluate*) diungkapkan Arsyad (2010: 68 di dalam Heinich dkk., 1982) sebagai strategi pembelajaran. Hasilnya menunjukan karakteristik mahasiswa cukup baik dalam menggunakan media teknologi, tujuan pembelajaran tercapai menyesuaikan dengan kondisi, ada modifikasi media, penggunaan materi dan media, tanggapan pemelajar, dan evaluasi penggunaan media dalam proses pembelajaran. Keseluruhan strategi saling mendukung dengan baik untuk pembelajaran Bahasa Inggris.

4. Simpulan

Pemahaman mahasiswa di Fakultas Teknologi sangat baik untuk penggunaan media pembelajaran bahasa dengan WebCorp dalam pembelajaran bahasa Inggris dan terjemahannya dalam bahasa Indonesia. Kecepatan mahasiswa memahami istilah-istilah yang ada diberikan menunjukan bahwa mereka sudah biasa menggunakan media teknologi sesuai perkembangan jaman. Mereka menemukan istilah pada perangkat lainnya yang digunakan dalam keseharian, seperti *search*, *language*, *reset* sedangkan *Bing* (jenis penelusuran dalam kapasitas besar), *concordances* (konkordansi), *search engine*, *span* (kekerapan) sebagai wawasan baru untuk istilah lainnya.

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The Insertion of Digital Citizenship in Online Learning

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Abstract – The urgency of teaching online pushed teachers and students to deal with digital devices and internet. Meanwhile, only some teachers aware of digital citizenship aspects and insert it in their teaching and learning process. This descriptive qualitative research aimed at describing the insertion of digital citizenship in online learning. There are ten English teachers from some schools in Bali who participated in this research. The data were gathered by using open questionnaire, interview, and focus group discussion. The list of questionnaire questions, list of interview questions and list of questions for focus group discussion were used as instruments of this research. The data gathered showed that only 50% of the subjects knew digital citizenship but all of them taught and practiced digital citizenship in their online classes directly or indirectly. They mostly practiced it by informing names, kinds and functions of digital devices, giving instructions on how to use the digital devices while modelling the habit of good digital citizens, and inserting some rules of using digital devices.

Keywords: *digital citizenship, online learning*

1. Introduction

In this digital era, people face the disruptive development of technology. Internet becomes a phenomenon. People are driven by the rapid development of technology and information. Saputra and Siddiq (2020) stated that internet brings new paradigm to human life. It means that internet changes how people think, act, and react toward something. This condition does not run together with the ability of people in using the internet and digital devices or applications wisely. That ability is called digital citizenship. Digital citizenship can be defined as a norm of appropriate behaviour and responsibly when using the technology; or it can be said as a concept that can help people to decide right or wrong practice of technology use (Subiyantoro, et al, 2013:53). Ribble & Bailey (2007) state there are nine values of digital citizenship that can be taught in school, such as digital literacy, digital communication, digital access, digital commerce, digital law, digital right & responsibility, digital health and wellness, digital security and digital etiquette. Ideally, digital citizenship is a basic need of people who want to live in digital era. In education sector, digital citizenship becomes a new term to be studied.

In Indonesia, pandemic made the government issued a policy about study from home (*Belajar Dari Rumah*), or distance learning by using online media (*Kemendikbud*, 2020). Later on in this writing, the researcher calls it as online learning. By this policy, teachers and students were pushed into online learning. Teachers searched the best way for online learning and mostly used internet in this kind of learning. It was observed that all ages teachers and students learned to use digital devices that connected to internet in teaching and learning process. In fact, not only teachers but also students were faced with more online things lately. This should not be a new thing because people use internet in daily life, but it is not for learning at school but for entertainment.

In pre research, it showed that all of the subjects' understudy used internet and social media every day. They mostly use it for entertainment. In online learning, they also used variation of online teaching media and platform. Further, when they asked about their understanding of digital citizenship, they mostly did not know digital citizenship. However, to avoid misunderstanding, the researcher gave prior knowledge about the concept of digital citizenship to the teachers. Finally, they said that they taught digital citizenship aspect to their students.

There are some researches in this area; the researcher picks three of them. First research conducted by Saputra and Siddiq (2020) which focused on social media and digital citizenship. They concluded that digital literacy as a part of digital citizenship is important to be master to deal with digital disruption and 21st century citizen. While, Al-Abdullatif & Gameil (2020) conducted research in investigating students digital citizenship knowledge and practice in higher education. They found that digital citizenship practice mostly happened in ICT education. The third research is written by Pedersen, Norgaard, & Koppe (2018) in which considering concept of hybrid learning and digital citizenship. They restate that hybrid learning can serve concept and practice of digital citizenship.

Based on that pre research data, the researcher was motivated to know how the subjects understudy teach digital citizenship aspect in their online learning. This research is expected to be a reference for other teachers to include digital citizenship practice in their online classes.

2. Method

Research method is really important to guide the researcher in her research. It is to give form of the research. The details of this research method describe in detail as follows.

2.1 Research design

Descriptive qualitative research is performed in this research. This design of research is chosen because the researcher wants to describe the evidences in details with some examples.

2.2 Participants

The participants of this study were gathered by using purposive sampling. The participants or the subjects of this research are 10 English teachers from some schools in Bali. The schools where they are teaching are varied. Two subjects from government schools and eight subjects from private schools. While, three subjects used national curriculum, five subjects used national plus curriculum, and two subjects used international curriculum. This variation contributes to the richness of the data in this research.

2.3 Data Collection

In gathering the data, the researcher used three methods, giving questionnaire, interviewing and focus group discussion. To support this research and as triangulation, it used three instruments in data collection (Sugiono, 2013). The first is list of questionnaire questions. List of questionnaire questions is used in pre research to get pre condition of the subject and later on also used to gather data about teaching procedure used by the subjects. The researcher also provided list of interview questions to confirmed the result of questionnaire. After the data classified, the researcher used list of focus group discussion questions to confirm the data further.

2.4 Data Analysis

After the data have been gathered, the researcher analysed the data by using Interactive Model by Miles and Huberman (1994).

3. Results and Discussion

Based on data analysis, the researcher can describe the findings as follows. It was found that the subject inserted digital citizenship aspect in various way based on the level of the classes they were teaching and the conditions of the schools. The researcher divided the way of inserting digital citizenship aspect in online teaching in three levels of school. First, the subjects who taught in preschool, they inserted digital citizenship aspect through the theme of communication. They taught about names, kinds and functions of digital devices. It means that in this level, the students learned digital citizenship in really basic level. The subject mostly use picture as a media in this level. The chosen of activity in this level also really simple, like colouring, matching pictures, guessing, etc.

Second, the subjects who teach in primary school, mostly teach about procedure of using the device. For example, how to use Learning Media System in their school, how to submit task in that LMS, and other procedures related with their online learning. For subject who teach in national plus and international school, they also inserted some understanding about digital security. In practice, the students were asked to be careful in posting anything in their social medias. They also asked to keep their device or account password safely. Further, the subjects also reminding them about the ideal screen time for their age. The method used to insert digital citizenship to primary level is cased based. For example, the subjects gave a sample case about the negative effect of using social media, after that the students were asked to discuss and propose alternative solutions for the case.

Third, in secondary school, the subjects just strengthen the students understanding on how to use the digital devices. The approach used in inserting this point is by direct instruction to the students who need help. In this level, the students were able to use digital devices autonomously, so that the subject who teach in this level was not that emphasizing the digital citizenship in procedural way.

The needs of fulfilling the needs of 21st century citizens bring the concept of digital citizenship. There is a new concept of citizen that later because of the rapid changes of technology called digital citizen. People should understand and practice the value of digital citizenship to collaborate in this community. Saputra and Siddiq (2020) supported that people should have digital literacy skills to save them in this disruption era; it will lead them to have good critical thinking and be culturally responsible citizen. Nehe (2021) said that digital citizenship should always be taught to avoid or at least minimize the negative impacts of digitalization. It was because the ability of using the digital products in the right and wise way is the basic knowledge that should be acquire by digital citizen.

However, although the participants have already used social media in their daily life, it does not mean that their understanding toward digital citizenship is good. It is supported by Al-Abdullatif & Gameil (2020) that the use of internet does not affect the level of digital citizenship knowledge and practices. By reflecting on the findings that all of the subjects inserting digital citizenship practice but only 50% of them knew about it, it shows that the subjects did not have a good understanding toward the aspect of digital citizenship.

Participants in this study have already inserted digital citizenship consciously and unconsciously. According to Pedersen, Norgaard, & Koppe (2018), the concept of digital citizenship is better put into practices, not by teaching the theory of it. In their study, they blended their process of hybrid learning with digital citizenship concept, so that the

students learn digital citizenship unconsciously. Moreover, this research participants' condition drove the subjects to the unplanned insertion of digital citizenship. When, the activities did not plan, it means that the effectiveness and the successfulness of the activities could not be assessed.

4. Conclusion

Based on the findings and discussion above, it can be concluded that the insertion of digital citizenship aspect in online learning was done in different ways based on the level of the students. The data gathered showed that only 50% of the subjects knew digital citizenship but all of them taught and practiced digital citizenship in their online classes directly or indirectly. They mostly practiced it by informing names, kinds and functions of digital devices, giving instructions on how to use the digital devices while modelling the habit of good digital citizens, and inserting some rules of using digital devices. Most of subjects did not recognize themselves inserting the value of digital citizenship. They mostly did it because of students' needs of digital practices because they gathered in online learning.

After discussing the importance and the needs of the students in online learning and living, the researcher suggests the government to insert digital citizenship values in the curriculum in every level of schools. The researcher also suggests the schools to have professional development program for the teachers, specifically to inform and train the teacher about digital citizenship concept and the ways of teaching it. Before that, the schools should discuss the plan of adding this value to the curriculum by inviting parents and stakeholders. For the teachers, it is suggested to enrich their knowledge about digital citizenship, and keep on inserting the values although it has not yet inserted to the school curriculum. Finally, for the other researchers, it is suggested to do research with more subjects of study with deepen analysis.

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Teaching TOEIC Online in State Polytechnic of Medan

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Abstract – Test of English for International Communication (TOEIC) is an eligible tool to measure students' communication skills in vocational education. Politeknik Negeri Medan therefore uses this proficiency test to certify students' English communication competence. During English classes, it is believed that teaching English language skills to students will be the same as preparing students to take TOEIC. During pandemic, English class is conducted online using SIPADI, a LMS managed by Politeknik Negeri Medan. This paper aims at investigating the practices of teaching TOEIC online in Politeknik Negeri Medan. It applied mixed methods. The objects of this research are students of four classes in Computer and Informatics Engineering, State Polytechnic of Medan. The finding of this research is that teaching TOEIC online does not significantly improve students' communication skills but still the score was slightly increasing. Then, some practices of teaching TOEIC online needs some improvement and better support system to have a better result. This result is expected can help teachers and lecturers in vocational education to consider better way to teach TOEIC as well as preparing students for TOEIC test.

Keywords: TOEIC, vocational, communication skills

1. Introduction

As part of teaching processes, assessment becomes an important factor in achieving English learning objectives. From all kinds of assessment, standardized test is one of the most reliable assessments in measuring students' competence and the teaching and learning success. One of standardized tests used to measure the communication skills is TOEIC (Test of English for International Communication).

Brown (2003) defines that test is a set of techniques to measure someone's ability, knowledge or performance in a certain domain. Meanwhile, assessment is a process of measuring someone's achievement in learning process. Therefore, test is part of assessment and assessment is part of teaching process. Not only for measurement, assessment in teaching and learning is actually also for learning's improvement. Stiggins (2002) mentioned that assessment in learning would boost students' confidence and motivation in learning.

TOEIC is a standardized test of English proficiency to measure a test taker's ability to communicate in English in the global workplace (ETS: 2017). The forms of TOEIC exam are TOEIC Listening and Reading, TOEIC Speaking and Writing and TOEIC Bridge. This kind of test has been used for more than 35 years. However, Im and Cheng (2019) argue that TOEIC needs to expand the constructs for fitting the current real world of global workplace that might be changed from time to time.

Vocational education and training is an applied-science program in Indonesian high education to prepare students to be a skilful worker. In UU No. 12 year 2012, paragraph 2, Section 21, diploma program is determined to prepare students become skilful practitioners to work in their areas of expertise.

Teaching English in vocational education is different from university because it concerns with preparing students to be skilful workers. English subject is focused to get students to be able to communicate in English. Therefore, the common English proficiency test used to certify the graduates is TOEIC.

In State Polytechnic of Medan, TOEIC is usually taken by the students twice during the study namely TOEIC Mapping and TOEIC Exit. TOEIC Mapping is taken by new students in their first semester. The result will map students' English competence level and let the English lecturers know and prepare the most suitable materials and method for the class. Meanwhile, TOEIC Exit is taken as one of graduation terms. The certificate can be used for applying jobs after they graduate. Both TOEIC Mapping and TOEIC Exit use form of TOEIC Listening and Reading.

Teaching TOEIC in Politeknik Negeri Medan is basically introduction on how to carry on TOEIC. It is believed that teaching English language skills (Listening, Speaking, Reading and Writing) in the classroom actually prepares the

students in taking TOEIC because competences tested in TOEIC actually are those taught in the classroom. In addition, the test taking strategies might also be given to students to help them to be self-confident and motivated.

With online learning, internet is believed to have great potentials in teaching English (Cahyono and Widiati, 2011). Online instruction is defined as teaching and learning process using devices and internet access in synchronous and asynchronous environment. (Singh and Thurman: 2019).

In March 2020, teaching and learning process was conducted online due to COVID-19. The students of Politeknik Negeri Medan learned using learning platform SIPADI and other applications. SIPADI (Sistem Pembelajaran Digital) is learning platform provided and managed by Politeknik Negeri Medan to support online learning, especially during the pandemic. Dhawan (2020) argue that online teaching during COVID-19 crisis is not an option anymore; it is a necessity.

Politeknik Negeri Medan has administered the online learning for almost two years now. It was uneasy but really pushes lecturers, students and administrators to learn and develop new adaptive competences to cope with it. This paper was aimed at sharing how teaching TOEIC was administered online during the pandemic in Politeknik Negeri Medan. From this writing, it is also expected that some lessons would be learned, especially for English language lecturers in vocational education.

2. Method

This research applied mixed methods both qualitative and quantitative studies. This research was conducted online in 2020. This involved 3 English lecturers and 105 students of Politeknik Negeri Medan. The qualitative data were collected by using google form (for students) and tele-interview (for lecturers). The quantitative data were students' score of before and after online TOEIC class in SIPADI.

The TOEIC class was conducted in four weeks. The first meeting was used to have TOEIC orientation using Google Meet. The second and third meeting was used to guided-simulation. In addition, the last meeting was used as independent simulation.

3. Results and Discussion

Teaching TOEIC in Politeknik Negeri Medan is conducted differently from one department to another. Some set it as a subject and some others make it as part of materials in English class curriculum. However, the learning objectives in both classes are same that is "to prepare students to be able to communicate in English fluently and correctly".

When pandemic of COVID-19 crisis came in March 2020, most of lecturers and students in Politeknik Negeri Medan were not ready to change drastically. Luckily, the Directors, the vices of director, and team were quickly responsive and adaptive. They took some weeks of hiatus to get the online learning system work well. Activating the Learning Management System SIPADI (Sistem Pembelajaran Digital) brought good effects in online teaching and learning process. Using this Moodle means that lecturers had to learn many new things in e-learning. Using all the useful applications and websites like Zoom, Google Meet, Kahoot, You Tube Channel, OBS Studio and so on is new things for most of them.

So, teaching TOEIC online in Politeknik Negeri Medan consisted of a short introduction in the beginning of lesson and some simulations in taking the test afterward. The lecturers must prepare the materials and questions for quiz more than usual. They needed extra time and energy for preparing, teaching and assessing the class. Although some various online learning activities were also applied like teaching using You Tube and Kahoot., preparing the 200 questions for every simulation was quite hard.

The students argue that it was difficult for them to do the simulation because they need real guidance in taking TOEIC. They were happy that the materials are complete and can be learned anytime and anywhere. However, they often feel unmotivated and lazy, especially because there were too many questions in the simulation.

In teaching TOEIC, pre-test and post-test were given to see the progress and students' competence improvement. As the highest TOEIC Listening and Reading score is 990, TOEIC scored displayed in Table 1 was converted to 100 points as the maximum.

Table 1 The improvement of Students' TOEIC class average scores

No.	Class	Pre-test	Post-Test	Difference	Conclusion
1	A	53.75	60.84	7.09	slightly improved
2	B	62.33	73.80	11.47	slightly improved
3	C	62.62	70.68	8.06	slightly improved
4	D	63.67	65.67	2	Very slightly improved

From the table, it can be seen that teaching TOEIC online did not significantly improve students' achievement. The average scores of four classes showed slight improvement from 11 points to 2 points. Although they are not significant, they might have been better if lecturers have better prepared materials and test and students have learned the materials and skill more frequently and better motivated.

From this, it can be learned that class preparation is very crucial in teaching TOEIC online. Finding the materials, developing a test, uploading two hundred questions for simulation are hard for the lecturers. But, once it is done well, the students will learn them well and have improved TOEIC scores.

4. Conclusion

Teaching TOEIC was conducted online in Politeknik Negeri Medan during COVID-19 outbreak. Using SIPADI, both lecturers and students tried hard to achieve learning objectives in English class. However, this teaching also needs extra energy and time to prepare the materials and questions for simulation. Moreover, students' also have to learn materials and do the simulation as many time as possible. Although the last scores showed insignificant improvement, it is expected to be better by providing students' assistance and better preparation.

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The Lexical and Contextual Meaning Olivia Rodrigo's Top Ten Billboard Songs 2021

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Abstract – This study aims to uncover the lexical and contextual meaning of the song titles repeated several times when sung in the chorus. Besides, these titles also have catchy vibes and easily gaining attention from the listeners due to using daily spoken words. The two songs popularized by Olivia Rodrigo titled 'Déjà vu' and 'Good for you' are used as the source of the data. The data is mostly the titles of the songs and the whole lyrics to uncover the main theme to understanding the song message deeper. The theme acts as the soul of the song crucially required to understand both the meaning lexical and contextual. The data of this research is collected through qualitative method by web browsing on Billboard official pages, browsing the songs, listen to it both online and offline and analyzing the already downloaded lyrics of these two songs. Once the data had been compiled, using the theory of Semantics from Charles W. Kreidler in his book *Introducing English Semantics* combined with other theories focusing on Lexical and Contextual meaning e.g. *Linguistic Semantic* by John Lyons, Geoffrey Leech and other related theories, it is discovered that the contextual meaning of the title in relation to the whole body theme of the song effectively delivers the idea of mostly love sarcasm that has become catchy and easily digested by the listeners. This contextual meaning is totally separated from its lexical one. Discovering this will lead the listeners to understand as well as comprehend how the song writers play with the words and make it top ten billboard charts.

Keywords: meaning, lexical, contextual, theme, sarcasm

1. Introduction

Songs have been part of our lives. We consume it in every second of our breath as human beings. It is almost everywhere and we are exposed to it on daily basis. As the compilation of lyrics, music, rhymes, etc. songs have its own soul which we call theme as the heart or the centre of the song itself. As the centre, every other aspect that also builds up the songs would linger around and relate to it e.g. if theme is love sacrifices, the single word 'drought' will mean differently after being related to the theme itself detached from its lexical meaning according to the dictionary but more expressing the contextual meaning related to the theme itself. This study on songs is required to further understand how the song writers create their masterpieces utilizing the means of linguistics and literature. It is no longer the era of merely receiving, furthermore, we need to deeply know and understand what we take in our everyday life and the songs included. In addition, this study is also expected to be further reviewed for other studies in the future to give more insights on literature and linguistics analysis.

To deeply understand both lexical and contextual meanings of the songs, this study is conducted upon some research questions namely uncovering the context emerged from the usage of the theme itself through the question of "what context does emerge from the use of the song theme itself?" and what do the words in the lyrics mean contextually rather than literally?

Once the data had been compiled, some theories would be used for further analysis e.g. the theory of Semantics from Charles W. Kreidler in his book *Introducing English Semantics*, also combined with other theories focusing on Lexical and Contextual meaning e.g. *Linguistic Semantic* by John Lyons, Geoffrey Leech and other related theories. Apart from the use of theories, some other researches have also been reviewed for better flow of the analysis. First review is from Fitriani Ponna et.al. Pakuan University 'Lexical and Contextual Meanings Contained in Religious Song Lyrics at Quiver Center Academy (QCA)' focusing on nouns in the song lyrics that has more lexical and contextual meaning in the songs meanwhile the study focuses not only on one lexical category but any lexical categories affected by the theme of the song itself. The second study to review is from Rahma Yulia Syahfitri Universitas Negeri Medan 'Lexical and Contextual Meanings in The Indonesian Song Terserah by Willy Winarko' focusing on merely lexical and contextual

meanings without the understanding of theme as the center of the meanings as well. Meanwhile, the study also focuses on the theme as the heart of the song to which every contextual meaning lingers or attached to.

2. Method

The study aims at deeply studying the use of theme to affect the contextual meaning of the songs popularized by Olivia Rodrigo that has been on Billboard charts and known by people globally. The data was obtained by listening and reading the lyrics of these two songs, then 'note taking' applied to record words used in the lyrics to further defining theme and context built within the songs.

Once the theme and context have been discovered then the process of listening and reading again to be conducted to conclude the contextual meaning of the words used in the song, detached from its lexical meaning when refer to the dictionary definition.

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 context emerged from the use of the theme and what contextual meaning can be found in the songs related to the context and the use of the theme itself.

2.2 Participants

Due to being the descriptive qualitative research, there are no 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

Since this study is library research, the data was collected from reading and understanding the information carefully. The information of this study is obtained from the lyrics of the songs. Therefore, the data was collected from reading the lyrics, listening to the songs while reading the lyrics and watching the video clip as well to further being exposed to the emotion of the songs. After reading, singing and watching the video clip as well, then the notes were made to pick some words that have tremendously contributed to the emergence of the context and theme and what context and theme emerged within the songs before further understanding what do most of the words mean contextually in these two 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. It required reading in huge amount of time as well as reading other transcripts and theories looking for similarities and differences.

Words that have been the main data of the study by means of semantics and other theories were analyzed to firstly uncover the context and theme of the songs and secondly how these theme and context further determine the contextual meaning of other words used in the lyrics.

3. Results and Discussion

3.1 Words and verses in Dejavu song

This song contains several verses in which some words show part of the whole theme of the song. Below is the first verse of the song.

Car rides to Malibu

Strawberry ice cream, one spoon for two

And tradin' jackets

Laughin' 'bout how small it looks on you

(Ha-ha-ha-ha, ha-ha-ha-ha-ha, ha-ha-ha-ha)

Watching reruns of Glee

Bein' annoying, singin' in harmony

I bet she's braggin'

To all her friends, sayin' you're so unique, hmm

Some words in that first verse show '**a date**' happiness, passion and desire for love, but the end of the verse the personal pronoun 'she' has given something different that the date is not between the singer and the man. However, it may be between someone else and the man. Then, it continues to the second verse of the song.

So when you gonna tell her that we did that, too?

She thinks it's special, but it's all reused

That was our place, I found it first

I made the jokes you tell to her when she's with you

The second verse really shows us that the man was with the singer previously before with this woman. The interrogative sentence in the first part of the second verse expresses the hatred of the singer to the man knowing that the man is

performing a sweet lie to this new woman reusing something that they have done previously taking the new woman into the same trap. In the second verse, the feeling is more about **disappointment to the man yet with a slight of pity** to the man knowing that he has done something the same with what they did when they (the singer and the man) together.

*Do you get déjà vu when she's with you?
Do you get déjà vu? Ah, hmm
Do you get déjà vu, huh?*

The third verse of the song is dominated with interrogative questions and the word 'déjà vu' that slightly gives us the idea of **expectation**. It sounds more like "Don't you remember me when you are with her?" However, this expectation is also **mixed with disappointment and hatred** saying even all he does is repeating what he did with the singer, he might or might not remember the singer.

*Do you call her, almost say my name?
'Cause let's be honest, we kinda do sound the same
Another actress
I hate to think that I was just your type
And I bet that she knows Billy Joel
'Cause you played her "Uptown Girl"
You're singin' it together
Now I bet you even tell her how you love her
In between the chorus and the verse (I love you)*

The whole part of the fourth verse expresses another emotion in her hatred to her ex that is the **jealousy** because she did it first with man before this new woman and the intensity of the jealousy is much stronger in this verse compared to previous several others.

*So when you gonna tell her that we did that, too?
She thinks it's special, but it's all reused
That was the show we talked about
Played you the song she's singing now when she's with you*

The fifth verse totally expresses how **unacceptable** it is for the singer and the singer knows that the man will not ever tell this to his new woman and this even drives the singer **madder**.

*Do you get déjà vu when she's with you?
Do you get déjà vu? (Oh-oh)
Do you get déjà vu?*

The sixth verse is merely the repetition of the third verse with the **expectation**, before continuing to the seventh verse below;

*Strawberry ice cream in Malibu
Don't act like we didn't do that shit, too
You're tradin' jackets like we used to do
(Yeah, everything is all reused)
Play her piano, but she doesn't know
That I was the one who taught you Billy Joel
A different girl now, but there's nothing new*

There is this **sadness** and **disappointment** in this seventh verse to the man who was the singer's man.

*I know you get déjà vu
I know you get déjà vu
I know you get déjà vu*

In the last verse, there is still slight **expectation** of the man when repeating all those activities with new woman, he still remembers the singer but we never know. He might or might not remember.

3.2 Emotions and Feelings in Déjà vu song

Table 3.1 Emotions and Feelings in the song	
Verses	Feelings and Emotion
1	Happiness, passion and desire for love
2	Disappointment & Pity
3	Hatred but mixed with disappointment and slight expectation
4	Hatred and Jealousy
5	Hatred with the thought of unacceptability
6	Expectation
7	Sorrow and disappointment
8	Expectation

3.3 Theme of Déjà vu Song

After listening to the song, reading the lyric, and watching the video clip as well. This song theme lingers amongst the hatred caused by love disappointment with all mixed emotions that normally people experience after break up with some love remains inside.

3.4 The context of Déjà vu song

All the words and the emotions contained in the song lead us to conclude the context as the unfinished break up from the woman or the singer's end. It is giving her all the hatred mixed with other emotions meanwhile the man has moved on even dating new woman and probably does not remember the singer at all when he is dating the new girl, even he is repeating what he did together with the singer in the past.

3.5 Words and Verses in 'Good for You' song

The second song 'Good for You' first verse;

*Well good for you, I guess you moved on really easily
 You found a new girl and it only took a couple weeks
 Remember when you said that you wanted to give me the world*

The first verse of the song shows how easy the man has moved on and leaving the singer with **disappointment** to know this fact.

*And good for you, I guess that you've been working on yourself
 I guess that therapist I found for you, she really helped
 Now you can be a better man for your brand new girl*

The second verse also expresses more **regret and disappointment**. It seems that the singer has regretted to introduce someone to her ex-boyfriend who finally fell in love with that someone new.

*Well good for you
 You look happy and healthy, not me
 If you ever cared to ask
 Good for you
 You're doing great out there without me, baby
 God, I wish that I could do that*

The third verse still expresses so much **disappointment** even to herself for being unable to forget her ex and move on. She wishes she could do that.

*I've lost my mind
 I've spent the night
 Crying on the floor of my bathroom
 But you're so unaffected, I really don't get it
 But I guess good for you*

The fourth verse still shows how **disappointed** the singer to know the man has easily forgotten her and walked away from her as if nothing has ever happened between them.

*Well good for you, I guess you're getting everything you want
You bought a new car and your career's really taking off
It's like we never even happened, baby
What the fuck is up with that?*

In the fifth verse, the singer still **cannot accept** the fact and feeling totally **disappointed** with the man.

*And good for you, it's like you never even met me
Remember when you swore to God I was the only
Person who ever got you
Well, screw that and screw you
You will never have to hurt the way you know that I do*

The sixth verse is more about the **climax of her disappointment** exploding to be the huge **anger** she expresses in this verse.

*Well good for you
You look happy and healthy, not me
If you ever cared to ask
Good for you
You're doing great out there without me, baby
God, I wish that I could do that*

*I've lost my mind
I've spent the night
Crying on the floor of my bathroom
But you're so unaffected, I really don't get it
But I guess good for you*

The seventh and the eighth verses are the repetition of the previous verses, **repeating her disappointment and hatred** towards the man.

*Maybe I'm too emotional
But your apathy's like a wound in salt
Maybe I'm too emotional
Or maybe you never cared at all
Maybe I'm too emotional
Your apathy's like a wound in salt
Maybe I'm too emotional, Or maybe you never cared at all*

The ninth verse displays her being weaker, kind of stating her mistakes for being emotional but also **still being disappointed and complained** the man for his action and attitude in the past.

*Well good for you
You look happy and healthy, not me
If you ever cared to ask
Good for you
You're doing great out there without me, baby
Like a damn sociopath*

The tenth verse is actually repetition of the previous verse only the feeling of **disappointment** here is much more exposed by stating the man as sociopath or someone who has antisocial personality disorder (ASPD), can't understand others' feelings, often break rules or make impulsive decisions without feeling guilty for the harm he caused.

*I've lost my mind
I've spent the night
Crying on the floor of my bathroom*

But you're so unaffected, I really don't get it

But I guess good for you

The eleventh verse also is repeating the feeling of **sad, disappointment, unacceptability** towards the situation of the man or her ex-boyfriend moved on so easily and this finally concluded and mentioned by the end of the verse or in the last verse below.

Well good for you, I guess you moved on really easily

The last verse is acting as the **conclusion of all verses** previously telling how **disappointed** she is to know that her ex has moved on so easily meanwhile she still cannot move on that easily from this man who she used to love so dearly in the past.

3.6 Emotions and Feelings in the song 'Good for You'

Table 3.2 Emotions and Feelings in the song

Verses	Feelings and Emotion
1	Disappointment
2	Regret and disappointment
3	Disappointment
4	Disappointment
5	Disappointment and feeling of unacceptability
6	Climax of her disappointment, anger
7	Disappointment and hatred
8	Idem
9	Disappointment and Complaint
10	Disappointment
11	Sad, Disappointment and Unacceptability
12	Disappointment still

3.7 Theme of Good for You song

The theme that we can conclude after reading all the words and sentences in the lyric is the deep feeling of disappointment knowing how easy it is for the ex to move on and forget her entirely meanwhile it is hard for her to do the same thing and this disappointment leads also to hatred, anger and feeling of unacceptability towards this unfair situation.

3.8 The Context for Good for You song

All the disappointment, anger and hatred of hers have built the context of sarcasm within the title itself stating 'Good for you'. The sentence is not sincerely to congratulate the man but more to mock and convey the disappointment to the man who has according to her treated her unfairly.

In the Findings all have been written, the aspects from words, sentences that have caused the emotion bursts from the songs to also have built up the framework of theme and context in which the two titles rather have their contextual meanings instead of the lexical meanings.

3.9 Theory of Context in Pragmatics

Leech (1983: 6) stated that pragmatics is the study of meaning in relation to speech situation. Aspects of speech situation further provide a criterion to refer in determining whether we deal with pragmatic or semantic phenomenon (Leech, 1983:13-4). The occurrence one or more of the aspects then indicates pragmatic one since, as previously mentioned, pragmatics studies meaning in relation to speech situation and one of the aspects is the context.

Context, according to Leech, involves 'relevant' aspects of the physical and social setting of an utterance, still, he emphasizes on context as any background knowledge assumed to be shared by Speaker and Hearer and which contributes to Hearer's interpretation of what Speaker mean by a give utterance. In addition, context and text are interdependent as Halliday (1989) defines context as what is 'with the text', and it goes beyond what is said and written; it includes other non-verbal-goings on the total environment in which a text unfolds. Halliday (1985: 46) also divides context into context of situation (situational context) and Context of culture (Cultural context). The former is the immediate environment in which a text actually functions. Situational context explains why certain things have been said or written on particular occasion and what else not. Furthermore, situational context includes the total non-linguistics background to a text or utterance, including the immediate situation in which it is used, and the awareness by speaker and hearer of what has been said earlier and of any relevant external beliefs or presuppositions.

3.10 Context of the Song 'Déjà vu'

Table 4.1 some words and emotions emerged in the song

Verses	Emotions	Words in Lyric
1	Happiness, passion and desire for love	<i>Car rides to Malibu Strawberry ice cream, one spoon for two And tradin' jackets Laughin' 'bout how small it looks on you (Ha-ha-ha-ha, ha-ha-ha-ha-ha, ha-ha-ha-ha) Watching reruns of Glee Bein' annoying, singin' in harmony I bet she's braggin' To all her friends, sayin' you're so unique, hmm</i>
2	Disappointment & Pity	<i>So when you gonna tell her that we did that, too? She thinks it's special, but it's all reused That was our place, I found it first I made the jokes you tell to her when she's with you</i>
3	Hatred but mixed with disappointment and slight expectation	<i>Do you get déjà vu when she's with you? Do you get déjà vu? Ah, hmm Do you get déjà vu, huh?</i>
4	Hatred and Jealousy	<i>Do you call her, almost say my name? 'Cause let's be honest, we kinda do sound the same Another actress I hate to think that I was just your type And I bet that she knows Billy Joel 'Cause you played her "Uptown Girl" You're singin' it together Now I bet you even tell her how you love her In between the chorus and the verse (I love you)</i>
5	Hatred with the thought of unacceptability	<i>So when you gonna tell her that we did that, too? She thinks it's special, but it's all reused That was the show we talked about Played you the song she's singing now when she's with you</i>
6	Expectation	<i>Do you get déjà vu when she's with you? Do you get déjà vu? (Oh-oh) Do you get déjà vu?</i>
7	Sorrow and disappointment	<i>Strawberry ice cream in Malibu Don't act like we didn't do that shit, too You're tradin' jackets like we used to do (Yeah, everything is all reused) Play her piano, but she doesn't know That I was the one who taught you Billy Joel A different girl now, but there's nothing new</i>
8	Expectation	<i>I know you get déjà vu I know you get déjà vu I know you get déjà vu</i>

All the words and the emotions contained in the song lead us to one phrase unfinished break up disappointment and within this disappointment she feels mixed of emotions e.g. hatred, feeling of unfair, anger, unacceptability etc.

3.11 Context of the song 'Good for you'

Table 4.2 first part some words and emotions emerged in the song

Verses	Emotions	Words in Lyric
1	Disappointment	<i>Well good for you, I guess you moved on really easily You found a new girl and it only took a couple weeks Remember when you said that you wanted to give me the world</i>

2	Regret and disappointment	<i>And good for you, I guess that you've been working on yourself I guess that therapist I found for you, she really helped Now you can be a better man for your brand new girl</i>
3	Disappointment	<i>Well good for you You look happy and healthy, not me If you ever cared to ask Good for you You're doing great out there without me, baby God, I wish that I could do that</i>
4	Disappointment	<i>I've lost my mind I've spent the night Crying on the floor of my bathroom But you're so unaffected, I really don't get it But I guess good for you</i>
5	Disappointment and feeling of unacceptability	<i>Well good for you, I guess you're getting everything you want You bought a new car and your career's really taking off It's like we never even happened, baby What the fuck is up with that?</i>
6	Climax of her disappointment, anger	<i>And good for you, it's like you never even met me Remember when you swore to God I was the only Person who ever got you Well, screw that and screw you You will never have to hurt the way you know that I do</i>
7	Disappointment and hatred	<i>Well good for you You look happy and healthy, not me If you ever cared to ask Good for you You're doing great out there without me, baby God, I wish that I could do that</i>

Table 4.3 second part some words and emotions emerged in the song

Verses	Emotions	Words in Lyric
1	Disappointment and hatred	<i>I've lost my mind I've spent the night Crying on the floor of my bathroom But you're so unaffected, I really don't get it But I guess good for you</i>
2	Disappointment and Complaint	<i>Maybe I'm too emotional But your apathy's like a wound in salt Maybe I'm too emotional Or maybe you never cared at all Maybe I'm too emotional Your apathy's like a wound in salt Maybe I'm too emotional Or maybe you never cared at all</i>
3	Disappointment	<i>Well good for you You look happy and healthy, not me If you ever cared to ask Good for you You're doing great out there without me, baby Like a damn sociopath</i>
4	Sad, Disappointment and Unacceptability	<i>I've lost my mind I've spent the night Crying on the floor of my bathroom But you're so unaffected, I really don't get it But I guess good for you</i>
5	Disappointment still	<i>Well good for you, I guess you moved on really easily</i>

All the words and emotions stated above have created a situational context where all the disappointment, anger and hatred of hers have built the context of sarcasm within the title itself stating 'Good for you'. The sentence is not sincerely to

congratulate the man but more to mock and convey the disappointment to the man who has according to her treated her unfairly. This is the soft way or sarcasm to express disappointment and mock the man at the same time.

3.12 The Theory of Lexical and Contextual Meaning

Lexical meanings

Chaer (1990: 62), describing lexical meanings is an adjunctive form derived from the form of a *noun lexicon* (vocabulary). The unit of the lexicon is *leksem* which is a meaningful unit of language.

If we compare the lexicon with vocabulary, then we can equate *lexeme* with word. Thus lexical meaning can be interpreted a lexicon, *lexeme*, or word. A lexical word or meaning is the meaning that corresponds to its referent, meaning that is in accordance with the results of observation of the senses, or meaning that is truly real in our lives, in other words, a lexical meaning of a word is a real picture of a concept as the word symbolizes it (Chaer, 1990: 63). Lexical meanings can also be considered as the meaning contained in a dictionary (Chaer, 1990: 63).

Djajasudarma (1993: 34), expressing the lexical meaning is the meaning of the word that corresponds to what we encounter in the lexicon (dictionary). Lexical meanings can be searched in the dictionary. Chaer (2012: 289), describes lexical meaning as a meaning that is owned or existed in *lexeme* even without any context.

Contextual meaning

Contextual meaning is a linguistic meaning in context. (Longman, 1992). For example the meaning of a word is in a sentence or a sentence is in a paragraph. The sentence "*do you know the meaning of war?*" Has two different contextual meanings. The first contextual meaning in the question sentence, "*do you know the meaning of the word war is?*" The question sentence changes if expressed by a teacher to the students in the class. While the second contextual meaning is "*war produces death, injury, and suffering*", if expressed by a war-wounded soldier to politicians who support the war.

In addition, Contextual meaning (situational meaning) appears as the result between statements and context (Pateda, 2001: 116). Thus, the context has its role to give the meaning. Theory of contextual meaning is stated by J.R Firth and Malinowski. J.R Firth stated that the meaning of words cannot be separated with cultural environment and ecology of the speaker (Parera, 2004: 47). This statement was supported by Malinowski who stated that the word will not have meaning when it is separated from its context (Parera, 2004).

In understanding the actual meaning of words, the context has tremendous importance. This contextual meaning, will necessity to know the actual meaning of the word while a word has many variations of meaning. Through many multiple meanings of a word, a context has a responsibility to know the actual meaning of words (Dash, 2008: 21). Pateda classified many contexts in order to know the intended meaning of the keyword, such as people context, situational context, purposeful context, formal context, moody context, time context, place context, object context, and language context. Those contexts are used in order to know the meaning of the keyword based on what context relates to the keyword (Pateda, 2001: 116–118).

3.13 Contextual Meaning of the word *déjà vu*

Based on Oxford and Cambridge dictionaries the word *déjà vu* that is originally from French means the [strange feeling](#) that in some way you have already [experienced](#) what is [happening](#) now, or a feeling of having already experienced the present situation. This is a feeling that is accidentally occurs when you see or do things, you would feel like you have ever done this before. Lexically it has no meaning of sarcasm. However, the use of this word in the song slightly gives the meaning of sarcasm that is the result of the disappointment.

3.14 Contextual Meaning of the word *Good for you*

Based on Oxford Dictionary the phrase 'Good for you' means to express praise or approval of something said or done, or enjoyment in a person's success or good fortune, however referring to all the context heavily related to disappointment, anger and hatred contextually the phrase would mean differently as mocking sarcasm as the expression of the disappointment.

4. Conclusion

These two songs have been famous worldwide by being on Billboard charts and the songs really give us the notorious problem in love that is so called pain and the pain here is the disappointment as the result of breakup. The context and the theme from the songs as developed by the use of emotionally powerful words lead us to feel deeper the disappointment and anger from the singer and to respond to these powerful emotions, these songs have also used the two titles' meanings 'déjà vu' and 'good for you' contextually. They do bring the idea and content of the songs more alive.

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Academic Vocabulary of EFL Students' Writing: A Corpus-based Study

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Abstract - Academic writing is widely believed to have an objective, impersonal, informational view and has a variety of words. The goal is to make readers lighter and faster to understand the content of academic writing. Thus, this study aims at investigating the most frequently used academic words in an English as a Foreign Language (EFL) classroom setting. The authors analyze a corpus of 24 students' writing assignments on argumentative essays. Since this research applies a corpus-based approach, the researchers use Coxhead's (2000) Academic Word List to identify the frequency of those words that appear in students' writing. Then the data is transcribed using AntWordProfiler software and analyzed as a description statistic data. The subject of the study is the fourth semester of Diploma 3 students who were selected with the purposive sampling method. The finding indicates a low variety of academic word families used with the low frequency in this corpus. This study contributes to the search of how non-native speaker writers use academic vocabulary in their work.

Keywords: academic vocabulary, corpus-based, efl writing

1. Introduction

The study on the vocabulary used in academic writing of non-native students has been received considerable attention. As a result, vocabulary knowledge is considered as an important indicator to measure the quality of the second language in writing (Csomay & Prades, 2018; Guo et al., 2013), in reading (Moghadam et al., 2012; Qian, 1999), in listening (Stæhr, 2009; Zhang & Graham, 2020), and speaking (Alharthi, 2020; Khan et al., 2018; Lailiyah & Setiyaningsih, 2020). However, studies mentioned that no matter how useful a vocabulary is, it should not be taught out of context because vocabulary is not just the sum of individual words (Csomay & Prades, 2018; Farady Marta et al., 2019; Nation, 2001).

Generally speaking, academic vocabulary brings great obstacles to students in the teaching and learning of vocabulary. The reasons are (1) because students are not familiar with academic vocabulary since it appears less frequently than general vocabulary items (Coxhead, 2000), and (2) because the academic words are more specific and sometimes more abstract than conversational language (Sibold, 2011). However, most of the researchers agree that there is a strong association between successful students in academic language and academic achievement (e.g. Barnes et al., 2016; Csomay & Prades, 2018; Townsend et al., 2012). Thus, it is necessary to provide essential instruction for Language learners to develop their academic vocabulary. The key roles in setting this goal are by designing appropriate learning activities and selecting the proper materials.

The Academic Word List (AWL) consists of 570-word families compiled by Coxhead (2000). These words are believed to be essential to master for English learners regardless of their field of study (Csomay & Prades, 2018; Youngblood & Folse, 2017). In addition, AWL consists of various academic words that are not common but often exist in a wide range of academic text from various disciplines.

A previous study on a similar topic is found. Csomay and Prades (2018) investigated the academic vocabulary of non-native students' writing. The result indicates a significant relationship between students' scores and the academic vocabulary used in various essay types. Differently, the present study intended to investigate the academic vocabulary used by non-native speaker writers based on Coxhead's (2000) academic word list. Thus, the following research questions guide the investigation:

- 1) What is the coverage of academic words as in AWL items?
- 2) How do the learners use the academic word in their works?
- 3) What are the most frequent words out of AWL items?

2. Method

The research argues that corpus is a useful tool to clarify a collection of languages samples that are taken from a specific discourse community, thus it is necessary to provide a language sample that closely matches the language environment of the target audience (Youngblood & Folse, 2017). This study is a small corpus in analyzing the use of Academic Word List (AWL) proposed by Coxhead (2000) on EFL students' essays. Participants of this study are English as a Foreign Language (EFL) students who took Intermediate Reading class. One of the assignments in that class was in a form of composition on an argumentative essay. Students were assigned to analyze a text and to respond by developing their perspective on the issue. The purpose of this activity is to provide critical analysis so that could increase their critical thinking skills.

The researchers selected 24 students' work as a sample of the study among the 65 population. A corpus with a small size is more suitable for qualitative on the use of a certain selection of vocabulary or for preliminary study (Granger, 1998). Thus, this study analyzed the academic vocabulary as in Coxhead's (2000) AWL items qualitatively.

In analyzing the corpus, AntWordProfiler software (Anthony, 2015) was used. AntWordProfiler is a freeware, multiplatform tool for conducting corpus linguistic research on vocabulary profiling. Since this study focuses on Academic Word list (Coxhead, 2000), thus the only word-list uploaded was AWL. However, the software automatically analyzed the word that does not belong to the AWL items.

3. Results and Discussion

Academic vocabulary found on students' writing

As computed by AntWordProfiler Tools, the corpus consisted of the total of 10,343 tokens, 1,306 types, and 1,250 word-families are found in the students' work. Of the total 10,343 tokens, only 576 are academic words. In addition, there are 187 types from AWL. It means that when someone read all those students' work, he would be exposed 576 times academic words with 187 variations of academic words. The remaining type which is more than 80% of the types is another word out of AWL. Taken together, academic word counted only less than 6% of the total running words. Table 1 synthesizes the types, tokens, and groups of words showed in students' work.

Table 1 The result of AntWordProfiler Tools analysis

LEVEL	FILE	TOKEN (%)	TYPE (%)	GROUP (%)
1	Academic vocabulary	576 (5.57)	187 (14.32)	131 (10.48)
Not in the list	Non- AWL	9767 (94.43)	1119 (85.68)	1119 (89.52)
TOTAL:		10343	1306	1250

As revealed by the median, the academic word that appeared at least 2 times in the corpus is considered as the high-frequency item. Thus, these results revealed that there are 74 high-frequency words (those that are above the median), whereas the rest of the 57 academic words are low-frequency words (those that are below the median). While Table 2 presents the 16 most frequently used words, the complete list of AWL word families is presented in Appendix A.

Table 2 The 16 most frequently AWL items used

No	Group	Frequency	No	Group	Frequency
1	create	31	9	expert	14
2	access	28	10	relevant	14
3	conclude	28	11	evident	13
4	technology	22	12	intelligence	13
5	research	21	13	source	13
6	benefit	16	14	compute	12
7	contrast	15	15	evaluate	12
8	author	14	16	impact	12

A close look at students' individual work revealed that the average students' work consist of 430 tokens and the average number of academic words in each students' draft is 24. Below are the deeper analyses of the AWL in students' works. The AWL items are the underlined word.

Example 1:

In today's era, everything is instantaneous and easy to obtain. Technology is growing rapidly, even in just a few seconds we can immediately find what we are looking for, such as useful information, articles and images through Google. But unfortunately, with this search engine, our ability to think deeply about something has decreased. It also affects the way we work, whether doing school or college assignments or even office work. When we use Google, we only get answers but do not get any meaning or lessons because we are only skimming words and pictures without delving deeper first. It also means that we no longer keep facts in our brains because we turn to Google. International experts have put together a new review showing that increasing internet time limits our ability to focus on one task at a time. This is because when we use the internet via cellphones or laptops, of course there will be lots of notifications that appear which eventually make us lose focus because we are distracted. If this continues to be done it will affect our brain function and cause us to think superficially. It is true that Google has a lot of useful information and makes it easier for us. But it is very wrong to think that this makes us think better and faster, when on the contrary it makes us shallow. Although the internet can make us more creative because there are many ideas that we can develop, unfortunately there are still many of us who imitate other people's ideas or work. This can be said to be negative behaviour that is detrimental to others. So even though Google allows us to get all the information easily, it also makes us lazy to use our brains to think deeper. If you really want to be smarter, then the way is to reduce the use of Google. (Student 3)

As explained before, the assignment was asking students to analyze two different arguments and to develop an argumentative paragraph that showed their side of opinion. From the above work, there are 16 academic words of the total 316 running words. The above example shows not only a low percentage of academic words (only 5.06%) but also a less variety of words that showed his/ her perspective in analyzing the argument. Since the goal of this composition is to develop students' critical thinking skills through an argumentative essay, thus it is very important to utilize AWL relating to that.

In many cases of students' work, they use the academic word, however, they fail to utilize it appropriately in their essays. This shows that it is not enough for students to use academic vocabulary, they must also know how to utilize them properly in their essays based on the context and the purpose of writing. In comparison, Example 2 shows work with a high percentage of academic words but with inappropriate use.

Example 2:

Based on the statements that are presented are discussing about two point of views of the most favorite search engine named Google. The first statement says that the google makes us stupid because when we use our computers and our cellphones all the time, so, we're always distracted. But from the other statement says that google makes us smarter we get information for free and can make everything easier. Secondly, both premises as we known as the devil advocacy or "no" and the angel advocacy or "yes" can be classified as believable arguments. However, only "no" side argument that has a high degree of certainty and it is proven in the line "But 81 percent of experts polled by the Pew Internet Research Project say the opportunities outweigh the distractions". "Yes" argument is not fully credible to be categorized as high degree of certainty because it has a lack in serving related research. It can be said that the premises are still built from general point of view. Thirdly, both premises used in the arguments are able to support the conclusion. Then, the second argument offers a better trust to reasonable person because its whole side has a scientific background that covered their side, such as research by Pew Internet Research Project and philosopher's belief from Socrates. Last but not least, the two sides of arguments are strong, both pro and contra have a strong basis so that it can be said to be true depending on the point of view we see it. So that if we look at these two differences of opinion, we can compare and see the truth of this argument that both are true. Based on the pros and contrast of the arguments above, my argument is Google does not make us to be stupid. It proven scientifically (e.g. Pew Internet Research Project and philosopher's belief from Socrates). Google becomes a platform that is able to facilitating everyone a wide knowledge and learning resources for free. Not only that, as an evidence, an overwhelming majority of 895 experts surveyed by the Pew Research Center's Internet. Their study reveals a factual positive premise in the utilization of Google search engine. The results shows that 3 out of 4 experts said use of the internet enhances and augments human intelligence and two-thirds said use of the internet has improved reading, writing, and rendering of knowledge. Through Google, every scientist is increasingly relying their academic review on finding scholarly literature. Hence, to conclude my review, I would like to give statement that google does not make us stupid. Therefore, the use of google depends on the individual itself, so it can be positive or negative. Instead, Google is widening our knowledge and it is evidenced by previous research, philosopher belief, and annual research basis. (Student 6)

This work consists of 428 running words with 44 tokens of AWL items or 9.3%. The above example is the highest percent of academic words used among all the students' work. However, this paper only has 27 types of AWL items. For

instance, the word “research” is utilized 8 times or 18% of the total academic word used, followed by the word “expert”, “philosophy”, and “project” with 6.8% of each. Overall, this work had less variety of AWL.

As seen from the above student’s work, there are many misuses of words in the using of academic words. For example, the student writes the AWL item “advocacy”, but in this context, the word “argument” would be more appropriate. Moreover, when students use misuses word or make grammatical mistakes on their writing, it will affect the meaning of the text (Putri & Dewanti, 2014). Closer analysis, Student 6 writes an indefinite article “an” for the uncountable noun “evidence”, which is AWL items. To add more, Student 6 uses the AWL item “facilitating” instead of its base form since it is part of the to-infinitive.

Despite the misuse of words and grammatical mistakes, the second example shows that the student has successfully answered the prompt by utilized analysis words such as “evidence”, “contrast”, and “reveals”. Besides, a convincing argument also utilized transition words to build a logical analysis. In this example, the author used the academic word “conclude” to make conclusion, and the use of “hence” to establish a cause and effect.

The most frequently used word out from the AWL items

The second research purpose of this study is mainly to investigate the high-frequency word in the corpus of students’ writing assignments. The result indicates that there are 9,767 running words that are not in AWL with 1,119 groups of words. It means when the readers read students’ work, 94.43% of the works are not in the academic word list. Below are some examples of the non-AWL items found in the students’ work.

The definite article “the” is the most frequent word used that is mentioned around 558 times. Besides, the indefinite article “a” and “an” is showed up 139 times (rank 14) and 17 times (rank 100) respectively. Example:

“... the second argument has the logic and high degree of certainty...” (Student 5)

“As a human who is always curious...” (Student 10)

“... we can access a lot of information with the blink of an eye...” (Student 18)

Interestingly, Kirana et al. (2018) in their corpus study also found that the article “the” was the most frequently used word.

In the 2nd rank, the coordinating conjunction “and” is used 323 times. The other frequently used coordinating conjunctions are “for” (93 times/ rank 15), “but” (55 times/ rank 32), “so” (53 times/ rank 34), “or” (52 times/ rank 36). On the other hand, the coordinating conjunction “nor” is only found 1 time and no coordinating conjunction “yet” is found. Example:

“...the first argument is strong enough for those who do not think deeply but just a glimpse.” (Student 2)

“Even some people said that googling can distract your brain and make you not think deeply because...” (Student 4)

4. Conclusion

This corpus study investigated the academic vocabulary use in EFL students’ writing. The Academic Word List by Coxhead (2000) was adopted to calculate the use of academic vocabulary on students’ assignments. Overall, the academic vocabulary used by the students was 5.57% of the running word. Meanwhile, a closer look at students’ individual work showed that most of the students’ works were not only had a lower percentage, but also less variety of academic words. In some cases, the use of the words is also inappropriate in making sense of the argumentative essays. Needless to say, it is not enough for students to just embellish their work with academic words, but it is also necessary to know how to use them properly according to the context and purpose of their writing.

Since the limitation of this study is on its sample size, it is suggested to have similar research with the large sample size. Finally, this study only examined the academic words use compared to non-academic words in students’ assignments. Further analysis can be carried out on the deeper analysis of the context and the use of words as they relate to the overall quality of the text.

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Kalimat Tidak Efektif dalam Karya Tulis Mahasiswa Prodi Sastra Jepang, Fakultas Ilmu Budaya, Universitas Udayana

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Abstract - In writing essays, especially scientific essays, it is obligatory to arrange them with effective sentences in addition to applying other writing rules such as the use of vocabulary, grammar, and spelling. Effective sentences are sentences that have the ability to re-create ideas in the minds of listeners or readers like what was in the minds of the speaker or writer. Effective sentences prioritize effectiveness so that the clarity of the sentence can be guaranteed.

This paper analyzes the use of effective sentences in the writings of students of the Japanese Literature Study Program, Faculty of Cultural Sciences, Udayana University, especially class B students who are taking Indonesian courses in the even semester 2020/2021. The sample selection is done by random sampling. After the data has been collected, identification and classification are carried out to determine the correlation according to the purpose of the study. Furthermore, the data were analyzed by using descriptive qualitative method. Based on the results of the analysis, it can be seen that most of the students' writings have been prepared with the correct sentences. However, there are still some sentences that do not qualify as effective sentences. The sentences that are not effective are because they do not meet the following characteristics/requirements: (1) unity and equivalence; (2) cohesiveness; (3) parallelism (parallel); (4) frugality; and (5) logic.

Keywords: scientific essay, ineffective sentence

Abstrak - Dalam menulis karangan, lebih-lebih karangan ilmiah, wajib hukumnya untuk menyusunnya dengan kalimat efektif selain mengaplikasikan kaidah tata tulis lainnya seperti pemakaian kosakata, tata bahasa, dan ejaan. Kalimat efektif adalah kalimat yang memiliki kemampuan untuk menimbulkan kembali gagasan-gagasan pada pikiran pendengar atau pembaca seperti apa yang ada dalam pikiran pembicara atau penulis. Kalimat efektif lebih mengutamakan keefektifan sehingga kejelasan kalimat tersebut dapat terjamin. Dalam makalah ini dianalisis pemakaian kalimat efektif dalam karya tulis mahasiswa Program Studi Sastra Jepang Fakultas Ilmu Budaya Universitas Udayana, khususnya mahasiswa kelas B yang menempuh matakuliah Bahasa Indonesia pada semester Genap 2020/2021. Penentuan sampel dilakukan dengan *random sampling*. Setelah data terkumpul, dilakukan identifikasi dan klasifikasi untuk menentukan korelasinya sesuai dengan maksud penelitian. Selanjutnya, data dianalisis secara deskriptif kualitatif. Berdasarkan hasil analisis dapat diketahui bahwa sebagian besar karya tulis mahasiswa sudah disusun dengan kalimat yang benar. Namun demikian, masih ada ditemukan beberapa kalimat yang belum memenuhi syarat sebagai kalimat efektif. Adapun kalimat-kalimat yang tidak efektif tersebut adalah karena tidak memenuhi ciri/syarat: (1) kesatuan dan kesepadanan; (2) kepaduan; (3) kesejajaran (keparalelan); (4) kehematan; dan (5) kelogisan.

Katakunci: karangan ilmiah, kalimat tidak efektif

1. Pendahuluan

Jenis karangan dapat dibedakan atas karangan ilmiah (nonfiksi) dan karangan fiksi (nonilmiah). Kedua jenis karangan ini dibedakan oleh sistematika dan pemakaian bahasanya. Tulisan/karangan nonilmiah (fiksi) cenderung menggunakan bahasa nonbaku karena lebih mementingkan “kebebasan” dalam menuangkan ide. Sedangkan tulisan ilmiah tidak hanya mementingkan kekomunikatifan, tetapi juga kebenarannya. Tulisan jenis ini berlaku di kalangan ilmuwan yang menjunjung tinggi nilai dan kaidah yang baku dan tulisan jenis ini harus menggunakan bahasa Indonesia baku (standar) (Sukartha dkk., 2017).

Beranjak dari pernyataan di atas dapat disebutkan bahwa dalam tulisan (karangan) ilmiah tersebut wajib diterapkan kaidah penulisan yang baku, di antaranya penulisan kosakata yang baku, tata bahasa, dan tata kalimat, termasuk pembentukan kalimat efektif. Keraf (1989) menyebutkan bahwa kalimat efektif adalah kalimat yang memiliki kemampuan atau tenaga untuk menimbulkan kembali gagasan-gagasan pada pikiran pendengar atau pembaca identik dengan apa yang dipikirkan pembicara atau penulis. Sejalan dengan Keraf, Arifin dan Amran Tasai (1987) mengungkapkan bahwa kalimat efektif adalah kalimat yang memiliki kemampuan untuk menimbulkan kembali gagasan-gagasan pada pikiran pendengar atau pembaca seperti apa yang ada dalam pikiran pembicara atau penulis. Kalimat efektif lebih mengutamakan keefektifan kalimat tersebut sehingga kejelasan kalimat itu dapat terjamin.

Agar kalimat yang dibuat dapat memberi informasi kepada pembaca secara tepat seperti yang diharapkan oleh penulis (efektif) perlu diperhatikan beberapa persyaratan, di antaranya: (1) kesatuan gagasan (kesepadanan); (2) kepaduan; (3) keparalelan (kesejajaran); (4) ketegasan; (5) kehematan; (6) penekanan; dan (7) kelogisan. Apabila tidak memenuhi persyaratan seperti yang telah disebutkan, maka kalimat tersebut dapat dikatakan sebagai kalimat yang tidak efektif.

2. Metode

Pengumpulan data dilakukan melalui metode studi pustaka yang dibantu dengan teknik baca, simak, dan catat. Teknik baca yang dilakukan yakni membaca karya tulis mahasiswa Program Studi Sastra Jepang secara berulang-ulang agar diperoleh data yang akurat. Penentuan sampel dilakukan dengan teknik random dengan memilih dua puluh di antara empat puluh karya tulis mahasiswa. Pemakaian kalimat efektifnya disimak secara cermat. Data yang diperoleh kemudian dicatat secara khusus untuk memudahkan proses analisis selanjutnya.

Dalam penganalisisan data, diterapkan metode deskriptif kualitatif dengan dasar paradigma metodologis induktif sebagai model analisis data. Artinya, suatu paradigma yang bertolak dari sesuatu yang khusus ke sesuatu yang bersifat umum (Mahsun, 2005). Dengan metode analisis deskriptif, data yang telah dikumpulkan berupa penggunaan kalimat tidak efektif dalam karya tulis ilmiah mahasiswa dideskripsikan secara maksimal sehingga pada akhirnya diperoleh suatu simpulan mengenai bentuk-bentuk kesalahannya.

Selain metode analisis deskriptif kualitatif, dalam analisis ini juga diterapkan metode agih, yakni metode analisis bahasa dengan alat penentu yang berasal dari bahasa itu sendiri (Sudaryanto, 1993). Metode agih digunakan untuk mengetahui bentuk-bentuk kesalahan yang ada dalam penggunaan bahasa Indonesia, khususnya penggunaan kalimat tidak efektif dalam karya tulis mahasiswa Program Studi Sastra Jepang, Fakultas Ilmu Budaya, Universitas Udayana pada semester genap 2020/2021. Selanjutnya hasil analisis disajikan dalam format laporan penelitian berupa makalah dengan menggunakan bahasa Indonesia ragam ilmiah.

3. Hasil dan Pembahasan

Hasil analisis menunjukkan bahwa ditemukan pemakaian kalimat tidak efektif dalam karya tulis mahasiswa yang meliputi kalimat yang tidak sepadan dan yang tidak menunjukkan kesatuan, kalimat yang tidak sejajar, kalimat yang tidak hemat, dan kalimat yang tidak logis. Yang dimaksud dengan kalimat yang tidak sepadan adalah kalimat yang tidak menunjukkan keseimbangan antara pikiran (gagasan) dengan struktur bahasa yang dipakai. Kesepadanan kalimat diperlihatkan oleh kesatuan gagasan yang kompak dan kepaduan pikiran yang baik. Kesepadanan kalimat efektif memiliki beberapa ciri, di antaranya kalimat tersebut mempunyai subjek dan predikat yang jelas. Ketidakjelasan subjek atau predikat suatu kalimat akan membuat kalimat itu tidak efektif. Kejelasan subjek dan predikat suatu kalimat dapat dilakukan dengan menghindarkan pemakaian kata depan *di*, *dalam*, *bagi*, *untuk*, *pada*, dan sebagainya di depan subjek.

Dalam karangan ilmiah atau karya tulis mahasiswa ditemukan kalimat yang tidak menunjukkan subjek dan predikat secara jelas karena pemakaian kata depan di depan subjek, di antaranya seperti tampak pada kutipan kalimat: (1) *Dalam* dunia industri otomotif akan mengalami perkembangan yang sangat pesat, yaitu perkembangan teknologi mobil tanpa sopir atau mobil otonom (K3:3); (2) *Yang dimana* semua materi pembelajaran dapat diakses dengan mudah

menggunakan jaringan internet (K15:3). Kalimat tersebut akan menjadi efektif dengan menghilangkan kata depan di depan subjek *dalam* pada kalimat (1) dan kata atau frasa *yang dimana* pada kalimat (2).

Kalimat yang tidak memenuhi unsur kepaduan, antara lain tampak pada: (3) Penggunaan bahasa Indonesia di kalangan remaja saat ini hampir sudah tidak ada yang menggunakannya dengan benar, ... (K1:5); (4) Dapat kita lihat penggunaan bahasa yang kita gunakan saat berchattingan sangatlah berbeda (K13:3). Kalimat tidak padu tersebut dapat diperbaiki agar menjadi kalimat efektif dengan cara menghilangkan pemakaian kata atau frasa *menggunakan dengan* pada kalimat (3) dan *yang kita gunakan* pada kalimat (4).

Kalimat efektif yang tidak memenuhi syarat kesejajaran tampak seperti kalimat: (5) Program ini pun berbeda dengan *rice estate* atau pengembangan beras, melainkan *mengintegrasikan* antara tanaman pangan, hortikultura, perkebunan, dan peternakan pada lahan yang disediakan (K5:2); (6) ... nilai-nilai itu telah tertanam dalam setiap individu dalam hidup di tengah keluarga, *bersekolah*, dan di masyarakat (K39:2).

Kalimat tersebut akan menjadi efektif dan menunjukkan ciri kesejajaran (paralelisme) apabila diperbaiki dengan menggunakan kata kerja bentuk *pe-* pada kalimat (5) dan tidak menggunakan bentuk *ber-* pada kata *bersekolah* kalimat (6).

Pemakaian kalimat yang tidak memenuhi syarat kehematan, antara lain tampak pada kalimat yang masih memuat pengulangan subjek : (7) Karakteristik generasi millennial yang paling mencolok adalah *mereka* sangat menguasai teknologi, serta aktif di media sosial seperti *facebook*, *youtube*, *Instagram*, dan sebagainya (K1:2). Kalimat tersebut dapat diperbaiki dengan melepas pemakaian kata *mereka*.

Selanjutnya, penghematan dapat dilakukan dengan cara menghindari pemakaian *superordinat* pada *hiponimi* kata: (8) Ikan yang baru ditangkap memiliki insang *berwarna merah* yang tampak bersih dan segar (K4:3). Pada kalimat (8) ini pemakaian kata (*superordinat*) *berwarna* bisa dihilangkan.

Penghematan dapat juga dilakukan dengan cara menghindari kesinoniman dalam suatu kalimat, seperti kata *naik* bersinonim dengan *ke atas*, kata *hanya* bersinonim dengan kata *saja*, dan lain-lain, misalnya: (10) Berbahasa tidak *hanya* melalui lisan *saja*, namun dapat dengan gerakan maupun tulisan, seperti yang saya lakukan dalam menulis artikel ini (K20:2). Dipilih salah satu kata yang bersinonim *hanya* atau *saja* untuk kalimat (10).

Pada karangan mahasiswa lainnya ditemukan kalimat yang tidak hemat karena menggunakan atau menjamakkan kata-kata yang berbentuk jamak. Misalnya: (11) *Banyak para* tokoh politik seperti Daniel Johan selaku Wakil Ketua Komisi IV DPR RI juga memberi nilai bahwa program *food estate* bisa merusak lahan gambut ... (K5:3). (12) ... dibandingkan dahulu dimana masih *banyak masyarakat-masyarakat* yang menggunakan bahasa daerah sebagai bahasa komunikasi untuk keseharian hidupnya (K13:3). Pada kalimat (11) pemakaian kata *para* bisa dihapuskan dan pada kalimat (12) pemakaian kata *masyarakat* tidak perlu diulang.

Sementara itu, kalimat yang tidak logis tampak pada : (13) Menurut asal katanya globalisasi *diambil* dari kata *global* yang berarti 'dunia' (K2:2); (14) ..., mungkin bahasa Indonesia akan semakin *sempoyongan* dalam memanggul bebannya sebagai bahasa nasional dan identitas bangsa (K1:4). Pemakaian kata *diambil* pada kalimat (13) dan kata *sempoyongan* pada kalimat (14) kurang (tidak) logis.

3. Simpulan

Beranjak pada hasil analisis dapat diketahui bahwa secara umum karya tulis mahasiswa Prodi Sastra Jepang sudah disusun secara benar. Namun demikian, masih dijumpai beberapa pemakaian kalimat yang tidak memenuhi syarat sebagai kalimat efektif. Adapun kalimat-kalimat tersebut adalah: (a) kalimat yang tidak sepadan; (b) kalimat yang tidak padu; (c) kalimat yang tidak sejajar; (d) kalimat yang tidak hemat; dan (f) kalimat yang tidak logis.

Dalam konteks pemakaian bahasa Indonesia yang baik dan benar kiranya pihak-pihak yang memangku kebijakan seperti sekolah, pemerintah, baik daerah maupun pusat ikut berkontribusi dalam menggalakkan pemakaian bahasa Indonesia yang baik dan benar, termasuk dalam penyusunan kalimat efektif. Terlebih dalam kegiatan tulis-menulis, terutama menulis karangan ilmiah wajib hukumnya untuk menaati kaidah pemakaian bahasa baku, salah satunya adalah tentang pemakaian kalimat efektif.

Daftar Pustaka

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Learning *Bahasa* through Immersene Virtual Reality Technology

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Abstract – As information technology is evolving, so does learning. There are plenty of technologies designed to help learning. One technology that is introduced in teaching and learning process is Virtual Reality (VR). This article mainly discusses about the writer experience in using VR technology in teaching Indonesia as other Language (BIPA) using Immerseme online application. The qualitative research is in form of a case study with narrative inquiry as the major research design and observation as the method of collecting the data. In the finding and discussion, the writer gives general information about the Immerseme app and how it looks like. Further, the discussion underlines how the app helps the learner and what problem that might occur during the process of learning through VR technology. The writer would also like to give some inputs on how Immerseme with the VR technology could improve what has already been well developed.

Keywords: VR, Bahasa, Language learning

1. Introduction

The emerge of Virtual Reality (VR) as learning tools have been researched long ago. An article written by Helsel in 1992 sees the impact of virtual reality upon education. She believed that VR has the potential to shift the reliance of textbook to experiential learning in naturalistic setting. In almost three decades from the year of that article, technology advancement has rapidly improved. From a simple virtual environment like using a screen and a joystick, to a more immersive virtual environment where the user gets the feeling of actually in it, and now not only one user can be within the virtual environment but multi players known as collaborative virtual environment (Bailenson, et. al., 2008). VR now commonly used in learning or gamification of learning, simulation and so on. Particularly in language learning, Virtual Reality Assisted Language Learning (VRALL) has widely been developed for variety of languages. While plenty of articles discussed its uses in more common language, there is only a few particularly talking about less commonly taught language like Bahasa.

BIPA or Bahasa Indonesia for speaker of other languages is usually categorized as less commonly taught language. This distinctively separate Bahasa from other popular language such as Chinese Mandarin, Spanish, Deutsch, French, Japanese, and Russian. Therefore, when it is offered as language subject, the enthusiast can be counted with both hands. Apart from being less popular, the existence of Bahasa in one of language offered by ImmerseMe platform should be appreciated. This article elaborates further the use of ImmerseMe VR technology in learning Bahasa Indonesia. The discussion will be written in the perspective of a language teacher or instructor.

2. Method

This is descriptive qualitative research with an active participatory approach. The researcher directly experienced the VR technology being discussed and was involved in a VR task force to maximize the learning experience through virtual reality environment. The method of this research is descriptive exploratory method where the main focus is to answer the question of 'what is' or 'what are' (Bickman & Rog, 1998).

2.1 Research design

The design of this research is narrative inquiry. Narrative inquiry is seen as the record of individual or group, revealing the lived experience or particular perspective of that individual. Mainly the data is gathered through interview, field note, and observation. The personal narrative of the researcher is the key point of this design.

Quoting what O'Grady et al. (2018) believe about narrative inquiry research shows that this type of research is yet to evolve and offers a whole new perspective of understanding a phenomenon.

Narrative Inquiry, in challenging inherited dominant understandings of subjectivity and research methodologies as well as proposing emancipatory alternatives has the potential to give voice to often silenced knowledge. (O'Grady, 2018)

Ford (2020) states that narrative inquiry is a phenomenological qualitative research method that examines individual human experiences. By accounting the detail of researcher's experience written chronologically, another perspective is revealed.

2.2 Participants

As a narrative inquiry research, the researcher is the sole participant in this research. The data is all the accounted experience of the researcher. Observation, field note and focus group discussion were done as a way of triangulate the data.

The project of Virtual Reality through ImmerseMe is considered newly implemented. So, before the students (other users) were asked to contribute in research, the researcher who acted as the instructor did a thorough review first.

2.3 Data Collection

The data collection method in this research includes observation and library research. The source of the data was the researcher's own experience, literature review and focus group discussion with the ImmerseMe task force.

2.4 Data Analysis

All the result of data collection was then analyzed through triangulation method. The information gathered from observation was then cross checked with other data from documentation, and focus group discussion.

3. Results and Discussion

This research seeks for further elaboration of ImmerseMe as one of VR technologies in language learning particularly in Bahasa Indonesia. As one of language instructor at Colorado University Boulder, the researcher got the chance to experience ImmerseMe platform which was also integrated to the class she taught.

Before the semester was started, there was one meeting with the whole member included in the ImmerseMe task force. The first meeting was discussing about the platform and the tools to support the learning experience. To extend the VR experience, all students and instructors were provided with cardboard VR glasses. The cardboard VR glasses can be used with a cellphone, so that the whole experience of virtual reality can be achieved.

First impression of opening the platform the researcher was excited beyond compared. Because not only that she could teach using the platform but she could also learn other languages provided in the platform. In ImmerseMe platform there are 9 (nine) languages namely: English, French, Japanese, German, Spanish, Italian, Indonesian, Greek and Mandarin Chinese.

There are two options that the language learners can choose whether they want to have all subjects based on different topics or whether they want to refer to Common European Framework of References (CEFR) for language. The CEFR for Indonesian in 2021 fall under 8 (eight) categories.

