The 2nd International Conference on Language, Literature and Teaching

ICoLLiT

“Future Perspective for Language Education, Linguistic and Literary Studies in 4.0 Era”

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The 2nd
International Conference on
Language, Literature, and Teaching

“Future Perspective for Language Education,
Linguistic and Literary Studies in 4.0 Era”

Campus 1 of Universitas Muhammadiyah Surakarta
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Term of Reference The 2\textsuperscript{nd} ICoLiT

The term education 4.0 is a very popular topic today because of its big influence on education system. Its emergence is inspired by Industry Revolution 4.0. It is a new paradigm which focuses on the innovation and information technology. This new paradigm has been promoted in many fields of studies, including EFL teaching, linguistic and literary studies. It is unavoidable that the use of information technology supports the jobs of educators as well as researchers.

This conference is aimed to explore current trends, concepts and strategies for the adaptation to new industrial revolution, especially in the field of EFL teaching, linguistic and literary studies. This conference is an important contribution to the understanding of education 4.0 to look at what is happening within the world of EFL teaching, linguistic and literary studies. It is rather broad in its scope and yet grounded in its focus on actual examples from educational field, either in higher education as well as primary or secondary education. This conference, therefore, is worth attending.
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Preface

On behalf of the 2nd ICoLLIT organizing committee, I am honored and delighted to welcome you to the 2nd International Conference on Language, Literature and Teaching.

Our conference is varied with 1 keynote speech and 3 invited talks and around 48 papers split between 2 parallel oral sessions. The conference’s goal is to bring together, a multi-disciplinary group of experts and language teachers from all over the world to present and exchange break-through ideas relating to the Language, Literature, and Teaching. It promotes top level research and to globalize the quality research in general, thus making discussions, presentations more internationally competitive and focusing attention on the recent outstanding achievements in the field of Language, Literature and Teaching.

As a conference chair of ICoLLIT 2019, I know that the success of the conference depends ultimately on the many people who have worked with us in planning and organizing the program. In particular, we thank the Rector for their support in holding this conference, the Program Committee for their thorough and timely reviewing of the papers, and our sponsors who have helped us to keep down the costs of ICoLLIT for all participants. Recognition should go to the Organizing Committee members who have all worked hard for the details of important aspects of the conference programs.

We hope that you will find the conference both enjoyable and valuable, and also enjoy the cultural and natural beauty of Surakarta.

Surakarta, 1st May 2019
Conference Chairperson

Mauly Halwat Hikmat, Ph.D.
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Conference Papers
AN INTERACULTURAL PERSPECTIVE ON TEACHING AND LEARNING EFL AT THE UNIVERSITY LEVEL

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Abstract
This paper examined EFL teachers’ and students’ perceptions and practices of culture teaching and learning in a Saudi university from an intercultural perspective. Employing descriptive research, this study sought to glean data through a questionnaire that tapped into the perceptions of and attitudes towards the target culture in the EFL classroom and the teaching of English literature, as entertained by language instructors (N = 25) and EFL college students (N = 33). Findings showed that teaching and learning EFL is greatly influenced by the perceptions of intercultural language learning. The results revealed that EFL instructors and students recognized the central role that literature can play in culture learning in EFL classes. The participant students in the study also believed that EFL instructors and language course developers need to integrate cultural content in the language curriculum, especially within the literature curriculum, and to emphasize the dynamic relationship between acculturation and ELT in EFL classrooms.

Keywords: intercultural competence, English as a Foreign Language, Teaching, Learning, University education

1. INTRODUCTION

Current models of communicative competence demonstrate that there is much more to learning a language, and they include the vital component of cultural knowledge and awareness (Bachman 1990). Linguistic communication lacking in the appropriate cultural sensitivity may well result in producing humorous incidents, and can result in miscommunication and misunderstanding. According to Kramsch (1993, 1), culture

“is always in the background, right from day one, ready to unsettle the good language learners when they expect it least, making evident the limitations of their hard-won communicative competence, challenging their ability to make sense of the world around them.”

Sociologically, culture is a very broad and general concept, so to get to know a given culture means to gain extensive knowledge of a particular community of people living in a particular area of land. It seems useful to make a distinction between the so-called uppercase-C culture and lowercase-c culture. The big-C genre of culture is usually easy to explore, as it constitutes all the factual knowledge about fine arts in a particular human community such as literature, music, dance, painting, sculpture, theater, and film. The small-c culture, on the other hand, comprises a wide variety of aspects, many of which are inter-connected, including attitudes, assumptions, beliefs, perceptions, norms and values, social relationships, customs, celebrations, rituals, politeness conventions, patterns of interaction and discourse organization, the use of time in communication, and the use of physical space and body language.

Some such lowercase-c cultural aspects can be grasped and learned as they are observable, while other dimensions, hidden, intricate and delicate, are imparted to us from birth, and therefore, are deeply internalized and subconscious and are often noticed only in contrast with
another culture. It is mainly these non-tangible cultural aspects that have an enormous influence on people’s way of thinking and their linguistic/non-linguistic behavior and that, importantly, determine the expectations and interpretations of other people’s linguistic/non-linguistic behavior. A person who encounters an unfamiliar culture will lack knowledge of such behaviors, which may lead to amusing situations, and even conflict, caused by miscommunication. This happens because these aspects of culture are unspoken rules created by a community. Because these cultural rules are full of meaning and “allow people to anticipate events, they often acquire a moral rigidity and righteousness that engender stereotypes and even prejudices” (Kramsch 1995, 2).


Prodromou (1988), in a questionnaire study of 300 Greek students, found that over half of the students believed that native speaker instructors should have some knowledge about the students’ native tongue and culture. Duff and Uchida’s study (1997) of four EFL instructors revealed considerable complexity in instructors’ socio-cultural identities and a lack of awareness that they were implicitly transmitting cultural messages to their students.

Despite the findings of these studies, there is still a general lack of information about how instructors and students view the teaching of culture and how these views are reflected in their teaching.

2. CONTEXT OF THE PROBLEM STUDIED

Integrating culture in the language classroom through teaching English literature can be understood as important and necessary. Practically, however, many problems arise when implementing culture-embedded literature teaching in the foreign language classroom in Saudi universities. For instance, teachers’ limited foreign experiences, limited knowledge of the target culture, lack of methods and materials, lack of time, and fear of controversy over teaching values and attitudes have been globally recognised as impediments to culture/literature teaching in some communities (Arries, 1994; Bragaw, 1991; Damen, 1987; Hadley, 1993; Mantle-Bromley, 1993). An identified problem in relevant literature with regard to culture teaching is that acculturation methodology is vast, and a great many techniques have been employed in order to strip away the layers of obfuscation blotting out the term ‘culture’ (Bessmertnyi, 1994).

A growing body of prior research in English language education and acculturation focuses on ‘non-native English speaking’ teachers of English (Amin, 1997; Braine, 1999; Kachru, 1992; Kahmi-Stein, 2004; Phillipson, 1992; Widdowson, 1994). Much of this research problematizes the ownership of English and the privileged position of the inner circle of English-speaking countries such as the U.K., the U.S., Canada, Australia and New Zealand (Wee, 2002; Kachru, 2006b). Harumi (2002), quoting Kachru (2006a, p.11), contends that the globalization of English naturally promotes not only the “Englishization” of other world languages but also the “nativization” of English. Harumi further maintains that the widespread dissemination of English as an international language, whatever the dialects it is spoken in, has stripped the
English-speaking peoples off the sole ownership of the language because English today has "ceased to be a vehicle of Western culture; it only marginally carries the British and American way of life" (Kachru, 1986, p.92).

This study aims at identifying the impediments that hinder culture teaching as embedded in the teaching of English literature to EFL students in Saudi Arabian universities as perceived by a sample of teachers and students. Therefore, the problem object of the study can be expressed in the following research question:

What are the attitudes of faculty and students in the English Department of the College of Languages and Translation, King Khalid University (KKU), Abha, towards culture-embedded literature teaching?

3. Methodology

3.1. Research Method

The method of research utilized in this study was the descriptive method. The descriptive research design with qualitative data from the open-ended section of the questionnaire can provide useful information about the distribution of a wide range of characteristics and relationships between variables of the study. Employing such a method aimed to "use questionnaires to collect data from participants in a sample about their characteristics, experiences, and opinions in order to generalize the findings to a population that the sample is intended to represent." (Gall, et al., 1996, p. 289) This approach of research can provide a basis for decisions that are significant for the evaluation of current educational practices (Patton, 2002).

3.2. Instrumentation

The questionnaire designed for the purpose of the study explored the perceptions of and attitudes towards the target culture in the EFL classroom and the teaching of English literature, as entertained by language instructors and EFL college students. The questionnaire (in two formats, one for teachers and the other adapted for students) was designed to elicit instructors and students’ views on three major aspects identified in relevant literature: (1) feelings about both the importance of teaching culture and literature in EFL classrooms; (2) perceptions about culture in the current literature curriculum; and (3) inhibitors and impediments to EFL literature teaching in Saudi universities.

As the survey was intended to be exploratory for instructors’ and students’ views on the use of literature as a tool for culture teaching in EFL, independent variables, such as instructors’ length of experience and nationality, although noted, were not critical factors. The lack of model-building, which usually includes independent variables and dependent variables, i.e. attitudes, may appear to be a major weakness in this study; however, given the general dearth of similar studies, the questionnaire serves as a source of information gathering. The questionnaire included both a Likert scale answer option as well as space for an open-ended response on most items.

In this way, participants with time and interest in the survey topic were able to expand on their answers, while those with little time or interest could simply circle numbers on the Likert scales. In this sense, the advantages of both close-ended responses, i.e. those readily quantified and easily analysed, and open-ended responses, i.e. those providing more useful and insightful data,
could be maximised. The main disadvantage of open-ended questions, i.e. unmanageably large amounts of data, was minimal because of the small sample size.

Because several of the questions required more than an informal, superficial understanding of terminology, examples were provided as part of the question to ensure understanding where informants can add more details or comments in the comments spaces below.

3.3. Validity of the Instruments

Inter-rater validation indicated the instruments were valid enough to collect the data they were meant to gather.

3.4. Reliability

The reliability of the questionnaire has been determined using the Kuder-Richardson formula (21) (Brown, 1997, p. 202). The reliability co-efficient computed for the 35 items was 0.76, which is fairly high.

The questionnaire was preliminarily administered to 7 faculty members and junior staff members to determine its reliability, employing a test-retest method. The reliability of the survey was determined using the Kuder-Richardson formula (21). The reliability co-efficient computed for the survey items was 0.87, which is high enough to make the survey reliable for administration.

3.5. Participants

English language instructors at the College of Languages and Translation, KKU, participated in this study. Twenty-five instructors had taught for more than ten years, and their teaching experiences ranged from 5–15 years; some had more than 15 years’ experience in TEFL. Of them, 40 % were Ph.D. holders, and the remaining 60 % were MAs. Participant teachers, most of them, taught at universities, though some taught at junior colleges (two-year post-secondary institutions), and some spanned a wide spectrum of learning institutions ranging from high school to university, with a wide experience in ESL and EFL.

Participant students in the questionnaire study were 33 in number, enrolled in levels five and six of study (upper-intermediate level); their mean age was 20.3 years. The participant students’ native language was Arabic. Although no identical proficiency test was given to the students, the researcher could assume that all student informants were equivalent in terms of proficiency, based on information provided from the academic advisor on their grade point averages (GPAs).

4. RESULTS

Informants responded to the survey questions on a five-point scale, from ‘Very Important’ (scored 1) to ‘Unimportant’ (scored 5) or, in the case of questions referring to specific teaching/learning practices, from ‘Always’ (scored 1) to ‘Never’ (scored 5). In either case, a low group score, in the range of 1–2, indicates a significant commitment on the part of the instructors to the views or the practices mentioned, and a high score, in the range of 3–4, indicates a lack of commitment.

As for the open-ended questions requiring written responses, approximately 95 % of the instructors answered some or all of the question items that allowed open-ended comments, while 85 % of the student sample filled out this section.
Perhaps unsurprisingly, these open-ended responses covered a remarkable range of examples and ideas. The first five questions dealt with informants’ attitudes towards the teaching/learning of culture as part of their language classes (See the questionnaire attached).

Table (1): frequencies, percentages, weighted percentages, and $\chi^2$ for teachers’ responses to section one of the questionnaire

<table>
<thead>
<tr>
<th>Items</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Weighted percentage</th>
<th>$\chi^2$</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Freq</td>
<td>%</td>
<td>Freq</td>
<td>%</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>10</td>
<td>41.8</td>
<td>11</td>
<td>42.9</td>
<td>14.1</td>
</tr>
<tr>
<td>2</td>
<td>12</td>
<td>48.1</td>
<td>9</td>
<td>37.8</td>
<td>4</td>
</tr>
<tr>
<td>3</td>
<td>15</td>
<td>60.8</td>
<td>8</td>
<td>31.1</td>
<td>2</td>
</tr>
<tr>
<td>4</td>
<td>18</td>
<td>72.3</td>
<td>6</td>
<td>25.1</td>
<td>1</td>
</tr>
</tbody>
</table>

* significant at 0.01; ** significant at 0.05

Table (1) above shows the $\chi^2$ values for the items from 1 to 4, all being significant at 0.01, which indicates that all informants agreed to the items of this section positively, suggesting that instructors think that it is important to include aspects of culture in their teaching of English language.

While no teacher thought it was unimportant, a mean of 8.5 respondents circled ‘a neutral response’ suggesting that some instructors remain in doubt about the importance of culture in EFL classrooms, despite the wealth of research advocating a role for culture.

In open-ended responses, teachers indicated that novels, short stories, and drama are the major genres of creative writing that can best depict a particular culture in a given language; as such, informants, from amongst teachers, indicated that these genres have to be extensively included in the English literature component of the BA programme in the college.

Table (2): frequencies, percentages, weighted percentages, and $\chi^2$ for students’ responses on section one of the questionnaire

<table>
<thead>
<tr>
<th>Items</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Weighted percentage</th>
<th>$\chi^2$</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Freq</td>
<td>%</td>
<td>Freq</td>
<td>%</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>13</td>
<td>38.6</td>
<td>10</td>
<td>30.8</td>
<td>10</td>
</tr>
<tr>
<td>2</td>
<td>28</td>
<td>86.7</td>
<td>4</td>
<td>11.8</td>
<td>1</td>
</tr>
<tr>
<td>3</td>
<td>10</td>
<td>61.1</td>
<td>11</td>
<td>34.9</td>
<td>2</td>
</tr>
</tbody>
</table>
Table (2) above shows the Chi2 values for the items from 1 to 4, all being significant at 0.01, which indicates that all informants agreed to the items of this section positively, suggesting that students, too, deemed it important to include aspects of culture in their language curriculum.

While no teacher thought it was unimportant, a mean of 9 respondents circled ‘a neutral response’ suggesting that some EFL students remain dubious about the significance of incorporating culture as a component in the EFL curriculum.

Students indicated that novels and stories are extensively loaded with culture, and they ought to study many of these courses across the language curriculum, in lieu of the intensive skills courses they are immersed in.

Table (3): Frequencies, percentages, weighted percentages, and Chi2 for teachers’ responses on section two of the questionnaire

<table>
<thead>
<tr>
<th>Items</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Weighted percentage</th>
<th>Chi²</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Freq</td>
<td>%</td>
<td>Freq</td>
<td>%</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>20</td>
<td>78.9</td>
<td>1</td>
<td>4.9</td>
<td>4</td>
</tr>
<tr>
<td>6</td>
<td>21</td>
<td>82.9</td>
<td>2</td>
<td>8.1</td>
<td>2</td>
</tr>
<tr>
<td>7</td>
<td>17</td>
<td>70.7</td>
<td>5</td>
<td>22.5</td>
<td>3</td>
</tr>
<tr>
<td>8</td>
<td>21</td>
<td>83.1</td>
<td>1</td>
<td>4.8</td>
<td>3</td>
</tr>
</tbody>
</table>

* Significant at 0.01; ** significant at 0.05

In section 2, which tapped into the perceptions about culture in the current literature curriculum, most informant teachers – as shown in table 3 above – scored strongly towards the positive end with considerably less deviation. No instructors in this study claimed to never teach culture, but a few instructors circled ‘neutral’ indicating that their classes contained minimal cultural information.

Table (4): frequencies, percentages, weighted percentages, and Chi2 for students’ responses on section two of the questionnaire

<table>
<thead>
<tr>
<th>Items</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Weighted percentage</th>
<th>Chi²</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Freq</td>
<td>%</td>
<td>Freq</td>
<td>%</td>
<td></td>
</tr>
</tbody>
</table>

The 2nd International Conference on Language, Literature and Teaching
As is shown in table (4) above, student informants were of the same opinion as their teachers: they positively agreed that the current curriculum provided culture teaching, and that their teachers also taught culture while they were teaching language, but a few (mean number of respondents = 7) were not convinced that enough culture was taught in the language curriculum. Those students explained, in the open-ended spaces, that the current literature curriculum is not adequate to provide an appropriately balanced quantity of culture learning; they indicated that even some of the literature courses have been tuned to address Islamic topics, such a course titled 'Islam in World Literature', which cannot be claimed as teaching the English culture. In section 3, which sought to recognize the inhibitors and impediments to EFL literature teaching in Saudi universities, the following tables show teacher and student informants' responses to the items of this section:

Table (5): frequencies, percentages, weighted percentages, and Chi² for teachers’ responses on section three of the questionnaire

<table>
<thead>
<tr>
<th>Items</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Weighted percentage</th>
<th>Chi²</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Freq</td>
<td>%</td>
<td>Freq</td>
<td>%</td>
<td>Freq</td>
</tr>
<tr>
<td>9</td>
<td>10</td>
<td>40.4</td>
<td>11</td>
<td>44.9</td>
<td>4</td>
</tr>
<tr>
<td>10</td>
<td>12</td>
<td>50.0</td>
<td>6</td>
<td>24.4</td>
<td>7</td>
</tr>
<tr>
<td>11</td>
<td>14</td>
<td>56.0</td>
<td>5</td>
<td>19.8</td>
<td>6</td>
</tr>
<tr>
<td>12</td>
<td>18</td>
<td>71.6</td>
<td>5</td>
<td>21.0</td>
<td>2</td>
</tr>
</tbody>
</table>

* Significant at 0.01; ** significant at 0.05

With all Chi² values being significant at 0.01 as is shown in Table (5) above, the figures demonstrate that teachers were cognizant of their perceptions of the inhibitors and impediments of teaching culture within literature in the BA curriculum provisioned for EFL students in the College of Languages and Translation, at KKU.

Nearly half the informants do not agree that the barriers cited are deemed inhibitive impediments except for item 12, addressing availability of material and teaching technology, such as video and audio clips. They think so because (1) some courses do not give them the opportunity to use drama video clips for introducing the target culture to the students in attractive formats, (2) literary texts available cannot be integrated with audio-video material easily due to time constraints in the classroom as well as lack of lab facilities, (3) teachers do not incorporate video clips available with these courses due to native cultural barriers, mostly associated with religious or socio-religious factors; and, finally, (4) the literature course instructors do
not provide their students with supplementary material (e.g. texts, graphics, advance organisers, audio, video, etc.) that integrate culture and literature learning.

Table (6): frequencies, percentages, weighted percentages, and Chi2 for students’ responses on section three of the questionnaire

<table>
<thead>
<tr>
<th>Items</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Weighted percentage</th>
<th>Chi²</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Freq</td>
<td>%</td>
<td>Freq</td>
<td>%</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>15</td>
<td>45.8</td>
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</tr>
<tr>
<td>10</td>
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<td>24.0</td>
<td>16</td>
<td>49.0</td>
<td>16</td>
</tr>
<tr>
<td>11</td>
<td>16</td>
<td>48.8</td>
<td>7</td>
<td>21.0</td>
<td>10</td>
</tr>
<tr>
<td>12</td>
<td>9</td>
<td>27.2</td>
<td>11</td>
<td>35.7</td>
<td>12</td>
</tr>
</tbody>
</table>

* Significant at 0.01; ** significant at 0.05

In table (6) above, all Chi2 values are significant at 0.01, except for item 11 which is significant at 0.05. This indicates that informants perceived the following factors as inhibitors and impediments to integrating culture within English literature teaching in KKU in the following order according to the perceptions of the informants as determined by Chi2 and weighted percents:

1. lack of enough native-language speakers on the teaching staff;
2. lack of time and adequate material covering overt and covert cultural aspects within literary texts;
3. socio-cultural and religious factors;
4. lack of teaching technology enabling culture learning in classrooms.

The large difference in the mean scores between Section 1 and section 3 suggests that although participant instructors thought cultural content available within the current literature curriculum was important, and they did tend to teach it, it is actually planned only some of the time, due to time constraints and lack of literary texts rich in the culture of the English language. Presumably, instructors plan other parts of a lesson more rigorously than the parts that include culture. The reasons also have to do with the cultural and religious composition of Saudi society. Most students responded negatively in the open-ended part of section three when they were asked about whether it is culturally and religiously appropriate for them to view dramatic video clips with music and female actresses. They think so because they tend to believe that drama in videos expose exhibits women in nudity, which is not culturally acceptable for them. This pattern, where culture is perceived as important, yet is taught less rigorously, also appeared in Lessard-Clouston’s study of Chinese instructors of English (1996) in which 69% of the instructors seldom or never taught culture despite their belief in its importance.

In open-ended responses, teachers also believed it is difficult to teach the covert aspects of culture, while they can teach overt culture more readily. Overt culture refers to those surface elements of culture that are visible and apparent, while covert culture comprises those aspects which are not readily visible or understood. Levine and Adelman (1993) used an iceberg illustration to explain the concept with the visible portion representing elements such as...
language, food and appearance, while the larger, hidden part includes cultural aspects such as beliefs, attitudes and values (p. xviii). Participant instructors tended towards teaching overt elements of culture more often than covert ones, but not with a slight preference for overt rather than covert culture at times, depending on the material and cultural content of literary texts.

The question on whether instructors include covert culture brought out a remarkable variety of responses, although a full one-quarter of the instructors seldom or never include covert culture as part of their teaching. In open-ended responses, twelve instructors mentioned some discussion of religious beliefs, while others mentioned aspects of society, marriage, dating, social life, privacy, without explaining the values they teach associated with these elements.

The implications of such responses suggest that the native culture of the students (Saudi culture) is more reserved and religiously hard-lined than the English language cultures. While there is plenty of evidence that this is true, postmodern beliefs suggest that such cultural constructs cannot encompass the diversity that exists, not only within an individual culture, but within individuals themselves (Spack, 1997a). Therefore, instructors leave themselves open to criticism of stereotyping with such statements.

5. CONCLUSIONS

The purpose of this study was to identify the perceptions of and attitudes towards the role of literature courses in the teaching of culture in the foreign language classrooms in a Saudi university, as perceived by teachers and students in the English department. This paper has stressed the importance of incorporating culture in language learning, especially within the literature curriculum, and the dynamic relationship between acculturation and ELT in Saudi Arabia.

It can be concluded that EFL instructors and students in Saudi Arabia already recognize the important role that literature can play in culture learning in EFL classes. Identifying the importance of literature in the conveyance of culture is commensurate with prior research, which can be implicitly or directly can be used to acculturate EFL learners into the English language culture (Lessard-Clouston, Hall, 1981; Nostrand, 1974; Seelye, 1984; Brooks, 1968; 1975; Lessard-Clouston, 1997; Kramsch, 1993) in a more contextualised fashion. Recent research also recognises that literature can efficiently induce intercultural competence (Savignon, 2007; Blackledge & Creese, 2009; Deters, 2009; Mohammadzadeh, 2009; Tay, 2010; Göbel & Helmke, 2010; Cronjé, 2011).

Furthermore, EFL instructors need to integrate cultural information as part of their language teaching, since it appears to be introduced more randomly than other aspects of their teaching. The reason is that there is no overt, explicit courses in developing cultural awareness in the EFL programme in ELT colleges, except for a language awareness course, which taps into cultural technical terminology without delving deep beyond the introduction of cultural terms.

As elaborated in the literature review section, learning culture is often done through teaching literature (Harumi, 2002; Ilieva, 2005; Deters, 2009; Tay, 2010; Göbel & Helmke, 2010; Cronjé, 2011), but still acculturation requires more rigorous courses specifically geared towards cultural teaching. These findings, too, are consistent with prior research which suggests that culture must be integrated with language learning programmes to develop cultural and linguistic competencies (Harumi, 2002; Ilieva, 2005; Deters, 2009; Göbel & Helmke, 2010). According to Dirven and Putz (1993), and many others (Byrnes, 1991; Hinkel, 1999; Kramsch, 1998; Valdes, 1995), language teachers should concern themselves with the teaching of cultural competence in addition to language, for it is now commonly believed that
misperceptions that can occur between people of different cultures may not be reducible exclusively to language difficulties, but may be also attributable to different sets of experiences, different expectations and even profoundly different ways of thinking” (Stephens, 1997, p. 123).

The less rigorous approach to culture teaching as embedded in language teaching material, the rigid socio-religious inhibitors, the lack of appropriate literary texts, and the lack of time and technology suggest that culture learning – all such factors play a secondary and less supportive role to language learning at large in current English language programme. In other words, the more absent these factors are, the more effective language learning becomes. This being the case, acculturation and language learning are integrally related, with culture teaching being not any longer viewed as an ‘add-on’ but rather as an ‘integral part’ of second/foreign language learning” (Courchene, 1996, p. 1). This finding is also compatible with prior research which has recognised a relationship between acculturation and language education (Roberts, et al., 2001; Kubota, 2003; Kramsch, 2003; Zaid, 2011). The present study, commensurate with earlier research (Damen, 1987; Cortazzi & Jin, 1999; Shardakova & Pavlenko, 2004; Zaid, 2011) has identified that "language learning materials and foreign language teachers are influential bearers of culture in the second/foreign language classroom" (Zaid, 2011, p. 1).

In the same vein, instructors also need to adapt their teaching style to commensurately accommodate to the cultural expectations of the students. In many ways, these adaptations should emphasise the importance of culture in EFL, at the cost of their own socio-cultural identity. They also need to address the inhibitors and barriers to culture teaching within literature courses with more facilitative and enabling alternatives or curricular adaptation or change that will help to activate culture learning for the students.

6. FURTHER RESEARCH

Suggested research in culture teaching requires that more adapted research on large-sized samples be conducted. Both non-native English-speaking instructors and ESL instructors may express different views about the teaching of culture, which could prove useful for either model-building or textbook authors and publishers, which requires an orientation towards reconsidering the TEFL course-texts available in Saudi Arabia. Thus, teachers by using literature teaching derived from the different varieties of English (e.g., American, British, Australian, New Zealandish, South African, etc.) within language learning curriculum more than it is being used will lead EFL students to understand more effectively the representations of the different English cultures to be found in these varied literary texts, and will induce them to achieve higher levels of multicultural literacy, which makes them more effective intercultural communicators.

Further research is also required to verify whether there is a direct nexus between openness to cultural and linguistic patterns and the ability to learn a second or foreign language. Such a link could take on special significance at a time when the nature of intercultural competence is receiving widespread international attention.

Therefore, new evaluation and investigation methods will be necessary to collect data to investigate the effects of acculturation on EFL learning and the overall ELT curriculum development. One approach would be to look for relationships between language learners' openness to different cultural perspectives and their progress in second/foreign language acquisition/learning.
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THE DEFENSIVE SPEECHES USED IN THE POWER STRUGGLE OF AUNG SAN SUU KYI TOWARD RESOLVING THE PROBLEM IN ROHINGNYA

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email: sh288@ums.ac.id

Abstract
In 2017 the world was shocked by the human tragedy in Myanmar. Thousands of people lived in Rakhine have become victim of discrimination. Muslims community, Rohingnya, as an ethnic minority in Myanmar got violence from the Buddhists. Aung San Suu Kyi as the prime minister has become the shooting target from the international media. Then in a few weeks later, she delivered speech formally with the title: “We condemn all human rights violation”. The speech was interested to be discussed, especially from critical discourse analysis (CDA). The data that collected by using documentation were analyzed by using CDA proposed by Norman Fairclough: description, interpretation and explanation. This technique was used to recognize the defensive speech she performed. The results of the study showed (1) she had a capability in controlling emotion when delivering the speech and choosing the diction, and (2) she used the formality, euphemism, modality and pronoun in smoothing the speech.

Keywords: power struggle, CDA, Rohingnya, Muslims minority, Aung San Suu Kyi

1. INTRODUCTION

Muslims community, Rohingnya, is an ethnic minority in Myanmar. They live mainly in the western state of Rakhine. They are not officially recognized by the government as citizens for decades. The majority of Buddhists in the country have been accused of discrimination and violence against them. As the world knows that the general perception of the Rohingya conflict in Myanmar is a religious issue. However, according to the research head of South Asia Democratic Forum, Siegfried O Wolf, the crisis is more political and economical cases (merdeka.com).

Talking about Myanmar and the Rohingnya crisis, it should be related to Aung San Suu Kyi. She is the woman who knows well about the political problems happened in this country. Unfortunately, she kept silence when the tragedy happened. The pressure from the world came minutes by minutes. At finally she gave speech. Her speeches are interesting to be studied, especially on how she responds or gives self defense concerning with the conflict.

Rohingnya and its problems has become an interesting topic for the researchers, especially from critical discourse analysis (CDA) perspectives. Isti’anah (2018) has discussed its conflict from how Bangladesh and Myanmar newspapers published the news about Rohingnya. And the results Myanmar newspapers tend to hide the actor or hide the word Rohingnya in their headline, whereas Bangladesh newspapers put the actor on the headline by mentioning Rohingnya. It can be understood that Myanmar newspapers are not independent or still under the government control. Wardini (2018) also discusses it; she focuses on the speeches done by Ashin Wirathu, monk in Myanmar. Based on the research in the frame of CDA, she found that Ashin Wirathu speeches belong to argumentative and persuasive. General purposes of his speeches are influencing the listeners to hate Muslims Rohingnya.

Those previous studies prove the gap between this research and the previous researches. This research aims at analyzing the defensive speeches used in the power struggle of Aung San
Suu Kyi toward resolving the problem in Rohingnya. The speech that studied was taken from YouTube with the title: "Aung San Suu Kyi’s speech: ‘we condemn all human rights violation.

**Underlying Theories**

**Power Struggle and Power Relation**

Power is about relations of difference and particularly about the effects of differences in social structures. When power is associated to language, it is entwined in social power in a number of ways: language indexes power and expresses power. In social relations, language and power are closely connected to each other. Power does not derive from language, but language can be used to challenge power. Language provides articulated means for differences in power in social hierarchical structures.

Power struggle occurs both in and over discourse (Fairclough, 1992). Discourse as a political practice is not only a site of power struggle, but also a stake of power struggle. Next, discourse analysis is concerned not only with power relation in discourse (compare conversation analysis), but also with how power relation and power struggle shape and transform the discourse practice of a society or institution.

Power relations are always related to struggle. Moreover, the power relations are not reducible to class relations. Power relations can be classified into two types; the first type is social grouping in institutions, such as: between interviewer and interviewee, teacher and students in class room, the speaker and listener in the speech activity, etc. The second one is the social grouping in non-institutions, for example: between men and women, young and old, ethnic grouping, etc.

**Power in Discourse and Power behind Discourse**

Power in discourse is the relation of power based on the interaction or activity in the discourse. The category in this aspect is that face-to-face or spoken discourse may show the domination of powerful participants in controlling the interaction toward the non-powerful participants (Fairclough, 1989). The aspects related to the power struggle and power relation which can be seen in the power discourse are contents (what is said/done), relations (the social relation of people in discourse) and subjects (the subject position that people can occupy).

Besides, the second category is power in cross-cultural encounter which shows the different power relation connected with the cultural aspects such as country, race, etc whereas the third one is hidden power which explains that the power relation in face-to-face discourse, producers design their contributions for the particular people whom they are interacting with – they adapt language, they used and keep adapting throughout an encounter in the light of various sort of ‘feedback’ they got from co-participants (Fairclough, 1989).

How about the product of face-to-face discourse or two-way communication is the basis for the further discourse of power in cross-cultural encounters and hidden power. The more powerful participants usually control the non-powerful participants (see table 1).

<table>
<thead>
<tr>
<th>Constraint</th>
<th>Structural Effects</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contents</td>
<td>Knowledge and beliefs</td>
</tr>
<tr>
<td>Relations</td>
<td>Social relationship</td>
</tr>
<tr>
<td>Subjects</td>
<td>Social identities</td>
</tr>
</tbody>
</table>
The table above shows that the three aspects of power in discourse as the immediate and concrete terms are content, relations, and subjects whereas the three aspects of power behind discourse as long-term and structural way are knowledge and beliefs, social relationship, and social identities. Both of them are mutually influenced and cannot be separated.

Power behind discourse is power relation related to the power to do something, to say something, and to access someplace, and to use formal language based on the status, knowledge, and origin of the participants. For example, the doctor who cannot say something directly to their patients because of the ethical code, a priest who has full access in the church because of their knowledge about religion, a person who is in high social class must use formally standardized language, and a speaker who should use formal language in front of audiences in order to respect the audiences.

The correlation of the power in discourse and power behind discourse is seen from the relation aspect. The relations in the discourse are seen from social relationship between the participants which will influence the contents of the discourse. The contents of the discourse itself are influenced by the knowledge of the participants and the belief in the society. The relationship of the participant and the content of the discourse will represent the subjects of the discourse and the social identities of the participants. The formality aspect in power behind discourse has a correlation with the data of the research which is in the form of the transcript of debate speeches. As we know, in the speech event activity the speaker prefer to use formal language during the interaction. It means that discourse and practice generally, in formal situation are difficult and demanding; they depend on special knowledge and skill which has to be learnt (Fairclough, 1989).

In order to achieve coordination and commonality of practice in respect of knowledge and belief, social relationships, and social identities, three mechanism should be applied. The first one is the practice and the discourse which are universally followed and necessarily accepted due to the no conceivable alternative related to the knowledge and belief, social relationships, and social identities which have been built. The second one is the mechanism inculcation which is related to ‘power behind discourse’ itself and maintained by the society. And the third one is the mechanism communication which is achieved through rational communication and debate. The idea of ‘power behind discourse’ is that the whole social order of discourse is put together and held as a hidden effect of power.

2. RESEARCH METHOD

This qualitative research used documentation in collecting the data. The data were taken from the speech presented by Aung San Suu Kyi with the title: We condemn all human rights violation. The collected data were analyzed in the frame of CDA proposed by Norman Fairclough. The result of the analysis data was presented descriptively.

3. FINDINGS AND DISCUSSION

Three aspects would be explained in this subchapter. First is description, second is interpretation, and the last is explanation.

3.1 Description

Understanding the way how Aung San Suu Kyi delivered the speech that contained the resolving problems is able to be traced from: relational values, expressive values, metaphor, the relational value do grammatical features have, and connective values.

3.2 Relational Values

Relational values deal with the choice of words used by participants in forming social relationship. Words are regarded to have values that the same as other values. It is possible for
words that contain relational values to overlap with other values Fairclough (1989). Level of formality and the use of euphemism will be covered in this subsection. Formality reflected on text producer’s diction can be a sign of the differential in social status, position, and power.

3.3 The use of formality

In the speech activity, Aung San Suu kyi used the phrase ‘diplomatic community’ to address the congress in Myanmar. It can be seen in the production text “we would like to invite the members of our diplomatic community to join us in our endeavor to learn more from the Muslims who have integrated successfully into the Rakhine state”. The state counselor prefers used the phrase ‘diplomatic community’ in order to respect each other.

3.4 The use of euphemistic expression

The words ‘peace, and harmony’ repeatedly delivered by the speaker in the speech event. It shows that the speaker as the state counselor of Myanmar used that word in order to produce the Rohingya society feel peaceful and calm. Those words have positive value meaning as the hope and wish from the state counselor in resolving the problems of Rakhine state by implementing the strategy of peace and harmony.

3.5 The Subject Position of the speaker

In the speech event which delivered by the state counselor of Myanmar.Aung San Suu Kyi in Naypytaw, September 19, 2017. The speaker’s role is as the informant about the Rakhine and Rohingya situation in Myanmar who controls the speech activity from it is started until it is ended. Here is the explanation related to the subject position of the speaker. The speaker is Aung San Suu Kyi as the State counselor of Myanmar. She has the authority to reveal the situation in her country. There is an aspect in the structure of the text that shows the speaker’s role in controlling or delivering the speech. This part analyzes the order of a whole text. Fairclough (1989: 137) stated that a whole text may have structure, the structure itself contains the predictable elements in a predictable order below:

The speech activity it is started by the opening in delivering a speech which is the introduction of background issue of the topic. It is about the challenges that Myanmar facing right now. It can be seen in lines (1-2) “the challenges that a country is now facing and the steps that we are taking to overcome them”.

Then, the introduction of the obligation of Myanmar government in making a harmony country. It can be seen in lines (2-5) “This year as I shall not be able to travel to do ultimate somatically when our people voted for the national league of democracy in the election of 2013 they in fact the task of carrying out three responsibilities democratic transition, peace and stabilityand development”.

The introduction about human right violation and the rule of law. It can be seen in lines (56-58) “Human right violations and all other acts that impair stability and harmony and undermine the rule of law will be addressed in accordance with strict norms of justice”.