Level	A1. 1	A1.2	37 topics
Level	A2.1	A2.2	39 topics
Level	B1.1	B1.2	30-37 topics
Level	B2.1	B2.2	10-20 topics

Meanwhile all subjects of Indonesian comprise 283 topics under 3 levels. The topics varies from the simplest ABC, number, dates, to birthday celebration, social media, sports and travel. Also, there are commenting on a piece of arts, jokes and tongue twisters.

Beginner	148 topics
Intermediate	100 topics
Advance	35 topics

In each subject, there are around 5 lessons for students to do. The lessons include pronunciation practice, typing practice, spelling practice, translation practice, and Immersion practice. The exercises mostly in form of conversation. There are also scripts for the conversation that students can look at while practicing.

All the students progress are recorded and reported to the instructor. There is also overall leader board for each and everyone connected to the ImmerseMe platform in one institution despite the language that they are taking. So,

everybody can see who is making progress and who is actively doing the lesson individually. The instructors have their own access to manage their own classes, to see the progress of the students taking their course, as well as assigning some assignments.

After experiencing the ImmerseMe platform for both teaching and learning, the researcher found some weaknesses and strengths regarding to the use of it in language learning. In this discussion, the researcher tries to analyze it based on Strengths, Weaknesses, Challenges, and Opportunity.

The strengths of this platform come from the VR technology that it has. Not only the three dimensional visual but also the voice recognition technology. Together these features give the real sense of communicating with real person in a real situation. The platform is quite easy to navigate. The 360-degree visual, let the learners see the environment around the speaker. Berns et al (2021) argue that the added value of using VR360 videos compared to the traditional one, was on the sense of immersion that the students get while doing the task. Students were provided with detailed authentic environment that the students could look at. During the conversation practice, the learners also provided with options for responses. So, the learners can focus more on pronunciation. The topics are well chosen and varied across levels.

However, some weaknesses that the writer notice is that all the practice closely related to those in Audiolingual method. Where the learners mostly repeat what has been heard before. That would be okay for beginner level and introduction of new vocabulary. The higher level of proficiency should be emphasizing more on meaningful communication and not just merely repetition. Despite the options that has been provided for the learners, huge accentuation was given on replication rather than comprehension. On the immerseme preview part, the learners are being led to a conversation similar to those previously being exercised. The learners are guided to use the responses that has been introduced earlier. Pinto et al (2021) believes that interaction between native and non-native speakers are crucial for second language learners. Therefore, a cooperative gameplay where learners are provided with vocabulary in context and immediate feedback would be very helpful for the learners.

Some challenges occur due to the constant repetition. By the time a learner reach lesson 3 or 4 the pattern was started to be recognized. The learner can easily lose interest due to monotonous activity. With the voice recognition technology, the higher level of conversation is hoped to be able to identify different acceptable responses. Though this might need some more time for development of complex language pattern. One research as mentioned by Berns et al (2021) has developed VR app where interaction takes place by means of voice command uttered by the learners in response to the question given. It is said that the apps implement a chatbot or software program to stimulate human conversation with the learners by employing natural language.

The VR technology in language learning provides opportunity for language learner to explore more on the target language. This kind of technology trims any barrier that a language learner has. While a skillful teacher is still needed to teach, a technology such as Immerseme could help enhanced and strengthen the process of learning. With the advancement of technology real interaction within VR technology should be made possible. Where students and teachers can interact at any time anywhere and the conversation happen a bit more natural.

4. Conclusion

The use of virtual reality in language learning has offered different learning experience to the learners. ImmerseMe virtual reality provided extensive exercise for BIPA learners which they can do by themselves at anytime and anywhere they want. The overall leaderboard that the platform provides for the learners taking language lesson from the same institution could possibly give sense of motivation and competitiveness. This would lead to further research regarding to its impact on learners' achievement.

Given the voice recognition technology, ImmerseMe app can evolve to a more sophisticated system employing a more natural like human conversation. This research might not reveal any significant impact on the use of ImmerseMe app in language learning. However, in the near future as VR technology become more and more accessible, more research on the impact of VR in language learning and BIPA in particular could be done.

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Bahasa Iklan Media Massa Cetak: Jenis, Bentuk, dan Fungsi (Studi Kasus Koran *Bali Post*)

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Abstract-The use of language in print mass media advertisements is very varied, starting from the type of language used, choice of words (diction), sentences, and language functions. Based on these conditions, the research entitled "The Language of Printed Mass Media Advertising: Types, Forms, and Functions (Case Study of the Bali Post Newspaper) becomes interesting to do. linguistics used, and (3) describe the function of the language used. This research is a descriptive-qualitative approach. The data was collected by using the method of listening assisted by note-taking techniques. The data analysis method is descriptive qualitative with the basis of an inductive methodological paradigm. That is, a paradigm that departs from something specific to something general. To determine the linguistic form, the agih method is used, namely the method of language analysis with a determining tool derived from the language itself. Furthermore, the results of the analysis are presented with informal and formal methods. In this study found three types of languages, namely: Indonesian, English (foreign language), and Balinese (regional language). In addition, advertisements were also found using mixed languages, namely a mixture of Indonesian and English as well as a mixture of Indonesian and Balinese. In terms of language, the dominant Indonesian-language advertisements amounted to 118 pieces or 86.7%. There were 2 advertisements in English and Balinese language, or 1.5%, respectively, while in mixed language, there were 14 advertisements or 10.3%. The linguistic forms found are: phrases, sentences, and paragraphs. Ad narratives are dominated in the form of phrases, namely 122 advertisements or 89.7%, in sentence form there are 9 advertisements or 6.6%, and in paragraph form there are 5 advertisements or 3.7%. The communicative functions of language found are: informational, expressive, directive, aesthetic, and phatic. Informational function means the function of language to convey information; expressive function, is to express the speaker's feelings and attitudes; a directive function is a function to influence a person's behavior and attitudes; aesthetic function, is the function of language for the sake of the work itself without any ulterior motives; and the phatic function is the function of language to maintain good relations in social groups.

Keywords: language, advertising, mass media, linguistic form, function of language

Abstrak-Penggunaan bahasa pada iklan media massa cetak sangat bervariasi, mulai jenis bahasa yang digunakan, pilihan kata (diksi), kalimat, dan fungsi bahasanya. Berdasarkan kondisi itu, penelitian dengan judul "Bahasa Iklan Media Massa Cetak: Jenis, Bentuk, dan Fungsi (Studi Kasus Koran *Bali Post*) menjadi menarik untuk dilakukan Tujuannya adalah: (1) mendeskripsikan jenis bahasa yang digunakan, (2) mendeskripsikan bentuk-bentuk linguistik yang digunakan, dan (3) mendeskripsikan fungsi bahasa yang digunakan. Penelitian ini merupakan penelitian dengan pendekatan deskriptif-kualitatif. Datanya dikumpulkan dengan metode simak yang dibantu dengan teknik catat. Metode analisis datanya adalah deskriptif kualitatif dengan dasar paradigma metodologis induktif. Artinya, suatu paradigma yang bertolak dari sesuatu yang khusus ke sesuatu yang umum. Untuk menentukan bentuk linguistiknya digunakan metode agih, yaitu metode analisis bahasa dengan alat penentu yang berasal dari bahasa itu sendiri. Selanjutnya, hasil analisis disajikan dengan metode informal dan formal. Dalam penelitian ini ditemukan tiga jenis bahasa, yaitu: bahasa Indonesia, bahasa Inggris (bahasa asing), dan bahasa Bali (bahasa daerah). Di samping itu, ditemukan juga iklan menggunakan bahasa campuran, yaitu campuran bahasa Indonesia dan bahasa Inggris serta campuran bahasa Indonesia dan bahasa Bali. Dari segi bahasa, iklan berbahasa Indonesia yang dominan, yaitu berjumlah 118 buah atau 86,7 %. Iklan berbahasa Inggris dan berbahasa Bali ditemukan masing-masing 2 buah atau 1,5 %, sedangkan yang berbahasa campuran didapatkan 14 buah iklan atau 10,3 %. Bentuk linguistik yang ditemukan berupa: frasa, kalimat, dan paragraf. Narasi iklan didominasi dalam bentuk frasa, yaitu 122 buah iklan atau 89,7 %, dalam bentuk kalimat ditemukan 9 buah iklan atau 6,6 %, dan dalam bentuk paragraf ditemukan 5 buah iklan atau 3,7 %. Fungsi komunikatif bahasa yang ditemukan adalah fungsi: *informasional*, *ekspresif*, *direktif*, *estetis*, dan *phatik*. Fungsi *informasional* maksudnya fungsi bahasa untuk menyampaikan informasi; fungsi *ekspresif*, adalah untuk mengungkapkan perasaan dan sikap penuturnya; fungsi *direktif* adalah fungsi untuk memengaruhi perilaku dan sikap

seseorang; fungsi *estetik*, adalah fungsi bahasa demi hasil karya itu sendiri tanpa maksud yang tersembunyi; dan fungsi *phatik* maksudnya adalah fungsi bahasa untuk menjaga hubungan baik dalam kelompok sosial.

Katakunci: bahasa, iklan, media massa, bentuk linguistik, fungsi bahasa

1. Pendahuluan

Sebagai alat komunikasi, bahasa berperan sangat penting dalam kehidupan masyarakatnya. Bahasa digunakan oleh masyarakat penuturnya dalam kehidupan sehari-hari pada situasi resmi dan tidak resmi, baik secara lisan maupun secara tertulis. Percakapan antaranggota keluarga di rumah, obrolan sesama teman di warung, dan komunikasi dengan sarana telepon merupakan contoh penggunaan bahasa secara lisan. Contoh penggunaan bahasa tulis ditemukan pada: surat (dinas dan pribadi), berita dan iklan di koran maupun majalah, buku pelajaran, dan karya tulis ilmiah.

Salah satu contoh penggunaan bahasa tulis adalah bahasa iklan pada media massa cetak seperti koran dan majalah. *Bali Post*, merupakan salah satu koran nasional yang terbit di Bali dan jangkauan pembacanya sangat luas. Karena jangkauan pembacanya yang luas, iklan dalam Koran *Bali Post* jauh lebih banyak dibandingkan dengan koran lainnya yang terbit di Bali. Berbagai iklan ada pada setiap terbitan koran tersebut, seperti: iklan pemberitahuan (pengumuman), iklan penawaran (niaga), dan iklan layanan masyarakat.

Iklan secara prinsip merupakan pemakaian bahasa, dengan tujuan menyampaikan informasi suatu produk baik berupa barang maupun jasa kepada masyarakat. Oleh karena itu, bahasa yang digunakan dalam iklan harus mudah dipahami dan menarik pembacanya, sehingga tujuan iklan dapat tercapai.

Iklan berisi pemberitahuan kepada pembaca atau masyarakat dan umumnya bersifat memengaruhi pembacanya agar melakukan sesuatu sebagaimana yang dikehendaki oleh pembuat iklan. Secara umum, iklan tidak terbatas pada produk barang saja tetapi juga bisa berupa jasa, informasi, ajakan atau seruan untuk melaksanakan sesuatu. Contohnya, ajakan untuk menghemat listrik, ajakan untuk membuang sampah pada tempatnya, dan ajakan untuk tidak menggunakan narkoba.

Iklan di media massa cetak umumnya dibatasi oleh ruang atau tempat. Oleh karena itu, iklan biasanya dibuat singkat, padat dan berisi untuk mengurangi biaya penayangannya. Sifat iklan yang singkat, padat dan berisi harus diperhatikan betul oleh pembuat iklan terutama penggunaan bahasanya. Walaupun iklan bersifat singkat, padat dan berisi, bahasa yang digunakan harus tetap komunikatif, yaitu bahasa yang mudah dipahami tetapi tidak menyalahi kaidah bahasa itu sendiri.

Penggunaan bahasa pada iklan media massa cetak sangat bervariasi, mulai jenis bahasa yang digunakan, pilihan kata (diksi), kalimat, dan fungsi bahasanya. Hal ini juga terdapat pada iklan di Koran *Bali Post*. Pembuat iklan tentu akan memilih bahasa, kata, kalimat, dan fungsi bahasa yang tepat sesuai dengan tujuan iklannya. Berdasarkan kondisi itu, penelitian ini dilakukan dengan judul “Bahasa Iklan Media Massa Cetak: Jenis, Bentuk dan Fungsinya (Studi Kasus pada Koran *Bali Post*)”.

2. Metode

2.1 Desain Penelitian

Penelitian ini merupakan penelitian dengan pendekatan deskriptif-kualitatif. Fokusnya adalah penggambaran secara menyeluruh mengenai jenis, bentuk, dan fungsi bahasa dalam iklan media massa cetak khususnya Koran *Bali Post*. Metodologi kualitatif sebagai prosedur penelitian yang menghasilkan data deskriptif berupa kata-kata tertulis atau lisan dari orang-orang dan perilaku yang dapat diamati (Bogdan & Taylor, 1975 dalam Moleong, 2002: 3)). Disebut penelitian kualitatif karena merupakan penelitian yang tidak menggunakan data kuantitatif atau angka yang disertai dengan perhitungan. Penelitian kualitatif harus mempertimbangkan metodologi kualitatif itu sendiri. Sementara itu, Djajasudarma (2006: 11) menyatakan metodologi kualitatif merupakan prosedur yang menghasilkan data deskriptif berupa data tertulis atau lisan di masyarakat bahasa.

2.2 Objek Penelitian

Sumber data penelitian ini adalah Koran *Bali Post*. Populasi penelitian ini adalah semua iklan display yang dimuat pada Koran *Bali Post* dari tanggal 1 s.d. 31 Maret 2020 dengan jumlah 544 buah iklan. Besarnya jumlah populasi, peneliti tidak memungkinkan untuk mengamatinya secara keseluruhan. Di samping itu, dari 544 buah iklan sebagai populasi banyak yang sama. Artinya, sebuah iklan bisa diterbitkan berkali-kali dengan model/bentuk, narasi, dan ilustrasi yang sama. Jadi, sifat populasinya adalah homogen. Dengan kondisi populasi seperti itu, penelitian ini menggunakan teknik sampling dalam pengumpulan datanya. 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. Penggunaan teknik ini dimungkinkan, karena sifat populasi dalam hal ini iklan media massa cetak pada Koran *Bali Post* Edisi Maret 2020 bersifat homogen (Sugiyono, 2014: 122). Besar sampel yang akan diambil adalah 25% dari populasi yaitu 136 buah iklan.

2.3 Metode Pengumpulan Data

Jenis data dalam penelitian ini berupa data kualitatif dan data kuantitatif. Data kualitatif adalah data yang berbentuk kata, kalimat, gerak tubuh, ekspresi wajah, bagan, gambar, dan foto. Data kuantitatif adalah data berbentuk angka atau data kualitatif yang diangkakan/*scoring* (Sugiyono, 2014: 6). Dalam penelitian ini, data kualitatif berupa penggunaan bahasa dalam iklan media massa cetak khususnya Koran *Bali Post* Edisi Maret 2020 sedangkan data kuantitatif berupa jumlah populasi, jumlah sampel, dan persentase iklan. Data dalam penelitian ini dikumpulkan dengan metode simak yang dapat disejajarkan dengan metode pengamatan atau observasi dalam ilmu sosial, khususnya Antropologi (Sudaryanto, 1993: 133--138; Mahsun, 2005: 92). Penggunaan metode simak dibantu dengan teknik lanjutan berupa teknik catat.

2.4 Metode Analisis Data

Penelitian ini menggunakan metode deskriptif kualitatif dengan dasar paradigma metodologis induktif sebagai metode analisis data. Artinya, suatu paradigma yang bertolak dari sesuatu yang khusus ke sesuatu yang umum (Mahsun, 2005: 256-257). Dengan metode analisis deskriptif, data yang telah dikumpulkan berupa penggunaan bahasa dalam iklan media cetak Koran *Bali Post* Edisi Maret 2020 dideskripsikan secara lengkap sehingga akhirnya didapatkan suatu simpulan mengenai jenis-jenis bahasa, bentuk linguistik, dan fungsi bahasa yang terdapat dalam iklan media cetak Koran *Bali Post* Edisi Maret 2020.

Di samping metode analisis deskriptif kualitatif, penelitian ini juga menggunakan metode agih yaitu metode analisis bahasa dengan alat penentu yang berasal dari bahasa itu sendiri (Sudaryanto, 1993: 13; Mahsun, 2005: 120). Metode agih digunakan untuk mengetahui bentuk-bentuk linguistik dalam iklan. Selanjutnya, hasil analisis disajikan dengan metode informal dan formal (Sudaryanto, 1993: 145).

3 Hasil dan Pembahasan

3.1 Hasil

Hasil penelitian bahwa dalam iklan media massa cetak Koran *Bali Post* Edisi Maret 2020 ditemukan tiga jenis bahasa, yaitu: bahasa Indonesia, bahasa Inggris (Bahasa Asing), dan bahasa Bali (Bahasa Daerah). Di samping itu, dari segi penggunaan jenis bahasa ditemukan iklan menggunakan bahasa campuran, yaitu campuran bahasa Indonesia dan bahasa Inggris serta campuran bahasa Indonesia dan bahasa Bali. Bentuk linguistik yang ditemukan dalam iklan berupa: frasa, kalimat, dan paragraf. Sementara fungsi ko,unikatif bahasa yang terdapat dalam iklan adalah fungsi: *informasional*, *ekspresif*, *direktif*, *estetis*, dan *phatik*.

3.2 Pembahasan

3.2.1 Jenis Bahasa

Iklan media massa cetak yang bersifat singkat, padat, dan berisi memengaruhi pemilihan bahasa yang digunakan untuk menginformasikan isi iklannya. Di samping itu, pemilihan penggunaan suatu bahasa dalam iklan media massa cetak juga dipengaruhi oleh tujuan dan sasaran iklannya. Berdasarkan hal itu, iklan dalam media massa cetak Koran *Bali Post* Edisi Maret 2020 ditemukan menggunakan beberapa bahasa. Bahasa yang dimaksud adalah: bahasa Indonesia, bahasa Inggris, bahasa Bali, dan bahasa campuran.

1. Iklan Berbahasa Indonesia

Berdasarkan jumlah sampel penelitian ini yaitu sebanyak 136 buah iklan, 118 buah atau 86,7 % iklan pada Koran *Bali Post* Edisi Maret 2020 menggunakan bahasa Indonesia. Berikut adalah contoh iklan yang berbahasa Indonesia.



Sumber: *Bali Post*, 24 Maret 2020

Contoh iklan di atas, merupakan iklan penerimaan mahasiswa baru sebuah perguruan tinggi di Denpasar. Dalam iklan tersebut, informasinya sangat jelas karena disampaikan dengan bahasa Indonesia yang singkat, padat, dan lugas, sehingga mudah dimengerti oleh masyarakat. Semua informasi dalam iklan tersebut disampaikan dengan bahasa Indonesia.

Apabila dilihat dari segi penggunaan bahasa Indonesianya, iklan tersebut di atas bahasanya sudah komunikatif. Artinya, bahasa Indonesia yang digunakan di dalamnya dapat dipahami dengan mudah oleh pembaca. Akan tetapi, dari segi kaidah bahasa Indonesia yang baik dan benar, ada kaidah kebahasaan yang diabaikan, yaitu kaidah ejaan (PUEBI) dan kaidah kosa kata. Kaidah ejaan yang bermasalah meliputi: penggunaan huruf kapital, huruf miring, tanda baca koma (,) dan tanda baca titik (.). Berikut penjelasannya.

Pada bagian paragraf satu redaksi iklan tersebut terdapat rincian tentang: *hari*, *tanggal*, *tempat*, *alamat*, dan *waktu*. Rincian tersebut diawali dengan huruf kapital, padahal itu bukan kalimat baru. Rincian tersebut masih merupakan bagian kalimat yang ada di atasnya. Oleh karena itu, rincian tersebut mestinya tidak diawali dengan huruf kapital. Selanjutnya, paragraf satu kalimatnya berakhir pada rincian di atas sehingga rincian itu mestinya diakhiri dengan tanda

baca titik (.). Penggunaan tanda baca titik (.) yang tidak tepat juga terdapat pada paragraf tiga. Pada paragraf tiga terdapat kesalahan penulisan singkatan, yaitu **s.d.** Singkatan itu mestinya ditulis **s.d.**

Pada paragraf satu juga ada rincian: *Prestasi, Minat dan Kemampuan Akademik* (PMKA). Pada rincian ini juga ada kekurangan tanda baca koma (,) yang mestinya ditulis sebelum kata *dan*. Sesuai dengan kaidah PUEBI, apabila membuat rincian yang unsurnya lebih dari dua, sebelum kata *dan* harus ada tanda koma (,). Tanda koma (,) juga digunakan untuk memisahkan antara suatu tempat atau suatu lembaga yang lebih kecil dan suatu tempat atau suatu lembaga yang lebih besar, serta antara alamat dan nama kota. Dengan demikian, antara Fakultas Kedokteran Gigi dan Universitas Mahasaraswati harus ada tanda baca koma (,). Demikian juga antara Universitas Mahasaraswati dan Denpasar juga harus ada tanda baca koma (,). Pada penulisan alamat, antara nama jalan dan tempat juga harus ada tanda baca koma (,).

Di samping penggunaan huruf kapital, penggunaan huruf miring juga tidak diperhatikan dalam redaksi iklan tersebut. Huruf miring digunakan untuk menulis kata-kata atau istilah asing dalam bahasa Indonesia. Pada paragraf tiga terdapat penggunaan kata asing *online* dan *website*. Kedua kata tersebut mestinya ditulis dengan huruf miring, karena merupakan kata asing.

Penggunaan kata yang tidak cermat juga ditemukan pada iklan di atas. Kata yang tidak cermat adalah *selesai* yang terdapat pada akhir rincian paragraf 1. Penggunaan kata *selesai* memberikan implikasi makna waktu yang tidak jelas. Kata itu mestinya diganti dengan waktu yang pasti. Misalnya, kalau kegiatan itu dilaksanakan selama dua jam ditulislah di sana pukul 08.30 s.d. 10.30 WITA, sehingga rentang waktunya jelas.

Jadi, redaksi paragraf satu dan paragraf tiga iklan di atas mestinya ditulis sebagai berikut.

Fakultas Kedokteran Gigi, Universitas Mahasaraswati, Denpasar membuka kesempatan untuk menjadi mahasiswa melalui ujian masuk mahasiswa baru jalur Prestasi, Minat, dan Kemampuan Akademik (PMKA) tahun akademik 2020/2021 yang akan dilaksanakan pada:

hari, tanggal : Minggu, 23 Februari 2020

**tempat : Fakultas Kedokteran Gigi,
Universitas Mahasataswati, Denpasar**

alamat : Jl. Kamboja No. 11A, Denpasar

waktu : 08.30 s.d. 10.30 WITA.

Pendaftaran dapat dilakukan secara *online* di *website* <http://spmb.unmas.ac.id> atau datang langsung ke Fakultas Kedokteran Gigi, Universitas Mahasaraswati, Denpasar mulai tanggal 10 Januari s.d. 22 Februari 2020.

2. Iklan Berbahasa Inggris

Di samping iklan berbahasa Indonesia juga ditemukan iklan berbahasa asing yaitu bahasa Inggris. Ditemukan dua buah iklan atau 1,5 % dari jumlah sampel yang menggunakan bahasa Inggris. Berikut salah satu contohnya.



Sumber: *Bali Post*, 9 Maret 2020

Gambar iklan di atas adalah iklan produk alat-alat yang berhubungan dengan kegiatan olah raga selancar atau *surfing*. Produk-produk yang diiklankan calon konsumennya adalah para wisatawan asing yang sedang berada di Bali. Merekalah yang diharapkan membeli produk-produk ini karena pada umumnya wisatawan asinglah yang lebih banyak melakukan selancar di Bali. Oleh karena calon konsumennya adalah wisatawan asing, dipilihlah bahasa Inggris untuk menyampaikan informasi iklannya. Jelas, tujuannya adalah supaya calon konsumen lebih mudah memahami informasinya.

3. Iklan Berbahasa Bali

Iklan dalam Koran *Bali Post* Edisi Maret 2020 juga ditemukan menggunakan bahasa daerah khususnya bahasa Bali, di samping bahasa Indonesia dan bahasa Inggris. Akan tetapi, dari segi persentase iklan berbahasa Bali jumlahnya sangat sedikit. Dari jumlah sampel iklan yang diteliti, ditemukan dua iklan berbahasa Bali atau 1,5 %. Seperti halnya iklan berbahasa Inggris, adanya iklan berbahasa Bali ini disebabkan Koran *Bali Post* merupakan koran nasional yang terbit di Bali yang penduduknya mayoritas berbahasa ibu bahasa Bali. Rupanya pemasang iklan menggunakan hal itu sebagai dasar untuk memilih dan menggunakan bahasa Bali dalam iklannya. Berikut adalah contoh iklan berbahasa Bali.



Sumber: *Bali Post*, 23 Maret 2020

Gambar di atas adalah iklan ucapan hari Raya Nyepi yang disampaikan oleh pemimpin BNI Wilayah Bali, NTB, NTT. Pemilihan bahasa Bali dalam iklan ini dianggap lebih komunikatif, karena Nyepi merupakan hari raya umat Hindu yang mayoritas berada di Bali dan juga menggunakan bahasa Bali sebagai bahasa komunikasi sehari-hari.

4. Iklan Berbahasa Campuran

Iklan berbahasa campuran yang dimaksud adalah iklan yang menggunakan beberapa bahasa sebagai sarana pengungkapannya. Bahasa campuran yang dominan digunakan adalah campuran antara bahasa Indonesia dan bahasa Inggris. Di samping itu, juga ditemukan campuran antara bahasa Indonesia dan bahasa Bali. Iklan yang berbahasa campuran ini ditemukan sebanyak 14 buah dari 136 buah iklan sebagai sampel atau 10,3 %. Berikut beberapa contoh iklan yang berbahasa campuran.



Sumber: *Bali Post*, 9 Maret 2020

Gambar di atas adalah iklan produk sepeda motor. Dalam usaha menarik peminat, di samping menonjolkan bentuk sepeda motornya, juga dipilih bahasa yang menunjukkan keunggulannya. Di sini digunakan perpaduan dua bahasa, yaitu bahasa Indonesia dan bahasa Inggris. Pernyataan dalam bahasa Indonesia adalah NYAMAN Dikendarai & ELEGAN Desainnya, PCX PILIHAN TEPAT, sedangkan pernyataan dalam bahasa Inggrisnya adalah PCX EXCEED EXCELLENCE, EXCEED WITH NEW COLORS, Best Value Matic 25-40 milion, Best total cost of ownership matic medium high 30-50million, dan One HEART. Pemilihan dua bahasa tersebut bertujuan untuk memberikan kesan produk yang ditawarkan memiliki keunggulan yang lebih dari produk sejenisnya.

Iklan berbahasa campuran berikutnya adalah campuran antara bahasa Indonesia dan bahasa Bali. Contoh iklannya dapat dilihat pada gambar berikut.



Sumber: *Bali Post*, 6 Maret 2020

Iklan pada gambar di atas merupakan iklan jual beli online OLX yang dalam hal ini mengiklankan penjualan mobil. Dari segi bahasa yang digunakan untuk menyampaikan informasinya, dalam iklan tersebut digunakan bahasa Indonesia dan bahasa Bali. Bahkan terdapat juga di dalamnya bahasa Inggris. Bahasa Indonesia yang digunakan terlihat pada: *mobil apa adanya, hasil inspeksi, lulus inspeksi, eksterior, cat, bebas, interior, jok, orisinil, mesin, kabel, kopling, dan sekarang*. Sementara penggunaan bahasa Bali terdapat pada: *pang nawang, uli, bli, ingetang ngalih mobil ane, megaransi, 30 lemeng, beret, dan seret*. Di antara bahasa Indonesia dan bahasa Bali terdapat juga penggunaan bahasa Inggris (bahasa asing), yaitu pada kata: *body* dan *install*.

3.2.2 Bentuk Linguistik

Bentuk linguistik yang dimaksudkan di sini adalah kesatuan yang mengandung arti, baik arti leksikal maupun arti gramatikal atau satuan-satuan ucapan yang diikuti dengan arti. Bentuk-bentuk linguistik ini dapat berwujud: morfem, alomorf, kata, frasa, klausa, kalimat, dan wacana. Dalam penelitian ini, ditemukan bentuk-bentuk linguistik berupa: frasa, kalimat, dan paragraf yang digunakan dalam iklan koran *Bali Post* Edisi Maret 2010. Bentuk-bentuk linguistik tersebut dapat dijelaskan dan diberikan contoh penggunaannya sebagai berikut.

1. Frasa

Frasa adalah bentuk linguistik yang berupa gabungan dua kata atau lebih, namun tidak melebihi batas fungsi unsur klausa yaitu subjek dan predikat. Berdasarkan hasil penelitian terhadap 136 buah iklan Koran *Bali Post* Edisi Maret 2020 yang dijadikan sampel, didapatkan 122 buah iklan atau 89,7 % menggunakan bentuk linguistik frasa untuk menyampaikan isi iklannya.

Berdasarkan unsurnya, frasa terdiri dari beberapa kata sehingga mudah dipahami oleh pembaca. Pembuat iklan memilih frasa sebagai bentuk linguistik penyampaian informasi isi iklan, mengharapkan iklannya mudah dipahami tanpa memerlukan waktu khusus untuk membacanya. Dengan sekali membaca iklan, pembaca sudah memahami maksud iklan tersebut. Di samping itu, frasa yang hanya terdiri dari beberapa kata, mudah untuk divariasikan dari segi penampilan, sehingga lebih menarik. Berikut ditampilkan contoh iklan yang menggunakan frasa untuk menyampaikan informasinya.



Sumber: *Bali Post*, 2 Maret 2020

Gambar di atas adalah sebuah iklan produk yang menghasilkan berbagai barang berbahan stainless. Dalam menginformasikan produknya dipilih gambar dan narasi dalam bentuk frasa. Apabila diurut dari atas tampilan iklan tersebut, paling atas adalah nama dan alamat perusahaannya, gambar konstruksi bangunan, narasi spesialisasi produknya, dan jenis-jenis produknya.

Walaupun narasinya menggunakan frasa, pembaca dengan mudah memahami maksud iklan tersebut. Bentuk linguistik frasa yang digunakan adalah: *stainless steel*, *konstruksi baja*, *pintu besi harmonika*, *pintu besi grant*, *rolling door*, *kusen aluminum*, dan *atap twinlite*. Frasa *stainless steel* memberikan informasi tentang spesialisasi perusahaan itu, sedangkan frasa: *konstruksi baja*, *pintu besi harmonika*, *pintu besi grant*, *rolling door*, *kusen aluminum*, dan *atap twinlite* menginformasikan produk barang yang bisa dihasilkan oleh perusahaan yang bernama “SINDU ALUMINIUM”. Jadi, informasi yang ingin disampaikan dalam iklan itu sangat komunikatif.

2. Kalimat

Iklan pada Koran *Bali Post* Edisi Maret 2020, di samping menggunakan frasa sebagai narasinya, juga ditemukan narasi iklan menggunakan kalimat. Akan tetapi, jumlahnya sangat jauh perbedaannya dengan narasi yang menggunakan frasa. Iklan yang menggunakan narasi kalimat ditemukan berjumlah 9 buah atau 6,6 % apabila dibandingkan dengan jumlah sampel penelitian yang berjumlah 136 buah iklan.

Penggunaan kalimat sebagai narasi iklan memang memerlukan waktu khusus untuk membacanya dan memahaminya, sehingga sering dianggap tidak efektif. Walaupun demikian, dengan pertimbangan tertentu bagi pemasang iklan, narasi kalimat memang faktanya ada yang menggunakannya. Gambar berikut merupakan contoh iklan dengan narasi kalimat.



Sumber: *Bali Post*, 31 Maret 2020

Gambar di atas adalah iklan layanan masyarakat tentang “Tips Terhindar dari Covid-19”. Iklan layanan masyarakat tersebut dipersembahkan oleh KOMKORDIK RSUP SANGLAH-FK UNUD, *Bali Post* dan *Bali TV*. Narasi iklan tersebut berisi delapan tips agar terhindar dari Covid-19. Kedelapan tips tersebut semuanya dalam bentuk kalimat, seperti berikut:

1. Terapkan pola hidup sehat dengan istirahat yang cukup dan olah raga, stop rokok dan alkohol.
2. Hindari bepergian ke tempat keramaian (*social distancing*) atau ke daerah yang terjangkit virus.
3. Gunakan masker bila harus beraktivitas di tempat umum atau keramaian.
4. Rajin mencuci tangan dengan air mengalir dan sabun atau menggunakan *hand sanitizer*.
5. Jangan menyentuh mata, mulut, atau hidung sebelum mencuci tangan.
6. Tidak melakukan kontak jarak dekat (kurang dari 1 meter) seperti berjabat tangan.
7. Hindari berdekatan dengan orang yang sedang flu.
8. Tutup mulut dan hidung dengan tisu saat batuk atau bersin, buang tisu ke tempat sampah dan segera cuci tangan.

Dalam iklan layanan masyarakat di atas, narasi kalimat yang dipilih sangat sederhana dan pendek sehingga mudah dipahami oleh pembaca. Hal ini sejalan dengan makna tips sebagai suatu saran yang praktis, sederhana sebagai petunjuk singkat agar orang lain berhasil melakukan sesuatu sesuai dengan yang diharapkan (Kanal Pengetahuan, diunduh tanggal 21 Juni 2020). Di samping itu, untuk menarik minat pembaca, kalimat-kalimat tips itu dipadukan dengan gambar sesuai dengan maksud tiap-tiap kalimat.

3. Paragraf

Iklan pada Koran *Bali Post* Edisi Maret 2020, di samping narasinya menggunakan frasa dan kalimat juga ditemukan iklan dengan narasi berupa paragraf. Akan tetapi, jumlah iklan yang menggunakan narasi paragraf tidak sebanyak yang menggunakan narasi frasa. Iklan yang menggunakan narasi berupa paragraph ditemukan 5 buah atau 3,7 % dari jumlah sampel. Gambar berikut merupakan contoh iklan yang menggunakan narasi paragraf.



Sumber: *Bali Post*, 1 Maret 2020

Iklan pada gambar di atas adalah sebuah iklan produk “Kalung OM KARA”. Untuk memberikan daya tarik kepada pembaca, tampilan iklan ini menggunakan perpaduan antara gambar/foto dan narasi bahasa berupa paragraf. Gambar memberikan informasi tentang bentuk/wujud kalungnya, sedangkan narasi paragrafnya berisi rincian bahan kalung dan fungsinya. Bahan kalung dan fungsinya dideskripsikan dengan lengkap menjadi satu kesatuan informasi yang padu dalam sebuah paragraf. Dengan deskripsi itu diharapkan pembaca mendapatkan informasi yang sangat lengkap tentang “Kalung OM KARA” tersebut dan pada akhirnya dapat menimbulkan minat untuk membelinya.

3.2.3 Fungsi Bahasa

Untuk mengetahui fungsi bahasa dalam iklan media massa cetak Koran *Bali Post* Edisi Maret 2020 digunakan teori fungsi bahasa yang dikemukakan oleh Leech (1997). Fungsi komunikatif bahasa menurutnya dapat dibagi menjadi lima, yaitu: *informasional*, *ekspresif*, *direktif*, *estetis*, dan *phatik*. Fungsi *informasional* maksudnya fungsi bahasa untuk menyampaikan informasi; fungsi *ekspresif*, adalah untuk mengungkapkan perasaan dan sikap penuturnya; fungsi *direktif* adalah fungsi untuk memengaruhi perilaku dan sikap seseorang; fungsi *estetik*, adalah fungsi bahasa demi hasil karya itu sendiri tanpa maksud yang tersembunyi; dan fungsi *phatik* maksudnya adalah fungsi bahasa untuk menjaga hubungan baik dalam kelompok sosial (Leech, 1997: 52—53).

Berdasarkan hasil penelitian didapatkan hasil bahwa kelima fungsi komunikatif bahasa menurut Leech (1997) di atas ditemukan dalam iklan media massa cetak Koran *Bali Post* Edisi Maret 2020. Berikut adalah contoh iklan yang digunakan untuk menentukan fungsi-fungsi komunikatif bahasa.



Sumber: *Bali Post*, 6 Maret 2020

Gambar 14 adalah sebuah iklan yang dibuat oleh sebuah lembaga pendidikan bernama Taman Rama Intercultural School-Bali. Dalam iklan tersebut jelas sekali dapat diketahui tujuan pembuat iklannya. Apabila dilihat dari fungsi komunikatif bahasa sebagaimana disebutkan di atas, dalam iklan ini semua fungsi komunikatif bahasa digunakan. Hal ini sejalan dengan pernyataan Leech (1997: 53), yang menyebutkan dalam praktik berbahasa sangat dimungkinkan adanya penggabungan sejumlah fungsi bahasa yang berbeda-beda. Fungsi-fungsi komunikatif bahasa yang terdapat pada iklan di atas, dapat dijelaskan sebagai berikut.

Fungsi *informasional* adalah fungsi bahasa untuk menyampaikan informasi. Dalam iklan di atas (gambar 14) fungsi *informasional* dimaksudkan adalah pembuat iklan (penutur) memberikan suatu informasi kepada masyarakat (petutur) tentang lembaga pendidikan bernama “Taman Rama Intercultural School-Bali” dengan alamat lengkapnya. Di samping identitas lembaga, informasi yang ingin ditonjolkan dalam iklan tersebut adalah kesuksesan para siswanya atas prestasi yang gemilang dalam ujian Cambridge International 2019. Informasi tersebut disampaikan dengan identitas para siswa yang sukses sesuai dengan bidangnya serta fotonya dan redaksi ucapan selamat “SELAMAT & SUKSES kepada para siswa Sekolah Taman Rama Intercultural-Bali atas prestasi gemilang dalam ujian Cambridge International 2019.

Apabila dicermati secara seksama, iklan di atas tidak hanya menyatakan fungsi *informasional* semata. Artinya, dengan penyampaian informasi tersebut, ada penyampaian sikap yang dalam hal ini rasa bangga oleh pembuat iklan (penutur) kepada masyarakat/pembaca (petutur). Jadi, dengan penyampaian informasi tentang kesuksesan para siswanya di kancah internasional itu adalah penyampaian sikap bangga lembaga bernama “Taman Rama Intercultural School-Bali”. Ini dengan kata lain disebut dengan fungsi *ekspresif*, yaitu fungsi bahasa untuk mengungkapkan perasaan dan sikap penuturnya.

Di samping menggunakan fungsi komunikatif bahasa *informasional* dan *ekspresif*, iklan tersebut juga menggunakan fungsi komunikatif bahasa *direktif*. Fungsi *direktif* adalah fungsi untuk memengaruhi perilaku dan sikap seseorang. Fungsi ini dinyatakan secara tersurat dan tersirat dalam iklan tersebut. Secara tersurat, fungsi *direktif* diungkapkan dengan pernyataan “Bergabung bersama kami dalam mengejar keunggulan”. Dengan pernyataan ini,

pembuat iklan (penutur) berusaha memengaruhi pembaca (petutur) agar mau menyekolahkan anak-anaknya di sekolah tersebut. Usaha memengaruhi pembaca tersebut ditambah lagi dengan fungsi direktif secara tersirat, yaitu menyampaikan keunggulan berupa kesuksesan siswa di ajang kompetisi internasional. Dengan informasi tersebut, secara tidak langsung dinyatakan bahwa lembaga ini berkualitas, sehingga mampu memengaruhi pembaca untuk menyekolahkan anak-anaknya di lembaga pendidikan ini. Inilah disebut fungsi direktif yang tersirat dalam iklan di atas.

Fungsi komunikatif bahasa yang juga digunakan dalam iklan tersebut adalah fungsi *estetik*. Fungsi *estetik* adalah fungsi bahasa demi hasil karya itu sendiri tanpa maksud yang tersembunyi. Hal ini diwujudkan dengan tampilan iklan yang menarik. Dengan perpaduan antara unsur warna, foto, dan berbagai jenis huruf, membuat tampilan iklan tersebut menarik untuk dibaca. Di samping itu, dengan redaksi/narasi yang sederhana namun jelas, pembaca mendapatkan informasi yang lengkap tanpa ada unsur yang disembunyikan. Inilah fungsi *estetik* dalam iklan di atas.

Fungsi komunikatif bahasa yang terakhir adalah fungsi *phatik*. Fungsi *phatik* maksudnya adalah fungsi bahasa untuk menjaga hubungan baik dalam kelompok sosial. Fungsi ini sebenarnya menyatu dengan fungsi *informasional*. Maksudnya, dengan memberikan informasi yang lengkap tentang lembaga pendidikan yang bernama "Sekolah Taman Rama Intercultural-Bali" masyarakat/pembaca menjadi tahu tentang lembaga itu, sehingga menambah wawasan masyarakat/pembaca tentang lembaga pendidikan yang berkualitas. Dengan demikian, pemberian informasi yang lengkap tentang lembaga pendidikan ini sekaligus bertujuan menjalin hubungan yang baik dengan masyarakat/pembaca. Inilah disebut fungsi komunikatif bahasa *phatik*.

4. Simpulan

Berdasarkan analisis penggunaan bahasa dalam iklan media massa cetak Koran *Bali Post* Edisi Maret 2020, dapat disimpulkan sebagai berikut.

- Ditemukan jenis bahasa yang digunakan, yaitu: bahasa Indonesia (118 buah atau 86,7%), bahasa Inggris (Bahasa Asing) (2 buah atau 1,5%), dan bahasa Bali (Bahasa Daerah) (2 buah atau 1,5%), dan bahasa campuran (14 buah atau 10,3%).
- Bentuk linguistik yang ditemukan, berupa: narasi menggunakan frasa (122 buah atau 89,7%), narasi menggunakan kalimat (9 buah atau 6,6%), dan narasi menggunakan paragraph (5 buah atau 3,7%).
- Fungsi komunikatif bahasa yang digunakan dalam iklan adalah fungsi: *informasional*, *ekspresif*, *direktif*, *estetis*, dan *phatik*.

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Influence of Reading Habits and Vocabulary Mastery toward Students' English Speaking Skill

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Abstract - The purpose of the study is to know and test the truth of the hypothesis regarding the influence of reading habits and vocabulary mastery toward students' English-speaking skill. The research hypotheses tested included 1) The interactive effect of reading habits and vocabulary mastery on English speaking skill 2) The effect of reading habits on English speaking skill 3) The effect of vocabulary mastery on English speaking skill. The research was conducted by survey method. The population is the tenth grade students of Private Vocational High Schools in Sukabumi District, with total sample 60 students. The research instruments used were questionnaires, vocabulary mastery tests and mid test-score of students (PTS). Data analysis used regression analysis model. The statistic test used t-test. The results of testing the hypothesis are concluded as follows: There is a significant effect of reading habits and vocabulary mastery on English speaking skill, that is proved by Sig value $0,000 < 0,05$ and $F_0 = 9,487$, reading habits and vocabulary mastery variables contribute to 25 %. 2) There is a significant effect of the reading habits on English speaking skill, that is proved by Sig. value $0,007 < 0,05$ and $t_0 = 2,810$. The reading habit variable contributes to 3,45%. 3) There is a significant effect of mastery of vocabulary on English speaking skill, that is proved by Sig. value $0,002 < 0,05$ and $t_0 = 3,291$. Variable of vocabulary mastery contributes to 9,24 %.

Keywords: reading habits, vocabulary mastery, english speaking skill

1. Introduction

Education is a conscious and deliberate effort to create an atmosphere of learning and the learning process so that learners are actively developing the potential in him to be able to have spiritual strength, self-control, intelligence, character and skills needed him, society, nation and state. Djaelani, et al (2015: 122) states "education lasts a lifetime and is executed in the household environment, school and society, because education is a joint responsibility between families, schools and communities.

In general, English is taught as a foreign language in Indonesia. The term foreign language in the field of teaching languages is different from the second language. Foreign language is a language that is not used as a communication tool in a particular country where the language is taught. While the second language is a language that is not the main language but is one of the languages used in general in a country. The main purpose of English language education is so that students are able to speak English well.

The reading habit has been ingrained in a person, then the activity or attitude that has become a habit. In terms of society, the habit of reading is the reading that has been entrenched in a society. Which needs to be achieved is an efficient reading habits, the habit of reading with interest a good and efficient reading skills has equally grown up.

Reading is an interactive activity for picking as well as understand the meaning contained in the board material. Reading can give knowledge that has never been obtained before. Reading can be an important factor in understanding any developments that occur in life, in addition to a barometer of success in learning.

These issues have also impacted on the achievement of the objectives of learning English. The same thing happened to the students, the low reading habits make them difficult to use English in everyday communication. Low reading habits to the limited number of vocabulary that is mastered by students. Ideally, students who love to read and have been accustomed to reading will continuously enrich vocabulary with words and ideas gained from reading. Students were less successful in learning to read, usually do not like to read and it negates the possibility to develop vocabulary.

In fact, the language skills urgently need an adequate vocabulary mastery. Adequate mastery of vocabulary that determine the quality of a person in the language, without sufficient knowledge of English vocabulary, students will not be able to deliver or receive messages effectively. This statement is reinforced by the National Institute Literacy (2006: 126) that, learning vocabulary to do it effectively, namely learning vocabulary contextually, learning appropriate to the purpose of communication, meaningful learning in everyday life, and implemented actively, creative, and fun.

2. Method

The method applied is descriptive survey methodology. Descriptive survey is a method which uses some sample from a number of populations. The research use questionnaires as a mean of collecting data (Ridwan, 2009:65). This study emphasizes on the effect of reading habit and vocabulary mastery toward the students' English speaking skill. It means there are two independent variables and one dependent variables; variable X_1 as the first independent variable (reading habit) and variable X_2 as the second independent variable (vocabulary mastery) which have interconnected and influenced the variable Y as the dependent variable (English speaking skill). The method used is a descriptive survey with multiple-correlation technique.

Therefore, this research will be seen clearly throughout the research design in the following figure:

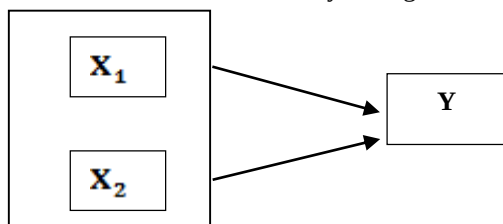


Figure 3.1 Research Paradigm

Notes:

X_1 : Reading habit

X_2 : Vocabulary Mastery

Y : English speaking skill

To collect the data, the researcher finds out on the field research. The data are namely: reading habit, vocabulary mastery and English speaking skill. The data are collected by giving questionnaire and multiple choice test for independent variable. Whereas the score of English speaking skill is taken from mid test score. The questionnaire and multiple choice test are given to 60 students derive from 2 schools, which are set as samples.

3. Results and Discussion

Testing of Hypothesis

Testing of hypothesis is done based on statistical hypothesis. The recapitulations of the entire test can be seen as follows. The Recapitulation result of multiple correlation coefficients of the effects of reading habit and vocabulary mastery toward students' English-speaking skill

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.500 ^a	.250	.223	7.898
a. Predictors: (Constant), Penguasaan Kosakata, Kebiasaan Membaca				

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1123.888	2	561.934	9.327	.000 ^b
	Residual	2856.932	57	49.946		
	Total	4739.820	59			
a. Dependent Variable: Kemampuan Berbicara						
b. Predictors: (Constant), Penguasaan Kosakata, Kebiasaan Membaca						

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	37.178	10.185		3.657	.001
	Kebiasaan Membaca	.186	.065	.302	2.810	.007
	Penguasaan Kosakata	.504	.062	.775	3.291	.002
a. Dependent Variable: Kemampuan Berbicara						

4. Conclusion

1. There are significant effect of reading habit and vocabulary mastery altogether toward English speaking skill students of the Private Vocational High School in Sukabumi Regency. It is proved by the score of $\text{sig } 0,000 < 0,05$ and $F_0 = 9,487$.
2. There is a significant effect of reading habit toward English speaking skill students of the Private Vocational High School in Sukabumi Regency. It is proved by the score of $\text{sig } 0,007 < 0,05$ and $t_0 = 2,810$.
3. There is a significant effect of vocabulary mastery toward English speaking skill students of the Private Vocational High School in Sukabumi Regency. It is proved by the score of $\text{sig } 0,002 < 0,05$ and $t_0 = 3,291$.

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Metode Pengajaran Budaya dalam Pembelajaran BIPA

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Abstrak - Para pemelajar BIPA sangat tertarik dengan nilai-nilai budaya nusantara, karena itulah pemberian nilai budaya sangat penting bagi pemelajar BIPA untuk mengayakan kemampuan berbahasanya. Bahkan kesalahan berbudaya bisa menjadi lebih serius dari kesalahan berbahasa. *Tri Hita Karana* merupakan nilai falsafah hidup harmonis dengan Tuhan, alam, dan sesama manusia. Nilai hidup ini bersifat universal diyakini dapat menyeimbangkan dan menenteramkan sehingga kita dapat menjalani hidup dengan bahagia. Untuk mengajarkan kepada pemelajar BIPA perlu adanya metode pembelajaran yang tepat sehingga pemelajar BIPA dapat meresapi budaya tersebut. Penelitian ini dilakukan terhadap dua puluh mahasiswa pemelajar BIPA di kelas darmasiswa Politeknik Negeri Bali. Metode kuesioner dan observasi digunakan dalam pengumpulan data. Data yang didapatkan kemudian dianalisis dengan metode deskriptif kualitatif. Berdasarkan hasil tanggapan pemelajar BIPA terhadap beberapa metode yang diujicobakan dapat disimpulkan bahwa 96,7 % responden menyatakan bahwa metode pembelajaran budaya *Tri Hita Karana* ini sangat layak untuk mendukung proses pembelajaran BIPA. Ada beberapa metode yang diapresiasi oleh pemelajar BIPA, antara lain: tebak gambar, berlari sambil mengimla (*running dictation*), simak (observasi), dokumentasi video, pencelupan (*immersion*), dan debat. Di antara metode tersebut, metode pencelupan (*immersion*) paling digemari oleh pemelajar BIPA karena mereka secara langsung merasakan dan mengalami dalam kehidupan sehari-hari.

Kata kunci: budaya, *Trihita Karana*, BIPA

1. Pendahuluan

Salah satu sisi ikutan belajar bahasa adalah juga berarti belajar budaya bahasa tersebut (Duranti, 1997; Ghazali, 2013). Bahkan Thanasoulas (2001) juga mengungkapkan bahwa tujuan memasukkan budaya ke dalam kurikulum pembelajaran bahasa asing adalah untuk menumbuhkan kesadaran budaya dan mengomunikasikan wawasan ke dalam peradaban bahasa sasaran. Demikian juga yang terjadi pada pembelajaran bahasa Indonesia. Pengajaran bahasa Indonesia tidak bisa dilepaskan dari budaya Indonesia dan budaya lokal di mana bahasa tersebut dipelajari. Bahkan Bundhowi (2021) mengingatkan kesalahan berbudaya bisa menjadi lebih serius daripada kesalahan berbahasa. Terlebih lagi pembelajaran bahasa Indonesia itu diperuntukkan bagi penutur asing (BIPA).

Zoetmulder mengungkapkan hubungan bahasa dan budaya sebagai perkembangan segala kemungkinan dan kekuatan kodrat, terutama kodrat dalam manusia, di bawah pembinaan akal budi (Poespowardojo, 1989:218). Ini berarti bahwa kebudayaan mencakup seluruh dinamika serta realisasinya menuju kesempurnaan atau kedewasaan. Sehubungan dengan realisasi bakat dan kemampuan manusia, kebudayaan juga menunjukkan pola-pola pemikiran serta tindakan tertentu yang terungkap dalam aktivitas kehidupan, termasuk aktivitas berbahasa.

Hal senada juga diungkapkan oleh Kumaravadivelu (2003) bahwa secara keseluruhan tujuan mengintegrasikan pembelajaran budaya ke dalam pembelajaran bahasa adalah membantu pemelajar dalam mengembangkan kemampuan empati berbahasa mereka sehingga bahasa yang digunakan sesuai dengan budaya penutur aslinya.

Salah satu konsep kehidupan universal yang diterapkan di Bali adalah *Trihita Karana* (THK). THK mempunyai makna dan hakikat yang bersifat universal dan ada di setiap kitab suci agama-agama besar di dunia (Windia, 2007:ix). Oleh karena itu, dalam pembumiannya ke dalam berbagai aspek kehidupan manusia di bumi agar tidak semata-mata dikaji atau dipahami menurut perspektif Hindu saja. Hal ini penting ditegaskan mengingat keberagaman budaya nusantara bersifat multikeimanan dan multibudaya. Dengan demikian dalam membumikan konsep *Trihita Karana* perlu diberi makna operasional dengan tidak membedakan agama, bahasa, warna kulit, dan bangsa karena perbedaan itu adalah kearifan Tuhan.

THK ini mengajarkan bahwa kebahagiaan akan tercapai apabila manusia mampu mengadakan hubungan yang harmonis dengan Tuhan (disebut unsur *parhyangan*), dengan alam atau lingkungan (unsur *palemahan*) dan hubungan

dengan sesama manusia dalam masyarakat (unsur *pawongan*). Konsep ini pada dasarnya analog dengan pendapat Dema dan Moeller (2012) yang menyatakan bahwa pembelajaran budaya dalam pembelajaran bahasa mencakup tiga aspek, yakni filosofi (perspektif), praktik perilaku, dan produk.

Esensi pemahaman THK untuk mencapai kebahagiaan hidup melalui proses harmoni dan kebersamaan. Konsep ini selanjutnya menyebabkan manusia Bali sangat kuat keterikatannya dengan desa adat atau masyarakat hukum adat tradisional yang dicirikan oleh berbagai kolektivitas kegiatan sosial-religius (Pitana, 1999:121). Sebagai suatu kebudayaan THK pada dasarnya bukanlah sesuatu yang statis, tetapi sebaliknya sebagai sesuatu yang dinamis, seiring dengan dinamika budaya kehidupan masyarakat.

Untuk mengayakan pengalaman para pelajar BIPA perlu diberikan pemahaman tentang THK sehingga bahasa Indonesia yang dipelajarinya memiliki daya rekat yang lebih tinggi. Berdasarkan kajian model pembelajaran yang sudah ada, sampai saat ini belum ada secara spesifik ditemukan penelitian yang mengimplementasikan nilai budaya THK dalam pembelajaran BIPA. Yang ada hanyalah pengintegrasian nilai budaya umum melalui pengajaran kosa kata, lagu, sastra, tradisi, ritual, dan produk budaya lainnya

Metode pembelajaran yang dipilih adalah metode pembelajaran aktif. Ketika pelajar aktif, berarti pelajar yang mendominasi aktivitas pembelajaran. Dengan cara seperti ini, maka pelajar akan aktif menggunakan otak, baik untuk menemukan ide pokok dari materi pembelajaran, memecahkan persoalan, atau mengaplikasikan apa yang baru mereka pelajari ke dalam suatu persoalan yang ada dalam kehidupan nyata. Dengan belajar aktif, pelajar turut serta dalam semua proses pembelajaran, tidak hanya melibatkan pikiran, akan tetapi juga melibatkan fisik. Dengan cara seperti itu, pelajar akan merasa terlibat dalam suasana yang lebih menyenangkan dan bermakna sehingga hasil belajar dapat dimaksimalkan.

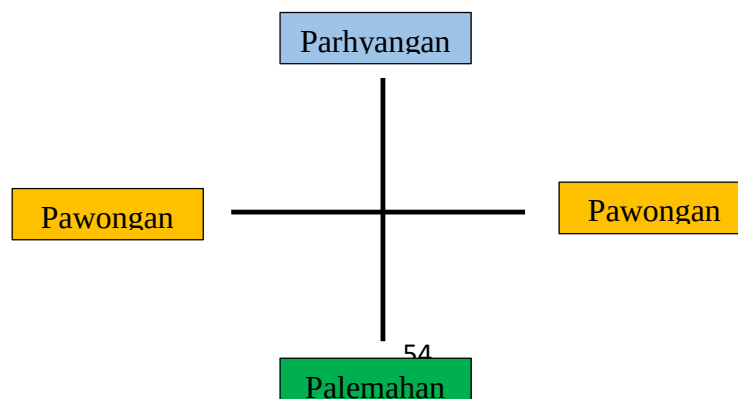
Belajar aktif adalah salah satu cara untuk mengikat informasi yang baru saja diterima oleh pelajar untuk selanjutnya disimpan dalam otak (Zaini, dkk, 2002: xiii). Untuk dapat menyimpan dengan baik diperlukan beberapa tindakan seperti pengulangan informasi, mempertanyakan informasi, berbagi dengan orang lain, pengamatan, dan praktik langsung. Pertimbangan lain untuk menggunakan strategi pembelajaran aktif adalah adanya realita bahwa pelajar mempunyai cara belajar yang berbeda-beda. Ada pelajar yang lebih senang membaca, ada yang senang berdiskusi, bermain, dan ada juga yang senang praktik langsung. Inilah yang sering disebut dengan gaya belajar atau *learning style* (Zaini, dkk, 2002: xv). Untuk membantu pelajar agar maksimal dalam belajar, maka kesenangan dalam belajar itu sebisa mungkin diperhatikan. Untuk dapat mengakomodasi kebutuhan tersebut dapat dilakukan dengan menggunakan variasi strategi pembelajaran yang beragam dengan melibatkan indera belajar.

2. Metode

Kajian ini bertujuan untuk mengetahui respons pelajar terhadap penerapan konsep THK dan metode dalam pembelajaran BIPA. Metode yang digunakan dalam pengumpulan data adalah metode kuesioner dan metode simak dengan teknik simak libat cakap dan teknik simak bebas libat cakap. Sampel diambil dari 20 pelajar BIPA tahun 2019 dan 2020. Data yang terkumpul selanjutnya dianalisis dengan metode deskriptif kualitatif, khususnya dengan metode agih atau distribusional. Pada akhir penyajian materi diberikan kuesioner untuk mengevaluasi respons pelajar terhadap metode yang digunakan. Berdasarkan hasil olahan dari respons pelajar terhadap metode yang digunakan, maka akan diketahui metode apa yang paling baik diterapkan dalam pengajaran budaya THK dalam pengajaran BIPA. Kajian ini tentunya akan memberi kontribusi yang positif dalam implementasi pembelajaran BIPA. Dengan mengetahui metode yang efektif, maka pengajaran nilai budaya nasional maupun daerah akan lebih mudah diterima oleh para pelajar BIPA.

3. Pengayaan Budaya dalam Pengajaran BIPA Berbasis Trihita Karana (THK)

Pengayaan budaya dalam pengajaran BIPA dapat dikembangkan dengan menggunakan konsep Trihita Karana yaitu tiga unsur yang menyebabkan kebahagiaan, yakni hubungan manusia dengan Tuhan (*parhyangan*), hubungan manusia dengan manusia (*pawongan*), dan hubungan manusia dengan alam (*palemahan*). Ketiga konsep ini dapat digambarkan dengan *tapak dara* (+) sebagai berikut.



Gb. 1 Konsep Trihita Karana

Parhyangan merupakan hubungan manusia ke atas yang diwujudkan melalui tindakan *bakti* yang bermakna hormat, tunduk, setia kepada Tuhan yang Maha Esa. *Pawongan* adalah hubungan manusia ke samping atau antarsesama manusia yang diwujudkan melalui tindakan *cinta* dan menghargai orang lain. Sedangkan *Palemahan* merupakan hubungan manusia dengan alam, lingkungan saling mengasihi dan menjaga kelestarian lingkungan yang diwujudkan melalui tindakan *kasih*. Jika hubungan ketiga komponen ini disinergikan dan diputar, maka akan terjadi kekuatan dan keseimbangan yang harmoni dan diwujudkan dalam gambar *swastika* seperti gambar 2



(Gambar 2. Simbol Swastika, Wayan Fais <https://images.app.goo.gl/LPUZJaUGfKK3PZX29>)

Swastika ini dilingkari daun padma atau teratai (*padmamandala*) yang berjumlah delapan, yang berfungsi menjaga keseimbangan dunia. Di Bali, miniatur *padmamandala* ini diwujudkan dengan pura khayangan jagat yang mengitari dan membentengi pulau Bali dari delapan penjuru, untuk menjaga kelestariannya.

Dalam pengayaan pengajaran BIPA, konsep Trihita Karana ini dapat diwujudkan melalui interaksi antara pemelajar dan penutur bahasa Indonesia. Bentuk interaksi itu dapat mencakup tiga aspek, yang dapat dijelaskan sebagai berikut.

1. *Parhyangan*. Materi budaya yang dapat mengayakan pembelajaran bahasa Indonesia di bidang *parhyangan* meliputi antara lain; ritual agama, tradisi, teks sastra, filosofi, dan keyakinan nilai.
2. *Pawongan*. Di bidang *pawongan* ini, materi budaya yang dapat diajarkan mencakup antara lain; etika (sopan santun), struktur sosial, produk makanan (kuliner), lagu, musik, proses pernikahan, sejarah, politik, peribahasa, dan humor.
3. *Palemahan*. Pengajaran budaya melalui bidang ini dimaksudkan untuk menambah khazanah pemelajar dalam hubungan manusia dengan lingkungan alam. Materi yang dapat disisipkan dalam bidang *palemahan* ini meliputi; ekowisata, aturan (tata tertib), festival/tradisi lingkungan, penataan ruang, arsitektur, dan astronomi.

Wujud penyajian materi budaya dapat berupa fisik dan nonfisik. Budaya fisik dapat berupa produk yang menunjukkan keanekaragaman hasil karya, rasa, dan cipta orang Indonesia. Budaya fisik dapat juga berupa destinasi atau tujuan wisata yang menarik. Di sisi lain, budaya nonfisik dapat memberikan rasa kenyamanan, kelembutan, harmonisasi, dan juga keunikan (Mussaif, 2017). Baik budaya fisik maupun nonfisik dapat dijadikan bahan pendukung materi ajar BIPA yang mencakup empat keterampilan berbahasa yaitu membaca, menyimak, berbicara, dan menulis.

4. Implementasi Metode Pengajaran Nilai Budaya THK dalam Pembelajaran BIPA

Pembelajaran budaya untuk pemelajar BIPA ada yang secara implisit diintegrasikan ke dalam materi ajar, ada juga yang diberikan lewat interaksi langsung baik di kelas maupun di luar kelas berupa program *outing*. Program di luar kelas biasanya dapat berupa pencelupan (*immersion*) ke lokasi atau objek yang dijadikan bahan pembelajaran.

Ada beberapa metode yang diujicobakan dalam pengintegrasian nilai budaya THK dalam pengajaran BIPA. Metode-metode ini dipilih berdasarkan karakteristik pemelajar BIPA dan kesesuaian materi tersebut disampaikan. Metode-metode yang digunakan dapat dijelaskan sebagai berikut.

4.1 Tebak Gambar

Metode tebak gambar dapat diterapkan ketika mengajarkan budaya THK yang terkait dengan *palemahan*. Metode ini dilakukan dengan kartu-kartu yang berisi gambar antara lain lingkungan alam (gunung, sungai, laut), tempat ibadah, jenis-jenis bentuk rumah atau bangunan, tata letak arsitektur. Tujuan metode pembelajaran ini untuk mengayakan kosa kata yang terkait dengan budaya dan lingkungan. Cara memainkannya dapat dilakukan dengan berpasangan. Yang satu menebak dan yang lainnya mengiyakan atau menolak. Pemenangnya adalah pemelajar yang tebakannya paling banyak benar. Pada akhir sesi pengajar dapat menjelaskan bagaimana masyarakat memaknai gunung sebagai hulu lingkungan dan sumber kemakmuran.



(Gambar 3. foto: dok pribadi)

4.2 Berlari sambil Mengimla (*running dictation*)

Berlari sambil mengimla juga dilakukan secara berpasangan. Pengajar menyiapkan teks bacaan yang terkait dengan budaya THK seperti yang terkait dengan pengairan (subak), tempat pemujaan, sejarah, tradisi. Teks bacaan ini ditempel di tembok di luar kelas. Salah seorang pemelajar mondar-mandir membaca teks dan mengimlakan kepada pasangannya yang berada di dalam kelas. Pasangannya yang di dalam kelas ini menulis apa yang diimla ke dalam bentuk teks. Pemenangnya adalah pasangan yang paling cepat selesai dan tingkat kesamaannya paling tinggi dengan teks yang ditempelkan di luar tersebut. Teks yang digunakan ini juga selanjutnya dapat dibahas baik kosa kata, tata bahasa, dan budaya atau tradisi yang terkait dengan bacaan tersebut.

Contoh:

Pura Goa Gajah



(Gb 4 Sumber: Objek dan Daya Tarik Wisata Bali II, 1992:33)

Goa Gajah ditemukan pada tahun 1923. Nama Goa Gajah telah disebut di dalam kitab *Nagarakertagama* yang ditulis pada tahun 1365 M. Pada tahun 1954, ditemukan kembali kolam permandian di depan goa yang kemudian disusul dengan perbaikan patung pancuran yang semula terletak di depan goa dalam keadaan tidak lengkap. Ciri historis Goa gajah dapat dibagi menjadi dua bagian.

Goa gajah di kalangan penduduk setempat lebih dikenal dengan nama Pura Goa. Pura ini terletak di sebelah barat Desa Bedahulu, Kecamatan Blahbatuh, Kabupaten Gianyar, kira-kira 27 km dari Denpasar. Kunjungan ke pura ini dapat dilakukan dengan mudah karena letaknya hanya beberapa meter di bawah jalan raya Tampaksiring. Pura ini

dibangun di lembah sungai Petanu dengan panorama alam yang indah. (diadaptasi dari Objek dan Daya Tarik Wisata Bali II, 1992:33)

Metode *running dictation* ini secara terintegrasi digunakan untuk mengasah keterampilan membaca, berbicara, mendengarkan, dan menulis. Dalam praktiknya penerapan metode ini memerlukan kesigapan pasangan pemelajar, baik yang mengimla maupun yang menuliskan. Teks di atas juga dapat dijadikan acuan untuk belajar tata bahasa khususnya dalam pembentukan pasif *di-* dan *ter-*.

Pada saat penerapan metode *running dictation*, pebelajar tampak melakukannya dengan semangat karena mereka berusaha menyelesaikan teks yang diimla dalam waktu yang singkat dengan hasil yang benar dan memuaskan.

4.3 Metode Simak (Observasi)

Metode simak ini dapat digunakan untuk mengamati secara langsung aktivitas masyarakat pemakai bahasa. Ada tiga aktivitas yang diujicobakan yang meliputi *parhyangan*, *pawongan*, dan *palemahan*. Para pemelajar BIPA dapat dibagi ke dalam beberapa kelompok untuk memilih masing-masing aktivitas.

Pertama, aktivitas persembahan *saiban* yang terkait dengan konsep *parhyangan*. Aspek yang menjadi kajian adalah pembelajaran perilaku. Sejak kecil masyarakat Hindu diajarkan berterima kasih kepada Tuhan sebelum makan. Aktivitas ini disebut *Saiban*. *Saiban* adalah korban suci dalam skala kecil berupa miniatur apa yang kita makan dipersembahkan juga sebelumnya kepada Tuhan. Ini dilakukan sebagai rasa terima kasih karena hari tersebut kita bisa makan.



Gambar 5.



Gambar 6.

(Gambar 5: <https://dharmadana.id/makna-dan-tujuan-mesaiban/>)

(Gambar 6: <https://puragunungsalak.or.id/bebantenan/makna-mebanten-saiban-dalam-tradisi-hindu-bali/>)

Budaya gotong royong merupakan aktivitas kedua yang merupakan bagian dari konsep *pawongan*. Gotong royong merupakan kegiatan saling membantu antar-anggota masyarakat tanpa dibayar dengan tujuan agar kegiatan tersebut cepat selesai. Adapun beberapa kegiatan gotong royong yang masih dilakukan oleh masyarakat di desa saat ini seperti membangun rumah, menanam padi, menjaga kebersihan lingkungan, dan menyiapkan upacara keagamaan. Namun, seiring dengan perkembangan zaman, saat ini kegiatan gotong royong di kota sudah berangsur-angsur punah karena kecenderungan orang saat ini lebih berpikir individual.



(Gambar 7: Riskianto <https://www.sawahon-ponjong.desa.id/first/artikel/313-Bangkitkan-Gotong-Royong-Wujudkan-Cita-cita-Bersama>)

Aktivitas ketiga yang terkait dengan konsep *palemahan* dapat disimak pada aktivitas masyarakat terhadap lingkungan khususnya tumbuh-tumbuhan. Di Bali usaha pelestarian pohon dilakukan dengan memberi kain selimut “*poleng*” (kain dengan kombinasi warna putih dan hitam) terhadap tumbuh-tumbuhan yang ingin dilindungi, seperti gambar di bawah ini.



Gambar8:<https://www.facebook.com/513324609205461/posts/1061980091006574>
/ diakses 23 Juli 2021)

Rasa mengasihi manusia terhadap tanaman salah satunya dengan cara memberi selimut “*poleng*” terhadap pohon. Jika pohon tersebut sudah berselimut “*poleng*” berarti pohon tersebut sudah disakralkan dan tidak seorang pun berani menebangnya. Hubungan *palemahan* dalam konsep THK ini adalah bagaimana kita memanusiakan alam. Tumbuh-tumbuhan diyakini telah memberi udara segar kepada manusia. Perlindungan terhadap pohon ini, akhirnya juga berdampak religius. Di dalamnya terkandung nilai bahwa manusia tidak boleh menebang pohon sembarangan, apalagi pohon yang sudah disakralkan. Aturan lainnya terhadap pelestarian tanaman adalah adanya tradisi bahwa pada hari Minggu tidak boleh memotong bambu. Aturan ini juga mengindikasikan bahwa bambu merupakan tanaman yang sangat penting dalam kehidupan masyarakat Bali. Di samping itu, orang Bali juga secara khusus memuja tumbuh-tumbuhan pada hari *Tumpek Uduh/Pengatag* yaitu pada hari Sabtu *wuku Wariga* (yang diperingati setiap enam bulan sekali). Aktivitas seperti ini tampaknya juga dapat dijadikan objek ekowisata (Defina, 2020).

Penerapan ketiga metode ini dapat dibantu dengan metode wawancara terstruktur untuk mengayakan kosa kata baru dan nilai-nilai budaya THK yang terkandung di dalamnya. Pemelajar ditugaskan untuk mewawancarai pandangan orang terhadap ketiga aktivitas tersebut sehingga nilai-nilai yang terkandung di dalamnya dapat dipahami.

4.4 Metode Dokumentasi dengan Video

Dokumentasi dengan video dapat dijadikan satu model pembelajaran untuk menanamkan nilai-nilai budaya yang dibangun dalam hubungannya manusia dengan manusia (*pawongan*). Pelajar ditugaskan membuat video tentang bagaimana masyarakat Bali menjadikan balai banjar sebagai pusat belajar dan berbagai aktivitas baik tradisional maupun modern. Semua kegiatan yang dilakukan secara informal di banjar meliputi beberapa aktivitas antara lain; belajar menari, menabuh, bernyanyi tradisional (*shanti*), posyandu, kegiatan lansia, rapat, bahkan senam modern untuk ibu-ibu PKK. Contoh video: aktivitas salah satu banjar di Bali. (© video 1).

4.5 Metode Pencelupan (*Immersion*)

Pencelupan dilakukan dengan melibatkan secara langsung pemelajar dalam aktivitas yang mau dialami. Ada beberapa pilihan yang diberikan kepada pemelajar, yaitu: menari *cak*, memasak tradisional (*cooking class*), mengolah tanah pertanian, kunjungan ke museum, menyiapkan perayaan hari Saraswati, membuat *canang sari* (salah satu jenis sarana upakara yang paling sederhana). Pemelajar dipersilakan memilih atau ikut terlibat pada aktivitas yang ingin ditekuni. Mereka akan didampingi oleh fasilitator yang profesional di bidangnya.

Contoh:



(Gb 9 &10 Foto dok: Persiapan Hari Saraswati)



Gb. 11
Foto
Dok:
belajar

“matekap”

Gb.12 Foto dok: belajar

menanam padi

4.6 Metode Debat

Metode ini dilakukan untuk memberi penilaian secara kritis dan tajam terhadap suatu fenomena yang mereka hadapi di masyarakat. Pemelajar dibagi ke dalam dua kelompok. Ada kelompok *pro* (yang mendukung tema yang dikritisi) dan ada kelompok *kontra* (yang menyanggah). Setiap kelompok terdiri dari 3 orang. Tiap-tiap orang diberikan waktu selama 2 menit untuk bertahan terhadap pendapatnya dengan mengungkapkan secara kritis dan tajam argumen-argumennya sesuai dengan pengalamannya tentang topik yang dibahas. Dalam debat ini juga secara otomatis ada pembelajaran: pelafalan (*spelling*), kefasihan (*fluency*), pengayaan kosa kata (*vocabulary*), tata bahasa (*grammar*).