The official invitation for the member of Myanmar diplomatic community and the member of the united nation to join in Myanmar endeavor. It can be seen in lines (85-87) “we would like to invite the members of our diplomatic community to join us in our endeavor to learn more from the Muslims who have integrated successfully into the Rakhine state”. And in lines (235-239) “It was with the intention of putting an end to wars that is to say putting an end to conflicts that the United Nations was established and I would like to think that what we are doing here today may be the beginning of a truly strong and effective movement to bring an end to all the conflicts within Myanmar”.

The closing of the speech is done by the speaker Aung San Suu Kyi as the de facto leader of Myanmar. Suu Kyi closes it by thanking to the whole member. It can be seen in the
last line (256) “A friendly appeal to help us to achieve the ends that I think you would agree are desirable not just for this particular country but for countries all over the world. thank you”. The speech is mostly controlled by the speaker in opening, explaining until closing. While the listeners or hearers only pay attention and try to understand what does the speaker wants in this speech event.

3.6 As the people

There are some indicators which show the speaker position related to the people. First is the use pronoun ‘We’ and ‘You’. The speaker uses the pronoun ‘We’ in lines (163-165) “We would like to invite you to take part in this peace process to join as in finding lasting solution to the problems that have plagued our country for years”. The pronoun ‘we’ here show that the speaker puts herself and the audiences or the member of the Myanmar diplomatic community in the same position which is they have an authority to control the country.

Then, the speaker uses the pronoun ‘You’ in lines (80-81) “We would like you think of our country as a whole, not just as little afflicted areas it is as a whole only that we can make progress”. The pronoun ‘you’ is used to address the people who would like to help the conflict in Myanmar.

3.7 The use of modality

The speaker uses an expressive modality of obligation in lines (160-163) “I would like to take the opportunity to remind you that there are problems as serious for us. As what is happening in the west of our country, we have been trying to build peace out of internal strife. A peace that must be lasting and that must be accompanied by sustainable and equitable development”. It is used to emphasize that the problems in Myanmar is really serious and to explain people that Myanmar government obligated by building a peace. So, it can solve the problems which happen.

3.8 Relational value of vocabulary items

Fairclough (1989) said that the aspect of relational value usually deals with formality and politeness aspect. It can be seen from formal word which is used by the speaker in linen (119-120) “We would appreciate if all friends could persuade them to join in the process because they have nothing to lose by it”. The formality and politeness in this case is related to the social position of the speaker as the Myanmar administrator that stands to deliver a speech in front of public. The word ‘would’ is used by the speaker in order to show her respect toward the audience’s status and the position. As we know that the word ‘would’ is considered more polite and formal than the word ‘will’.

3.9 Expressive values

Expressive values deal with researcher’s evaluation or attitude towards reality. Fairclough (1989: 119) stated that expressive values can be referred to ideologically contrastive classification schemes. Aung San Suu Kyi uses positive expressive values in evaluating the conflict. It can be seen in lines (244-246) “Hate and fear are the main stages of our world all conflict arise out of hate or out of here it is only by removing the sources of hate and fear that we shall be able to remove conflict from our country and from world”. So, Suu Kyi as the de facto leader realizes that the conflict arise because of society who have feeling ‘hate and fear’ in themselves. Then, to solve the problems is removing those feelings. It is a good plan that should society do in resolving the problem.
3.10 Metaphore

By using metaphore, the researcher can represent one aspect of experience in terms of another without restriction to the discourse that stereotypically linked with metaphore Fairclough (1989: 119). It can be seen in lines (57-59) “Our government has emerged as a body committed to the defense of human rights not of any particular communities rights but of the rights of all human beings within borders of our country”. → In that sentence, Aung San Suu Kyi compares the Myanmar government with the body.

3.11 The relation: the speaker, and the hearer/audience

This activity shows the relation between the speaker and the hearer. The speaker is the first person who has role play to give the information to the hearer or audiences and to control the conversation between them. The hearer is the second person who has role play to hear the information from the speaker and has rights to ask a suitable question with the theme to the speaker. Every event or condition has its relations between them. Here, is the evidence that this part answer the question of ‘what relational values do grammatical features have?’ and ‘what ideologically significant meaning relations are there between words?’. In this level researcher found some of points that indicate the relational value which are shown by the text.

3.12 Modes of sentence

There are four main of types of sentence namely simple or declarative sentence, command or imperative sentence, question or interrogative sentence and exclamatory sentence. The speaker as the informant uses some declarative sentences and some interrogative sentences in the speech. The declarative sentence uses by the speaker to make a statement, to give information, and to express hope and wishes. Those declarative sentence can be seen from the text in lines (2-5) “This year as I shall not be able to travel to do ultimate somatically when our people voted for the national league of democracy in the election of 2013 they in fact the task of carrying out three responsibilities democratic transition, peace and stability and development”. → this sentence give brief statement to the listener that Myanmar government have responsibility to make sure that Rohingnya society entitled to receive law protection, peace and harmony. Then, in line (27-29) “Myanmar does not fear international security and we are committed to sustainable solution that would lead to peace stability and development for all communities within that state”. → This sentence show that the speaker try to give information about Myanmar country. Finally, the declarative sentence uses to express the speaker wishes can be seen from lines (35-36)” the government has been making every effort to restore peace and stability and to promote harmony between the Muslims and Rakhine communities”. → This sentence makes sure that Myanmar government wish to overcome and resolve the problems or challenges which happen in Myanmar with peace and stability and promote harmony between Muslims and Rakhine. However, in deliver a speech also use a interrogative sentence to get the deep information. Seems like in lines (215-216) “how have they managed to keep the peace?, how have they managed to preserve harmony?” → this question uses wh-question that permits broad number of answer and demands for information about the probability.

3.13 The use of pronoun, you and we

The word ‘You’ is used as the second person plural to replace the member of diplomatic communities. It can be seen in lines (192-194) “I would like you to join us in finding new ways new answer more constructive more positive more innovative and possibly more daring”. Then the word ‘we’ is used by the speaker as the first person plural to replace herself as the member of Myanmar administrator. It showed in line (223) “we would welcome others who would like to
aid us in our endeavors”. It shows that the speaker has the same position with the Myanmar administrator.

3.14 Modality

The first is the use of relational modality. It can be seen in lines (89-90) “we can arrange for you to visit these areas and to ask them for yourself why they have not fled?”→ The speaker use the word ‘can’ to give permission to the member of diplomatic communities for visiting the area.

There is also the use of expressive modality. The speaker uses an expressive modal meaning of certainly prediction in delivering the speech. It can be seen in lines (224-227) “We will make sure that everything that they give toward the promotion of peace and harmony in the Rakhine is used in the best possible way to benefit all communities”.→ As the one who know the condition of Rakhine state, Suu kyi uses modality ‘will’ to express certainly toward the benefit for the member of united state in helping Myanmar challenges. Then, the speaker also uses an expressive modal meaning of obligation in giving explanation and inviting other member to join toward process in resolving the problems by using the word ‘must’ modality. It can be seen in lines (162-165) “A peace that must be lasting and that must be accompanied by sustainable and equitable development. We would like to invite you to take part in this peace process to join as in finding lasting solution to the problems that have plagued our country for years”.→ The audiences or hearer put themselves in the speaker statements by making a conclusion of the speaker explanation related to the probability expression of making the promotion of peace and harmony in Rakhine. That is the only way to resolve the problems in the Rakhine state.

3.15 Connective Values

Connective values are elements that connect parts within a text as well as referring to context outside the text itself. Cohesive features may be in the form vocabulary links between sentences-repetition of words and use of related words. They may be connectors which mark various temporal, spatial, and logical relationships between sentences that show the ideology and the power of the speaker.

Table 2. Repetition Uses

<table>
<thead>
<tr>
<th>Words</th>
<th>Word count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Peace</td>
<td>22</td>
</tr>
<tr>
<td>Problems</td>
<td>20</td>
</tr>
<tr>
<td>Rakhine</td>
<td>13</td>
</tr>
<tr>
<td>Harmony</td>
<td>12</td>
</tr>
<tr>
<td>Stability</td>
<td>11</td>
</tr>
<tr>
<td>Development</td>
<td>11</td>
</tr>
<tr>
<td>Conflict</td>
<td>11</td>
</tr>
<tr>
<td>Endeavor</td>
<td>8</td>
</tr>
<tr>
<td>Challenges</td>
<td>7</td>
</tr>
<tr>
<td>Resolve</td>
<td>4</td>
</tr>
</tbody>
</table>
These are certain words repeatedly uttered by Aung San Suu Kyi which reflected her intention in delivering a speech in front of public. It can be seen above that the plan of this speech is specifically targeted for solution of Rakhine problems. She insists the Myanmar member of diplomatic community to support the plan by joining the endeavors. It also can be seen that only the people who have an authority that can deliver a speech about resolving problems of the county. Here she has the power to make a decision for Myanmar and Rakhine state.

<table>
<thead>
<tr>
<th>Table 3. Connectors Uses</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Words</strong></td>
</tr>
<tr>
<td>And</td>
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<tr>
<td>That</td>
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<td>But</td>
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<td>Then</td>
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<td>Though</td>
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</tbody>
</table>

From table 3 above, it can be seen that the connector “and” is the most frequently used by the speaker. ‘And’ is mostly used to coordinate two or more ideas which have the same level or parallel. It can be seen in lines (11-13) “establishing peace and stability and achieving the kind of sustainable development that would be seen as equitable people”. That sentence shows that the speaker used the word ‘and’ used as a connector conjunction.

3.16 Interpretation

In the interpretation analysis, researcher would begin with the interpretation of the situational context. First is the analysis of ‘what is going on’ the activity type is a speech event activity about Rakhine state in human violation. This stage also analyzes the purpose and the topic of the activity. Then the analysis of ‘who is involve’ and ‘what relation’. For the speaker (Aung San Suu Kyi) is primarily a figure of Myanmar Nation and the conflict of Rakhine state has a subsidiary status as the topic, the listeners are primarily those all member of diplomatic communities. Correspondingly, the purpose of the activity is giving the listeners access to hear the important speech of public figure related to the topic. She is as an expert, the matrix of the discourse is informing her expertise and knowledge on the resolving the conflict of Rakhine state by promoting peace and harmony plan.

The topic of the discourse which is about problem resolve of Rakhine state can be seen from some words which have positive value. This speech event activity is discussed about the plan of resolving problems in Rakhine by promoting a peace and a harmony. The term of peace and harmony have a certain social identity representation, these terms have positive value and positive expectation. The government have decided the best way to resolve the conflict from the
Nation which is built peace and promoting harmony within the communities, Rakhine and Muslims. It is seen from Government hopes to remove the conflict. It also can be seen in Suu Kyi’s statement “We place great importance on the role of the united nation as an assembly of nations which was created to promote peace and harmony to ensure that our world should not ever again in future fall into the suffering that we all experienced during the second world war”. Statement above shows that Aung San Suu Kyi as the de facto leader does not want the problems in Myanmar same as the second war that they have been ever experienced. This assumption built by the speaker for inviting the member of diplomatic communities to join in endeavors which make and end of the conflicts happily.

The interpretation of the activity of the text is also represented from the schema which covers the order of the discourse. The schema is influenced by the role of the speaker in delivering the speech in front of public. As the person who handles and controls the activity, the speaker tries to do as what the speaker have to do in conducting a speech. Aung San Suu Kyi tries to make the flow in delivering her speech. It can be seen from the sequences of the speech activity. Firstly, the speaker started in opening the activity by introducing the background issue of the topic. Then, the speaker continue with introduce the obligation of Myanmar government in making a harmony country which consist of three responsibilities; democratic transition, peace and stability and development. Then, the speaker gives the relation between human right violation and the rule of law. After that, the speaker tries to give best understanding about the conflict and asks the member of diplomatic communities to join in Myanmar endeavors for resolving the problems. However this sequence is focus in inviting the member for join the endeavors to remove the conflicts. And finally, the speaker closes the speech in the end of the activity.

In case of intertextual context, the speaker (Aung San Suu Kyi) as the information provider has access the intertextual experience in delivering a speech in front of public. She tries to provide some information by promoting a peace and harmony to the whole member of diplomatic communities. However, she also tries to explain that the peace process is not easy as imaged but the government still continues the process toward Rakhine state. It can be seen from the efforts of her in persuading the member of the diplomatic communities to join in endeavors.

The next part is the discussion of some cases of the analysis which is influenced by the speaker resources. This resources influence on the way how Aung San Suu Kyi interacts during the speech event activity. Here researcher would like to discuss it in terms of relation, and the speaker’ subject position.

In case of relation, related to the topic it is about plan of resolving problems in Rakhine State. There is no restriction toward the speaker in giving all of the information about the problems and about the plan in resolving the problems. She shares her hopes toward the conflicts by giving expressive modality of probability and convinces the member of diplomatic commission in join the endeavors by expressive modality of obligation modality.

The next is related to the speaker subject position. In terms of the speakers’ subject position, firstly the researcher would like to introduce that the speaker is a woman. It can be known by the researcher from background of the speaker who she is?. She shows that she can lead the speech activity by herself and show her authority in controlling the flow of the speech activity by doing an active speaker during the activity. In terms of subject position, the speaker shows her position as the one of Myanmar government member which has an authority to speak up about her opinion and ideas in front of public. It can be seen from some declarative sentences that speaker used. The speaker used the words ‘we’ in delivering the speech which mean as the expression of solidarity. The speaker has the same position which is the high position than the audiences/ hearers (the member of diplomatic communities).

Then, the speakers’ resource is also seen from her fashion. The speaker wears apparel with purple color in the speech event activity. The speakers’ fashion shows the formal and
serious mode or atmosphere in delivering her speech activity. It can be seen that the speaker also has the power.

After that is the interpretation of the level of social institution. In the speech event activity, Aung San Suu Kyi is in the position of the state counselor of Myanmar Nation. She has significant power in the nation. This speech is directed generally for public and specifically for the member of diplomatic communities who can help government plan. She employs some rhetorical questions during the speech event activity, there are:

a. *if you are interested in joining us in our endeavors please let us know we can arrange for you to visit these areas and to ask them for yourself why they have not fled?, why they have chosen to remain in their villages even at a time when everything around them seems to be in a state of turmoil apart?, and*

b. *I want you to take special care to study the peaceful area. *How have they managed to keep the peace?, how have they managed to preserve harmony?, why are they not each other’s throats in these particular areas?. This is the answer that we need. It is not just a matter of removing ills but also of promoting what is positive we have to remove the negative and increase the positive."

These rhetorical question employed by Aung San Suu kyi has several functions. On the first example, the rhetorical question was used to stir some emotions. And the second example of rhetorical question reflected her criticism towards the condition of Rakhine state.

3.17 Explanation

In the explanation stage, the researcher uses the Fairclough way in analyzing the charisma. By seeing the discourse as a social process at the institutional and social level, the institutional matrix of this discourse is related to the speech activity which discusses about the problem resolve of Rakhine state. It is seen from the flow of Aung San Suu Kyi in delivering the speech.

The relation between interaction and social context are also will be covered in this explanation stage. Fairclough (1989) stated that explanation is the relationships between transitory social events (interactions) and more durable social structure which shape by these events. This text has to be examined as element in social processes at institutional and societal levels to show how its ideology, power relation, and power struggle at these levels.

The institutional matrix that can be found in this discourse is related to governmental institution.the institutional process are (i) the struggle between the state counselor and the diplomatic member. (ii) Her struggle in convincing the diplomatic community’s member and the public about the plan. Her utterances are reflection of her struggle as counselor state in making a better solution for the conflict of Rakhine state by promoting a peace and harmony within communities. She believed that the diplomatic member would join the government in endeavors. Process of a peace and harmony are the main concern of this speech event activity and it is be her main concern since the conflicts beginning for many decades.

Aung San Suu Kyi as the counselor of Myanmar has the duty of defend humanitarian within the communities. Beside that she initially held four ministerial posts in the new government; minister of energy, minister of education, foreign minister, and minister in the president office. Then she was named state counselor, a position newly created by the legislature and signed into law by Htin Kyaw; the post was similar to that of prime minister and potentially more powerful than president. Here is Aung San Suu Kyi’s position right now. Based on her position, she already be the one who can resolve the problems of Rakhine state and Rohingyaa society. Suu Kyi had so seeks support from the diplomatic member to convince the public that the plan would be beneficial for the communities.

The social changes caused by this speech event activity is positive, as she performed the reality of the condition within Rakhine and Muslims and the plan in processing to remove the problems without manipulating them. This speech answered the anxiety of public because,
before this speech delivered, Aung San Suu Kyi has been waited by the public for her decision to resolve the conflicts from Nation. This speech affected her image as the counselor state of Myanmar who always considers the society in Myanmar.

4. CONCLUSION

Aung San Suu Kyi as prime minister in Myanmar should defense her country from the shooting target done by international media concerning with the Rohingnya problems. To decline the tension she delivered speech with the title: “We condemn all human rights violation”. From that speech, it is known how she tried to defense her country form negative issues. The defensive speeches are seen from two indicators used. The first indicator comes from the state counselor Aung San Suu Kyi’s manner, namely she could control her emotion in delivering the speech and she chose carefully the diction that she made and the second she used the formality, euphemism, modality and pronoun in smoothing the speech.

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PROBLEMS ENCOUNTERED BY STUDENTS IN TEACHING READING USING GOOGLE CLASSROOM APPLICATION

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Abstract

This research is aimed to investigate the problems faced by students when they are taught using Google Classroom application. It is a descriptive study where the first semester students of English Education Department of IAIN Salatiga who took Literal Reading class became the subject of research. Literal reading class was taught using Google Classroom application. The writer used interview and documentation from WhatsApp message and Google Classroom chat to collect the data. Then, the data which were collected were analyzed to classify the students’ problem taught using Google Classroom application. After the data were analyzed and classified, the writer found that there were three main problems faced by students taught using Google Classroom application which were mentioned below; (1) Student’s motivation; (2) Student’s adversity quotient; (3) Technical problem.

Keyword: Learner’s Problems, Teaching Reading, Google Classroom Application

1. INTRODUCTION

The existence of industrial revolution 4.0 gives impact to how language is taught. Industrial revolution 4.0 is characterized as the era where the human energy is changed into machine and when everything is digitized. Thus, teaching language at higher education also needs to change the method, material, and media to follow the changing of era. It should be well prepared to equip the students with amount of skills and knowledge before they graduate from university. Methods, materials, and media should be fit with the skills required to face 4.0 industrial revolution era. The skills which are needed to master are critical thinking, people management, emotional intelligence, judgement, negotiation, cognitive flexibility, knowledge production and management (Xing & Marwala, 2017). To reach these skills, teacher needs to arrange something new in their teaching and learning process.