5. Pembahasan

Pengintegrasian materi THK dalam pembelajaran BIPA sangat menarik minat pemelajar BIPA dalam mengayakan pemahamannya tentang budaya bahasa yang dipelajari. Penambahan wawasan di bidang THK meyakinkan mereka terhadap nilai falsafah hidup, keberagaman, kebermaknaan fungsi, kerja sama, keberimbangan, dan tatanan proses untuk dapat menjalani hidup secara tenteram dan harmonis untuk mencapai kebahagiaan. Metode pembelajaran aktif yang diujicobakan untuk mendukung penanaman nilai THK ini juga mendapat respons yang positif karena dalam proses penyajiannya mereka belajar dan mengalami sehingga pembelajaran menjadi lebih bermakna. Dalam hal ini

pemelajar mengontekstualkan materi dengan dunia nyata sehingga mampu mendorong mereka untuk menghubungkan antara pengetahuan awal yang mereka miliki dengan penerapannya di dunia nyata. Tabel 1 berikut ini menyajikan respons mereka terhadap metode yang diujicobakan.

Tabel 1 Respons Pelajar terhadap Metode Pengajaran THK dalam Pengajaran BIPA

No.	Metode yang Digunakan	Aktivitas yg diujicobakan	Skala Penilaian					ΣX	n	%	Kriteria
			1	2	3	4	5				
1.	Tebak gambar	Menebak gambar: alam, rumah, tempat ibadah	0	0	0	6	14	94	100	94	Sangat layak
2.	Berlari sambil mengimla	Teks bacaan sejarah: Goa Gajah	0	0	0	2	18	98	100	98	Sangat layak
3.	Simak (Observasi)	Mengamati aktivitas: upacara Saiban, pohon berselimut	0	0	0	4	16	96	100	96	Sangat layak
4.	Pembuatan Video	Pembuatan video Banjar sebagai Pusat Belajar	0	0	0	4	16	96	100	96	Sangat layak
5.	Pencelupan (<i>immersion</i>)	- Menari Cak - Memasak tradisional - Membuat Canang Sari - Merayakan Saraswati - Mengolah tanah pertanian	0	0	0	0	20	100	100	100	Sangat layak
6.	Debat	Topik diperdebatkan: - sanitasi, - transportasi, - pendidikan, - gaya hidup	0	0	0	4	16	96	100	96	Sangat layak
Persentase Rata-rata										96,7	Sangat layak

(Sumber: data diolah)

Berdasarkan respons pebelajar pada tabel 1 dapat disimak bahwa secara umum hampir semua metode yang diujicobakan menarik perhatian pemelajar BIPA. Hal ini dibuktikan dengan rentangan respons mereka semuanya berkisar pada nilai baik dan sangat baik dengan nilai rata-rata sebesar 96,7 %. Bahkan untuk metode pencelupan (*immersion*) semua pemelajar merespons dengan sangat baik.

6. Simpulan

Respons pemelajar BIPA terhadap penerapan konsep THK dengan metode pembelajaran aktif berada pada kualifikasi sangat baik dengan nilai rata-rata 96,7 %. Ini berarti penerapan konsep THK dan metode yang digunakan sangat layak untuk mendukung pembelajaran BIPA.

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Characterization of Belle as the Main Role in the Beauty and the Beast Movie by Bill Condon

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Abstract - This research examines the main character's characterization in the 2017 film *Beauty and the Beast*, directed by Bill Condon. Belle is the primary character in this film, and she is the daughter of Maurice, an inventor in Villeneuve, a small French town. The film depicts a love story between a cursed prince who transforms into a Beast and a lovely country girl. The purpose of this research was to discover the characterizations of Belle, the film's most dominant character. Characters' appearances, interactions, personal descriptions, reactions to other characters, actions, and speeches can all be used to describe them. According to the analysis, the heroine Belle is not only portrayed as compassionate, brave, brilliant, and loyal, but also as a free-thinking loner who can be forceful and even judgmental. After all, Belle, the principal female character in Disney's *Beauty and the Beast*, is one of the most well-known and well-loved Disney princesses. She, like her royal peers, is gorgeous, encouraging, loving, and strong.

Keywords: character, characterization, main character, film.

1. Introduction

Characters and characterization is the key determinants in literary work. Character refers to all of the qualities and characteristics refers to that distinguish one person, group of people, or location from others. Their word shows their hates, their dreams, their success, their strength and their weakness (Lailiyah & Yustisia, 2018). In a word, a character is a personality that is conveyed through many attributes and characteristics. The definition of a character. Abrams (1999) stated that the person symbolizes a piece of dramatic or narrative that interprets moral, intellectual, and emotional attributes from their distinctive techniques of conveying the discussion, and from what they are doing the actions.

There two types of character who plays a pivotal role in the literary work, main character and supporting character. A main character is a character who is given special attention in the literature. She or he is the main figure who is usually told, either as the culprit or as the victim of the incident (Nurgiyantoro, 2005, p.176-177). As a result, the main character is a character who plays a dominant role in a drama, novel, or film. There are other types of characters, but the primary character draws the most attention and becomes the audience's focal point of awareness. According to their nature, characters are typically classified into two categories which are the protagonist and antagonist. However, some of the story line has a character which is a combination of the two called tritagonist. The protagonist is a good figure in a tale that plays a central role. This role can either be the most hurtful or the most suffering, eliciting pity from the audience. The protagonist is usually the primary figure in a movie who determines the plot. The role of antagonist is the opposite of the role of the protagonist. This role is a role whose character depiction is related to bad and negative things in a story. This character will cause conflict in the story and hatred towards the audience. This role will likely also be the protagonist who gets hurt the most. A companion role, whether for the protagonist or antagonist, is known as a tritagonist role. This character can be a supporter or an opponent of the main character, but they can also be a mediator or a link in a dispute settlement. This role evolved into a protector of the figures they accompany. The main supporting role is included in this position.

Characterization in literature refers to the process by which authors create characters and create images of them for the audience. On the other hand, it refers to the approach by which an author revealed a character in a work of fiction, or the method of character depiction (Putri, 2017, p.3). It means that characterization describes how one character differs from others. Furthermore, Jauhari (2013) claimed that characterizations are the author's portrayals of persons or performers. There are two techniques to characterization, direct characterization and indirect characterization. In direct characterization, the author informs readers about the character inside a story through the narrator, other characters, or the character himself, which is typically utilized in novel characterizations. According to Charters (2011), external

information such as character names or other open comments could be involved. Direct characterization occurs when an author teaches readers about a character inside a story via the narrator, other characters, or the character himself, and is commonly used in novel characterizations. External information such as character names or other open comments, according to Charters (2011), could be involved. Indirect characterization, the author helps readers grasp the character's personality through the character's thoughts, actions, speech, and dialogue. Typically used in film characterizations. In literary works, Burroway (2000) defined four categories of indirect characterization: 1) words, 2) thoughts, 3) actions, and 4) appearances.

Movies are typically used for pleasure, but they may also be used to learn about exceptional human existence by showing stories of romance, terror, and tragedy, as well as displaying the characterization of the character in the film. *Beauty and the Beast* is a 2017 American musical romance fantasy film directed by Bill Condon and written by Stephen Chbosky and Evan Spiliotopoulos. The plot was a remake from Disney's 1991 film of the same name, which depicts the story of a lovely prince who was cursed to become a hideous monster due to his arrogance. The only way for the prince to be rid of this curse is to find true love. Someday, Belle was hunting for her father and arrived to the Beast's castle to help him, but the Beast captured Belle as a prisoner. They progressively became closer after spending time together fell in love. However, the prince only has a little time to release the curse before the last rose petals fall.

This study focuses on characterization and the key characters who are the most dominating in the film *Beauty and the Beast*. Furthermore, this film is intriguing enough to be the subject of this research. Belle is the main character who can be considered as a role model and for some purpose. This study examine how she is portrayed despite the fact that she lives in a small hamlet where the majority of the inhabitants are closed-minded. This movie has many moral values, messages, and knowledge that may be taken from.

2. Method

As the basis for collecting and interpreting data, the study design is descriptive and qualitative in character. The subject of the research is Bill Condon's play *Beauty and the Beast*. According to Latief (2010), the descriptive qualitative research method or research design involves authentic data as the study's results. As a result, content data analysis was used, with language change and linguistic etiquette as factors. The data was extracted from a 139-minute-long movie. Belle's character is shown through moral standards in her behavior, actions, and dialogues. The authors conveys characterizations through the narrator, but the author can also penetrate the feelings and inner conflicts of the audience. While the indirect characterization of the figure directly shows the characterization through the dialogue and the situation, the mental qualities of the characters, even the Tone of voice, Pressure, Dialect, and Vocabulary.

3. Results and Discussion

Kind

The author discovered that one of Belle's traits is that she is a good girl. Being good is bringing enjoyment to others and being kind to them.

Belle : Come, come...the blue bird (teaches little girl read a book)
Little girl : That flies over the dark wood
Belle : That was amazing
(Bill Condon, *Beauty and the Beast*, duration 00:15:20-00:15:38)

The previously stated quote occurs while Belle is doing laundry with the laundry equipment she made. The little girl approaches Belle and inquires as to what the horse is doing, after which Belle politely invites the girl to come and teach her how to read and then compliments her on her ability to read. Someone will be happy if they receive praise from others. It is a wonderful thing to do, and praising others can indicate that someone has a decent character. According to the quotation, Belle is a good girl since she always brings love and happiness to others.

Another evidence that Belle is a wonderful girl is when she realizes Beast is a cursed prince and wants to help him come back to life as humans.

Belle : I want to help you. There must be some way to break the curse.
(Bill Condon, *Beauty and the Beast*, duration 01:07:19)

In addition, Belle thanked Beast for saving her life from a wolf attack when she visited him when he was reading a book in the rose flower garden. Saying thank you is one of the positive characteristics that make others feel valued for their kindness.

Belle : I never thank you because saved my life
(Bill Condon, *Beauty and the Beast*, duration 01:15:15)

According to the dialogue in the scene, Belle is a good girl. It is clear through her actions and how she interacts with the people, the magical items, and Beast that she is a decent girl.

Courageous

The author discovered that one of Belle's features is that she is a courageous girl. Courageous means having a strong sense of self-worth and not being frightened to face hazards and problems. Being courageous is beneficial to our lives. Belle is a bold young lady, as seen by her actions and words. It can be observed from the dialogue below how Belle is a brave girl.

Belle: Philippe...what happened? Where is papa? take me to him!
(Bill Condon, *Beauty and the Beast*, duration 00:26:34)

This incident occurs when Maurice's horse (Philippe) arrives at Belle's house without Maurice on board. Then Belle rode her horse through the icy woods to save her father, and she ran until she arrived at the cursed castle. Belle dismounts from Philippe, collects some wood, and walks fearlessly into the castle. It takes bravery to be alone in a scary-looking strange environment. This terrible castle appeared to be haunted. Belle was not afraid and did not want to return to the village. After hearing his father cough, she grabbed the lamp (Lumiere) and dashed up the stairs.

Another scene in which Belle was not terrified when she first encountered the Beast. Belle passionately cries and debates with Beast, even daring to beg Beast to "come into the light." This action was brave because yelling and disputing with Beast, who appears unpleasant and cold-hearted, may have resulted in Belle being assaulted (Bill Condon, *Beauty and the Beast*, duration 00:29:35). In addition, the dialogue below between Belle and Beast provided more evidence of Belle's bravery.

Belle: Who's there? Who are you?
Beast: Who are you?
Belle: I've come for my father
Beast: Your father is thief
Belle: Liar!!!
Beast: He stole a rose
Belle: I asked for the rose, punish me not him!

.....
Bill Condon, *Beauty and the Beast*, duration 00:28:53-00:29:00
Belle: A life sentence for a rose?

....
Belle: Come into the light

(Bill Condon, *Beauty and the Beast*, duration 00:29:36-00:29:43)

According to the scene above, Belle attempted to converse with Beast and requested that he show his face. Belle believes that her father was sentenced to life in prison for stealing one stalk of rose. She took over her father's punishment role by duping him and promising to escape from prison. This is a daring stunt in which Belle is alone and there is no indication of when she will be released. As a result, Belle has taken a chance on all the horrible things that will happen to her.

Belle : (whispers) I'm not afraid and I'll escape. I promise
Maurice : What?!
Belle then pushed her father out of the prison door, then the door closed, and Maurice fell to the ground. Beast thought the two of them were stupid -
(Bill Condon, *Beauty and the Beast*, duration 00:29:58-00:31:18)

Finally, the author discovers Belle's heroic attitude as her father is being taken captive in a horse carriage. Belle used her pincers to help him, then she left the village and rode to the castle on horseback to save the Beast from Gaston and the villagers (Bill Condon, *Beauty and the Beast* duration 01:42:30-01:43:50). Belle's bold nature may be shown in her acts and how she spoke to Beast, which indicated she was a brave girl, according to the explanation above.

Clever

The author discovered Belle to be a clever young lady. Other characters' personal descriptions can attest to this. She can read and teach others to read, and she can recall quotes from books. The first piece of evidence came from one of the villager who stated "with a dreamy, far-off look and her nose stuck in a book.." (*Beauty and the Beast*, Bill Condon, 00:07:10) and "Now it's no wonder that her (Belle) name means beauty, her looks have got no parallel...she's nothing

like the rest of us.” (*Beauty and the Beast*, Bill Condon, 00:07:48-00:08:05) According to the dialogue scene, Belle is attractive and smart because she is attentive in reading books, indicating that she is a clever village girl.

The action of reading books and helping young girls to read provides the second proof. She improved her literacy by borrowing books from the Pere Robert library, but she had already read them all.

Librarian : Ah, if it isn't the only bookworm in town. So, where did you run off to
this week?
Belle : two cities in northern Italy. I didn't want to come back. Have you
got any new places to go?
Librarian : I'm afraid not but you may re-read any of the old ones that you'd
like
Belle : Thank you Pere Robert, your library almost makes our small corner of
the world feel big
(*Bill Condon, Beauty and the Beast*, duration 00:06:36-00:00:06:55)

The dialogue in the scene demonstrates that Belle can read and enjoys reading because she has already read all of the books on the shelf. Other evidence demonstrates Belle's intelligence when she teaches young girls to read.

Belle holds books and teaches little girls to read.
Belle : Come...Come! the blue bird flies.
Little girl : Over the dark wood.
Belle : That's was amazing
Headmaster : What on earth are you doing? Teaching another girl to read? Isn't
one enough?
(*Bill Condon, Beauty and the Beast*, duration 00:15:29-00:15:46)

This scene emphasized that school is only for guys, but Belle demonstrated that she is the only girl in that village who can read. The peasants, on the other hand, refer to Belle as a peculiar, crippled, and unfortunate individual. As a result, the villagers were enraged when they observed Belle teach the young girl to read and then empty her wash barrel from the laundry pool onto the ground. The locals regard intelligent women as negative and harmful.

Furthermore, Belle's ability to recall quotes from books demonstrates her intelligence. She babbled about quotations from Shakespeare's book while caring for the Beast, and she liked Romeo and Juliet's book. Belle is a brilliant girl, as seen by her ability to remember quotes.

Belle : love can transpose to from and dignity. Love looks not with the
eyes but with the mind and therefore...Beast turns around to Belle and joins in.
(*Bill Condon, Beauty and the Beast*, duration 01:08:35-01:08:45)

According to the dialogue in the scenes above proven that Belle is a bright young lady. The author discovered evidence that those are personal accounts from villagers and other characters, Belle teaches a young child to read, and Belle's ability to recall a passage from the book.

Bold

Another character's trait of Belle's found by the authors is bold. People who are decisive are difficult to persuade. She will set her own boundaries and understand what is proper for her. The following are three parts of the evidence scene that demonstrate Belle's strong personality. The first piece of evidence is that when Gaston saw Belle, he thought she was a beautiful and exceptional girl and planned to marry her. When Belle is going around amid a crowd, Gaston runs into her in the middle of a market. He invites Belle for having dinner, but she declines.

Gaston : (Giving flower) For your dinner table, shall I join you this evening?
Belle : Sorry not this evening.
Gaston : Busy?
Belle : No.
(*Bill Condon, Beauty and the Beast*, duration 00:10:25-00:10:35)

The second evidence of Belle portrayed as the bold young lady is when she washing the laundry and teaching little girls to read, but the principal seems does not like it to see that and the villagers become enraged, spilling Belle's laundry on the ground. Le Fou then instructed Gaston to be Belle's hero, and he followed Belle inside her home.

Gaston : Belle! I heard you had trouble with the headmaster! He never liked me either.
Belle : All I wanted was to teach a child to read
Gaston : The only children you should concern yourself with will be...your own.
Belle : I'm...not ready to have children.
Gaston : Oh...Belle. Do you know what happens to spinsters in this village after their father dies? They beg for scraps, like poor Agathe. This is our world belle. For simple folk like us, it doesn't get better.
Belle : I want to be a farm girl. But I'm not simple. And I'm never going to marry you, Gaston. I'm sorry.
(Bill Condon, *Beauty and the Beast*, duration 00:16:42-00:17:35)

According to the discussion, Gaston approached Belle after learning of her problems with the school administration and persuaded her to marry him. Gaston has tried everything to woo Belle, but she flatly refuses, saying, "I'm never going to marry you, Gaston." The final piece of evidence is Belle singing with an irritated countenance because Gaston forces her to marry him. With the words of this song demonstrating Belle's tenacity, she desired to live a life other than a provincial one.

(Belle sings) Is he gone? Oh, can you imagine? Me, the wife of that boorish, brainless!! Madam Gaston! Can't you just see it? Madam Gaston! His 'little wife' ughh! No sir! Not me! I can guarantee it! I want much more than this provincial life!
(Bill Condon, *Beauty and the Beast*, duration 00:17:52-00:18:11)

Belle's statement above indicates that she has a strong personality. This is clear from her actions and the way she speaks. She politely declines Gaston's invitation to supper and states unequivocally that she will not marry Gaston. The last one is that the song she sings implies that she is adamant about not marrying a snobbish and illiterate man like Gaston.

Free thinker

In the same way, Belle is described as a free thinker. Belle asserts in the classic song that she lives in a provincial town full of little people. This shows that she is more cultured than her neighbors, or that she is bored with them. While the other village lady bakes bread, buys eggs, and raises children, she is learning more about a range of topics and from a number of sources.

(Belle's sing) Little town it's a quiet village. Every day like the one before. Little town full of little people. Waking up to say. Bonjour...Bonjour....There goes the baker with his tray like always. The same old bread and rolls to sell. Every morning just the same. Since the morning that we came. To this poor provincial town. (Bill Condon, *Beauty and the Beast*, duration 00:04:54-00:05:40)

From the first Belle show up in the film she singing about the life in the village make her boring because every day has the same activity. This scene shows that Belle is free thinker, she shows that she is one step ahead than the villagers. The another proof is when she greeting Monsieur Jean then he asks where are you off to? She tells that "To return this book to Pere Robert, It's about two lovers in fair Verona" and he tell that "sounds boring" (Bill Condon, *Beauty and the Beast*, duration 00:05:42-00:05:57) but this activity makes Belle's know about another word with reading a book.

The second evidence is when the villagers say that Belle is a strange girl because Belle doesn't like other people, she likes reading a book. Belle is bored with the villager activity she wants more than this life this indicates from she says 'There must be more than this provincial life' (Bill Condon, *Beauty and the Beast*, duration 00:09:14-00:09:16) Belle expects more life from the small village she lives in. She wants to go out and have a free adventure like the stories she read in books.

In one's own world

Since she has read about so many beautiful places, she often finds herself in her own little world, daydreaming. While this is common and a good way for her to develop her creativity, it can also cause her to become disoriented. In fact, towards the start of the film, she is strolling and reading, completely unaware of what is going on around her. She could have overlooked something critical, or even worse, made a mistake.

(The villagers sing) Look these girl is strange, no question. Dazed and distracted, can't you tell? Never part of any crowd. Cause her head's up on some cloud. No denying she's a funny girl that Belle.

(Bill Condon, *Beauty and the Beast*, duration 00:05:59-00:06:15)

According to the action above villagers describing Belle as a special girl, she doesn't like other villagers she only interests in reading books whenever there are. Another proof is when Belle also asks her father that she is odd just because she like reading.

Belle: Papa, do you think I'm odd?

Maurice: Odd? My daughter? Odd? Where did you get an idea like that?

Belle: I don't know. People talk.

Maurice: This is a small village, you know. Small minded as well. But small also means safe. Even back in Paris, I knew a girl like you, who was so ahead of her time. So different, people mocked her until the day they all found themselves imitating her

(Bill Condon, *Beauty and the Beast*, duration 00:12:15-00:12:40)

From the evidence above shows that Belle is different from the villagers, she even feels that she is not as strange as the villagers think. Because she was too immersed in reading books, she was not liked by the villager, especially the principal because at that time the school was only for boys. that's why she considered special, which means it's flawed.

The third proof is when villagers sing to describe Belle's figure "Look, this is a very strange girl to us, I wonder if she is okay, with a dreamy look, distant, and her nose stuck in a book. What a puzzle to the rest of us is Belle" this action happens when Belle walk while reading a book. she doesn't care about her surrounding, she just busy reading books while the others villager working. (Bill Condon, *Beauty and the Beast*, duration 00:06:59-00:07:12)

Judgmental

Belle is bright, yet her line delivery might come across as critical at times. She was well-read, and it has been alleged that she seemed unconcerned about the fact that no one else shared her enthusiasm for learning. Furthermore, she appeared to make assumptions and boldly proclaim her thoughts to everyone from the townspeople to Gaston (who, obviously, deserved a little judgment and being put in his place) to The Beast.

The first evidence was when Belle had a problem with the Headmaster, Gaston coming over to her house to ask to marry him but Belle refused, this incident can be seen from the dialogue below

Gaston : Belle! I heard you had trouble with the headmaster! He never liked me either.

Belle : All I wanted was to teach a child to read

Gaston : The only children you should concern yourself with will be...your own.

Belle : I'm...not ready to have children.

Gaston : Oh...Belle. Do you know what happens to spinsters in this village after their father dies? They beg for scraps, like poor Agathe. This is our world belle. For simple folk like us, it doesn't get better.

Belle : I want to be a farm girl. But I'm not simple. And I'm never going to marry you, Gaston.
I'm sorry.

(Bill Condon, *Beauty and the Beast*, duration 00:16:42-00:17:35)

According to the discussion above, Belle who has a lot of insight doesn't think of herself as simple like other girls who are just getting married and taking care of children, Belle wants to have an adventure. Because she has an insight into reading books she wants to teach children in her village to read. Belle doesn't want to marry someone like Gaston who can't share her enthusiasm for learning. Belle also thinks Gaston is a brainless and boorish person.

The second evidence is when Belle returned to the village to save her father who was locked up in a horse carriage to be taken to a psychiatric hospital because Gaston did not accept that Belle chose beasts over him.

Belle : Gaston, tell him!

Gaston : You know how loyal I am to your family but your father's been making some unbelievable claims.

Villager : It's true, Belle. He's been raving about the Beast in a castle!

Belle : I've just come from the castle and there is a Beast!

Gaston : You'd say anything to set him free. Your word is hardly proof

Belle : You want proof? Show me the Beast (asking to mirror).

(Show the Beast to the villager) There's your proof

Gaston : This is sorcery! Look at this Beast! Look at his fangs! His claws!

Belle : No, don't be afraid. He's gentle and kind

Gaston : The monster has her under his spell. If I didn't know better, I'd say she even cared for him!

Belle : He's not monster, Gaston. You are! The beast wouldn't hurt anyone.

Gaston : I've heard of the effects of dark magic but I've never before seen it with my own eyes! This is a threat to our existence! We can't have her running off to warn the Beast... Lock up her too!

Belle : No, No. You won't get away with this Gaston!

(Bill Condon, *Beauty and the Beast*, duration 01:35:04-01:36:27)

This action happens when Belle knew her father was in danger, she saw her father through a magic mirror lent by the Beast. When she learned of her father's condition she immediately returned to the village to save him. She asks Gaston to

save her father but Gaston refuses it because Belle's father refuses request to marry his daughter, Belle bravely argues with Gaston and proves that Beast is in the castle and he is not wicked but Gaston makes a story so that the villagers are provoked by anger. Belle already knows it, all of this is Gaston's doing. She also stated the real monster is Gaston. The third evidence happens when Belle bravely refuses Beast's invitation to join him for dinner, she chooses to starve instead of having dinner with Beast.

Beast : (knock the door) you'll join me for dinner. that's not a request
Mrs. Potts : gently, master. The girl lost her father and her freedom in one day
Lumiere : yes, the poor thing is probably in there, scared to death.
Mrs.Potts : exactly
Knock the door....
Belle : Just a minute
Lumiere : you see? There she is. Now, remember, be gentle
Mrs.Potts : kind!
Plumette: Charming!
Cogsworth : Sweet!
Lumiere : and when she opens the door, give her dashing, debonair smile.
Come, come. Show me the smile
Mrs.Potts : Oh, mon dieu!
Beast : Will you join me for dinner!
Belle : You've taken me as your prisoner and now you want have dinner with me? Are you insane?
Antiques: Uh-oh he's losing it
Beast : (knocking the door with anger) I told you to join me for dinner
Belle : And I told you no
M.Garderobe : Ooh! What time is it? What's happening?
Belle : I'd starve before I ever ate with you.
Beast : Well be my guest. Go ahead and starve...if she doesn't eat with me then she doesn't eat at all... Idiots!

(Bill Condon, *Beauty and the Beast*, duration 00:43:55-00:45:17)

From the dialogue above, it can be seen that Belle expressed her thoughts boldly, how could the Beast that locked her in prison rudely invite her to dinner. Belle also shouted at the Beast so loudly that the Beast became very angry, she also chose to starve instead of having dinner with the Beast. On the other hand, in this scene, Belle is trying to escape the castle through the window by tied some clothes into a rope that she had obtained from Madame De Garderobe.

4. Conclusion

Beauty and the Beast movie tells about a handsome prince who was cursed to be a terrible monster because of his arrogance. Belle is a girl who dreams of adventure and loves roses. Someday her father is sentenced to life by the Beast in the castle prison for picking a rose for Belle. She came to save her father and took his place. After spending time together, they gradually fell in love and Belle released the curse from Beast because of her love.

After discussing Belle's portrayal as the major character in Bill Condon's *Beauty and the Beast* film, the writer finishes with three important points: First, the character has been split into three categories: protagonist, antagonist, and tritagonist, a combination of the two. Second, there are two techniques to characterization: direct characterization and indirect characterization. The final character is Belle, who is portrayed in the film *Beauty and the Beast* as a compassionate, brave, brilliant, creative, forceful, and devoted young lady.

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The Problems of Health Personnel of Karang Joang Balikpapan Health Center in Assistance for English Online Learning of School Age

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Abstract - Main Concerns this research was conducted to find out the obstacles faced by health workers in assisting their sons and daughters in the online learning process, especially in learning English. This study used a descriptive qualitative method with data processing using observations, interviews, previous research and reference books, related to the problem under analysis. This study took the research subject of all health workers in the UPTD Karang Joang Health Center as many as 64 people. From the results of data collection and processing that was carried out for approximately 3 months, it was found that health workers had difficulties in accompanying their sons and daughters to study online, especially learning English due to very busy working hours during this pandemic, the increase in patients was very high.

Keywords: online, reference, pandemic, health.

1. Introduction

The Covid-19 pandemic period has not yet passed, at the beginning of 2021 people are still faced with a situation where they must be vigilant and always comply with health protocols, the transmission rate of Covid-19 is still relatively high, Based on the records of the Covid-19 Task Force seen from <https://covid19.go.id/peta-spread>, Indonesia's active Covid-19 cases recorded in central government data as of March 27, 2021 are 111,005 (14.8 percent). Based on data distributed by the Covid-19 Handling Task Force on Saturday afternoon, there were 4,461 new cases of confirmed positive Covid-19 patients. The data is calculated from 12.00 WIB on Friday (26/3/2021) until 12.00 WIB on Saturday. The addition of this data, of course, includes data from the city of Balikpapan, the records of the Balikpapan Covid-19 task force until February 15, 2021, a total of 11,805 patients, 9,769 recovered and 432 people died. This situation affects almost all lines of life, including the world of health and education. Health workers such as doctors and nurses who are the most important supporters in this situation, of course, cannot quit or work from home like other professions. Nursing personnel is one of the health workers who play an important role in improving health status and the central of service facilities because they are more numerous than other health workers. Nurses have a role as a caregiver which is the main role where nurses will be actively involved for 24 hours in providing nursing care to patients. In addition, nurses also act as educators in charge of providing health education to patients undergoing isolation, families, and the general public. (Wahyu Jati Friandani, 2021).

All nurses during the pandemic who took care of Covid-19 and Non-Covid 19 patients had sacrificed their personal and family interests. Nurses have sacrificed safety and face the threat of contracting a virus that could end in death. As part of the front line in dealing with Covid-19 cases, not a few have experienced exhaustion both physically and mentally. The high workload in handling Covid-19 cases and the use of level 3 (three) personal protective equipment (PPE) greatly affect the decline in body immunity, so the risk of contracting the virus increases.

Those who work in this field, they have families need attention, especially if they are housewives who already have school-age children. As we all know that the teaching and learning process has been carried out online for approximately a year during this pandemic. How to learn online, like it or not, it must be done to protect the public, especially children, from contracting the Covid-19 virus. However, to continue working from home (WFH) not all professions can follow the recommendation fully from home, this is also what happened to the health workers, who still have to be present directly in serving the community despite the pandemic situation, on the other hand, the profession as housewives cannot be left alone. It becomes very interesting to learn how these health workers can assist their children's online teaching and learning activities. So this is the author's attention to raise problems that may arise.

2. Method

This research was conducted using a descriptive qualitative method, where this method was taken because there was a curiosity from the author about all the problems that might arise for health workers in assisting in learning English for their sons and daughters, while qualitative research itself is an inquiry strategy that emphasizes the search for meaning, understanding, concepts, characteristics, symptoms, symbols and descriptions of a phenomenon, focused and multi-method, natural and holistic, prioritizing quality, using several methods, and presented narrative. In simple terms, it can be said that the purpose of qualitative research is to find answers to a phenomenon or question through the application of scientific procedures systematically using a qualitative approach. (Dewantara & E-mail, 2011).

The initial stage carried out in this research process was the initial observation by observing the work process of several sections at the Karang Joang Health Center. Agus Jiwani, and doctor Agus provided information related to the number of health workers who were there, working hours, and what activities took place there, in addition to observation, a data search was also carried out through the interview process and filling out several questions using the google form. There were 17 (seventeen) questions posed to the respondents, while the interview process was conducted with open-ended questions by the state of the answers received from the respondents.

Direct interviews were conducted with the head of the puskesmas and the google link form was distributed to all health workers at the Karang joang health center and who filled out completely as many as 15 (fifteen) people because most of them did not have school-age children anymore or some had already taken College. In simple terms, it can be said that the interview (interview) is an event or a process of interaction between the interviewer (interviewer) and the source of information or the person being interviewed (interviewee) through direct communication. The questions asked to the respondents include:

1. Does online learning interfere with your work process?
2. Are you able to assist your children in learning to the fullest during this pandemic?
3. Do you face any problems in the process of mentoring online English learning?
4. Does the process of saturation occur in the online learning process?
5. What are the obstacles encountered during online learning, especially English subjects?

3. Results and Discussion

The online learning process is quite disturbing the work of health workers, because they have to spend more time and energy on community services, especially those experiencing Corona Virus infection, patients also continue to experience an increase so that they sometimes have to increase working hours so that all patients can be handled properly, this situation results in parents who work as health workers unable to assist in learning, especially language and mathematics learning, while mentoring for children in learning is needed to get maximum results. Home requires assistance, either from parents or other learning mentors. The intensity of this mentoring can significantly affect student learning outcomes (Retno Ambaryanti, 2013).

The data generated and processed reveal that during the pandemic, so it is very important for parents to be able to accompany their children in learning both online and offline because the involvement of parents in assisting children's English learning, especially during the pandemic when children have to study at home is very crucial. (Handayani et al., 2020).

Children and parents also experience boredom in the online learning process due to the many disturbances that occur in the process, in the field of foreign language learning it is increasingly difficult for them to understand faster due to several things such as an unsupported network, concentration is easily disturbed both from inside and outside the home. from self-study friends. If asked to choose a learning process, most respondents choose to do a hybrid learning process (a combination of online and offline), good communication between parents and teachers at school is also very necessary in this online learning period so that if there is confusion for parents in the learning process children at home can be addressed immediately because all subjects must be fully supervised by parents at home while sometimes not all parents master the subjects at school optimally. Constraints encountered in learning foreign languages for children of health workers are generally the same as for other children, such as pronunciation and grammar in online learning, sometimes it is quite difficult to understand, such as the lack of clarity of voice due to fluctuating networks, while pronunciation and grammar are the most important things for language learners. Pronunciation is very important in vocabulary development because it involves distinguishing between sounds that combine to form words. If a student is used to mispronouncing a word, there is a tendency for him to not be able to give clear information. (Sofiyanti, 2014).

4. Conclusion

Assistance in the language learning process is very important, especially online learning, misunderstandings often occur in online learning because the communication process is disrupted due to the network and the teacher is not ready to carry out the online teaching and learning process. The increasing number of patients affects the working hours of health workers, making it difficult to provide assistance for their children in learning and causing boredom in the online learning process.

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Language as a Communication Tool, Motivation, Achievement, Negotiation, and Business Professionally

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Abstract – In everyday life, in principle, humans cannot be separated from the use of language. Through language, a person can express his opinion (ideas / ideas / thoughts) as well as his desire to convey his opinions and information. Language as a tool for interacting in society has a social nature. In the sense that the use of language used by everyone and the community, both speakers (communicators) and speech partners (communicants) will try so that they can understand each other's meaning well. Humans as social beings certainly need facilities/media/vehicles to interact and communicate with humans or their partners in social life. For the sake of socializing (social interaction), it takes a medium of communication called language. Every society must have a language. As a means of communication, the use of language in every nation or country has a very important role so that it does not only act as a means of communication but also as the identity of a nation. The language that can unite the Indonesian people is the language that was recognized as the national language at the time of the Youth Pledge of October 28, 1928, namely Indonesian. As the national language and also as the state language, Indonesian must of course be used in all matters relating to official state activities. Departing from the statements above, this paper aims to describe the function of the nature of language and the function of language both theoretically and practically. The basis of the analysis is using literature review and qualitative descriptive. Likewise, the use of Indonesian at all levels of education, from elementary school to university, Indonesian is used as the language of instruction in formal education. This is intended so that Indonesian (as the official language of the state) can develop properly, regularly, normally and naturally in the midst of the people who use it. However, regardless of the position, function, and role of language at the same time, the use of good and stunning language in a practical way can also be used as motivation, business, and at the same time to improve the professionalism of the wearer in interacting in people's lives.

Keywords: communication media, motivation, business, implicature, professional

1. Introduction

Language is a symbol system in the form of sounds that can be used to convey thoughts / ideas, feelings, or identify something meaning and purpose between one speaker and another speaker. Language in everyday life is a process of communication in socializing. Each region has its own language characteristics. Language can be spoken or written. Language can be said to be an utterance when someone when talking to other people directly or indirectly uses the speech that is in the language system. Written language is a written language in the form of words that have an implied meaning or meaning in the writing. As for the written language (in the form of symbols or symbols), it requires us to translate the symbols into words and also the meaning of the language of the symbols. Keraf (2001) states that language is a communication tool between community members in the form of sound symbols, which are produced by human speech tools (Wardagha: 1972; Kentjana: 1984; Halliday and Hasan: 1991; Kridalaksana: 2009). Humans are social creatures who need language communication with others so that their social nature comes out. In addition to using speech tools, language can also be done with movement, of course it is a special language with people who really need special attention as well. Language is a sign system that is stored in our memory center, ready to be poured (actualized). On the other hand, Chaer (2009) also states that language is a verbal tool used to communicate and socialize, while the term language is the process of delivering information in communicating.

In principle, descriptive linguists usually define language as "a system of arbitrary sound symbols", which then interact and identify themselves. Language is the most important communication tool in people's daily lives, which is

used to work together, communicate, interact, and identify themselves. Language has a substitute nature, individual, cooperative, and as a means of communication. Language is also a verbal communication tool which is an arbitrary sound symbol system, in context and meaning, there is no mandatory relationship between symbols in the form of words and objects or concepts marked by the word. In other words, there is no correlation between aspects of form and meaning. The language used has a vital function, namely as a tool for communication.

Today, the nature of language has received enough attention from each linguist. Language can be found everywhere, of course every human being needs another human being and between those needing each other, of course, really needs language. Language plays an important role in human life. This should really be realized, especially as a prospective lecturer or language teacher in particular, and teachers of other fields of study in general. In carrying out their daily tasks, being a language teacher must really understand the ultimate goal to be achieved in the language teaching process. Of course, the thing that should be done is to encourage, invite, and motivate students to be able to appear and be skilled in language. The final hope is of course proficient in four language skills, namely listening, speaking, writing, and reading. In addition, there are some basic principles about the nature of language, which states that language is a system, language is a vowel (speech sound), language is composed of arbitrary symbols, each language is unique, distinctive, language is built from habits, language is a means of communication, language is closely related to the culture in which it is located, language is changing. Language is also an arbitrary sound symbol system, which allows all people in a particular culture or other people who have studied the cultural system to communicate or interact properly and correctly.

2. Method

This article was compiled based on a literature review, the way of which it works is based on books that propose several theories, which are then analyzed in a qualitative descriptive manner. Authentic expert opinions are presented, classified, and studied, based on several theories contained in reference books that have been put forward by these experts. In principle, the things studied in this article are language characteristics, language functions, language as a tool for communication, motivation, achievement, and as a professional business tool. For this reason, the things that are studied intensively in this article are language that can actually be used as a tool to motivate the interlocutors, be achievement oriented, as a negotiating trick for a successful business, and at the same time make a conditioning and enlightening impact in communication.

In connection with the things above, this paper discusses the problem of language characteristics, language functions, and at the same time the target of using language in a structured, conceptualized, and target-oriented manner according to their needs (users/speakers/speakers/communicators) to their interlocutors (audience/communicant/listener/public).

2.1. The Nature of Language

Basically the word "language" is often used in various contexts with various meanings. There are several terms that exist in daily practice so that terms appear such as: body language, sign language, prokem language, flower language, spoken language, written language, military language, advertising/promotional language, political language, and many other uses of the term. language juxtaposed with language.

Departing from the terms above, a question arises, what is actually meant by the term or the nature of language itself? There are several opinions about the nature of language, among others, are as follows.

Language is an arbitrary sound symbol used for human communication (Wardhaugh, 1972).

On the other hand, the English dictionary (Webster's New Collegiate Dictionary, 1981) states that language is a tool for systematically communicating ideas or feelings through the use of signs, sounds, gestures or agreed signs, which have meanings that can be understood by the user community. .

In line with the above opinion, Kentjono (1984) states that language is an arbitrary sound symbol system, which is used by social members to communicate, cooperate and identify themselves.

Some of the opinions above are in accordance with the opinions of other experts, namely Halliday and Hasan (1991) who assert that language is one of a number of meaning systems that together form human culture.

From the views of the experts above, it can be concluded that language is an arbitrary sound symbol system, which is used by social members to communicate, cooperate, and identify themselves, the use of which can be in the form of signs, sounds, gestures or agreed signs, which are agreed upon. has a meaning that can be understood by the user community.

2.2. Language Features

Kridalaksana (2009) states that the characteristics of a language in all its subsystems are what distinguishes it from other language characteristics. In translation, the difference between the characteristics of the source language and the target language requires faithful translation, which follows the principles of dynamic equivalence (very close meanings). Based on the characteristics of language, it can be used as an indicator of the nature of language seen from

the point of view of general linguistics as a language. Meanwhile, according to the views of sociolinguists, language also has characteristics as a means of communicating and carrying out social interactions in human life with the surrounding community and also has characteristics as a tool to identify each individual user of the language itself.

In addition to the above language characteristics in the realm of linguistic studies, it is still related to coding, namely it can be seen that codes are often shaped as language variants characterized by linguistic main elements which include phonology, morphology, syntax, and lexicon. However, apart from the things mentioned above, there are still the most important markers in terms of coding, namely the phonological structure and the lexicon. Why? Because the phonological and lexicon structures are the most volatile and related to the nature of language as a sound system, it depends on each user.

2.3 Language Function

Halliday and Hasan (1975; Tompkins and Hoskisson, 1995) specifically identifies the following language functions.

1. 3.1 Personal function

Personal function, namely the function of language related to the use of language to express an opinion, idea, thought, attitude or feeling of the wearer.

3. 3.2 Regulatory Functions

The function of language as a regulator is a language function related to the use of language to influence the attitudes or thoughts/opinions of others, such as persuading, seducing, submitting requests or orders.

3. 3.3 Interactional Functions

Interactional language function is a language function related to the use of language in establishing communication (establishing contact) and maintaining social relationships, such as greetings, pleasantries, sympathy or consolation.

3. 3.4 Informative Functions

Informative language function is a language function related to the use of language in conveying an information, scientific or cultural information.

3. 3.5 Heuristic Functions

Heuristic function is a language function related to the use of language to learn or obtain information, such as a question or request for an explanation of something.

3. 3.6 Imaginative Functions

Imaginative language function is a language function related to the use of language in channeling an aesthetic sense (beauty), such as singing and literary works.

3. 3.7 Instrumental functions

Instrumental language function is language functions related to the use of language to express the desires or needs of the wearer, such as I want the blue shirt, lobbying (in the realm of marketing), and so on.

2.4 Language as a Discussion Tool

Referring to the General Indonesian Dictionary that "tool" can mean: 1) vehicle; transportation means; 2) tools or means to achieve a goal. In the Big Indonesian Dictionary, taking the example of cooperatives is expected to be -- to improve people's welfare. It's just like in the context of this paper that the word "tool" is also interpreted as a tool or means to achieve a goal. The context of this goal is to state that language is also used as a vehicle for discussion and at the same time a means of motivation to achieve goals.

In line with the statement above, Budiyo and Ngumarno (2021; 2021) state that the term "discussion" comes from the Latin *discussio*, *discussi*, or *discussum*, which means to examine, discuss, discuss. In English, the word "discussion" is also known, which means negotiation or conversation.

Meanwhile, according to The General Indonesian Dictionary, the term "motivation" can be interpreted: 1) an impulse that arises in a person consciously or unconsciously to take an action with a specific purpose; 2) in the realm of psychology, it is an effort that can cause a certain person or group of people to be moved to do something because they want to achieve the desired goal or get satisfaction with their actions. Furthermore, the term motivation has various forms which include: subconscious motivation; extrinsic motivation; and intrinsic motivation. Subconscious motivation is an urge to act which is essentially hidden for the person concerned, but can be traced through his behavior. Extrinsic motivation is an impulse that comes from outside a person, while intrinsic motivation is an impulse or desire that does not need to be accompanied by external stimuli or external influences.

From some of the statements above, it can be concluded that discussion is a talks or negotiation whose purpose is to solve a problem whose process is in the form of an exchange of ideas between two or more people whose aim is to find the best solution or to achieve certain goals.

2.5 Language as A Tool for Achievement

The term "achievement" semantically refers to the results that have been achieved (from what has been done, done, and so on). This statement is in accordance with the meaning of the concept in the General Indonesian Dictionary.

This can be seen in the use of two example sentences such as: 1) He feels disappointed with the "achievement" that has been achieved by his foster children; 2) His "achievement" had toppled the previous record. Likewise in other examples of sentences such as: academic "achievement" learning outcomes obtained from learning activities at schools or universities that are cognitive, are usually determined through structured and factual measurements and assessments (Budiyo and Ngumarno, 2021).

In this context, language that is well structured and cannot satisfy all parties and will not lead to misinterpretations, both for the speaker (spokesman/speaker/communicator) and the speech partner (listener/communicant/public).

2.6 Language as A Tool for Negotiating in Professional Business

According to the General Indonesian Dictionary, the meaning of "negotiation" is the process of bargaining by negotiating in order to reach a mutual agreement between one party (group or organization) and another party (group or organization). This action is a way or vehicle in resolving disputes peacefully through negotiations between the disputing parties (parties).

In the business world, almost everyone will not be free from the efforts of negotiation. Business people can negotiate. Business and negotiation are two elements that cannot be separated, which make one unit. Most of the problems in business, especially in the field often arise. Of course, one of the reasons for this is the lack of knowledge about tricks/tips on how to negotiate properly, correctly, and on target. Often these business people carry out negotiations, but what they do is negotiate without feeling, without using "stunning" language, without looking at the right "timing" so that the results of course do not satisfy their colleagues or even cannot satisfy each other.

In fact, in this negotiation, it will determine the goals that will be achieved by the business party. When business people enter into a black and white agreement when they work together, they prepare each other by good negotiation, and with good feelings (mood conditions). Negotiations in business are sometimes also not carried out with careful preparation, business people only carry out random negotiations, which of course without careful and programmed preparation. Negotiations carried out without preparation and also without feeling the results will not be good and even in vain. This will result in business actors in negotiating losing time, costs, and energy, and even moral loss as well. Indirectly and even directly, actually the techniques or tips for negotiating are very decisive, for example, how does the company run its business and how does the company have its employees (potential human resources) enter into agreements with other people? Of course this is not easy, it takes practice, preparation, experience, morals and even a reliable mentality as well.

The negotiating ability of each businessman, marketer, and even if necessary all his employees (ideally) should (should be) honed and cared for properly. However, the reality is that not a few negotiators are only appointed by the company without special expertise.

However, it should be noted that in the use of language there are often deviations in meaning that are not in accordance with the literal meaning. This happens because the speech conveyed contains implicatures. Implicature is the implication of an utterance in the form of a proposition that is not actually part of the utterance and is not a necessary consequence of the utterance (Leech, 1983; Levinson, 1983; Elen and Pease, 2004; Mustofa, 2010; Purwa, 2015; Astuti, 2017; Sari and Effendi, 2020).

3. Results and Discussion

3.1 Language Functions That Always Develop as Needed

The results of the discussion stated that language does not only function personally, it is regulatory, interactional, informative, heuristic, imaginative, and instrumental. However, what is more important than that is the goal setting of the term language function itself. In general and definitely the use of language is the user's own benefit. Practically, the use of language that is good, correct, systematic, and practical is that language can also be used as a tool to negotiate with the surrounding community to run their businesses. So it is very appropriate, if there are two kinds of language functions, namely personal and social functions. Personal function refers to the role of language as a means of expressing the thoughts and feelings of each human being as an individual being. Meanwhile, the other function is a social function which refers to the role of language as a means of communication and interaction between individuals or between social groups.

One thing that is more prominent or striking is that language is also a reliable vehicle for negotiation. Good negotiation techniques are certainly closely related to the use of good language as well. That is why negotiating tricks are very necessary because language as a vehicle is a means of communication of speech or body movements that are appropriate between two or more people who are negotiating in order to facilitate the achievement of the goals of both parties. On the other hand, it is also necessary to pay attention to when interacting, you should use polite and smooth language so that communication runs smoothly in the negotiation process.

3.2 Use of Language that Contain Implicatures

It should be noted that the theoretical use of language is different from the practical use of language. Theoretical use of language refers to things that are good and right, while practical use of language relies more on useful things. So, in principle, it is more prominent on the principle of benefits that are beneficial to its users, especially in the business realm.

In the use of language, there are often deviations of meaning that are not in accordance with the real meaning. This happens because the speech conveyed contains implicatures. Implicature is the implication of an utterance in the form of a proposition which is not actually part of the utterance and is not a consequence that must exist from the utterance

4. Conclusion

Language is a meaningful, arbitrary, conventional, and productive symbol system that is used by individuals and social members to communicate, cooperate, and identify themselves.

There are two kinds of language functions, namely personal and social functions, personal functions refer to the role of language as a means of expressing the thoughts and feelings of each human being as an individual being. While social function refers to the role of language as a means of communication and interaction between individuals or between social groups.

Language is a symbol system in the form of sound. So what is symbolized is an understanding, a concept, an idea, or a thought to be conveyed in the form of that sound. Surely you can understand what is meant by this statement? The statement implies that language is a system of symbols in the form of sound or speech as certain symbols are symbolized. What is symbolized is the concept, idea, or thought to be conveyed in the form of the sound. Because the symbols refer to a concept, idea, or thought, it can be said that it has meaning. Conventional language is a view or assumption that words as markers do not have an intrinsic or inherent relationship with objects, but are based on habits, agreements or community approvals that are preceded by arbitrary formation.

Arbitrary language is the absence of a mandatory direct relationship between the symbol and what it symbolizes. In other words, the relationship between language and its objects is only based on an agreement between language speakers in the language community concerned. On the other hand, what is more important than the nature, function, and role is to understand more about the implied meaning or the intended meaning in an utterance, a research based on implicature theory is needed. This is necessary to solve the problems of language meaning in the utterances of its users which cannot be solved by semantic theory in general. For this reason, it is necessary to further study the theory of implicatures used by language users in general. In addition, special understandings are also needed for rhetoric in language. Because the use of beautiful language (containing aesthetic artistic value) can also raise the implicit meanings that exist in the speech of the language.

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Collaborative Language Learning in the Cloud: A Study of Students' Experiences and Perceptions on Group Collaboration

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Abstract - Many studies emphasize that collaboration will continue to be essential for learning and working in the 21st century. Information and Communication Technology (ICT), including social media, creates new possibilities for digital-native students, allowing them to participate, interact, and collaborate to complete learning tasks, thereby facilitating the learning process and the learning experience. This study seeks to report on the collaboration of English language learners. Using qualitative and quantitative data to discuss the experiences and students' satisfaction of using social media to enhance a collaborative learning environment in the teaching of foreign language cases. The result indicated that overall students performed positive perception on group collaboration that embedded through social media. This study contributes to an understanding of how students perceived collaboration and how they collaborate on learning task by utilize social media.

Keywords: Collaboration, social media, English as a Foreign Language

1. Introduction

The sudden outbreak of Covid-19 virus has forced schools and universities to remain closed temporarily. To deal with this challenging situation, an emergency online learning has proposed. The urgent need for saving the community is the main concern. During this situation, it is essential to not only develop innovative learning approach to maintain the effective virtual interaction between teacher and students, but also to provide a solution how can the teacher motivate the learners (Oh et al., 2020). Thus, to encourage students' motivation, teacher might create circumstances that enforce and influence students to engage in the learning activity (Nehme, 2010). Social media, one of the famous platform has become powerful learning tools to enhance students' motivation since they are already familiar with social media (Erarslan, 2019; Oh et al., 2020). Hence, with the rapid development of the use of technological tools for educational platform, educators are seek and explore many platform to create a diverse learning experience for their students.

The term of social media can be defined as tools which may be used to store and deliver information and content disseminated through social interactions or networks (Thompson, 2015). Social media is considered as a medium of communication as well as being a powerful learning media in the 21st century. A plethora studies explains that social media have become the global trends in educational technologies where good opportunity is found in formal and informal learning spaces (e.g. Aloraini, 2018; Kassens-Noor, 2012).

Choosing social media as a technological tool for educational platform has several benefits. Faizi et al. (2013) mentioned social media offers many educational advantages. Those advantages are divided into three main things, such as, social media can be used as a platform for communicate, engage, and collaborate. Research has shown that the success of any learning experience depends on many things, one of which is teacher and students' effective communication. Effective communication between teachers and students can be reached by using social media as a technological tool for educational platform, because social media platforms provide features which could help teachers and students interact both directly and indirectly. Thus, teachers and students can always be connected and minimize the possibility of misunderstandings between the two.

In recent year, the study on the implementation of social media as teaching tools has gained more popularity. Among social media platforms, literature have discussed the pedagogical potential of Instagram as a learning tool. For instance, Erarslan (2019) concluded that the use of social media as an educational platform is beneficial since it enables interaction, collaboration, and cooperation in a formal learning experience for the students. Besides, the result also proved that Instagram contributes to the increasing students' social presents and motivation. In addition, many research also

explored students' perceptions on the pedagogical use of Instagram. Sari and Wahyudin (2019), for example, investigated students' attitudes toward the implementation of Instagram in the General English class, and the result revealed that the learning was perceived positively by the students because of its easiness and enjoyableness.

Razmerita and Kirchner (2015) highlight the importance of collaboration as an attribute in the 21st century learning and working. Research mention that an online or e-collaboration learning positively affect students' performance in problem-solving group activity (see Tseng et al., 2009). In relation between the use of social media and collaboration, many studies reported that the utilization of social media in learning supports collaboration and collaborative work (such as Al-Rahmi & Zeki, 2017; Mondahl & Razmerita, 2014; Razmerita & Kirchner, 2014).

From above mentioned reason, this study seeks to explore English for Specific Purposes (ESP) students' experience and satisfaction with YouTube and Instagram as a tool for learning collaboration. Thus, this study aims to explore students' experience and perspective of collaborative work by answering main research questions: What are students' perceptions regarding their experience when YouTube and Instagram is integrated into language learning courses? And what factors that they face in the use of those social media as learning tools?

2. Method

The research drew upon quantitative and qualitative data to uncover students' experiences and perceptions of the use of Social Media, particularly YouTube and Instagram, as learning tools. Therefore, in initial investigation, a web-based survey was conducted to recognize participants' demographic information and to explore students' experiences in using YouTube for learning. The questionnaire consisted of 4-point Likert-scale, starting from 1 (strongly disagree) to 4 (strongly agree). The questionnaire was distributed to 85 students in two ESP classes. And a total of 57 valid answer were collected, this accounts for an 67.06% response rate of the total number of students. The summarized participants' demographic information is presented in Table 1. In this study, the participants were from a group of ESP students who previously participated in an online survey asking about their perception in using social media for learning in higher education. To provide general depiction of participants' experiences on the use of YouTube and Instagram as learning tools, the Mean, Standard Deviation, and Percentage are reported.

Informed by the findings of quantitative stage, in the qualitative phase, we designed 5 open-ended questions. The data from open-ended questions and interviews then imported to NVivo 12 Software for coding purposes. The participants in this stage were chosen purposively. Given assignment to work on group, they were asked to use social media, particularly YouTube and Instagram. These students, who took YouTube or Instagram as their platform, were then interviewed to shed more light on the use of those platform as learning platforms.

3. Results and Discussion

3.1. Close-ended questions

To elaborate the result of the study, the descriptive statistics, mean and standard deviation, are reported. In addition, we also calculated the proportion of each item. Table 2 shows the means, standard deviations, and proportions in each scale.

Table 2 The Mean, Standard Deviation, and items' proportion

Item	Mean	SD	Strongly disagree	Disagree	Agree	Strongly Agree
Social Media has made it easier to do group assignments.	3.03	.82	8.8%	5.3%	59.7%	26.3%
I want to use social media more often to improve communication and learning, especially English.	2.98	.58	3.5%	7%	77.2%	12.3%
The use of social media in submitting assignments has improved my communication skills during class.	2.96	.49	0%	14%	75.4%	10.5%

From the Table 2, the item that produced the average score furthest from the neutral response, 2.5, indicated the strongest opinion. Meanwhile, the item that closest to 2.5 performed the weakest. The result indicated that the students gave their strong endorsement to item "Social Media has made it easier to do group assignments" ($M = 3.03$). In addition, the participants were homogenous in responding questions "The use of social media in submitting assignments has improved my communication skills during class" ($SD = .49$).

3.2. Open-ended questions and Focus Group Discussion

Students' experience in using social media as e-collaboration tools

The first open questions asked students' experiences in using social media to collaborate with their peers in a group work. Overall, 56 references or 99.11% of coverage students' statement were coded as positive statements, and only 4 negative statements were coded. Among all the positive statement regarding to their experiences in using social media for group collaboration, one student mention:

“Subjectively, I quite like the use of social media as a means of group work because I am an introvert person, I don't really like meeting a lot of people, I don't really like going out of the house if I don't really need to. Besides, I also have a little difficulty working in groups, I prefer like working individually, in which I think it is much easier to work individually. But I think that working in groups though implement social media has changed my believed regarding group work. I enjoyed work with my groups.” (Student A, Female, 18yo)

Student A claimed that social media helped her to have better group collaboration compared to the traditional group discussion. Other student supported her perspective:

“With social media, I can get to know my peers and start connecting with them, that I have never met in person due to this online school. Other than that, (using social media) can facilitate the communication with my groups easily. Besides that (social media) also makes it easier to learn to work in groups online.” (Student B, Female, 19yo)

Experiencing online learning, many students claimed that the use of social media in classroom provided an activity that made them interact with friends. In contrast, only few students performed a negative statement. One student stated:

“I feel lack of social interaction, I prefer to have face to face collaboration. I would understand better if we worked directly.” (Student C, Male, 19yo)

The benefits and barriers in using social media

From the result of NVivo 12 software analysis on students' perspective regarding the benefit of social media, the first most mentioned benefit of social media was “fast” with 22 references coded. Student D (Female, 19yo) believed that by using social media, she can discuss with their peers faster, “(it is) Faster and simpler, can be done anywhere even when I am outside.”

The second most mentioned benefit was summarized by the term “easy” with 18 references coded using this term. Student F (Male, 19yo) stated that, “Working on group work by using social media, for me is easy, instant, and effortless.” Other benefit coded were “its simplicity”, “familiarity”, and “increase creativity with 10, 3, and 2 references coded respectively. For these students, the benefit of the use YouTube and Instagram not only because of its simplicity, but also because of their familiarity with social media. One student emphasized, “It is fun because I am familiar with the use of social media.” (Student G, Female, 18yo). They also convinced that using social media, it promotes students' creativity, “First, we can express ourselves more. Second, the benefit that I feel is that we can learn how to edit videos to upload it on social media (YouTube).” (Student H, Female, 21yo).

Regardless all the benefit, students also mentioned the barrier in using social media. There were four themes coded from the open-ended questions and interviews: internet connection and lack of skills. There were 54 references (81.05% covered) coded with the term “internet connection.” Student I (Female, 20yo) gave her token, “In my opinion, the main problem is the internet network. Because when I faced it (network problem), it took a long time to reconnect, and it is annoying.” In addition, “lack of skill” also mentioned as the barrier of the use social media with 2 references found. One student stated, “I don't know much about YouTube. Although I often see videos on YouTube, but I never use its other features.” (Student J, Female, 20yo). In contrast, there were 3 references that mentioned as “no barrier”. One of student pointed out that, “I don't see any barrier. So far, it is good.”

The main purpose of this study to explore students' experiences and satisfaction on students' collaboration using social media, particularly YouTube and Instagram. The result of both quantitatively and qualitatively showed that using social media as complementary tools perceived positively by the participants.

This result supported previous studies mentioned the positive perception of using social media in learning (such as Lailiyah & Setiyaningsih, 2020; Moghavvemi et al., 2018; Orús et al., 2016; Sari & Wahyudin, 2019). And the use of social media is beneficial for group collaboration (Al-Rahmi et al., 2014; Othman, 2017). The result also pointed out that by using social media, students learnt from each other interactively. This is in line with Ahmed's (2020) and Hung and Chou's (2015) study that EFL students who seeking to learn a second language will greatly benefit from using social media platforms to interact freely with others.

4. Conclusion

To conclude, the main aim of this research is to draw the students' experiences and satisfaction on social media use through collaborative learning. The result provides strong support that students perceived positively on the use of social media in the class. In terms of the benefit, students believed that social media were easy to use. Meanwhile, the majority of the participants mentioned internet connection as the main barrier in implementing social media for collaborative learning.

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A Morpheme Analysis on The Text of Jakarta Post Newspaper

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Abstract - This study attempted to describe and explain functions morpheme in the text of the Jakarta Post newspaper. The method used for analyzing is the description method. This study was designed as qualitative study. This study was conducted on the text of Jakarta Post newspaper. The data were collected through reading the text of Jakarta Post newspaper, then underlying or marking sentences of the of Jakarta Post newspaper which contain morpheme, then divided into free morpheme and bound morpheme after that it is rewritten the data systematically. The analysis was concerned with: morpheme (free morpheme and bound morpheme and their functions. The results of this study show that (a) the text produced words with morpheme includes free and bound morpheme (b) the morphemes have their own functions

Keywords: morpheme, text, Jakarta Post

Abstrak – Kajian ini mencoba mendeskripsikan dan menjelaskan *morpheme* dan fungsinya pada teks *Jakarta Post Newspaper*. Metode yang digunakan untuk menganalisis adalah metode deskripsi. Kajian ini didesain sebagai sebuah kajian kualitatif. Pengumpulan data dilakukan melalui membaca teks *Jakarta Post Newspaper*, kemudian menggarisbawahi atau menandai kalimat-kalimat pada teks yang mengandung *morpheme* dan membaginya ke dalam *free morepheme* dan *bound morpheme* dilanjutkan menulis kembali data secara sistematis. Kajian ini berfokus kepada *morpheme* (*free morpheme* dan *bound morpheme*), serta analisis *base*, *stem* dan *root*. Hasil temuan menunjukkan bahwa (a) teks tersebut mengandung unsur *morpheme* yang terdiri atas *free morpheme* dan *bound morpheme*, (b) setiap *morpheme* tersebut memiliki fungsi masing-masing.

Kata kunci: morpheme, teks, Jakarta Post

1. Introduction

Some researchers have conducted research related to morphological study. Morphology is the study of the forms of words (Bauer, 1988). In other words, Morphology studies on how words are structured from smaller elements, and the changes made to those smaller elements in the process of building lexemes and word-forms. Then, Haspelmath and Sims (2010:2) stated that morphology is the study of word formation, including the ways new words are coined in the languages of the world. In linguistics point of view, many experts define morphology as the study of the internal structure of words. Katamba (1993, pp. 19) stated that morphology is the study of word structure. McCharty (2002, pp.16) states that the area of grammar concerned with the structure of words and with relationships between words involving the morphemes that compose them is technically called morphology.

In word structure, a word is formed through morphemes. A morpheme is the smallest meaningful unit (Katamba, 1993). A morpheme which is studied in morphology has some meanings. Morphemes are classified into bound morphemes, free morphemes, and zero morphemes (Srijono, 2001: 50) and morphemes can be divided into roots and affixes. He also states that “the root is a part of a word structure which is left when all affixes have been removed” and “affixes are bound morphemes; they are limited in number, though their numbers vary from language to language”.

John Algeo (2010) stated that a word cannot be divided into morphemes just by sounding out its syllables. Some morphemes, like *apple*, have more than one syllable; others, like *-s*, are less than a syllable. A morpheme is a form (a sequence of sounds) with a recognizable meaning. Knowing a word's early history, or etymology, may be useful in dividing it into morphemes, but the decisive factor is the form-meaning link. A morpheme may, however, have more than one pronunciation or spelling. For example, the regular noun plural ending has two spellings (*-s* and *-es*) and three pronunciations (an *s*-sound as in *backs*, a *z*-sound as in *bags*, and a vowel plus *z*-sound as in *batches*). Similarly, when the morpheme *-ate* is followed by *-ion* (as in *activate-ion*), the *t* of *-ate* combines with the *i* of *-ion* as the sound 'sh' (so

we might spell the word 'activashun'). Such allomorphic variation is typical of the morphemes of English, even though the spelling does not represent it."

The way forms of words are varied depending on how we are used in sentences. We must have knowledge about how to form new words. We also recognize and understand new words that we never heard before. As the language develops every time, there are new languages and terms emerge day by day in the society. A new language and term use new words that we can relate to the one of linguistics branches of the morphological aspect namely word formation process. In the process of word formation, there are exploring some of the basic processes by which new words are created such as derivation, prefixes and suffixes, etc. According to Yule (2005:57) the process of word formation in creation of new English words, this process is called derivation.

Booij (2005) states that "Morpheme is the morphological building block of words, defined as the smallest linguistic gadget with grammatical meaning" and Morphemes may be defined as the smallest meaningful component of language expression. According to (Baurer, 2003: 110) "The morpheme is abstracted from the number of deformations of shared meaning and shape, and in complementary sharing." According to McCarthy (1992: 45) in McCarthy (1975) and Jackendoff (1975) derivation does change from inflection, but, in That inflection shape is organized into a paradigm: word insertion should insert part or all of the paradigm into the deep system, and coordination rules should have the function of filtering out all correct forms. Then, the writer chooses Jakarta Post Newspaper, because it is one of the newspapers that uses English Language.

The text is one of the main factors that make a significant contribution to communication. People use text for verbal communication. We read texts, talk about texts, listen to texts, write texts, and even translate texts. Texts are used as tools. At the same time, they reveal tool users who convey something and about someone Neubert (1992). Although Brown and Yule (1983) defined the text here as the "oral record of communicative events," it is an example of the language in use, not a language as an abstract system of meaning and relations. Sometimes it comes from the situation of certain phrases in the text. These texts, whether short or long, oral or written, will contain contextual hints.

2. Method

The research method of this study is elaborated into five points, namely; (1) type of the research, (2) object of the research, (3) data and data source, (4) method of collecting data, and (5) technique of analyzing data. The type of this research is descriptive qualitative research, in which the method are used to collect the data, classifies and analyzes them, and then draw the conclusion from the analyzed data. According to, Surakhmad (1994: 147), descriptive method is a kind of research method using technique of searching, collecting, classifying, analyzing the data, interpreting them and finally drawing the conclusion. The objects of this research this research are the words in the text of Jakarta Newspaper online published on April 20, 2021 which contains morphemes. The text entitled "Online learning burnout: Why some parents are keen for their children to go back to school" The method of collecting data used in this research is documentation. The method is using the following steps. The steps are as follows:

1. Reading: the text entitled "Online learning burnout: Why some parents are keen for their children to go back to school"
2. Underlying or marking: underlying sentences the text entitled "Online learning burnout: Why some parents are keen for their children to go back to school" in which the words contain morpheme, base, stem and root
3. Classifying: classifying the words which contain morpheme, base, stem and root in sentences of the text entitled "Online learning burnout: Why some parents are keen for their children to go back to school"
4. Re writing: the research writes again the data systematically.

3. Results and Discussion

The researcher chose the text of Jakarta Newspaper online published on April 20, 2021 which contains morphemes. The text entitled "Online learning burnout: Why some parents are keen for their children to go back to school" as a data source. The researcher analyzes words which are attached to morpheme including free morpheme, bound morpheme, and their functions.

Table 1

No	Word	Free morpheme	Bound morpheme	Function
1	Schooling	School	-ing	To show 'tense' (present continuous tense)
2	Learning	Learn	-ing	To show 'tense' (present continuous tense)
3	Becoming	Become	-ing	To show 'tense' (present continuous tense)
4	Watching	Watch	-ing	To show 'tense' (present continuous tense)
5	Challenging	Challenge	-ing	To show 'tense' (present continuous tense)

6	Taking	Take	-ing	To show 'tense' (present continuous tense)
7	Building	Build	-ing	To show 'tense' (present continuous tense)
8	Riding	Ride	-ing	To show 'tense' (present continuous tense)
9	Lending	Lend	-ing	To show 'tense' (present continuous tense)
10	Helping	Help	-ing	To show 'tense' (present continuous tense)
11	Warming	Warm	-ing	To show 'tense' (present continuous tense)
12	Filling	Fill	-ing	To show 'tense' (present continuous tense)
13	Reading	Read	-ing	To show 'tense' (present continuous tense)
14	Providing	Provide	-ing	To show 'tense' (present continuous tense)

According to table 1 above, there 14 words with 14 free morphemes and bound morpheme. There are 14 words free morphemes added with bound morpheme *-ing*. The words are *schooling, learning, lending, becoming, increasingly, watching, challenging, taking, building, riding, helping, filling, warming, reading and providing* have bound morpheme *-ing*. They are verbs added with suffix *-ing* that determined present continuous tense. The present continuous (also called present progressive) is a verb tense which is used to show that an ongoing action is happening now, either at the moment of speech or now in a larger sense. The present continuous can also be used to show that an action is going to take place in the near future. The word *schooling* has two morphemes, *School*; *-ing*. Free Morpheme is “*School*” and Bound Morpheme is “*Ing*”, The function of “*Ing*” is to show ‘tense’ (present continuous tense) , it's the same as the words *Learning, Lending, Becoming, Watching ,Challenging ,Taking ,Building ,Riding ,Helping ,Warming ,Filling ,Reading ,Providing*.

Table 2

No	Word	Free morpheme	Bound morpheme	Function
1	Worried	Worry	-ed	To show 'tense' (past tense)
2	Allowed	Allow	-ed	To show 'tense' (past tense)
3	Distracted	Distract	-ed	To show 'tense' (past tense)
4	Connected	Connect	-ed	To show 'tense' (past tense)
5	Limited	Limit	-ed	To show 'tense' (past tense)
6	Tried	Try	-ed	To show 'tense' (past tense)
7	Focused	Focus	-ed	To show 'tense' (past tense)
8	Explained	Explain	-ed	To show 'tense' (past tense)
9	Owned	Own	-ed	To show 'tense' (past tense)
10	Expected	Expect	-ed	To show 'tense' (past tense)
11	Seemed	Seem	-ed	To show 'tense' (past tense)
12	Motivated	Motivate	-d	To show 'tense' (past tense)
13	Vaccinated	Vaccinate	-d	To show 'tense' (past tense)
14	Implemented	Implement	-ed	To show 'tense' (past tense)
15	Suffered	Suffer	-ed	To show 'tense' (past tense)

16	Wanted	Want	-ed	To show 'tense' (past tense)
17	Observed	Observe	-d	To show 'tense' (past tense)
18	Expanded	Expand	-ed	To show 'tense' (past tense)
19	Added	Add	-ed	To show 'tense' (past tense)
20	Balanced	Balance	-d	To show 'tense' (past tense)
21	Agreed	Agree	-d	To show 'tense' (past tense)

Then, there are 21 words added with bound morpheme *-d/-ed*. The words *worried, allowed, distracted, connected, limited, tried, focused, explained, owned, expected, seemed, motivated, vaccinated, implemented, balanced, agreed, suffered, wanted, observed, expanded* and *added* have bound morpheme *-ed*. This additional change the tense of a base word from present to past by adding the letters *-ed* -. Past tense means a tense expressing an action that has happened or a state that previously existed

Table 3

No	Word	Free morpheme	Bound morpheme	Function
1	Daughters	Daughter	-s	To show plurality
2	Days	Day	-s	To show plurality
3	Weekends	Week	-end, -s	To show plurality
4	Months	Month	-s	To show plurality
5	Friends	Friend	-s	To show plurality
6	Videos	Video	-s	To show plurality
7	Activities	Activity	-ies	To show plurality
8	Gadgets	Gadget	-s	To show plurality
9	Classes	Class	-es	To show plurality
10	Parents	Parent	-s	To show plurality
11	Bicycles	Cycle	Bi-, -s	To show plurality
12	Skills	Skill	-s	To show plurality
13	Swings	Swing	-s	To show plurality
14	Slides	Slide	-s	To show plurality
15	Mothers	Mother	-s	To show plurality
16	Responsibilities	Responsibility	-es	To show plurality
17	Risks	Risk	-s	To show plurality
18	Cases	Case	-s	To show plurality
19	Protocols	Protocol	-s	To show plurality
20	Systems	System	-s	To show plurality
21	Supplements	Supplement	-s	To show plurality
22	Peers	Peer	-s	To show plurality

23	Malls	Mall	-s	To show plurality
24	Kids	Kid	-s	To show plurality
25	Depends	Depend	-s	To show a tense marker (simple present tense)
26	Studies	Study	-ies	To show a tense marker (simple present tense)
27	Needs	Need	-s	To show a tense marker (simple present tense)
28	Works	Work	-s	To show a tense marker (simple present tense)
29	Regions	Region	-s	To show a tense marker (simple present tense)
30	Concerns	Concern	-s	To show a tense marker (simple present tense)
31	Skips	Skip	-s	To show a tense marker (simple present tense)

Then, there are 31 words that have bound morpheme -s or -es, they are *daughters, days, weekends, depends, studies* etc. There are additional of bound morpheme in them, it changes a base of word from singular to plural. Most singular nouns are made plural by simply putting an -s at the end. Plural nouns are words used to indicate that there is more than one person, animal, place, thing, or idea. Next, Daughters has two morphemes, Daughter; -s. Free Morpheme is “Daughter” and Bound Morpheme is “s”, The function of “s” is to show plurality, it is the same as the words Days , Weekends , Months ,Friends , Videos , Gadgets , Parents , Skills ,Swings ,Slides, Regions ,Mothers ,Risks ,Cases ,Protocols ,Systems ,Supplements ,Peers ,Malls ,Kids. Use of “s” and “es” equally to show plurality. Activities has two morphemes, Activity; -es. Free Morpheme is “Activity” and Bound Morpheme is “es” , because “Activity” ends with the letter “Y”, which previously contained one of the dead letters, then “Y” is changed to the letter “I” and then added “ES”, it's the same as the words Classes ,Studies ,Responsibilities. Next, Bicycles, Free morpheme is “cycle” and bound morpheme is “bi” , the function of “bi” is to show the kind of “cycle” itself and the word class of “bicycles” is noun. Meanwhile, there some verbs that have morpheme -s or -ed, they are depends, needs, works, concerns, skips, and studies. Here, bound morpheme -s/-es shows the present activities represented the formula of simple present tense as the words *depends* and *studies*

Table 4

No	Word	Free morpheme	Bound morpheme	Function
1	Youngest	Young	-est	To change the meaning of a word
2	Theoretically	Theoretical	-ical, -ly	To change the word class, Theoretical (adjective) into Theoretically (adverb)
3	Unplug	Plug	Un-	To change the meaning of a word
4	Indoor	Door	In-	To change the meaning of a word
5	Preteen	Teen	Pre-	To change the meaning of a word
6	Especially	Especial	-ly	To change the word class , Especial (adjective) into Especially (adverb)
7	Emotionally	Emotional	-al, -ly	To change the word class , Emotional (adjective) into Emotionally (adverb)
8	Eldest	Eld	-est	To change the meaning of a word
9	Safety	Safe	-ty	To change the word class , Safe (adjective) into Safety (noun)
10	Stronger	Strong	-er	To change the meaning of a word

11	Uncertainty	Certain	Un- , -ty	To change the meaning of a word
12	Without	With	-out	To change the meaning of a word

Next, Youngest has two morphemes, Young; -est. Free Morpheme is “Young” and Bound Morpheme is “est”, The function of “est” is to changes the meaning of a word, “est” used when comparing one object of the “most” nature among a group of other objects, it’s the same as the word Eldest. Next, younger has two morphemes, young; -er. Free Morpheme is “Young” and Bound Morpheme is “er”, The function of “er” is to changes the meaning of a word, “er” used when comparing one object that is “more” than another.

The function of “ly” in theoretically is to change the word class, from Adjective into Adverb. it’s the same as the words, especially, emotionally. Next, Unplug, Free morpheme is “Plug” and Bound morpheme is “un”, the function of “un” is to changes meaning of a word, “un” has the opposite meaning of its true meaning. It’s the same as the word’s uncertainty. Next, Playground, Burnout, Without, have two morphemes and they have their own meaning of the morphemes. Next, Preteen, Free morpheme is “Teen” and Bound morpheme is “pre”, the function of “pre” is to change the meaning of a word, “pre” it same like “before”. Last, Safety, Free morpheme is “Safe” and Bound morpheme is “ty”, the function of “ty” to change the word class, “Safe” is adjective into “Safety” noun.

4. Conclusion

Every morpheme can be classified into free morpheme and bound morpheme. These categories are mutually exclusive, and as such, a given morpheme will belong to one of them Based on the finding and discussion above, there are some conclusion as follows : (1) The researcher chose text of the Jakarta Post in online newspaper, as a data source. analyzes words which are attached to morpheme including free morpheme, bound morpheme (2) There 3 main categories of bound morpheme analyzed, they are morpheme *-ing*, morpheme *-d/-ed* and morpheme *-s/-es*. Last category is there are 12 words which is the combination among various prefix and suffix which structured the words. Totally, the researchers found 77 words were structured in the text the distributed them into free morpheme and bound morpheme. There are 15 words with bound morpheme *-ing* or 19 %. There are 21 words found with bound morpheme *-d/-ed* or 26,90 %. There are 31 words found with bound morpheme *-s/-es* or 39,70 %. Last, there are 12 words of various combination of morpheme represented with various prefix and suffix or 15,30 %.

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Dueting Whatsapp and Youtube for Improving Students' Engagement in Online Learning Mode

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Abstract -EFL teaching learning in university during COVID 19 pandemic has been delivered from conventional to online class. Teachers are demanded to facilitate students' needs in practicing speaking in online mode using any media including social media instead of a learning management system. This research aimed at describing to what extent the use of WhatsApp and YouTube could improve the students' engagement in online learning and describing the teaching and learning process when WhatsApp and YouTube as learning media are implemented in online class. Subjects of research were 30 students of Information System, Faculty of Information Technology, who were in an English-Speaking Course for Specific Purpose. The study will be conducted by using classroom action research design in two phases.

Furthermore, the data will be collected through two non-test instruments, questionnaire of students' learning motivation and students' perception. The communication placed in the chatroom of WhatsApp group and in comments of YouTube during learning period is observed. The result of study proved that teachers should scaffold students to deliver good speaking using YouTube videos as reference and give them useful feedback via WhatsApp before using YouTube as media to engage students in online performing. The strategies applied in WhatsApp build good perception toward YouTube as open media to perform speaking

Keywords: WhatsApp, YouTube, speaking, online mode

1. Introduction

When online is the only way to deliver EFL teaching learning for higher education students during COVID 19 pandemic, teacher needs to use online media to set a learning environment that can motivate, facilitate students to get authentic resources, as well as encourage students to practice speaking English more independently. To help students by instructional learning strategies, teacher have to facilitate students' needs in practicing speaking via online media which is suitable for student daily basis. The media must provide great opportunities for teachers and students to communicate and interact in both synchronous and asynchronous ways.

Considering students' habits of using various digital media and instant messaging, teachers must consider WhatsApp as a messaging platform with benefits for teaching learning English speaking which is delivered synchronously and asynchronously. Both teacher and student as the platform users can utilise the features provided by WhatsApp for their goals. WhatsApp, which provides personal and group chats, available for sharing text messages, photos, videos and documents, is a suitable tool for online classes. Moreover, its' feature that is possible to alternate texting to sending voice notes and voice/video calls can be useful for teaching and learning speaking.

Some previous studies have determined that WhatsApp has been published as a friendly user tool that nourishes collaboration and positively affects proficiency in online learning for higher education students (Berewot & Fibra, 2020). Though it is said that no significant result was found between academic achievement of students in WhatsApp group and conventional classroom (Gon and Rawekar, 2017), WhatsApp as enormous potential for delivering teaching and learning in synchronous and asynchronous way by reducing distraction during the process (Cetinkaya, 2017). The media has been studied as a tool used for successful blended learning strategy in which class community interaction and collaboration is delivered online anytime when the class is closed (Barhoumi, 2015).

Meanwhile, YouTube as a digital media which is well known as internet video sharing media becomes resource of authentic learning references from which teachers may get new ideas of teaching to engage students with visual

reference so that they possibly understand theory they learn in visualized context. The teacher must be good learning conductor in guiding students to get the reference videos suitable with the learning objectives (Gunada, 2017).

Moreover, YouTube should be considered as well as learning media for performing speaking in a more massive online community than in WhatsApp group. It becomes a challenge for students to perform speaking as best as they can. Therefore, students must be motivated to improve their speaking skills (Fachriyah & Perwitasari, 2019). In fact, most students in a speaking course need a model of how the aspect of speaking must be applied, such as pronunciation, that is still problem for some of them. Students mostly depend on teachers to be their pronunciation model and feedback as well; however, internet technology has possibly alternated teachers to be the model (Perwitasari, 2019). Former study found that YouTube can improve students' speaking skill in the aspects of pronunciation, grammar, vocabulary, and fluency and promote independent learning (Watkins & Wilkins, 2011).

Based on the phenomena of online teaching learning speaking for EFL high education students during the pandemic and the results of some previous studies about WhatsApp and YouTube as internet technology-based media for teaching and learning English speaking, this study aims at describing to what extent the use of WhatsApp and YouTube can improve the students' engagement in online learning and describing the teaching and learning process when WhatsApp and YouTube as learning media are implemented in online class. The questions guided by this study were: 1. How are WhatsApp and YouTube used for scaffolding and giving students feedback in online speaking course? 2. How can WhatsApp and YouTube make students engage in speaking challenges?

Significance of the study is that the findings will benefit EFL teacher who manage full online speaking class with ICT utilizing WhatsApp and YouTube for involving students along the process of learning. This research will also encourage other scientists to contribute research on the practical usage WhatsApp and YouTube for online learning in any level of speaking skill.

2. Method

The study was conducted at the Faculty of Information Technology, Universitas Serang Raya. The sample taken is 30 students of Information System who joined in English for Specific Purpose Speaking Course, in academic year 2019-2020. The study used non test data collected by giving questionnaires. The first questionnaire is to obtain data of students' learning motivation adapted from the Motivated Strategies of Learning Questionnaire (MSLQ) which measures motivation including cognitive strategies in learning. The second one is about students' perception toward YouTube as web-based media for learning speaking. Both questionnaires were given based on the schedule of the research along June 2020 until November 2020. In the study period, the researchers observed learners and instructors communicating on the WhatsApp group.

To investigate and evaluate the use of WhatsApp and YouTube as learning media in improving the quality of teaching and learning, qualitative approach using an Action Research (AR) method will be employed in this study based on two phases or cycles with the steps promoted by Kemmis, S., McTaggart, R., & Nixon, R. (2014, p. 18). that are planning, acting and observing the process followed by reflecting on these processes and consequences.



Figure 2.1 Two phases AR, adopted from Kemmis, S., Mc Taggart, R & Nixon (2014)

The treatments are delivered into two phases of research activities. Both phases consist of planning, acting, observing, reflecting. The first phase starts with a pre-task action that is planned before students do their task or action. The process consists of first, giving questionnaires to know students' learning motivation for speaking English. Second step is scaffolding about the topic of speaking practice and the third is giving links to learning speaking channels on YouTube. The videos become learning sources to improve the students' vocabularies, fluency, and grammar correctness. The table following shows the 1st phase of research in brief.

Table 2.1 The 1st Phase of Action Research

Actions	Explanations
Distributing questionnaire about students learning motivation to learn speaking English in online mode.	The questionnaire was made and distributed via GoogleForm.
Scaffolding about topic to practice speaking	The action was done in virtual classroom using WhatsApp group.
Using videos taken from YouTube to be sources of learning speaking	Students learnt some Speaking expressions, vocabularies and content related to the topic.
Students made and submitted videos virtually in classroom.	The recording done and sent as MP4 file in class group

Feedbacking the videos sent	Done in chat-room of virtual class group
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Adapted from Kemmis, S., Mc Taggart, R & Nixon (2014)

To confirm students' perception based on both intrinsic and extrinsic aspects of their motivation of learning Speaking in online mode, a questionnaire consisting of 37 questions was given with indicators listed in table following.

Table 2.2 Indicators of Students' Perception Questionnaire about Learning Speaking Online

No.	Measured aspects	Indicators
1	Intrinsic Goal Orientation	Student's perception to participate in a task for reasons such as <i>challenge, curiosity, and mastery</i>
2	Extrinsic Goal Orientation	Student's perception to be participate in a task for reasons such as <i>grades, rewards, performance, evaluation by others</i>
3	Task Value	Students' perceptions of the course material in terms of <i>its interest, importance and utility</i> .
4	Control and Learning Beliefs	Students' <i>belief in their control of academic performance</i>
5	Self-Efficacy for Learning and Performance	Students' <i>self-appraisal of task mastery</i>
6	Task Anxiety	Students' <i>negative thoughts of their performance</i>
7	Cognitive and Metacognitive Management Strategies	Students' conduct of <i>elaboration, rehearsal, organization, critical thinking, self-regulation</i> during learning
8	Resource Management Strategies	Students' perceptions of effective use of <i>study time, and environment</i>
		Students' commitment to complete study goals, even when <i>facing difficulties or distractions</i>
		Students' expectancies of <i>peer learning</i>
		Students' expectancies of assistance or <i>help seeking</i>

Adapted from Motivated Strategies of Learning Questionnaire (MSLQ)

The second phase of the research begins after observing the result of the first phase.. The planning action in the second phase is based on the result of reviews and feedback in the first phase. When students understand the revisions to do, the task to fulfil is making revised video performance to be uploaded in YouTube. Finally, the videos get feedback based on the results of revision done in the performance. To know how YouTube can be used as resources of learning speaking and what students' perception is after using YouTube as a medium of speaking, the second questionnaire is given after the final session of the 2nd phase. In brief, it is shown in the table below.

Table 2.3. The 2nd Phase of Action Research

Actions	Explanations
Revision of speaking by students based on the results of review and feedback in the previous phase.	The action was done in virtual classroom using WhatsApp group.
Instruction of making and uploading videos in YouTube	Students uploaded their videos as contents of the class channel in YouTube.
Feedbacking video sent in YouTube.	Feedbacking video sent by commenting video
Making dan Distributing questionnaire about students' perception about using YouTube as media to visually perform speaking.	The questionnaire was made and distributed via GoogleForm.

Adapted from Kemmis, S., Mc Taggart, R & Nixon (2014)

There are 7 questions to answer in the second questionnaire constructed to confirm students' perception based on both intrinsic and extrinsic aspects of their motivation in speaking using YouTube with indicators listed in table following.

Table 2.4 Indicators of Students' Perception Questionnaire about YouTube as Media of Speaking

Measured aspects	Indicators
Intrinsic Motivation	Student's perception to be participate in a task for reasons such as <i>challenge, curiosity, and mastery</i> .

Extrinsic Motivation	Students' commitment to complete study goals, even when <i>facing difficulties or distractions</i> .
	Student's perception of effective use of study time, and setting for <i>intrinsic goals orientation</i>
	Students' perceptions of the course material in terms of <i>its interest, importance and utility</i> .
	Student's perception to be participate in a task for reasons such as <i>grades, rewards, performance, evaluation by others</i>
	Students' expectancies of <i>task performance</i>
	Students' expectancies of <i>peer learning</i>
	Students' expectancies of assistance or <i>help seeking</i>

Adapted from Motivated Strategies of Learning Questionnaire (MSLQ)

3. Results and Discussion
3.1 Students' Perception about Learning Speaking in Online Mode



Figure 3.1. Screen shot of Students' reaction of learning speaking about Flowchart in 1st phase of action research in WhatsApp Group

Likert scale was used to measure students' responses to the 37 of statements about learning Speaking Online on continuum from strongly agree to strongly disagree. The maximum score was 166 and the minimum score was 128 of 30 students. The average score found was 144.10. There are 12 students are significantly categorized in high learning motivation while 17 students in lower one. The students were more apathetic than motivated when learning speaking was in online mode. The result indicates that at the beginning of the 1st phase of action, most students had the perception that learning speaking online would be hard to do. Some responses texted in WhatsApp Chatroom clearly signed the perception.

3.2 WhatsApp and YouTube as Media for Scaffolding and Feedbacking

In the first phase of action research, students were guided and facilitated by teachers to learn independently through the links of resources taken from YouTube. The videos became learning sources to improve the students' speaking aspect, including vocabulary, pronunciation skill and to show how to perform best on camera.



Figure 3.2. Screen shot of YouTube video about Sequencing used in 1st phase of action research. Resource: [How to use sequencers in English: FIRST, THEN, NEXT, AFTER THAT, FINALLY - YouTube](#)

3.3 WhatsApp and YouTube as Media to collaborate Learning Speaking

Each student was challenged to create their own flowcharts and the scripts to read aloud via WhatsApp Voice Note in group chatroom. Teacher and students collaboratively reviewed the flowcharts and the scripts. However, teacher had the main role to give feedbacks.

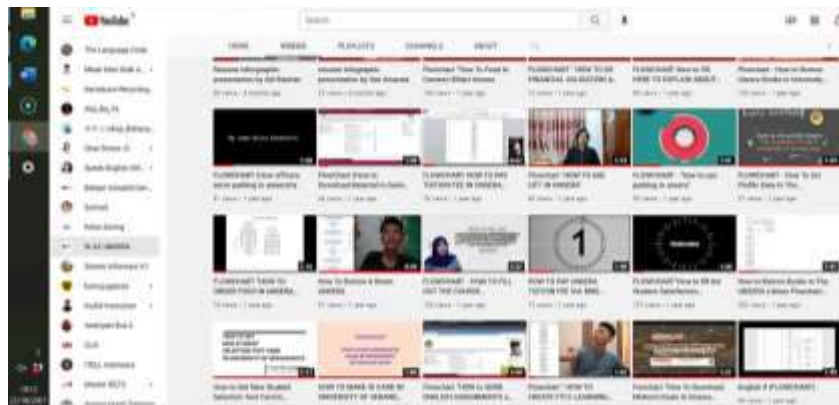


Figure 3.3. Screen shot of YouTube video about Presenting Flow Chart used in 1st phase of action research. Resource: [Process Flowchart - HOW TO CREATE PROCESS FLOWCHART FOR MANUFACTURING - YouTube](#)



Figure 3.4. Screen shot of teacher feedback of students' flowchart in 1st phase of action research in WhatsApp Group

When the feedback had been given, students had to revise their works based on them. Mostly the revisions were about the charts and the pronunciation. Therefore, the teacher gave the written and oral feedback.

The 2nd phase of action research was indicated with student's revisions that utilized WhatsApp as media to record the process. Students who had written and read his/her script correctly were instructed to make their videos presenting the flowchart and to upload them in YouTube class account for public watching.

In fact, the videos uploaded by students on the YouTube class channel showed that most students had made better visualization of the flowcharts, pronunciation, fluency and intonation. However, most of them preferred showing the charts only to appearing as a youtuber.

The above figure shows that students eagerly supported their classmates through their comments that are either praising or advising. In the final part of the second phase, the reflection of all action done was by observing students' perception about learning Speaking using YouTube as media in online mode. The second questionnaire delivered to students shows the result below.

Table 3.1 Students' Response on Questions based on Intrinsic Aspects

Questions	Response (%)
Making a presentation video in English and uploading it to YouTube makes you feel ...	Very excited: 20% Excited: 70% Ordinary: 10% Not excited: 0% Hopeless: 0%
You select and prepare presentation material by yourself for your video.	Certain: 87.5% Uncertain: 12.5% No: 0%
Did you practice English pronunciation before the presentation?	Always: 80% Sometimes: 20% Never: 0%

The data shows that most students by 70% of 30 were excited and 20% of all students were upper excited in participating video presentations and used YouTube as a medium of performing. There was no participant who was under excited. Therefore, it indicates significant perception of students to have curiosity to take challenges because of adequate ability they have mastered from previous process of learning including getting references from YouTube, former practicing, and peer feedback. The fact that 87,5% of 30 students had prepared the materials for presentation by themselves while the remains, 12,5%, was getting any help for doing it is considered that most students have owned their interest to dependently create the presentation by preparing the materials by themselves. The students' commitment to get the best result in their speaking performance on YouTube is shown in the data that 80% of all students always do pronunciation practice while the rest, 20% students, sometimes effectively use their time to do it. On average, almost 82% students have expressed good perception based on the indicators of intrinsic learning motivation on their speaking performance using YouTube as the media.

Table 3.2 Students' Response on Questions based on Extrinsic Aspects

Questions	Response (%)
Did you ask for opinions or consult with others during the preparation of the presentation material?	Yes, always :47.5% Yes, sometime: 40% No, never:12.5%
Can criticism from viewers of your video help to correct your English presentation mistakes?	Yes: 95% maybe:5% No: 0%
You will follow the suggestions of your video viewers when creating your next video presentation.	Yes: 57.5% Maybe: 40% No:2.5%

Based on the data gathered, 47% of 30 students are always asking for other opinions and doing consultation to make some preparation for their presentation. 40% of them sometimes did it and only 12,5% remained who never did it. It is indicated that totally 87% of students have expected to make good performance from assistance or help seeking.

They eagerly participated in video presentation performances on YouTube and let their peer viewers evaluate them. In fact, 95% of the students confirmed that the viewers' comments in YouTube can help them correct mistakes during the presentation while the remains were not so sure about the contributions. Still, only 57,5% of them thought that following the viewers' suggestions is good to do for the next better performance. Those who were in doubt to take the suggestion for future performance were 40% of 30 students and the rest, 2,5% of them decided that there was no need to consider the suggestions for future performance.

The contents of peer viewers' comments for the presentations delivered in YouTube can be categorized into six items including praise, critical views, suggestions and others. The following table completely informs the data of comments as peer feedback.

Table 3.3 Peer Feedbacks for Students Speaking Performance in YouTube

Content	Number of Comments
Praise	20
Criticism of pronunciation	16
Criticism about writing words / sentences.	6
Criticism about the correctness of the content	6
Advice about your appearance	8
Advice about audio on video	11
Other advices	12
Total	79

The comments that the students received from their peers as the viewers in YouTube contain the greatest number of suggestions that is 31 from totally 79 comments while 28 comments were received as critical evaluations. Besides that, the peer viewers still expressed their appreciation for the speakers' performance in YouTube by totally 20 comments. Actually, the comments have been accepted as the good feedback contains more suggestions than criticism and praise. The most suggestions were related to better audio on video and the most critical comments were about incorrect pronunciation during speaking performance.

4. Conclusion

WhatsApp and YouTube become suitable media for managing teaching Speaking in higher education when the delivery method is only in online mode. The steps of instructional speaking practice must follow a double cycle process consisting of planning, acting, observing and reflecting.

The implication of using WhatsApp and YouTube as media for teaching and learning speaking in online mode is that teacher can manage a limited learning community for students in WhatsApp Group, give scaffolding and conduct the group to be more independent and creative in learning Speaking by suggesting authentic video resources from YouTube and encourage students to revise works based on the feedbacks.

It is proven that students have a good perception toward online learning using WhatsApp and YouTube as media for speaking. Feedbacks from teachers and collaboration with peer students in WhatsApp contribute to students' engagement in revising work and presenting work in YouTube. In relation to intrinsic and extrinsic factors of learning motivation, students gain their expectancies of peer learning, assistance for better speaking performance and rewards directly from YouTube as media of performing speaking.

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Strategi Pembelajaran Kolaboratif Berbasis Masalah secara Daring pada Mata Kuliah Bahasa Inggris Pariwisata

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Abstrak - Penelitian ini bertujuan untuk meningkatkan pembelajaran secara daring mahasiswa melalui strategi pembelajaran kolaboratif berbasis masalah. Subjek penelitian terdiri dari 30 mahasiswa semester II Program Studi Perhotelan Jurusan Pariwisata, Politeknik Negeri Bali Tahun Akademik 2020/2021 yang menempuh mata kuliah English for Food and Beverage Operation. Analisis data menggunakan metode kualitatif dengan menganalisis capaian belajar mahasiswa berdasarkan kriteria penilaian pembelajaran kolaboratif berbasis masalah. Pemberian kuesioner dilakukan untuk mengukur kemajuan pembelajaran mahasiswa secara daring menggunakan strategi pembelajaran kolaboratif berbasis masalah. Penelitian menunjukkan bahwa strategi pembelajaran kolaboratif berbasis masalah terbukti efektif dalam meningkatkan capaian pembelajaran mahasiswa secara daring dalam mata kuliah English for Food and Beverage Operation, khususnya dalam dialog secara daring antar mahasiswa dan juga mahasiswa dan dosen. Hasil umpan balik yang didapat oleh dosen dari mahasiswa setelah proses belajar mengajar berlangsung ditekankan pada kebutuhan mahasiswa terhadap metode pembelajaran secara daring yang inovatif seperti strategi pembelajaran kolaboratif berbasis masalah. Strategi pembelajaran kolaboratif berbasis masalah terbukti efektif membuat mahasiswa lebih terlibat (*engage*), termotivasi untuk melakukan kolaborasi selama berlangsungnya proses belajar-mengajar secara daring tersebut.

Kata kunci: Pemecahan masalah, pembelajaran daring, kolaborasi, Bahasa Inggris Pariwisata

1. Latar belakang

Pendidikan di perguruan tinggi vokasi, seperti Politeknik adalah usaha yang dilakukan dengan tujuan untuk menumbuhkan kembangkan potensi mahasiswa sebagai peserta didik di lembaga pendidikan vokasi tersebut melalui proses kegiatan belajar mengajar (Darmadi, 2019). Dengan melihat keadaan bahwa ada dua masalah yang dihadapi yaitu, mutu pendidikan dan sistem pembelajaran di kampus. Menurut Sukitman (2016) pengertian pendidikan sendiri adalah suatu proses yang sudah dilakukan yang sudah menjadi satu dalam kehidupan dunia, sebab dengan adanya pendidikan yang baik, manusia akan meraih dan menguasai pengetahuan yang ia dapatkan. Dengan adanya pendidikan seseorang akan yang sebelumnya tidak mengetahui apa-apa menjadi mendapatkan ilmu yang bermanfaat.

Bahasa Inggris mempunyai peranan yang penting dalam dunia pendidikan. Dengan adanya mata pelajaran bahasa Inggris sebagai bahasa asing, maka mahasiswa akan belajar bernalar secara kritis, kreatif dan aktif (Aini, 2021). Daayah & Yulinar (2018) menyatakan bahwa pembelajaran bahasa Inggris dapat dikatakan berhasil jika pembelajaran tersebut sesuai dengan tujuan pengajaran bahasa Inggris dan mahasiswa terlihat dalam menguasai mata kuliah bahasa Inggris. Dalam pembelajaran bahasa Inggris tugas seorang dosen sangatlah penting. Adapun tugas seorang dosen adalah dapat membangkitkan suasana pembelajaran yang lebih bermakna dengan mengaitkan pada kehidupan sehari-hari. Dengan demikian pembelajaran bahasa Inggris mempunyai peranan yang sangat penting dengan cara pembuktian yang nyata. Hal ini sejalan dengan Lindawati dkk (2019) yang menyatakan bahwa “English is a way of practicing. Some English integrative language skills involve listening, speaking, reading, writing, which require lots of practice”. Keterampilan bahasa Inggris yang terdiri empat keterampilan berbahasa secara terintegrasi (listening, speaking, reading, writing) melibatkan suatu latihan, semakin sering berlatih akan mengalami kemajuan.

Sato (2007) menawarkan suatu model pembelajaran sebagai solusi, yang ia sebut dengan pembelajaran kolaboratif. Menurutnya, pembelajaran haruslah “melampaui batas dan melompat” melalui kolaborasi. Untuk mencapai target pembelajaran yang lebih tinggi, dan juga untuk memberi kesempatan bagi setiap siswa untuk belajar secara mendalam, terdapat satu kunci yang penting: siswa berlatih mengajukan pertanyaan pada teman, “Bagaimana saya bisa memecahkan masalah ini?” Untuk dapat menciptakan keadaan yang membuat seorang siswa perlu bertanya kepada siswa lainnya, tingkat materi pelajaran (masalah) yang diberikan haruslah lebih tinggi dari biasanya. Makin mudah masalahnya menjadikan makin jarang siswa yang bertanya kepada temannya. Untuk mereka yang berada pada kelompok bawah (kemampuan dibawah rata-rata kelas), jika mereka tidak dapat menyelesaikan soal/masalah yang dianggap mudah untuk kelompok atau siswa lain, mereka akan lebih cenderung untuk berusaha memecahkan masalah dan menghadapi

kesulitannya tanpa bantuan orang lain. Kalau mereka gagal, maka mereka akan selalu tersisih dari yang lain, dan semakin tertinggal di belakang.

Pembelajaran kolaboratif menurut Sato adalah pembelajaran yang dilaksanakan dalam kelompok, namun tujuannya bukan untuk mencapai kesatuan yang didapat melalui kegiatan kelompok, namun, para siswa dalam kelompok didorong untuk menemukan beragam pendapat atau pemikiran yang dikeluarkan oleh tiap individu dalam kelompok. Pembelajaran tidak terjadi dalam kesatuan, namun pembelajaran merupakan hasil dari keragaman atau perbedaan (Sato, 2007).

Beberapa penulis menyebutkan pengertian tentang pembelajaran kolaboratif yang senada dengan pengertian pembelajaran kolaboratif dari Sato. Gerlach yang dikutip oleh Dennen (2000) menyatakan bahwa "Collaborative learning is a process that involves interaction among individuals in a learning situation. It is rooted in a theory of learning the focuses on social interaction as a way to building knowledge". Pengertian pembelajaran kolaboratif yang demikian menekankan pentingnya interaksi sosial antar individu dalam kelompok untuk membangun pemahaman atau pengetahuan setiap anggota kelompok, senada dengan pendapat Sato dalam hal pentingnya setiap individu dalam kelompok mengajukan pertanyaan kepada temannya.

Pada dasarnya pembelajaran kolaboratif merujuk pada suatu metoda pembelajaran dimana siswa dari tingkat performa yang berbeda bekerja bersama dalam suatu kelompok kecil. Setiap mahasiswa bertanggung jawab terhadap pembelajaran mahasiswa yang lain, sehingga kesuksesan seorang mahasiswa dapat membantu mahasiswa lain untuk menjadi sukses. Rana (2020) menyebutkan bahwa "collaborative learning fosters development of critical thinking through discussion, clarification of ideas, and evaluation of other's ideas". Wiersema (2000) juga menyatakan hal yang senada, yaitu bahwa "Collaborative Learning is philosophy: working together, building together, learning together, changing together, and improving together". Sedangkan Lang & Evans (2006) menyatakan bahwa "Collaborative learning is an approach to teaching and learning in which student interact to share ideas, explore a question, and complete a project". Pembelajaran tidak terjadi dalam kesatuan, namun pembelajaran merupakan hasil dari keragaman atau perbedaan (Sato, 2007). Beberapa penulis menyebutkan pengertian tentang pembelajaran kolaboratif yang senada dengan pengertian pembelajaran kolaboratif dari Sato. Gerlach yang dikutip oleh Dennen (2000) menyatakan bahwa "Collaborative learning is a process that involves interaction among individuals in a learning situation. It is rooted in a theory of learning the focuses on social interaction as a way to building knowledge". Pengertian pembelajaran kolaboratif yang demikian menekankan pentingnya interaksi sosial antar individu dalam kelompok untuk membangun pemahaman atau pengetahuan setiap anggota kelompok, senada dengan pendapat Sato dalam hal pentingnya setiap individu dalam kelompok mengajukan pertanyaan kepada temannya. Pada dasarnya pembelajaran kolaboratif merujuk pada suatu metoda pembelajaran di mana siswa dari tingkat performa yang berbeda bekerja bersama dalam suatu kelompok kecil. Setiap siswa bertanggung jawab terhadap pembelajaran siswa yang lain, sehingga kesuksesan seorang siswa dapat membantu siswa lain untuk menjadi sukses.

Dari beberapa pengertian tersebut di atas dapatlah disimpulkan bahwa model pembelajaran kolaboratif adalah suatu model pembelajaran kelompok, dimana para siswa dalam kelompok didorong untuk saling berinteraksi dan belajar bersama untuk meningkatkan pemahaman masing-masing. Alat yang digunakan untuk mendorong adanya interaksi tersebut adalah materi atau masalah yang menantang. Bentuk interaksi yang dimaksud adalah diskusi, saling bertanya dan menyampaikan pendapat atau argumen. Meskipun apa yang dikemukakan Sato tentang pembelajaran kolaboratif di atas lebih dimaksudkan untuk para siswa, namun memperhatikan satu hal yang sama antara kelas di pendidikan dasar dan menengah dengan kelas di perguruan tinggi, yaitu heterogenitas siswa atau mahasiswa dalam suatu kelas, maka model pembelajaran kolaboratif yang demikian dipandang tetap sesuai untuk diimplementasikan di perguruan tinggi.

Jika dicermati beberapa pengertian pembelajaran kolaboratif sebagaimana tersebut di atas, maka ada kalimat kunci yang terkandung di dalamnya, yaitu pentingnya interaksi di antara para mahasiswa dalam kelompok untuk meningkatkan pemahaman masing-masing. Ini berarti bahwa pada prinsipnya pembelajaran kolaboratif didasarkan pada filsafat konstruktivisme, khususnya konstruktivisme sosial dari Vygotsky, yaitu bahwa interaksi sosial memainkan peranan penting dalam perkembangan kognitif anak. Interaksi sosial dengan orang yang ada disekitar anak akan membangun ide baru dan mempercepat perkembangan intelektualnya. Dalam penelitiannya, Vygotsky lebih memfokuskan perhatian pada hubungan dialektika antara individu dan masyarakat, di mana interaksi sosial dapat mempengaruhi hasil belajar (Mulyaningsih, 2014). Secara umum, teori Vygotsky berfokus pada interaksi sosial pada tiga faktor, yakni budaya (*culture*), bahasa (*language*), dan zone of proximal development (Oakley, 2004). Menurut Vygotsky, siswa mempunyai dua tingkat perkembangan, yaitu tingkat perkembangan aktual dan tingkat perkembangan potensial.

Tingkat perkembangan aktual didefinisikan sebagai pemfungsian intelektual individu saat ini dan kemampuan untuk belajar sesuatu yang khusus atas kemampuannya sendiri. Tingkat perkembangan potensial didefinisikan sebagai tingkat seseorang individu dapat memfungsikan atau mencapai tingkat itu dengan bantuan orang lain, seperti guru, orang tua, atau teman sejawat yang kemampuannya lebih tinggi. Zona antara tingkat perkembangan aktual dan tingkat perkembangan potensial itulah yang disebut dengan zona perkembangan terdekat atau ZPD (Ibrahim dan Nur, 2000; Oakley, 2004).

Zone of Proximal Development (ZPD) diartikan sebagai jarak antara peringkat perkembangan sebenarnya yang ditentukan oleh "problem solving" yang perlu dilakukan secara mandiri dan peringkat perkembangan yang berpotensi

yang ditentukan di bawah bantuan orang dewasa atau sewaktu bekerja sama dengan rekan sebaya yang lebih berpengetahuan/paham, melalui “problem solving”, sebagaimana disebutkan oleh Vygotsky dalam bukunya yang berjudul *Mind in Society* (Mathew, 2015), bahwa “... the zone of proximal development is the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers.”

Teori tentang ZPD dari Vygotsky ini bermakna bahwa pembelajaran terjadi melalui interaksi sosial dengan bantuan guru atau teman sejawat. Melalui tantangan dan bantuan dari guru atau teman yang lebih mampu, siswa bergerak ke dalam ZPD mereka dimana pembelajaran terjadi. Pengembangan dari konsep ZPD Vygotsky ini adalah konsep scaffolding dari Bruner.

Dengan teorinya tentang belajar penemuan, Bruner menekankan pentingnya membantu siswa memahami struktur dan ide kunci dari suatu disiplin ilmu, perlunya siswa terlibat secara aktif dalam proses pembelajaran, dan perlunya suatu keyakinan bahwa pembelajaran dapat terjadi melalui penemuan pribadi. Scaffolding dapat diartikan sebagai suatu proses di mana seorang siswa dibantu menuntaskan masalah tertentu melampaui kapasitas perkembangannya melalui bantuan (scaffolding) dari seorang guru, atau orang lain yang lebih mampu (Ibrahim dan Nur, 2000). Konsep tentang “melampaui kapasitas perkembangannya” ini mirip dengan konsep “melampaui batas dan melompat” dari Sato. Dari uraian tentang konsep ZPD dan scaffolding tersebut di atas, jelaslah bahwa dasar teoritik dari model pembelajaran kolaboratif adalah teori konstruktivisme, khususnya teori konstruktivisme sosial dari Vygotsky, terutama pada konsep tentang ZPD, dan dipadu dengan konsep scaffolding dari Bruner, yang menekankan pentingnya interaksi sosial untuk membantu siswa memperoleh tingkat pemahaman yang lebih tinggi. Belajar “melampaui batas dan melompat” dengan bantuan teman dan guru, adalah konsep ZPD dan scaffolding.

2. Metode Penelitian

Penelitian ini dilaksanakan di Program Studi Perhotelan, Jurusan Pariwisata Politeknik Negeri Bali dengan subjek penelitian mahasiswa semester 2 tahun akademik 2020/2021). Berdasarkan permasalahan yang diteliti, maka jenis penelitian yang digunakan adalah penelitian deskriptif kualitatif. Populasi dalam penelitian ini adalah seluruh mahasiswa semester II yang berjumlah 150 orang dari 5 kelas yang ada. Adapun teknik pengambilan sampelnya dapat digolongkan ke dalam *probability-simple random sampling*. Menurut Sugiyono (2018) *probability sampling* adalah teknik pengambilan sampel yang memberi peluang atau kesempatan sama bagi setiap unsur atau anggota populasi untuk dipilih menjadi sampel. Dalam sampling ini, sampel diambil secara acak (random) dengan teknik *simple random sampling*. Dikatakan sederhana (simpler) karena pengambilan anggota sampel dari populasi dilakukan secara acak tanpa memperhatikan strata yang ada dalam populasi itu. Cara ini dilakukan jika anggota populasi homogen (Sugiyono, 2018: 20).

3. Hasil dan Pembahasan

3.1 Kooperatif vs Kolaboratif

Terdapat cukup banyak persamaan diantara model pembelajaran kooperatif dan kolaboratif, namun demikian terdapat juga beberapa perbedaan yang mendasar. Menurut Eitson (2010) keduanya sering dikaitkan dengan pembelajaran aktif, konstruktivisme, pembelajaran kontekstual, dan pembelajaran sosial. Menurut John Myres, yang dikutip oleh Ginaya et al (2018), pembelajaran kooperatif berasal dari Amerika dari tulisan filosofi John Dewey yang menekankan sifat dasar sosial dari pembelajaran, sedangkan pembelajaran kolaboratif berasal dari Inggris, berdasarkan model kerja dari guru-guru Inggris dalam mengeksplorasi cara untuk membantu siswa merespon terhadap tugas kepastakaan, dengan memberi lebih banyak peran dalam belajar mereka sendiri. Pendapat Matthews, et al, yang dikutip Ginaya et al (2021) menyebutkan perbedaan antara pembelajaran kooperatif dan kolaboratif antara lain terdapat dalam: (a) Gaya, fungsi, dan derajat pelibatan pengajar, (b) Isu hubungan wewenang (hak dan kewajiban) antara pengajar dan pelajar, (c) Sejauh mana pelajar perlu dilatih untuk bekerja dalam kelompok, (d) Bagaimana pengetahuan dibangun (dibina) dan diasimilasikan, (e) Isu implementasi yang lain, seperti pembentukan kelompok, pemberian tugas, akuntabilitas individu dan kelompok, dan penilaian yang tepat.

Sedangkan Menurut Mansor et al (2015) “Kolaborasi adalah falsafah dari interaksi dan gaya hidup perorangan/pribadi sedangkan kooperasi adalah struktur dari interaksi yang dirancang untuk memfasilitasi penyelesaian pencapaian hasil akhir atau suatu tujuan tertentu.” Beberapa penulis menyebutkan bahwa pembelajaran kooperatif merupakan salah satu aspek dalam pembelajaran kolaboratif, sebagaimana Lang & Evans (2006), menyatakan bahwa “the term of collaborative learning is an umbrella term that included various interactive approach and methods for group work.

Cooperative learning is an aspek of collaborative learning that takes a very specialist approach to group work”. Demikian juga Wiersema (2000) juga menganggap bahwa kolaborasi lebih dari kooperasi. Menurutnya: ... that co-operation is technique to finish a certain product together: the faster, the better, the less work for each, the better. Collaboration refers to the whole process of learning, to students teaching each other, students teaching the teacher (why not?) and of course the teacher teaching the students too. Sato (2007) menyebutkan pembelajaran kolaboratif berbeda dari pembelajaran kooperatif. Perbedaan terbesar antara pembelajaran kolaboratif dan pembelajaran kooperatif adalah sebagai

berikut; pembelajaran kooperatif berfokus pada kesatuan dalam kelompok, sedang pembelajaran kolaboratif, unit yang ditekankan adalah pada setiap individu.

Tujuan dari kegiatan kelompok adalah bukan untuk mencapai kesatuan yang didapat melalui kegiatan kelompok, namun, para siswa dalam kelompok didorong untuk menemukan beragam pendapat atau pemikiran yang dikeluarkan oleh setiap individu dalam kelompok. Dalam melaksanakan pembelajaran kolaboratif dalam kelompok kecil, guru tidak boleh berusaha untuk menyatukan pendapat dan ide para siswa dalam kelompok kecil tersebut, serta tidak boleh meminta mereka untuk menyatakan pendapat mereka sebagai perwakilan pendapat dari kelompok, seperti yang dilakukan dalam pembelajaran kooperatif. Memperhatikan beberapa pandangan tentang kedua model pembelajaran, dapatlah disimpulkan bahwa pada intinya perbedaan tersebut terletak pada cara kerja dalam kelompok, dimana didalam model pembelajaran kooperatif aktivitas kelompok lebih terstruktur dan setiap siswa memainkan peranan spesifik dengan tujuan menyelesaikan tugas kelompok, sedangkan dalam model pembelajaran kolaboratif aktifitas siswa dalam kelompok adalah belajar bersama untuk mendapatkan dan meningkatkan pemahaman masing-masing.

Model pembelajaran kolaboratif dan kooperatif sering digunakan dalam perkuliahan di perguruan tinggi, karena kedua model pembelajaran ini sangat memungkinkan terjadinya komunikasi matematis antar mahasiswa atau kelompok mahasiswa, sehingga diharapkan dapat menjembatani keheterogenan, meningkatkan kemampuan penalaran, kemampuan pemecahan masalah, dan ketrampilan berfikir kritis mahasiswa. Strategi Pembelajaran Kolaboratif Berbasis Masalah Seperti halnya dengan berbagai jenis model pembelajaran atau perkuliahan kooperatif, seperti Student Teams Achievement Divisions (STAD), Jigsaw, Teams lebih dari kooperasi. Menurutnya: ... that co-operation is technique to finish a certain product together: the faster, the better, the less work for each, the better. Collaboration refers to the whole process of learning, to students teaching each other, students teaching the teacher (why not?) and of course the teacher teaching the students too.

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Dalam melaksanakan pembelajaran kolaboratif dalam kelompok kecil, guru tidak boleh berusaha untuk menyatukan pendapat dan ide para siswa dalam kelompok kecil tersebut, serta tidak boleh meminta mereka untuk menyatakan pendapat mereka sebagai perwakilan pendapat dari kelompok, seperti yang dilakukan dalam pembelajaran kooperatif. Memperhatikan beberapa pandangan tentang kedua model pembelajaran, dapatlah disimpulkan bahwa pada intinya perbedaan tersebut terletak pada cara kerja dalam kelompok, dimana didalam model pembelajaran kooperatif aktivitas kelompok lebih terstruktur dan setiap siswa memainkan peranan spesifik dengan tujuan menyelesaikan tugas kelompok, sedangkan dalam model pembelajaran kolaboratif aktifitas siswa dalam kelompok adalah belajar bersama untuk mendapatkan dan meningkatkan pemahaman masing-masing.

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3.2 Strategi Pembelajaran Kolaboratif Berbasis Masalah

Seperti halnya dengan berbagai jenis model pembelajaran atau perkuliahan kooperatif, seperti Student Teams Achievement Divisions (STAD), Jigsaw, Teams Games Tournaments (TGT), Team Accelerated Instructions (TAI), Grup Investigation (GI), dan lain-lain, pada dasarnya pada pembelajaran kolaboratif pun dimulai dengan pemberian masalah kepada mahasiswa untuk diselesaikan, di mana masalah yang diberikan sudah dipilih sedemikian hingga akan dapat “membimbing” dan menantang mahasiswa untuk menemukan definisi atau konsep, atau meningkatkan pemahaman, penalaran, komunikasi, koneksi, representasi, dan juga kemampuan pemecahan masalah.

Setelah setiap mahasiswa mendapatkan kesempatan beberapa saat untuk mengidentifikasi masalah dan merencanakan strategi penyelesaiannya secara individual/mandiri, siswa/mahasiswa kemudian diminta untuk belajar dalam kelompok kecil (4 – 6 orang). Hanya saja, ketika siswa/mahasiswa membuat kelompok dan belajar dalam kelompoknya, guru/dosen tidak perlu terlalu mengatur atau terlalu ikut campur atas peran mereka dalam kelompok (berbeda sekali dengan pembelajaran kooperatif jenis Jigsaw atau TGT, misalnya). Dosen hanya akan memfasilitasi jalannya diskusi kelompok dengan memberikan pertanyaan pancingan atau mendorong siswa/mahasiswa dalam kelompok untuk menyampaikan ide/gagasannya, saling bertanya, menjawab pertanyaan, dan beradu argumen. Demikian juga ketika siswa/mahasiswa diminta untuk mempresentasikan penyelesaian masalah yang didapatkannya, maka ia tidak dalam peran mewakili kelompok, tetapi menyampaikan hasil belajarnya sendiri, yang mungkin saja sebagian besar diantaranya ia dapatkan dari diskusi di dalam kelompoknya.

Dengan model yang demikian, maka dapat diharapkan masing-masing mahasiswa akan berupaya lebih keras untuk belajar “sesuatu” dalam kelompoknya agar dapat menyelesaikan masalah yang diberikan oleh guru/dosen.

Memperhatikan bagaimana tingkat masalah yang harus diberikan kepada para mahasiswa agar memunculkan kolaborasi diantara mereka, sedemikian hingga mahasiswa yang heterogen (terdiri dari kelompok tinggi, sedang, dan rendah dalam motivasi dan kemampuan intelektual) ini dapat saling bertukar berbagai pertanyaan atau pendapat sehingga terwujud pembelajaran yang “melampaui batas dan melompat”, maka model kolaborasi yang demikian sangatlah cocok dikombinasikan dengan pendekatan pembelajaran berbasis masalah dan dapat dinamakan strategi pembelajaran kolaboratif berbasis masalah.

Strategi pembelajaran kolaboratif yang berbasis masalah sangat cocok digunakan untuk meningkatkan kemampuan berfikir kritis, kemampuan pemecahan masalah dan kemampuan komunikasi bahasa Inggris mahasiswa dikarenakan: (1) Dalam PBL, basis dari perkuliahan adalah masalah, dan mahasiswa belajar dalam kelompok-kelompok kecil untuk memecahkan masalah. Dalam proses menyelesaikan masalah yang diberikan oleh dosen, para mahasiswa akan mengklarifikasi pemahaman mereka, mengkritisi ide/gagasan teman dalam kelompoknya, membuat konjektur, memilih strategi penyelesaian, dan menyelesaikan masalah yang diberikan.

Apa yang akan dilakukan mahasiswa dalam kelompoknya tersebut, akan berakibat pada meningkatnya kemampuan mahasiswa untuk berfikir kritis, menyelesaikan masalah, dan berkomunikasi secara matematis. (2) Menggunakan strategi pembelajaran kolaboratif, mahasiswa belajar dalam kelompok kecil untuk “melampaui batas dan melompat” melalui masalah atau pertanyaan yang diberikan oleh dosen. Belajar dalam kelompok ditekankan pada terjadinya interaksi sosial melalui diskusi/dialog, saling bertanya dan memberi pendapat untuk meningkatkan pemahaman masing-masing. Interaksi yang demikian ini merupakan bagian dari cara untuk meningkatkan pemahaman, penalaran, kemampuan berfikir kritis, kemampuan pemecahan masalah, dan kemampuan komunikasi matematis.

4. Simpulan

Berdasarkan kajian di atas, dapatlah di simpulkan bahwa strategi pembelajaran kolaboratif berbasis masalah mempunyai karakteristik: (1) Pembelajaran dipandu oleh masalah yang menantang, (2) Sebelum para mahasiswa belajar dalam kelompok, mereka diberi kesempatan untuk mengidentifikasi masalah yang diberikan oleh dosen dan merancang strategi penyelesaiannya beberapa saat secara mandiri, kemudian dipersilahkan belajar dalam kelompok (4 -6 orang) untuk mengklarifikasi pemahaman mereka, mengkritisi ide/gagasan teman dalam kelompoknya, membuat konjektur, memilih strategi penyelesaian, dan menyelesaikan masalah yang diberikan, dengan cara saling bertanya dan beradu argumen, (3) Setelah belajar dalam kelompok, mahasiswa menyelesaikan masalah yang diberikan dosen secara individual, (4) Dosen mengambil peran sebagai fasilitator, yang berkewajiban memfasilitasi jalannya diskusi kelompok dengan memberi pertanyaan pancingan untuk menghidupkan kolaborasi, (5) Beberapa mahasiswa yang diberi kesempatan mempresentasikan penyelesaian masalahnya di depan kelas tidak dalam peran mewakili kelompok.

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The Effects of L2 Pragmatic Autonomous and Controlled Motivations on Engagement with Pragmatic Aspect

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Abstract: No study has investigated the relationship between student engagement per se and student motivation within second language (L2) pragmatics, notwithstanding the significance of engagement for L2 learning. Drawing on self-determination theory, the present study aimed to explore the effects of two global motivational orientations (autonomous and controlled motivations) on behavioral engagement within the perspective of L2 pragmatics. A total of 76 college students agreed to participate and were requested to fill out a tailor-made, 34-item, 6-point Likert-scale questionnaire. The results of data analysis using standard multiple linear regression revealed that both Autonomous and Controlled Motivations significantly predicted, and explained a large amount of variance in, Engagement, $F(2, 71) = 161.28, p < .01, R^2 = .82$, adjusted $R^2 = .81$, and that the effect of Controlled Motivation, $B = .33, t(71) = 8.05, p < .01$, was twice as large as that of Autonomous Motivation, $B = .16, t(71) = 4.91, p < .01$. These findings indicate that students' controlled motivation is more powerful in enhancing their engagement in learning L2 pragmatics. Pedagogically, it implies that teachers should bolster students' motivation in learning L2 pragmatics, which eventually can lead to their increased engagement.

Keywords: pragmatic motivation, autonomous motivation, controlled motivation, pragmatic engagement, self-determination theory

1. Introduction

From the vantage point of second language (L2) learning, engagement can be defined as cognitive, behavioral, social, and emotional involvement in a L2 learning activity in or outside of class directed toward mastery of the L2 (Philp & Duchesne, 2016; Mercer, 2019; Hiver et al., 2021). It is a widely agreed-upon notion that success in L2 learning necessitates active involvement on the part of the learners in meaningful L2 interaction over an extended period of time (Brutt-Griffler & Jang, 2019; Dincer et al., 2019; Dörnyei, 2019; Reeve & Shin, 2020). The growing popularity of the concept of engagement in the field of SLA also pertains to its perceived malleability and amenability via pedagogical interventions (Skinner, 2016; Fredricks et al., 2019). In addition, theoretically, it is argued that "engagement has significant potential to inform understandings of language learning" (Henry & Thorsen, 2020, p. 460).

Motivation is one of the affective factors which can influence engagement (e.g. Svalberg, 2018; Oga-Baldwin, 2019). In a study conducted to examine whether and how motivation and engagement differ, Martin et al. (2017), for example, found that motivation and engagement are two distinct constructs, with the former predicting the latter (see also Reeve et al., 2019; Henry, 2021). While motivation has received a considerable amount of scholarly attention within the field of SLA (Boo et al., 2015), engagement tends to be overlooked (Oga-Baldwin, 2019), and hence research on engagement in SLA is still in its infancy (Mercer, 2019; Henry & Thorsen, 2020). To the best of our knowledge, none of the studies conducted thus far has investigated the relationship between student engagement per se and student motivation within the field of L2 pragmatics (Mercer, 2019). Even studies into motivation in L2 pragmatics are surprisingly rare (Taguchi & Roever, 2017, pp. 150-153), and it is obvious that the concept of engagement has not found its way into the field.

To fill the above-mentioned gap, the present study was aimed at investigating the effect of motivation on engagement from the perspective of L2 pragmatics. For the purpose of the present study, the concept of engagement is confined to students' engagement with the pragmatic aspect of the L2, that is, the extent to which they will expend their energy and cognitive resources on the pragmatic aspect of the L2 when they are involved in a communicative event in and outside of class. Accordingly, the present study was narrowly concerned with a domain-specific type of engagement, which is typical of L2 engagement research (See Philp & Duchesne, 2016; Hiver et al., 2021). The present investigation is anchored within self-determination theory (SDT, Ryan & Deci, 2017; Ryan & Deci, 2020), according to which human beings have three fundamental psychological needs – competence, relatedness, and autonomy – and the extent to which those needs are

satisfied or thwarted determines the type of motivational regulation people have which, in turn, predicts the intensity of engagement in their L2 learning process (Mercer, 2019; Noels, Lou, et al., 2019). The study specifically aimed to answer the following research question: “Can L2 pragmatic autonomous and controlled motivations predict behavioral engagement with pragmatic aspect of the L2?” This paper is structured as follows: after the description of the issues pertaining to the method of the study (participants, instrument, procedure, and data analysis) in the following section, the findings will be presented and subsequently discussed in light of the previous research findings and the theoretical framework. The paper concludes with the discussion of pedagogical implications and suggestions for further research.

2. Method

Participants

Participants were 76 Indonesian-speaking sophomores (18 males; 58 females) aged between 19 and 21 years ($M = 20$ years, $SD = .46$ years) recruited from three different classes taught by the first author. This sample size has met the minimum sample size required for multiple linear regression analysis with two predictor variables and a medium size of the expected effect (Field, 2009). The participants were enrolled in a four-year undergraduate degree program majoring in International Business Management at a public polytechnic located in the Southern part of Bali. Since the majority of the participants (86.3%) reported that they had never taken any standardized English proficiency test (TOEFL, TOEIC, or IELTS), they were asked to self-assess their current English proficiency level: 47 (58.75%) students perceived their English proficiency level to be at intermediate level, 31 (38.75%) thought that their English proficiency level was beginner, and only 2 (2.5%) considered themselves as advanced speakers of English.

Instrument

The instrument employed to gather the data for the present study is an online, tailor-made 34-item survey questionnaire, consisting of six items measuring the participants’ degree of engagement and 28 items tapping into the quality of their motivation (i.e., motivational regulations). The questionnaire was constructed using a free survey administration application developed by Google, that is Google Forms. All of the items were built using a 6-point Likert scale where the participants were required to indicate their degree of agreement along the following spectrum: strongly disagree, disagree, slightly disagree, slightly agree, agree, and strongly agree. To facilitate ease of comprehension and/or to avoid unnecessary misunderstanding, all of the items and instructions were written in the native language of the participants, that is Indonesian.

As has been noted above, the present study was narrowly focused on one type of engagement, namely behavioral engagement which “concerns involvement in learning and academic tasks and includes behaviors such as effort, persistence, concentration, attention, asking questions, and contributing to class discussion” (Fredricks et al., 2004). The internal consistency of the engagement scale measured using Cronbach’s α is .90. This reliability coefficient has exceeded the minimum adequate reliability coefficient, that is .70 (Dörnyei & Taguchi, 2010), indicating that the Engagement scale is internally consistent. The construction of the Motivation scale ($k = 28$) for the present study was guided by SDT, according to which human motivation falls along the following continuum: intrinsic, integrated, identified, introjected, and external regulations. Integrated motivation was not included into the Motivation scale, as it is not relevant to the participants in the present study. The internal consistency (Cronbach’s α) coefficients of the four scales making up the Motivation scale are as follows: .85 (Intrinsic scale), .91 (Identified scale), .84 (Introjected scale), and .83 (External scale). Since all the scales making up the Motivation questionnaire have Cronbach’s α coefficients greater than the .70 threshold (Dörnyei & Taguchi, 2010), all the scales can be considered to be good in terms of internal consistency.

Procedure

The questionnaire was administered online in late June 2021 during an English class session by the first author who was also the English teacher. Prior to the administration of the questionnaire, the participants were informed via a WhatsApp message that they were participating in a research on students’ English learning preferences and that their participation was voluntary meaning that they could withdraw their participation at any time they wished. However, they were not made aware of the exact purpose of the study, that the study was conducted to examine the effect of students’ motivation and their engagement. The participants took between 10 to 15 minutes to complete the questionnaire.

Analysis

In line with the conceptualization of human motivation put forth in SDT, the four types of student motivation examined in the present study were collapsed into two global categories, namely autonomous motivation (intrinsic and identified regulations) and controlled motivation (introjected and external regulations). Accordingly, these two motivation categories constitute the predictor variables in the present study, while Engagement is the outcome variable. The data were analyzed using the standard multiple linear regression analysis, wherein the two predictor variables were entered using the forced entry method into the regression equation at once (Field, 2009). All analyses were conducted with the help of SPSS version 23.

3. Results and Discussion

Preliminary analyses

Prior to conducting multiple linear regression analysis, a series of diagnostics tests were performed to ensure that the data for the present study met the assumptions associated with such inferential statistical analysis (Field, 2009). It was found that one data point was a univariate outlier and one was a multivariate outlier, and these two data points were excluded the subsequent analyses. The new data set ($N = 74$) met the assumption of collinearity (Autonomous, Tolerance = .46, VIF = 2.20; Controlled, Tolerance = .46, VIF = 2.20). No autocorrelation was detected in the data (Durbin-Watson = 2.37), indicating that the data met the assumption of independent errors. The result of Kolmogorov-Smirnov test of normality on the new data set showed that the normality assumption was indeed satisfied ($D(74) = .07$, $p > .05$). Finally, the assumption of non-zero variance was also met (variance _{Autonomous} = 110.49; variance _{Controlled} = 71.73), as were the assumptions of linearity and homoscedasticity.

Descriptive statistics

Table 1 below shows the descriptive statistics for the three variables in the present study (Autonomous Motivation, Controlled Motivation, and Engagement).

	N	Minimum	Maximum	Mean	Std. Deviation
Autonomous	74	40	90	67.61	10.39
Controlled	74	41	78	58.54	8.42
Engagement	74	17	36	26.77	4.62

Although the students' autonomous motivation looks stronger than their controlled motivation in Table 1 above, in actuality they are identical; it is to be borne in mind that the two motivation measures contain different numbers of items, Autonomous ($k = 15$) and Controlled ($k = 13$) (see Instrument of the Method section above). To verify whether or not one motivational orientation is stronger than the other in Table 1 above, we need to divide the mean value by the respective total number of items. The results of such computation revealed that the values for both motivational orientations were identical, Autonomous ($M = 4.51$) versus Controlled ($M = 4.50$), both of which are located somewhere between slightly agree and agree (see the coding system mentioned in the Analysis of the Method section).

Turning now to the students' engagement measured using six items, similar result was found: on average, their response to each item in the Engagement measure was 4.46, slightly lower than the average value for Motivation items, which also lies somewhere between slightly agree and agree, suggesting that both students' motivation and their engagement in learning how to use English appropriately are relatively low.

Zero-order correlations

The following table shows zero-order correlations among the three variables in the present study: Autonomous Motivation, Controlled Motivation and Engagement.

	Autonomous	Controlled	Engagement
Autonomous	-		
Controlled	.74*	-	
Engagement	.81*	.87*	-

* $p < .01$

As can be seen from the above table, all correlations are positive and statistically significant at $p < .01$, indicating that as the value of one variable increased, the value of the variable with which it correlated also increased. It is striking to note that the correlation between Controlled Motivation and Engagement (Pearson $r = .87$) was slightly higher than that between Autonomous Motivation and Engagement (Pearson $r = .81$), which could be taken as an early indication that students' controlled motivation might exert a larger effect on their engagement in comparison with their autonomous motivation. The correlation between the two predictor variables (Autonomous Motivation and Controlled Motivation) (Pearson $r = .74$) also reached statistical significance, but the correlation coefficient did not approach .90 which would otherwise have been an indication of the presence of multicollinearity (Field, 2009, p. 224). This confirms the absence of multicollinearity as mentioned earlier in the discussion of assumptions of multiple linear regression analysis in the Preliminary Analyses section. This indicates that these two motivational orientations indeed constitute two different motivational traits, or psychometrically, this could also suggest that the items included in the two measures (Autonomous and Controlled measures) tapped into two different motivational orientations.

Multiple linear regression analysis

The next analysis conducted on the data ($N = 74$) was to determine whether or not the two predictor variables (Autonomous Motivation and Controlled Motivation) could predict the outcome variable (Engagement), either simultaneously or in isolation, or both. This was done, as has been mentioned earlier, using the forced entry method of the standard multiple regression analysis. The results revealed that the two predictor variables (Autonomous and Controlled Motivations) together could significantly predict the outcome variable (Engagement). That is, the simultaneous effect of Autonomous Motivation and Controlled Motivation on Engagement was statistically significant, $F(2, 71) = 161.28, p < .01$. The magnitude of the effect size of the two predictor variables was considerably large, $R^2 = .82$, Adjusted $R^2 = .815$, $F_2 = 4.56^1$. This means that 82% of the variance in Engagement could be explained together by Autonomous Motivation and Controlled Motivation. These findings led us to inquire whether one or both of the predictor variables brought about such an effect on the outcome variable. The following table shows the results.

Table 3 Independent effects of predictor variables

Model		Unstandardized coefficients		Standardized coefficients	t
		B	Std. Error	β	
1	(Constant)	- 3.53*	1.70	-	-2.07
	Autonomous	.16**	.03	.37	4.91
	Controlled	.33**	.04	.60	8.05

* $p < .05$; ** $p < .01$

As can be seen from Table 4 above, the independent effect of both predictor variables was indeed statistically significant, and that the magnitude of the effect of Controlled Motivation was twice as large as the effect of Autonomous Motivation, $B = .33, t(71) = 8.05, p < .01$ versus $B = .16, t(71) = 4.91, p < .01$, respectively. As shown by the values of β for Autonomous Motivation ($\beta = .37, p < .05$) and for Controlled Motivation ($\beta = .60, p < .05$), both of the predictor variables brought about a significantly large effect on Engagement (See Keith, 2019, p. 62).

To see how well the multiple linear regression model derived from the data in the present study cross-validates, that is whether or not the model generated from the data in the present study can predict a consistent outcome in different sets of samples, we manually computed the adjusted R^2 using the formula below, following Field's (2009, p. 222) recommendation:

$$\text{Adjusted } R^2 = 1 - \left[\left(\frac{n-1}{n-k-1} \right) \left(\frac{n-2}{n-k-2} \right) \left(\frac{n+1}{n} \right) \right] (1 - R^2)$$

We found that the value of the adjusted R^2 (adjusted $R^2 = .81$) was very close to the value of R^2 and identical with the value of adjusted R^2 calculated by SPSS (see above) as well. This gives us confidence that the regression model generated from the data in the present study cross-validates well, or less technically speaking, we can be quite confident that the finding of the present study can be generalized across different sets of samples within the same population to which the participants of the present study belong.

The present study aimed to investigate the effect of autonomous and controlled motivational orientations on behavioral engagement in the context of L2 pragmatics learning. Overall, we found that both types of motivational orientation combined to predict engagement, and that the magnitude of the effect sizes of both motivational orientations was considerably large. This suggests that the extent to which students are keen to get actively engaged in a L2 pragmatics learning activity seems to a large extent to be determined by their autonomous and controlled motivation. This finding lends empirical support to the conception put forth within SDT. According to Noels, Lascano, et al. (2019, p. 823), motivational orientations "frame the quality of the learning experience and can differentially predict the intensity of engagement" (see also Ryan & Deci, 2017).

Another important finding of the study was that Controlled Motivational Orientation brought about an effect which was twice as large as the effect exerted by Autonomous Motivational Orientation on Engagement. We place importance on this latter finding because, to the best of our knowledge, the present study is the first study to document an empirical finding showing the differential degrees of effects of the two motivational orientations on Engagement in the context of L2 pragmatics learning. This finding suggests that as opposed to those adopting autonomous motivational orientation, students with controlled motivational orientation are twice as likely to get actively engaged in a learning activity which centers around how to use English appropriately according to contexts. For example, students who find learning English pragmatics fun, enjoyable, or personally meaningful to themselves might get involved in the learning activity less eagerly compared with those who perceive learning English pragmatics as particularly economically beneficial to themselves.

The fact that controlled motivational regulation imposed a stronger effect on engagement in the present study could also be explained by the nature of the learning context in which the students in the present study reside. In foreign

¹ F^2 was computed using the formula $F^2 = \frac{R^2}{1-R^2}$

language learning contexts, like Indonesia, English is greatly valued for employment purposes (Zein, 2019). Being able to communicate in English effectively in order to get a well-paid (or dream) job lies at the heart of students' learning of English in these contexts. Students' self-esteem plays a greater role in the extent to which they are enthusiastic to expend their energy (physical and mental) to learn the pragmatic aspect of the English language relative to the inherent enjoyment of such a learning activity; they get involved in the pragmatics learning activity more because of their fear of sounding rude or incompetent when speaking in English than their interest in the activity per se. This might be related to their external regulation to a certain degree. When externally regulated, people will perform a behavior because they want to avoid punishment contingencies (Ryan & Deci, 2017). One of the main punishment contingencies the students in the present study try to circumvent is failing to land a desired job, and one of the proximal pathways to failing to get a desired job is to display poor interpersonal communication skills in the job interview, for example by showing that they cannot speak English appropriately, or in other words they sound rude and hence being perceived incompetent by the interviewer.

4. Conclusion

When it comes to learning L2 pragmatics, operationalized as learning how to use the L2 in appropriately according to contexts, the quality of students' motivation largely determines the extent to which they are eagerly engaged in the learning activity, the latter being a crucial pathway to L2 pragmatics learning achievement. Yet not all motivational regulations are important for engagement; controlled motivational regulation takes center stage more than autonomous motivational regulation.

Pedagogically, it implies that in a context where the target language does not serve as the means of communication on a day-to-day basis L2 pedagogy should emphasize more on improving students controlled motivational regulation, for example by constantly reminding students of the economic benefits associated with learning L2 pragmatics. It does not necessarily mean that the students do not need to be made interested in the learning of L2 pragmatics for the sake of the learning activity per se, i.e., intrinsically motivated to learn L2 pragmatics. Quite the contrary, students do need to have intrinsic motivation which can bolster the quality of their engagement (Ryan & Deci, 2017, 2020). After all, the present study found that students' autonomous motivation also exerted some effect on their engagement.

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The Syntax Analysis in Adverb of Manner Found in the Novel “Buddha”

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Abstract - This research paper entitles “The Syntax Analysis in Adverb of Manner Found in the Novel *Buddha*”. This research paper analyzes the form of adverb of manner and positions of adverb of manner in the sentences structures. The theory that is used to analyze the form and the position of adverb of manner is the theory of adverb of manner proposed by Brown and Miller (1991) and supported by other theories. The method that is used to get the data was qualitative, library research. The data were taken from the novel entitled “Buddha” written by Karen Armstrong. The result of the research suggests that there were two forms of adverb of manner found in the novel. They were adverb of manner that could be filled in the form of adverb of manner and prepositional phrase. Suffix -ly was added to the positive form of the adjective. Adverbial of manner could be in the form of prepositional phrase that was characterized by a preposition as the head of adverbial.

Keywords: Adverb of manner, syntax analysis, and prepositional phrase.

1. Introduction

Novel *Buddha* is written by Hermann Hesse that tells about the spiritual journey of self-discovery of a man named Siddhartha during the time of the Gautama Buddha. The novel was published in the U.S. in 1951 and it became influential in the 1960s. It was told in the Novel that the story takes place in the ancient Indian Kingdom of Kapilavastu. It was told in the story that Siddhartha crosses a river and the generous ferryman. There are some data of adverb of manners found in the novel. There are some reasons why the writer chose the novel entitled “Buddha” as the data source. This study is important to be conducted to figure out the form of an adverb of manner in the syntax analysis found in the novel. This study also analyses the position of adverb of manner found in the structure.

A question, subject and statements can be expressed by word and it usually contains a subject and a verb. Phrases and sentences can be built up from constituent series (syntactic units) that can serve as grammatical function. The arrangement and the form of word are related in a sentence. Many words build some sentences in English as one unit. There are subject, verb, complement, object and adverbial (SVCOA) found in a sentence.

An adverb can describe a verb. Adverbs can be formed from an adjective and followed by -ly suffix. The examples of adverbs are hurriedly, quickly, slowly, and instantly. It can modify a verb or verb phrase. An adverb can give information related to the manner, time, place, frequency, or certainty. Adverbials consist of words groups in which an adverbial phrase tells us something about the verb. They are in the forms of adverbs, adverb phrases, or prepositional phrases. As we know that there are some classifications in adverbial. One of them is an adverb of manner.

The theory that is used to analyze an adverb of manner is proposed by Brown and Miller (1992). It describes that adverbial of manner indicates manner in which the event is described by the verb. Adverbial of manner describes on how an action can be performed. There are some variations on form of an adverb of manner. Adverbial of manner is formed by adding ‘ly’ to an adjective sentence or word, but sometimes in other spelling. An adverb of manner is formed by an adjective, adverb phrase and prepositional phrase. By using the constituent structure presentation, an adverb of manner can be analyzed. The sentence structure is known as syntactical identification by analyzing the constituent. The adverbial of manner fills in some variations of its position. Adverb of manner is placed in the initial, medial, and end position.

2. Method

This study used the novel entitled “Buddha” as the data source as there are many data related to adverb of manner in the data source. The data are collected through reading the entire data in the novel in order to get the data of adverb of manner that were found in the data source. The research method includes the data source, method and technique of collecting data and method and technique of analyzing data. The data sources and method and technique of collecting data are stated as the procedures that is used to get certain objects. It also explains the data that are taken from the sources and how to analyze it. The research was done in the field observation. The research was done by using the books related to the study.

Qualitative method was used in analyzing data of adverb of manner. It was important to analyze the collected data descriptively. First, the data were classified and analyzed, based on the forms and positions of adverbial of manner. The form of adverb of manner was analyzed using the theory proposed by Brown and Miller (1991). It was classified into the form of adverbial of manner (adverbial of manner which can be filled in the form of adverb of manner and adverbial of manner in the form of prepositional phrase). The forms of adverbial of manner were then presented using this tree diagram presentation. Finally, the position of adverbial of manner were then explained based on the theory proposed by Quirk and Greenbaum (1973).

Brown and Miller (1992:95) stated that adverbs of manner are the items that most readily spring to mind as examples of the class adverb, especially those formed by the -ly suffix to a corresponding adjective form:

1. Happy → happily (Brown and Miller, 1991:95)
2. Vicious → viciously (Brown and Miller, 1991:95)

Brown and Miller (1992:94) stated that adverbials of manner indicate the manner in which the event described by the verb is carried out:

1. The dog bit the man *viciously* (Brown and Miller, 1991:94)
2. The man beat the dog *viciously* (Brown and Miller, 1991:95)
3. The man beat the dog *viciously* in the garden yesterday (Brown and Miller, 1991:95)

The form in adverb of manner in prepositional phrase is characterized by the preposition as the head of adverbials of manner. Brown and Miller (1992:94) stated that adverbs of manner are typically a prepositional phrase:

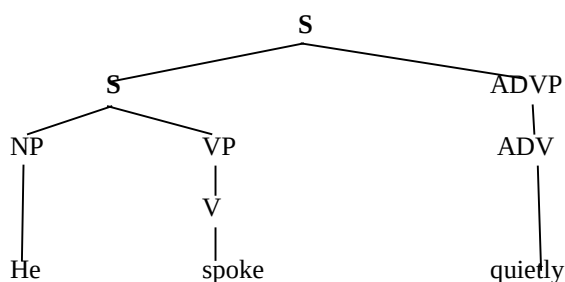
1. The man beat the dog *in a vicious manner* (Brown and Miller, 1991:94)
2. The man beat the dog *with apparent enjoyment* (Brown and Miller, 1991:94)
3. John stood on his head *with difficulty* (Brown and Miller, 1991:94)

Quirk and Greenbaum (1973:208) stated that there are three positions of adverbials for the declarative form of the clause. Those are in the initial position, medial position and final position. In the initial position, adverb of manner comes before the subject. In the medial position, an adverb of manner comes before the lexical verb. In the final position, adverb of manner comes after an intransitive verb or any object and complement.

3. Results and Discussion

The data of adverb of manner are analyzed by using the tree diagram presented here. Then, it is continued to analyze the form and position of adverb of manner in a clause.

1. He spoke *quietly*. (13)



- a. Form

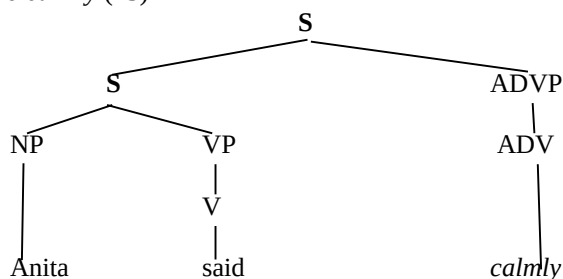
An adverb of manner *quietly* fills the position of adverbial of manner in the final position. An adverb of manner *quietly* comes after a verb *spoke* that is used to emphasis on how *he spoke*. *Quietly* is an adverb of manner that is derived from an adjective *quiet* and added by -ly suffix. In the process of the suffixation, adverb of manner is formed by: quiet + (-ly) suffix becomes *quietly*. It can be seen from the tree diagram above, that the sentence has three major constituents. Those are NP, VP, and ADVP. The form of adverb in the constituent is *quietly*. An adverb of manner *quietly* is an optional because it is not required by the verb of a sentence to form well sentence in the structure. It has function in the nucleus

he spoke. An adverb of manner *quietly* is VP modifier. The NP *he* and VP *spoke* are part of the constituent structure above.

b. Position

It can be seen that an adverb of manner that fills the position adverbial of manner in the constituent structure above is placed in the final position. An adverb of manner *quietly* in the constituent structure above occurs after VP *spoke*.