Google Classroom application is one of learning media which provides any tools to learn digitally. It gives many benefits to teaching and learning process; (1) Google Classroom provides students and teacher to communicate using many tools through sending and receiving message and mail which are integrated with Gmail, even students are able to collaborate with their colleagues through online discussion and open conversation through stream menu provided by this application; (2) Google Classroom application is able to improve students’ active learning and engagement such as in face to face classroom activity by giving any materials including sharing links, videos, interactive games and collaborative assignments within lessons and assignments, moreover Google Classroom application is integrated with hundreds of applications which enable students to be active in online class; (3) Google Classroom application supports students differentiation by assigning certain or various task to certain students who need more exercises which sometimes becomes problem when we assign certain persons in face to face classroom activity; (4) Google Classroom application helps teacher to give any feedback to the tasks assessed which are usually forgotten by teacher after conducting teaching and learning process (Lynch, 2018).

Google Classroom application also helps teacher to teach language especially language skills. Teacher is able to explore many sides and menu provided by Google Classroom application to enhance students’ language skills. An action research conducted by Rabby et.al (2018) about teaching listening using google classroom revealed that this application can
improve students’ listening skill. By using Google Classroom application, students were accustomed to using audio clip which influenced to the improvement of messages they caught from the audio they listened. In the fourth attempt, there were more students who got more improvement in catching the messages. This research approved that teaching listening skill as receptive language skill can be improved using Google Classroom application. This research can be one of foundation that reading skill which is also included into receptive language skill is assumed that it can be improved through teaching using google classroom.

According to Janzen in Inftakhar (2016) there are many benefits that teacher and students get when they use Google Classroom as their learning media; (1) Easy to use: Google Classroom application design is simple to be used in instruction. It has many menus to deliver any tasks, to communicate with each students and teacher, to provide announcement, and is connected with email, notification; (2) Save time: Google classroom application is integrated with other features of google application such as Gmail, You-tube, Google Doc, Google Sheet, Slides, and many more which are very helpful to share material, grade the task, give feedback and so on; (3) Practical: Google Classroom application uses cloud-based enterprise communications tools to make the learning environment more professional and to create authentic technology; (4) Flexible: Google Classroom application is flexible application which can be applied through blended learning or fully online learning; (5) Free: Anyone can access this application without any payment. They can just sign in using their google account to access and enter the code to join the class; (6) Mobile Friendly: Google Classroom application is easy to use through mobile phone. Students can access and get involved in learning activity through Google Classroom application when they are away from their laptop.

Google Classroom application gives some benefits and eases to learn through online and connected which is connected with other features. In the other hand, there are some weaknesses when we teach using Google Classroom application; (1) We need to create a unique code which will be given to students to enter the Google Classroom; (2) This application is little bit difficult to share publicly to wider class or parents because it uses special code; (3) Google Classroom application does not provide any grade book although it provides scoring menu to all students’ tasks given; (4) Google Classroom application is questioned to its privacy and marketing (Scragg, 2018). From the explanation above, Google Classroom has some weaknesses which deal with its practicality; however it does not give any direct impacts to the learning improvement and success.

Reading is one of receptive language skills that learner should master when they learn EFL. Mastering reading skill is influential for university students to comprehend material or references written in English. According to Ghararah (1998) and (2003) in Alshammari (2015) the general purpose of teaching reading for EFL students is to enable learners to comprehend message of written texts and to be able to read autonomously. Based on the purpose of teaching reading stated before, teacher needs to decide appropriate teaching technique or media to meet the purpose of teaching reading. Based on the statement before, Google Classroom application is assumed to improve students’ autonomous learning. Thus, this research decides to use this learning media to teach reading.

Google Classroom application is an effective learning media to enhance students’ autonomous reading. In the other hand, this learning media has some practical weaknesses. Based on the exposure above, the writer would like to conduct a research whether there are problems faced by students in reading class taught using Google Classroom application as the learning media.
2. METHODS

This research applied qualitative approach which used descriptive method to analyze the data. The research was conducted to the Students of English Education Department of IAIN Salatiga who took Literal Reading class. The writer conducted semi online class using Google Classroom application, where some parts of learning activity used Google Classroom application as the learning media. The writer used documentation of WhatsApp message, Google Classroom Chat and open interview to get the data. After the data were collected, they were analyzed descriptively. The following were the activities which were conducted in analyzing the data: (1) The writer sorted WhatsApp messages and Google Classroom Chat from the students which contained problems faced in completing the tasks through Google Classroom application; (2) The writer checked the interview results to find the problem faced by students; (3) The writer classified the problems into some points. Data triangulation between documentation result and interview result were used to check the data validity.

3. RESULTS AND DISCUSSION

Teaching reading using Google Classroom application had been conducted in Literal Reading class. The material taught was about Short Message. The teaching steps applied in the class were: (1) Lecturer came to the class and gave the short demonstration of how to use Google Classroom application; (2) Lecturer explained about the deadline and the overview of tasks and materials; (3) Students went out from the class and did the activity wherever they wanted; (4) Lecturer and students made interaction through online during a week; (4) Lecturer checked the students’ work and gave evaluation and feedback. The following week, teacher had an oral interview to students to know students’ impression and problem when they had online learning through Google Classroom application.

A week after the online class ended, the writer had an open interview to students to know what problems they faced when they finished the task using Google Classroom application. Based on the interview, it resulted that the problem faced by the students were: (1) Students had problem in the internet connection to access Google Classroom application; and (2) Students felt sophisticated to use the Google Classroom application. The data which are resulted from WhatsApp messages between lecturer and students were reported below:

First student wrote a WhatsApp message to her lecture to tell her problem. The message was “Assalamu’alaikum bu. Maaf mengganggu waktu ibu, saya Firna Salisa Rahmawati dari kelas D TBI semester 1. Untuk tugas ibu yang seharusnya dikerjakan di google classroom itu file saya tidak bisa terkirim, jadi akhirnya saya kirim via wa saja ya bu, Mohon pengertianya. Terimakasih. Wassalamualaikum wr wb.” The first WhatsApp message from student above told that she gave up to try to submit her task through google classroom application because of uploading failure, then she confirmed and decided to send it through WhatsApp message.

The second student sent a WhatsApp message to her lecturer to complain her problem. Her message was “Assalamu’alaikum miss, maaf mengganggu waktu istirahatnya, saya intan Fatmawati dari TBI ingin menanyak perihal tugas yang diberikan Miss Uthe di google classroom itu, saya sudah mengirim yang task itu namun gagal terus itu gimana ya miss? Saya sudah coba berulang kali tapi tetap gagal terus itu gimana ya miss? Terimakasih Wassalamualaikum.” The second student sent message to the lecturer because she got problem when she wanted to upload her task through Google Classroom application. She needed help from her lecturer to solve the problem.

The third student wrote a message to ask for information about the task to his lecturer. His message was “Assalamu’alaikum bu, saya Akhdan NIM 23030180144... sebelumnya saya mohon maaf karena belum mengerjakan tugas reading di google classroom soalnya saya baru mudik bu, dirumah saya tidak ada sinyal, kira-kira saya masih bisa mengerjakan tugas susulan tidak ya bu?” The message told that student 3 confirmed to his lecturer that he had not
completed the assignment yet because of internet connection. He visited his hometown and could not find internet connection to submit the task through Google Classroom application.

The fourth student sent a message to her lecturer to tell about her problem and her objection about the class activity. Her message was “Permisi bu, saya Dinar kelas D mau tanya, saya kan gapunya hp bu soalnya hp saya rusak untul screenshoot wa nya saya harus gimana ya bu? Oh ya bu, maf saya rasa tugas2 yg berkaitan dgn it ya ribet2 begitu sebaiknya dikurangin ya bu, soalnya mungkin ga semua siswa punya sarana.” The last message was really surprising message. It did not only contain about student’s problem when they were learning using Google Classroom application but also tell about student’s objection toward internet based learning. She urged that learning using internet was complicated because not all students are supported with the internet facility and gadget.

There was a student who sent a complain chat to lecturer through Google Classroom chat. She wrote that “maaf bu, saya dari kemarin kok gak bisa - bisa ya upload tugas”. Based on the chat which was sent by a student, we could see that he got problem to upload his task file to Google Classroom application.

Online learning is one of interesting ways to interact students to learn. Teaching reading through online using Google Classroom application gives positive impact to learners which brings new atmosphere in learning reading. On the other hand, the implementation of teaching reading using Google Classroom application did not always run smoothly. After conducting the teaching process, it was found some problems which were revealed from this teaching process. After analyzing the problems faced by students, they can be classified into some categories.

### 3.1 Student’s Self-Motivation

Online learning needs high self-motivation (Shore, 2019). When students get involved in an online class, no one will motivate and appreciate them directly. Students tend to get more external motivation when they go to traditional class. Face to face meeting has positive thing which students do not get in online class. Lecturer motivates students to learn in order to have willingness to be active and motivated to learn in the class. In contrast, when face to face meeting does not exceed, students should motivate themselves to dig their knowledge through keeping touch and being active in the online class. This problem is also faced by students in reading class which was taught using Google Classroom application. Lecturer did not give reinforcement and reminder many times to students to submit and to do the task to some students who had not submitted the task yet. They were only reminded by the notification and themselves whether they would do the task or not. This is why to complete the online learning, it needs high dedication and self-motivation. In addition, we were sometimes distracted by other interesting online activities such as watching You-tube, cheating and chatting through social media, or following news from some websites. Those activities would waste our time instead of completing our task.

Given the abstract nature of online learning, motivation in particular can take a hit, especially if we have already spent the day at work in front of a computer screen. (Pro, 2017).

Based on the data which was collected above, the motivation problem was faced by student 1. Student 1 got problem when she wanted to upload her task and she decided to send the task through WhatsApp message. She even did not try to check the problem which happened to her Google Classroom application but she directly gave up which resulted to choose inappropriate option. It shows that student still needs encouragement from outside of her to gain her struggle when she faced problem in learning.

### 3.2 Students’ Adversity Quotient

This era needs people with high adversity quotient. This character should be owned by every learner as the basic thing to keep fighting and stay learning moreover when they face difficult thing. We often find many students give up easily because of facing certain difficulties
in their learning. Adversity quotient is needed to reach the success of life because someone with high adversity quotient will not easily give up when he faces certain problems and make his problem challenging to solve (Zainuddin, 2012).

Based on the data which was collected from the implementation of teaching reading using Google Classroom application, it was found that student 4 needs to improve her self-adversity quotient. In the fourth message it can be seen that there was student who was not willing to do the task with sophisticated media such as Google Classroom application or other internet-based media. She thought that learning using Google Classroom application was a difficult thing and needed more facility and equipment. Based on the analysis toward the students’ chat that student would rather to learn with conventional way without something challenging in learning. Student with such characteristics can be concluded into the low level or quitter where this group is less of willingness to have something challenging in her life (Leonard & Amanah, 2014). This student should be motivated and strengthened to fight for the obstacles and difficulties she would find later.

3.3 Technical Problem

The next problem which was found in teaching reading using Google Classroom application is that technical problem. Technical problems are one of the main stumbling blocks of online learning such as the compatibility of PC or smartphone use, the student’s comprehension to operate the application, the internet connectivity, and so on (Gamelearn, 2017).

According to the data which was collected and classified, it can be seen that student 1, 2, and 3 who sent message through WhatsApp faced technical problem. The technical problems which were found in teaching reading using Google Classroom application were that students complained about the internet connection that was lost that caused lateness in submitting the task and the other complain was about the way how to use the application. Student got problem when she wanted to upload the task. This case was faced by student 1 and student 2. Student 1 could not upload the file then finally she sent the file through WhatsApp message. Student 2 also faced similar problem to student 1 then she asked her lecturer for the solving of this problem. Student 3 had internet connection problem because he was away which did not have good internet connection. These things hampered the success in learning reading using Google Classroom application. Technical problems were also revealed when lecturer conducted interview and received a chat from Google Classroom chat. It was similar to previous problems which are about internet connection and the problem in uploading the task through the application. These problems are also similar to what Kumar (2015) said that not all students are provided with high internet connection that the most online class requires. Their less monitor to follow the instruction caused problem to take part actively in the class. He also added that the less computer literacy also affects to the success of e-Learning because the computer literacy would improve student’s knowledge in the field and would help them participate in online class without interruptions and hindrances.

4. CONCLUSION

Teaching reading using Google Classroom application is something challenging for some students. It will improve students’ curiosity in learning although reading is a receptive language skill that sometimes makes students bored to learn it. After conducting data analysis toward message documentation from WhatsApp chat, Google Classroom chat, and the interview result it can be concluded that there are three main problems which happen to Literal Reading class taught using Google Classroom application, they are; student’s motivation, student’s adversity quotient, and technical problem. The following problems can be reduced by improving student’s learning motivation, strengthening adversity quotient, and giving more demonstration of how to use the application.
5. REFERENCES
Morphology for English Language Teaching

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Abstract

Morphology is one of linguistics branches that must be learnt by the English Department since it plays an important part in teaching and learning English language. It supports the language elements (vocabulary and grammar) as well as language skills (reading, speaking, and writing). Morphology with its rules application is appropriate to improve the students’ linguistic competence. However, there is an opinion that Morphology has nothing to do with teaching English, so that there are students ignoring Morphology. Morphology is the study of word and its internal structure (affixes) as well as word formation. Morphological awareness is one of linguistic awareness that enable human being to comprehend the word structure and imitate as well as manipulate that word structure. It is important to develop the morphological awareness of the learners. Morphological awareness is helpful to increase the learners’ vocabulary and to recognize the meaning easily by viewing affixes attaching in words. Good vocabulary mastery is helpful to increase learners’ reading and writing ability. There are some alternatives way to teach English morphology like: using lecturing video about English Morphology from You Tube instead of books, using games for English Morphology, and giving real examples of English morphology application in the environment.

Keywords: Morphology, Morphology Awareness, EFL, Teaching Morphology

1. INTRODUCTION

English Morphology is one of the subjects given to the students of English Department since it is one of linguistics branches. Morphology is one of the linguistics branches studying about words. However, several students in the writer’s class seem uninterested and have less enthusiasm in studying English Morphology. They have an opinion that English Morphology is difficult because there are many theories they have to memorize. Unluckily, several students think that English Morphology plays insignificant roles when they have to teach English in school such as Kindergarten, Elementary School, or High School. They only think that they will teach about four language skills that have nothing to do with English Morphology. So they think that English Morphology is not that significant for them at all. In short, they study English Morphology just because of a curriculum compulsory. It seems that they do not have any idea that English Morphology actually plays an important role in teaching English as a second language in the class.

Broadly speaking, morphology is usually defined as the study of the internal structure of words and the rules governing the formulation of words in a language. Words are important parts in our linguistic knowledge. People use and need words every day to communicate with others. It is difficult for human being to speak without words in the process of communication. Words are creative and dynamic. New words are born every day. The need of new words nowadays is unavoidable. New technology triggers the appearing of new words. It is obviously known that words as a part of language is very significant in the society.

Word is a small unit of linguistic form limited by spaces. No matter how complex sentences in the paragraphs are, those sentences need a word to start with. In this case, a word can be said as the ingredient of sentences. Words are numerous and various. They can be simple, complex, and even compound words. Complex and compound words are closely related with morphology. We can create complex and compound words by applying some theories of
word formation in Morphology such as affixation and compounding. This is absolutely good way to improve the vocabulary. Then we can speak or write with those words as well.

In other case, we can guess the meaning of words especially those of belong to complex and compound words. It still is done by applying some theories from Morphology. We can recognize the meaning of the words by viewing the prefixes and affixes attached to them. This method is helpful in reading comprehension.

Those are several obvious role of Morphology in learning a language especially English. There are still some other roles of Morphology for instance in spelling, grammar. Some affixation process can result on changing on spelling such as explain+-ation become explanation, reveal+-ation becomes revelation. It can be helpful especially for the adult learners to memorize the spelling of certain words. Morphology is also known as grammar of words while syntax is grammar of sentences. Morphology studies about affixation by which we can recognize the word class of certain words on the affixes that attach to them. Even, we can study how to pluralize a noun in English grammar by studying English Morphology, especially in English inflection.

To sum up, studying English morphology for an English teacher to be is as important as studying how to teach English. By having a better understanding on English morphological concepts, hopefully the English teacher to be will be able to apply it when they are teaching English to their students in the class. The English teachers also can help their students to develop their morphological awareness while they are learning foreign language. Morphological awareness is one of linguistic awareness ability belongs to human being. Carlisle in Tong et.al (2011,4) state that morphological awareness is an individual attentive knowledge of the morphemic structure of certain words and the ability to reproduce and employ that structure. It includes the understanding of small unit of meaning, the understanding of affixes and the understanding of how affixes combined to roots. Apel (2014) suggests that morphological awareness is an important linguistic awareness ability that deserves of much attention in learning language because it plays important role in reading and spelling development. From the description above we can recognize that English Morphology plays an important role in learning and teaching English as a second and foreign language.

This paper explains about English Morphology, Morphological Awareness, Morphology in ESL/EFL, and some alternatives way for teaching Morphology in the class especially for English Department.

2. DISCUSSION

2.1 What is Morphology?

In the English language the word Morphology has been used since 1828. This word firstly refers to the branch of biology that deals with the form of living organism and their parts, and their relationship between their structure (Tokar, pp. 1). However, in this paper, we will discuss morphology from the linguistics perspective. The term of Morphology did not emerge as a branch of linguistics until the nineteenth century (Katamba,1993, pp.3).

Morphology comes from Greek word; Morph means form or shape and –ology means the study of something. Bauer (1988, pp. 248) mentions that morphology is the study of the forms of words. In other words, Morphology is the study on how words are created from smaller elements, and the changes made to those smaller elements in the process of building lexemes and word-forms. In linguistics point of view, many experts define morphology as the study of the internal structure of words. McChartey (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. Katamba (1993, pp. 19) morphology is the study of word structure.
Morphology also deals with the study of word formation. It includes the way the new words are created in the languages. Meanwhile, Aronoff (2011, pp. 2) mentions that morphology refers to the mental system involved in word formation or to the branch of linguistics that deals with words, their internal structure, and how they are formed. In addition, Lieber (2009, pp. 2), says that morphology is the study of word formation, including the ways new words are coined in the language of the world, and the way forms of words are varied depending on how they’re used in sentences.

From the definition, there is an important point that we can take. Morpheme (the smallest meaningful units in language) and words become the central points in studying Morphology. Morphology studies both their internal structure and their word formation. Many words are morphologically simple since they are indivisible units of meaning. It means that the words cannot be segmented into smaller units with their own meaning such as the, fierce, desk, eat, boot, etc. Meanwhile, other words are morphologically complex. It means those words can be broken down into smaller parts with their own meaning. For example, the word waithood (the stage in a young age college graduate’s life when activities such as marrying and finding a place to live are postponed until a job is found or enough money is saved). Waithood is like neighborhood so it can be segmented into its smaller components (wait + -hood). Wait is verb and –hood is noun indicator. The existence of such patterns proves that word may have internal constituent structure. Meanwhile, the process of adding suffix –hood into wait (waithood) deals with how the words are formed.

2.2 What is inside Morphology?

As mentioned previously that morpheme and words are important in studying morphology so those two things are much discussing in it. Morphemes generally refers to the smallest meaningful unit in language. Morphemes are the minimal linguistic units with lexical or grammatical meaning (Booij, 2005, pp. 8). In addition, Katamba (1993, pp. 20) defines that morphemes refer to the smallest, inseparable unit of semantic content or grammatical function which words are made up by. Furthermore, Spenser (1997, pp. 5) explains that unites that seem share some sort of meaning or function to the word that they belong to and unites that cannot be decomposed into smaller parts are called morphemes. To sum up, a morpheme cannot be divided into smaller parts, in addition, a morpheme carries meaning and grammatical information such as plurality and tense marker. For examples; the word books is composed of book + -s. Book is a noun and –s is a suffix for plurality. Both book and –s cannot be broken down any further and both of them carry their own meaning, so book and –s are morphemes.

Morphemes are classified into three; free morphemes (a morpheme that can stand alone), bound morpheme (a morpheme that cannot stand alone), and zero morpheme (a morpheme consisting no phonetic form). Content words (Noun, Verb, Adjective, Adverb) and Function words (Preposition, Articles, Conjunction, Pronoun, etc.) belong to free morphemes, while bound morphemes consist of affixes. Based on their position, affixes can be classified into prefixes (affixes in the front position, such as re-, dis-, il-, im-, de-, etc.) and suffixes (affixes in the back position such as –able, -ion, -ment, -ian, etc.) Meanwhile, based on their function, affixes can be derivational and inflectional affixes. Derivational affixes are those that can change the part of speech of the word that they attach to. For example, is happy (Adj) + -ness (suffix) becomes happiness (Noun). On the other hand, inflectional affixes are those that cannot change the part of speech of the words that they attach to, for example, is book (Noun) + -s (suffix) becomes books (Noun).

Besides those things above, morphology also concerns about the word formation. Morphology deals with how the words are built up. There are several ways of word formation such as affixation, compounding, blending, clipping, coinage, acronym, abbreviation, borrowing, etc. To sum up, morphology consists of morphemes, affixes (prefix, suffix, infix),
inflectional, derivation, and word formation (affixation, compounding, blending, clipping, coinage, acronym, abbreviation, etc).

2.3 Morphological Awareness

Human being has an awareness on learning a language called a linguistic awareness. It deals with is conscious knowledge and sensitivity of individual in language learning, language teaching and language use. The term linguistic awareness refers to the individual sensible ability to grasp on particular linguistic activities like speaking and listening (Petrovska, 2011, pp. 1). Petrovska (2011, pp. 2) mentions that phonological awareness, phonemic awareness, and morphological awareness belongs to linguistic awareness. Meanwhile, Apel et.al in file:///D:/My%20Internet/Morphology/journal%20on%20morphology/Apel-Otaiba-Kim-Brimo.pdf explain that linguistic awareness skills consist of phonemic awareness, orthographic pattern awareness, morphological awareness, and syntactic awareness.

Here, the writer focuses on morphological awareness only. Carlisle in Tong, Kirby, Deacon, Caln (2011, pp. 4) defines that morphological awareness is the individuals’ conscious comprehension of the particular word morphemic structure and their ability to imitate and manipulate that structure. Morphological awareness refers to the ability to recognize the existence of morphemes in words (Petrovska, 2011, pp. 3). In addition, Apel et al in file:///D:/My%20Internet/Morphology/journal%20on%20morphology/Apel-Otaiba-Kim-Brimo.pdf defines morphological awareness as the ability to focus on morphological structure of words, the relations between base words, and their inflectional and derivational forms. So, when an individual can recognize the appearance of morphological structure of words such as affix attached on words (prefix and suffix) and then modify and manipulate that structure, he or she are engaging in morphological awareness. Morphological awareness allows the individuals to add or reduce prefix and suffix in a certain word so that the meaning of that word changes, for examples act, action, active, activity, etc.

Morphological awareness provides a powerful tool for improving many areas of literacy such as vocabulary comprehension, reading aloud, spelling, phonological awareness, reading comprehension (Zeh, pp. 4). Morphological awareness enables the language learners to clarify the pronunciation of certain sound. For example, the boundary between the prefix “mis-” and the root “hear”, it is more likely that they would correctly pronounce the /s/ and /h/ separately, rather than incorrectly as a combination like “sh” as in “ship” (Zeh, pp. 4). In spelling, morphological awareness helps the students to spell the complex words and to remember its spelling easily. Morphological awareness influences the other linguistic awareness, phonological awareness. Morphological awareness helps the students to comprehend reading text easily. It happens due to the students’ vocabulary knowledge to identify words and recognize their meanings while they engage with the reading text.

Morphological awareness is not only applicable for vocabulary improvement but also helpful for improving reading skill (reading ability and reading comprehension), writing development, and understanding speech production (Akbulut, 2017, pp. 20). Kieffer and Lesaux and Karimi in (Oz,2014, pp. 101) adds that the ability to decompose words into their small meaningful part not only promote their vocabulary mastery but also promote a greater reading comprehension as well as building up their skill in writing skill. Oz (2014, pp. 101) writes that inflectional morphology consciousness elaborates the students’ grammatical competency on the other hand, derivational morphology consciousness enlarges the students’ vocabulary knowledge. Significant grammatical competency and big vocabulary size are very helpful for the students’ writing activities.

Morphological awareness plays a crucial role in vocabulary knowledge. Morphological awareness deals with individual ability to identify the words structure, derivational forms, inflectional forms, and their meaning. Furthermore, vocabulary concerns with words and the
meaning. Carlisle in Alsaeedi (2017, pp. 9) finds that having received instruction in morphological analysis, the students are able to deduce the meaning of unknown words. It can help the students to learn new vocabularies and even increase their vocabulary mastery. Farzi (2018, pp. 1) states that vocabulary size plays a significant role in determining how well the performance of the second language learners in learning language skills such as reading, listening, and writing. Morphological awareness’s role in vocabulary comprehension occurs when language learners are able to break down certain complex words into its root and affix (prefix or suffix) to guess its meaning.

Meanwhile, in reading skill, morphological awareness has a crucial part as well. Tong et al (2011, pp. 5) writes that morphological has been closely related to word reading as well as reading comprehension. Nagy et all, Kieffer and Lesaux in Tong et al (2011, pp. 5) show that knowledge of both inflectional and derivational has a unique beneficence in reading comprehension. Morphological awareness exposes the students on identifying words structure (affixes), derivation, inflection forms and identifying their meaning based on the morphological analysis. These activities are very helpful for the students when they are engaging with reading text.

It is obvious that morphological awareness plays significant roles and implication in English language teaching and learning. So that’s why language teachers should pay attention on it since at the early level. Language teachers can expose their students on morphological awareness in the class as a part of definite language instruction based on age group (Oz, 2014, pp. 103)

2.4 Morphology in ESL/EFL

Perhaps, first of all, we have to define what English as Second Language (ESL) and English as Foreign Language (EFL) are. ESL is English taught to people whose main language is not English and they live in a country where English is an official or main language such as English in Singapore and India. On the other hand, EFL is English taught to people whose main language is not English and they live in a country where English is not the official or main language such as English in Indonesia. English is the main foreign language taught in Indonesia. The objectives of teaching learning English in Indonesia are developing communicative competence and language skills mastery (listening, speaking, reading, and writing). In the case of the students of English Department in Indonesia, they can be classified into EFL learners. They are mostly prepared to teach English for the students of elementary school, high school (junior and senior) students which are also EFL learners. The English Department students learn both linguistics knowledge (phonology, morphology, syntax, semantics pragmatics, etc.) and teaching knowledge (Teaching English as Foreign Language, teaching English for young learners, curriculum material development, etc.) because they need all to teach their students when they become teachers.

As mentioned previously morphology includes one of linguistics given to the English Department students. For any language learners, it is a must for studying morphology because it needs to fulfill sufficient skills of target language and to be able to communicate well (Perez, 2014). Morphology is one of linguistics branches studying about word structure and word formation. Morphology with its rules application is appropriate to improve the students’ linguistic competence. In addition, teachers hope that morphology can be an appropriate way to find more strategies to increase the students’ lexical capacity (Domingez, 1991, pp. 39). Students of English Department are necessary to substantiate a sound knowledge base in understanding the word structure and word formation process with the help of language teachers through developing English Morphological awareness (Oz, 2014, pp. 83)

Perez (2014) clarifies several purposes and benefits of studying morphology. As quoted from Fasold (2006), one of the purposes of studying morphology is the innovation of words and
the remaking of the existing ones. Obviously, the knowledge of morphology can be applied to improve their vocabulary. They can derive the new word from the existing ones by using affixes (prefixes and suffixes). Besides, they can apply some word formations such as compounding, blending, clipping to coin the new words. Learning morphology can help the learners to identify and predict the meaning of the words when they have recognizable parts such as prefixes or affixes. Suffixes can lead the learners to comprehend the meaning of words, such as un- in unhappy, uncomfortable, undo means the opposite of the root. Numerous vocabulary size and ability of predicting meaning give significant contribution in English language skill such as reading, speaking, and writing. Biemiller and Slonim in Akbulut (2017, pp. 10) emphasize that learners’ solid vocabulary knowledge affects their ability in reading comprehension.

Morphology also helps the learners on better writing skill especially dealing with vocabulary. Good vocabulary mastery can help the learners to write easily dealing with the dictions. Besides, morphology is also useful for the learners when they deal with sentence structures or grammar. Inflectional and derivational morphology introduces the learners with the parts of speech. Inflectional morphology deals with affixes that do not change the part of speech they are attached to. It is shown in English plurality (-s/-es, -(r)en, vowel changes for plurality), tense makers (-s/-es for simple present tense maker, -d/-ed for simple past tense maker, -ing for continuous tense maker), comparative degree (-er, -est). Meanwhile, derivational morphology deals with affixes that changes part of speech such as –ment is used to derive verb into noun, -able is used to derive verb into adjective.

Morphological competence becomes one of important parts in determining a higher level of proficiency in ESL or EFL so that’s why derivational and inflectional morphology are very used in advanced level in English international tests such as FCE, CAE, and Cambridge ESOL’s TOEFL (Perez, 2014). The study of English morphology can help us notify the connection between English and other languages such as the relation of English and Greek.

2.5 Alternative Ways for teaching Morphology

It is undeniable that English morphology plays significant roles in language teaching. As English teachers to be, students of English department have to learn English Morphology well so that they can improve their students’ morphological awareness when they are teaching.

Some of the students in the writer’s class feel uninterested when they study English Morphology. They feel bored since they have to read several books and memorize several theories. The writer as the teacher usually uses presentation and discussion method while teaching. The writer explains the material using power point presentation then discuss it the students or the writer give topic to the students to be present in front of the class then discuss it together. However, it seems does not work well. This stimulate the writers to find interesting ways to teach English Morphology in the class. There are some alternatives ways that has been applied in the class:

2.5.1 Using video from You Tube instead of text book

Books seems no longer interesting for students lately. They feel eager when they learn from video. This encourages the writer to try to use English morphology lecturing videos from You Tube. The writer downloads some videos dealing with English Morphology lecturing then gives them to the students a week before discussing the materials in the class. The students must be able to comprehend what the video about in a group of three or four. In the class, the writer gives questions dealing with the material in the video. In the end, the writer and the students discuss about the material in the video together.

The use of the video is much better than using book. However, the writer still uses presentation and discussion in the class once a while. Using video gives them a new challenge for them. They have to struggle to listen to the material from the video. It is good for training
their listening ability too. Here are some links of videos that have been used in the English Morphology class; An Introduction to Morphology (https://www.youtube.com/watch?v=syjbhT45J14), Free and Bound Morphemes, Affixes (https://www.youtube.com/watch?v=jMfS4jLyTnE), Derivational and Inflectional Morphemes, and Morphological Changes (https://www.youtube.com/watch?v=UiYPVP9Hb7M)

2.5.2 Games for Morphology

Games have an important role in EFL class. Games refer to a particular activity having rules, goal as well as entertainment. Games can reduce the students to become bored. Apparently, game can be used to teach English Morphology. There are several games that can be applied in English Morphology such as;

a. Identifying Affixes
This game aims at identifying root and affixes. This game can be played individually or in group. To play this game we have to prepare several package of 10 cards with complex words on it such as playful, revelation, nationality, reaction, establishment, unbelievable, etc. The students or the group have to identify the affixes and root of the complex words on their cards by breaking them down into the smaller parts with scissors.

b. Affix Card
This game can be applied individually or in group. To play this game the teacher has to prepare two boxes. The first box is called root box containing some cards of root words and the second one is affix box containing some cards of prefixes and suffixes. Each group takes five root word cards and five affixes cards. They have to create complex words as many as possible by using the root words and affixes.

c. Affix Board Game
This game can be applied individually or in group. The teacher prepares a board game containing of affixes (prefixes or affixes) in each square in the boards. Besides, the teacher prepares dice and game pieces. To play this game, the students have to roll the dice then move the game pieces to the square number in the board game then read the affix written in square number, the identify the affix as prefix or suffix, then give example of word with the affix, and the last step is the students have to make a sentence using the a. For example, the student gets four and there is a (–less). The student should read the affix first, then say it as suffix, then give examples word with affix (–less) such as careless, and the last is the sentence: He is a bit careless when driving his motorbike.

2.5.3 Real examples of Morphology cases in the environment.

The teacher brings real examples of cases in the environment using English Morphology rules. The teacher ever bring some examples of brand names of several Indonesian products such as food (richeese, blueband, bismart, beng beng, etc), beverage (yogice, frestea, mountea, etc), medicine (fatigone, stop cold,etc), body treatment (sunsilk), health care (fatigone, stefit,etc), house care (porstex, windex, sunlight, etc). Those brand name can be used to teach English word formation. The examples of the brand names are made by applying some English word formation found in English morphology.

Besides, the teacher also brings some words which still apply English word formation from other sources such as internet and social media such as netizen, tweetheart, insta story, propic, twipic, folback, delcont, etc. Those words mostly are blends.
Furthermore, the teacher can show some classified advertisement from English newspaper. There are many clipped form in the classified advertisement such as airco (air condition), w/AC (with AC), Condo (condominium), Pls (please), 15 yrs exp (15 years’ experience), Ind Area (Industrial Area), bdr (bedroom), s’pool (swimming pool).

The students, hopefully, will have more concern to English Morphology after they know about the real examples of morphology application in the society. They will open their mind that

3. CONCLUSION

Learning English morphology is essential for the students of English Department because English morphology supports the language teaching. English morphology also supports language elements (grammar, vocabulary) and language skills (reading, writing, speaking). As an English teacher to be they are supposed to teach their students language elements as well as language skill in the class and thus material from English morphology can be applied in teaching process.

Every person has linguistic awareness, and one of them is morphological awareness. It is a conscious awareness belongs to individual to comprehend word structure and to reflect and manipulate that structure. Morphological awareness enables the individual to recognize the affixes attached in the words. It is necessary to develop the language learners’ morphological awareness of the learners because it plays important roles and implication in English language teaching and learning. It can increase the learners’ vocabulary mastery and their ability to guess meaning of the words. Those are very useful in reading and writing skill of the learners.

The students of English Department who are prepared to be English teachers in the future must have better understanding on English morphology. However, some students of English Department are not aware of the importance of studying English Morphology, so that they sometimes just ignore morphology. It happens due to the boring class, many theories of English morphology to remember, and many teaching materials to read. So, an English morphology lecturer must find ways to teach English Morphology interestingly such as using lecturing video about English Morphology from You Tube instead of text book, using games for English Morphology, and giving real examples of English morphology in the environment.

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THE USE OF STORYTELLING TO IMPROVE STUDENTS’ SPEAKING ABILITY

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Abstract
Speaking is a secondary skill in language, coming before reading, and writing skills. In this modern area speaking skill plays an important part in negotiation to make deals internationally, such as promoting, debating, arguing, and complaining. English is one of the international languages, which is a compulsory subject in Indonesia. By and large, teaching speaking in English is not an easy endeavour. In fact, students tend to be shy just to say a few words in English. In other words, it is hard to make them speak up. As the consequence, English teachers should exert their efforts to make their students practice speaking in a relatively convenient way. Storytelling can be used as an alternative technique to teach speaking, at least to make students speak English at their own pace.
This paper is going to explore how a teacher can make use of storytelling in delivering speaking class. It will deal with the background of using storytelling, the advantages and the procedure of delivering speaking class, and the students’ comments upon experiencing speaking class by means of storytelling. The methods used to collect the data are observation and questionnaires. This study was conducted by involving English teachers and students of senior high school. The results show that the use of storytelling in teaching speaking could make the students express their ideas freely and the students were motivated to speak in English no matter how broken their English was.

Keywords: storytelling, teaching, speaking, ability

1. INTRODUCTION
In the global era, people are demanded to be able to speak English in international transaction and interpersonal activities. Technology requires users to be able to understand English instructions. Many jobs require workers to be able to speak English in communicating and negotiating with foreigners or foreign companies.

In reality speaking skill is considered to be difficult skill. Based on the observations during the teaching and learning process, there are still many senior high students who have many obstacles in learning to speak English. They find it difficult to start speaking, to compose correct sentences, to maintain continuous conversation, to pronounce the words correctly, even to express their feeling, ideas, and thought. This is relevant to what is said by Hughes (2011:600 in which speaking involves some other aspects such as grammar and vocabulary.

Based on the interview with students, the cause of the inability to speak English is because they never train themselves to speak English, not knowing the practical ways to speak English, and they are afraid of making mistakes, in pronouncing words and expressing their ideas in English. They are not confident to speak in English.

In addition, to be able to speak English, students have to involve the components in speaking Skill, namely pronunciation, grammar, vocabulary, fluency, and accuracy (Nunan, 2003).
The techniques of teaching applied by the teachers may influence the students’ bravery to express their ideas in English. Besides, the time allotted to learn speaking is quite limited. Students only have about 90 minutes in a week to learn English, including speaking.

To solve the problem, the teacher tries to improve students’ speaking ability by applying interesting story telling in the English speaking class. Storytelling is an activity of conveying stories from a storyteller to listeners with the aim of providing information to listeners so that they can be used to raise emotions and to be involved in problem solving. In the delivery, storytelling can be delivered using teaching aids, but it also focuses on expressions that rely on vocal quality, facial expressions, hand movements and body language.