2. Asita said *calmly* (25)



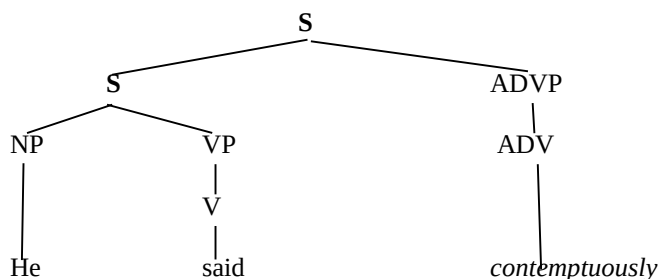
a. Form

It can be seen in data 2, that an adverb of manner *calmly* fills the position of adverbial of manner in the final position. An adverb of manner *calmly* comes after a verb *said* that is used to emphasis on how *Anita said*. *Calmly* is an adverb of manner that is derived from an adjective *calm* and added by *-ly* suffix. In the process of the suffixation, adverb of manner is formed by: *calm* + *(-ly)* suffix becomes *calmly*. It can be seen from the tree diagram above, that the sentence has three major constituents. Those are NP, VP, and ADVP. The form of adverb in the constituent is *calmly*. An adverb of manner *calmly* is an optional because it is not required by the verb of a sentence to form well sentence in the structure. It has function in the nucleus *Anita said*. An adverb of manner *calmly* is VP modifier. The NP *he* and VP *said* are part of the constituent structure above.

b. Position

It can be seen in data 2 that an adverb of manner that fills the position adverbial of manner in the constituent structure above is in the final position. An adverb of manner *calmly* in the constituent structure above occurs after VP *said*.

3. He said *contemptuously* (25)



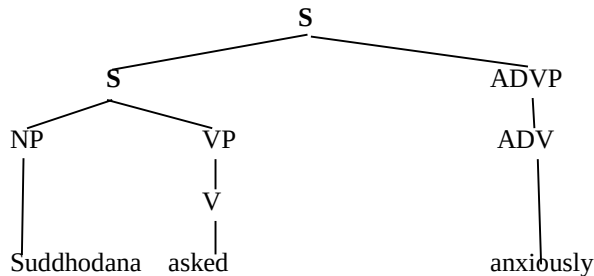
a. Form

It can be seen in data 3, that an adverb of manner *contemptuously* fills the position of adverbial of manner in the final position. An adverb of manner *calmly* comes after a verb *said* that is used to emphasis on how *he said*. *Contemptuously* is an adverb of manner that is derived from an adjective *contemptuous* and added by *-ly* suffix. In the process of the suffixation, adverb of manner is formed by: *contemptuous* + *(-ly)* suffix becomes *contemptuously*. It can be seen from the tree diagram above, that the sentence has three major constituents. Those are NP, VP, and ADVP. The form of adverb in the constituent is *contemptuously*. An adverb of manner *contemptuously* is an optional because it is not required by the verb of a sentence to form well sentence in the structure. It has function in the nucleus *he said*. An adverb of manner *contemptuously* is VP modifier. The NP *he* and VP *said* are part of the constituent structure above.

b. Position

It can be seen in data 3 that an adverb of manner that fills the position adverbial of manner in the constituent structure above is in the final position. An adverb of manner *contemptuously* in the constituent structure above occurs after VP *said*.

4. Suddhodana asked anxiously. (35)



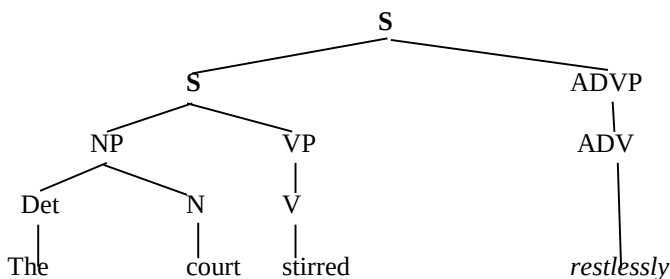
a. Form

We can see from data 4, that an adverb of manner *anxiously* fills the position of adverbial of manner in the final position. An adverb of manner *anxiously* comes after a verb *asked* that is used to emphasis on how *Suddhodana asked*. *Anxiously* is an adverb of manner that is derived from an adjective *anxious* and added by *-ly* suffix. In the process of the suffixation, adverb of manner is formed by: *anxious* + *(-ly)* suffix becomes *anxiously*. We can see from the tree diagram above, that the sentence has three major constituents. Those are NP, VP, and ADVP. The form of adverb in the constituent is *contemptuously*. An adverb of manner *anxiously* is an optional because it is not required by the verb of a sentence to form well sentence in the structure. It has function in the nucleus *Suddhodana asked*. An adverb of manner *anxiously* is VP modifier. The NP *Suddhodana* and VP *asked* are part of the constituent structure above.

b. Position

We can see from data 4 that an adverb of manner that fills the position adverbial of manner in the constituent structure above is in the final position. An adverb of manner *anxiously* in the constituent structure above occurs after VP *asked*.

5. The court stirred *restlessly* (35)



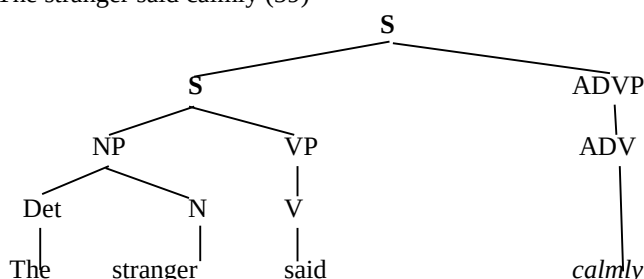
a. Form

We can see from data 5, that an adverb of manner *restlessly* fills the position of adverbial of manner in the final position. An adverb of manner *restlessly* comes after a verb *stirred* that is used to emphasis on how *The court stirred*. *Restlessly* is an adverb of manner that is derived from an adjective *restless* and added by *-ly* suffix. In the process of the suffixation, adverb of manner is formed by: *restless* + *(-ly)* suffix becomes *restlessly*. We can see from the tree diagram above, that the sentence has three major constituents. Those are NP, VP, and ADVP. The form of adverb in the constituent is *restlessly*. An adverb of manner *restlessly* is an optional because it is not required by the verb of a sentence to form well sentence in the structure. It has function in the nucleus *the court stirred*. An adverb of manner *restlessly* is VP modifier. The NP *The court* and VP *stirred* are part of the constituent structure above.

b. Position

We can see from data 5 that an adverb of manner that fills the position adverbial of manner in the constituent structure above is in the final position. An adverb of manner *restlessly* in the constituent structure above occurs after VP *stirred*.

6. The stranger said *calmly* (59)



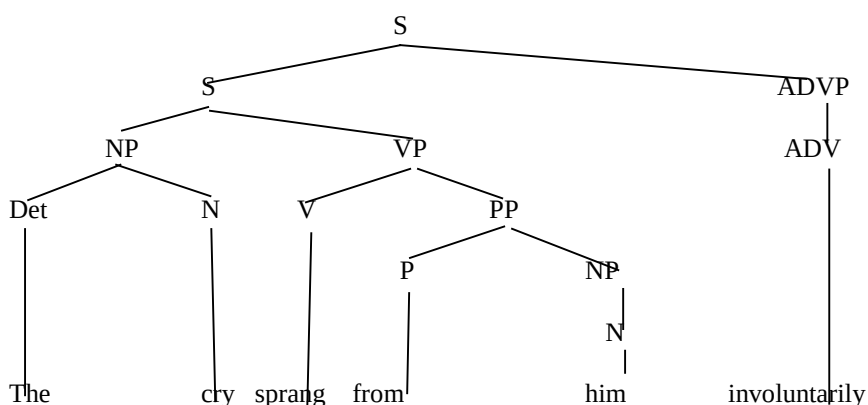
a. Form

It can be seen from data 6, that an adverb of manner *calmly* fills the position of adverbial of manner in the final position. An adverb of manner *calmly* comes after a verb *said* that is used to emphasis on how *The stranger said*. *Calmly* is an adverb of manner that is derived from an adjective *calm* and added by *-ly* suffix. In the process of the suffixation, adverb of manner is formed by: *calm* + (*-ly*) suffix becomes *calmly*. We can see from the tree diagram above, that the sentence has three major constituents. Those are NP, VP, and ADVP. The form of adverb in the constituent is *calmly*. An adverb of manner *calmly* is an optional because it is not required by the verb of a sentence to form well sentence in the structure. It has function in the nucleus *The stranger said*. An adverb of manner *calmly* is VP modifier. The NP *The stranger* and VP *said* are part of the constituent structure above.

b. Position

We can see from data 6 that an adverb of manner that fills the position adverbial of manner in the constituent structure above is in the final position. An adverb of manner *calmly* in the constituent structure above occurs after VP *said*.

7. The cry sprang from him involuntarily (26)

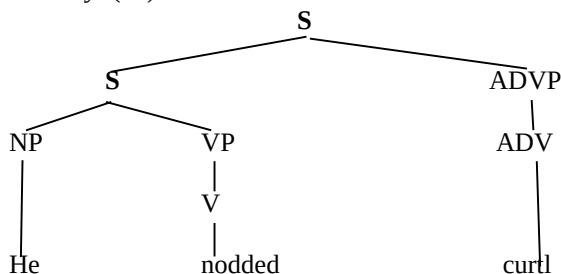


We can see from data 7, that an adverb of manner *involuntarily* fills the position of adverbial of manner in the final position. An adverb of manner *involuntarily* comes after a noun *him* that is used to emphasis on how *the cry sprang from him involuntarily*. *Involuntarily* is an adverb of manner that is derived from an adjective *involuntary* and added by *-ly* suffix. In the process of the suffixation, adverb of manner is formed by: *involuntary* + (*-ly*) suffix becomes *involuntarily*. We can see from the tree diagram above, that the sentence has three major constituents. Those are NP, VP, and ADVP. The form of adverb in the constituent is *restlessly*. An adverb of manner *involuntarily* is an optional because it is not required by the verb of a sentence to form well sentence in the structure. It has function in the nucleus *the cry sprang from him*. An adverb of manner *involuntarily* is VP modifier. The NP *The cry* and VP *sprang* are part of the constituent structure above.

c. Position

It can be seen from data 7 that an adverb of manner that fills the position adverbial of manner in the constituent structure above is in the final position. An adverb of manner *involuntarily* in the constituent structure above occurs after VP *sprang*.

8. He nodded curtly. (27)



a. Form

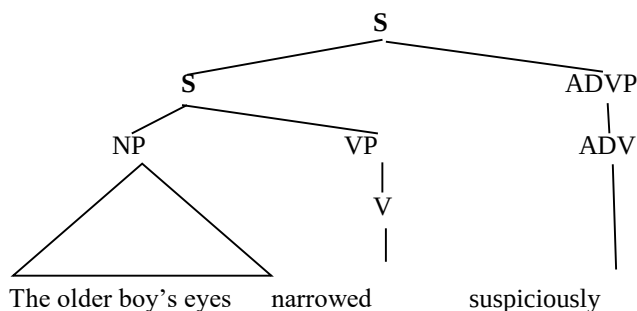
We can see from data 8, that an adverb of manner *curtly* fills the position of adverbial of manner in the final position. An adverb of manner *curtly* comes after a verb *nodded* that is used to emphasis on how *He nodded*. *Curtly* is an adverb of manner that is derived from an adjective *curt* and added by *-ly* suffix. In the process of the suffixation, adverb

of manner is formed by: *curt* + (-ly) suffix becomes *curtly*. We can see from the tree diagram above, that the sentence has three major constituents. Those are NP, VP, and ADVP. The form of adverb in the constituent is *curtly*. An adverb of manner *curtly* is an optional because it is not required by the verb of a sentence to form well sentence in the structure. It has function in the nucleus *He nodded*. An adverb of manner *anxiously* is VP modifier. The NP *he* and VP *noded* are part of the constituent structure above.

b. Position

We can see from data 8 that an adverb of manner that fills the position adverbial of manner in the constituent structure above is in the final position. An adverb of manner *curtly* in the constituent structure above occurs after VP *noded*.

9. The older boy's eyes narrowed suspiciously (51)



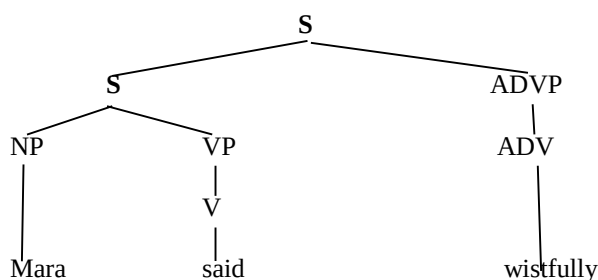
a. Form

We can see from data 9, that an adverb of manner *suspiciously* fills the position of adverbial of manner in the final position. An adverb of manner *suspiciously* comes after a verb *narrowed* that is used to emphasis on how *the older boy's eyes narrowed*. *Suspiciously* is an adverb of manner that is derived from an adjective *suspicious* and added by -ly suffix. In the process of the suffixation, adverb of manner is formed by: *suspiciously* + (-ly) suffix becomes *suspiciously*. We can see from the tree diagram above, that the sentence has three major constituents. Those are NP, VP, and ADVP. The form of adverb in the constituent is *suspiciously*. An adverb of manner *suspiciously* is an optional because it is not required by the verb of a sentence to form well sentence in the structure. It has function in the nucleus *He narrowed*. An adverb of manner *suspiciously* is VP modifier. The NP *the older boy's eyes* and VP *narrowed* are part of the constituent structure above.

b. Position

We can see from data 9 that an adverb of manner that fills the position adverbial of manner in the constituent structure above is in the final position. An adverb of manner *suspiciously* in the constituent structure above occurs after VP *narrowed*.

10. Mara said wistfully. (28)



a. Form

We can see from data 10, that an adverb of manner *wistfully* fills the position of adverbial of manner in the final position. An adverb of manner *wistfully* comes after a verb *said* that is used to emphasis on how *Mara said*. *Wistfully* is an adverb of manner that is derived from an adjective *wistful* and added by -ly suffix. In the process of the suffixation, adverb of manner is formed by: *wistful* + (-ly) suffix becomes *curtly*. We can see from the tree diagram above, that the sentence has three major constituents. Those are NP, VP, and ADVP. The form of adverb in the constituent is *wistfully*. An adverb of manner *wistfully* is an optional because it is not required by the verb of a sentence to form well sentence in the structure. It has function in the nucleus *He said*. An adverb of manner *wistfully* is VP modifier. The NP *Mara* and VP *said* are part of the constituent structure above.

b. Position

It can be seen from data 10 that an adverb of manner that fills the position adverbial of manner in the constituent structure above is in the final position. An adverb of manner *wistfully* in the constituent structure above occurs after VP *said*.

4. Conclusion

The data of adverb of manner analyzed above is placed in the final position. There are some data found in the novel that were analyzed in the form and position of adverb of manner in the clause. Then, it was continued to analyze the syntax structure of adverb of manner in the tree diagram. The form and the position of adverb of manner are analyzed by using theory that was proposed by Brown and Miller (1991). For example, it can be seen from data 7 that an adverb of manner *involuntarily* fills the position of adverbial of manner in the final position. An adverb of manner *involuntarily* comes after a noun *him* that is used to emphasis on how *the cry sprang from him involuntarily*. *Involuntarily* is an adverb of manner that is derived from an adjective *involuntary* and added by *-ly* suffix. In the process of the suffixation, adverb of manner is formed by: *involuntary* + (*-ly*) suffix becomes *involuntarily*

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Critical Discourse Analysis of Viral Ads: Binomo

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Abstract - This study was conducted to analyze the discourse contained in the Binomo advertisement; an advertisement related to online trading brokerage services that went viral on social media. Through qualitative research, the discourse contained in the advertisement is described in more depth using the Critical Discourse Analysis (CDA) method proposed by Fairclough (1989). By using three stages: 1) description; 2) interpretation; and 3) expansion, the results of the study show that advertisements for the Binomo stock trading scheme have the power to influence consumers with words that are easy to remember, language used that is familiar to the target audience, contain promises and expectations that are grandiose and manipulative.

Keywords: advertisement, advertisement language, critical discourse analysis

1. Introduction

Advertising comes from the Latin "advertere" which means "to direct attention to something". This is done as a form of announcement to the public regarding promotional activities for the sale of goods, services, or to spread a political or social message (Danesi, 2011). In line with that, Liliweri (2010) also said that advertisements can be used to persuade listeners, viewers, and readers so that they decide to take certain actions, for example buying the goods offered in the advertisement. Dyer (1982) also stated that advertising is a means or a tool to attract someone's attention to something or inform something to someone.

Besides being located in the image, sound and creativity in appearance, one of the main strengths in advertising lies in the language (Sunardi, 2017). To get the desired results, in producing advertisements, the advertising language used will be carefully considered by the advertising service provider. This is similar with what Siminto (2004) stated that an advertisement is created by carefully taking into account aspects of acceptance by the general public.

The language in advertising clearly has the power to influence the audience. Language is an important communication tool used to interact between individuals. It will be more meaningful if the language is used in everyday life by the speakers. In his/her narration, speakers can interpret something conveyed by speakers of other languages with different interpretations. In this case, language users must understand the content of the discourse well, so that the message in the discourse can be accepted and does not cause misinterpretation. Many studies have conducted the topic, Triyuni, Fadhilah, & Yuni (2018) have discussed the teenagers' perception towards language use in advertisements, the result shown that the perceptions of teenagers towards advertisements are the language used is simple and easy to remember, and advertisements function as reminder. Dali (2019) also did research that focused on the interaction of language, image and layout, and examines advertising persuasive strategies.

Today, the rapid development of technology seems to have had a tremendous impact on many fields, one of which is in the field of business. In this digital era, it is very easy for businessman/ woman to market their business only by relying on promotional tools or advertisements on the Internet through social media, one of which is by using the Youtube platform. One of the ads that went viral some time ago was the Binomo Ads.

Binomo is a platform formed by stock brokers. Quoted from investingstockonline.com, Binomo is an online preferred trading broker that has been operating since 2014. This broker is a branch of Tiburon Corporation Limited which is headquartered in Seychelles, a country located in the Indian Ocean. Currently, they have two main addresses, the first is located at Suite 1, 2nd floor of the Sound and Vision House on Francis Rachel Street, Victoria Seychelles. While the second is Stagord Resources Limited which is located on the 4th floor of the Irene Building in Nicosia Cyprus.

They offer services for binary options trading schemes, namely analysis of the ups and downs of stock prices within a certain time span. In Indonesia they are expanding their expansion through advertisements on Youtube. When Youtube viewers want to watch a video, this ad will then appear at the beginning of the video. With the frequency of its frequent appearances and has a lot of uniqueness in its advertisements; because of that later this ad became famous throughout Indonesia. Thanks to the viral on Youtube and Twitter, this ad then made many people to repost it and some

even parodied it. However, now, Binomo has been blocked by Kominfo because it is an illegal business as reported by *tirto.id*, the blocking was carried out at the request of the Commodity Futures Trading Arbitration Agency (CoFTRA) as of May 2019.

Although the period of fame is quite short, but only by using a simple concept and language this advertisement is able to attract many viewers. One of the discourses contained in the Binomo advertisement lies in the narrative conveyed by the main character in the advertisement. Narrative text in the ad is different from other texts. By using critical discourse analysis, we can find out the ideology to be conveyed in the text. Based on this, which then encourages the author to examine the phenomenon of language contained in the advertisement. Thus, by conducting a critical discourse study, it is hoped that the function of the language contained in the advertisement will be known.

2. Method

By using the critical discourse analysis approach proposed by Fairclough (1989), three stages of research will be carried out, namely: description, interpretation, and explanation. The description relates to the formal elements contained in the text; interpretation is related to the text and social interaction by seeing the text as a result of the production process and explanation concerning the relationship between interaction and social relations.

Quoted from Sunardi (2017), he stated that description (text analysis) is the form and content of the text. The analysis is an analysis of phonology, grammar, vocabulary, semantics, as well as supra-sentential aspects of textual organization, such as cohesion, taking turns in conversation. Meanwhile, interpretation (discourse practice) is the relationship between text and social practice. Discourse practice is related to socio-cognitive aspects of text production and interpretation. Then the last one is expansion (social practice), which is something related to different levels of social organization: situation, institutional context, wider social context or group; in this case the issue of power becomes the main theme (Fairclough: 1995).

This research is also included in qualitative research with data presentation techniques using descriptive patterns. The purpose of the descriptive pattern is a research method that seeks to describe and interpret objects according to what they are. The descriptive pattern produces an interpretation of the description of the structure and function of the advertising language.

The data in this study were obtained through documentation, listening, and notes. The source of the data for this research is the Binomo advertisement available on Youtube in which there is an advertising language in the form of a monologue narrative which is the data for this critical discourse study.

3. Results and Discussion

Text Description

In the Binomo ad which lasted about 2.5 minutes, shown a man who confessed as Budi Setiawan. His hair was styled in a tossed bangs style that once had its prime in the past. He wore a suit the brown light color with a sweater knitted colored in ivory. By using the pants length gray, he introduced himself as a professional trader who got inspired to become a trader after watching "The Wolf of Wall Street". While walking leisurely, Bob showed his magnificent house. He said that all properties, such as luxury homes and other wealth, could be obtained in just one year through futures trading on the Binomo.com application.

The following is a transcript of the monologue delivered by him:

Millions of people do not even realize that they can make \$1,000 a day without leaving home . And you are one of one of them.

Hello, my name is Budi Setiawan. I am a professional trader. All you see is can I achieve in a period of less than one year. But the thing that is most important than ever I get is the experience that was priceless, and I will share the experience I told you. This is what many traders make transactions. They spend a lot of time and effort to earn their money. Honestly, that's what stopped me. I understand how far my ignorance is from the world of finance. I watch The Wolf of Wall Street and I thought, "WOW, People 's generating money from nothing ". But I also know that I do not know anything about the stock, or stocks, or whatever it is.

But a year that then I find Binomo, this is the platform. For the beginner can pass transactions trade. And like I say, I am now able to generate more than \$1.000 just to devote 2-3 hours when I for trading. Now my friends call me a successful man, because I can travel to different parts of the world everywhere I want. Furthermore, they also learn how to earn.

Want to know how? Simple. Look, let's go to Binomo, I will open a trade now and make a profit of \$88 in 1 minute, trading time 1 minute. Big deal is \$100. I predict the graph will go up or down, then I wait a while. See, I got back the \$100 I and generate profit amounted to \$ 88 just within 1 minute.

What do you think? You can open an account with a \$10 deposit and generate money by way of the same. To pass this open course website Binomo, register and select the currency of money want you to trade and attractive profit you get. We click open account, and now you are ready to proceed.

Binomo is more simple and more secure than running a business of your own. You need a small initial capital and you can start trading immediately after registering. Click the button on the screen, get \$1,000 dollars in the demo account and start earning on Binomo with me.

By using the application wordcounter360, can be seen that in the monologue that contained the details as follows:

Table 1 Number of sentence constructions, clauses and words in the Binomo advertisement narrative

Text Type	Total
Words	319
Character	2141
Character (without spaces)	1829
Phrase	28
Paragraph	6
Average words/Phrases	12

Furthermore, from a narrative monologue text are also analyzed the word most frequently used in the table as follows:

Table 2 The number of words that often appear in the Binomo ad narrative

Keywords	Percentage
Me	27 (9%)
Which	13 (4%)
You	10 (3%)
Binomo	5 (2%)
Time	4 (1%)
Frim	4 (1%)
Produce	4 (1%)

In the monologue narrative text delivered by the Binomo ad, there are several pronominal words which are the words with the highest frequency. The word 'I' appear as much as 27 times, this word becomes a marker that narratives are presented take on the angle of view of the narrator, to recount his experience in using the application that he wanted to share stories of success were acquired.

Another word that often appears, one of them is 'you' with a frequency of 10 times or 3% of the total. The word 'you' used in the narrative is intended to attract the attention of the audience advertisements that can be carried in a story of success that is presented in the advertisement. In a frequency that often appears, the word 'you' is considered as an utterance which such solicitation and seduction for the audience to be affected by the story that was given, so that they also want to feel the experience of success similar to that experienced by the characters in the ad.

The next words are 'time' and 'produce' that appear as much as 4 times. The latter word is very closely related to the promises that are given in the narrative ads that to the audience. With the lure of the promise of sweet using the word time and produce, given a lot of information such as the time that is short to be successful and will be able to generate profit significantly when the audience using the application on the ad that.

Furthermore, analysis transitivity clause (Fairclough, 1989) is done to the narrative monologue ad Binomo as well. For purposes of description text, every sentence that consists of several clauses will be broken up into clauses.

Table 3 Number of clause transivities in narrative advertisement Binomo

No.	Transitivity	Number of Clauses	
		Binomo Ad Narrative	%
1.	Material	38	73%
2.	Relational	2	3.8%
3.	Mental	8	15.3%
4.	Verbal	2	3.8%
5.	Behavioural	0	0
6.	Existential	2	3.8%

In the table, the type of clause which has the most number is material clause reaching around 73%, then followed by mental clauses, around the 15.3%. The less clauses found are relational, verbal, and existential clauses with a percentage of only amounted to 3.8% for each. However, there is no behavioral clause in narrative monologue of advertising has found.

Interpretation

Narrative monologues presented in the Binomo ad shows an ideology to seek profit as much as possible by inviting the audience beginners who are interested to do business trade by joining with platform Binomo. Advertising is

using words that give the glory experiences experienced by Budi Setiawan, as a figure who narrated the ad. With a style of speech that is unique and uses sentences to manifold clauses material and mental, the narrative is encouraging and influencing people to join and feel the experiences.

This result has many significant impacts for the community which previously does not know the application is. Many gamers in Youtube are using this ad on their pages, so it makes people to feel curious and wish to download and use the application of trading stocks.

Expansion

Advertising Binomo by using some inspirational stories like from the movie "The Wolf of Wall Street", Budi claimed that he was inspired becoming the successfully rich through nothingness has shown in the quote, "I'm watching The Wolf of Wall Street and I thought," WOW, People this guy makes money out of nothing ". He also mentioned that he found the application of trading this since a year ago and through applications that he promised that those who do not understand the market shares will be able to perform transactions trade with the way that simple.

Furthermore, Budi Setiawan also convinced his audience that he could earn more than US\$1,000 just by using the Binomo application for 2-3 hours. In fact, he also mentioned his friends praised the success of the transaction trading market share due to traveling around the world with free. By using several mental clauses, the audience is invited to think more deeply following Budi's line of thinking to see the success that they will easily achieve just by using this application.

Then, at the end of the closing video, Budi convinced that many people do transactions trade through Binomo more secure compared to running a business more. He was also instructed to click on the links that exist in the video with the lure of getting the results were tantalizing, like that shown in the quote is, " Binomo more simple and more secure than running a business of your own." Language ads that use very persuasive with the purpose of the specific namely for the sake of luring people in order to use the product they are without thinking about the effects that may arise due to the language of advertising (Dali, 2019).

4. Conclusion

Based on the analysis that has been submitted, it can be concluded that the use of narrative monologue Binomo advertising is persuasive discourse that uses the language ad that is inviting and influence people to use the products offered. With the many uses of material and mental clauses in the narrative, this is intended to attract the public to do what the advertiser expects. By conducting this critical discourse analysis study, it is hoped that with the results of the research presented so that people can be more critical and not accept it at face value in accepting every discourse that exists in their lives.

Based on the results of this study, the context analysis discussed only includes the monologue narrative of Binomo's advertisement. Therefore, the researcher suggests that future researchers can apply this research study to other advertisements. In addition, other researchers can conduct more in-depth research on the context of the situation and socio-cultural context, also in more detail on all components that are owned by advertising, not only advertising language.

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Difficulties in Distinguishing Verbal and Adjectival Functions of Verbs: A Case Study in Notes on Financial Statements

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Abstract - This article discusses the difficulties of students in distinguishing verbs that have a pure verb function and those that have an adjective function in Notes on Financial Statements (NoFS). This study aims to identify the types and positions of verbs that have an adjective function. The writer adopted the descriptive qualitative research method as used in this study with content analysis in the following stages: sorting out verbs that function both as verbs and adjectives in clauses to find out the types; classifying the adjective phrases found; finding out the positions of verb and adjective phrases in clauses. The results showed that most of the verbs functioning as verbs are in their normal position, while verbs functioning as adjectives are present and past participles. Their position is attributable to noun phrases.

Keywords: notes on financial statements, verb, adjective, present participles, past participles

1. Introduction

Notes on financial statements (NoFS) are an integral part of financial statements. It is integrated as NoFS to clarify statements, figures, and terminologies written in financial statements. Therefore, a thorough understanding of NoFS is an obligation for people who work in business.

In NoFS, we found various sentence structures, quite long phrases, and not simple sentences. Sentences in NoFS possess many long phrases, such as noun phrases, adjective phrases, and adverbial phrases. Many statements are also realized in different types of sentences: simple, complex, and compound-complex. The following example from a public company's financial statement may show us how complicated in NoFS a sentence is.

*The latest amendment was covered by notarial deed No. 123 **dated** January 28, 2010, of AuliaTaufani, S.H. (as a substitute notary of Sutjipto, S.H.), as **approved** in the Extraordinary General Meeting of Shareholders ("EGMS") **held** on January 28, 2010, in order to comply with the Indonesian Capital Market and Financial Institutions Supervisory Agency ("BAPEPAM-LK") (currently the Indonesian Financial Services Authority ("OJK")) Rule No. IX.J.1 **dated** May 14, 2008 on the Principles of Articles of Association of Limited Liability Companies that Conduct Public Offering of Equity Securities and Public Companies and Rule No. IX.E.1 on Affiliate Transactions and Certain Conflict of Interests Transactions.*

This sentence takes eight lines. It is a complex sentence with two clauses (independent and dependent clauses) and four participial phrases and a combination of active and passive construction. It is not easy to find out which verbs have objective verb functions and which function as adjectives. This has been proved by the difficulties students face in accounting in understanding and differentiating among verbs and participles. Here are some examples of students' confusion in picking the correct choice for verbs.

- In addition, using (Verb) the differed revenue approach (Object), the Company records the grant as follows (Subject).
- The accounting and financial reporting policies adopted(Verb) by the Group(Subject) following financial accounting standards in Indonesia, namely the Statement of Financial Accounting Standards ("SFAS")
- These investments are (Verb) measured using acquisition cost because the fair value
- cannot be measured reliably.

The struggle in understanding the text found in NoFS experienced by the students has ignited a motivation to research the verbs functioning as adjectives. Articles on adjectival phrases have been published by some scholars focusing on general matters (Mintalangi, Pamantung, & Manus, 2020; Qasim, 2012). Others discussed participles (Revina, 2019; Borik & Gehrke, 2019; Ompusunggu, 2016; Jaya, 2008). The data are from literary texts and academic texts, such as journal articles and magazines. However, those researches do not focus on specific verbal forms that can function both as actual verb and adjectives and do not use financial statements as data sources either. Several matters can be studied about the texts in notes on financial statements; however, the writer may only focus on urgent aspects, that is, verb. As we all know, a verb is an essential element in English sentences; without a verb, a sentence is not complete or is not a sentence. Therefore, with these arguments, this current study will focus on identifying verbs that function initially as verb and adjective and position of the verbs in clauses.

2. Method

This study adopted qualitative descriptive research methods. This method is characterized by providing detailed descriptions and fully and in-depth explanations of the positions and verbs functioning as real verb and adjective.

2.1 Data Source

The data are taken from notes on the financial statements of PT Pertamina Persero 2019 and Telkomsel 2019. : PT Pertamina (Persero) and its subsidiaries “Consolidated Financial Statements as of December 31, 2019 and for the year that ended with independent auditors’ report. And PT Telkomsel: “2019 Annual Report” Telkom Indonesia. Data are in the forms of sentences which are broken down into clauses. The sentences were sorted based on the availability of verbs functioning as an adjective.

Data Collection Technique

In collecting data, the writer followed the content analysis technique which is divided into three steps:

1. Reading and recording data,
2. Grouping verbs in two categories: actual verbs and verbs functioning as an adjective; and
3. Identifying positions of real verbs and verbs functioning as an adjective in clauses.

Sampling Method

Along with the research design adopted, descriptive qualitative, the sampling method applied was the purposive sampling method. The writer sort out the data based on the purposes of the research, that is, sentences and or clauses found in notes on financial statements of PT Pertamina and Telkomsel of 2019. The sentences are also limited to sentences consisting of verbs that function not only as actual verb but also as adjective.

Here are examples of the sentences taken for data of the research.

The Company’s Articles of Association **have been amended** several times. The latest amendment **was made** to increase the **authorized** capital of the Company, under Notarial DeedNo. 29 **dated** April 13, 2018 of Aulia Taufani, S.H., which **was approved** by the Minister of Law and Human Rights through Decision Letter No. AHU-0008395.AH.01.02. Year 2018 **dated** April 13, 2018.

3. Results and Discussion

3.1 Notes on Financial Statements

Financial statements are written records that convey the business activities and the financial performance of a company. Financial statements are often audited by government agencies, accountants, firms, etc., to ensure accuracy and for tax, financing, or investing purposes. Investors and financial analysts rely on financial data to analyze a company's performance and make predictions about the Company's stock price. One of the most importantly reliable and audited financial data resources is the annual report, which contains the firm's financial statements. In financial statements, people can read figures of items. (<https://www.investopedia.com/terms/f/financial-statements.asp>)

Those figures may be perceived differently by different people. To avoid misunderstanding, financial statements are supplemented by notes on financial statements. Notes on financial statements are an integral part of the financial statements.

Notes on financial statements are notes added to the published financial statements as supplemental notes of a company. People use the notes to search for clarification of the figures in the financial statements and any accounting policies adopted by the Company. On the other hand, the Company uses the financial statements' notes to clarify people's assumptions or perceptions concerning the financial statements. (<https://www.google.com/search?q=what+are+notes+on+financial+statements&rlz>) From the notes on financial statements, people can find out the success or failure of a company in the financial side. Along with its importance, people who deal with business and or economy surely need to understand the explanation in the notes thoroughly.

Research on academic texts about the economy, especially accounting and finance, is still rare, let alone referring to notes on financial statements. However, we have found some research concerning language related to types of texts found in notes on financial statements. The articles published discuss adjectives in general terms as research results conducted by several scholars (Mintalangi, Pamantung, & Manus, 2020; Qasim, 2012). Some articles also reveal research results about participial phrases functioning as adjectives carried out by some other scholars. (Revina, 2019; Borik & Gehrke, 2019; Ompusunggu, 2016; Jaya, 2008)

3.2 Adjective Phrase

In English grammar, an *adjective phrase* is a group of words that functions as an adjective in a sentence. An adjective headword may be accompanied by modifiers, determiners, and qualifiers (all of which are called *dependents*). Also known as an *adjectival phrase*. Adjective phrases modify nouns. They may be attributive (appearing before the noun) or predicative (appearing after a linking verb), but not all adjectives can be used in both positions. <https://www.thoughtco.com/what-is-adjective-phrase-1689065>)

The following is an example of the position of adjective phrases in a sentence.

“The beautifully carved frames are priceless.”

The word ‘carved’ is the main adjective supplemented by an adverb of manner ‘beautifully’ and definite article ‘the,’ which is an adjective phrase. The position of the adjective phrase is preceding the noun modified: ‘frames’. This adjective-noun construction is the attributive type of adjective phrase. On the other hand, the predicative adjective has the opposite position.

The following sentence will show us how it is used.

“The frames are beautifully carved and priceless.”

‘Beautifully carved’ is an adjective phrase posted after the noun ‘frames’ it modifies. It is in a predicative position. We can see the different positions between predicative and attributive adjectives from the examples. The next type of adjective phrase is participial adjectives. This type is formed from the verb using the continuous form (-ing) and third verb (-ed). The following can show how both forms are used in sentences.

“The tempting cookie platter made my mouth salivate.”

‘tempting’ is a participial adjective formed from the verb ‘to tempt’ in continuous form. It does not function as a verb but as an adjective. The adjective modifies the noun: ‘cookie platter’. The similar forms of these adjectives and verbs have proved to be a constraint for students in understanding the texts in notes on financial statements.

We can see that the following phrase also identifies the use of verb functioning as an adjective in the position of an attribute. In addition, we may also see the use of *pre-determiner* dan *post-determiner* in the notes on financial statements, i.e., **the consolidated financial statement** of cash flow. The words in bold function as pre-determiner, which consist of the (a definite article), consolidated (verb in past participle functioning as adjective), and financial (an adjective form). The noun modified is a statement. The group of words after statement (the noun modified) consists of a preposition of and cash flow (a noun phrase); this group of words also modifies the noun statement.

3.3 Verb Phrase

A verb phrase consists of a main verb alone, plus any modal and auxiliary verbs. The main verb always comes last in the verb phrase: (mv = modal verb; aux = auxiliary verb; mv = main verb)

(<https://dictionary.cambridge.org/grammar/british-grammar/verb-phrases>)

There are two types of verb phrases, i.e., simple and complex. A simple verb phrase consists of the main verb, while a complex verb may consist of one modal verb and one or more auxiliary verbs preceding the main verb. Verb forms may vary. This variety may depend on the subject. A singular subject and plural subject may lead to different verb forms. This, we know, is due to tenses operating in English. On tenses also, verb forms vary. We know several verb forms, such as to-infinitive, infinitive without to, the second form of verb or past form, continuous form, and third form. The third form is also known as a past participle, while the continuous form is also named a present participle.

Here are examples of verb phrases in sentences.

- a. ‘The statements **show a decrease** in receivables.’
- b. ‘You **should have known** the decline.’

The first sentence has one main verb (show), which is called a simple verb phrase. There is no additional verb before the main verb. While in the second sentence, we can see there are three verbs: should as modal auxiliary, have as an auxiliary; and known as the main verb. Verbs as seen take position after the noun (subject) as in the examples, both a and b. However, the verb can also take the position after conjunction and/or functions as both conjunction and subject. We can see from the following sentence.

*The latest amendment **was covered** by notarial deed No. 123 dated January 28, 2010 of AuliaTaufani, S.H. (as a substitute notary of Sutjipto, S.H.), as approved in the Extraordinary General Meeting of Shareholders (“EGMS”) held on January 28, 2010, in order to comply with the Indonesian Capital Market and Financial Institutions Supervisory Agency (“BAPEPAM-LK”) (currently the Indonesian Financial Services Authority (“OJK”)) Rule No. IX.J.1 dated May 14, 2008 on the Principles of Articles of Association of Limited Liability Companies **that Conduct** Public Offering of Equity*

Securities and Public Companies and Rule No. IX.E.1 on Affiliate Transactions and Certain Conflict of Interests Transactions.

Conduct is the verb of the subordinate clause in the sentence. Conduct is preceded by the. That functions as a subject and as a conjunction. From the examples used, it is apparent that it is not easy to comprehend texts in notes in financial statements as we may spot quite long sentences with various verb forms and different functions. They not only function as actual verbs that tell about any action conducted, but they can also function as adjectives that modify nouns. The positions also vary as they can be attributive and predicative.

The following is an example of a sentence taken from notes on financial statements in which we can examine the use of verb forms functioning as verb and adjective.

*In accordance with PP No. 31 Year 2003, all rights and obligations **arising** from contracts and agreements **entered** between the former Pertamina Entity and third parties, **provided** these are not contrary to Law No. 22 Year 2001, **were transferred** to the Company.*

There is only one verb in the sentence: 'were transferred', while the words 'arising', 'entered,' and 'provided' are participles functioning as an adjective. The example confirms that a variety of verbal functions may be found in notes on financial statements.

The following table demonstrates the categories of verbs based on their functions, and their positions. The details are explained in the following paragraphs.

Table 1 Position of participial verbs

Position	Present Participles	Past Participles	Company
Attributive/pre	13	18	Pertamina
predicative	0	0	
Attributive/post	2	1	
Attributive/pre	9	13	Telkomsel
Predicative	0	0	
Attributive/post	3	0	

From the data collected, it is identified that verbs in the notes on financial statements of PT Pertamina and Telkomsel of 2019 function as their actual verbs and as adjectives. The position of verbs functioned as actual verbs conform to the English sentence structure. The positions are found after the subject of the sentences, both in main and subordinate clauses. The following shows the position of verbs in sentences.

- At the date of establishment of the Company, *all oil and gas and geothermal energy activities of the former Pertamina Entity, including joint operations with other companies, **were transferred** to the Company.*
- These businesses **have been transferred** to the Company's subsidiaries.*
- All employees of the former Pertamina Entity **became** employees of the Company.*

In the examples, the verb positions are closed to the subject of the sentence. We may see from the italicized words as the subject and words in bold as verb phrases.

However, the verbs that functioned as an adjective are broken down into present participles and past participles. Both in PT Pertamina and Telkomsel, past participles dominate the functions. The following are examples of both present and past participial use of verbs functioning as an adjective.

- At the date of establishment of the Company, all oil and gas and geothermal energy activities of the former Pertamina Entity, **including** joint operations with other companies, were transferred to the Company.
- Except for the **consolidated** statement of cash flows, the **consolidated** financial statements have been prepared on an accrual basis. The measurement basis **used** is historical cost, except for ~~some~~ accounts, which require different measurements **disclosed** on each accounting policy.

The first example is 'including'. It is classified as a present participle. The position is after the noun is modified, and it functions as a post-determiner. On the other hand, in the second example (b), we identified the verbs 'used' and 'disclosed', which are categorized as past participles. The positions are after the nouns are modified. They also function as post-determiner. In the same sentence (b), we also identified two words of 'consolidated', categorized as past participles. They took the position before the nouns were modified; they function as pre-modifier.

It is also identified that present and past participles stay in noun phrases, functioning pre-determiner and post-determiner. This position is expected as both are determiners that modify nouns.

4. Conclusion

Based on the results and discussion, we can draw some conclusions about the positions of actual verbs and verbs functioning as adjectives in clauses. In PT Pertamina (Persero) and its subsidiaries "Consolidated Financial Statements as of December 31, 2019 and for the year that ended with independent auditors' report and PT Telkomsel: "2019 Annual Report" Telkom Indonesia, verbs functioning as actual verbs take normal position; they conform

to the English sentence structure. On the other hand, verbs functioning as an adjective are identified as present and past participles. Dominating position of present and past participles is as attributive pre-determiner. Predicative position of present and post determiners are not identified.

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Digital Technology Implementation Towards English E-Modul at Engineering Department in State Polytechnic of Bali

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Abstrak - The technology utilization in the English learning instructional has been a significant tool to increase the learners' ability and comprehension in Polytechnic education. However, the absence of systematic and suitable digital English learning materials frequently impacts the decrease of students urge in learning the lesson. This study aims to establish a systematic digital learning material suitable for the engineering department students in the Polytechnic State of Bali. This research applied the qualitative method which explained the students' arguments on the use of e-module in the English lesson. The *unified theory of acceptance and use of technology* (UTAUT) was used to analyse the data obtained from the students. The learners opined that the e-module provided the important media which significantly escalate comprehension and eagerness of the English language. Although this e-module was beneficial, the urgency of generating the learning materials towards offline and online instructional ought to be conducted.

Keywords: Digital Technology, E-Modul, Polytechnic education

1. Introduction

In the horizon of technology, the world is expanding day by day, and automation in every area is a welcome one (Hariharasudan & Kot, 2018). The development of technology has improved significantly in many fields including education. The most important is how technology applied to support teaching and learning (Higgins et al., 2012). The use of new digital tools shapes teachers' abilities to articulate their thinking and understanding (Johnson, 2016). There are many tools can be used for the lecturers and teachers to support the use of the learning materials in the classroom, for example, smartphone, computer, and laptop. The devices can be employed to run the platform for the classroom instructional for example, Google classroom, Quizizz, and Google forms. The use of Google forms as a platform to provide the assignment is favoured by the lecturers. This tool design engages the automatic scoring system which will be beneficial for the teachers and learners to obtain the mark and result. Lecturers are required to improve the tool using technology such as Google Forms in the classroom which should be suitable for the learners' necessity. The combination of learning material and Google Forms showed flexibility towards obtaining knowledge and eagerness (Sadiyani et al., 2021).

Google form platform immersion to the learning tools in the higher education generate contributes to the innovation in the teaching and learning process. Selecting suitable technology for the learning materials and curriculum can be a challenge for the lecturers. A challenge for curriculum developers and teachers is how to best utilise the technologies that students are currently using for non-educational purposes as teaching and learning tools, and to prepare teachers and students for these developments (Rachid et al., 2018). Specifically, the previous study explained that language learning is initiated in the classroom and actualized beyond the classroom in real-life situations mostly through technology used nowadays. The English teacher is responsible for guiding their learners to monitor their studying processes both within and beyond the classroom (Sert & Boynuegri, 2017). Furthermore, technology through social media, for example, Facebook, Instagram, and Youtube have been significant tools for the teacher during the delivery of the material in the classroom. The previous research engages the hybrid learning between traditional and remote learning processes. As students have a positive perception of ICTs, especially social media, the article proposes blending the traditional classroom model of teaching with cooperative and collaborative online learning practices (Elboubekri, 2017). It means that social media have a massive change used by the teacher as nutrition and supplementary through the teaching and learning process. This research can be the response of the type of suitable tools in developing the students' comprehension. In terms of the device used to operate the platform, laptop, computer, smartphone, and tablet, the utilization of tablets suggested by the previous research which generated meaningful learning tasks and digital adaptability were seen as pedagogical benefits of using tablets (Otterborn et al., 2019). On the other hand, the smaller device may be favoured by learners as it offers flexibility and handy. The smartphone, for instance, has great size, modern technology,

and high specification to run several learning platforms. By applying the smaller device to run the learning platform, it can be accessible for the learners to learn the lesson during the instructional process.

In the pandemic era, the tendency of applying e-module resulted in ineffective tools used in the teaching and learning process (Aini et al., 2020). Remote learning can be maximized by applying electronic learning materials, for instance, e-module. This specific e-learning can be delivered to the learners' devices, for example, laptops and smartphones. The function of the e-module is used to cover the learners' demands that required them to write a report in English after the students joined the apprenticeship program. Since the students have no meeting, they are demanded to independent learning. The E-module, as the nutrition materials, is improved to fill the gap in which the materials are specific for academic purposes. Employing a writing process approach is appropriate for the students in writing their reports step by step. Besides, the E-module provided deductive learning consisting of learning objectives, teacher instructions, students' activities, students' worksheets, answer key, and evaluation sheet focusing on writing a report that is expected for the students autonomous learning. The form of e-module can be linked to the learning platform to enrich the innovation of the learning materials. The previous research design the integration between e-module with Edmodo in teaching the writing topic (Puspa et al., 2018).

On the other hand, the tendency of employing the traditional printed module are dominated in the English for engineering lesson which resulted in the rigidity of teaching and learning process. The printed cannot be integrated with the technology which lessens the innovation during the English instructional. Based on the problem above, this research aims to analyse the Digital Technology Implementation Towards English E-Modul at the Engineering Department in State Polytechnic of Bali.

Theoretical Review

Digital Technology

From the pre-Socratic Greek philosophers, the principle of (divine) ordering in the word "Logos," which involves the principle of creation that was conveyed in the meaning of "Techné" (Skrbina, 2014). Technology is something that is itself, always inherently intelligent enough either to perform, or to be imbued with, a function, purpose, or benefit, that only intelligent species, human or otherwise, can appreciate (e.g., nut-cracking) (Carroll, 2017). This results in the simplicity to attain the information which enhances the human need.

The implementation of digital technology through the classroom instructional has been a vast opportunity for teachers around the world in delivering the material. An overwhelming majority of teachers in Europe (90%) use ICT to prepare their lessons (Chhabra, 2012). Similarly, the improvement of technology has been a massive education project to enhance education in the US. In other words, developing the education through the technology utilization conducted in the US contributed to the discovery and reinforcement (Motteram, 2013). Currently, several studies have been implemented to discover and solve the problem by using digital technology, especially in English for Foreign Language classes (Mollaei & Riasati, 2013). The issues frequently faced in conducting remote learning can be reduced by immersing in the technology.

e-module

The general function of the module assists learners to absorb the learning topic significantly. Modul consists of several topics, assignments, tasks, learning media, and rubric in how to score the learners' skills and comprehension. The advantage of e-Module is interactive, allows the loading of audio, video and images as well as formative tests that can display feedback automatically (Grellet, 2015). By using the device, for example, smartphone, laptop, tablet, and computer, the e-module can be run systematically and easily. This leads to the accessibility of learners in higher education especially to absorb the materials given by the lecturers.

2. Method

The qualitative method was applied to describe the learners' argument and there were 20 students were involved in this study to provide a wider range of opinions on the e-module in the engineering department. The *unified theory of acceptance and use of technology* (UTAUT) was applied and the parameter in collecting the data process in this study. The performance expectancy (PE) and effort expectancy (EE) were the specific types of UTAUT applied in this study. The (PE) focused on the positive impact and the usefulness of the device, while the (EE) on ease of technology use and importance of use towards Bali State Polytechnic students who learn English in the Business Administration department.

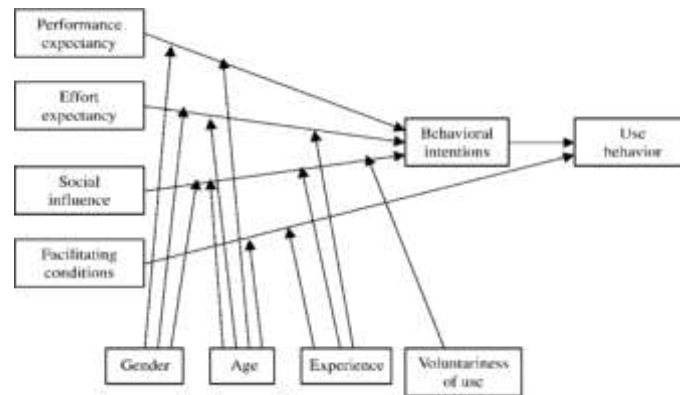


Figure 1 UTAUT (Venkatesh, 2016)

3. Results and Discussion

a. The Content of English for Engineering e-Module

The design of the e-module aimed to attract the learners' urge to learn English for specific purposes, this learning material consists of 11 chapters that have different topics and discussions. The speaking, reading, writing, and listening skills were immersed in this learning kit which could assist learners to escalate their ability to practice the English language. The structure or grammar tasks have been set and prepared using the google form application. This platform was applied to generate an automatic scoring system after the learners submit the answers. Colourful animation dominated each chapter which increases the innovation of the module design. Furthermore, this module provided a chance for the learners to listen to the audio and watch the video flexibly. According to the audio and video media, these tools were saved into google drive which could be accessed by the learners during the language instruction. The tasks were prepared using the google form platform while the games were linked to the website application. The hyperlink was also utilized to integrate the e-module to the learning media put on google drive and website.

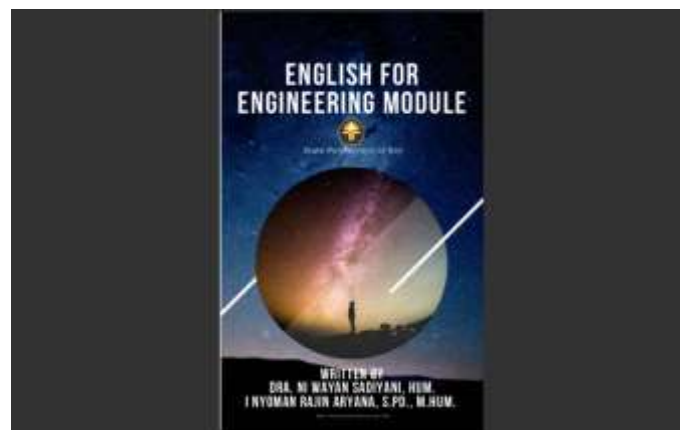


Figure 2. The cover of the e-module

Based on figure 2, the design of the title "English for Engineering Module" was placed above the Polytechnic State of Bali logo. This e-module was established for students who study English for Engineering in the Polytechnic State of Bali. The first and second writers' names were situated below the campus logo. The researcher chose dark blue as the dominant colour to display the knowledge scene.



No	Chapter	Page	Page
1	Do You Speak English?	1	1
2	We Use These Tools	2	2
3	How to Change the Oil on a Motorcycle	3	3
4	The Present Continuous Tense	4	4
5	Reading and Structure Related to the Engineering Concept	5	5
6	The Simple Past Tense	6	6
7	What did you do yesterday?	7	7
8	They will study at	8	8
9			
10			
11			

Figure 3. Table of content

This e-module provided 11 chapters that elaborated specific English skills and grammar in each chapter. The theme of the chapters ought to be related to the engineering study. The topic of 'Do You Speak English?' was applied to present a brief illustration of how to make small conversations with classmates. In this chapter, the learners have presented some conversation and audio, the students were allowed to write the correct word based on the audio. Subsequently, simple present tense was inserted into this chapter as it would escalate the learners' ability in English simple grammar and writing. The first chapter allocated students to practice the comprehension of speaking. The expectancy of providing speaking skills in this chapter was to lead learners to use the English language verbally. In the second chapter, 'We Use These Tools' was chosen to specifically introduce the tools or equipment applied to the Engineering. Different types and pictures of engineering tools were displayed to enrich the learners' vocabularies. The students' ability on speaking were focused to mention and utter the name of each tool. Another picture was prepared and integrated into the audio which concerns how to pronounce the engineering equipment. Chapter three on the e-module was commenced from reading the procedure for changing the oil on a motorcycle. This activity instructed the students to read the passage carefully and analyze the step from warming up the engine to adding the oil to the machine. Additionally, the hyperlink was added to this chapter to inform the learners watching the video about the process of replacing the oil from the machine. In the fourth chapter, the present continuous tense was elaborated, this aimed to explain to the students the use of current activities. Several examples provided to enhance learners' comprehension in using this simple grammar. Simple games were integrated into this chapter, while the hyperlink was accessed, the students would automatically visit the games website. In the next chapter, reading and structure related to the engineering concept were concerned. By having read on this session, students had potentially increased the vocabulary and simple sentence structure. On the writing task, the researchers generated the task using google form and created the link which was put on this chapter. Learners were allowed to klick and answer every assignment which then automatically go to a google form to answer every question. The sixth topic, pictures were employed to offer the visual learning tools. In this chapter, the speaking skill was emphasized and the structure of this ability focused on present continuous tense. The first picture explained how students assemble the small simple car, while the second picture explained that how to check the air condition machine. The learners checked the component of this machine which would be beneficial for students to understand the name and function of each part. The third picture illustrated how the students try to fix the motorbike, the motorbike was checked before the learners tried to analyze and fix it. In chapter seven, the materials designed to allow learners to analyse the simple past tense. 'What did you do yesterday?' was the title of this session selected to familiarize the daily activities and workplace situation.

Audio and four conversations were provided, additionally, the first writing task was added to analyses learners' ability. Sentence structure was displayed to enhance students' understanding of past tense form and it assisted learners to have more references before making their example. In the next chapter, learners were given several irregular past tense verbs. By obtaining these vocabularies, students were expected to evoke the range of irregular verbs commonly used in daily activities and the workplace. After the irregular verbs' introduction, learners were instructed to practice their speaking skills. The ninth chapter pursued the students to practice their speaking ability which would be beneficial in sharpening their critical thinking. The learners ought to be express and elaborate the activities on the picture using past tense. Four pictures were put in this session, the first picture illustrated how the people check and analyze the machine. In this part, learners were instructed to analyse the three people that observed the machine. The second picture showed that the process how to measure the liquid for the chemist form. There were more than six students who focused on the fluid which related to the machine. The third picture explained how two learners observed the mechanical elements which were important for the ESP students in engineering. The last picture showed how the students fix the wires of a machine in the laboratory. The next chapter mostly concerned with learners listening and speaking skills. This chapter is generated to explain the use of the future tense during daily activities and in the industry. In deciding the title, 'They will study at

campus' was chosen to provide a theme for this chapter. On the listening ability, a hyperlink was put to connect the video to google drive. The last chapter was consistently defining the future tense, the structure of creating and applying future tense were concerned in this session. The learners were required to build future tense using 'going to' and 'will'. Furthermore, vocabularies related to the machine tools were displayed in familiarizing the specific equipment used in engineering.



Figure 4. The audio symbols

In this module, various audios were prepared to support learners' ability in listening and pronunciation in specific vocabularies. According to figure 4, the symbol of 'speaker' means the learners can directly click and access it and listen to the audio through the google form. The function of the audio led learners to analyze the conversation, answer the assignment, sharpen the ability of vocabularies' pronunciation. In analyzing the conversation, students had a chance to replay the audio prepared by the researchers, as a result, learners specifically understand the topic of each conversation. In answering the task, the incomplete statement should be finished by the learners. The learners were allowed to repeat the audio in order to reduce the wrong answer selection. This also contributes to the learners' comprehension in pronouncing the vocabularies in the English language.



Figure 5. Audio integrated to the google drive

When the learners tap the 'speaker' symbols, the program would directly connect to google drive as all of the listening sessions were saved on this system. The significance of this system is to decrease the risk of losing the data. Based on figure 5, the option to change the volume and download the file was provided as this was important for students who did not have frequently internet access. Cloud systems provided a safer method in keeping the data. However, if the internet connection was lost, it would be difficult to access the data from google drive.



Figure 6. Task which is integrated to the google form

The study conducted by the researchers found that it was beneficial for the developers and lecturers to employ google forms in assessing the students through the teaching and learning process. The advantage of google forms was to gain the learners' ability through the direct scoring provided by the platform. This application could be modified by adding images, changing the colour background, video, and audio as part of the questions. The task must be generated by using the google forms website and there were several options that could be chosen to build the question. When creating the assignment had done, the next step was to make the link which then attaches to the e-module.

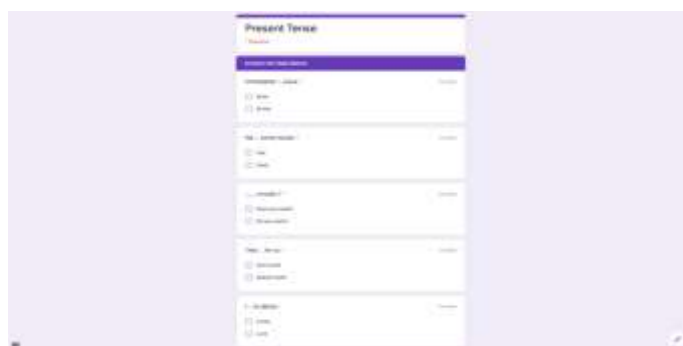


Figure 7. The example of task

Figure 7 represented the task that ought to be finished by the learners during the English language instructional. When the students clicked the hyperlink provided by the lecturers, it would be directed to the google forms. The learners must type the full name, semester, and classroom before working on the assignment on the next layer. The questions had to answer before submitting it to the program. This was set by the researcher to avoid unanswered questions. All of the data could be seen from google forms and convert to the excel form which would be downloaded by the lecturer. This result then could be analyzed to check the learners' scores on the English language assignment.



Figure 8. Games integrated to the platform

The games were integrated into this e-module to enhance the students' eagerness to learn the English language. Several platforms designed learning materials through games for example Kahoot and Quizizz. These platforms have many media for example interactive website background and theme, special audio, image, extra points, and cartoon which can encourage learners to get more points. However, these games must be designed separated as they need the specific code in running each assignment. Simple website games that have intuitive direction favoured on this e-module as this reduce the demand for extra time. By selecting the hyperlink, the learners would directly connect to the website and ready to answer the questions based on the instruction.



Figure 9. Video integrated to the google drive

In assisting the learners to provide the audio-visuals, the video was uploaded to google drive which could be accessed and watched by the learners. The concept was similar to the audio file, the video was put into google drive to reduce the risk of losing the data. This file also could be downloaded to reduce the high internet data use.

b. Students' perception of the English for Engineering e-module

According to the students' perception in the engineering department on the impact and the significance of the e-module applied during the classroom, The learners' believed this module had a positive influence during the teaching and learning process on their English language skills. In terms of the performance expectancy, students argued that the e-module contributed to the learning effectiveness. The learners' arguments can be elaborated as follows:

"help me to learn especially to learn about new vocabulary"
"the e-module is one of the most innovative teaching material that can be used"
"help me to learn about the photo gallery to assist me improving my speaking and listening"
"can improve their experience English lesson help you increase your to learn English"

This e-module had a substantial role in enhancing the learners' vocabularies in engineering lessons. This learning media was the innovation that could allow learners to access the specific materials through the classroom instructional. The initiation to put the image resulted in the learners' positive impression of the e-module. Most of the pictures were chosen to integrate and conduct the descriptive topic which allowed students to read the step of fixing and replacing the oil machine. The figure was also selected to provide to encourage students in expanding the idea of each topic. With the new experience of using this learning kit, the increase of the English skill could be significantly obtained by the learners. Based on the effort expectancy, the students understand how to operate the e-module without excessive instruction. The accessibility of the e-module which could be operated by using a smartphone contribute to the learners' favour to use this learning kit. The learners could select the task and the option easily without any problems.

"I can a study and select e- module from my phone"
"easy to access this a model which is an enrichment for students to make it easier for the dance show to learn learning listening"
"I could use my phone to study without opening a book question number three that it gave the Simplicity to learn English"

The tendency of students' urge in applying smartphones to learn the English language was one of the reasons to conduct and design this e-module. The smartphone allowed learners to run the learning tool smoothly. The video, audio, assignment, and games could be accessed and selected directly. The listening session was practised briefly by the learners and this influenced the increase of the skill. The use of smartphones evoked learners' eagerness in learning the English language during the classroom. This reduced the chance for the users to employ the printed book as the digital book or e-module had potentially assisted the classroom instructional.

Based on the UTAUT theory, the learners argued that this module has a positive influence on learning material accessibility. The convenience of employing this learning kit assists the learners to generate the significant argument which directly escalates their critical thinking through the teaching and learning process. The e-module provides the

opportunity for learners to apply the smartphone in running the platform. By operating the e-module using a smartphone resulted in the flexibility to learn the lesson. The design of the electronic module was proposed for the higher education students who study in the engineering department. The topic selection must be suitable for the learners' demands and curriculum in order to escalate students' English language ability. Each session of the e-module had specific lessons and discussions which led the teaches and learners to conduct effective interaction during the instructional process. Immersing audio, video and games in this digital learning material potentially develop the students' critical thinking in analysing the content. Visualisation assisted the learners to provide a wider perspective about the topic discussed in the classroom. This also could be applied to contribute to the structure understanding especially subject-verb agreement and simple past tense. Based on the research, most of the students in the Polytechnic State of Bali faced shortcomings in learning the subject-verb agreement and simple past tense (Rahmanu, et al., 2020). The weaknesses faced by learners because there was an indication of the inappropriate method and learning material employed by the lecturers. Suitable and systematic learning materials potentially reduce the rigidity during English language learning. The e-module on this study allows students to learn English language skills which include speaking, listening, reading, and writing skills.

On the other hand, the use of modern technology mostly needs a stable internet connection as this module must be integrated into google drive to access the audio and video. Other learning media i.e. Youtube, WhatsApp, Facebook, Instagram, and Google Classroom tend to require the ideal network access (Nugroho & Atmojo, 2020). The technology utilization cannot stand alone which means that the combination of multimodality, smaller device, and internet technology suitable for higher education are necessary suggested in delivering the learning material (Rahmanu, et al., 2020). In designing the learning materials, e-module for instance, the combination of several concepts must be conducted. The theory of multimodal which focus on the use of various text, image, audio, and video must be concerned to decrease the misconception in delivering the learning objectives. Similarly, the internet connection must be considered by the developers and lecturers in establishing digital learning materials.

4. Conclusion

In the modern technology era, higher education learners believe that technology has a significant role to enhance their ability, especially in the English language. The millennials inclined to use digital tools as they provided wider references and sources of knowledge. This e-module assisted learners to expand their ability in the English language in the engineering department at the Polytechnic State of Bali. The significant perception argued by the learners in employing this e-module during the lesson activities. This learning tool also was compatible with smaller devices, for example, smartphones and tablets, which lead learners to gain knowledge fast.

However, the e-module was still designed using the internet connection which sometimes could be a barrier for the learners who did not have stable internet access. In the future study, it is recommended to establish an e-module that can be accessed offline and online. By designing e-learning with and without the internet, it can potentially decrease the rigidity of using digital technology. This also enhances the hybrid learning system that provides lecturers and learners to conduct the teaching and learning process through synchronous, asynchronous, face to face and remote learning.

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Interpersonal Clauses in Text of *Pan Angklung Gadang* Systemic Functional Linguistics Perspective

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Abstract - Balinese communities have a lot of narrative text with many kinds of genre. Text of *Pan Angklung Gadang* is one of narrative texts categorized as anecdote. However, the text is not known as popular as other narrative texts in Balinese communities. In fact, the text embeds very deep moral value that can be useful for live guidance in the communities. The paper analyzes interpersonal clauses involving clause forms and modalities embeds in the clauses. The theory used for the analysis is the theory of interpersonal clause taken from Halliday. The data were taken from a book entitled *Kumpulan Satua (Dongeng Rakyat Bal)*. This research hired qualitative research by giving the descriptive explanation. The theory used for the research was the theory of interpersonal proposed by Halliday. The theory involves clause forms, modalities, and lexical choice. The data were taken from the language spoken by the participants in dialog in four cases. The research showed that context of situation had very important role to create the appropriate meaning of the text. Having poor knowledge in context of situation makes disadvantage for the all people. In contrast, having good knowledge in context of situation makes our lives more comfortable. The text guides us how to behave in communities which focuses on ethic, esthetic, and logic.

Keywords: Pan Angklung Gadang, context of situation, modalities

1. Background

Text of *Pan Angklung Gadang* is one of Balinese narrative text developing in Balinese communities. However, the existence of the text is not known by the most Balinese communities. The phenomenon can be caused by lack of text knowledge shared from one generation to the following generation hence the text seems to be odd in the communities. The poor interest of young generation to read Balinese narrative text is one of the reason why the text is not known in community. Balinese narrative text is viewed to use difficult words which make students not have interest to read. In addition, there is view that Balinese narrative text does not have an interesting topic. The topic can be predicted because the plot of the text is viewed to be similar to other Balinese narrative. This phenomena is seen that the text is lack of creativity.

In other side, the text contains very deep moral values which are very useful for communities. The moral values are conveyed through metaphorical language, namely non-verbal language. This is the reason why the text can be interpreted in different point of view regarding to the meaning of the text. The message of the narrative text is not brought in semantics stratum. However, it is brought by abstract which involves deep cognitive analysis (Danesi, 2004: 142). The abstraction can be interpreted in accordance to social and cultural aspects. Text of *Pan Angklung Gadang* uses nonverbal languages involves a main figure, namely Pan Angklung Gadang and supported by supporting figures, for example, *Anak Agung* as the King and *I Wayan Sibetan*. Pan Angklung Gadang uses metaphorical languages to communicate with other participants in which results bad mood from the other participants. Because of that reason, the text is considered as an anecdote text (Wiranto, 2018: 330).

The nonverbal metaphorical languages expressed by I Pan Angklung Gadang and other participants are formalized into clauses in the text. The clauses are presented in major or minor clauses. Each clause contains modalities. Forms and the modalities play an important role in social interaction since both of those aspect can be used as identification of personal character in the text. In addition, lexical choices used in social interaction realized into clauses are used to identify the participants' status in the text. Therefore, the three aspects mentioned above are very essential to define the character, status, and intimacy among the participants. Halliday (1978) calls this relationship as tenor.

The text has not been analyzed yet by other researchers from linguistics point of view. Therefore, this analysis becomes the newest analysis for the text. Indirectly, this research serves not only for preserving the Balinese narrative text in communities, but it will also finds out the moral values brought by interpersonal clauses within the text. In other

word, the research gives social and academic impacts. Social impact is associated with preserving the text in communities in which the research brings the text more popular in the communities. Academic impact is associated with academic field. This research applies the theory of interpersonal clause from Systemic Functional Linguistics (SFL).

The moral values brought by the text embed in the two aspects, namely syntagmatic (syntax) and paradigmatic (pragmatic). Syntagmatic is associated with how the clauses are structured in the social interaction in which modalities usage embed in the clauses. Paradigmatic is associated with how the language is used in communities. Sometime the speaker ignores the structure or uses incomplete grammar, but the language is understood among of the participants. In other word, the clauses cannot be interpreted based on the forms used in the social interaction. However, the clauses must be comprehended based on speech function (Halliday, 2014). Speech function is related how the language is used based on the social context instead of the form of linguistics. Similar to modalities, modalities used in the speech function are not always presented in modal form or auxiliary verbs. The usage of modalities can be used in the variance, called interpersonal grammatical metaphor (Halliday, 2014).

The two aspects used in the text are always ignored by the most communities hence the interpretation of the text meaning results to different point of view regarding to the text. The different interpretation suggests that the moral values embed in the text cannot be comprehended yet. That is caused by lack of understanding of narrative text analysis. The most communities interpret text based on semantic discourse analysis which focuses on clause as metafunction, namely; clause as ideational, interpersonal, and textual (Halliday, 2014).

Based on those phenomena mentioned above, this paper focuses on the analysis of interpersonal clause involving clause forms, lexical choices called register and the modalities embed in the clauses. The focus of the analysis enables to explore the characters, status, and intimacy of the participants by analyzing how the clauses are used and how the modalities embed within the clauses. The theory used for this analysis is the theory of interpersonal clause proposed by Halliday (2014) from SFL.

Halliday (2014) views a clause as metafunction, namely: clause as ideational, interpersonal, and textual. The three functions of the clause work together and they form semantic discourse. The three clause functions serve to form context of situation of text through chronology of events in which involves participants, activities, and circumstance (time, place, media, purpose, reason, cause, and others).

Clause viewed as ideational meaning serves as a clause of experience. The clause is used to describe what happens, where the activities happen, how the activities is done, and why it does in the world. The ideational clause focuses on the analysis of activities realized with verb usages in the text. The verbs are classified based on semantic approach, called process. Halliday (2014) classifies three main verbs based on the activities done in the text, namely: (i) Material process, activities related to physical activities done consciously such as: build, make, manage, work, and many others, (ii) Mental process, activities related to cognition, affection, perspective, and hope, (iii) Relational process, activities related to process of "being, such as: intensive, possession, and circumstance. Besides the three main verbs mentioned above, there are three kinds of process existing between the main processes, namely: (i) Behavioral process, the activities related to material and mental processes. It means that the activities are performed with physical notion. In the process involves mental process, such as; dance, read, write, many others. (ii) Verbal process, the activities related to mental and relational processes, such as: speak, ask, question, and others. (iii) Existential process, the activities related to material and relational process such as: provide, allocate, prepare, and others.

The clause functioning as interpersonal meaning called interpersonal clause is used to determine the status and the relationship among the participants in the text. And the clause functioning as textual is used to identify the purpose, target, media, and the other aspects of the text. The analysis of interpersonal clause involves some aspects which will be used to identify the character, status, relationship of participants. The aspects of the clause are form of clause, modality, and lexical choice.

The textual clause is the clause used as message. The clause emphasizes message as the main topic called Theme of the clause. The clause is constructed with Theme and Rheme. The Theme is located in initial position and the rest of the elements of clause is called Rheme. The Theme of clause can be used as indicator for (i) genre of text, (ii) purpose of text, (iii) character of text, (iv) media of text, and (v) mode of text. Because of that explanation, textual clause can not be separated from ideational and interpersonal clauses.

This research only focuses on clause as interpersonal meaning. The clause is used as social interaction involving participants of the text. Each participant uses own language in which they involve clauses. Language is realized into clause involving the form, lexical choice or register, and modality. Lexical choices are related to social and cultural activity so it is very clear that learning language means learning culture of the place where the language is applied. Register emerges based on context of situation, namely: who speaks, to whom the speaker speaks, where to speak, how to speak, and others. The three aspects are choices which must be considered in performing social interaction. The usage of the three aspect are used as an indicator to identify (i) status of participants, (ii) character of participants, and (iii) intimacy of participants.

Clauses used in the social interaction can be in major and minor clauses. A major clause is a clause constructed at least two arguments, namely participant and process. The existence of circumstance within the clause augments the clause. Therefore, circumstance serves to weaken or to strengthen the meaning of the clause or text (Suardana, 2021). Major

clause forms used within social interaction can be declarative, interrogative, imperative, and exclamation. Ideally, declarative clause in polarity is used to state or to give information,. Interrogative clause is used to ask any information or to request service or product. It can be yes / no question or 5W and 1 H questions. Imperative clause serves to command others. And exclamation clause is used to express phenomenon with bad or good expression.

However, those ideal forms can not always be applied in performing social interaction. The speaker of language enables to use other clause forms to do social interaction. One may use declarative clause form in requesting something, interrogative clause is used to ask someone to get something, and exclamation clause is used to ask someone to do something. Those forms are called interpersonal grammatical metaphor. Halliday (2014) emphasizes that the language used in social interaction, called speech function. Speech function is associated with language function of the text instead of the clauses forms. Basically, clauses in social interaction have functions, namely: (i) to require information, (ii) to give information, (iii) to ask service or goods, and (iv) to offer service or goods.

Minor clauses are also applied in social interaction, the usage of minor clause is in accordance to social context so the meaning of minor clauses are comprehended well. Halliday (2014) presents the functions of minor clauses in social interaction, namely: (i) call, (ii) greeting, (iii) exclamation, and (iv) alarm. Those clauses are constructed only one component which are formed in noun, adjective, adverb, verb, and others. To identify the functions of minor clauses within the social interaction, social and cultural context must be comprehended in which deep cognitive thought is required.

Both major and minor clauses contain modalities which are presented implicitly or explicitly. Modalities embedding in the clause can be seen by the usage of the lexical modalities. Whereas, the implicit modalities can be seen based on context running in social interaction. Modalities embedding in the clauses can be modal adjunct, auxiliary verb, clause, and verb. Modal adjuncts are such as *sure, certainly, maybe, of course, commonly*, and many others. Auxiliary verb adjuncts are such as: *can, shall, may, must, will, should*, and others. Clauses functioning as modality are such as: *It is true, it is obligation, it is absolutely, it is necessary, it is fact, it is no doubt*, and many others. verbs serving as modality are such as: *obligate, need, enable, allow, promise*, and many others.

Those modalities can be divided into semantic approaches, namely; proposal and proposition. Proposal meaning is related to (i) offer such as; obligation, promise, necessity, willing, and others (ii) command such as; ask, require, suggest, hope, and others. Proposition meaning is related to (i) frequency such as: never, always, often, seldom, and others (ii) possibility such as; certain, absolute, total, real, and others.

Both proposal and proposition can be expressed in the variances called interpersonal grammatical metaphor (Halliday, 2014). The metaphoric expression can be presented in clause, verb, adverb or others. The usage of metaphorical expression is indirect modalities in speech function. The metaphorical modalities are often used to behave politely since the way to ask or require something seems to be soft. Therefore persons whom are asked to something never feel to be asked to do. In other word, the usage of modalities in social interaction can be used to identify the character of participant, the status in the text, and the relationship among the participants.

2. Method

The text is entitled *Pan AngKlung Gadang* in Balinese language written by Suwija. et.al (2019). The text is categorized as narrative text which involves two main figures, namely Pan Angklung Gadang and the King. The King is not consistent to use language when asking Pan Angklung Gadang. Therefore, Angklung Gadang is always blamed by the King. The clauses used by the two participants become the subject of the research to find the truth.

The method of the research used qualitative research because the phenomena realized in the clauses were analyzed with the theory of interpersonal clause proposed by Halliday (2014). The theory involves clause form, modality. In the clause usage, there are some registers related to culture are analyzed based on Balinese context.

The data were clauses used by the participants in social interaction in dialog forms. There are four cases which were analyzed based on the genre. The clauses used by the participants were the subject of the analysis. The clause were presented in two languages, namely: Balinese language was presented as the source language and English language was presented as translation. The mode was made to ease persons who can not speak Balinese to understand the research.

The analysis was presented based on the case which was completed with the original language spoken by each participant and the translation. The clause forms were identify about the structure and the speech function, for example, imperative, declarative, interrogative, and the exclamation clauses. Modalities used in the text were identified about the semantic, namely; proposal and proposition. Modalities are not only presented directly in the clause, but they are also presented in grammatical metaphor. In addition, lexical choices become focus of the research. The lexical choices are identified to find the status and the character of the participants. The three aspects are analyzed and presented descriptively.

3. Results and Discussion

As mentioned above that the text belongs to narrative text since the text has setting and chronology. The chronology of event is brought the narrator's language and supported by dialog in social interaction in which involves participants

(Herman and Bart, 2001). The existence of dialog in the text functions to strengthen the language expressed by the author in the text. Clauses expressed by each participant have certain meaning including the character, relationship among other participant, and the status in the text. Those aspect can be seen through the clause forms and the modalities within the clauses. As bellow.

Case I

The case I involves two participants, namely Pan Angklung Gadang and Anak Agung. Pan Angklung Gadang serves as an assistance of Anak Agung serving as a King in certain kingdom. The King is fond of hunting in forest. Wherever the King goes is accompanied by Pan Angklung Gadang. Before going hunting, everything needed for the activity is prepared by Pan Angklung Gadang. A horse and some food are prepared for the King. The horse is completed with accessories such as *Slaka* 'kind of metal' attached in the horse tail. Unfortunately, it falls in the way. The event is not known by the King. In contrast, the event is known by Pan Angklung Gadang. The King asks Pan Angklung Gadang about the missing *Slaka*.

The King : *Ih Pan Angklung Gadang, Sawireh Bapa mejalan durian, tusing ada nepukin Slaka ané ada diikut jarané ulung?* 'Ih Pan Angklung Gadang, because you walk behind, don't you see the metal attached in the horse tail?, it falls in the way'.

Pan Angklung Gadang : *Inggih Ratu Dewa Agung, wènten kanténang titiang, sakéwanten titiang nènten purun titiang ngambil sadurung wènten pengandikan Cokor Dewa.* 'Yes, Lord, I saw it fell in the street. However, I cannot take it before you give instruction'.

The King : *Wih Pa, to nguda bapa belog pesan. Suba tepuk Selakané ulung nguda tusing duduk, nagih orahin dogén. Mani puan mapan Bapa ngiring gelah uli duri, apa ja ulung uli jarané duduk énggalang, pempen ka kampék pacanangan gelahé* 'Wih You are stupid. You know the metal falling down, why do you ignore? You must be given instruction, mustn't you?. From now and on, since you accompany behind me wherever I go, whenever you see everything falls from the horse, you take it then enter it into my bag'.

Pan Angklung Gadang : *Inggih Ratu Titiang ngiringang* 'well I will be with you'.

Based on the case above, the clauses *ih* 'ih' and *Pan Angklung Gadang* serving as minor clauses are used to take Pan Angklung attention. The minor clause *Pan Angklung Gadang* serves as call since the King needs information from Pan Angklung Gadang. The use of the minor clause functions to attract Pan Angklung Gadang's attention. The minor is only used as familiarity among the participants. It means that the King has very closed with the servant because the King is accompanied the servant where the King goes.

The familiarity is also found in the lexical choice *Bapa* "Sir". The lexicon is used when the speaker of language respects the listener. It means that the servant is respected by the King because of age. The servant is older than the King. Nevertheless, the servant must obey every what the King orders. It can be proved that the servant uses the clauses *Inggih Ratu*, *Titiang ngiringang* 'well I will be with you'. The lexicon *Inggih* 'well' is used person who has lower social status than the speaker. The word *Ratu* is used to call a person who has highest social status such as King family members in communities. It indicates that the servant has very great loyalty for the King. The loyalty can also be seen from the clause *Titiang ngiringang* 'I will be with you'. It means that the servant will obey and do anything based on the King's instruction. In other word, the servant never does if the King does not give any instruction. In addition the lexicon *titiang* 'I' is used to speak with a person who has higher social status. The lexicon is used to state humble and respect to the higher status in the communities.

The King uses modality proposition which is used to ask the missing metal attached in the horse tail. The King uses proposition marked with clause *tusing ada nepukin Slaka ané ada diikut jarané ulung?* 'don't you see the metal attached in the horse tail?'. This clause is negative interrogative clause serving to get answer for yes or not. However, in speech function, the King needs some information about the missing metal attached in the horse tail, it is viewed to be valuable entity.

Pan Angklung Gadang uses proposition which is used to answer the question. The clause *inggih* 'yes' belongs to substitution clause. The complete clause should be *titiang nyingakin* 'I see' (Halliday and Ruqaiya, 1976). The substitution clause is viewed to be more effective to answer the question expressed by the King. The proposition expressed by Pan Angklung Gadang is elaborated with the clause stating unwillingness to take anything since there is not any instruction to take the falling entity. Pan Angklung Gadang uses very strong certainty about what he see or experience. What he sees is viewed as strong proposition. In other word, Pan Angklung Gadang does not do anything if there is not any proposal or command addressed to him.

The clauses *to nguda bapa belog pesan. Suba tepuk Selakané ulung nguda tusing duduk* 'You are stupid. You know the metal falling down, why do you ignore?' contain proposition meaning, namely the King concludes that Pan Angklung Gadang is stupid person who cannot differ valuable or not valuable entities in the world. Due to that perception, the King asks Pan Angklung Gadang to take every entity that falls from the horse. It has very valuable thing which must be taken then be entered into the bag. The command ordered by the King is released with imperative clause *Mani puan mapan Bapa ngiring gelah uli duri, apa ja ulung uli jarané duduk énggalang, pempen ka kampék pacanangan gelahé*

'From now and on, since you accompany behind me wherever I go, whenever you see everything falling from the horse, you take it then enter it into my bag'. The command expressed by the King has strong proposal meaning, namely to obligate Pan Angklung Gadang to do the command.

The clauses *wih* 'wih' and *pa* 'you' are expletive and minor clauses (Halliday, 2014). The clause expletive *wih* emerges due to Pan Angklung Gadang's respond which is not accordance with what the King expects. The clause *Pa* 'you' indicates that the King feels very disappointed to Pan Angklung Gadang.

The substitution clause *inggi Ratu* 'ya Lord' is the clause expressed by Pan Angklung Gadang to respond the King's command. The clause contains proposal meaning since the clause embeds promise which must be done (Halliday, 2014). The promise is augmented with elaboration clause *titang ngiring* 'I will always be with you'. Those clauses indicates that Pan Angklung Gadang will be what the King does, wherever he goes and whatever he does.

Case II

The second case involves Pan Angklung Gadang and the King. The second case is the continuity of the first case. Pan Angklung Gadang behaves based on what he is asked to do. As mentioned above, whatever falls from the horse must be taken. In the trip to go home from hunting, the feces is released from the horse then the feces is taken by Pan Angklung Gadang due to the instruction.

The King : *Wih Bapa, kakin kaléwaran ibanè ngajain kakèné, Sangkan bani iba mempenin kampék gelahè tain jaran?*
 'Wih you, you damn to do such away. Why did you brave to fill my bag with feces?'

.....
Saja gelah ngeraos kèto, sakéwala patut nganggo pengerasa, yèn tain jaran, ento kadèn reget adanè. Apa gunanè sangkan duduk bapa? 'It is true that I had asked as what you did. However, you have to think of it, the feces is not worthy, what is if for that you took?'

Based on the King's utterance above, the King is disappointed to what Pan Angklung Gadang did. It was ridiculous behavior. What Pan Angklung Gadang did is damn. The clause *Wih Bapa* 'wih Sir' serves as call minor clause which is used to attract the attention. That clause is used in pitch intonation indicating anger with the running phenomenon.

After being considered by the King, the deed done by Pan Angklung Gadang is comprehended well. The deed is done based on the King's instruction. The King feels regret what he instructed to Pan Angklung Gadang. He invites Pan Angklung Gadang to think before doing something about advantages and disadvantages after doing anything. The clauses indicating regret contain proposition meaning. He is sure that he is wrong in giving instruction.

The utterance above states that the King does not give very clear instruction so Pan Angklung Gadang does the instruction based on semantic instruction. Instruction with poor context of situation leads to potential meaning. It means that the instruction can be interpreted based on the listener's interpretation since there is not any context which binds the meaning. The command expressed by the King should be accordance to context of situation proposed by Halliday (1978), namely; field, tenor, and mode. Field is related to what happens, when the event happens, who does, how far the participants engage in social interaction. Pan Angklung Gadang cannot be blamed that he did something ridiculous so Pan Angklung Gadang cannot be given punishment. Due to this phenomenon, the King realizes that what he instructed to Pan Angklung Gadang does not suit with context of situation. Therefore, the King advises the King to interpret the instruction. The advice contains low proposal since the King cannot do anything because of his inaccuracy of command. Tenor is related to the relation among the participants. Pan Angklung Gadang obeys to the King since the Pan Angklung Gadang is a loyal servant. He accompanies the King wherever he goes. Of course, he is loyal in the instruction or command. Textual is related to tool used in the text. Pan Angklung entered everything falling from the horse into the King's bag including the feces released by the horse.

Case III

The third case involves two participants, namely Pan Angklung Gadang and the King. Once upon the time, Pan Angklung Gadang is asked to accompany wherever the King goes in which the King goes in initial position then followed by Pan Angklung Gadang. Once upon the time, the King defecates in the river with small current water, according to the previous instruction, Pan Angklung Gadang does the same thing. Pan Angklung Gadang's feces crashes and touched the King's feet. The King is angry due to that phenomenon. Pan Angklung Gadang says sorry to the King.

Pan Angklung Gadang : *Inggih Dewa Agung, titiang nènten ja purun ring Iratu, Titiang memanah subhakti kija palungan Cokordewa, Tiang sanè ngiringang* ' Well I am so sorry, my lord, actually I do not follow you, but I am loyal to you, wherever you go I will be with you'.

The King : *Nah Bapa Angklung Gadang, rasa bas liwat bhaktin bapanè, dueg Bapa nimpalin baos gelahè. Jani, kema Bapa suba mulih. Uli jani suud memarekan tekèn gelah.* 'well, you Angklung Gadang, your loyalty is so extremely big. You are so smart to comprehend my word. Now, you go home and from now stop accompanying me.'

That social interaction above states Pan Angklung Gadang's loyalty to the King. Pan Angklung Gadang uses declarative clauses containing proposition meaning. Pan Angklung Gadang describes his inconvenience to phenomenon

in which his feces touched the King's feet. The phenomenon is used as proof of Pan Angklung Gadang's loyalty based on the instruction. Nevertheless, he must do such thing since he does not want to break the promise.

Lexis *Inggih* 'well' is continuative (Halliday, 1976), this lexis is used to change the topic of discussion or start point of discussion. This lexis is often used in social interaction in which involves higher status. That lexis is used by persons who have lower status to higher status in communities. The usage of the lexis indicates that Pan Angklung Gadang respects to the King very much. It is one of ideology forms that must be obeyed by every community hence the word is categorized as proposal meaning.

The King knows the extreme loyalty for himself. However, the King feels ashamed for his instruction which results to bad impact for himself. Because of that phenomenon, he asks Pan Angklung Gadang not to accompany him since every instruction addressed to Pan Angklung Gadang results to disadvantage and inconvenience for him. This is caused by the absence of context situation. Context of situation plays an important role in social interaction since the context enable to create the appropriate meaning. Unless clear context of situation, the text can be interpreted in various interpretation. In other word, all people can interpret arbitrary. Language is not arbitrary, but the language is social phenomenon.

Lexis *nah* 'well' is the same meaning with *inggih* 'well' used by Pan Angklung Gadang. However, the lexis *nah* 'well' is used by persons who have the same status or higher to lower status in communities. The continuative above is used by the King because he cannot stand being manipulated by Pan Angklung Gadang. That lexis is used as start point that Pan Angklung Gadang is not used as accompaniment anymore.

Minor clause *Pan Angklung Gadang* expressed by the King serves as "call". It is used to emphasize the regret to Pan Angklung Gadang that the King always gets inconvenience because of his instruction which does not contain context of situation. The clause is continued with the following clauses *rasa bas liwat bhaktin bapaně, dueg Bapa nimpalin baos gelahě* 'your loyalty is so extremely big. You are so smart to comprehend my word' contain proposition meaning since those clauses state the ability of Pan Angklung Gadang in every instruction.

The clauses *Jani, kema Bapa suba mulih. Uli jani suud memarekan tekén gelah* 'Now, you go home and from now stop accompanying me' indicate the King's disappointment. Those clauses contain proposal meaning since those clauses are used to command Pan Angklung Gadang not to be with the King anymore. Because of that reason, Pan Angklung Gadang is not with the King anymore. The King realizes that he did many mistakes caused by poor context of situation. The linguistic proof can be seen that the first clause is imperative and the second clause functions as elaboration. The second clause functions to clarify the message of the first clause.

Case IV

The fourth case involve two participants, namely Pan Angklung Gadang and I Wayan Sibetan. Pan Angklung Gadang serves as a commoners who is required to pay fine because he does not involve certain activity performed by the village leader. Due to his absence in the activity, he must pay the fine.

Pan Angklung Gadang manipulated the phenomena by inserting some money into the butt of his dog. His dog is brought to *Balé Banjar* 'the place where the meeting is performed' to pay the fine. When he gets turn to pay the fine, the dog is kicked so the dog feels pain and releases some money which is already inserted before. Many communities feel amazed to see the phenomenon. It is the first time for them to witness such phenomenon. Many of them want to have the dog since the dog can create money when it is needed.

I Wayan Sibetan is one of the community member, a rich person in the village. He buys the dog happily. He thinks that having the dog makes him become richer. When he buys some rice in *warung* 'small shop where some rice is sold' he want to pay for the rice. In that time the dog is kicked then the dog released the feces instead of money. The feces is ridiculous and makes him ashamed of what he does in the *warung*.

His belief to the dog which can release some money is very big in which makes him ashamed in the community. I Wayan Sibetan has big proposition regarding to the dog. It is very clear that I Wayan Sibetan has very low cognition to analyze the event done by Pan Angklung Gadang. Low cognition is caused by lack of identifying context of situation. High proposition to lack of context of situation leads to high proposal to have entity without emphasizing ethic, esthetic, and logic.

Etic is associated with appropriateness, it is not appropriate to pay some rice with some money from the dog butt. The phenomenon is viewed is not good way..

Esthetic is associated with the art, it is not elegant to buy some rice bringing dog. Most Balinese people believe that dog is ridiculous animal because it defecates at anyplace and results bad smell. Due to the phenomenon, a dog does not deserve to accompany human when going to some food.

Logic is related to reasonable, it is impossible that the dog release some money because it is living thing which releases feces instead of money. Money can be obtained through process of working instead of from dog. The logic must be accentuated in the process of analyzing phenomenon. Lack of logic leads to poor in the life.

This research serves new finding or novelty through the modalities used by Pan Angklung Gadang and other participants. The usage of modalities within the text is associated with the moral values. Therefore, the moral values of

the text can be obtained through abstraction of the clauses in which modalities embed. There are three points found from the text which can be considered as moral values.

- We must speak based on context of situation since context of situation make the text contain certain meaning, called potential meaning (Halliday, 1978). Context of situation needs deep cognition to interpret in accordance to field, tenor, and mode. The absence of context of situation in social interaction can be interpreted based on what the listener's want.
- Persons whose ambition to have something that earning profit without experiencing good process will destruct themselves. Such persons focus on the benefit instead of process. Phenomenon must be thought from various aspect which focuses on three aspect, namely: ethic, esthetic, and logic (Djojuroti, 2007). Ethic is associated with good way to communicate including how to think. Ethic can be also interpreted as appropriateness. Esthetic is associated with art how to communicate. Communication process needs art, for example, art in speaking, art in refusing proposition or proposal text, and others. Logic is associated with the truth, strong belief or others.
- Persons who cannot apply the three aspects such as: field, tenor, and mode mentioned above are categorized as poor knowledge. That phenomenon will bring them destruction in the life. In other word, having knowledge is very useful for the life since knowledge help us to identify which way is good, which way is wrong. Having very poor context comprehension leads to some disadvantages for the doer and the others. Because of this, having knowledge is much needed so destruction can be minimized.

4. Conclusion

This is a Balinese narrative, anecdote text in which the text is supported with dialog involving two figures, namely Pan Angklung Gadang and the King as the main figures. The text embeds some linguistics aspects that be must applied well. Context of situation has very important role to create the appropriate meaning of the text. Having good knowledge for context of situation is much needed because the knowledge guides us to identify valuable entity. The knowledge is related to ethic, logic, and esthetic aspects. Ethic aspect is related to the way how to speak or behave to be true or right. Logic is related to how speak or behave in order to be reasonable. And Esthetic is related to how to speak or behave in order to be polite.

Context of situation is very important to create appropriate meaning of the text because it enables to minimize misinterpretation about the activities performed in the text. Modalities either proposal or proposition must involve in the analysis for context of situation. The absence of context of situation in modalities enable to lead to inconvenience for the doer. The text guides us to speak or behave based on context of situation. Knowledge of social and culture is much needed to comprehend the meaning of the text.

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Language Variation of Wordplay on PPKM Abbreviation by Indonesian Netizen: a Sociolinguistic Study

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Abstract - This study aims to reveal the form and function of the word play on the PPKM abbreviation created by Indonesian netizens in sociolinguistic studies. The data source taken from various of the online mass media articles such as *Pikiran Rakyat* and *Tribun News* that have collected various word plays on the PPKM abbreviation. The data collected through the observation method with note-taking techniques. The data were analyzed based on various forms of word play such as phonological, morphemic, phrasal, and graphic, and also analyzed based on their function as a form of anger, jokes, satire, or romance. The results show that the 40 data of the word play on the PPKM abbreviation contains various things, both in terms of structure and in terms of function. In terms of structure, various forms of lingual structure can be seen in phonological, morphemic, syntactical, and semantical terms. In phonological, the words used are a form of conversation that is often used by speakers in an informal environment. In morphemic, these words are selected and used regardless of the structure to adjust the equivalent of each letter in the PPKM abbreviation. In syntactical, the grammatical form of the word play on PPKM abbreviations is dominated by phrasal, especially noun phrases. In semantical, the word play on the PPKM abbreviation can be seen from the word meaning and the clause meaning, where each meaning is adjusted to the conditions of the speakers. In addition, in terms of function, the word play on the PPKM abbreviation is dominated by functions with negative nuances, namely bad romance which is aimed at limitations in carrying out romantic relationships due to PPKM, the function of sadness is aimed at people's lives at large due to not being able to move freely as usual, and the function of negative satire aimed at the government and authorized officials as a satire because the rules imposed have made people's lives increasingly unstable.

Keywords: Indonesian netizen, language variations, PPKM abbreviation, sociolinguistic, word play

1. Introduction

As an effective communication, language can be used as a supporter of creativity by speakers. The existence of creativity in language can enrich language variations. This is following the function of language in people's lives. Once the importance of the function of language causes humans to express their language skills through their creativity. Language creativity can create a variety of languages. The existence of language variations, of course, increases people's interest in studying the language in more detail. Variations that arise in a language in the form of slang, jargon, puns, and so on (Mayasari & Setiawati, 2019). However, the language variation that will be discussed in this study is a pun or a word play. The word play is defined as something that is played on or something that is slipped so that it does not match the actual target or does not hit what it should aim for. The word play is a development of language and culture. Language development can create many words with different forms, such as acronyms, abbreviations, and so on. Because the expected humor comes from intentionally negating logical relationships between words, the word play is often called the comedy of error. It was first spoken through speech in the form of political slapstick which started from the desire to channel its aspirations as satire or protest. However, with increasing time, people's creativity about the word play is growing (Mayasari & Setiawati, 2019). In this study, the word play that will be discussed is the PPKM abbreviation. The word play reflects the boredom of the Indonesian people so that they act recklessly by creating some word play on the PPKM abbreviation as a form of their aspirations. However, not all carelessness has a negative impact because the word play on the PPKM abbreviation that created is also a form of creativity in language that can enrich the language style of the Indonesian people.

The PPKM abbreviation emerged and was issued by the government to regulate and limit the movement of people in their activities during the COVID-19 pandemic which is still not over. The high number of COVID-19

transmissions in Indonesia has forced the government to set new policies. In handling the COVID-19 pandemic, the government issued several social restriction rules in various abbreviation terms to limit people's movement. Previously, the term large-scale social restrictions or *pembatasan sosial berskala besar* were abbreviated as PSBB, now the latest is the implementation of restrictions on community activities or *pemberlakuan pembatasan kegiatan masyarakat* which abbreviated as PPKM. PPKM itself has several more terms. The PPKM abbreviation has been used since January 2021, then from February to June 2021, the government added the term “micro” in addition to the abbreviation of PPKM became PPKM Mikro. The PPKM abbreviation has become a hot topic of discussion since the government imposed PPKM with the term PPKM Darurat from July 3 to July 20, 2021. Since July 21, 2021, the government has changed the term PPKM Darurat to PPKM level 1 to 4. Many terms used by the government in handling the pandemic have made the public feel confused. As a result, not a few of Indonesian netizen played the PPKM abbreviation in various creations into fun word. The PPKM abbreviation's creation is word played by the netizen as a form of creativity in an entertaining style. Therefore, this study aims to reveal the form and function of the word play on the PPKM abbreviation created by Indonesian netizens in sociolinguistic studies.

2. Method

Methodologically, this research is a qualitative research that will focus on the word play on the PPKM abbreviation, and will be studied from the sociolinguistic field as a form of language variety created by language users. This is in line with the opinion of Sumarsono (2014) that the study of language associated with social conditions can be studied in sociolinguistics. Furthermore, Halliday (1970 in Sumarsono, 2014) calls sociolinguistics as institutional linguistics whose study is related to the linkage of language with the people who use that language. The language users referred to Indonesian netizens who respond to changes in the PPKM abbreviation set by the government. The data source will be taken from various of the online mass media articles such as Pikiran Rakyat and Tribun News that have collected various word plays on the PPKM abbreviation. The data will be collected through the observation method with note-taking techniques. After collected the data from Pikiran Rakyat dan Tribun News, there are 44 data from Pikiran Rakyat and 11 data from Tribun News. When observed the data from Pikiran Rakyat, there are 15 data with similar abbreviation. The 15 data with similar abbreviation has been eliminated, so 29 data from Pikiran Rakyat and 11 data from Tribun News have been selected as the data source of the PPKM abbreviation with total 40 data. The 40 data will be used according to the type of form and function category. The data were analyzed based on various forms of word play such as phonological, morphemic, phrasal, and graphic, and also analyzed based on their function as a form of anger, jokes, satire, or romance.

3. Results and Discussion

The 40 data of the word play of PPKM abbreviation can be seen in Table 1 below.

Data	The Word Play of PPKM Abbreviation			
	P ₁	P ₂	K	M
1	<i>Pernah</i>	<i>Putus</i>	<i>Karena</i>	<i>Martabak</i>
2	<i>Pernah</i>	<i>Patah</i>	<i>Karna</i>	<i>Mengalah</i>
3	<i>Pernah</i>	<i>Patah</i>	<i>Karena</i>	<i>Maksa</i>
4	<i>Pernah</i>	<i>Percaya</i>	<i>Kemudian</i>	<i>Merana</i>
5	<i>Pernah</i>	<i>Percaya</i>	<i>Kemudian</i>	<i>Menyesal</i>
6	<i>Pernah</i>	<i>Percaya</i>	<i>Kemudian</i>	<i>Menghilang</i>
7	<i>Pernah</i>	<i>Peduli</i>	<i>Kemudian</i>	<i>Menghilang</i>
8	<i>Pernah</i>	<i>Perhatian</i>	<i>Kemudian</i>	<i>Menghilang</i>
9	<i>Pernah</i>	<i>Pinjam</i>	<i>Kemudian</i>	<i>Menghilang</i>
10	<i>Pernah</i>	<i>Pacaran</i>	<i>Kemudian</i>	<i>Menyesal</i>
11	<i>Pernah</i>	<i>Penasaran</i>	<i>Kemudian</i>	<i>Menjauh</i>
12	<i>Pernah</i>	<i>Pendekatan</i>	<i>Kemudian</i>	<i>Menjauh</i>
13	<i>Pernah</i>	<i>Pendekatan</i>	<i>Kurang</i>	<i>Maksimal</i>
14	<i>Pelan</i>	<i>Pelan</i>	<i>Kabeh</i>	<i>Mati</i>
15	<i>Pelan</i>	<i>Pelan</i>	<i>Kamu</i>	<i>Melebar</i>
16	<i>Pelan</i>	<i>Pelan</i>	<i>Kita</i>	<i>Menjauh</i>
17	<i>Pelan</i>	<i>Pelan</i>	<i>Kita</i>	<i>Menemukan</i>
18	<i>Pelan</i>	<i>Pelan</i>	<i>Kita</i>	<i>Miskin</i>
19	<i>Pelan</i>	<i>Pelan</i>	<i>Kehabisan</i>	<i>Money</i>
20	<i>Pemuda</i>	<i>Pemudi</i>	<i>Kurang</i>	<i>Money</i>
21	<i>Pala</i>	<i>Pusing</i>	<i>Kurang</i>	<i>Money</i>
22	<i>Pengen</i>	<i>Peluk</i>	<i>Kamu</i>	<i>Mas/Mbak</i>
23	<i>Pingin</i>	<i>Peluk</i>	<i>Kamu</i>	<i>Melulu</i>
24	<i>Pengen</i>	<i>Pepet</i>	<i>Kamu</i>	<i>Terus</i>

25	<i>Photo</i>	<i>Profil</i>	<i>Kamu</i>	<i>Manis</i>
26	<i>Penjelasan</i>	<i>Perencanaan</i>	<i>Kapan</i>	<i>Menikah</i>
27	<i>Pemberlakuan</i>	<i>Pembatasan</i>	<i>Komunikasi</i>	<i>Mantan</i>
28	<i>Pria</i>	<i>Pemberani</i>	<i>Kesayangan</i>	<i>Mertua</i>
29	<i>Putus</i>	<i>Padahal</i>	<i>Kita</i>	<i>Mencintai</i>
30	<i>Pas</i>	<i>Perlu</i>	<i>Kamu</i>	<i>Memelas</i>
	<i>Pas</i>	<i>Punya</i>	<i>Kamu</i>	<i>Menghindar</i>
31	<i>Para</i>	<i>Pejabat</i>	<i>Korupsi</i>	<i>Miliaran</i>
32	<i>Pinter</i>	<i>Pinter</i>	<i>Kibulin</i>	<i>Masyarakat</i>
33	<i>Program</i>	<i>Percepat</i>	<i>Kemiskinan</i>	<i>Masyarakat</i>
34	<i>Pak</i>	<i>Presiden</i>	<i>Kapan</i>	<i>Mundur</i>
35	<i>Petugas</i>	<i>Partai</i>	<i>Kapan</i>	<i>Mundur</i>
36	<i>Pandai</i>	<i>Pandai</i>	<i>Kita</i>	<i>Mutar</i>
37	<i>Pulang</i>	<i>Pergi</i>	<i>Kena</i>	<i>Macet</i>
38	<i>Penak</i>	<i>Penak</i>	<i>Kok</i>	<i>Mandek</i>
39	<i>Pejuang</i>	<i>Pagi</i>	<i>Kembali</i>	<i>Malam</i>
40	<i>Perkumpulan</i>	<i>Penonton</i>	<i>Korban</i>	<i>Mama Sarah</i>

Table 1 shows that there are various variations of punctuation in the PPKM abbreviation. One of the abbreviations similar to PPKM, namely *pemberlakuan pembatasan kegiatan masyarakat* or the implementation of restrictions on community activities, is found in data 27 which also uses the word *pemberlakuan* (P1) or implementation, and the word *pembatasan* (P2) or restriction, and in data 33 which also uses the word *masyarakat* (M) or community. In addition to the two, among these variations there are several extensions of the PPKM abbreviation which have similarities between one data and another. The similarity can be seen with the use of the same word in one of the letters, as shown in Figure 1 below.

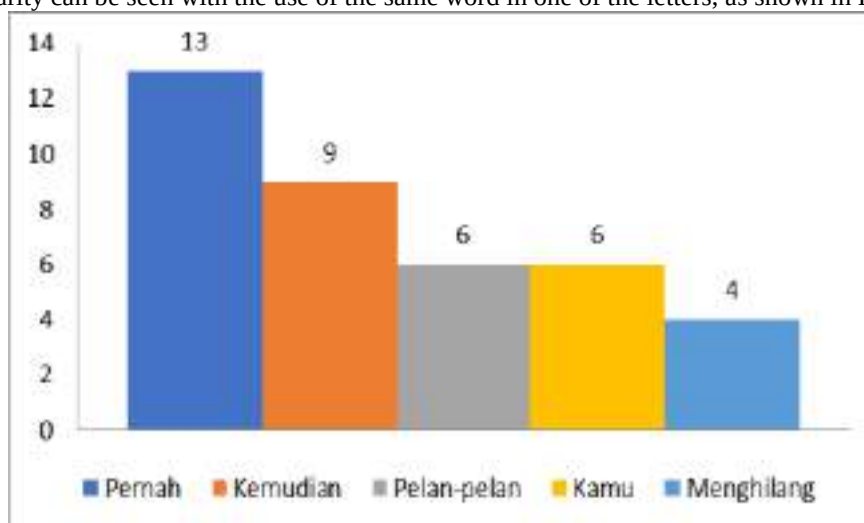


Figure 1 Chart of the Most Use of the Same Words in PPKM Abbreviations

Figure 1 shows that the highest frequency of using the same word in the PPKM abbreviation is found in the letter P1 as the first letter that uses the same word 13 times in the adverb of *pernah* (ever). Then, the letter K is the second most common letter that uses the same word 9 times in the conjunction of *kemudian* (then). Furthermore, the third most letters that use the same word 6 times are found in the letters P1 and P2 with the repetition word of *pelan-pelan* (slowly), and the letter K with the pronoun of *kamu* (you). Finally, the letter M as the fourth most common letter that uses the same word 4 times in the verb of *menghilang* (disappears). The rest of some letters use the same word 3 times, 2 times, and 1 time. From the chart, it can be concluded that all grammatical lingual elements are used to distort the PPKM abbreviation. To find out these lingual elements, which are the structure and function of the PPKM abbreviation's word play will be explored.

The Structure of The Word Play on PPKM Abbreviations

The form and structure of the word play on PPKM abbreviations will be described as phonological, morphemic, syntactical (phrasal and clausal), and semantical. Phonologically, it was found that there were 1) the use of the word of *karna* (because) in the letter K which experienced deletion of the sound *e*; 2) in the letter P1 there is the use of the word of *pala* (head) which has a deletion of the syllable *ke*, the words of *pengen* and *pingin* (both are want to) are used with the same vowel sound in both syllables even though the standard word is *pengin* (KBBI Daring, 2021) with different

vowels in both syllables, and the word of “photo” which is used to take the letter P even though the pronunciation of the word “photo” is sounded with the phoneme f, and 3) the word of pinter (smart) in the letters P1 and P2 which changes the vowel sound that should be vowel a to vowel e. It can be concluded that these words are phonologically a form of conversation that is often used by speakers in an informal environment.

Morphemically, it was found that there were 1) the use of verb of maksa (force) in the letter M which had the prefix me omitted which should have been an active verb of memaksa (forcing); and 2) the word of kibulin (lie to) on the letter K which uses the addition of the suffix in as a nasalization process to avoid word formation with affixation (Bataone, n.d.). Therefore, the word of maksa and kibulin morphemically undergo a process of change of form which is generally often used by teenagers (Bataone, n.d.). However, there is one use of words that are not matched with one of the letters from PPKM abbreviation, namely data 20 which uses the word terus (always) as an extension of the letter M, where instead of looking for an equivalent word with the prefix M, it matches the word continue with the prefix. the letter T. It can be concluded that these words are morphemically chosen and used regardless of the structure in order to adjust the equivalent of each letter in the PPKM abbreviation.

Syntactically, in general the PPKM which is abbreviated from pemberlakuan pembatasan kegiatan masyarakat or the imposition of restrictions on community activities is a phrasal especially noun phrases, but there are other types of phrases as shown in Table 2 below.

Table 2 Data of Phrasal Use on The Word Play of PPKM Abbreviation

Data	The Word Play of PPKM Abbreviation			
	P ₁	P ₂	K	M
1	Pernah	Putus	Karena	Martabak
2	Pernah	Patah	Karna	Mengalah
3	Pernah	Patah	Karena	Maksa
4	Pernah	Percaya	Kemudian	Merana
5	Pernah	Percaya	Kemudian	Menyesal
6	Pernah	Percaya	Kemudian	Menghilang
7	Pernah	Peduli	Kemudian	Menghilang
8	Pernah	Perhatian	Kemudian	Menghilang
9	Pernah	Pinjam	Kemudian	Menghilang
10	Pernah	Pacaran	Kemudian	Menyesal
11	Pernah	Penasaran	Kemudian	Menjauh
12	Pernah	Pendekatan	Kemudian	Menjauh
13	Pernah	Pendekatan	Kurang	Maksimal
14	Pelan	Pelan	Kabeh	Mati
15	Pelan	Pelan	Kehabisan	Money
16	Pala	Pusing	Kurang	Money
17	Pengen	Peluk	Kamu	Mas/Mbak
18	Pingin	Peluk	Kamu	Melulu
19	Pengen	Pepet	Kamu	Terus
20	Penjelasan	Perencanaan	Kapan	Menikah
21	Pemberlakuan	Pembatasan	Komunikasi	Mantan
22	Pria	Pemberani	Kesayangan	Mertua
23	Pinter	Pinter	Kibulin	Masyarakat
24	Program	Percepat	Kemiskinan	Masyarakat
25	Pulang	Pergi	Kena	Macet
26	Penak	Penak	Kok	Mandek
27	Pejuang	Pagi	Kembali	Malam
28	Perkumpulan	Penonton	Korban	Mama Sarah

Table 2 shows that several variations of the use of phrasal in the PPKM abbreviation were found. In addition to the types of noun phrases, it was also found that there were uses of verb phrases that used the word of pernah (ever) accompanied by the verbs of putus (break up), patah (break), percaya (believe), peduli (care), perhatian (pay attention), pinjam (borrow), pacaran (a date), and penasaran (be curious) as shown in data 1 to data 11. Among the 28 of word play of PPKM abbreviation as a phrase, both a noun phrase and a verb phrase, data 28 is a word play on the PPKM abbreviation which can be said that in a noun phrase there is a noun phrase. This is because there is a word play on the abbreviation of the letter M, namely Mama Sarah, is a type of noun phrase, so that in the noun phrase the Perkumpulan Penonton Korban Mama Sarah or Mama Sarah Victims Association, there is the noun phrase Mama Sarah. In addition to the phrase form, it was also found the use of clauses as shown in Table 3 below.

Table 3 Data of Clausal Use on The Word Play of PPKM Abbreviation

Data	The Word Play of PPKM Abbreviation			
	P ₁	P ₂	K	M
1	<i>Pelan</i>	<i>Pelan</i>	<i>Kamu</i>	<i>Melebar</i>
2	<i>Pelan</i>	<i>Pelan</i>	<i>Kita</i>	<i>Menjauh</i>
3	<i>Pelan</i>	<i>Pelan</i>	<i>Kita</i>	<i>Menemukan</i>
4	<i>Pelan</i>	<i>Pelan</i>	<i>Kita</i>	<i>Miskin</i>
5	<i>Pemuda</i>	<i>Pemudi</i>	<i>Kurang</i>	<i>Money</i>
6	<i>Photo</i>	<i>Profil</i>	<i>Kamu</i>	<i>Manis</i>
7	<i>Putus</i>	<i>Padahal</i>	<i>Kita</i>	<i>Mencintai</i>
8	<i>Pas</i>	<i>Perlu</i>	<i>Kamu</i>	<i>Memelas</i>
	<i>Pas</i>	<i>Punya</i>	<i>Kamu</i>	<i>Menghindar</i>
9	<i>Para</i>	<i>Pejabat</i>	<i>Korupsi</i>	<i>Miliaran</i>
10	<i>Pak</i>	<i>Presiden</i>	<i>Kapan</i>	<i>Mundur</i>
11	<i>Petugas</i>	<i>Partai</i>	<i>Kapan</i>	<i>Mundur</i>
12	<i>Pandai</i>	<i>Pandai</i>	<i>Kita</i>	<i>Mutar</i>

Table 3 shows that there are several variations in the use of clauses in the word play on the PPKM abbreviation. The 12 data in Table 3 are included in the clause because it contains a subject element and a predicate element which is the minimum requirement for determining a clause. The subject element can be seen in the use of personal pronouns such as *kamu* (you), *kita* (we), *pemuda* *pemudi* (young people), *para* *pejabat* (the officials), and *pak* *presiden* (the president), while the predicate element can be seen in all of data with the verbs used on the letter M, except for the word of *miliar* (billion) in data 9 which is not a verb, but a noun. Verbs that fill the predicate element in the letter M can be categorized as a verb clause, but among the 12 data, data 6 is the only data that can be categorized as an adjective clause. This can be seen by the use of the adjective of *manis* (cute; sweet) on the letter M, so that with the subject of *kamu* (you) on the letter K, *kamu manis* (you are cute) included in the adjective clause.

Semantically, the meaning of the word play of PPKM abbreviation can be seen from the word meaning to the clause meaning. In terms of word meaning, it was found the use of words derived from regional languages (bahasa daerah) and English. The use of words derived from regional languages, such as the word of *kabeh* (all) in the letter K, the word of *penak* (cozy; comfortable; pleasant) in the letters P₁ and P₂, and the word of *mandek* (hampered) in the letter M. On the other hand, the use of words that come from English, such as *money* (*uang*) in the letter M and *photo* (*foto*) on the letter P. It can be concluded that the use of the words in the regional language and English is used to match each letter in the PPKM abbreviation, even though the meaning in Indonesian language does not contain one of the letters.

In addition, in terms of the clause meaning, it can be traced the meaning of data 1 to data 4 in Table 3 with the word of *pelan-pelan* that little by little the conditions experienced by the subject of *kamu* (you) and the subject of *kita* (we) experience changes, both physically widening, their partners moving away or finding each other or even falling into poverty due to PPKM. Then, a word play on the *pemuda* *pemudi* *kurang* *money* or young people who lack money can be interpreted that the younger generation, who are generally of productive age during the COVID-19 pandemic, experienced a decrease in income due to PPKM. Then, a word play on the *photo* *profil* *kamu* *manis* or your profile photo is cute has the meaning of ambiguity, because the adjective of *manis* (cute) refers to the word of *kamu* (you) or the word of *photo* *profil* (profile photo). If refer to the word of *kamu* (you), then the figure of the words *kamu* (you) is considered cute. On the other hand, when referring to the word of *photo* *profil* (profile photo), the profile photo is a photo image in which not only the figure of the word *kamu* (you) is included, but also the background of the photo.

The Function of The Word Play of PPKM Abbreviations

The function means that the word play on the PPKM abbreviation has some functions such as satire, anger, sadness, or even just a joke as shown in Table 4 below.

Table 4. Data of Function on The Word Play of PPKM Abbreviation					
Data	The Word Play of PPKM Abbreviation				Function
	P ₁	P ₂	K	M	
1	<i>Pernah</i>	<i>Putus</i>	<i>Karena</i>	<i>Martabak</i>	Bad Romance
2	<i>Pernah</i>	<i>Patah</i>	<i>Karna</i>	<i>Mengalah</i>	Bad Romance
3	<i>Pernah</i>	<i>Patah</i>	<i>Karena</i>	<i>Maksa</i>	Bad Romance
4	<i>Pernah</i>	<i>Percaya</i>	<i>Kemudian</i>	<i>Merana</i>	Bad Romance
5	<i>Pernah</i>	<i>Percaya</i>	<i>Kemudian</i>	<i>Menyesal</i>	Bad Romance
6	<i>Pernah</i>	<i>Percaya</i>	<i>Kemudian</i>	<i>Menghilang</i>	Bad Romance
7	<i>Pernah</i>	<i>Peduli</i>	<i>Kemudian</i>	<i>Menghilang</i>	Bad Romance
8	<i>Pernah</i>	<i>Perhatian</i>	<i>Kemudian</i>	<i>Menghilang</i>	Bad Romance
9	<i>Pernah</i>	<i>Pinjam</i>	<i>Kemudian</i>	<i>Menghilang</i>	Bad Romance
10	<i>Pernah</i>	<i>Pacaran</i>	<i>Kemudian</i>	<i>Menyesal</i>	Bad Romance

11	Pernah	Penasaran	Kemudian	Menjauh	Bad Romance
12	Pernah	Pendekatan	Kemudian	Menjauh	Bad Romance
13	Pernah	Pendekatan	Kurang	Maksimal	Bad Romance
14	Pelan	Pelan	Kabeh	Mati	Sadness
15	Pelan	Pelan	Kamu	Melebar	Positive Satire
16	Pelan	Pelan	Kita	Menjauh	Sadness
17	Pelan	Pelan	Kita	Menemukan	Good Romance
18	Pelan	Pelan	Kita	Miskin	Sadness
19	Pelan	Pelan	Kehabisan	Money	Sadness
20	Pemuda	Pemudi	Kurang	Money	Sadness
21	Pala	Pusing	Kurang	Money	Sadness
22	Pengen	Peluk	Kamu	Mas/Mbak	Good Romance
23	Pingin	Peluk	Kamu	Melulu	Good Romance
24	Pengen	Pepet	Kamu	Terus	Good Romance
25	Photo	Profil	Kamu	Manis	Good Romance
26	Penjelasan	Perencanaan	Kapan	Menikah	Positive Satire
27	Pemberlakuan	Pembatasan	Komunikasi	Mantan	Sadness
28	Pria	Pemberani	Kesayangan	Mertua	Positive Satire
29	Putus	Padahal	Kita	Mencintai	Bad Romance
30	Pas	Perlu	Kamu	Memelas	Sadness
31	Para	Punya	Kamu	Menghindar	Sadness
32	Para	Pejabat	Korupsi	Miliaran	Negative Satire
33	Pinter	Pinter	Kibulin	Masyarakat	Negative Satire
34	Program	Percepat	Kemiskinan	Masyarakat	Negative Satire
35	Pak	Presiden	Kapan	Mundur	Negative Satire
36	Petugas	Partai	Kapan	Mundur	Negative Satire
37	Pandai	Pandai	Kita	Mutar	Spirit
38	Pulang	Pergi	Kena	Macet	Anger
39	Penak	Penak	Kok	Mandek	Sadness
40	Pejuang	Pagi	Kembali	Malam	Spirit
40	Perkumpulan	Penonton	Korban	Mama Sarah	Anger

Table 4 shows that there are various functions of the word play on the PPKM abbreviation, namely bad romance, sadness, positive satire, good romance, negative satire, spirit, and anger. The seven functions refer to several word that used on the PPKM abbreviation which can be seen in Figure 2 below.

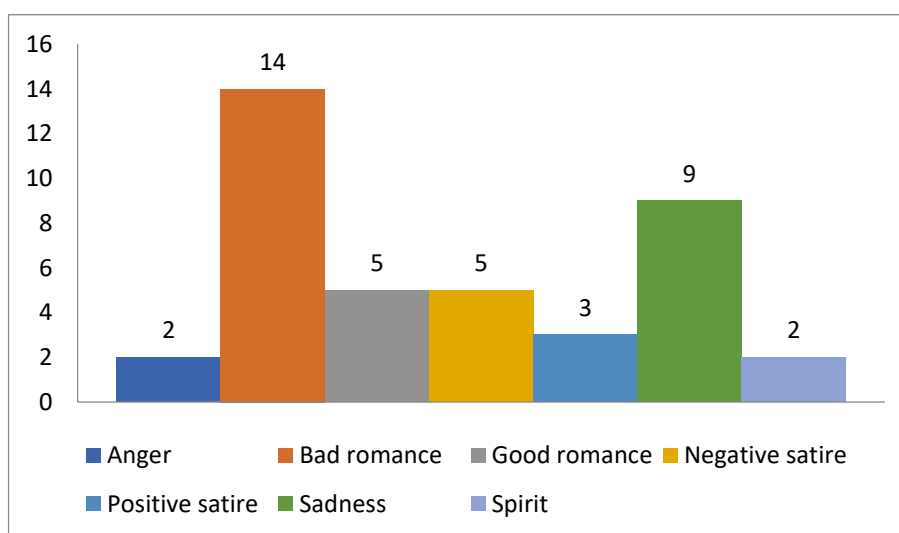


Figure 2 Frequency Chart of The function of The Word Play on PPKM Abbreviation

Figure 2 shows that the seven functions contain two nuances of meaning, namely nuances of negative meaning and nuances of positive meaning. Functions included in the nuances of negative meaning are anger, bad romance, negative satire, and sadness. On the other hand, the functions included in the nuances of positive meaning are good romance, positive satire, and spirit. Therefore, the functions contained in the the word play on the PPKM abbreviation are dominated

by functions with negative meanings, especially the functions of bad romance, sadness, and negative satire. These functions are traced from the use of negative nuanced words from each letter in the word play on the PPKM abbreviation. The word play on the PPKM abbreviation with the bad romance function can be observed from the use of words such as the words of putus (break up) and patah (broken) in the letter P2, as well as the words mengalah (surrender), maksa (force), merana (anguish), menyesal (regret), menghilang (disappear), and menjauh (move away) from the letter M. Likewise, the word play on the PPKM abbreviation with the sadness function can be known from the use of words such as the word of mati (dead), menjauh (move away), miskin (poor), memelas (pitiful), and menghindar (avoiding) in the letter M, the word of kehabisan (run out) and kurang (lacking) in the letter K, and the word of pembatasan (restriction) on the letter P2. In addition, the word play on the PPKM abbreviation with a negative satire function can be seen from the use of words such as the words of korupsi (corruption), kibulin (lie to), and kemiskinan (poverty) in the letter K, and the word of mundur (resign) on the letter M. It can be concluded that the word play on the PPKM abbreviation which contains nuances of negative meaning is specifically intended on limitations in undergoing romantic relationships due to PPKM. However, PPKM also has an impact on people's lives at large due to not being able to move freely as usual. Therefore, the word play on the PPKM abbreviation is also intended for the government and authorized officials as a satire because the rules imposed have made people's lives more unstable.

4. Conclusion

From the discussion that has been described, it can be concluded that the 40 data of the word play on the PPKM abbreviation contains various things, both in terms of structure and in terms of function. In terms of structure, various forms of lingual structure can be seen in phonological, morphemical, syntactical, and semantical terms. In phonological, the words used are a form of conversation that is often used by speakers in an informal environment. In morphemical, these words are selected and used regardless of the structure to adjust the equivalent of each letter in the PPKM abbreviation. In syntactical, the grammatical form of the word play on PPKM abbreviations is dominated by phrasal, especially noun phrases. In semantical, the word play on the PPKM abbreviation can be seen from the word meaning and the clause meaning, where each meaning is adjusted to the conditions of the speakers. In addition, in terms of function, the word play on the PPKM abbreviation is dominated by functions with negative nuances, namely bad romance which is aimed at limitations in carrying out romantic relationships due to PPKM, the function of sadness is aimed at people's lives at large due to not being able to move freely as usual, and the function of negative satire aimed at the government and authorized officials as a satire because the rules imposed have made people's lives increasingly unstable.

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Bentuk Stilistika dalam Novel *Bulan Terbelah di Langit Amerika* karya Hanum Salsabiela Rais dan Rangga Almahendra

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Abstrak - Penelitian ini bertujuan untuk mendeskripsikan bentuk stilistika dalam novel *Bulan Terbelah di Langit Amerika* karya Hanum Salsabiela Rais dan Rangga Almahendra. Metode penelitian yang digunakan yaitu kualitatif deskriptif. Pengumpulan data menggunakan teknik baca dan catat. Data dalam penelitian ini yaitu novel yang berjudul *Bulan Terbelah di Langit Amerika*. Sumber data dalam penelitian ini yaitu kutipan yang terdapat di dalam novel. Teknik analisis yang digunakan adalah teknik analisis isi. Teori yang digunakan adalah teori stilistika yang ditemukan pada setiap teks dengan memerhatikan diksi, gaya bahasa, dan citraan. Hasil penelitian ini menunjukkan adanya unsur stilistika yang meliputi diksi, gaya bahasa, dan citraan. Pada unsur diksi ditemukan kata konotatif, kata konkret, kata serapan. Kemudian pada unsur gaya bahasa ditemukan majas simile, personifikasi, dan hiperbola. Dalam unsur citraan terdapat citraan penglihatan, pendengaran, dan penciuman.

Kata kunci: Stilistika, Gaya bahasa, Sastra

Abstract - This study aims to describe the stylistic form in the novel *Bulan Terbelah di Langit Amerika* by Hanum Salsabiela Rais and Rangga Almahendra. The research method used is descriptive qualitative. Data collection uses reading and note-taking techniques. The data in this study is a novel entitled *Bulan Terbelah di Langit Amerika*. Sources of data in this study are quotes contained in the novel. The analysis technique used is content analysis technique. The theory used is the stylistic theory found in each text by paying attention to diction, language style, and imagery. The results of this study indicate the presence of stylistic elements which include diction, language style, and imagery. In the diction element, connotative words, concrete words, and absorption words are found. Then in the figurative language elements, simile, personification, and hyperbole are found. In the image element, there are visual, auditory, and olfactory images.

Keywords: Stylistics, Language style, Literature

1. Pendahuluan

Hasil buah pemikiran manusia dapat berwujud dalam berbagai macam bentuk, salah satunya adalah karya sastra. Karya sastra tulis dapat dijadikan sarana edukasi dan hiburan untuk para pembaca. Untuk meningkatkan minat pembaca, maka dalam pembuatan karya sastra harus menarik. Karya sastra dapat pula sebagai wujud permainan kata-kata penulis dengan maksud tertentu yang hendak disampaikan kepada pembaca maupun penikmat sastra. Menurut Nurgiyantoro (2010:272) bahasa adalah salah satu unsur yang sangat penting dalam suatu karya sastra.

Bahasa dalam karya sastra dapat dikaji menggunakan stilistika. Menurut Sudjiman (1990:75) stilistika merupakan ilmu yang meneliti penggunaan bahasa dan gaya bahasa dalam karya sastra. Untuk menjembatani apresiasi karya sastra dengan bahasa, maka diperlukan telaah yang disebut dengan telaah ilmu gaya bahasa atau stilistika (Zhang, 2010:155). Penggunaan gaya bahasa dapat menimbulkan efek yang berkaitan dengan aspek-aspek keindahan. Hal tersebut merupakan ciri khas pengarang untuk mencapai suatu tujuan yaitu mengungkapkan pikiran, jiwa, dan kepribadiannya.

Dalam proses penulisan karya sastra pengarang tidak hanya menyampaikan ide, gagasan, maupun pesan saja. Akan tetapi juga disisipkan aspek keindahan dan keestetisan, karena ciri khas dari karya sastra adalah keindahan dan keestetisan. Hal tersebut sejalan dengan Mulyono, dkk (2013) dalam jurnal sastra Indonesia 2 volume 1 dengan judul "Diksi Dan Majas Dalam Kumpulan Puisi Nyanyian Dalam Kelamkarya Sutikno W.S: Kajian Stilistika" hasil penelitian tersebut menunjukkan adanya wujud penggunaan diksi dan gaya bahasa. Diksi yang ditemukan berupa kata serapan bahasa Jawa, bahasa asing dan pemanfaatan sinonim. Gaya bahasa ditemukan meliputi metafora, perbandingan, perumpamaan, epos, metonimia, personifikasi, alegori, dan sinekdoke. Perbedaan dengan penelitian yaitu pada penelitian ini menggunakan novel.

2. Metode

Penggunaan metode dalam penelitian ini yaitu analisis deskriptif kualitatif. Teknik pengumpulan data dalam penelitian ini adalah teknik baca dan catat. Sumber data dalam penelitian ini diperoleh dengan menggunakan kepustakaan. Teknik kepustakaan adalah studi mengenai sumber-sumber yang digunakan dalam penelitian sejenis. Dokumen yang digunakan untuk mencari data-data mengenai variabel yang berupa teks dalam novel. Hal tersebut sejalan dengan M. Nazir (1988:111) mengemukakan studi kepustakaan adalah teknik pengumpulan data dengan mengadakan studi penelaahan terhadap, literatur-literatur, buku-buku, catatan, dan laporan yang berkaitan dengan masalah yang akan diteliti. Tahap analisis dilakukan dengan menganalisis teks dalam novel. Teori yang digunakan adalah teori nilai toleransi yang ditemukan pada setiap teks dengan melihat karakter sikap, tindakan, dan perilaku dari tokoh dalam novel.

3. Pembahasan

A. Kajian Teori

Definisi Stilistika menurut Ratna (2009: 167) ialah stilistika merupakan cabang ilmu bahasa yang berkaitan dengan gaya bahasa. Dalam bidang bahasa dan sastra, stilistika dapat diartikan cara penggunaan bahasa yang khas oleh pengarang sehingga menimbulkan aspek-aspek keindahan. Kemudian menurut Fananie (2000: 25) mengemukakan stilistika atau gaya bahasa adalah ciri khas pemakaian bahasa dalam karya sastra yang mempunyai spesifikasi tersendiri dibanding dengan pemakaian bahasa dalam jaringan komunikasi yang lain. Gaya tersebut dapat berupa gaya pemakaian bahasa secara universal maupun pemakaian bahasa yang merupakan kecirikhasan masing-masing pengarang. Dari kedua pendapat tersebut dapat disimpulkan bahwa stilistika merupakan ilmu yang berkaitan dengan cara pengarang memberikan bahasa yang khas untuk setiap karya sastra yang dibuatnya sehingga dapat memunculkan aspek keindahan dan keestetisan.

B. Hasil

1. Diksi (Pilihan Kata)

a). Kata Konotatif

Kata konotatif adalah salah satu jenis makna kata yang mempunyai makna lain atau makna simbolis. Berikut data kata konotatif:

“Sebelum, keharmonisan pasangan terancam karena Hanum bekerja menjadi kuli tinta di Heute ist Wunderbar” (Rais dan Rangga, 2016:53)

Pada kutipan di atas terdapat kata konotatif berupa kata “kuli tinta”. Kata tersebut memiliki arti seseorang yang bekerja menggunakan tinta yang tercermin dari pekerjaan tokoh Hanum sebagai wartawan dan penulis berita.

b). Kata Konkret

Kata konkret dapat diartikan sebagai kata yang memiliki makna asli apa adanya. Berikut data kata konkret:

“Azima menatapku. Bulir air mata yang membasahi pipinya kini lengket di kulit pipinya. (Rais dan Rangga, 2016:178)

Pada kutipan di atas, penulis mendeskripsikan suasana sedih yang dialami tokoh Azima dan Hanum secara lebih rinci.

c). Kata Serapan

“Sejenak aku bertanya dalam diri, mengapa Fatma Pasha dulu mencarikan selebaran lowongan reporter itu kepadaku” (Rais dan Rangga, 2016:26)

Pada data tersebut terdapat kata “reporter” yang berarti wartawan, jurnalis, atau penulis berita. Kata tersebut berasal dari Bahasa Inggris berupa kata “reporter” yang telah diserap dalam bahasa Indonesia.

2. Gaya Bahasa

a). Simile

Simile merupakan salah satu jenis gaya bahasa yang mengungkapkan suatu hal secara tidak langsung dengan perbandingan eksplisit. Berikut data gaya bahasa simile:

“Hidup mereka adalah perjalanan perjuangan untukku seorang. Ketika aku memantapkan diri menjadi muslim, hati mereka laksana intan yang hancur. (Rais dan Rangga, 2016: 155)

Pada kutipan data tersebut memunculkan kata “laksana”. Kata tersebut menjadi salah satu indikasi adanya gaya bahasa simile.

b). Personifikasi

Pada gaya bahasa personifikasi, benda mati dijadikan seolah-olah memiliki nyawa dan hidup. Berikut data gaya bahasa personifikasi:

“Matahari sebentar lagi akan terbenam seperti kehabisan bahan bakarnya untuk hari ini, mempersilakan dingin yang semakin menggigit tulang”. (Rais dan Rangga, 2016:137)

Kata “dingin” yang pada hakikatnya sebagai benda mati ditampilkan bisa berperilaku seperti manusia menggigit tulang.

c). Hiperbola

Majas hiperbola ditandai dengan melebih-lebihkan. Berikut data majas hiperbola:

“Aku memandang atasanku itu sedang membuang pandangan ke jendela. Entah sudah berapa ratus kali jenjela ruang kaca itu dia tatap, seolah jendela itu bisa memberikan penyelesaian semua masalah kantor”. (Rais dan Rangga, 2016:38)

Kutipan novel pada data tersebut menampilkan gaya bahasa hiperbola. Pada klausa “entah sudah berapa ratus kali jendela ruang kaca itu dia tatap,” menunjukkan kata yang berlebihan dengan penggunaan kata berapa ratus kali.

3. Citraan (Imaji)

a). Citraan Penglihatan

Citraan penglihatan adalah citraan yang berkaitan dengan panca indrawi mata, berikut data mengenai citraan penglihatan.

“Hamparan Samudra Atlantik yang kelim legam beberapa waktu lalu berubah menjadi lautan gemerlap cahaya sejauh mata memandang”. (Rais dan Rangga, 2016:65)

“Tunawisma, gelandangan, dan manusia tanpa hidup dan tujuan berkeliaran di sepanjang undakan dan peron metro. Tangan mereka menengadah, memohon koin-koin bergambar patung Liberty atau uang kertas bercetak wajah para Presiden Amerika yang dapat mengamankan perut mereka untuk sehari”. (Rais dan Rangga, 2016:68)

b). Citraan Pendengaran

Citraan pendengaran adalah citraan yang berkaitan dengan panca indra telinga, berikut data mengenai citraan pendengaran.

“Tiga orang kulit putih dan hitam bersenda gurau dan tertawa terbahak-bahak”. (Rais dan Rangga, 2016:125)

“Aku mendengar sopir bus menekan klakson berkali-kali. Dia memberi kode bagi semua penumpang yang masih berkeliaran di luar untuk segera masuk bus. Terdengar pengumuman dari pengeras suara, The New York Cruising Bus akan segera berangkat. (Rais dan Rangga, 2016:112)

c). Citraan Penciuman

Citraan penciuman adalah citraan yang melibatkan indra hidung, berikut data yang berkaitan indra penciuman.

“Tiba-tiba dia menguap panjang hingga ada satu tetes air mata keluar dari sudut matanya. Ruap bau rumah sakit semakin menggejala saja”. (Rais dan Rangga, 2016:145)

“Inilah kali pertama aku menjadi sasaran lemparan kaleng nyasar. Aku bisa mencium bau alkohol yang menyengat membasahi punggungku”. (Rais dan Rangga, 2016:103)

4. Simpulan

Dari hasil penelitian yang dilakukan dalam novel yang berjudul *Bulan Terbelah di Langit Amerika* karya Hanum Salsabiela Rais dan Rangga Almahendra, dapat disimpulkan bahwa pada novel tersebut terdapat unsur-unsur stilistika yang bermanfaat untuk pembaca. Bentuk stilistika tersebut meliputi diksi, gaya bahasa, dan citraan. Unsur-unsur stilistika tersebut dapat menambah keestetisan dan keindahan suatu karya sastra.

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The Value of Cultural Literature and Religious Literature in the Story of the Malamang Tradition in Ulakan, Pariaman, West Sumatra

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STAI Nurul Ilmi Tanjung Balai

Abstract – Culture and literature are dependent on each other. Literature is strongly influenced by culture, so that everything contained in culture will be reflected in literature. Religious value to literary works is a form of understanding and interpreting literary works in terms of religious and religious values. Thus, literary works can be approached using the approach of cultural values and religious values. The problem of this research is about the cultural and religious values contained in the Malamang tradition in Ulakan Pariaman, West Sumatra. The purpose of this study is to describe the description of cultural values and religious values in the Malamang tradition story in Ulakan Pariaman, West Sumatra. The data of this research is a description of cultural values and religious values in the story of the Malamang tradition in Ulakan Pariaman, West Sumatra. The method used is descriptive method with qualitative analysis by describing the description of cultural values and religious values in the story of the Malamang tradition in Ulakan Pariaman, West Sumatra. This method is based on consideration of the suitability of the research form with the research objectives. The research instrument was conducted by means of a documentation study. The documentation study was conducted on the analysis of cultural values and religious values in the Malamang tradition story in Ulakan Pariaman, West Sumatra with an analytical approach to cultural and religious values. From the results of this study, it can be found that the cultural value of human relations with the gods of the Pariaman people of West Sumatra, usually carrying out the Malamang tradition at the Maulid Nabi event, cultural values in human relations with the community working together with the division of tasks for bamboo seekers as a place for dough, firewood seekers for baking, preparation of ingredients to make lemang, and others. Residents found religious values about human relations, he was often treated to food. However, it seems that Syekh Burhanuddin had some doubts about the halalness of the food served, religious values related to religious education at that time Sheikh Burhanuddin traveled to the coastal areas of Minangkabau to convey Islam and stay in touch with residents' homes.

Keywords: Cultural Literature Value, Religious Literature Value, Malamang Ulakan Pariaman Tradition, West Sumatra

1. Introduction

Literature is considered increasingly important because literature is created but continues to be appreciated by the community for refining the mind and enriching spiritually as well as entertainment and has also been included in the school curriculum as cultural knowledge. Mastery of theory is one way of understanding literary works, it can be justified scientifically, even though literature itself is interpretive. For this reason, students majoring in Indonesian language and literature who in fact struggle in the world of literature need to understand and master literature, and through other activities related to literature.

Culture is a way of life that develops, is shared by a group of people, and is passed down from generation to generation. Culture is formed from an element, namely the system of religion, politics, customs, language and works of art. Culture is also a comprehensive lifestyle that is complex, abstract and broad, and many aspects of culture also determine communicative behavior (Supartono Widyosiswoyo, 2009:25).

Literary work, as a structure consists of elements that are arranged in a systematic way. Talking about imaginative literature, dealing with three types of literary genres, namely prose, poetry and drama. Prose in a literary sense is also called fiction, narrative text, or narrative discourse. The term fiction in this sense is a fictional story or imaginary story. This is because fiction is a narrative work whose contents do not suggest historical truth as an imaginary work, fiction offers various human and human problems, life and life. One type of prose is traditional folklore, which is a story that comes from the community and developed in society in the past which is a characteristic of every nation that has a diverse culture that includes the cultural and historical richness of each nation. In general, this folklore tells about an incident in a place or the origin of a place. The characters that appear in folklore are generally manifested in the form of animals, humans and gods.

Research that uses a cultural value approach to literary works is a form of creativity in relation to people's lives. In literary works, values or messages will be stored that contain messages or advice. Through his work, the creators of literary works try to influence the mindset of readers and participate in studying about good and bad, rightly taking lessons, examples that should be imitated otherwise, to be rebuked for those who are not good

The identification in this study is a description of the factors that encourage researchers to conduct research on the analysis of cultural values and religious values in the story of the Malamang Tradition in Ulakan, Pariaman, West Sumatra. Clarity of problem identification is needed as a guide for researchers to facilitate the testing process, avoiding the possibility of deviations in the discussion of the problem.

Given the limitations of the ability of the researcher, to avoid confusion in the discussion and analysis, the research is limited to an analysis of the description of cultural values in the story of the Malamang Tradition in Ulakan, Pariaman, West Sumatra. The problem as the basis for writing, then based on the identification and limitation of the problem in this study is how the description of cultural values and religious values in the story of the Malamang Tradition in Ulakan, Pariaman, West Sumatra.

Each research must have a clear goal because with a clear goal will make it easier for researchers or readers to examine the problem. Based on the formulation of the problem stated above, in general the purpose of this study is to describe the cultural and religious values in the story of the Malamang Tradition in Ulakan, Pariaman, West Sumatra. This research is useful both theoretically and practically, this research is an input so that in writing traditional stories it is more directed to the social life of the community that is happening today. Practically, this research is useful which is expected from the researcher. As input and knowledge for teachers in the field of Indonesian Language and Literature studies, especially in literary studies.

Culture is a complex whole, which includes knowledge, belief, art, morals, law, customs and other capabilities, as well as habits acquired by humans as members of society, the elements of forming behavior supported and passed on by members of society.

Culture is a totality of values, social order, human behavior that is embodied in the view of life, the philosophy of the State in various aspects of social, national and state life which is the basis for the underlying patterns of behavior and the existing social structure. Cultural values are abstract concepts about big and general problems that are very important and valuable for people's lives. These cultural values become a reference for the behavior of most members of the community concerned, are in their minds and are difficult to explain rationally. Cultural values are lasting, not easily changed or replaced with other cultural values (Abdul Latif, 2007: 35).

In addition to cultural elements, there is also a general opinion that there are two forms of culture. First, material (material) culture which has characteristics that can be seen, touched, and felt so that it is more concrete or easy to understand. Second, spiritual culture (spiritual) which has characteristics that can be felt only. Therefore, spiritual culture is abstract and more difficult to understand (Supartono Widyosiswoyo, 2004: 35-39).

Furthermore, Koentjoroningrat (1984: 3) suggests a system of cultural values consisting of conceptions that live in the minds of the majority of citizens about things that they should consider very valuable in life. Therefore, a cultural value system usually serves as the highest guideline for human behavior. The system of human behavior at a more concrete level, such as special rules, laws, and cultural values. Koentjoroningrat (1984: 4) reveals that cultural values are grouped into five relationship patterns, namely: (1) cultural values in human relations with God, (2) cultural values in human relations with nature, (3) cultural values in human relations and society, (4) cultural values in human relations with other people or others, (5) cultural values in human relations with themselves.

The word religion comes from the English language religion. Etymologically, religion comes from the Latin *relegare* or *relegare* which means to hold on to norms. Islam contains broad teachings, namely regulating the relationship between humans and their gods, relationships between humans, human relations with oneself and human relations with nature (Ali, 2013: 37) Mangunwijaya (in Nurgiantoro, 2015: 446) states that the presence of Religious and religious elements in literature are as old as the existence of literature itself. In fact, literature grows from something religious. At the beginning of literature is religious. The term "religious" carries the connotation of the meaning of religion. Religion and religion are closely related, side by side and can even merge into oneness, but actually both point to different meanings.

Literary works as an expression of the author's soul have a duty to contribute as an introduction to morals and life on earth. Authors who succeed in bringing morals and life into literary works are religious. Religion is a human spiritual tendency, which is related to the universe, which includes all values (good and bad), while religious which is religious (religious) or has to do with religion.

Human relationship with God's commandments begins with the implementation of human duties to serve him (Ali, 2013: 368). Maintaining a relationship with God, God Almighty, can be done, among others: (1) believing in God Almighty God according to the ways He teaches as a guide and guide for human life, (2) worshiping Him with the way of praying five times a day and night, paying zakat when it has reached the nisab and haul, fasting for a month in a year, performing the pilgrimage once in a lifetime, according to the ways He has determined, (3) being grateful for His favors by accepting taking care of, making use of all God's gifts to humans, (4) being patient in accepting God's trials in the

sense of being steadfast, not giving up when you get a disaster or receiving a disaster, (5) asking forgiveness for all sins and repenting in the sense of being aware of not doing any evil deeds anymore. or despicable.

Human relationship with conscience or oneself as the second dimension of piety that can be maintained by living up to the moral rules in various verses of the Qur'an (Ali, 2013: 369). Man's relationship with himself is mentioned in ways in the verses of piety and exemplified by the example of the Prophet Muhammad. Among them by always applying: (1) patient, (2) forgiving, (3) fair, (4) sincere, (5) brave, (6) holding trust, (7) introspection, and (8) developing all attitudes. contained in good morals or character (Ali, 2013:370)

These human relations can be fostered and maintained by developing ways and lifestyles that are in line with mutually agreed values and norms in society and the state in accordance with mutually agreed values and norms in society and the state in accordance with religious values and norms (Ali, 2013:370). Human relations with fellow humans can be maintained through: (1) helping, (2) forgiving the mistakes of others, (3) keeping promises, (4) being generous, and (5) enforcing justice and being fair to oneself and others. . Based on the description above, it can be concluded that human relations with fellow humans are the third point of religious values that maintain and foster good relations with each other. Human relations with the environment can be developed through loving animals, plants, the homeland, the air, and the entire universe that was deliberately created by Allah. Human relationship with the natural surroundings is intended to maintain everything that God has created. There are many verses of piety relating to the relationship between humans and their environment to preserve nature, prevent destruction, maintain balance and preserve it (Ali, 2013: 371). Human relationship with the environment is intended to maintain everything that God has created.