Storytelling involves series of events to be told. Story and narrative can be of the same thing. Academically, the word narrative is a term which is more preferred than story (Miller, 2010: 1). Story and storytelling may be regarded as a sort of play. When storytelling is going on, the tellers and listeners can give some feedback to each other. In this sense, the participants need to be physically present together.

In the process of storytelling, a story teller and the story itself should be in unity. In such a process, projection, identification, empathy, imitation, and imagination are paramount. The audience project themselves into the characters in the story. They try to identify themselves with the played characters. This will show empathy with them. This will go on by using imagination from the part of the listeners who may then imitate the characters. In fact, each culture has its own ways of signaling the start and end of a story. For example, in English, one people use “Once upon a time”, and “They lived happily ever after”. Storytellers oftentimes give comment, and the moral of the story they are telling. However, some storytellers let the story speak for itself, and listeners are welcome to generate their own interpretations (Miller, 2010: 2)

Pellowski (1990: 13) points out that storytelling as an art or art of a narrative skill from stories in the form of poetry or prose, which is shown or led by one person in front of the audience directly where the story can be narrated by telling or sung, with or without music, images, or with other accompaniments that might be learned orally, either through printed sources, or through mechanical recording sources.

2. RESEARCH METHOD

This study employs a qualitative design in which quantitative counting is little bit needed to know the percentage of the increase of the students’ speaking ability. The setting of this study is Jetis Senior High School, involving 33 students.

The study employed two data collection techniques, namely classroom observation, and questionnaires. Classroom observation was conducted to get data about the students’ speaking ability. Through classroom observation, the researcher could see the mean score of the students’ speaking achievement and the percentage of the improvement.

In addition, questionnaires were administered to find out the students’ responses toward the teaching learning process. It was applied to dig out the students’ interest and motivation in teaching learning process conducted by the teacher.

Procedure

Adopting Miller’s (1996), the procedure of delivering speaking class by using storytelling is as follows:

1) The teacher prepared scenario by providing some various narrative stories.
2) The teacher asked the students to study the scenario before teaching learning process.
3) The teacher asked the students to make a group of 4 or 5 related to the numbers of characters in the story.
4) The teacher explained the competencies that will be achieved after the learning process.
5) The teacher asked the students in group to improve the narrative text into transactional story script.
6) The teacher checked the students’ transactional script to correct the grammar, vocab, diction, and the appropriateness of the context.
7) The students created puppets as a media aid in presenting the story. This is supported by Hannah (2013:159) that it is necessary to wear certain costumes in storytelling.
8) The teacher asked the students to practice the scenario at home continuously until they got fluency. This is in line with Nation’s (2008:155) that a teacher needs to give some time to the students to prepare words or phrases before presentation.
9) The students did the scenario by storytelling presentation in front of the class
10) The audiences listened to the other group presentations while they made a peer-observation by filling out the observation form about their friends’ presentation.
11) The teacher observed each presentation by giving score on their presentation. (The scoring included pronunciation, intonation, grammar, vocabulary, accuracy, and fluency) based on the scoring rubric of speaking.
12) There were questions and answers after the presentation, about the moral value of the story.
13) The teacher and the students made the conclusion about the story itself and the presentation.
14) The teacher gave feedback and made reflection together.

3. FINDINGS AND DISCUSSION

The data collected from two observations revealed that there was 1.06 % improvement of the students’ speaking ability. The following table describes the mean score in the first meeting and the mean score in the second meeting.

<table>
<thead>
<tr>
<th>No</th>
<th>Indicators of Students’ Speaking Ability</th>
<th>Meeting</th>
<th>The improvement in %</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Meeting 1</td>
<td>Meeting 2</td>
</tr>
<tr>
<td>1</td>
<td>Pronunciation</td>
<td>65.18</td>
<td>70.64</td>
</tr>
<tr>
<td>2</td>
<td>Intonation</td>
<td>65.88</td>
<td>72.91</td>
</tr>
<tr>
<td>3</td>
<td>Grammar</td>
<td>71.64</td>
<td>73.35</td>
</tr>
<tr>
<td>4</td>
<td>Vocabulary</td>
<td>66.03</td>
<td>69.30</td>
</tr>
<tr>
<td>5</td>
<td>Fluency</td>
<td>65.88</td>
<td>72.91</td>
</tr>
<tr>
<td>6</td>
<td>Accuracy</td>
<td>70.64</td>
<td>74.06</td>
</tr>
<tr>
<td></td>
<td>Mean</td>
<td></td>
<td>1.06</td>
</tr>
</tbody>
</table>

From the table above, it is seen that the mean score on each indicator is below 80.00. It means that their speaking ability is still low. Based on the observation, in the first meeting, students still had many hindrances in story telling because they did not rehearse it continuously. They still made many mistakes in pronouncing the words, stressing words, intonation, pitch and tone. In telling the story, they were not fluent yet. It is noticed that they still had a note and just
read the script. Bringing and reading the note disturbed the student’s performance in telling the story.

Based on this reality, the teacher made feedbacks and refection about how to present a story telling and what requirements should be met in telling a story. The teacher then gave the students a second chance by giving a week to practice story telling at home by considering the feedbacks given. In the next meeting, the students were given a second opportunity to present a story telling in front of the class. From the second presentation, it was seen that they got much better in their performance. Although the mean scores were still below 80.00, their achievement was better than their achievement in the first meeting. It is seen that there was an increase of 1.06% in students’ speaking ability. It means that Story telling could improve the students’ speaking ability.

3.1 Students’ Response

The following are the students’ response toward the teaching learning process toward the speaking class of storytelling. In general, the students were more motivated to speak English. They were braver to express their ideas in the target language, no matter how broken their English was.

Student A said that the technique was useful. Translated from his Indonesian: (I feel very happy today because the story telling presentation can improve my English speaking ability especially in improving conversational section which I could use my expression through the context and the sense of the situation. Besides, the techniques can make us more communicative and make me more confident.

Student B said that learning English became easy and fun. It made her confident to speak in English. Translated from her Indonesian: (In my opinion, the storytelling class is fun and learning English is not difficult. The story makes me explore things in my English. It can also make me confident to speak in front of the class).

Student C commented that her class became more interesting and more relaxing. Translated from Indonesian: (The class today is very interesting because the atmosphere is very fun and relaxing but it keeps us focused on the storytelling activity. In conversation parts we are demanded to use our gesture and our expression. It makes me more confident because I am forced to perform the best. I am forced to do repetition continuously until I get the appropriate expression, pronunciation, best gesture, and fluency).

Student D thought that story telling was difficult but it was challenging. She liked the techniques used to teach speaking. Translated from Indonesian: (For me storytelling technique a is difficult because I have to memorize many sentences using appropriate gesture, expression, and pronunciation, while I have to think much about the fluency. After the teacher gave me information that I could make improvement in my conversation section, I felt that story telling became a challenging technique. I start to know how to use impromptu conversation accompanied by expression. I like this learning activity because it makes me active and encourages me to speak. I become brave and get confidence although sometimes I have to think and struggle very hard).

4. CONCLUDING REMARK

It is not simple to teach speaking due to some reasons on the part of the students. Some students are not motivated to speak in the target language. Some are reluctant, and some are afraid to make mistakes. It needs a special strategy to have them speak in the target language.

A teacher needs to be creative and anticipative in teaching speaking in the hope that the students will be willing to speak up in the target language, and have fun at the same time. Students must be triggered to express their ideas in the target language willingly.
In this study it was found out that story telling could be applied to make the students speak up and brave to express their ideas in the target language. Some extra efforts had to be exerted by the teachers to make the speaking class run well.

From the students’ responses, it is seen that the students liked the storytelling technique in learning to speak English. Some students said that they enjoyed their class when the technique was applied, although some students found it hard to do storytelling at the beginning because they thought that storytelling would be burdensome due to having to memorize all sentences. Yet, they enjoyed the challenging activities.

More importantly, the teacher should be a good model in speaking English, and be creative in helping her students to speak in the target language. An attractive teacher will raise the students’ motivation. It was found out that some students wanted to be able to speak English well as their teacher did.

5. REFERENCES


TEACHING STRATEGIES IN EFL FLIPPED CLASSROOM: A TREND TOWARDS EDUCATION 4.0

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Abstract

Entering the era of Education 4.0, human is strongly allied with technology to create new possibilities. In the realm of education, the new possibility is the integration of technology into education, creating the new learning approach previously inconceivable. The intention of this paper is to study the teaching strategies in conducting an EFL flipped classroom in the university level. By observing several teaching sessions of the flipped classroom and locating relevant documents, the researchers found four teaching strategies namely (1) making content understandable; (2) eliciting students’ responses; (3) checking students’ understanding; and (4) encouraging interpersonal communication. The analysis sheds light on the way the flipped classroom is conducted so that it can provide meaningful information for other educators who have yet to transform their traditional teaching.

Keywords: Teaching strategies, flipped classroom, Education 4.0.

1. INTRODUCTION

Since the emergence of Education 3.0 in the new millennium, technology has become a vital part of education worldwide. The rising Internet usage and technological advancement clearly characterize this period (FICCI, 2017). The Pew Research Center (2013) found that most of the teachers in the US (73%) adopted mobile technology in their pedagogy. In addition, almost half of the teachers in the US (47%) confirmed that students need to possess digital literacy to succeed academically. Without a doubt, technology enables teachers and students to redefine traditional learning activity. Learning process no longer occurs in the classroom but it occurs anytime and anywhere thanks to digital tools in the hand of students.

The mass investment of technology in Education 3.0, however, remained a crucial problem. In fact, the use of computers in classrooms did not change teaching, learning, assessment, or evaluation approaches (Intelitek, 2018). Technologies were utilized simply to replace the traditional mode of learning. For instance, students in Teacher A’s class use a word processor for their writing instead of handwriting (Akerman, n.d.). In this case, there is no change in the teaching and learning approach. The use of technology is only a replacement of the traditional method and tool. The role of teachers remains the same; the center of the learning process. In other words, teacher-centered learning was still commonplace in Education 3.0.

Considering that Education 3.0 was lack of change in teaching and learning approach, and also to adapt with Industrial Revolution 4.0, Education 4.0 has come to existence. In this period, the new possibilities exist due to the linkage between human and technology (Hussin, 2018). Technology is no longer used as a tool to substitute traditional mode of learning, but it is used to modify, augment, and even redefine learning process previously inconceivable.
Education 4.0, students have more chances to learn anywhere and anytime. Thanks to the Internet, the traditional classroom can be flipped enabling students to learn theoretical part outside the classroom, whereas practical part can be learned inside the classroom, face to face with teachers (Fisk, 2017).

Dealing with the flipped classroom approach, educators should comprehend it first to effectively flip the classroom. The flipped classroom is a learning approach created to amplify the classroom period (Ozdamli & Asiksoy, 2016). It is a teaching method that delivers videoed contents accessible by students at home, and uses classroom period for practices (Arnold-Garza, 2014). As a form of blended learning, the students usually learn new contents in the form of videos outside the classroom, and what used to be homework is now done inside the classroom with teachers, shifting lecturing method onto the personalized learning (Nwosisi, Ferreira, Rosenberg, & Walsh, 2016). Based on the underlying concept of the flipped classroom, it is evident that the role of teachers in the flipped classroom has changed from the center of the learning process into the facilitator of the learning process. Simply say, in the flipped classroom, a teacher-centered approach is replaced with a student-centered approach.

Flipped classroom approach offers plenty of advantages to educational practices. Firstly, students can learn at their own pace in the flipped classroom (Bergmann & Sams, 2014; Chilingaryan & Zvereva, 2016; Du, Fu, & Wang, 2014; Soliman, 2016). Secondly, a flipped classroom creates a positive atmosphere of the learning process which makes classrooms more welcoming, comfortable, and motivating (Bergmann & Sams, 2014; Chilingaryan & Zvereva, 2016). Thirdly, in the flipped classroom, the amount of interaction between teachers and students is enhanced (Bergmann & Sams, 2014; Chilingaryan & Zvereva, 2016). The teacher-student interaction takes place anytime and anywhere thanks to the Internet and digital tools. Fourthly, flipped classroom allows for differentiation (Bergmann & Sams, 2014). It is impossible to have students with the same characteristics. In the case of English learning, for instance, students might differ in language competence, learning style, and language learning pace (Soliman, 2016). With regard to this, flipped classroom comes to rescue – teachers are able to individualize instruction to meet the individual needs of learners (Bergmann & Sams, 2014). Last but not least, the flipped classroom allows students to learn content at a deeper level (Soliman, 2016). While contents are delivered through videos easily accessible at home, the difficult concept can be learned with the teachers’ assistance in the classroom (Bergmann & Sams, 2014).

Nowadays, the Internet and digital tools are commonplace – everyone can use it for diverse purposes including education. It is easy to find teachers who are highly knowledgeable about technology in their lives. The problem, however, lies in this occurrence – many teachers are illiterate in using technology for education. It is important to note that using technology without proper teaching strategy does not affect students’ learning outcomes – the combination of technology and suitable teaching strategy does. Therefore, before deciding to adopt technologies, teachers should understand what teaching strategies that match with specific technologies. Van Olphen, Hofer, & Harris (2012) recommend several teaching strategies that support the integration of technology in English learning. These are (1) communicating clearly; (2) making content understandable; (3) checking students’ understanding; (4) eliciting students’ responses; (5) demonstrating and modeling; (6) encouraging interpersonal communication; (7) grouping students to assist their learning; and (8) promoting cross-cultural awareness.

Several studies have been accomplished dealing with the concept and operation of the flipped classroom. In the realm of language teaching, Chilingaryan & Zvereva (2016) examine the promise of the flipped classroom in language teaching. They suggest several advantages of the flipped classroom including the increase of interaction between the teacher and the student; space for each student to govern their learning; the increase of motivation of students; and enhancement of positive ambience in the classroom. Evseeva & Solozhenko (2015) report the running of the flipped classroom in language learning. Results revealed that most of the students
liked the flipped classroom approach. Problems in the flipped classroom approach included the Internet access, insufficient time for accomplishing virtual tasks, and difficulty in organizing students’ work properly. Webb, Doman, & Pusey (2014) studied the intermediate level EFL classes at a university in Macau, China. Results revealed that students called for supplementary flipped materials, and they are more contented with a flipped classroom model.

Although the concept and implementation of the flipped classroom have been studied, little has been written concerning the practical teaching strategies that support the flipped classroom. Information about applicable strategies in conducting flipped classroom is beneficial for teachers who have yet to transform their traditional teaching. This study investigates the teaching strategies in EFL flipped classroom implemented by an EFL instructor in the context of university level.

2. RESEARCH METHOD

This study explores the teaching strategies in implementing EFL flipped classroom at the university level. The data were collected by observing five teaching sessions of Advanced Listening course, consisting of 23 students enrolled in the third semester of a private university in Blitar. The method of the listening course was extensive listening, which allowed freedom of selecting the preferred listening materials outside the classroom. In addition to the observation, relevant documents were also collected to enhance triangulation.

An EFL instructor was purposefully selected as the main subject of this study. The criteria of selection were mastery of educational technology as well as the background of education and research. The instructor must have sufficient knowledge and experience of using digital tools in teaching. Additionally, the instructor must hold a relevant background knowledge – Master of English Education, and pertinent track record of research – research dealing with technology-enhanced language learning to clarify his expertise in educational technology.

The listening materials adopted TED Talk. The process of listening began with selecting and downloading the videos available at www.ted.com/talks. The instructor asked the students to select videos with four to six minutes long. There was no limitation of topic – the students were free to choose topics they were interested in. Once the videos have been selected, the students must comprehend the contents of the video. They could repeat the videos many times until they really understand what the talk was. In the classroom, the instructor asked the students to summarize the talk orally using their own words. Before presenting, they played the video first to catch other students’ attention. After presenting the video, the students expressed their reaction (personal opinion) towards the talk. The classroom activity was then followed by classical discussion allowing other students to ask questions to the presenter.

The entire data was analyzed by doing some steps including (1) categorizing different types of teaching strategies based on van Olphen et al. (2012); (2) analyzing how the teaching strategies were implemented in the flipped classroom as well as collecting relevant documents; and (3) drawing conclusion based on the recorded findings.

3. FINDINGS AND DISCUSSION

This study investigates teaching strategies implemented in EFL flipped classroom in the context of university level. It explores types of teaching strategies employed by an EFL instructor to create an effective flipped classroom and thus enhance the effectiveness of the learning process.
3.1 Types of Teaching Strategies in EFL Flipped Classroom

A series of observations in this study results in the discovery of four teaching strategies that are effectively implemented to support the flipped classroom. Those strategies include making content understandable, eliciting students’ response, checking students’ understanding, and encouraging interpersonal communication.

3.1.1 Making Content Understandable

According to van Olphen et al. (2012) making content understandable helps teachers foster students’ understanding of the content being learned. In this study, the instructor set two activities to make content understandable namely (1) activating the students’ interests, and (2) providing alternative forms of materials (e.g. video).

To activate the students’ interest in the listening course, the instructor assigned the students to choose their own listening materials. The instructor suggested the students to explore TED talks since it provides diverse topics they could choose based on their interests. The instructor considered TED talks because it is suitable for the flipped classroom, providing access to the videoed lectures and other interactive materials (Arnold-Garza, 2014). The instructor said that allowing the students to choose their own materials aimed to make the students have a habit of listening. Also, by selecting the materials they were interested in at home, the students could learn at their own pace (Bergmann & Sams, 2014; Chilingaryan & Zvereva, 2016; Du, Fu, & Wang, 2014; Soliman, 2016). They could adjust the difficulty of the materials to their English proficiency levels.

When it comes to the learning activity in the classroom, the instructor assigned the students to present the contents they have learned at home. In presenting the videos, the students seemed enthusiastic since they have already comprehended the contents. The problem appeared in the presentation activity was the students’ limited knowledge of vocabulary and grammar, hindering the students to speak fluently (Chen, 2013; Li & Renandya, 2012). This problem, however, could be managed by the instructor since he always provided assistance and guidance to the students in the classroom (Bergmann & Sams, 2014).

3.1.2 Eliciting Students’ Responses

Eliciting students’ responses assists teachers in doing regular informal language assessments (van Olphen et al., 2012). In implementing this strategy, the instructor set two activities; that is, asking the students to summarize the video in the form of a listening journal, and asking the students to do an oral presentation.

Summarizing was a kind of out-of-class activity. The students wrote the journal consisting of the summary of the video, personal reaction to the video, and the process of listening. The instructor made use of Google Classroom to provide virtual assistance to the students. This finding is along the same vein with Petty (2018) suggesting that Google Classroom is a suitable tool for the flipped classroom. It facilitates the instructor to distribute the instructions and accommodates the student to submit their tasks. Figure 1 depicts the example of instruction delivered via Google Classroom.
In the classroom, the instructor asked the students to practice public speaking and generated a classroom discussion. The students learned the technique of delivering a good presentation in front of the classroom. Other students were also invited and guided to make immediate responses by asking questions to the presenter. The difficult concept that the students did not understand was also discussed in the classroom. This finding is consistent with the findings of Bergmann & Sams (2014).

3.1.3 Checking Students’ Understanding

Checking students' understanding is vital in performing ongoing assessment and keeping the students engaged in the learning process (van Olphen et al., 2012). Teachers need to frequently check the students' understanding of a particular topic before moving to the next materials to make sure that the students comprehend every concept. In the classroom, the instructor regularly checked the students’ understanding of the contents both for the presenters and the audiences by asking questions. The instructor also encouraged the students to ask questions to the presenters. The audiences repeatedly asked questions about the new contents they learned. This way, the classroom conditions were more positive. The instructor and the students had much interaction in the learning process (Nwosisi et al., 2016). This finding shows that a positive atmosphere is created in the flipped classroom, making the students feel more comfortable and motivated during the lesson (Bergmann & Sams, 2014; Chilingaryan & Zvereva, 2016).

In addition to asking questions, the instructor also provided supportive feedback through Google Classroom. Sometimes the students got confused about some difficult concepts when the class was over. The instructor, therefore, used Google Classroom to provide
supportive feedback. Figure 2 shows the example of feedback provided by the instructor via Google Classroom.

Figure 2. Feedback Provided by the Instructor via Google Classroom

Figure 1 shows that the instructor provided supportive feedback as well as guidance to the students virtually. This way, teachers and students can have an extended learning process. The learning process no longer occurs in the classroom; instead, teachers can keep in touch with students using technology anytime and anywhere. This finding is consistent with Fauzi (2017) stating that teachers and students can conduct a more effective and sustainable learning process by benefiting e-learning tools.

3.1.4 Encouraging Interpersonal Communication

Another strategy implemented by the instructor in conducting the flipped classroom was encouraging interpersonal communication with the students. Van Olphen et al. (2012) stated that students need to interact with peers and teachers to enlarge their knowledge of subject matter. To encourage interpersonal with the students, the instructor used Google Classroom to provide tutoring/mentoring. Figure 3 shows an example of the interaction between the instructor and the students.
Figure 3. The interaction between the Instructor and the Students in Google Classroom

Figure 3 explains that the instructor allowed the students to ask questions beyond the classroom. The students freely asked anything they were confused about. It seems that the online environment is much more comfortable for all the students since those who are shy in the classroom can actively participate in the virtual learning process. This finding is closely linked to a study by Fauzi, Rochsantiningisih, & Tarjana (2018) revealing that teachers can make use of e-learning tools to provide the students a space to ask questions outside the classroom.

4. CONCLUSION

In this paper, we have presented the effective teaching strategies to conduct an EFL flipped classroom. We have shown that it is possible to implement four strategies namely (1) making content understandable; (2) eliciting students’ responses; (3) checking students’ understanding; and (4) encouraging interpersonal communication. These strategies can be implemented both in the classroom and beyond the classroom with the help of an e-learning tool namely Google Classroom. Although the description of the learning activities is presented, the instructor’s motives related to the implementation of the teaching strategies remains unexplored. In any case, we believe that these results indicate that the teaching strategies we have explored are informative, providing clear guidelines for teachers who have yet to adopt the flipped classroom. Future works should give priority to (1) the report of the teachers’ experiences in conducting a flipped classroom; (2) the development of a teacher’s guidebook to implement an effective flipped classroom; and (3) the innovation of teaching strategies/models that can effectively support a flipped classroom.
5. BIBLIOGRAPHY


Exposing Ideology: The Study of Philip Morris International Company Letter to Pakistan Prime Minister

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Abstract

Cigarettes and its sales have experienced a lot of dynamics regarding the number of victims who died from smoking. As the largest cigarette company in the world Philip Morris International (PMI), indirectly affected by this dynamic. The leaked secret document by Reuters in the form of a letter sent by PMI to the Pakistani government as an effort to lobby the Pakistani government for not implement bigger health warnings on cigarette packs, made the writer feel interested in investigating and incorporating it into CDA study. By using the three-dimensional model of Fairclough, and assisted by Halliday’s Systemic Functional Linguistics (SFL) as a tool to analyze, this paper aims to uncover strategies and ideologies used and applied by PMI in lobbying the Pakistani government.

Keywords: Critical Discourse Analysis, Ideology, Systemic Functional Linguistics, Cigarette,

1. INTRODUCTION

Critical Discourse Analysis (CDA) is a study that continues to evolve and become a basic reference for analysis of social problems. Famous linguists such as Teun van Dijk, Norman Fairclough, Gunther Kress, Ruth Wodak and Theo van Leeuwen have contributed their thoughts through articles entitled Critical Discourse Analysis. In this study, they show how power abuse, domination and inequality is carried out, reproduced and opposed by texts in social and political contexts (Van Dijk, 1993). CDA illustrates how power abuse can be manifested in the form of discourse even though both parties speak the same language. This kind of thing happens when looking at a group that influences another group, where the dominated group acts in the interest of the stronger group.

According to van Dijk (1998a) Critical Discourse Analysis is a field that studies and analyzes written and oral texts to express discursive sources of power, domination, inequality and bias. The aim of CDA is to criticize and transform unequal social relations contained in the discourse. With such variety of approaches, Critical Discourse Analysis takes explicit position and thus wants to understand, expose and ultimately resist social inequality (van Dijk, 2004: 352). Thus, it can be said that the CDA is analyzed in order to detect social problems such as discrimination, gender, instability, domination and others so the results of CDA should bring change and awareness (Fairclough, 1992b).

Fairclough (1995a: 352) defines Critical Discourse Analysis as the study that aims to explore systematically relationships between (a) discursive practices, events and texts, and (b) social and cultural structures, their relationships and processes; to investigate how such practices, events and texts arise and how they are ideologically shaped by relations of power and struggle over power; and to explore how the relationship between discourse and society itself. Moreover, Fairclough and Wodak (1997 in Paltridge 2012) describe that Critical discourse Analysis is to build, produce, and reflect social and political issues, power relations, social relations and ideology. Ideology is essential in the field of CDA because it begins with a systematic asymmetrical (bias) assumption in terms of power and resources between speakers and listeners, readers and writers, and asymmetry can be linked to the production and reproduction of layered political and economic interests (Luke 1996: 12).
This paper aims to rise CDA as the topic to analyze text in form of Philip Morris International company letter to Pakistan Prime Minister, Shahid Khaqan Abbasi on October 2, 2017 as the subject. Texts construct ‘reading positions’ for readers, that is, they suggest what ideological formations it is appropriate for readers to bring to texts (Rosa and Coulthard, 2003). Furthermore, Wenden (2005: 93) told that ideologies are organized sets of fundamental and often normative ideas and attitudes about some aspect of social reality shared by members of a group, society or culture. Thus, this paper intends to investigate the relationship between the use of discursive strategies in the text to influence people in power.

The Philip Morris International (PMI) is an international tobacco company. They have six products which are become the world's top international brands, spreading more than 180 markets including Indonesia. One of their famous products is Marlboro which has more than 150 million consumers worldwide. In October 2, 2017, PMI sent top secretly letter to Pakistan Prime Minister, Shahid Khaqan Abbasi which has been leaked by UK international news agency, Reuters in 2018. This case become very interesting when quoting from Reuters that the PMI lobbied the Pakistani government not to impose wider health warnings image on cigarette packs, which experts said that is it part of an industrial campaign that successfully persuaded the Pakistani government to weaken proposals designed to save smokers' lives. Amid international efforts to reduce smoker, this paper tries to analyze what is the strategy of the largest cigarette company in the world with all of their ideology and power dominance so that successfully influence a government of a country with greater power over the laws of its own country. In this case, many parties feel disadvantaged, including the World Health Organization (WHO) which triggered regulations on health warnings on cigarette packaging and anti-smoking activists throughout the world. Furthermore, indirectly, those who most disadvantaged are Pakistani people who smoke or don't smoke.

THEORETICAL FRAMEWORK

In the late 1970s, a group of Hallidayan linguist from East Anglia University began to implementing the application of "Critical linguistic" terminology. Two of them, Kress and Hodge, assume a strong relationship between linguistic structure and social structure, which states that discourse cannot stand alone without social meaning (Fowler and Kress, 1979: 185; Wodak, 2006:5). Furthermore, since 1979, this approach was then refined, expanded and changed and re-applied by linguists from different traditions. They assume that the complex relationship between language and society that forces this study to apply an interdisciplinary approach. Van Dijk (1997) categorizes the types of structures to show how different types of structures are used in expressing various ideas. In exposing the ideology behind words, he conducted social analysis, cognitive analysis, and text discourse analysis. In his socio-cognitive model he focuses on media discourse, with the aim of bridging the gap between society and discourse that works on how the structure of society is related to the structure of discourse (Bell & Garret, 1998).

Broadly speaking, Van Dijk's analysis is an analysis of ideology in form of triadic relationship: social functions, cognitive structures, and discourse analysis. This scheme links social structures and discursive structures through medium of people's cognition. In this case, he regards ideology as an awareness of members of a group about their attitude towards certain issues. Furthermore, he said that ideology is a mental representation of how to control people acting, talking, writing, or understanding social practices of other people. In his works, the framework of ideology composed by two main discursive strategies: positive self representation (semantic macro – strategy of in – group favoritism) and negative other representation (semantic macro – strategy of derogation of out-group) (van Dijk, 2004).

Fairclough (1989) asserts that critical analysis does not only focus on the text, but also look at the interrelationship of the text, the production process, and their social context.
Moreover, Fairclough (1989; 1992; 2003) developed three dimensional frameworks which views that every communicative event comprises three dimensions: text (speech, writing, visual images or their combination); discursive practice (production and consumption of texts); and social practice. In accordance with those three levels of discourse, Fairclough developed three stages in analyzing CDA: description, interpretation and explanation.

Description is the stage which is related to the formal nature of the text or linguistic features in the text which must be explored in the descriptive stage (Fairclough, 1989). The term of ‘description’ deals with the word choices and grammar features, which have close relationship with Halliday's Functional Systemic Linguistics (SFL). Interpretation is related to the relationship between text and interaction (Fairclough, Ibid). At this stage, in addition to analyzing linguistic features and text structures, researchers must interpret other factors such as speech acts and intertextuality and linking texts to their context. The concept of intertextuality is related to the exploration of inter-textual relations between discourses. That is, discourse is not present in a vacuum or just a linguistic version, but a kind of discursive practice. Last, explanation relates to the relationship between interaction and social effects which refers to historical, social and cultural contexts (Fairclough, Ibid). It can be said that in the stage of explanation, discourse is regarded as a social practice that plays ideology or power and explains the interaction between the socio-cultural context and the production of texts.

The approach mentioned above has often been used by many researchers in analyzing this field. In this paper, the writer aims to analyze the text using Fairclough’s three-dimensional framework stand with Halliday’s SFL that mentioned above.

2. METHODS

In this paper, the writer uses a letter sent by the Philip Morris International (PMI) company to Pakistan Prime Minister, Shahid Khaqan Abbasi in 2017 as a research object of Critical Discourse Analysis. The data in this paper is in the form of writing contained in the letter that convey company ideology. Data collection is done by downloading method where observations are made in analyzing the text. Data collection was obtained from the Reuters news site where the site was the only inventor of the limited letter and distributed it to the public. The writer also including the data on the appendix of the paper.

Qualitative analysis is adopted to explain how the functions of ideology in the representation of text in the letter. Furthermore, this paper uses Fairclough's three-dimensional framework (description, interpretation and explanation) to analyze letters into three stages. In the first two stages, linguistic form will be assessed using Halliday’s Systemic Functional Linguistics. And in the third stage, that linguistic form will be explained by looking at the social context in which text is produced. In this paper, the authors only take several specific component elements of the three Halliday’s metafunctions that can be used for analysis: transitivity, and modality.

3. RESULTS AND DISCUSSION

Halliday (1994) divides SFL into two categories. First, metafunction from a semiotic point of view which has three variables: field, tenor and mode. This metafunction is also called a register. Second, metafunction from a semantic perspective that also has three variables: ideational metafunction, interpersonal mefunction, and textual metafunction. Burns and Coffin (2001) state that SFL focuses on semantics point of view, which relate to how people use language to make meaning. In this case, the writer only uses Halliday’s transitivity and modality in analyzing the letter. The writer will use the SFL theory first which later, will be studied with Fairclough's three-dimensional theory.
3.1 Transitivity

Experimental metafunction that related to the representation of the flow of events or events in the clause and represented by transitivity as a semantic system in the clause (Halliday and Matthiessen, 2004: 211). The transitivity system is formed from six processes: material, relational, mental, verbal, behavioral and existential. The choice of process reflects a person's view of experience and behavior. Each process consists of participants, processes and circumstances that are related to these processes. In the letter sent by PMI to the prime minister of Pakistan all processes were found except verbal and behavioral. The following table is a percentage of the ideational process:

<table>
<thead>
<tr>
<th>Type of Process</th>
<th>Occurrences</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Material</td>
<td>35</td>
<td>67</td>
</tr>
<tr>
<td>Relational</td>
<td>11</td>
<td>21</td>
</tr>
<tr>
<td>Mental</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>Verbal</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Behavioral</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Existential</td>
<td>4</td>
<td>8</td>
</tr>
<tr>
<td>Total</td>
<td>52</td>
<td>100</td>
</tr>
</tbody>
</table>

Table 2

<table>
<thead>
<tr>
<th>Type of Process</th>
<th>Sample of sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Material</td>
<td>We thank to your predecessor H.E. Nawaz Shariff whom I met with and discussed this matter twice. We applaud the super execution by Federal Board of Revenue and encourage such effort (...)</td>
</tr>
<tr>
<td>Relational</td>
<td>(...) and thus fair market is key of element in both ensuring long term sustainability of government. Main problem faced by Pakistani law enforcement agencies is the inability to distinguish between tax paid and tax unpaid products</td>
</tr>
<tr>
<td>Mental</td>
<td>I want to convey our sincere appreciation for the discussion you had (...) We are very pleased to learn of your government’s effort to increase investor (...)</td>
</tr>
<tr>
<td>Existential</td>
<td>(...) at the US-Pakistan Business Council (US-PBC) event in New York on September 20, 2017</td>
</tr>
</tbody>
</table>

First, the material process is the process of doing and in the letter appearing thirty-four times which is used to convey the message to the reader or the prime minister of Pakistan. The material process is what has been done and what happened. The participants are Actors and Goals. Actors refer to entities, which can be human or object. Goals can be in the form of someone or something. According to Gerot and Wignell (1994) Goals are an entity that is extended or directed by the material process. In the material process of the letter, many words that show support and praise for example “thank, applaud, and encourage“.
in the form “we” refer to the PMI. This illustrates that PMI strongly supports policies regarding cigarette trade carried out by the Pakistani government.

Second, Relational Process is a process of being and having. In other words, the process explains the role or ownership. They can be classified as relationships about two objects and can be used to describe the features of an entity. According to Halliday (1994) each language accommodates its grammar and some systematic construction of relational processes. This process appears the second most with eleven times appearing from several processes in the letter that convey the meaning that there was closeness between PMI and the Pakistani government, especially the prime minister.

Third, this process aims to provide a stimulus to the audience in the form of sensing or things that are limited to just being felt or thought without further action. The mental process is also called the sensing process: feeling, thinking, perceiving. This process contains of sensers and phenomena. Senser is what someone thinks, while a phenomenon can be an object, fact or object (Chen, 2018). This process appears two times that shows PMI’s happy feeling towards the Pakistani government which has carried out several activities through its collaboration with PMI and the efforts that have been made through the collaboration. This process very suitable and related to material processes.

Finally, the last but by no means the least the existential process. This process indicates that something exists or occurs that usually has a verb, or some other verb which states that existence, such as it exists, appears, followed by a nominal group that functions as an Existent participant (Eggins, 2004). In the letter, this process appears to show that there was an activity between PMI and the Pakistani government that happens somewhere.

3.2 Modality

Based on the perspective of SFL, modality means the attitudes, ideas, or opinions of speakers or writers expressed through the use of language to a particular phenomenon or event. Modality consists of subject and finite where the subject is nominal while finite is the first part of the verbal phrase. Finite is a core part of giving meaning from a phrase. There are three types of modality: 1) modal auxiliary verbs (might, may, should, etc). 2) modal adjectives (likely, affirmative, possible, etc). 3) modal adverbs (perhaps, probably, undoubtedly, etc). Based on Halliday (1994), the modality has the function to analyze comments and the point of view of the author through the language used. Here the distribution of modality used in the letter.

<table>
<thead>
<tr>
<th>Table 3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Semantic Classes</strong></td>
</tr>
<tr>
<td>Prediction</td>
</tr>
<tr>
<td>Necessity</td>
</tr>
<tr>
<td>Possibility</td>
</tr>
<tr>
<td>Total</td>
</tr>
</tbody>
</table>

The data in table 3 above shows there are several forms of module usage in PMI letters. Of the overall finite used in the letter, the dominant one appears is the word "would". As in the following example:

1. Keeping in this view, we would encourage both maintaining the existing excise tax regime and then stepping up (…)
2. We would kindly request your near-term intervention to direct the concerned officials to enforce the steps mentioned in the IMC recommendation.

From the example above, we can see that the Finite “Would” that are dominantly used in PMI letters indicate that the PMI aims to give a message to the Pakistani government they will do some things for the benefit of both parties.
3.3 Description

Based on the transitivity explanation in table 1 and table 2, found that the choice of different actors related to events or sentences significantly forms an ideology. There are eight categories of actors found on the letter. The most dominant actor of the letter was “we” that refers to PMI and the goal was dominantly as “your government” that refers to Pakistani government. While the material process shows support and praise, we can conclude that the letter from PMI pays more attention to politeness by extolling and giving support to the Pakistani government for rules and policies regarding the trade in non-excise and illegal cigarettes. Thus, the focus reflected or PMI's ideology is about harmonious talks to lobby the Pakistani government.

Then, the use of "I" as the second most actor also shows the closeness between the individually sender of the letter, Jon E. Huenemann as the PMI's Vice President Corporate Affairs and the prime minister of Pakistan. This shows that in order to further strengthen the relationship between the two parties, PMI uses a personal closeness strategy to be well received by the intended party. Thus, it can be concluded that PMI has the ideology that to lobby parties with great power, they must speak politely and subtly by giving a lot of praise to those who want to be lobbied. And if they want to succeed in lobbying, they must use a personal proximity strategy.