2. Method

This research is a literature study and activities carried out by collecting and analyzing research data from the story of the Malamang Tradition in Ulakan, Pariaman, West Sumatra. The source of this research data is the display in the form of oral or written facts that are observed by the researcher and the objects observed in detail so that the meaning implied in the object document can be captured. According to Moleong (in Arikunto, 2010; 22). The data source is from the research of the Malamang Tradition in Ulakan, Pariaman, West Sumatra.

The research method is a way to reveal or analyze a problem that is the object of research. To achieve the goals that have been set, the authors need a method. The method is a way of working that must be taken in a scientific research. The method used in this research is descriptive method with qualitative data analysis, a textual study model with an approach to cultural values and religious values. Qualitative descriptive research is research aimed at describing and analyzing natural objects, events, social activities (Moleong, 2010:11). This study seeks to describe an event in detail, systematically, carefully, and factually regarding aspects of the development of cultural values, and religious values in the story of the Malamang Tradition in Ulakan, Pariaman, West Sumatra. The research instrument was conducted by means of a documentation study. The documentation study was conducted by analyzing the cultural and religious values in the story of the Malamang Tradition in Ulakan, Pariaman, West Sumatra. This research was reviewed by taking notes, marking the parts in the form of cultural values and researchers' descriptions that could be considered useful and influential for readers. The instruments in this research are (1) finding and determining the cultural and religious values studied, (2) tracing the development of cultural values and religious values being studied, (3) identifying various cultural and religious values in describing, and classify it.

Data analysis is a very important part of the scientific method, because by analyzing the data data is given meaning and meaning that is useful in solving research problems. The technique used in this research is to determine the data. So the steps taken by the author in the study. Read carefully the story of the Malamang Tradition in Ulakan, Pariaman, West Sumatra. The researcher reads the story of the Malamang Tradition in Ulakan, Pariaman, West Sumatra, which is the object of research. The activity of reading the story of the Malamang Tradition in Ulakan, Pariaman, West Sumatra, was carried out with a skimming technique to understand the storyline, at the reading comprehension stage which aims to make researchers understand the problems contained in the traditional stories studied. Understanding the description of cultural and religious values in the stories of the Malamang Tradition in Ulakan, Pariaman, West Sumatra. Reading the evaluation aims to conclude the story of the Malamang Tradition in Ulakan, Pariaman, West Sumatra. The problems contained in the story of the Malamang Tradition in Ulakan, Pariaman, West Sumatra. Collecting data related to research.

In this study, the researcher first read in detail the story of the Malamang Tradition in Ulakan, Pariaman, West Sumatra, this was done so that researchers gained an understanding of the value of education in the story of the Malamang Tradition in Ulakan, Pariaman, West Sumatra, with an approach to cultural values and religious values. It was found that the results of the study were seen from the cultural values consisting of. (1) cultural values in human relations with God, (2) cultural values in human relations with nature, (3) cultural values in human relations and society, (4) cultural values in human relations with other people or others, (5) cultural values in human relations with themselves. The results of the study were seen from the religious value consisting of (1) human relationship with God's command, (2) human relationship with conscience or oneself, (3) human relationship with the environment. The following are the results of research on cultural and religious values in the story of the Malamang Tradition in Ulakan, Pariaman, West Sumatra.

Cultural Value of the *Malamang* Tradition in Ulakan, Pariaman, West Sumatra

1. However, for the people of West Sumatra, Malamang is a tradition. This tradition is usually carried out on certain days, such as religious holidays or commemorating the day of the dead. For example, the Pariaman people of West Sumatra, usually carry out the Malamang tradition during the Prophet's Birthday. (*Cultural value in human relationship with God*)
2. The mass Malamang participants involved women from villages/kelurahan in Pariaman City. After the "Mass Malamang" activity, there was also an event to eat lamang with guests and all the invitees who were present and at the same time eat the bajamba that had been prepared. (*The value of culture in human relations with society*)
3. Based on the information gathered, this tradition was born because of the role of Sheikh Burhanuddin, a Ulama from Pariaman. At that time, Sheikh Burhanuddin traveled to the coastal areas of Minangkabau to broadcast Islam, especially in the Ulakan area, Pariaman. (*The value of culture in human relations with nature*)
4. According to Tambo (a story that narrates about the origin and past events that occurred in Minangkabau), at that time Sheikh Burhanuddin was diligent in visiting people's homes to stay in touch and broadcast Islam. By residents, he is often treated to food. However, it seems that Sheikh Burhanuddin is a bit doubtful about the halalness of the food served. He also advised every community he visited to look for bamboo, then cover it with young banana leaves. White glutinous rice and coconut milk are then put into it, then baked on a wood-fired stove. (*Cultural values in human relationships with other people or with each other*)
5. According to Idar (31), a nomad from Pariaman, in his village Malamang it has become a must when welcoming religious holidays. "If the Prophet's Birthday is without a night, something is missing," he explained (*Cultural values in human relations with themselves*)

The religious value of the *Malamang* Tradition in Ulakan, Pariaman, West Sumatra

1. According to tambo (a story that narrates about the origin and past events that occurred in Minangkabau), this tradition takes place from the role of Sheikh Burhanuddin (the bearer of Islamic teachings in Minangkabau). At that time, Sheikh Burhanuddin traveled to the coastal area of Minangkabau to convey Islam and stay in touch with residents' homes. (Religious value in human relationship with God)
2. Malamang activities are usually carried out in mutual cooperation with the division of tasks for finding bamboo as a place for dough, finding firewood for baking, preparing ingredients for making lemang, and so on. Usually lemang is made in large quantities and served as a snack at the Prophet's Birthday at the surau. (Religious value in conscience or oneself)
3. He also suggested to every community he visited to look for bamboo, then cover it with young banana leaves. White glutinous rice and coconut milk are then put into it, then baked on a wood-fired stove. (Religious values relate to nature)

Literary works can be approached using a cultural values approach that studies the form of customary values, attempts to understand how to adapt to the environment, humans and God and also limits their needs. The things that are analyzed are discussing the description of cultural values, in the story of the Malamang Tradition in Ulakan, Pariaman, West Sumatra. This is relevant to the explanation. Based on Tylor's opinion, it can be seen that literary works contain elements of culture, which of course are related to science, belief, art, morals, science, law and customs. The complexity of a culture in society is certainly the basis for the creation of a work (Endang, 2018). Analysis of cultural values is a problem discussed by researchers.

Literary works can be approached using a religious values approach that studies the form of religious values, efforts to understand humans, behavior how to adapt to their environment and also limit their needs. This is relevant to Syarbini's explanation. A (2012) states that religious values are obedient attitudes and behavior in carrying out the teachings of the religion they adhere to, being tolerant of the implementation of other religions, and living in harmony with followers of other religions. This is confirmed by Notonegoro's opinion in Waluyo Bagja (2001) which defines the notion of religious values as divine values which contain human belief in God Almighty (Heri, 2020). The things that are analyzed are discussing the description of cultural values and religious values, in the story of the Malamang Tradition in Ulakan, Pariaman, West Sumatra.

4. Conclusion

Based on the research results that have been described, a conclusion can be drawn. This is intended so that the opinions that have been expressed in the discussion can become a general and universal opinion. Aspects of cultural values that exist in the story of the Malamang Tradition in Ulakan, Pariaman, West Sumatra are, cultural values in human relations with God, cultural values in human relations with society, cultural values in human relations with other humans, and cultural values in human relations with nature. . Aspects of religious values found in the research results, namely, Human

Relations with God God's Command, Human Relations with conscience or oneself, Human relations with the environment.

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Nilai Budaya dalam Novel “Orang-Orang Oetimu” Karya Felix K. Nesi: Kajian Antropologi Sastra

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Abstrak - Sastra merupakan wujud gagasan seseorang melalui pandangan terhadap lingkungan sosial yang berada di sekelilingnya dengan menggunakan bahasa yang indah. Sastra hadir sebagai perenungan terhadap fenomena yang ada. Penelitian ini bertujuan untuk mendeskripsikan nilai-nilai budaya yang terkandung dalam novel “Orang-orang Oetimu” karya Felix nesi. Sumber data dalam penelitian ini adalah kata atau kalimat yang terdapat dalam novel itu sendiri yang diperoleh melalui teknik catat serta pemilihan dialog sesuai dengan data penelitian. Berdasarkan analisis data, dapat dideskripsikan bahwa dalam novel tersebut ditemukan nilai-nilai budaya yang dijabarkan seperti berikut: (1) Nilai budaya dalam hubungan manusia dengan Tuhan meliputi nilai suka berdoa, berserah diri, menyerah pada takdir, nilai bersyukur; (2) Nilai budaya dalam hubungan manusia dengan alam, yakni nilai penyatuan dan pemanfaatan; (3) Nilai budaya dalam hubungan manusia masyarakat, yaitu nilai gotong royong; (4) Nilai budaya dalam hubungan manusia dengan orang lain. Yaitu nilai budaya suka menolong, kasih sayang, penyantun; dan (5) Nilai budaya dalam hubungan manusia dengan diri sendiri, meliputi nilai ketabahan, kerja keras, bertanggung jawab.

Kata kunci: Sastra, Antropologi Sastra, Nilai budaya

Abstract - Literature is a manifestation of one's ideas through a view of the social environment around him by using beautiful language. Literature is present as a reflection of existing phenomena. This study aims to describe the cultural values contained in the novel "Orang Oetimu" by Felix Nesi. Sources of data in this study are words or sentences contained in the novel itself obtained through note-taking techniques and dialogue selection according to the research data. Based on the data analysis, it can be described that the novel contains cultural values which are described as follows: (1) Cultural values in human relationship with God include the values of praying, surrendering, surrendering to destiny, the value of being grateful; (2) cultural values in human relations with nature, namely the value of unification and utilization; (3) Cultural values in human-community relations, namely the value of mutual cooperation; (4) Cultural values in human relations with other people. Namely the cultural value of helping, compassion, forbearance; and (5) cultural values in human relations with oneself, including the values of fortitude, hard work, responsibility.

Keywords: literature, literature anthropology, culture value

1. Pendahuluan

Sastra merupakan wujud gagasan seseorang melalui pandangan terhadap lingkungan sosial yang berada di sekelilingnya dengan menggunakan bahasa yang indah. Sastra hadir sebagai perenungan terhadap fenomena yang ada. Sastra adalah kesenian atau bagian dari kesenian yang bercabang-cabang (Sumardjo, 1982:18). Wujud dari gagasan itu bisa disampaikan dalam bentuk tulis atau lisan seperti cerpen, novel, drama, puisi, pantun, dan lirik lagu. Sastra mempunyai fungsi ganda yakni menghibur sekaligus bermanfaat bagi pembacanya, sastra menghibur dengan cara menyajikan keindahan dan memberikan makna kehidupan.

Sastra tidak lahir dalam kekosongan budaya (Teeuw, 1991: 56). Seperti halnya budaya, sejarah, dan kebudayaan, sastra juga merupakan bagian dari ilmu humaniora. Oleh karena itu, pengkajian sastra berfungsi untuk memahami aspek-aspek kemanusiaan dan kebudayaan yang terkandung dalam karya sastra. Melalui karya sastra pengarang berusaha memaparkan suka duka kehidupan yang dialami oleh dirinya sendiri atau orang lain. Selain itu, karya sastra juga menyuguhkan gambaran kehidupan yang menyangkut persoalan sosial budaya dalam masyarakat. Karya sastra sering dinilai sebagai objek yang unik dan seringkali sukar diberikan rumusan yang jelas dan tegas.

Salah satu bentuk karya sastra adalah novel. Novel merupakan refleksi dari kehidupan manusia yang dituangkan ke dalam bentuk karangan (prosa). Novel menceritakan tentang kehidupan manusia dengan lingkungannya dan bermacam-

macam konflik yang ada di dalamnya. Kelebihan novel adalah kemampuannya dalam menyampaikan permasalahan yang kompleks secara penuh (Nurgiyantoro, 2015:130). Oleh karena itu berhasil atau tidaknya sebuah karya sastra tergantung dari minat pembaca. Dalam hal ini peran pembaca sangatlah penting. Sastra dan kehidupan masyarakat mempunyai hubungan timbal balik antara yang satu dengan yang lainnya. Karya sastra yang penuh dengan nilai-nilai kemanusiaan akan memberi pengalaman baru dan membuka batin pembaca terhadap apa yang terjadi dalam masyarakat.

Dalam Kamus Besar Bahasa Indonesia (KBBI), Nilai budaya adalah konsep abstrak mengenai masalah dasar yang sangat penting dan bernilai dalam kehidupan manusia. Sistem nilai budaya merupakan tingkat yang paling tinggi dan paling abstrak dari adat-istiadat (Koentjaraningrat, 1990:190). Hal ini disebabkan karena nilai budaya itu merupakan konsep-konsep mengenai apa yang hidup dalam alam pikiran sebagian besar dari suatu masyarakat untuk menilai apa yang dianggap bernilai, berharga, dan penting dalam kehidupan masyarakat. Dengan demikian nilai budaya hanya berupa hal-hal yang bersifat positif. Mulyana dan Rakhmat (2005:27) menyatakan bahwa nilai-nilai dalam suatu budaya menampakan diri dalam perilaku para anggota budaya yang dituntut oleh budaya tersebut. Nilai-nilai ini disebut nilai-nilai normatif (ideal atau bersifat diinginkan).

Novel yang berjudul "Orang-Orang Oetimu" karya Felix K. Nesi, menceritakan tentang masalah kehidupan sosial masyarakat yang beraneka macam dengan segala kerumitannya yakni gereja, negara, dan tentara yang sangat berpengaruh besar dalam kehidupan sosial di daerah Oetimu, wiyalah Nusa Tenggara Timur. Selain itu novel tersebut juga mengisahkan tentang kekuasaan, cinta dan perjuangan dalam mempertahankan hidup, serta kebudayaan dengan beragam jenis dan isinya tentang manusia secara pribadi, maupun manusia dalam hubungannya dengan Tuhan, alam dan lingkungan hidupnya. Setelah melahirkan seorang anak ia meninggal tanpa sempat menamai anaknya, orang-orang menguburnya seperti kebiasaan mereka yaitu dengan doa katolik dan beberapa acara adat. Mereka mengadakan upacara kematian dan mendoakannya secara katolik agar tenang dan hidup damai di dalamnya. Novel tersebut menjadi pemenang pertama sayembara novel Dewan Kesenian Jakarta tahun 2018. Peneliti memilih novel "Orang-Orang Oetimu" untuk diteliti didasarkan oleh alasan yakni sebelum memilih peneliti telah membaca novel tersebut secara sekilas dan menemukan gambaran nilai-nilai budaya yang terdapat dalam novel tersebut, khususnya budaya timur.

Poyatos (dalam Endraswara, 2013: 3) menjelaskan bahwa antropologi sastra adalah ilmu yang mempelajari sastra berdasarkan penelitian antarbudaya. Nilai-nilai dalam novel dapat dikaji dengan antropologi sastra. Penelitian ini menggunakan antropologi sastra sebagai objek formal. Antropologi sastra menekankan pada analisis karya sastra yang didasarkan atas aspek-aspek kebudayaan yang terkandung dalam karya sastra itu sendiri Adapun alasannya digunakan kajian antropologi sastra karena novel "Orang-Orang Oetimu" ini memuat masalah kehidupan sosial masyarakat yang bermacam-macam. Masalah yang menarik dalam penelitian ini adalah peneliti lebih terfokus pada nilai-nilai kebudayaan yang terdapat dalam novel tersebut. Dalam kehidupan sehari-hari perwujudan nilai budaya dapat dilihat kenyataannya dalam bentuk perbuatan, misalnya nilai budaya yang berkaitan dengan hubungan manusia dengan Tuhan, hubungan manusia dengan alam, hubungan manusia dengan manusia lain, hubungan manusia dengan masyarakat dan nilai-nilai budaya dengan dirinya (Djamaris, dkk 1993:2). Nilai budaya yang terdapat di dalam novel tentu saja dapat dianalisis karena nilai budaya tersebut merupakan salah satu unsur ekstrinsik.

2. Metode

Metode yang digunakan dalam penelitian ini adalah metode deskriptif kualitatif. Metode deskriptif kualitatif adalah metode yang dilakukan dengan cara mengumpulkan data-data berupa kata-kata bukan angka-angka (Moloeng, 1993: 3). Ditinjau dari aspek di mana penelitian dilaksanakan, maka penelitian kepustakaan dianggap paling cocok memperoleh data dan informasi melalui buku-buku atau referensi yang relevan dengan objek penelitian ini. Peneliti memilih menggunakan metode deskriptif kualitatif karena dalam penelitian ini data yang dihasilkan berupa data deskriptif yang diperoleh dari tulisan, kata-kata yang berasal dari sumber atau informan yang diteliti.

Data dalam penelitian ini berupa dialog, kata-kata, kalimat serta peristiwa yang terjadi dalam Novel Orang-Orang Oetimu karya Felix K. Nesi. Sumber data yang digunakan dalam penelitian ini adalah Novel Orang-Orang Oetimu karya Felix K. Nesi. Diterbitkan oleh Marjin Kiri cetakan kedua, Tangerang selatan 2019, dengan tebal halaman 220, ukuran 14 x 20, 3 cm. Teknik penyediaan data atau pengumpulan data dalam penelitian ini adalah: (1) Membaca novel "Orang-orang Oetimu" karya Felix K. Nesi. Secara berulang-ulang dan memberi tanda pada bagian dalam novel yang mengandung nilai-nilai budaya. (2) Memilih dialog, kata-kata, kalimat serta peristiwa yang menjadi sumber data. (3) Mencatat peristiwa berupa dialog, kata-kata, kalimat penting dalam novel yang berkaitan dengan nilai budaya beserta faktor-faktor untuk mengetahui nilai budaya dalam novel tersebut yang terdapat pada setiap kata, kalimat dan paragraf dalam novel. Secara rinci teknik analisis data dalam penelitian ini adalah (1) Mengklasifikasikan atau mengkorpuskan data mengenai dialog, kata-kata dan kalimat yang berkaitan dengan nilai budaya, dalam novel orang-orang oetimu karya Felix K. Nesi. (2) Menginterpretasi nilai budaya yang telah diklasifikasikan. (3) Menguraikan atau mendeskripsikan berdasarkan tafsiran. (4) Menyimpulkan hasil analisis tentang nilai budaya yang terkandung dalam novel. Teknik yang digunakan dalam menganalisis data adalah informal. Teknik informal adalah pembahasan hasil penelitian dapat dilakukan dengan dua cara, yaitu dengan menggunakan metode formal dan metode informal. Metode formal adalah perumusan dengan tanda dan lambang-lambang. Metode informal adalah perumusan dengan kata-kata biasa. Dari kedua jenis

tersebut, yang digunakan dalam penelitian ini adalah metode informal karena dalam mengkajikan hasil penelitian hanya menggunakan kata-kata atau kalimat biasa.

3. Hasil dan Pembahasan

Berdasarkan teori yang dikemukakan oleh Djmaris, ddk. Nilai budaya yang dikelompokkan menjadi lima kategori yaitu (1) Nilai budaya hubungan manusia dengan Tuhan yaitu nilai ketakwaan, suka berdoa, menyerah pada takdir, berserah diri, bersyukur. (2) Nilai budaya hubungan manusia dengan alam, nilai yang menonjol dalam hubungan manusia dengan alam adalah nilai penyatuan dan pemanfaatan. (3) Nilai budaya hubungan manusia dengan masyarakat. Nilai yang menonjol dalam hubungan manusia dengan masyarakat adalah nilai budaya musyawarah, gotong royong, cinta tanah air, kepatuhan pada adat dan keadilan. (4) Nilai budaya hubungan manusia dengan orang lain. Nilai yang menonjol dalam hubungan manusia dengan orang lain adalah keramahan, dan kesopanaan, penyatuan/kasih sayang, menempati janji kesetiaan, kepatuhan terhadap orang tua, maaf-memaafkan, kebijaksanaan, suka menolong. (5) Nilai budaya hubungan manusia dengan diri sendiri, nilai yang menonjol dalam hubungan manusia dengan diri sendiri adalah harga diri, kerja keras, kerendahan hati, ketabahan bertanggung jawab dan menuntut ilmu.

Berdasarkan hasil analisis data, terdapat nilai budaya dalam novel "*Orang-Orang Oetimu*" karya Felix K. Nesi. Wujud kebudayaan tersebut dapat menjadi pelajaran bagi pembaca dan nilai-nilai itu dapat menjadi pengalaman bagi pembaca agar dapat lebih baik dalam menjalani kehidupan sehari-hari. Nilai budaya yang ditemukan dalam novel "*Orang-Orang Oetimu*" karya Felix K. Nesi yaitu (1) Nilai budaya dalam hubungan manusia dengan Tuhan meliputi nilai suka berdoa, berserah diri, menyerah pada takdir, nilai bersyukur. (2) Nilai budaya dalam hubungan manusia dengan alam, yakni nilai penyatuan dan pemanfaatan. (3) Nilai budaya dalam hubungan manusia masyarakat, yaitu nilai gotong royong. (4) Nilai budaya dalam hubungan manusia dengan orang lain. Yaitu nilai budaya suka menolong, kasih sayang, penyantun. (5) Nilai budaya dalam hubungan manusia dengan diri sendiri, ketabahan, kerja keras, bertanggung jawab.

Berdasarkan hasil penelitian yang ditemukan oleh penulis dalam novel "*Orang-Orang Oetimu*" karya Felix K. Nesi yakni nilai budaya. Nilai budaya yang terdapat dalam suatu novel merupakan sebuah hubungan yang dialami oleh setiap individu, baik itu hubungan dengan diri sendiri, alam sekitarnya, sesama masyarakat ataupun Tuhan, yang dikisahkan dalam sebuah novel. Implementasi nilai budaya terlihat pada tingkah laku anggota masyarakat yang mengikutnya, artinya nilai budaya sangat mempengaruhi perilaku manusia dalam kehidupannya sehari-hari. Dalam sebuah novel akan diungkapkan peristiwa atau kejadian yang dialami oleh manusia yang dirasakan oleh pengarang dan permasalahan yang mengisyaratkan sebuah realitas yang objektif sehingga orang tidak hanya melihat realitas akan tetapi berusaha memahami sebuah novel atas dasar imajinasinya. Maka dalam menganalisis novel "*Orang-Orang Oetimu*" karya Felix K. Nesi penulis berupaya mengungkapkan dan menemukan nilai budaya yang terdapat dalam novel tersebut. Analisis terhadap sebuah karya sastra membutuhkan kecermatan dan pemahaman yang dalam, hal ini dimaksudkan untuk memahami secara keseluruhan konflik yang diceritakan pengarang dalam karyanya tersebut. Oleh sebab itu, penulis mengupayakan untuk menemukan gambaran tentang nilai budaya yang terdapat dalam novel "*Orang-Orang Oetimu*" karya Felix K. Nesi, untuk dianalisis. Penulis menganalisis novel "*Orang-Orang Oetimu*" karya Felix K. Nesi, tersebut berdasarkan pendapatnya Djamaris, ddk yang mengungkapkan bahwa nilai budaya dikelompokkan menjadi lima pola hubungan, yaitu: (1) Nilai budaya dalam hubungan manusia dengan Tuhan. (2) Nilai budaya dalam hubungan manusia dengan alam. (3) Nilai budaya dalam hubungan manusia dengan masyarakat. (4) Nilai budaya dalam hubungan manusia dengan orang lain. (5) Nilai budaya dalam hubungan manusia dengan diri sendiri. Dengan pendapatnya Djamaris, ddk. Penulis dapat menguraikan nilai budaya yang terdapat dalam novel "*Orang-Orang Oetimu*" karya Felix K. Nesi sebagai berikut;

A. Hubungan Manusia dengan Tuhan

Sastrapratedja (dalam Djamaris, 1993: 3) menyatakan bahwa manusia pada dasarnya adalah *homo religious*, yaitu makhluk beragama. *Homo religious* adalah tipe manusia yang hidup dalam satu alam yang sakral, penuh dengan nilai-nilai religius dan dapat menikmati sakralitas yang ada dan tampak dalam semesta alam materi, alam tumbuh-tumbuhan, alam binatang, dan alam manusia. Nilai budaya dalam hubungan manusia dengan Tuhan yang terdapat dalam novel *Orang-Orang Oetimu* karya Felix K. Nesi meliputi nilai suka berdoa, berserah diri, menyerah kepada takdir, bersyukur. Data-data yang mewakili nilai budaya dalam hubungan manusia dengan Tuhan yang termasuk dalam nilai suka berdoa, berserah diri, menyerah pada takdir, dan bersyukur adalah sebagai berikut.

1. Suka berdoa

Berdoa merupakan salah satu perwujudan keimanan seseorang terhadap Tuhan yang Maha Esa. Dengan doa, seseorang berharap agar mendapatkan petunjuk dari-Nya. Dalam menghadapi permasalahan terutama permasalahan yang berkaitan dengan kekuasaan, ia akan mengadakan permasalahannya itu kepada Tuhan melalui permohonan doa dan mengharapkan petunjuk-Nya untuk mengatasi permasalahan yang dihadapi. Nilai budaya dalam hubungan manusia dengan Tuhan yang terdapat dalam novel "*Orang-Orang Oetimu*" karya Felix k.Nesi, meliputi nilai suka berdoa, berserah diri, bersyukur. Berikut kutipan yang mewakili nilai budaya dalam hubungan manusia dengan Tuhan, termasuk dalam nilai suka berdoa.

Maka saat pemerintahan revolusioner itu mengeluarkan kebijakan dekolonisasi, ia tak berhenti berdoa sambil menghubungi beberapa kenalannya, agar dikirimkan ke salah satu koloni di Afrika sana. Itu bisa membuat ia sedikit menjauh dari masalah tanpa kehilangan pekerjaannya (Nesi, 2019: 12).

Kutipan di atas menjelaskan bahwa di setiap kehidupan seseorang sering dipertemukan dengan berbagai masalah, baik itu masalah pribadi maupun masalah pekerjaan. Tokoh Julio dalam kutipan tersebut selalu ingat dan berdoa kepada Tuhan agar tempat kerjanya yang baru dapat sesuai dengan apa yang sudah ia rencanakan karena Julio tidak mau meninggalkan keluarganya sendirian oleh karena dalam keadaan seperti itu jangan lupa melibatkan Tuhan di dalamnya agar persoalan yang dihadapi dapat dipermudahkannya.

2. Berserah diri.

Nilai berserah diri kepada Tuhan merupakan salah satu wujud nilai dalam hubungan manusia dengan Tuhan. Berserah diri artinya pasrah kepada Tuhan, karena manusia menyadari bahwa nasibnya berada di dalam tangan penciptanya, yakni Allah sendiri. Nilai berserah diri atau takwa ini dapat dilihat pada kutipan berikut ini di mana pada saat Julio dan sekeluarganya dilanda masalah pemerintahan mereka di tahan dalam sebuah gedung yang besar dan dalam menghadapi situasi seperti itu istrinya Lena tidak lupa berdoa dan berserah diri kepada Tuhan.

Julio melihat beberapa orang fretilin berada diantara mereka, tetapi mereka tidak saling menyapa. Wajah-wajah ketakutan dan setiap orang hanya berbicara dengan keluarganya sendiri. Saat tidur di lantai yang dingin itu Julio mendengar istrinya berdoa, sesekali ditimpali oleh suara anaknya. Ia meyakinkan kedua perempuan itu bahwa mereka tidak akan kena celaka (Nesi, 2019: 23).

Pada saat Julio dan sekeluarganya dilanda masalah pemerintahan mereka di tahan dalam sebuah gedung yang besar dan tidur dilantai tanpa alas kasur, bantal kain panas, dalam menghadapi situasi seperti itu istrinya yang bernama Lena sempatkan diri berdoa menyerahkan sekeluarganya kepada Tuhan agar mereka terlindungi.

3. Menyerah kepada takdir

Sebagai makhluk religius manusia itu harus percaya kepada takdir Tuhan. Takdir merupakan suatu ketentuan yang datang dari Tuhan. Manusia harus meyakini ketentuan yang datangnya dari Tuhan. Berikut kutipan yang mewakili nilai budaya dalam hubungan manusia dengan Tuhan, meliputi nilai menyerah kepada takdir sebagai berikut.

Empat hari sesudah melahirkan, tanpa sempat menamai anaknya, perempuan itu mati. Orang-orang menguburkannya seperti kebiasaan mereka, yaitu dengan doa katolik dan beberapa upacara adat (Nesi, 2019: 52).

Dalam novel *"Orang-Orang Oetimu"* karya Felix K. Nesi mengisahkan tokoh perempuan yang bernama Laura sesudah ia melewati masa persalinan dan berkata kepada Am Siki biarkan saya bertemu dengan ayah, ibu. Am Siki yang selama ini sudah merawatnya dengan baik hingga yang melahirkan seorang anak laki-laki itu, hanya terdiam dan mengingat bahwa Laura bertahan hidup hanya untuk melahirkan, karena anak itu belum sempat diberi nama olehnya. Laura sudah menghembuskan nafsa terakhirnya, setelah itu orang-orang mengadakan upacara kematian dan mendoakan, mendiang yang sudah meninggal, agar tenang dan damai di alamnya.

4. Bersyukur

Rasa syukur merupakan rasa terima kasih seseorang kepada Tuhan karena telah memberikan rezeki kepada umatnya dengan penuh kemurahan hati-Nya. Bagi orang yang beriman dan bertakwa kepada Tuhan, dia tidak akan melupakan apa yang sudah Tuhan berikan itulah sebabnya sering ditemu seorang hamba mengucapkan rasa syukurnya kepada Tuhan. Berikut kutipannya dalam novel *"Orang-Orang Oetimu"* karya Felix K. Nesi.

Marilah kita bersyukur sebab kita tidak terlahir miskin. Betapa beruntungnya kita sebab telah diberkati oleh Tuhan dengan begini banyak kekayaan. Lihat ada banyak orang yang jauh lebih miskin daripada kita. Mereka adalah orang-orang yang tidak beruntung. Seandainya saja mereka mau bekerja lebih giat dan selalu rajin berdoa, tentu Tuhan juga memberkati mereka dengan kekayaan. Kasian sekali nasib mereka (Nesi, 2019: 95).

Dari kutipan tersebut menjelaskan, dalam menjalankan hidup setiap orang memiliki rejeki yang berbeda-beda, ada yang kaya adapula yang miskin akan tetapi jangan jadikan itu sebagai suatu masalah tetaplah bekerja keras, selalu bersyukur dengan apa yang dimiliki dan berdoa, meminta kepada Tuhan agar diperoleh rezeki yang berlimpah. Setelah beberapa minggu menuliskan proposal itu Romo Yosef mendapat banyak donasi dari berbagai pihak baik dari pengusaha yang jujur maupun tidak jujur, pejabat negara, maka Romo Yosef membenahi SMA Santa Helena mulai dari atap yang bocor, tembok yang retak, dinding bebak yang roboh semua diganti dengan gedung yang baru.

B. Hubungan Manusia dengan Alam

Koentjaraningrat (dalam Djamaris 1993:4) mengemukakan bahwa Alam merupakan kesatuan kehidupan manusia di mana pun dia berada. Lingkungan ini membentuk, mewarnai, atau pun menjadi objek timbulnya ide-ide dan pola pikir manusia. Oleh sebab itu, ada kebudayaan yang memandang alam itu sebagai suatu yang dasyat sehingga manusia pada hakikatnya hanya menyerah saja, tanpa berusaha melawannya. Sebaliknya, ada pula kebudayaan yang memandang alam sebagai suatu hal yang mestinya dilawan oleh manusia, manusia wajib untuk selalu berusaha menaklukkan alam. Di samping itu, ada pula kebudayaan lain yang menganggap bahwa manusia itu hanya bisa berusaha mencari keselarasan dengan alam. Dalam dunia mitis, manusia belum merupakan individu yang bulat, dia masih dilanda oleh gambaran-gambaran dan perasaan ajaib, yaitu diresapi oleh roh-roh dan daya kekuatan dari luar. Dia terpesona oleh alam ajaib itu, penuh teka-teki mengenai kesuburan, hidup, dan mati. Mau tidak mau dia harus mengakui bahwa ada sesuatu. Oleh sebab

itu, pada puncak kehidupannya manusia itu tidak dapat mengambil jarak terhadap alam. *Peursen (dalam Djamaris, 1993:187)*. Dalam novel *“Orang-Orang Oetimu”* karya Felix K. Nesi, terdapat kutipan yang mewakili adanya hubungan manusia dengan alam yang meliputi nilai penyatuan dan nilai pemanfaatan, sebagai berikut.

1. Penyatuan

Keluarganya percaya bahwa disuatu masa yang lampau, leluhurnya tercipta dari pohon lontar, dan seperti begitulah cara mati yang turun-temurun terjadi di dalam keluarganya. Ayahnya mati di naungan lontar, kakeknya mati di naungan lontar, buyutnya dan seterusnya sebab tercipta dari lontar maka mati terhempas dari pohon lontar adalah jalan pulang yang mulia untuk bersatu dengan leluhurnya. (Nesi, 2019:33)

Pada kutipan di atas menjelaskan tentang kepercayaan keluarga Am Siki kepada alam semesta dan semua kejadian yang terjadi hingga turun temurun dari generasi ke generasi baru. Terlihat jelas di masa lampau itu tentara Australia berdatangan ke pulau itu, Am Neno, Ayah Am Siki, jatuh dari pohon lontar dan mati. Am Siki sangat bersedih sebab kehilangan ayah kandungnya, tetapi Am Siki tidak menangis bencana itu karena Am Siki percaya adalah cara Tuhan mengambil nyawa seseorang melalui kematian seperti itu.

2. Pemanfaatan

Alam merupakan sumber kehidupan yang menyimpan kekayaan. Sebagai sumber kehidupan, manusia memanfaatkan alam baik itu flora, fauna, maupun yang lainnya. Antara alam dan manusia terjadi hubungan kecenderungan manusia mencoba menyesuaikan diri dengan alam. Penyesuaian itu terjadi dalam rangka pemanfaatan alam atau pendayagunaan alam sebagai sumber kehidupan. Data yang mewakili nilai budaya dalam hubungan manusia dengan alam dapat dilihat pada kutipan berikut.

Sepeninggalan ayahnya itu, Am siki hidup bersama kuda-kuda dan pohon-pohon lontar. Dengan talenta ia mengumpulkan nira dan mengolahnya menjadi sopi. Ia mengambil daun lontar dan menganyamnya menjadi berbagai-bagai benda. Setiap musim kemarau, ia juga masuk ke hutan dan mengambil lilin lebah, kayu cendana, dan sedikit emas. Benda-benda itu kemudian ia bawa kepada tuan-tuan portugis di oekusi, untuk ia tukar dengan garam, tembakau, selimut, atau parang baru. (Nesi, 2019:33)

Dari data di atas menunjukan bahwa dalam kehidupan sehari-hari manusia tidak terlepas dari alam yang ada di sekitarnya. Pohon lontar yang tumbuh subur merupakan hasil dari alam itu sendiri yang dapat dikelola dan menghasilkan sesuatu yang baru sesuai keinginan manusia. Dapat dilihat pada kutipan di atas bagaimana tokoh Am Siki memanfaatkan alam untuk kelangsungan hidupnya. Alam dapat membantu manusia dan memberikan manfaat yang sangat luar biasa kepada manusia dalam mempertahankan hidupnya di dunia.

C. Hubungan Manusia dengan Masyarakat

Koenjaraningrat (2012: 122) masyarakat merupakan kesatuan hidup manusia yang berinteraksi sesuai dengan sistem adat-istiadat tertentu yang sifatnya berkesinambungan dan terikat oleh suatu rasa identitas bersama. Manusia adalah makhluk sosial yang hidup berdampingan dan saling membutuhkan satu sama lain. Oleh sebab itu manusia memiliki naluri untuk hidup bermasyarakat. Salah satu bentuk hubungan manusia dengan masyarakat dalam novel *“Orang-Orang Oetimu”* karya Felix K. Nesi, adalah gotong royong, berikut kutipannya.

Hari itu, berbondong-bondonglah orang ke rumah Am Siki untuk melihat keajaiban itu. Mereka mencium hidung perempuan itu dan berdoa bagi kesehatan ia dan janinnya. Ada yang membawa kain dan ada yang membawa beras. Ada yang membawa buah, ayam, babi, dan berbagai hadiah lainnya. Orang-orang tua mengajak Laura berbicara untuk mengecek kembali kemampuan bahasa portokes mereka. Anak-anak berlarian di halaman dan ibu-ibu memasak bubur untknya. Pun Am Siki sempat kena gerutu, sebab ia membawa perempuan hamil itu di boncengan kuda tanpa pelana, melewati bukit dan sabana penuh monyet berahi, lalu meninggalkan ia sendirian di sungai penuh roh. “bagaimana kalau terjadi apa-apa kepada janinnya?” mereka bertanya. “Lalu di manakah ia harus membersihkan tubuhnya?” Am Siki balik bertanya.

Mereka pun membangun kamar mandi bagi perempuan itu. Tiangnya dari lamtoro dan dindingnya dari daun lontar. Sebuah tempayan baru diturunkan dari lopo kampung dan ditaruh di situ untuk menampung air. Sejak itu, rumah Am Siki menjadi ramai. Setiap hari, perempuan-perempuan datang untuk membikin makanan yang enak-enak, dan anak-anak datang untuk mengisi tempayang di kamar mandi itu. (Nesi, 2019:51)

Pada kutipan tersebut menunjukkan bahwa dalam kehidupan sehari-hari setiap individu. Manusia tidak dapat hidup sendirian tetapi membutuhkan orang lain untuk saling melengkapi satu sama yang lain. Kutipan tersebut menggambarkan dengan jelas bagaimana manusia dalam masyarakat tidak terlepas, dalam hal ini gotong royong di mana ketika Am siki bertanya di mana Laura akan membersihkan tubuhnya, seketika itu semua orang yang datang bertamu untuk melihat keadaan Laura baik orang dewasa maupun anak-anak bergegas membantu Am Siki mendirikan sebuah kamar mandi kecil dari pohon lontar dan mengisi air dalam tempayan yang mereka ambil dari lopo, dan mengajak Laura cara memasak, memintal rambut, menenun agar ia tidak diam yang akan membuat calon anaknya menjadi malas. Laura mendapat banyak perhatian dari warga kampung hingga membuat ia sangat bahagia.

D. Hubungan Manusia dengan Orang lain

Manusia adalah makhluk sosial yang sangat membutuhkan kehadiran orang lain dalam hidupnya, (Djamaris dkk, 1993: 6). Sebagai makhluk sosial dalam memecahkan sesuatu tidak terlepas dari campur tangan orang lain meskipun ada juga

yang bersifat pribadi. Misalnya dalam mencurahkan rasa kasih sayang seseorang membutuhkan kehadiran orang lain. Nilai budaya dalam hubungan manusia dengan orang lain adalah keramahan, dan kesopanaan, penyatuan/kasih sayang, suka menolong, menepati janji, kesetiaan, kepatuhan terhadap orang tua, maaf-memaafkan, dan kebijaksanaan. Nilai budaya yang terdapat dalam novel *"Orang-Orang Oetimu"* karya Felix K. Nesi, meliputi nilai suka menolong, dan kasih sayang. Berikut kutipannya.

1. Suka Menolong

Dengan matanya pula Am siki menenangkan perempuan itu, memberitahunya bahwa segalanya akan baik-baik saja. Lambat-lambat mata perempuan itu lemah, tubuhnya ikut lemah terkulai dan menanggis kembali. Namun kali ini tangisannya pelan dan haru; bahunya bergoyang, mulutnya lebar, tubuhnya lunglai. Am Siki mendekat dan memeluk tubuh perempuan itu, menopangnya agar tidak terjatuh. Dipelukan Am Siki makin deraslah air mata perempuan itu. (Nesi, 2019:44)

Kutipan tersebut menunjukkan bahwa tokoh Am Siki adalah sosok yang penyayang dan suka membantu orang lain. Ketika Am Siki turun dari kudanya dan melihat perempuan itu menangis menggerung-gerung di depan tokoh subur, dikelilingi oleh orang banyak itu jatuh ibalah Am Siki kepada perempuan itu dan menolongnya.

2. Kasih Sayang

Kasih sayang adalah perasaan yang lahir dari seseorang yang diberikan kepada orang lain (Djamaris, dkk 1993:49). Misalnya kasih sayang dari orang tua, kasih sayang dari sahabat, dan kasih sayang dari orang yang belum kita kenal tetapi mereka tulus mengasahi orang yang betul-betul membutuhkannya. Berikut kutipannya.

Saat ia tertidur, Am Siki melumuri tubuhnya dengan mamahan obat. Mamahan obat membuat lukanya mengering dan makanan dengan ramuan obat itu memulihkan kesehatannya. (Nesi, 2019:47)

Kutipan di atas menunjukkan bahwa sosok Am Siki merupakan orang yang begitu sangat peduli dengan orang lain yakni ketika Laura perempuan yang ditolongnya di depan tokoh subur mengalami sakit berat. Walaupun Am Siki belum tahu asal usul dari siperempuan, tetapi Am Siki merawatnya dengan penuh kasih sayang. Hari demi hari Am Siki merawat dan mengobati luka disekujur tubuh perempuan itu. Berkat Am Siki perempuan itu semakin hari luka disekujur tubuhnya mulai sembuh dan untuk pertama kalinya perempuan itu mengeluarkan suaranya ia menunjukkan bahwa Am Siki lah yang bisa memahami dirinya.

3. Penyantun

Menurut Kamus Besar Bahasa Indonesia (KBBI) arti kata penyantun adalah orang yang suka menaruh belas kasihan. Arti lain dari penyantun adalah orang yang suka menolong (membantu, memperhatikan kepentingan orang lain dan sebagainya). Maka dalam nilai budaya hubungan manusia dengan orang lain terdapat nilai penyantun, berikut data yang mewakili nilai budaya tersebut.

Selain memimpin misa, Romo Larensius juga selalu membagikan obat-obatan gratis kepada orang-orang sakit yang telah menunggu seminggu lamanya. Pembagian obat biasanya diakhiri dengan doa singkat bagi mereka yang keburu mati sebelum hari minggu. (Nesi, 2019:57)

Dalam kutipan di atas menunjukkan betapa baik seorang Romo dari kota yang selalu berkunjung ke kampung oetimu pada hari minggu untuk memimpin ibadah misa dan membagikan obat-obat kepada warga kampung setempat dan mengajari warga kampung agar bilang waktu sakit jangan hanya meminum ramuan herbal atau pergi ke dukun-dukun yang ada di kampung itu saja tetapi harus berdoa dan bersabar agar Tuhan memberkati, menyembuhkan segala macam sakit-penyakit yang diderita.

E. Hubungan Manusia dengan Diri Sendiri

Manusia diciptakan oleh Tuhan sebagai makhluk sosial dan makhluk individual. Sebagai makhluk individu manusia memiliki hak-hak yang bersifat pribadi yang harus dihargai oleh orang lain. Windagdh (dalam Djamaris, 1993:65) memaparkan bahwa manusia berbudaya itu mengenali dirinya, berunding dengan dirinya sendiri sehingga tidak tergantung secara mutlak dari kekangan dan tawaran dari sekeliling, dan menguasai dunia sekitar. Nilai budaya yang terdapat dalam novel *"Orang-Orang Oetimu"* karya Felix K. Nesi, meliputi nilai Ketabahan, Kerja keras, Bertanggung jawab. Berikut data yang mewakili.

1. Ketabahan/ menahan derita

Ketabahan diperlukan dalam menghadapi penderitaan atau bahaya. Setiap manusia pasti akan menemukan penderitaan dan cobaan. Untuk menanggulangi kedua hal itulah manusia dicoba apakah sanggup menhadapi cobaan dan penderitaan itu atau tidak, (Djamaris, ddk 1993:221). Nilai budaya dalam hubungan manusia dengan diri sendiri yang mengandung nilai ketabahan dapat dilihat pada data yang mewakili sebagai berikut.

Saat hari menjadi terang dan binatang hutan mulai ripuh, ia bangun dan berjalan kembali. Sehari-harian ia berjalan seperti orang kehilangan pikiran, terus berjalan ke barat mengikuti sungai kecil itu. Jika benar-benar lapar ia memetik dedaunan dan memakannya. Jika haus ia menunduk dan minum air sungai. Itulah ia ia lakukan selama berminggu-minggu kemudian. Ia berjalan sampai lelah lalu menepi untuk tidur. Ia makan apapun yang ia temui dan minum dari air sungai, tetapi sangatlah jarang ia merasa lapar. Semakin jauh ia berjalan tubuhnya semakin kurus dan perutnya semakin besar. Lalat mengerubungi ke mana ia pergi sebab luka-lukanya telah berubah menjadi borok. Tersebab tidur disembarangan tempat, daun kering dan tanah berlumur menempel di

kulit dan bajunya. Baju tidurnya yang belum ia ganti itu semula berwarna putih dengan motif boneka, kini berwarna hitam abudan compang-camping. Rambutnya kaku dan berbau dan ia menjadi sangat buruk rupa. (Nesi, 2019:27)

Kutipan di atas menunjukkan tokoh Laura yang begitu penderitaan. Saat ia dibebaskan dari penjara, awalnya ia dibebaskan dengan tujuan akan dibunuh tetapi tentara timor yang bertugas menangani Laura melepaskan ia dan menyuruh ia membunuh diri sendiri sebab di mata tentara itu Laura sudah tidak memiliki kekuatan untuk bertahan hidup, Laura pun bergegas meninggalkan mobil dan sitentara ia berjalan melewati sabana. Hari-hari yang ia lewati sangatlah buruk karena ia tidak tahu mau berjalan ke mana ia hanya bisa tidur di bawah pohon lontar dan memakan makan seadanya seperti binatang-binatang yang hidup di hutan. Laura yang dulu hidup dengan kemewahan tidur di kasur yang empung kini terlantar seorang diri di dalam hutan, meskipun begitu ia tetap mempertahankan hidupnya dan melanjutkan perjalanan menuju barat melalui sungai kecil dan ia timba di sebuah perkampungan kecil.

2. Kerja Keras

Am Siki adalah pemuda yang selalu ada dalam cerita dongeng. Sebatang kara, kuat, gesit, dan pekerja keras. Ia bisa mengiris malai dari dua belas pohon lontar hanya dalam waktu dua linting tembakau. Ia bisa menunggang kuda di tengah malam buta. Ia tidak pernah mendapat sial sebab selalu disertai oleh leluhurnya. (Nesi, 2019: 33)

Di musim ketika malai lontar menjulur dengan gemuknya, Am Siki naik ke tiap-tiap pohon, mengiris malai dan menampung niranya. Dua belas pohon itu memberinya lebih dari lima tabung bambu penuh nira setiap hari. Ada yang ia suling menjadi sopi, ada yang ia bikin menjadi gula. Sering tidak ia apa-apakan, tetapi ia membagikan perdeo saja kepada anak-anak kampung. Anak-anak dengan senang hati meminumnya dan berlagak mabuk, menirukan orang laki-laki yang berani menarik cinta lantaran mabuk. Di musim ketika tak ada malai, Am siki mengambil daun-daun lontar dan mengubahnya menjadi kertas tembakau, tikar, bakul dan berbagai beda lain. Benda-benda itu juga sering ia bagikan perdeo saja kepada anak-anak. (Nesi, 2019:41)

Dari kutipan di atas terlihat jelas bahwa sosok Am Siki bukanlah seorang yang pemalas, sebagai pemuda sebatang kara ia sangat giat dalam melakukan pekerjaannya mengiris malai dan sangat pemberani menunggang kuda saat melakukan pekerjaannya itu di tengah malam yang buta. Semua itu Am Siki lakukan untuk mempertahankan kelangsungan hidupnya di kampung yang bernama Oetimu.

3. Bertanggung Jawab

Sementara Laura berendam, Am Siki mengurus pohon-pohon lontarnya yang tidak jauh di bagian selatan sungai; mengosongkan tabung yang telah penuh dan mengisi lagi ujung malai agar nira mengalir dengan lancar. (Nesi, 2019:50)

Kutipan di atas menunjukkan, bahwa tokoh Am Siki sangat bertanggung jawab terhadap apa yang sedang yang lakukan yakni ketika Laura berendam diri di sungai tokoh Am Siki tidak lupa dengan pekerjaan pokoknya yaitu mengurus pohon lontar, menggantikan tabung yang sudah terisi nira, setelah itu Am Siki kembali menemui Laura dan membawakan selembar kain untuk diberikan kepada Laura, Am Siki melakukan semuanya dengan rasa tanggung jawab. Menunjukkan rasa tanggung jawabnya terhadap Laura dan Pekerjaannya sendiri.

4. Simpulan

Berdasarkan hasil analisis yang telah diuraikan pada bab IV, dapat disimpulkan bahwa *novel "Orang-Orang Oetimu"* karya Felix K. Nesi, mengandung nilai-nilai kebudayaan. Analisis dengan menggunakan teori kebudayaan yang dipaparkan oleh Djarmis, dkk. novel *"Orang-Orang Oetimu"* karya Felix K. Nesi mengandung lima kategori kebudayaan yaitu (1) Nilai budaya dalam hubungan manusia dengan Tuhan meliputi nilai suka berdoa, berserah diri, menyerah pada takdir, nilai bersyukur. (2) Nilai budaya dalam hubungan manusia dengan alam, yakni nilai penyatuan dan pemanfaatan. (3) Nilai budaya dalam hubungan manusia masyarakat, yaitu nilai gotong royong. (4) Nilai budaya dalam hubungan manusia dengan orang lain. Yaitu nilai budaya suka menolong, kasih sayang, penyantun. (5) Nilai budaya dalam hubungan manusia dengan diri sendiri, meliputi nilai ketabahan, kerja keras, bertanggung jawab.

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Prosedur Pengajuan Klaim Jaminan Kecelakaan Kerja (JKK) Di PT Taspen (Persero) Kantor Cabang Denpasar

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Abstrak – Penelitian ini bertujuan untuk mengetahui syarat-syarat, prosedur dan hambatan-hambatan dan solusi dalam pengajuan klaim jaminan kecelakaan kerja. Obyek penelitian ini adalah Prosedur Pengajuan Klaim Jaminan Kecelakaan Kerja (JKK) di PT Taspen (Persero) Kantor Cabang Denpasar. Penelitian ini menggunakan data primer dari pertanyaan yang diajukan kepada pegawai, informasi dari website taspen dan data sekunder dari buku pedoman, jurnal yang berhubungan dengan hasil penelitian. Teknik pengumpulan data ada 3 yaitu metode observasi pengumpulan data dari pengamatan secara langsung, metode wawancara mengajukan pertanyaan ke pegawai secara langsung atau tidak langsung, metode studi dokumen mengumpulkan data dari buku yang berkaitan dengan penelitian. Penelitian ini menggunakan Teknik analisis data deskriptif kualitatif dimana penulis menguraikan dan memaparkan secara lengkap syarat-syarat, prosedur, hambatan dan solusi dalam Pengajuan Klaim Kecelakaan Kerja. Hasil penelitian ini dapat disimpulkan bahwa Prosedur Pengajuan klaim Jaminan Kecelakaan Kerja (JKK) Di PT Taspen (Persero) Kantor Cabang Denpasar itu bagi menjadi 3 (tiga) yaitu, Perawatan, Santunan dan Tunjangan Cacat. Dari ketiga bagian tersebut semuanya hampir sama prosedur pengajuan klaimnya yaitu: Dalam waktu 3 x 24 jam sejak terjadinya kecelakaan menerima informasi kecelakaan dari Peserta/Ahli Waris/Instansi/Jasa Raharja atau BPJS kesehatan, data direkam di dalam aplikasi sampai proses Pengajuan klaim: rumah sakit mengajukan klaim ke Taspen (jika memiliki Perjanjian Kerjasama) dan peserta yang mengajukan klaim ke Taspen (jika rumah sakit tidak memiliki perjanjian kerjasama).

Katakunci: Prosedur Pengajuan Klaim Program Jaminan Kecelakaan Kerja (JKK) Di PT Taspen (Persero) Kantor Cabang Denpasar

1. Pendahuluan

Pada dasarnya dalam kehidupan ini tidak selamanya manusia dapat bekerja dan menghasilkan suatu karya, karena umur dan produktivitas manusia mempunyai batas. Dalam hal ini asuransi merupakan bentuk manajemen risiko utama yang digunakan untuk menghindari kemungkinan terjadinya kerugian yang tidak tentu. Disamping itu asuransi juga memiliki tujuan utama mengalihkan resiko (tertanggung) yang ditimbulkan oleh peristiwa-peristiwa (yang tidak diharapkan terjadi) kepada orang lain (penanggung). Manfaat asuransi adalah menciptakan rasa aman dapat terhindar dari berbagai resiko.

Dimana resiko adalah ketidakpastian yang berkaitan dengan kerugian. Kita menyadari hidup pasti ada resikonya dan serta asuransi juga mempunyai peran yang cukup besar dalam rangka memberikan jaminan serta memperkecil risiko yang mungkin terjadi akibat dari aktivitas yang terjadi dalam suatu pekerja di perusahaan

Dalam melakukan pengajuan klaim sering terjadi masalah yang dialami oleh pegawai atau aparatur sipil negara seperti, kurangnya pengertian oleh pihak tertanggung di dalam proses dan persyaratan prosedur pengajuan klaim jaminan kecelakaan kerja misalnya dalam ketidaklengkapan berkas dan ketidaktauhan kerjasama yang dilakukan taspen dengan rumah sakit.

Dari Permasalahan tersebut Taspen memberikan solusi yang dapat meringankan beban penderitaan melalui program Jaminan Kecelakaan Kerja (JKK) adalah suatu program perlindungan atas resiko kecelakaan kerja atau penyakit akibat kerja berupa perawatan, santunan dan tunjangan cacat. Adapun Peserta dari Jaminan Kecelakaan Kerja (JKK) yaitu, Calon PNS dan PNS kecuali PNS Departemen Pertahanan Keamanan, Pegawai Pemerintah dengan Perjanjian Kerja (PPPK), Pejabat Negara dan Pimpinan atau Anggota DPRD.

2. Metode

Pada penelitian ini menggunakan 4 metode penelitian. Adapun metode penelitian tersebut sebagai berikut:

Lokasi Penelitian

Penelitian ini dilakukan di PT Taspen (Persero) Kantor Cabang Denpasar. Jl. Raya Puputan No. 23 Dangin Puri Kelod, kecamatan Denpasar Timur, Kota Denpasar, Bali 80234.

Obyek Penelitian

Prosedur Pengajuan Klaim Program Jaminan kecelakaan Kerja (JKK) Di PT Taspen (Persero) Kantor Cabang Denpasar, Bali

Data Penelitian

Jenis Data

Jenis data yang digunakan adalah Data Kualitatif yaitu Data yang hanya digambarkan dengan kata-kata atau uraian tentang objek yang diteliti dan tidak dapat dihitung biasanya berupa keterangan-keterangan mengenai masalah yang diteliti seperti persyaratan dan prosedur pengajuan klaim jaminan kecelakaan kerja.

Sumber Data

Yang menjadi sumber data penelitian Prosedur pengajuan Klaim Jaminan Program kecelakaan Kerja (JKK) Di PT Taspen (Persero) Kantor Cabang Denpasar, Bali adalah Data Primer dan Data Sekunder

1. Data Primer

Data Primer yaitu data yang diperoleh secara langsung dari perusahaan tempat diadakannya penelitian ini, terutama pada bagian layanan berupa data mengenai persyaratan dan prosedur pengajuan klaim, data kebijakan dari perusahaan serta informasi program jaminan kecelakaan kerja dari website Taspen.

2. Data Sekunder

Data Sekunder yaitu data yang diperoleh secara tidak langsung yang dikumpulkan dari berbagai sumber di luar perusahaan seperti buku-buku, yang berhubungan dengan penyusunan laporan hasil penelitian.

a. Teknik Pengumpulan Data

Metode pengumpulan data yang digunakan penulis dalam memperoleh data-data dalam penyusunan Tugas Akhir ini disusun sesuai dengan Praktek Kerja Lapangan di PT Taspen (Persero) Kantor Cabang Denpasar, Bali yakni sebagai berikut :

a. Metode Observasi

Yaitu pengumpulan data melalui pengamatan secara langsung dan ikut terjun langsung, mempraktekan dan mempelajari Prosedur Pengajuan Klaim Program Jaminan kecelakaan Kerja (JKK) Di PT Taspen (Persero) Kantor Cabang Denpasar, Bali.

b. Metode Wawancara

Yaitu metode pengumpulan data dengan cara mengajukan pertanyaan secara tidak terstruktur secara langsung dan terbuka (Lampiran1) kepada staf atau karyawan yang terkait dengan Prosedur pengajuan Klaim Program Jaminan kecelakaan Kerja (JKK) Di PT Taspen (Persero) Kantor Cabang Denpasar.

c. Metode Studi Dokumen

Yaitu mengumpulkan data melalui teknik mengumpulkan, mencari, membaca dan mengambil dari sumber-sumber atau buku/dokumen yang berkaitan dengan pengajuan Klaim Program Jaminan kecelakaan Kerja (JKK) Di PT Taspen (Persero) Kantor Cabang Denpasar.

4. Teknik Analisis Data

Dalam menganalisis data yang didapat, metode analisis yang digunakan dalam menyusun Proposal Tugas Akhir ini yaitu Metode Analisis Deskriptif Kualitatif dimana penulis menguraikan dan memaparkan secara lengkap syarat-syarat, prosedur, hambatan dan solusi dalam Pengajuan Klaim Kecelakaan Kerja yang akan disusun menjadi Prosedur Pengajuan Klaim Program Jaminan kecelakaan Kerja (JKK) Di PT Taspen (Persero) Kantor Cabang Denpasar, Bali.

3. Hasil dan Pembahasan

Berdasarkan hasil wawancara dan observasi yang dilakukan peneliti, bahwa Prosedur Pengajuan Klaim Jaminan Kecelakaan Kerja (JKK) Di PT Taspen (Persero) Kantor Cabang Denpasar Bali sebagai berikut:

Dalam waktu 3 x 24 jam sejak terjadinya kecelakaan menerima informasi kecelakaan dari Peserta/Ahli Waris/Instansi/Jasa Raharja atau BPJS kesehatan, data direkam di dalam aplikasi. Melakukan pengecekan data peserta untuk memastikan status kepesertaan. Melakukan konfirmasi: Dengan instansi peserta untuk memastikan kecelakaan kerja. Melakukan investigasi dan hasilnya dituangkan dalam Berita Acara Investigasi. Apabila terduga kecelakaan kerja, maka: Arahkan perawatan di rumah Sakit/Faskes yang telah bekerjasama dengan Taspen dan/ atau BPJS Kesehatan, Taspen akan menerbitkan Penetapan Kecelakaan Kerja (PKK). Apabila dirawat pada Rumah Sakit/Faskes yang telah memiliki Perjanjian Kerjasama (PKS) dan dalam waktu 3 (tiga) hari kerja sejak masuk masa perawatan dan diyakini benar merupakan kecelakaan kerja, maka diterbitkan Surat jaminan: Sebagai jaminan perawatan, santunan dan tunjangan cacat bagi peserta yang mengalami kecelakaan kerja dengan tembusan ke BPJS Kesehatan yang menyatakan bahwa PT Taspen (Persero) menjamin biaya perawatan, santunan dan tunjangan cacat, Sebagai jaminan perawatan setelah melebihi batas tarif tanggungan Jasa Raharja bagi peserta yang mengalami kecelakaan lalu lintas.

Koordinasi dengan Jasa Raharja untuk menerbitkan Surat Jaminan Jasa Raharja dan membuat tembusan ke Kantor Cabang PT Taspen apabila kecelakaan kerja merupakan kecelakaan lalu lintas. Dalam hal peserta dirawat di Rumah Sakit/Faskes yang tidak bekerja sama dengan Taspen namun bekerja sama dengan BPJS Kesehatan, maka: BPJS Kesehatan menerbitkan Surat Eligibilitas Peserta dan menanggung biaya perawatan terlebih dahulu sesuai dengan ketentuan BPJS Kesehatan, Taspen menerbitkan Surat Kepastian Jaminan yang ditujukan kepada BPJS Kesehatan yang akan digunakan sebagai dasar penggantian biaya, Memverifikasi dan memproses tagihan klaim dari BPJS Kesehatan berdasarkan sistem pembiayaan INS CBG's dan fasilitas sesuai iuran peserta yang dibayarkan dalam Jaminan Kesehatan Nasional.

Apabila diperoleh kepastian atau bukti bahwa kecelakaan terduga kecelakaan kerja ternyata bukan merupakan kecelakaan kerja maka Taspen menerbitkan Surat Pernyataan Tidak Menjamin. Dalam hal peserta yang dirawat di fasilitas kesehatan yang tidak bekerja sama dengan Taspen dan BPJS Kesehatan maka biaya perawatan tidak ditanggung oleh PT Taspen (Persero). Pengajuan klaim: rumah sakit mengajukan klaim ke Taspen (jika memiliki Perjanjian Kerjasama) dan peserta yang mengajukan klaim ke Taspen (jika rumah sakit tidak memiliki perjanjian kerjasama).

4. Simpulan

Sesuai dengan pembahasan yang telah dibahas dari mengenai Prosedur Pengajuan Klaim Jaminan Kecelakaan Kerja (JKK) Di PT Taspen (Persero) Kantor Cabang Denpasar, maka dapat ditarik kesimpulan sebagai berikut: Prosedur Pengajuan klaim Jaminan Kecelakaan Kerja (JKK) Di PT Taspen (Persero) Kantor Cabang Denpasar itu bagi menjadi 3 (tiga) yaitu, Perawatan, Santunan dan Tunjangan Cacat. Dari ketiga bagian tersebut semuanya hampir sama prosedur pengajuan klaimnya yaitu Dari terjadinya kecelakaan menerima informasi kecelakaan dari Peserta/Ahli Waris/Instansi hingga tahap terakhir pengajuan klaim yang dilakukan rumah sakit jika memiliki perjanjian kerjasama dengan taspen dan jika tidak memiliki perjanjian peserta mengajukan klaim ke taspen.

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Prosedur Rekrutmen Karyawan Pada *Human Resources Department* Di Bali Paragon Resort Hotel Jimbaran

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Abstrak – Penelitian ini bertujuan untuk mengetahui bagaimana prosedur rekrutmen karyawan pada *human resources department* di Bali Paragon Resort Hotel Jimbaran, apa saja kendala dan solusi yang diberikan dalam prosedur rekrutmen karyawan. Objek penelitian ini adalah bagaimana prosedur rekrutmen karyawan pada *human resources department* di Bali Paragon Resort Hotel Jimbaran. Penelitian ini menggunakan data primer dari hasil wawancara dengan Human Resources Manager serta data sekunder seperti berkas-berkas administrasi yang mendukung kelengkapan sesuai syarat-syarat. Teknik pengumpulan data dari penelitian ini ada 3 yaitu wawancara dengan mengajukan beberapa pertanyaan, observasi dengan datang dan melihat langsung bagaimana proses rekrutmen karyawan, dan studi dokumen dengan mengkaji berkas-berkas hasil dari dokumentasi data perusahaan untuk memperoleh data dan informasi yang berupa laporan. Penelitian ini juga menggunakan teknik analisis data deskriptif kualitatif

Katakunci: prosedur, rekrutmen karyawan, *Human Resources Department*

1. Pendahuluan

Sumber Daya Manusia merupakan salah satu faktor penting bagi perusahaan. Selain itu sumber daya manusia dikatakan sebagai salah satu kunci bagi perusahaan sebagai penggerak, pemikir dan perencana dalam mencapai tujuan. Sumber daya manusia yang berkualitas akan memberikan suatu keuntungan tersendiri bagi perusahaan dimana sumber daya manusia tersebut merupakan pelaku dari keseluruhan kegiatan baik dari tingkat perencanaan sampai dengan evaluasi yang dimana diharapkan mampu memanfaatkan sumber daya lain yang dimiliki organisasi atau perusahaan. Menurut Marwansyah (2014: 3) Manajemen Sumber Daya Manusia adalah penyalagunaan sumber daya manusia di dalam organisasi yang dilakukan melalui fungsi-fungsi perencanaan sumber daya manusia, rekrutmen dan seleksi, pengembangan karir, pemberian kompensasi dan kesejahteraan, keselamatan dan kesehatan kerja, dan hubungan industrial. Kualitas dari sumber daya manusia dapat sangat mempengaruhi dalam kemajuan suatu perusahaan atau organisasi. Dengan kata lain sumber daya manusia merupakan salah satu aset yang paling penting bagi perusahaan. Untuk itu dalam mencapai tujuan perusahaan selain sumber daya manusia yang berkualitas juga perusahaan diharapkan mampu untuk mengelola sumber daya manusia yang dimiliki sebaik mungkin.

Untuk mendapatkan karyawan yang berkualitas maka setiap perusahaan menjalankan sistem rekrutmen karyawan yang tepat. Menurut Kasmir (2016) Rekrutmen adalah kegiatan untuk menarik sejumlah pelamar agar tertarik dan melamar ke perusahaan sesuai dengan kualifikasi yang diinginkan. Rekrutmen merupakan salah satu hal yang paling penting untuk mendapatkan karyawan baru untuk menyempurnakan suatu perusahaan tanpa karyawan perusahaan tidak akan bisa berjalan dengan baik. Kegiatan rekrutmen didasarkan pada perencanaan sumber daya manusia, karena dalam rencana tersebut telah ditetapkan berbagai persyaratan yang harus dipenuhi oleh orang yang ingin bekerja dalam suatu organisasi yang bersangkutan artinya, dengan berdasarkan pada rencana sumber daya manusia, preferensi para manager, para pencari tenaga kerja akan memiliki gambaran yang lengkap tentang tuntutan pekerjaan yang harus dipenuhi oleh tenaga kerja baru atau karyawan baru.

Disetiap perusahaan pasti memiliki prosedur rekrutmen karyawan untuk mendapatkan sumber daya manusia yang berkualitas bagi perusahaan selama prosedur rekrutmen karyawan dilaksanakan, perusahaan diharapkan dapat menyeleksi calon karyawan sesuai dengan syarat dan keahlian karyawan yang dibutuhkan oleh perusahaan. Dengan

adanya rekrutmen karyawan, diharapkan sumber daya manusia yang diperoleh perusahaan dapat berperan banyak dalam mewujudkan tujuan suatu perusahaan.

Human Resources Department merupakan salah satu departemen yang bertanggung jawab mengenai Sumber Daya Manusia (SDM) dan memastikan perusahaannya mendapatkan karyawan-karyawan terbaik. Selain itu *human resources department* merupakan pihak yang dinilai paling bertanggung jawab untuk mengelola proses rekrutmen calon karyawan baru. Selanjutnya *human resources* bertugas memaksimalkan kemampuan terbaik karyawan tersebut untuk melaksanakan tugasnya masing-masing.

Bali Paragon Resort Hotel Jimbaran merupakan salah satu hotel bintang 4 yang berlokasi di Jalan Raya Kampus Udayana, Jimbaran. Bali Paragon Resort Hotel ini dapat dikatakan sebagai salah satu tempat yang sukses dalam menjalankan usahanya. Hotel ini juga memberikan pelayanan fasilitas penginapan, *kidclub*, *restaurant*, *meeting room*, *spa*, *swimming pool*, *business center* serta *gym* yang dibuka setiap hari. Sebagai salah satu hotel yang cukup terkenal sudah pasti dalam mengembangkan usahanya Bali Paragon Resort Hotel Jimbaran memerlukan karyawan baru sesuai dengan kebutuhan untuk mencapai tujuan perusahaan. Namun terjadi masalah pada rekrutmen karyawan pada sumber internal dan eksternal di Bali Paragon Resort Hotel Jimbaran yaitu pada sumber internal banyak karyawan yang ingin dipromosikan jabatannya karena merasa pantas untuk menduduki jabatan tersebut Sedangkan pada sumber eksternal yaitu proses rekrutmen yang kurang berjalan efektif dan efisien dimana pengumuman dan proses seleksi yang cukup lama dikarenakan surat lamaran yang masuk ke email Bali Paragon Resort Hotel Jimbaran tidak disertakan keterangan dengan penulisan posisi/jabatan pada berkas lamaran yang dikirimkan pelamar. Hal ini membuat *human resources officer* membutuhkan waktu untuk mengecek dan mengelompokkan dokumen pelamar. Maka dari itu mengakibatkan proses rekrutmen yang dilakukan oleh *Human Resources Department* belum sepenuhnya berjalan dengan baik.

2. Metode Penelitian

Lokasi Penelitian: penelitian ini dilaksanakan di Bali Paragon Resort Hotel Jimbaran, yang beralamat di Jalan Raya Kampus Udayana, Jimbaran, Kec Kuta Selatan, Kabupaten Badung, Bali 80361. Adapun objek penelitian dalam penyusunan penelitian ini adalah Prosedur Rekrutmen Karyawan Pada *Human Resources Department* di Bali Paragon Resort Hotel Jimbaran.

Data Penelitian: Jenis data yang digunakan dalam penelitian ini adalah jenis data kualitatif. Data kualitatif yaitu data yang berupa keterangan-keterangan, informasi atau uraian-uraian yang ada berhubungan dengan topik penelitian baik dari perusahaan maupun dari sumber-sumber lainnya. Adapun dari sumber data yang dipergunakan dalam penelitian ini adalah data primer dan data sekunder.

- a) Data Primer: Data primer adalah sumber data penelitian yang diperoleh secara langsung dari sumber tempat penelitian berlangsung yang dimana berupa wawancara, jajak pendapat dari individu atau sekelompok (orang) maupun hasil observasi dari suatu obyek, kejadian atau hasil pengujian (benda). Data primer dalam penelitian ini bersumber dari wawancara terhadap HRD Bali Paragon Resort Hotel Jimbaran.
- b) Data Sekunder: Data Sekunder merupakan data yang diperoleh secara tidak langsung dari perusahaan seperti buku-buku atau literature literature yang berhubungan dengan masalah yang akan dibahas, seperti sejarah berdirinya perusahaan/insitusi, serta buku-buku mengenai pengertian Manajemen Sumber Daya Manusia.

Adapun metode pengumpulan data yang digunakan yaitu observasi, wawancara, dan studi dokumen. Observasi: Dalam proses pengumpulan data penulis mengobservasi segala peristiwa yang berkaitan dengan perekrutan karyawan secara langsung pada *Human Resources Department* di Bali Paragon Resort Hotel Jimbaran. Wawancara: Wawancara merupakan Teknik pengumpulan data dimana data tersebut didapat berdasarkan tatap muka antara penulis dengan *Human Resources Department* (HRD) Bali Paragon Resort Hotel Jimbaran. Studi Dokumen: Pengumpulan data atau informasi yang dilakukan dengan cara membaca dokumen baik *softcopy* maupun *hardcopy* atau sumber yang berkaitan dengan masalah yang diteliti.

Teknik analisa data yang digunakan dalam penyusunan tugas akhir ini yaitu teknik analisa deskriptif kualitatif dengan memaparkan dan menguraikan keterangan-keterangan atau data yang dikumpulkan.

3. Hasil dan Pembahasan

Adapun prosedur Rekrutmen karyawan pada *Human Resources Departmen* Di Bali Paragon Resort Hotel Jimbaran yaitu:

3.1 Permintaan Karyawan Baru: Langkah awal yang dilakukan setiap bagian departemen yang membutuhkan karyawan akan mengajukan permintaan karyawan kepada *Human Resources Department* dengan mengisi PRF (*Personnel Request Form*) secepatnya agar diproses. Selanjutnya kepala HRD untuk mengecek *budget* karyawan yang dibutuhkan yang diberikan oleh setiap *department head* dengan membandingkan perencanaan *manpower planning*. *Manpower planning* yaitu penyusunan rencana tenaga kerja beserta anggaran biayanya yang dibutuhkan perusahaan untuk mencapai tujuan.

3.2 Membuka Lowongan Pekerjaan:

- a) Sumber dari dalam Hotel/Perusahaan

Untuk meningkatkan kesempatan rekrutmen dari dalam, kepala departemen HRD akan memasang iklan lowongan pekerjaan di dalam *notice board*. Salah satu fungsi utama dari kepala departemen HRD adalah memaksimalkan

karyawan internal yang akan menduduki posisi yang kosong sebelum mencari dari luar perusahaan. Dalam hal ini *Department Head* dapat merekomendasikan karyawan dari departemen yang bersangkutan untuk dipromosikan.

b) Sumber dari luar Hotel/Perusahaan

Bila tidak ada kandidat dari dalam perusahaan, maka kepala departemen HRD akan memilih iklan lowongan pekerjaan gratis di internet untuk mengurangi biaya perusahaan. Lowongan pekerjaan gratis yang dimaksud adalah memposting iklan pencarian kerja di HHRMA (*Hotel Human Resources Managers Association*). Dalam hal ini *Human Resources Department* Bali Paragon Resort Hotel Jimbaran memasang iklan dengan mencantumkan mengenai posisi yang dicari, job spesifikasi/deskripsi pekerjaan, alamat untuk mengirim lamaran dan tanggal terakhir penerimaan lamaran.

Lamaran Masuk: Pada saat iklan lowongan pekerjaan terpasang dan tersebar maka, pelamar akan mengirimkan surat lamaran dan data pelamar ke perusahaan, kemudian pihak *human resources department* akan memeriksa isi dari lamaran tersebut apakah sesuai dengan posisi yang dicari oleh perusahaan.

3.3 Seleksi Administrasi

Seleksi administrasi adalah salah satu kegiatan yang dilakukan oleh *Human Resources Department* di dalam usaha penerimaan karyawan dengan cara menilai surat-surat yang masuk dari pelamar. Salah satu tugas lain dari *Human Resources Officer* memberikan penilaian terhadap lamaran serta kelengkapan dokumen seperti: a) Surat Lamaran, b) *Curriculum Vitae* (CV), c) Foto copy ijazah dan transkrip nilai pendidikan terakhir, d) Foto copy KTP, e) Pas Foto ukuran 3x4 sebanyak 2 lembar, f) Surat keterangan pengalaman kerja atau keahlian khusus.

3.4 Melakukan

Tahap selanjutnya yaitu tes tulis dan wawancara. Adapun 3 tahapan wawancara yang harus ditempuh oleh calon karyawan baru yaitu: a) Wawancara oleh *Human Resources Manager*, pada *Human Resources* pelamar akan dinilai mengenai sikap, penampilan, pengetahuan umum, dan kemampuan pelamar. b) Wawancara oleh atasan secara langsung pada bagian yang bersangkutan, pelamar akan dinilai mengenai kualifikasi, kemampuan bekerja, pengetahuan mengenai bidang pekerjaan yang akan diisi oleh pelamar dan sikap. Wawancara oleh *General Manager*, tahap ini merupakan tahapan wawancara terakhir proses wawancara. General Manager hanya ingin mengetahui nama serta latar belakang si pelamar.

Tes Kesehatan: Tes Kesehatan ini dilakukan untuk melihat dengan jelas kondisi fisik calon karyawan. Tujuan untuk mencegah akan memperoleh tenaga kerja yang sering sakit. Tes yang harus dilakukan pada tahap selanjutnya adalah tes psikologi. Tes ini dilakukan untuk menganalisis apakah para pelamar mempunyai etika kerja yang baik, dapat memotivasi karyawan lainnya atau sebaliknya.

3.5 Penerimaan Calon Karyawan

Apabila pelamar memenuhi syarat kesehatan dan psikologi, maka bagian *human resources* akan membuat Perjanjian Kontrak Kerja Waktu Tertentu (PKWT) untuk karyawan baru. Orientasi dan Training, Karyawan yang baru diterima bekerja di Bali Paragon Resort Hotel Jimbaran akan diberikan orientasi oleh *Human Resources*. Hal ini dilakukan karena pihak manajemen Bali Paragon Resort Hotel Jimbaran memandang perlu memperkenalkan dan mengetahui segala sesuatu yang berhubungan dengan perusahaan. Penempatan, Penempatan ini merupakan proses penugasan atau menempatkan posisi jabatan seseorang sesuai dengan posisi masing-masing.

4. Simpulan

Berdasarkan hasil penelitian yang penulis lakukan yaitu prosedur rekrutmen karyawan pada *Human Resources Department* di Bali Paragon Resort Hotel Jimbaran adalah dimulai dari mengajukan permintaan karyawan baru oleh masing-masing departemen selanjutnya pihak *human resources department* akan membuka lowongan pekerjaan pada dua sumber yaitu sumber internal dan sumber eksternal dilanjutkan dengan melakukan tes tulis dan wawancara, melakukan tes kesehatan dan tes psikologis, pemberian orientasi dan training, penerimaan calon karyawan baru dan yang terakhir yaitu penempatan karyawan.

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Penanganan Administrasi Pembuatan PAS Bandara PT Gapura Angkasa Bali

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Abstrak – Penelitian ini bertujuan untuk mengetahui bagaimana penanganan administrasi PAS bandara, apa saja kendala dan solusi yang diberikan dalam penanganan administrasi PAS bandara. Objek penelitian ini adalah Penanganan Administrasi Dalam Pembuatan PAS bandara pada PT Gapura Angkasa Kedonganan - Bali. Penelitian ini menggunakan data primer dari data-data hasil wawancara dengan karyawan General Affair & Administration yang khusus memproses pembuatan PAS bandara serta data sekunder seperti berkas-berkas administrasi yang mendukung kelengkapan sesuai syarat-syarat. Teknik pengumpulan data dari penelitian ini ada 3 yaitu wawancara dengan mengajukan beberapa pertanyaan, observasi dengan datang dan melihat langsung bagaimana proses pembuatan PAS bandara, dan studi dokumen dengan mengkaji berkas-berkas hasil dari dokumentasi data perusahaan untuk memperoleh data dan informasi yang berupa laporan. Penelitian ini juga menggunakan teknik analisis data deskriptif kualitatif dengan beberapa komponen yaitu pengumpulan data, reduksi data, penyajian data kemudian penarikan kesimpulan.

Keywords: Penanganan, Administrasi identitas, Pembuatan PAS, PT Gapura Angkasa

1. Pendahuluan

Bandara merupakan fasilitas umum terbatas, di situ ada daerah-daerah tertentu yang tidak boleh dimasuki oleh sembarang orang, barang, dan kendaraan. Untuk dapat masuk kedalam daerah terbatas yang ada di bandara, dibutuhkan kartu tanda izin yang digunakan sebagai identitas diri yang dikenal dengan PAS bandara. PAS bandara tersebut diberikan kepada orang atau kendaraan untuk melakukan kegiatan sesuai kode area kerja di daerah terbatas bandara.

Pembuatan PAS bandara tersebut harus memenuhi syarat-syarat yang sudah ditentukan, yang persyaratan untuk memperolehnya diatur dan diterbitkan oleh Pemerintah. Pemerintah yang dimaksud yaitu Kementerian Perhubungan Republik Indonesia melalui Direktorat Jenderal Perhubungan Udara. Dalam hal ini yang memiliki wewenang membuat, menerbitkan dan mencabut PAS bandara adalah Kantor Otoritas Bandar Udara Wilayah IV Tuban, Bali.

PAS bandara tidak hanya sebagai tanda izin masuk bandara tetapi merupakan *security control* yang keberadaan pengguna PAS tersebut namanya tercatat di bandara dan mendapat izin beraktivitas di bandara sesuai dengan area yang tertera di PAS bandaranya, jadi tidak sembarang orang bisa masuk ke area-area tertentu di bandara, walaupun mempunyai PAS bandara, kalau area yang tercatat tidak sesuai, para pemohon tidak boleh masuk.

Penerbitan PAS bandara dapat berjalan lancar apabila administrasinya telah memenuhi syarat-syarat dari prosedur penerbitan. Apabila penerbitan tidak berjalan lancar akan berakibat pemohon PAS terlambat memperoleh tanda izin masuk. PAS bandara merupakan tanda izin masuk ke daerah Sisi Darat dan Sisi Udara di Bandar Udara, sesuai dengan ketentuan serta kode area yang tertera pada PAS Bandara tersebut seperti area vital yang ada di bandara yaitu Apron, landasan pacu untuk pesawat terbang (*runaway*), dan banyak lagi. Istilah PAS tersebut sesuai dengan diambil dari sumber web penerbangan.

Berdasarkan pengamatan di lapangan, sebelum diberlakukannya pembuatan PAS di tiap-tiap perusahaan diketahui para karyawan yang bekerja di bandara mengantri di pusat pembuatan dan penerbitan PAS bandara yang membuat proses administrasi menjadi kurang efektif karena antrian yang cukup panjang tersebut dan PAS bandara tidak akan bisa selesai tepat pada hari itu juga. Diterapkannya pembuatan PAS berbasis web di tiap-tiap perusahaan ini diharapkan memberikan sebuah inovasi dan peluang dalam peningkatan percepatan pelayanan publik dalam hal administrasi yang ditunjang dengan teknologi informasi yang canggih sehingga bisa bekerja dengan optimal. Pada saat akan masuk ke area bandara juga tidak ada bagian pengecekan secara rinci mengenai PAS bandara pemohon seperti *security* hanya melihat PAS bandara karyawan hal ini bisa saja mengakibatkan adanya tindak pemalsuan PAS bandara.

Namun, setelah diterapkannya pembuatan PAS berbasis web ini masih banyak karyawan yang tidak tertib pada persyaratan administrasi yang sudah diberitahukan oleh petugas, sehingga perlu dilakukan revisi secara terus menerus. Hal tersebut membuat proses penyelesaiannya mengalami keterlambatan, selain itu bagian General Affair harus mengecek ke bagian HRD untuk memastikan apakah pemohon benar merupakan karyawan dari PT Gapura Angkasa, dan diperlukan waktu yang lama untuk mengeceknya, jika data pemohon yang diinput oleh bagian HRD tidak terdaftar maka proses administrasi akan terhambat, apabila data pemohon sudah terdaftar maka bisa langsung ke tahap berikutnya.

2. Metode

Pada penelitian ini menggunakan 4 metode penelitian. Adapun metode penelitian tersebut sebagai berikut.

Lokasi Penelitian: Penelitian ini dilakukan di Kantor Internal Service PT Gapura Angkasa yang beralamat di Jl. By Pass Ngurah Rai No. 100X, Kelurahan Kedonganan, Kecamatan Kuta, Kabupaten Badung, Bali. **Objek Penelitian** dalam penelitian ini adalah Penanganan Administrasi Dalam Pembuatan PAS Bandara PT GAPURA ANGKASA KEDONGANAN - BALI. **Data Penelitian:** Data kualitatif yang didapat dari hasil penelitian ini yaitu pedoman terkait dan hasil wawancara mengenai Penanganan Administrasi Dalam Pembuatan PAS Bandara PT GAPURA ANGKASA KEDONGANAN - BALI. **Sumber Data Primer** yaitu Data primer yang didapat dari hasil penelitian ini yaitu data-data hasil wawancara dengan Karyawan General Affair & Administration yang khusus memproses pembuatan PAS Bandara. Sedangkan **Data Sekunder** didapat dari hasil penelitian ini yaitu berkas-berkas administrasi yang mendukung kelengkapan sesuai syarat-syarat seperti, surat permohonan dari perusahaan, kontrak kerja karyawan, KTP, security awareness, serta surat keterangan catatan kepolisian yang kemudian akan di upload melalui web.

Teknik Pengumpulan Data yang digunakan adalah wawancara, observasi, dan kajian dokumen.

- 1). **Wawancara:** Teknik pengumpulan data yang didapat yaitu dengan mengajukan beberapa pertanyaan kepada Karyawan General Affair & Administration yang khusus memproses pembuatan PAS Bandara untuk mendapatkan informasi yang sesuai dan akurat mengenai bagaimana Penanganan Administrasi Dalam Pembuatan PAS Bandara PT GAPURA ANGKASA KEDONGANAN - BALI.
- 2). **Observasi:** Teknik pengumpulan data yang didapat yaitu dengan melakukan penelitian langsung ke bagian General Affair guna mengetahui bagaimana proses administrasi pembuatan PAS bandara PT Gapura Angkasa dan mendapatkan data-data yang diperlukan.
- 3). **Studi Dokumen:** Teknik pengumpulan data yang didapat yaitu dengan mengkaji berkas-berkas hasil dari dokumentasi data perusahaan untuk memperoleh data dan informasi dalam bentuk buku, arsip, dokumen, tulisan angka dan gambar yang berupa laporan serta keterangan yang dapat mendukung penelitian.

Teknik analisis data yang digunakan adalah deskriptif kualitatif, ini menguraikan peristiwa yang terjadi di lapangan dan didukung oleh teori-teori yang ada kaitannya dengan masalah yang akan dibahas yaitu mengenai Penanganan Administrasi Dalam Pembuatan PAS Bandara PT GAPURA ANGKASA KEDONGANAN - BALI. Hal tersebut yang dilakukan melalui kegiatan wawancara, observasi, studi pustaka. Ada beberapa komponen yang digunakan dalam teknik analisis data.

Pengumpulan data dalam penelitian ini pengumpulan data yang digunakan melalui wawancara, observasi, dan kajian dokumen. Pada tahap wawancara akan dilakukan pada satu orang pegawai yang menangani proses administrasi pembuatan PAS bandara selama bulan April. Pada tahap observasi dan dokumentasi akan dilakukan di PT GAPURA ANGKASA KEDONGANAN - BALI selama bulan Mei.

Reduksi data dalam penelitian ini peneliti mengumpulkan seluruh data dari wawancara karyawan General Affair kemudian setelah disimpulkan garis besar hasil wawancara lalu dikelompokkan dengan hasil observasi dan studi pustaka yang berkaitan.

Penyajian Data: Pada tahap ini, penyajian data yang dilakukan adalah menyusun hasil dari reduksi data sehingga dapat memberi informasi yang jelas dan mudah untuk dipahami. Data yang telah disusun dan dirangkum kemudian dipaparkan sesuai dengan rumusan masalah peneliti yaitu bagaimana alur penanganan administrasi dalam pembuatan PAS bandara PT GAPURA ANGKASA KEDONGANAN - BALI.

Penarikan Kesimpulan: Pada tahap ini, data yang telah disusun tersebut kemudian disajikan dalam hasil penelitian. Pemaparan hasil penelitian ini disertai dengan bukti-bukti hasil wawancara, observasi dan dokumentasi.

3. Hasil dan Pembahasan

Berdasarkan hasil wawancara dan observasi yang telah peneliti dapat, bahwa Penanganan Administrasi Dalam Pembuatan PAS Bandara melewati beberapa tahapan. Pertama, dilakukan secara manual melalui penyerahan berkas administrasi ke Kantor PT GAPURA ANGKASA KEDONGANAN - BALI. Kedua, dilakukan dengan menginput semua berkas administrasi ke sistem, dan ketiga, pengambilan PAS ke Kantor Otoritas Bandara Wilayah IV Tuban. Adapun tahapan-tahapan yang dimaksud.

- a. Pemohon membawa berkas administrasi seperti surat keterangan catatan kepolisian (SKCK), Security Awareness (SA), Kontrak Kerja, KTP dan pas foto ukuran 4x6 sebanyak 4 lembar dengan background latar merah untuk pembuatan PAS bandara tahunan dan background latar putih untuk pembuatan PAS bandara mingguan dan bulanan.

b. Setelah itu petugas akan mengecek berkas yang dibawa oleh pemohon. Pengecekan tersebut mulai dari identitas pemohon, masa berlaku surat keterangan catatan kepolisian (SKCK), Kontrak Kerja dan Security Awareness (SA). Jika berkas yang dibawa sudah lengkap maka akan diberikan surat permohonan, daftar riwayat hidup dan surat pernyataan kepada pemohon untuk dilengkapi.

c. Berkas yang sudah lengkap kemudian akan dibawa ke Unit HRD (Human Resources Department) untuk dilakukan pengecekan terhadap berkas pemohon. Jika Unit HRD (Human Resources Department) tidak dapat menyetujuinya maka berkas tidak dapat diproses. Biasanya berkas yang tidak disetujui oleh Unit HRD (Human Resources Department) karena pemohon bukan berasal dari perusahaan yang direkomendasikan, maka Unit HRD (Human Resources Department) tidak dapat melanjutkan proses pembuatan PAS bandara dan berkas administrasi akan langsung dikembalikan kepada pemohon. Jika pemohon memang benar merupakan karyawan PT GAPURA ANGKASA KEDONGANAN - BALI maka proses selanjutnya adalah pengajuan berkas kepada Manager General Affair & Administration.

d. Pengajuan berkas pembuatan PAS bandara ditangani oleh karyawan General Affair. Pengajuan berkas tersebut berguna untuk mendapatkan tanda tangan oleh Manager General Affair & Administration sebagai tanda bahwa berkas tersebut sudah bisa diproses ke tahap berikutnya. Manager General Affair & Administration akan menandatangani jika berkas yang dibawa sudah lengkap sesuai dengan persyaratan yang ada, walaupun pada saat pengecekan di Unit HRD (Human Resources Department) berkas pemohon tidak lengkap tetapi pada saat akan mengajukan kepada Manager semua berkas harus lengkap. Jika berkas tersebut sudah ditanda tangani dan di cap menggunakan cap PT GAPURA ANGKASA KEDONGANAN - BALI oleh Manager, selanjutnya petugas akan mengupload berkas tersebut di laman situs Kantor Otoritas Bandar Udara Wilayah IV Tuban. Semua berkas yang diperlukan harus di scan lalu disimpan agar mudah dicari saat pemohon akan memperpanjang PAS bandara. Setelah semua berkas selesai diupload, pemohon dapat menunggu jadwal untuk melakukan screening. Screening dilakukan untuk mengecek apakah pemohon benar bekerja di area sesuai dengan berkas yang telah dibuat. Pemohon dapat membawa berkas administrasi yang diperlukan dan juga jadwal screening yang sudah didapat. Jika ternyata area kerja yang dituju tidak cocok dengan data pemohon maka pemohon tidak dapat melanjutkan proses screening dan pemohon harus kembali ke kantor PT GAPURA ANGKASA KEDONGANAN - BALI untuk mengecek berkas-berkas administrasi sesuai dengan data pemohon. Jika area pemohon cocok maka tahap selanjutnya membayar biaya pembuatan PAS bandara.

4. Simpulan

Berdasarkan hasil penelitian yang penulis lakukan mengenai penanganan administrasi dalam pembuatan PAS bandara di PT GAPURA ANGKASA KEDONGANAN - BALI, maka penulis dapat menyimpulkan bahwa dilakukan dengan menggunakan beberapa tahapan, yaitu tahapan manual dengan mengumpulkan beberapa berkas dan menyerahkan kepada petugas pembuatan PAS bandara di PT GAPURA ANGKASA KEDONGANAN - BALI dan tahapan sistem dengan mengupload semua berkas yang sudah dikumpulkan kedalam sistem berbasis web milik Kantor Otoritas Bandara Wilayah IV Tuban.

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Pelatihan *Induction Program* untuk Karyawan Baru pada PT Pengembangan Pariwisata Indonesia (Persero)

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Abstrak. Seiring dengan perkembangan jaman, persaingan perusahaan-perusahaan di setiap negara terus meningkat. Perusahaan dituntut untuk memperoleh, mengembangkan dan mempertahankan sumber daya manusia yang berkualitas. Penelitian ini membahas tentang pelaksanaan pelatihan *induction program* untuk karyawan baru. Penelitian ini dilakukan di PT Pengembangan Pariwisata Indonesia (Persero). Objek dalam penelitian ini adalah pelaksanaan pelatihan *induction program* untuk karyawan baru pada PT Pengembangan Pariwisata Indonesia (Persero) dan mengidentifikasi beberapa kendalanya. Pengumpulan data dalam penelitian ini dilakukan dengan wawancara, observasi langsung, dan studi dokumentasi. Data dianalisis dengan menggunakan analisis kualitatif. Hasil penelitian dalam pelaksanaan pelatihan *induction program* terdapat 4 (empat) tahapan yaitu *Current Problem Analysis*, *Project Proposal & Presentation*, *Project Implementation & Presentation*, serta *Evaluation Project*. Dalam 4 tahapan tersebut karyawan baru di ajarkan untuk memahami situasi atau permasalahan dalam bidang kerja nya serta dalam penyusunan proposal karyawan dituntut untuk menyusun rencana aksi secara spesifik serta indikator keberhasilan rencana aksi harus dapat dicapai dari segi waktu maupun kondisi yang ada dan rencana aksi yang di rancang harus berfokus pada hasil berupa peningkatan kinerja.

Katakunci: manajemen sumber daya manusia, pelatihan

Abstract. Along with the development of the era, the competition of companies in every country continues to increase. Companies are required to acquire, develop and maintain qualified human resources. This study discusses the implementation of induction training program for new employees. This research was conducted at PT Pembangunan Pariwisata Indonesia (Persero). The object of this research is the implementation of induction program training for new employees at PT Pembangunan Pariwisata Indonesia (Persero) and identify some obstacles. Data collection in this study was conducted by interview, direct observation, and documentation study. Data were analyzed by using qualitative analysis. The results of research in the implementation of induction program training are 4 (four) stages: *Current Problem Analysis*, *Project Proposal & Presentation*, *Project Implementation & Presentation*, and *Evaluation Project*. In the 4 stages, the new employee is taught to understand the situation or problems in his work field and in the preparation of the employee proposal is required to prepare a specific action plan and the success indicators of the action plan must be achieved in terms of time and conditions and the action plan in the design should focus on results of improved performance.

Keywords: human resource management, training

1. Pendahuluan

Kinerja karyawan merupakan suatu hal yang sangat penting terhadap organisasi, sehingga perusahaan harus memaksimalkan kinerja karyawan. Seiring dengan perkembangan jaman, perusahaan - perusahaan di setiap negara terus mengalami persaingan yang sangat bergitu ketat. Perusahaan dituntut untuk memperoleh, mengembangkan dan mempertahankan sumber daya manusia yang berkualitas.

Keseluruhan sumber daya yang tersedia dalam suatu organisasi, sumber daya manusialah yang paling penting dan sangat menentukan dalam perkembangan perusahaan. Dikarenakan sumber daya manusia merupakan satu-satunya sumber daya yang memiliki akal, perasaan, keinginan, kemampuan, keterampilan, pengetahuan, dan karya. Semua potensi sumber daya manusia sangat berpengaruh terhadap upaya organisasi dalam pencapaian tujuannya.

Demikian pula dengan PT Pengembangan Pariwisata Indonesia (Persero) atau lebih dikenal dengan Indonesia *Tourism Development Corporation* (ITDC) adalah sebuah Badan Usaha Milik Negara yang didirikan

Pemerintah yang bertugas membantu pemerintah dalam pembangunan nasional khususnya dibidang perekonomian melalui usaha Pengembangan Kawasan Pariwisata. Untuk mendukung terlaksananya tugas dan fungsinya, PT Pengembangan Pariwisata Indonesia memerlukan tenaga kerja yang berkualitas. Dalam hal ini bagian *Human Capital* perlu memperhatikan upaya pembinaan dan pengembangan sumber daya manusia melalui Pelatihan *Induction Program* kepada tenaga kerja baru yang telah lolos pada tahap seleksi dan rekrutmen untuk memberikan tahap pengenalan tenaga kerja pada perusahaan atau jabatan baru yang akan ditempatinya guna meningkatkan produktivitas tenaga kerja.

Pada umumnya, setiap perusahaan selalu menginginkan agar perusahaannya dapat berjalan dengan lancar dan mencapai keuntungan yang besar. Oleh karena itu, perusahaan hendaknya selalu meningkatkan kualitas usahanya dengan rutin memberikan Pelatihan *Induction Program* pada setiap tenaga kerja baru.

Memberikan pegawai untuk mengikuti Pelatihan *Induction Program* ini mungkin bisa membantu khususnya PT Pengembangan Pariwisata Indonesia (Persero) dalam mengenali pemimpin masa depan dalam tenaga kerja yang dimiliki saat ini. Melatih para karyawan akan memberikan mereka kesempatan untuk memahami perkembangan terbaru dan tren dalam industri yang digeluti oleh suatu perusahaan. Pengembangan dan pelatihan karyawan akan menyebabkan peningkatan produktivitas. Begitu pula dengan perusahaan PT Pengembangan Pariwisata Indonesia (Persero), karyawan tidak hanya akan mampu berbuat lebih banyak dan lebih memahami, tetapi mereka akan memperoleh kepercayaan diri dalam pekerjaan mereka karena kemampuan mereka telah dikembangkan melalui pelatihan *Induction Program* yang telah diberikan oleh perusahaan.

Pelatihan *Induction Program* di PT Pengembangan Pariwisata Indonesia (Persero) adalah proses penilaian kinerja untuk calon pegawai secara objektif. Calon pegawai diminta menyiapkan rencana aksi/*action plan* dan tambahan usulan kontribusi apa yang bisa diberikan untuk peningkatan kemajuan perusahaan. Baik secara internal di bagian/unit kerja masing-masing dan kontribusi dirinya terkait fungsi kerja untuk pengembangan proyek mandalika.

Pelatihan ini dapat membantu untuk menjamin bahwa anggota organisasi dalam hal ini karyawan perusahaan memiliki pengetahuan dan keterampilan yang dibutuhkan untuk menjalankan pekerjaan secara efektif, mengambil satu tanggung jawab baru, dan beradaptasi dengan perubahan kondisi. Pelatihan ini terfokus pada memberikan kesempatan untuk karyawan baru mengaplikasikan rencana aksi, membangun kompetensi yang dimiliki, memberikan pengalaman belajar / pengetahuan, kemampuan analisa serta meningkatkan kemampuan presentasi, komunikasi, dan meningkatkan rasa kepercayaan diri calon pegawai.

Berdasarkan latar belakang diatas maka pokok masalah yang bisa diambil dari penelitian ini adalah:

1. Bagaimana pelaksanaan pelatihan *induction program* untuk karyawan baru pada PT Pengembangan Pariwisata Indonesia (Persero).
2. Bagaimana evaluasi pelaksanaan pelatihan *induction program* untuk karyawan baru pada PT Pengembangan Pariwisata Indonesia (Persero).

Berdasarkan permasalahan yang telah diuraikan sebelumnya maka tujuan dari penelitian ini adalah:

1. Untuk mengetahui pelaksanaan pelatihan *induction program* untuk karyawan baru pada PT Pengembangan Pariwisata Indonesia (Persero).
2. Untuk mengetahui evaluasi pelaksanaan pelatihan *induction program* untuk karyawan baru pada PT Pengembangan Pariwisata Indonesia (Persero).

2. Metode Penelitian

Penelitian dilakukan pada PT Pengembangan Pariwisata Indonesia (Persero) yang berlokasi di Kawasan pariwisata. Nusa Dua Bali, dengan waktu penelitian dilakukan selama 3 bulan. Metode pengumpulan data yang dilakukan dalam penelitian ini antara lain:

Observasi

Observasi yaitu metode pengumpulan data yang bertujuan untuk mendapatkan data tentang suatu masalah, sehingga diperoleh pemahaman atau sebagai alat pembuktian terhadap informasi/keterangan yang diperoleh sebelumnya. Dalam hal ini data diperoleh dengan cara melakukan pengamatan langsung pada bagian *human capital* pada PT Pengembangan Pariwisata Indonesia (Persero).

Wawancara

Wawancara merupakan suatu teknik penumpulan data dimana pewawancara (peneliti atau yang diberi tugas melakukan pengumpulan data) dalam mengumpulkan data mengajukan suatu pertanyaan kepada yang diwawancarai. Dalam hal ini wawancara dilakukan terhadap Kepala Bagian (Kabag) *Human Capital* serta pegawai yang menangani pelaksanaan pelatihan *induction program* pada PT Pengembangan Pariwisata Indonesia (Persero), seperti: Menanyakan tentang pelaksanaan pelatihan *induction program*.

Studi dokumentasi

Yang dimaksud dengan studi dokumentasi adalah teknik pengumpulan data yang dilakukan oleh peneliti untuk menghimpun data yang relevan dengan topik atau masalah yang akan atau sedang diteliti. Data tersebut di dapat dari perusahaan yang berupa laporan pelaksanaan pelatihan *induction program* untuk karyawan baru pada PT Pengembangan Pariwisata Indonesia.

Teknik analisis data yang digunakan dalam penyusunan laporan ini menggunakan teknik analisis deskriptif kualitatif yaitu teknik analisis yang menguraikan dan menjelaskan secara lengkap tentang masalah yang diteliti berdasarkan data dan keterangan-keterangan yang didapatkan selama melakukan penelitian sehingga diharapkan dapat menarik suatu kesimpulan.

3. Hasil dan Pembahasan

Pelaksanaan pelatihan *induction program* untuk karyawan baru dilakukan secara internal perusahaan (*in house training*), pada saat kegiatan pelatihan dilaksanakan biasanya menggunakan jam kerja normal dan tanggung jawab pekerjaan dapat ditinggalkan untuk beberapa saat serta apabila pelaksanaan pelatihan telah usai, maka pekerjaan dapat dilanjutkan kembali.

1. Pelaksanaan Pelatihan *Induction Program*

PT Pengembangan Pariwisata Indonesia (Persero) menggunakan metode pelaksanaan pelatihan *action learning* yaitu suatu metode pembelajaran yang melibatkan calon pegawai untuk belajar aktif untuk menemukan ide, memecahkan masalah, mengaplikasikan ilmu baru dalam lingkungan kerja nyata. Secara khusus kegiatan ini bertujuan untuk meningkatkan kompetensi dan kinerja calon pegawai ITDC. Pelaksanaan model pembelajaran *action learning* diawali dengan penyusunan laporan dan kemudian dipresentasikan dan implementasi rencana aksi, pegawai baru mempresentasikan proposal dihadapan perwakilan dari bagian *human capital* ITDC dan atasan langsung. Empat tahapan dalam rangkaian pelaksanaan pelatihan *induction program* untuk karyawan baru yaitu:

a. *Current Problem Analisis*

Proses memahami situasi atau permasalahan dalam bidang kerjanya sebagai dasar untuk menetapkan program kerja yang dapat meningkatkan kinerja, seperti : menentukan topik *improvement* yang akan diterapkan serta memahami target yang harus dicapai.

b. *Project Proposal & Presentation*

Menyusun rencana kerja atau target spesifik, seperti: menyusun rencana aksi secara detail dengan prinsip SMART dan menetapkan standar kriteria keberhasilan setiap program kerja serta mempresentasikan *individual project* proposal. Berikut ini adalah gambaran kriteria SMART dalam penyusunan *individual project* proposal:

1) *Spesific*

Rencana aksi yang disusun harus secara spesifik, memiliki fokus yang jelas dan secara khusus berkaitan dengan upaya peningkatan kinerja di unit kerja masing-masing dan bermanfaat bagi pengembangan perusahaan.

2) *Measurable*

Indikator keberhasilan dari rencana aksi yang dirancang dapat diukur pencapaiannya. Dengan adanya indikator pengukuran yang tepat untuk mengevaluasi keberhasilan implementasi rencana aksi dan dapat digunakan untuk tindakan perbaikan di waktu mendatang.

3) *Achievable*

Indikator keberhasilan rencana aksi harus dapat dicapai baik dari segi waktu, maupun kondisi yang ada.

4) *Result oriented*

Rencana aksi yang dirancang harus berfokus pada hasil-hasil berupa peningkatan kinerja yang relevan dengan kondisi unit kerja saat ini.

5) *Time Bound*

Rencana aksi yang dirancang harus memiliki batasan waktu pencapaian atau pelaksanaan yang jelas, sehingga indikator keberhasilan rencana aksi diharapkan sesuai dengan target waktu yang telah ditetapkan.

c. *Project Implementation & Presentation*

Menjamin tercapainya sasaran yang telah ditetapkan melalui aktivitas pengelolaan sumberdaya dan memonitor setiap tahapan kegiatan, seperti:

Memastikan target dalam *individual project* proposal dapat tercapai selama 5 bulan dengan:

a) Melakukan pengecekan secara berkala.

b) Melakukan koordinasi dengan unit/fungsi yang terkait untuk mendukung

kelancaran pencapaian target kerjanya.

1) Mengambil tindakan-tindakan yang diperlukan untuk menjamin pencapaian target.

2) Mempresentasikan laporan hasil implementasi *individual project* proposal.

d. *Evaluation Project*

Melakukan evaluasi atas program mengacu pada *standard performance* yang telah ditetapkan, seperti: membuat laporan mengenai performansi/hasil yang telah dicapainya dan melakukan presentasi hasil dari implementasi program kerja kepada atasan dan pihak *human capital*.

Evaluasi Pelaksanaan Pelatihan *Induction Program*

Kegiatan ini diselenggarakan dengan tujuan memberikan dampak yang positif terhadap kinerja karyawan yang berimplikasi terhadap peningkatan kinerja organisasi yang berupa peningkatan kualitas kerja, produktivitas dan kepuasan kerja, serta peningkatan kerjasama antar pegawai. Hal ini menjadi penting karena perlu disadari bahwa pelaksanaan *induction program* merupakan kegiatan yang digunakan sebagai salah satu dasar dalam pengangkatan menjadi pegawai tetap ITDC.

Tantangan dalam melakukan pelatihan *induction program* adalah pegawai baru diminta untuk menyusun rencana aksi/*action plan* sebagai bagian dari *improvement* yang dapat dilakukan dalam unit kerjanya. Rencana aksi berisi langkah-langkah rinci yang diperlukan untuk mencapai tujuan spesifik. Proses ini menjadi salah satu cara yang paling efektif sebagai salah satu bahan pertimbangan melakukan evaluasi terhadap kinerja pegawai ITDC.

Evaluasi terhadap implementasi *individual project* di lingkungan kerja terdiri dari kontribusi pegawai baru terhadap unit kerjanya melalui penulisan laporan *project implementation* dan penerapannya. Beberapa hal yang harus dilakukan dalam membuat *action plan* diantaranya menentukan tujuan dan target yang ingin dicapai. Hal – hal yang dinilai dalam *project proposal* dan presentasi sebagai berikut:

a. *Content/Paper*

- 1) Kesesuaian dengan kebutuhan atau kendala perusahaan
- 2) Kebermanfaatan *project*, diutamakan penggunaan ide baru.
- 3) Terdapat bahasan/hasil analisis: dukungan dan hambatan
- 4) Mampu dilaksanakan secara realistis (tidak diluar jangkauan)
- 5) Terdapat alur pikir jelas dan hasil yang terukur jelas

b. *Presentation*

- 1) Presentasi dirancang dengan jelas dan runtut
- 2) Penjelasan mudah dipahami
- 3) Berkomunikasi dengan efektif
- 4) Bersikap dewasa dan tenang

Pegawai baru yang melaksanakan pelatihan dinilai langsung oleh atasan dan bagian *human capital*. Total nilai akhir peserta pelatihan merupakan gabungan dari keseluruhan nilai evaluasi yang digolongkan ke dalam skala antara lain nilai A= 90-100, B= 80 - <90, C= 70 - <80 dan D= 60 - <70. Serta bagi peserta pelatihan yang mendapatkan nilai tertinggi saat pelatihan wajib untuk mempresentasikan *individual project* nya sebagai *sharing* kepada rekan kerja yang lain.

Hal – hal yang diperlukan setelah selesai melaksanakan pelatihan *induction program*, yaitu:

- a. Seluruh pegawai yang telah selesai melaksanakan pelatihan *induction program* diwajibkan menyusun laporan mengenai kegiatan pelatihan yang telah dilaksanakan dan mengumpulkan nya pada bagian *human capital*.
- b. Setelah bagian *human capital* menerima seluruh laporan dari para pegawai yang mengikuti pelatihan. Kabag *human capital* membuat rekap laporan pelaksanaan seluruh pelatihan selama periode tersebut.

4. Simpulan

Pelaksanaan pelatihan *induction program* untuk karyawan baru pada PT Pengembangan Pariwisata Indonesia (Persero) sangat memberikan manfaat bagi karyawan maupun perusahaan, karena dengan ada nya pelatihan tersebut karyawan memiliki pengalaman belajar/pengetahuan serta dapat meningkatkan kompetensi. Sehingga dengan pelatihan tersebut dapat bekerja lebih efektif dan bisa meningkatkan produktivitas perusahaan. Pelaksanaan pelatihan *induction program* untuk karyawan baru pada PT Pengembangan Pariwisata Indonesia (Persero) menggunakan metode pembelajaran *action learning*. Metode tersebut banyak memberikan manfaat dalam pelatihan ini, karena dengan metode tersebut karyawan baru langsung terlibat untuk belajar aktif, menemukan ide, memecahkan masalah, dan mengaplikasikan ilmu baru dalam lingkungan kerja nyata. Diawali dengan melakukan kegiatan penyusunan laporan *individual project* dan kemudian dipresentasikan di hadapan perwakilan dari bagian *Human Capital* / atasan langsung dan diimplementasikan.

Dalam pelaksanaan pelatihan *induction program* terdapat 4 (empat) tahapan yaitu *Current Problem Analysis*, *Project Proposal & Presentation*, *Project Implementation & Presentation*, *Evaluation Project*. Dalam 4 tahapan tersebut karyawan baru diajarkan untuk memahami situasi atau permasalahan dalam bidang kerjanya serta dalam penyusunan proposal karyawan dituntut untuk menyusun rencana aksi secara spesifik serta indikator keberhasilan rencana aksi harus dapat dicapai dari segi waktu maupun kondisi yang ada dan rencana aksi yang dirancang harus berfokus pada hasil berupa peningkatan kinerja.

Evaluasi terhadap pelaksanaan pelatihan *induction program* memberikan dampak yang positif terhadap karyawan maupun perusahaan, karena karyawan baru diberikan tantangan dalam pelaksanaan pelatihan dengan menyusun rencana aksi sebagai bagian dari *improvement* yang dilakukan dalam unit kerjanya. Perusahaan juga mendapatkan dampak dari *improvement* tersebut seperti peningkatan kualitas kerja dan produktivitas. Serta dari kegiatan pelatihan tersebut perusahaan bisa menilai karyawan untuk digunakan sebagai salah satu dasar dalam pengangkatan pegawai tetap. Atasan dari karyawan baru dan divisi *human capital* memberikan penilaian pada implementasi *individual project* dan *presentation*, yang menjadi total nilai akhir peserta pelatihan merupakan gabungan dari keseluruhan nilai evaluasi yang digolongkan ke dalam skala antara lain nilai A= 90-100, B= 80 - <90, C= 70 - <80 dan D= 60 - <70. Serta bagi pegawai baru yang mendapatkan nilai tertinggi wajib mempresentasikan *individual project* nya di hadapan seluruh karyawan baru sebagai *sharing*.

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Application by Marketing Communication Section Crowne Plaza Bandung Hotel

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1. Background

The Indonesian Hotel and Restaurant Association (PHRI) noted during pandemic 2020, the total losses of the Indonesian tourism industry reached IDR 85.7 trillion. Thousands of hotels and restaurants have been forced to close, as well as a number of airlines and tour operators who have suffered losses.

Based on data from the World Tourism Organization (UNWTO) the number of tourist arrivals around the world decreased 44 percent during the pandemic when compared to last year. In an online discussion early last month, the Deputy for Destination and Infrastructure Development of the Ministry of Tourism and Creative Economy (Kemenparekraf), Hari Santosa Sungkari, predicted that foreign tourist visits (tourists) to Indonesia would be stuck at 4 million people. Based on UNWTO guidelines, countries that have been dependent on their income through the tourism sector must start developing a vision of sustainable tourism (sustainable tourism). This is important because tourist destinations that develop this vision are considered capable of continuing despite challenges, including during a pandemic Bandung City is the largest metropolitan city in West Java Province, as well as the provincial capital. The city is located 140 km southeast of Jakarta, and is the third largest city in Indonesia after Jakarta and Surabaya by population. In addition, Bandung is also the largest city in the southern part of Java Island. Meanwhile, the Greater Bandung area (Bandung Metropolitan Area) is the third largest metropolitan area in Indonesia after Jabodetabek and Gerbangkertosusila (Gerbangkertosusilo). Crowne Plaza Bandung is a 5-star hotel and part of one of the largest international hotel chains, the InterContinental Hotel Group (IHG). Providing 270 elegant hotel rooms and suites with sweeping views of downtown Bandung. The diverse MICE facilities can accommodate various types of spectacular and other memorable events. The presence of the Crowne Meeting will be a trusted, professional, flexible partner who always works well together to pay attention to the details of your event, even for last-minute changes. One of the departments in this hotel is the Sales and Marketing department which has a very important role in the running of hotel operations. The Sales Marketing department can be said as a place where a hotel business can run well, because it is through Sales Marketing that it can be used to promote activities such as selling services and marketing goods. Marketing can increase awareness of its importance in sales prospects and make your product or service acceptable and well-known to customers. There are several sections in the Sales Marketing department at Crowne Plaza Bandung, namely Sales, Reservation, and Marketing.

In the face of the Covid 19 pandemic which has weakened various industries, one of which is the hotel industry. The thing that needs to be dealt with is to increase the strategy and power of promotion in increasing selling power amid the weakening of the hotel industry. With a strategy in marketing, a target will be formed in the market objectives and the selling power of the target market. Therefore, the marketing section in the hotel industry plays an important role in promoting and increasing the selling power of hotel products. In one of the sections in the sales marketing department, the marketing section is tasked with marketing the product and conducting a review of every promo that will be marketed and promoted through internal and external media. A successful marketing or marketing strategy requires constant communication. Everyone in the team needs to understand how a marketing strategy will help achieve larger company goals. There should also be a focus on promoting the brand promise to customers, as well as using tools such as business models, demographic research and competitive analysis to achieve desired goals.

So, this is what underlies the author to make a proposal "*The procedures of selling hotel products using Tik Tok Application Marketing Communication Section Crowne Plaza Bandung Hotel*". In this case. Tik Tok is an application where users can share music videos of short duration. Apart from TikTok, he is also known as Douyin, a short vibrato video. TikTok was introduced and first launched in September 2016. At that time, the application was immediately accepted in Indonesia. But indeed, at that time many called TikTok users as a layer. The slanted news about this application does not stop there. Indonesia in July 2018, through the Minister of Communication and Information, Mr.

Rudiantara, had blocked TikTok. The application is considered not child-friendly. This is evidenced by reports and complaints from thousands of users.

In it there is a lot of negative content that should not be shown to children. Only a week later, TikTok can be accessed by Indonesian users again. This happened after the TikTok Team negotiated and changed the Terms and Conditions regarding age, etc. so that access can be limited and not too free. Then, TikTok is increasingly booming in Indonesia. This application is now not only for a layer, but also for those who want to express themselves and come from various circles.

a. Benefits of Tik Tok Application

As mentioned above, the matter of using this application follows the user. It depends on whether you want to use it positively or negatively, Among the uses of Tik Tok are for the positive things below:

Sports.

One of the activities that users often do is dance to the rhythm of existing TikTok music or songs. Well, dancing is an activity that can burn calories as well as nourish the body. Very suitable for those who want to exercise in a fun way.

Creative

One of the goals of Tik Tok is to make its users creative. Imagine, from the start this application was made with the concept of a music video. You can fill or create any content according to creativity. If you really want to make dance moves, you can do it yourself. If you want to make an emoji-like expression, you can do that too. You can be sad, laugh, and even do funny things on TikTok.

Express yourself

Here, you are free to express yourself. But if you can, don't overdo it, let alone sacrifice yourself. Stay reasonable.

Overcoming mental problems

Because you can express yourself and express ideas, then the mood will be good. By sharing with other people from various parts of the world will make mentally healthier. Don't feel alone anymore and get a lot of friends. Especially if the video content created gets a fairly good response in large quantities. Obviously can give more confidence to the user.

Improve mood or mood

It doesn't have to be expensive to entertain yourself. By expressing yourself through movement or appearance, your mood will improve again.

Care campaign with others

The more people come here, the more people are using TikTok to create content that is sharing. For example, when there are people in need on the street, usually someone will give them something and make content. Although many say showing off, but this can be something positive. One of them is so that people who see the content can be more aware of what is around them. Even better if you want to share.

Self-branding

Although not everyone can, but in fact one of the benefits of TikTok is as self-branding. This is evidenced by the increasing number of artists born from TikTok users.

Usually, they are known for their content that many people like so they have fans. In fact, artists also often use this application to express themselves and strengthen their branding.

Well, if you want to do branding like this, you need quite a lot of followers. If you want to increase your followers quickly, please try contacting a trusted Tik Tok follower seller.

Developing business and marketing

If you have a product you want to sell, try creating content on Tik Tok with product ads. The contents can be in the direction of information so that it becomes soft selling. In addition to users, the benefits of TikTok for business and marketing are also maximized by music creators. For example, singers, musicians, to songwriters.

The negative impact of Tik Tok

With the many positive impacts and benefits of the TikTok application, it turns out that there are also negative impacts from the application. The following are some of the things that are quite annoying from using the Tik Tok application:

Time consuming

Creating content for this app is quite time consuming. For dance, for example, you have to practice the movements first, memorize them, and match them to the tempo of the music. In fact, even for the simplest, sometimes it feels unsatisfactory when made perfunctory.

Make children lazy to study

When TikTok users are children, the danger is even greater. Because they often hold cellphones and play from the screen. This will make them tend to be lazy to study. Just create content to go viral and sacrifice yourself. There have been many cases where because they want their content to go viral, users create content that is embarrassing or even life threatening.

Narcissist

Because they want lots of likes and comments, this will make users more narcissistic and self-aggrandize when they can achieve it. Wide open group conversation. In this application, you can chat in group conversations with even strangers. If you are not wise in using it, the negative impact that will be caused is very real.

2. Method

Based on the background description above, it can be stated formulation of the problems that will be discussed in this final report as follows:

1. What is the procedure to sell hotel products digitally through tik tok applications in the Pandemic era by Marketing Communications?
2. What are the obstacles faced when selling hotel products through Tik Tok applications in the Pandemic by Marketing communications.

The Purpose of Writing

1. The Purpose of Writing
 - a. To know the procedures to sell hotel products digitally through tik tok applications in the Pandemic era by Marketing Communications?
 - b. To know the obstacles in selling hotel products digitally through tik tok applications in the Pandemic era by Marketing Communications and to get the solutions.
- c. The Usage of Writing

Based on The Objectives above, about the benefits of using social media to improve marketing in the midst of a pandemic as a medium of learning in dealing with unexpected situations

 - a. For Polytechnic State of Bali, this is as a media or learning reference regarding one of the implementations of a marketing system in the Digital era using social media platforms with soft selling marketing.
 - b. For students, it is a requirement to complete the Diploma III program at the Polytechnic State of Bali and to increase knowledge about the application of Soft Selling Marketing that occurs in Society and Hotel Industry.
 - c. For the company is as a means of input and opportunities to improve the quality of service and sales at the company in the future.

The Method Of Writing

1. Methodology and Data Collection Techniques

The methods that the authors use in collecting this data are as follows:

 - a. Observation

the method of collecting data by first observing the processes that occur in the field, then engaging in the process of creating and processing content in promotion on social media.
 - b. Interview

The interview method is to interact directly with hotel workers or staff to find out more about the correct procedure for handling the marketing blackout.
 - c. Documentation

The documentation method is one of the important things in data collection so that the data obtained is truly real and readers can also see clearly the equipment used in digital marketing and soft selling.
 - d. Literature Study

This method is by researching and looking for data or literature related to and in accordance with the research to be discussed.
2. The Analysis Methodology and Techniques

The method of analysis that the author uses here is descriptive analysis technique by systematically arranging the results of observations, interviews, documentation and literature that the author gets then describes and explains these results descriptively and in accordance with the actual situation in the field based on the data that the author has collected.
3. The Techniques for Presentation of Analysis Results

The method of presenting the results of the analysis that the writer uses is a combination of informal methods and formal methods.

The informal method is the method the writer uses with narrative exposure. The formal method is the method that the author presents with table data, documentation and others accompanied by a combination of signs and words.

The sales and marketing department is part of a strategic hotel and is responsible for selling rooms and meeting packages, determining selling prices and marketing other hotel products through print media, online media, and other media including being responsible for following market developments, both local and international tours. and its kind. This section is also responsible for sales to individual and group guests as well as establishing the reservation system.

The sales and marketing department of Crowne Plaza Bandung under the auspices of the IHG Group is also divided into several sections, namely Director of sales and marketing, Assistant Director of Sales and marketing, Senior business Development, Crowne Meeting Director, Jakarta sales office, Sales Coordinator, Reservation, Communication

marketing, and digital marketing. which has the aim of maximizing work programs in high season and low season conditions that have been implemented by the sales and marketing department. Hotel Marketing Communication is certainly related to product sales where marketing can be said to be an inseparable part of the company's activities with the aim of meeting consumer needs, so that consumers will become loyal and continue to use hotel products. In its implementation, marketing communication also manages social media in marketing each product and also as a means of communication with outside parties. In managing social media and marketing, official social media must be the standard in marketing each program. And must be consistent in every post, be it temporary or permanent. For this reason, marketing communication must work closely with the graphic design department in managing content from social media, at Crowne Plaza Hotel Bandung in marketing communications is to prepare materials and schedules so that all work that will be done can run well. In some cases, before starting work there is usually a briefing with the hotel department or an external party who will do the work together with the marketing communications department. And after that there will be another briefing with the manager and also the sales marketing director to discuss the results of that day's work.

A. The procedure of selling hotel products digitally through tik tok applications in the Pandemic era by Marketing Communications

In handling product sales in sales marketing using the TikTok application, there are various stages and processes that must be carried out before starting all of that. because in the process of selling hotel products using TikTok the application is still relatively new to the hospitality industry. Therefore, there are several steps that must be taken for the smooth process of selling hotel products using the Tiktok application

The following are the stages in the process of selling hotel products on or via TikTok application:

1. The Stages of preparation

In this preparatory process, various things are done in starting product marketing through the TikTok application, the first of which is the preparation of a schedule . In the preparation process, starting at 11.00 am after the sales staff did the morning briefing together with the Director of sales marketing, after the narrative or concept process was then given to the marcomm and digital marketing staff for evaluation. This process takes 45 minutes or 1 hour 1. In the preparation of the schedule content itself is carried out by involving directions from various departments in the hotel. such as Food and Beverage department, Front Office Department, Housekeeping Department, and supporting departments such as Finance, as well as Sales and Marketing Department of course. In scheduling the content, a survey is carried out on every staff who will be involved in the video making process. surveys conducted on staff include the following:

Updating each hotel product department and what promos will be marketed and made tiktok content. For example, when there are promos such as religious celebrations. The communication marketing team will carry out various forms of promotion in promoting hotel products the following is an example of the concept in making the context of a tiktok promo on one of the religious celebrations, namely "Chinese new year"

1) Mechanism of Tiktok Challenge Lunar New Year 2021 Challenge

- a) Prepare music and create movements that will be the reference for the tiktok challenge participants
- b) Provide two talents from two staff (marcom/fo) as tiktok challenge video models by wearing costumes with the theme of Chinese New Year

2) How to Join

- a) Follow the Tiktok Challenge Lunar 2021 movement created by Crowne Plaza Bandung which is packaged as attractively/creatively as possible
- b) Share poster and video campaign posts to IG stories from Tiktok Challenge participants by tagging 5 of your friends on IG Stories and also tagging 5 friends in your comments column to take part in this challenge
- c) Share posters and video campaigns also to 1 whatsapp group. The screenshot evidence is shared to IG story, WA, and Line to the contact person (08229331xxxx)
- d) Participants must follow Instagram and Tiktok official from crowne plaza bandung

3) Awards

- a) Winner (free one night stay in deluxe/king room including breakfast)
- b) First runner up (free 1 night stay in deluxe room/twin room only)
- c) Second runner up (Food and beverage voucher)
- d) Romantic Dinner Voucher available on 14 February 2021

4) Targeting

- a) Instagram and tiktok official Crowne Plaza Bandung Hotel followers earn contributions from participating in tiktok challenges
- b) Target 50-100 people who participate, 50 times 5 tagged friends of participants in the comments column has attracted 250 Instagram account users)

- c) Increase Insight from visiting Instagram profiles and viewing IG StORIES Crowne Plaza Bandung (where promos on TikTok and official Instagram accounts can be seen from participants who take part in this challenge)

And not only that, as a form of strategic opportunity at the celebration of major religious holidays. The concept of a tiktok promo was also carried out through the type of "tiktok dance" promo using the roles of the food and beverage department staff and also marketing communication staff.

- a. Briefings with each HOD (Head of Department) to select potential department staff to collaborate with the marketing communications section on tiktok content creation.
 - b. The Staffing meet standard hotel health procedures by wearing masks, face shields, and hand gloves. The following is an example of the use of health procedures in the implementation of tiktok content creation, the image below is the process of making tiktok in the front office area.
 - c. The staffing concerned has obtained permission from the manager or supervisor who incharged on the day of the creation of tiktok for the smooth process of creating content.
 - d. The adapting uniform follow to the department in question and also adjusts the theme that will be made on the TikTok content.
 - e. Willing to carry out various directions from the marketing communications section without coercion.
 - f. Grooming in the content creation process must be considered and in accordance with hotel grooming standards. For the standard grooming uniform, sales and marketing department on every working day on Monday until we wear a suit and shirt, while on Friday we use batik. the following is an example of a standard groomin uniform sales and marketing department.
 - g. Selecting of music, videos, and also trending content on the tiktok application to follow the market segment.
2. The stages of implementation

After completing the stages or preparation process in creating TikTok content, here are the implementation stages:

- a. Reading a concept script or showing an example of a video that will be made. In this process the script or concept script is written by the marketing communications staff which is then distributed to the staff who act as models for the making of the video. Here is an example of a draft script on tiktok content creation concept 12 January 2021.

Work from home theme with the talent needed from the front office department and marketing communication staff (Anna, Nidia, and Malik) with a dance video concept using music from a song called 'Saranghaae Joo I Love' You with a duration of 18 seconds.

72 hours flashsale using the concept of illustration mode with two talents from the sales and marketing department Talent A demonstrating in a confused state in front of the computer what to do, suddenly he wants to turn on the computer instead the number 72 appears on his computer when he opens it. It appears again on the wallpaper the computer number is 72, well. because he was confused about what was wrong with his computer, he asked the work partner next to him who was talent B. And talent B told him that it was a sign that today there was a "Flash promo from Crowne Plaza Bandung Hotel". And shot at talent A again directed by talent B to see social media from crowne plaza to see the promo. For this video, the editing party uses music with the title "Copines".

For 72 hours flashsale content, this promo also uses a dance video which is from the sales marketing department's talent (Anisa and Amelia) using music entitled Come on, shake gas, which is 15 seconds long.

The selecting of the place for tiktok content creation is in accordance with the concept that has been prepared and agreed upon from the marketing communications section. Making videos by involving the staff concerned with the concept of the tiktok context that has been studied previously.

The editing process is carried out when all video content has been taken. The editing process is carried out by following the SOP (Standart Operational Procedure) from social media Crowne Plaza Bandung Hotel and IHG Group Hotel and Resort. The standard in question is in the process of editing the tiktok video before it is uploaded using the standards from the Crowne Plaza Bandung Hotel management, namely IHG (Intercontinental Hotel Group). Such as the placement of the logo and also the use of fonts on the video that will be edited. For the Crowne Plaza Bandung Hotel using a Logo with a purple and white base. and also in the use of color fonts there are several colors such as white, purple, orange, and grey.

The selecting process for editing and video content tiktok involves the director of sales and marketing and also the marketing communication supervisor before uploading video content on the official hotel tiktok.

The final stage

After carrying out the preparation process in content creation, to the editing process and also video selection involving the director of sales and marketing and also the marketing communication supervisor, then enter the final stage. the following is the final stage in the process of making content tik tok videos in hotel product marketing.

Selecting the video is done by paying attention to all kinds of details. starting from the letters, colors that match the colors that have been set by IHG Hotel Group for the Crowne Plaza Bandung Hotel, and also video content that does not contain SARA and POLITICAL elements.

The uploading process is carried out by taking into account the schedule and time to generate the expected insights.

Selecting the tiktok content will be uploaded, an interesting caption and hashtag are selected so that it can be included in the FYP of the tiktok application.

Uploading the content after selected then it is sharing to all departments to help the promotion process.

Tik tok content is not only uploaded to the tiktok application, but also becomes material for IG Stories and official social media Crowne Plaza Bandung Hotel. Here are some tiktok content that is used as material in Crowne Plaza Bandung Hotel official social media content, namely Instagram.

The obstacles faced when selling hotel products through Tik Tok applications in the Pandemic by Marketing Communications

In the process of using the Tiktok application in the hotel industry for the process of selling hotel products, product promos, and also promoting hotels in the midst of a pandemic era, there are several obstacles, especially at the Crowne Plaza Bandung Hotel. The following are the various obstacles found in the marketing communication of the Crowne Plaza Bandung Hotel in the soft selling process using the TikTok application.

The first obstacle is the socialization process to each department. especially to the head of department regarding the use of tiktok in the sales process and new marketing strategies. A bad view of the Tiktok application is still a problem point in the process of socializing the use of this new platform. so that more effort is needed to ensure that the opportunities that will be obtained from sales using the tiktok application are very big.

The next obstacle lies in the implementation process of making videos which must involve staff from various departments. which the marketing communications section must be prepared with schedule changes or shifts of pre-selected staff to collaborate on the video making process. That as a professional marketing staff, when there is a change that occurs to the staff who become the model for the tiktok video content, you must be ready to replace the position of the staff model, in the example image below is an example where the communication marketing staff acts as a model for tiktok video content.

High session at the hotel with the increasing busyness of the performance of the staff concerned became an obstacle in the process of making videos so that it wasted a little time, and also the presence of crowds in the place where the video was made, it became a challenge for hotel staff who played a role in making videos of tiktok content.

Technical constraints, namely the lack of tools such as lighting, tripods, and also cameras that still use smartphone cameras so that more effort is needed to produce videos with good quality. these obstacles sometimes waste a lot of time so the resulting video must take several more times.

The lack of staff in the marketing communications department resulted in all the video making process being carried out by one staff (trainee). from the initial stage to the upload of tiktok content, everything is done independently and individually, so it requires a lot of energy and time in the midst of busy marketing communication work. This is the main influence in the process of creating promotional content using the tiktok application.

4. Conclusion

Based on the description that the author describes through the final project entitled *“The procedures of selling hotel products using Tik Tok Application Marketing Communication Section Crowne Plaza Bandung Hotel”* the writer draws some conclusions as follows.

In the procedure for handling hotel product sales using the tiktok application on the Marketing Communications of the Crowne Plaza Bandung Hotel, there are several stages carried out so that the soft selling carried out on the sale of hotel products can be carried out properly. the first is the preparation process which starts with a briefing with the Head of Department at the Crowne Plaza Bandung Hotel to socialize the use of the new platform in the marketing process and sales strategy by utilizing the application platform which is currently being used by many people both in Indonesia and abroad. The next stage is the manufacturing process involving staff in each department concerned for the process of making videos consisting of promotional videos for hotel products to be marketed, as well as various educative content on the hotel industry process in the midst of an era pandemic like this. Until the final stage in the editing and publication process involving the Director of Sales Marketing and also the Supervisor of Marketing Communications at Crowne Plaza Bandung before being published on social media from the Crowne Plaza Bandung Hotel. Procedures for handling sales of hotel products Crowne Plaza Bandung there are several obstacles experienced by the Marketing Communications Section. These obstacles stem from several things. the first is the obstacle that occurs due to the still bad stigma against the tiktok application from several Heads of Departments at Crowne Plaza Bandung, so it requires more effort to socialize that the tiktok platform has a big impact in the current pandemic era for the process of selling hotel products. and also as a marketing strategy. the lack of tools for the process of creating video content such as the absence of a tripod, lighting, and also the process of making video still uses a smartphone camera. So, for high-quality video results, extra effort is needed in the midst of the lack of equipment and supporting facilities. Another obstacle is the lack of staff in the Marketing

Communications Section, which results in all manufacturing processes to publications being carried out individually and independently.

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BOOK REVIEW

Dilema Homo Digitalis di Era 4.0

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Judul Buku : *Aku Klik maka Aku Ada* Manusia dalam Revolusi Digital
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Tahun : 2021

Abstrak. Buku ini mau menguraikan bagaimana kegagapan manusia yang hampir seluruh aspek hidupnya semakin dikuasai oleh komunikasi digital. Digitalisasi bukan sekadar piranti teknologis artifisial melainkan sudah mempengaruhi cara manusia mengada (*mode of being*). Oleh sebab itu dibutuhkan analisis filsafat untuk membedah persoalan tersebut. Terdiri dari 8 topik yang menyangkut aspek-aspek kehidupan dipertanyakan secara filosofis: 1. *Siapakah Manusia Digital?* 2. *Mengapa Fanatik di Media Sosial?* 3. *Apakah Peran Hukum ketika Publik Dipimpin Bullshit?* 4. *Mengapa Kebenaran Penting?* 5. *Di Manakah Keindahan Ketika Karya Seni Direproduksi secara Digital?* 6. *Masih Manusiakah Kita Jika Berada dalam WWW?* 7. *Ada Apa di Balik Layar dan Masker?* 8. *Bagaimana Bertindak Moral dengan Jari?*

Bagaimana *Homo Sapiens* (manusia) yang dianggap spesies paling unggul karena kemampuan berpikirnya namun sekarang digantikan mesin digital yang lebih cerdas dalam berpikir? Kata-kata Filsuf Rene Descartes yang menunjukkan keberadaan manusia karena berpikir – *Cogito Ergo Sum*, *Aku Berpikir maka Aku Ada* – dipelesetkan oleh penulis menjadi *Aku Klik maka Aku Ada*

Kata Kunci : *digital, hoax, eksistensial, virtual, internet*

1. Pengantar

Revolusi Industri 4.0 ditandai dengan proses digitalisasi yang sedang berlangsung dan semakin merangsek memasuki seluruh aspek kehidupan manusia. Manfaat dan kemudahan yang diberikan oleh teknologi informasi ini nyaris tak terbatas. Internet bisa menembus ruang dan waktu sehingga globalisasi terlampaui dengan cepat. Secara virtual, dunia tak lagi disekat-sekat oleh teritori geografi dan politik. Apa yang terjadi di pelosok negeri bisa viral dan disaksikan orang seluruh dunia. Namun demikian, cengkeraman digital juga mengancam kehidupan bersama dengan maraknya *hoax* (berita bohong) yang dirancang untuk memecah belah, memfitnah dan menyesatkan. Kuatnya pengaruh piranti digital juga berpengaruh terhadap cara berpikir dan berperilaku, bahkan cara bereksistensi (mengada) sebagai manusia di tengah dunia. Anak usia 1 tahun asyik dengan gawai adalah pemandangan biasa, bahkan di desa yang jauh dari kota, karena orangtuanya tidak mau anaknya rewel. Ketergantungan atau kecanduan pada gawai sudah terjadi sejak dini, bahkan jauh sebelum anak masuk sekolah.

2. *Homo Sapiens* vs *Homo Digitalis*

Spesies manusia modern dinamakan *homo sapiens* (*homo*: manusia, *sapiens*: cerdas, bijak) karena memiliki keunggulan dalam kapasitas dan potensi otak (kecerdasan) dibanding makhluk lainnya. Namun proses evolusi digital yang terus terjadi tidak berlebihan jika manusia mendapat julukan *homo digitalis* (hlm.39). Kata *digital* berasal dari bahasa Latin *digitus* yang berarti *jari*. Jari sebagai simbol karena piranti digital dikendalikan dengan jari (menyentuh, klik). Orang tidak lagi *I think* (mengandalkan otaknya) tetapi *I browse* atau *I search* (mengandalkan mesin pencari semisal Google). Kapasitas pikiran manusia tidak lagi disimpan di otak melainkan pada ponsel pintar. Orang bisa meraih gelar Doktor tanpa harus masuk perpustakaan dan diskusi cukup di kamar sambil menjelajah dunia maya yang menyediakan referensi-referensi yang dibutuhkan, konsultasi, diskusi dan seminar pun bisa secara daring. Kata-kata filsuf Perancis Rene Descartes yang menabalkan status *homo sapiens*, *Cogito Ergo Sum* (*Aku berpikir maka Aku Ada*) dan selanjutnya kemampuan berpikir menjadi panglima yang melahirkan ilmu pengetahuan dan teknologi hingga saat ini. Penulis memleset adigium ini dengan judul “*Aku Klik, maka Aku Ada*” yang berarti *homo digitalis* bukan sekedar pengguna

gawai melainkan manusia bereksistensi melalui gawai. Keberadaannya ditentukan oleh kegiatan bergawai (klik)—siapa aku ditentukan melalui aktivitas *uploading*, *chatting*, *sharing*, *posting* dan utamanya *selfie*. Melalui komunikasi digital, manusia ingin diakui, di-like dan di-comment. Manusia telah berpindah dari dunia nyata (*world*) ke dunia maya (*www*). Dunia nyata dan dunia maya semakin tipis batasnya. *Link* menjadi pintu masuk loncat dari dunia nyata ke dunia maya. Harari mengatakan:

“... manusia akan kehilangan nilai mereka sepenuhnya... manusia masih akan berharga secara kolektif tetapi akan kehilangan otoritas individual mereka, dan akan diatur oleh algoritma-algoritma eksternal”¹

Dalam komunikasi digital, manusia tidak hanya mengendalikan teknologi namun sekaligus juga dikendalikannya. Dilema ini dinyatakan oleh Hardiman sebagai berikut :

“Untuk pertama kalinya dalam sejarah, setiap orang bisa menjadi aktor global lewat ruang digital. Tetapi persis pada saat yang sama , setiap pengguna hanya lah komponen mesin digital gigantis yang dikendalikan oleh artificial intelligence yang menguntungkan perusahaan-perusahaan media.”²

3. Kebebasan vs Brutalitas

Teknologi digital menyediakan kebebasan individual nyaris tanpa batas namun sekaligus melahirkan maraknya brutalitas. Revolusi digital di era 4.0 membebaskan orang dari nilai dan tatatan lama. Aturan dan moralitas bagi pegiat media sosial menjadi tidak jelas sehingga nyaris tidak mungkin mendisiplinkan mereka dan menjaga keutuhan sosial. Pamer, narsis dan pornografi pun mendapat panggung yang seluas-luasnya di ruang digital. Homo digitalis bisa berbuat sebebas-bebasnya seolah hidup tanpa hukum dan negara (hlm.45). Orang bisa bebas menebar kebencian dan perpecahan melalui konten-konten di *Youtube* tanpa ada sensor. Isu-isu agama dan ras yang dulunya menjadi ranah sensitif SARA sekarang diproduksi secara masif dan sistematis sehingga mengancam keutuhan komunitas bangsa. Kebebasan *homo digitalis* dapat menjelma menjadi *homo brutalis* yang berpotensi menghancurkan kehidupan bersama.

Dampak paling terasa dari kebebasan semacam ini adalah tumbuh suburnya radikalisme yang dikembangkan melalui media digital. Untuk mengindoktrinasi paham radikal tidak perlu mengumpulkan massa di lapangan cukup dengan konten melalui gawai dengan jutaan *subscriber*, bahkan si demagog pun tidak diketahui di mana berada, bisa jadi di luar negeri. Mesin-mesin algoritma dan *artificial intelligence* yang dipasang dalam gawai oleh perusahaan-perusahaan media dengan orientasi keuntungan tidak peduli dampak yang ditimbulkannya. Bahkan *homo digitalis* tidak menyadari dampak yang ditimbulkannya dengan gawainya. Jaron Lanier menulis :

“Jadi masalahnya bukan modifikasi perilaku itu sendiri. Masalahnya adalah perilaku modifikasi yang terus-menerus, robotik, dan akhirnya tidak bermakna untuk melayani manipulator-manipulator tak kasat mata dan algoritma-algoritma yang dingin.”³

Sebuah dilema sekaligus ironi pada era manusia mampu meraih kebebasan berkomunikasi seluas-luasnya melalui jaringan digital namun pada saat yang sama dikendalikan mesin-mesin cerdas milik korporasi seperti *Facebook*, *Google*, *Youtube*, *Twitter*, dll.

4. Kebenaran vs Hoax

Post truth (pasca kebenaran) sebagai biang *hoax* sangat masif dan sistematis diproduksi para politisi untuk meraih suara dengan menebar isu-isu yang mengaduk-aduk sentimen SARA.⁴ Kebenaran yang disampaikan melalui argumen-argumen rasional dan faktual diabaikan dan digantikan berita bohong (*hoax*) yang menyentuh *reptilian brain* manusia sehingga bereaksi spontan secara emosional. Donald Trump berhasil menduduki kursi kepresidenan AS karena dalam kampanye menebar isu Islamfobia, demikian juga Ahok tumbang untuk Gubernur DKI karena lawannya menebar isu anti pemimpin non muslim.

Agus Sudibya mengatakan:

“Bukan warga negara yang muncul dalam demokrasi melainkan troll dan bot politik yang menyebar hoaxes yang memicu emosi untuk menciptakan konsesus dengan dukungan publik palsu”.⁵

Berhadapan dengan *post truth* dan *hoax* dalam demokrasi, perlu dibangkitkan lagi kesadaran akan pentingnya kebenaran dalam berdemokrasi. Penulis buku ini memberikan argumen pentingnya kebenaran, yakni kebenaran sebagai

¹ Juval Noah Harari, *Homo Deus: Masa Depan Umat Manusia*. Tangerang: Pustaka Alfabet.2018. hlm.399

² F.Budi Hardiman. *Aku Klik maka Aku Ada*. Yogyakarta: Kanisius.2021.hlm.42

³ Jaron Lanier, *Ten Arguments for Deleting Your Social Media Accounts Right Now*. New York: Henry Holt and Company, 2018.Hlm.24

⁴ Kata *Post Truth* dinobatkan sebagai *Word of the Year* 2016 oleh *Oxford Dictionary*

⁵ Agus Sudibyo, *Tarung Digital.Propaganda Komputasional di Berbagai Negara*. Jakarta: Kepustakaan Populer Gramedia. 2021. Hlm. 33 dan 54

fakta, sebagai moralitas dan sebagai autensitas.⁶ Argumen pertama, ide demokrasi itu sendiri mengandaikan kebenaran sebagai fakta. Demokrasi adalah pemerintahan oleh rakyat. Bagaimana kita tahu bahwa rakyatlah yang memerintah? Bagaimana kita tahu bahwa opini dan pendapat partai politik atau politisi mewakili rakyat? Untuk itu perlu kebenaran faktual, yakni statistik, jurnalisme objektif, survei, dsb. Politik pasca kebenaran mencoba menebar data palsu sehingga membingungkan rakyat yang sedang mencari tokoh panutan padahal si tokoh membangun pencitraan diri melalui *buzzers* bayaran. Kedua, kebenaran secara moral terkait dengan dalam demokrasi terdapat kebebasan berpendapat dan ini merupakan ide moral. Sebagai ide moral, kebebasan berpendapat mestinya tidak digunakan untuk menabrak kebebasan orang lain dengan membohongi publik, melakukan ujaran kebencian dan fitnah dalam bentuk apa pun. Oleh sebab itu perlu ada kebenaran moral yang tercetus dalam prosedur dan kebijakan demokrasi. Alasan ketiga terkait hakikat demokrasi sebagai komunikasi oleh sebab itu perlu didasari saling percaya. Integritas para politisi dan transparansi publik sangat dibutuhkan untuk membangun demokrasi yang sehat di tengah banjir *post truth* dan *hoax*.

Mengapa ada manusia lebih percaya *hoax* daripada kebenaran? Nalar manusia tidak netral, melainkan tendensius apalagi kalau menyangkut sikap politis. Lee McIntyre melukiskan kondisi ini sebagai berikut:

“Suatu suasana hati yang di dalamnya kita menginginkan sesuatu (barangkali pada taraf tidak sadar) untuk menutup-nutupi keyakinan-keyakinan kita dalam terang pendapat-pendapat kita”⁷

Dengan nalar semacam ini, isu-isu sepele bisa berubah jadi polarisasi pada revalitas politik, misalnya saat Pemilu. Kubu satu melawan kubu lainnya, yang berpotensi menghasilkan konflik baik di media massa maupun demonstrasi massa secara riil yang sesungguhnya dipicu oleh kebohongan.

5. Penutup

Buku filsafat populer ini mencoba menggali persoalan-persoalan mendasar yang ditimbulkan oleh peran komunikasi digital yang sedang dan akan terus terjadi di era 4.0 ini. Manusia (*homo digitalis*) bukan sekedar pengguna gawai melainkan sekaligus dikendalikan oleh teknologi digital yang diprakarsai perusahaan-perusahaan media dalam rangka meraup keuntungan. Oleh sebab itu, dibutuhkan kesadaran dan kecerdasan dalam menggunakan teknologi digital agar manusia tetap sebagai subjek yang otonom dan bebas tanpa harus mengganggu kebebasan orang lain.

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⁶ Kebenaran-kebenaran ini didasarkan apa disampaikan oleh Habermas tentang dunia objektif, intersubjektif dan subjektif.

⁷ Lee McIntyre, *Post Truth*, Cambridge: The MT Press, 2018.hlm.45