3.4 Implementation of Modality

In expressing the attitudes or comments of the speaker or author, modality is a very essential as a tool for CDA analysis. And it can be said that modality is a perspective from the writer or the speaker. As mentioned in table 3, we can see that there are three modalities found on the letter. The word “would” become the most frequent modal followed by “should” and “can”. It can be concluded that PMI is able to maximize those modalities to express their attitude towards the Pakistani government in response to policies and events related to cigarette industry. With the use of words “would”, “should” and “can”, they confidently make predictions about what should be done by both the PMI and the government of Pakistan for the common interest and seems to have known the effect.

The word "would" can give a signal about expressing a desire or inclination, what will be done where the positions of PMI itself as the perpetrator and guarantor of the events to be carried out. On the letter, PMI will take several actions for the common interest. Then, the word "can" is a modality of the term of ability. This shows that the author considers someone capable of doing something. PMI believes if the Pakistani government is able to do something that is suggested by PMI. Last, the word "should" which has the meaning of an obligation or something to do. On the letter, this is a sequence of confidence from the PMI if the Pakistani government is able to do something that is suggested by PMI and as if it requires the Pakistani government to comply with what the PMI suggests.

In general, the use of "would" as the most modality is to express desires or tendencies. PMI has a desire and a plan to help the Pakistani government overcome their problems in the inability to distinguish between paid tax and unpaid tax products. Moreover, PMI wants to pay attention to the long problems faced by the Pakistani government since June 2015 regarding the implementation of IMC recommendations on graphic health warnings on cigarette packaging. Furthermore, the word “can” refers to the meaning that with the help of PMI, the Pakistani government can consider the introduction of a digital tracking and trace system that is fully developed through a transparent public bidding process from proven technology providers. Last, the word “should” states the necessity of the Pakistani government to consider the short-term introduction of a simple tax solution as proposed by Pakistan Security Printing Corporation.
(PSPC) to support Federal Board of Revenue (FBR)’s enforcement efforts to resolve problems in the inability to distinguish between paid taxes and unpaid tax products.

In conclusion, the modalities in the letter sent by PMI to the Pakistani government reveal the meaning of desire, will, ability and necessity. PMI shows its capability in helping a government in overcoming problems in the field of illegal cigarette trade and the problem regarding the graphic health warnings on cigarette packs. The modalities in the letter also show that PMI can advise the Pakistani government in implementing technology to reduce the rate of illegal cigarette trade. In addition, the modalities in this letter also indicate a necessity for the Pakistani government to applying the suggestions from PMI immediately.

3.5 Interpretation

In this stage, the discourse will not only be treated as a stand-alone text but also as a discursive practice that conduct with text production and consumption (Fairclough 1989; 1992; 2003). In this case, the writer brings discourse analysis into intertextuality aspects because according to Fairclough (1995), intertextuality refers to the process of building text with other texts. Sometimes, however, a text spoken or written in one variety of language (one social language) will accomplish a sort of switching by incorporating (“borrowing”) words from another text spoken or written in the same or a different variety of language (Gee, 2011). The word borrowing here means intertextuality. The form of intertextuality itself is not only happening in texts that has same grammar and diction, but also can happen in the different form with the same content.

In addition, Allen (2000) mentions that the intertextuality can involve the radical plurality of the sign, the relation between signs and texts and the cultural text, the relation between a text and the literary system, or the transformative relation between one text and another text. From these previous explanations, Fairclough’s statement concludes that intertextual analysis crucially mediates the connection between language and social context, facilitating more satisfactory bridging of the gap between texts and contexts. Referring to Fairclough’s three-dimensional framework, intertextual analysis occupies this mediating position. Finally, Fairclough made a conclusion about intertextual analysis that the definition of intertextuality is not only the connection between two texts or more but also the relationship between texts to the socio culture’s context.

In the letter sent by PMI, the writer found many words in material process (applaud, encourage, thank, appreciate) and “we” as the dominant actor are indicating that PMI do flattered and praised the Pakistani government in overcoming illegal cigarette sales. By connecting the fact mentioned in Pakistani international news site (www.thenews.com.pk on May 24, 2017) that the tax income of locally produced cigarettes has reduced revenue collection by as much as Rs40 billion during the current fiscal, 2016-17 due to weak enforcement. Then, the Pakistani government started a serious law enforcement effort in which state officials stated that many illegal cigarette companies escaped state taxes. In other words, in Pakistan, there is a huge cigarette black market, which requires continuous focus and attention from the government for consistent enforcement and overcoming problems to hamper the growth of the illegal cigarette trade. The Federal Board of Revenue (FBR) as a Pakistani government body that investigates crimes related to taxation and money-laundering, has exposed a lot of the trade routes of illegal cigarettes in Pakistan. On May 31, 2017 they seized three trucks with illegal cigarette loads produced in Azad Jamu and Kashmir and transferred to the provincial capital of Punjab. That three loaded trucks had 84 types of tax-free cigarettes worth 30 million rupees (www.pakobserver.net on May 31, 2017).

In the sentence “I would like to bring to your kind attention a now long outstanding matter since June 2015 regarding implementation of the Inter-Ministerial Committee (IMC) recommendations on the graphic health warnings on cigarette packs”, The PMI and its
representatives (using "I") intimately and subtly asked the Pakistani government to pay attention to the implementation of health warning images on cigarette packs. This is related to the fact that the pictorial health warnings on cigarette packs cannot be improved because a number of petitions have been postponed by the IMC to review the impact of the warnings. Moreover, in 2015 new pictorial health warnings were increased in size by 85% on both sides of the cigarette pack and an Inter-Ministry Committee (IMC) was formed to review its impact on revenue and smuggling and the IMC as a stakeholder regarding implementation issues.

The material process of the word “thankful” in sentence “While waiting for final implementation approval of the IMC recommendation, we are thankful that the Minister of National Health Service, Regulations and Coordination has been granting the tobacco industry monthly extensions to avoid non-compliance” and the phrase “we would kindly” in the sentence “In view of the above, and to avoid any further complication and disruption to our manufacturing operation on your country, we would kindly request your near term intervention to direct the concerned officials to enforce the steps mentioned in IMC recommendation” are PMI's subtle way to lobby the Pakistani government to consider their near-term plans according the IMC recommendations. As leaked by Reuters, that, seventeen days later, on October 19, 2017, PMI sent another letter containing the recommendation from IMC that IMC provided recommendations for health warnings that were smaller than those originally proposed for cigarette packaging. (see appendixes). Then the use of the material process “collaboration” with the actor “our” in the sentence “We stand ready to continue, and step up as necessary, our collaboration with government is an effort to become central to our strategy in Pakistan” shows that both parties have working together for a long time.

3.6 Explanation

The letter sent by PMI is considered as a kind of social practice. Moreover, Fairclough (1995) state that the power and ideology that have not been found can be investigated and explained by institutional context and social context. In the term of institutional context, as the largest international company in the cigarette industry, the ideology described in the PMI letter to the Pakistani government as a manifestation of their steps so that their business is not interrupted by give such efforts to inhibit the enlargement of pictorial health warnings on cigarette packs. This is very understandable if a company is indeed profit-oriented and as the largest company in its field, PMI feels capable or has the power to lobby a country. From this point of view, the institutional context such as the characteristics of a company is very important and interesting to study because it often describes hidden background information that can be linked to the context behind it.

On the other hand, the social context also plays an important role in in-depth understanding the ideology and power. In general, the PMI case is also influenced by the social context of events in a country, such as historical, economic and political factors. In historical aspect, we know that PMI is a company that has been established for around 171 years ago. Until now they have operated in more than 180 countries outside the US. But, with the decline in the number of smokers around the world in the 21st century, and many developed countries limit their cigarette sales, PMI focuses its business on developing countries including Pakistan. Furthermore, from an economic aspect, with reduced sales quotas in developed country markets, PMI made every effort to safeguard their markets in developing countries including interfering in the political aspects of a country. Moreover, the use of words that are supportive and praiseworthy means that indirectly both parties have the same ideology in following up on problems that exist in the Pakistani government. This is also supported by the sentence in the last paragraph in the letter: "We stand ready to continue, and step up as necessary, our collaboration with government is an effort that has become central to our strategy in Pakistan."
4. CONCLUSION

According to the results of the study, the delivery of ideology in the interests of the company depends on the recipient of the ideology. In the context of this letter from PMI for the Pakistani government, however a company, despite having a strong history and economy, they must use the right choice of words to be accepted by the government of a country. In other words, a country, even though a newly developing country has more power and an ideology that is stronger than a social organization like a company even though the company is the largest in its field.

Furthermore, even though a social organization such as a company, which has strong power in economic matters, in conveying its message or ideology to the government of a country, they must use politeness and closeness between individuals for the acceptant of their message or ideology. In the end, this strategy succeeded in an effort of lobbying the Pakistani government to reduce the large percentage of graphic health warnings in cigarette packs. Even though PMI must also use a choice of praising and supportive words. This shows that politeness and closeness strategies are very influential on ideological delivery to someone who has greater power and ideology. Last, as mentioned above, that the use of words that are supportive and praiseworthy means that indirectly both parties have the same ideology in following up on problems. Means that the similarities in ideology will make easier for a party to influence other parties.

5. REFERENCES


RECONSTRUCTION THE LEGEND OF PRIGEN TO IMPROVE SPIRITUAL INTELLIGENCE OF STUDENTS INTEGRATED ISLAMIC ELEMENTARY SCHOOL AL-USWAH PRIGEN

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Abstract
This study aims to improve the spiritual intelligence of local wisdom education from an early age so that it can foster character education and prevent the moral crisis of elementary school students. Qualitative research methods are descriptive of phenomenological research designs. Data sources are legends in Prigen sub-district. This research data is in the form of speech descriptions from several informants who tell the legend of Prigen. The subject of this study is Integrated Islamic Elementary School Al-Uswah Prigen with objects, namely 30 students and 4 class teachers. The results showed that: 1) Continuity of the reconstruction of legends with an increase in spiritual intelligence of elementary school students, 2) The benefits of increasing spiritual intelligence for elementary school students. Creating a new paradigm of preserving the culture or tradition that has existed for a long time and is still preserved by the people with the latest technological developments. The factors behind the background are social factors and moral factors. The function of the legend is applied in customs to anticipate and be aware of the moral crisis in students at Integrated Islamic Elementary School Al-Uswah Prigen.

Keywords: the legend, spiritual intelligence, elementary school.

Abstrak

Kata kunci: legenda, spiritual thinking, sekolah dasar
1. INTRODUCTION

The rapid development of the latest technology, in addition to providing positive consequences that have been experienced by society as a whole, also has negative consequences, such as weakening relationships between individuals and the loss of local cultural traditions. The legends are secular (worldly), occurring in the past, and located as we live now from the assumptions put forward by (Danandjaja 1984: 66). Legend is also seen as a "historical" (folk history), although history is not written has been distorted, so often it can be far different from the original story legend is usually migratory, which can move around, so widely known in different areas. In addition, legends are often scattered in groups called cycles, namely a group of stories that revolve around a character or a particular event. The legend of Prigen legend in the Prigen sub-district is interesting to be studied to recognize, understand, and appreciate the results of reflection, philosophical thinking, historical and socio-cultural background, community psychology, hopes, ideals, and values that people want and are proud of. The unique local culture that is used as frame of reference for supporting community life activities is downward from the assumptions put forward by Griffith (1982: 78). The results of research from Wiedy Putri Fauziah and Soedjijono in 2018 entitled Nilai Kearifan Lokal dan Budaya dalam Legenda Prigen included in the proceedings of Seminar Nasional Kajian Bahasa, Sastra, dan Pengajarannya V Pembelajaran Bahasa dan Sastra untuk Generasi Milenial, explaining that the legend of Prigen has a representation of the importance of the value of a culture that must be preserved from a legend. So that the people's desire to develop this collective is ideal and rational and can be understood by the community. The community takes life lessons from a legend that keeps the message implied so that local wisdom is preserved and preserved. Not affected by technological advances in the current era of disruption

From Azhar’s assumptions (2013: 29) teaching Indonesian language using listening learning strategies still dwells on old patterns namely, students listen and try to answer what is explained by the teacher. Seeing this reality, it is necessary to have a renewal in learning Indonesian. In acquiring a language skill, it is obtained through an orderly relationship. At first in childhood, we learn to listen to the language than speak, after that we read and write. As for the exposure from Tarigan (2008: 2) listening and speaking were learned before entering school, while reading and writing were studied at school. The four skills are basically a unit called chess. Smaldino's assumption states (2008: 310), the video is a suitable medium for various learning, such as classes, small groups, even one student alone. That, can not be separated from the conditions of the students at this time who are growing in the culture of television, where at least every 30 minutes show different programs. From that, videos with a duration of only a few minutes can provide more flexibility for the teacher and can direct learning directly to the needs of students. The video images in a frame where frame by frame is projected through a projector mechanically so that the screen shows that the image is alive. Video can describe an object that moves together with a natural sound or an appropriate sound. The video capability of describing live images and sound provides its own charm. Videos can present information, describe processes, explain complex concepts, teach skills, abbreviate or extend time, and influence attitudes. In the cognitive domain, videos can strengthen students in implementing new knowledge and knowledge from effective learning. In the affective domain, videos can strengthen students in feeling the emotional elements and attitude of effective learning. In the psychomotor realm, a video has the advantage of showing how things work. The results of a study conducted by Andrew Burn in 2016 entitled Making Machinima: animation, games, and multimodal, published in the journal Learning, Media and Technology, explained that the use of animation is very interesting to use to help the learning process. The goal is to stimulate the five senses possessed by humans that is why in choosing images and sounds in animation is very important. With the multimedia, the learning process can be made more interesting and interactive, this is because the object to be learned can be felt by the human senses both through
vision and hearing. Still in line with the above research regarding the latest interactive media research, the results of research from Esther Leslie and Joel McKim in 2017 entitled *Life Remade: Critical Animation in the Digital Age*, published in the journal Interdisciplinary, explained that the terms of the project curriculum show the importance of linking understanding students about their representation processes and creative practices in various school curricula as different disciplines: in this case, literacy, media education, music, art, and ICT.

However, Gardner’s (2000: 58-60) states that it forms a scientific foundation in the disciplines of educational theory and interdisciplinarity, the emergence of discourse spiritual intelligence. Basic knowledge that needs to be understood is that spiritual intelligence is not necessarily related to religion. Spiritual intelligence is the intelligence of the soul that can help a person build himself intact. As for the harmonious statement from Wigglesworth’s (2002: 79-85) Spiritual intelligence does not depend on culture or values. Not following existing values, but creating the possibility to have the values themselves. Facilities that developed over millions of years allowed the brain to find and use meaning in solving problems in line with Agustian's statement (2001: 18-23). The main problem is related to existential problems, namely when a person is personally downturned, trapped by habits, worries and past problems due to illness and sadness. With the possession of spiritual intelligence, a person is able to overcome his life problems and make peace with the problem. Spiritual intelligence gives a “deep” feeling to someone concerning the struggle of life. The results of research from Fitri Indriani in 2018 entitled *Strategi Peningkatan Kecerdasan Spiritual Anak di Sekolah Dasar were contained in the proceedings of Seminar Nasional Aktualisasi Bimbingan dan Konseling pada Pendidikan Dasar Menuju Peserta Didik yang Berkarakter*, explaining students use spiritual intelligence when we are dealing with existential problems such as when feeling down, trapped by our habits, worries, and past problems as a result of illness and sadness. In order for students to have complete spiritual intelligence, sometimes we must feel pain, pain, loss, despair, and distress. In harmony with the above research results of the study of Luftiana Harnany Utami and Tutut Chusniah in 2017 entitled *Pengembangan Kecerdasan Spiritual Siswa di Sekolah Dasar (SD) Islam Tampokersan Lumajang* published in the proceedings of the Seminar on Asean 2nd Psychology & Humanity,explained that the development of spiritual intelligence aims to enable students has a complete understanding of the teachings of Islam and can apply it correctly in everyday life. From relevant research combined with several theories, the theoretical framework is obtained:

This research is limited to the problem of the development of a legend animated video media to improve spiritual intelligence students’. Later thematic integrative learning with the presentation of interactive media requires animated videos, in which discussing legendary material and equipped with various portfolio tests for 5th grade elementary school students. The problems studied were formulated as follows: (1) how is the continuity of the reconstruction of the legends by increasing the spiritual intelligence of elementary school students, and (2) what are the benefits of increasing spiritual intelligence for elementary school students.
2. RESEARCH METHOD

The place of this research was conducted at Integrated Islamic Elementary School Al-Uswah Prigen which is in the area of East Java Province. Determining this location is due to female students as students. When research is conducted from January to February 2019 within 2 months. Whereas the work of the research report begins in March 2019. In this study, researchers used a phenomenological approach to qualitative research methods. Phenomenology studies (phenomenology studies) explain or reveal the meaning of a concept or phenomenon of experience based on the awareness that occurs in some individuals. Researchers in this case, can develop meaning from individuals and also ask individuals to describe their daily life experiences. The data collected is closely related to the research that is taking place and in the researcher trying to approach the object of the study critically and careful observation, without prejudice to any previous conceptions. (Cresswell, 2015: 125).

The subject of this research data is Integrated Islamic Elementary School Al-Uswah Prigen Al-Uswah Prigen. The object of this research data is a total record of 30 students and 4 class teachers obtained from the recording. Based on the events experienced, it shows the reconstruction of the legends with an increase in spiritual intelligence of elementary school students.

The technique in this research is that researchers begin to organize all data or a comprehensive picture of the phenomenon of experience that has been collected through the student portfolio. Read the data as a whole and make marginal notes about the data that is considered important and then encode the data. Find and classify the meaning of statements felt by respondents by doing horizontalizing, which is that each statement initially treated has the same value. Next, the researcher develops the overall description of the phenomenon so that it finds the essence of the phenomenon. Then develop a textural description (regarding the phenomenon that occurs in the respondent) and a structural description (which explains how the phenomenon occurs). The researcher then provides a narrative explanation of the essence of the phenomenon under study and obtains the meaning of the respondent's experience regarding the phenomenon.

3. FINDINGS AND DISCUSSION

Based on the results of identification of the portfolio at Integrated Islamic Elementary School Al-Uswah Prigen Al-Uswah Prigen, that the average spiritual intelligence of class 5th students has experienced an increase obtained from the results of student work on the assignment given. The average results in the aspects spiritual intelligence student are presented in Figure 1.

![Figure 1. Score achievement of spiritual intelligence students’](image)

The results of the average score of spiritual intelligence in portfolio 1 of 1.5 are classified as low. Scores on honest and empathic aspects amount to 1, in fewer categories. Scores on aspects of discipline and responsibility are 2, insufficient categories. The results before being presented are animated video media, so the teacher gives legendary material according to the textbook
only. But after the media presented an animated video about the legend the results increased according to the expectations of the teachers. So that in portfolio 2 the results of the average score spiritual intelligence of 3.5 belong to the high category. Score on honest and empathic aspects is 3, in the good category. Scores on aspects of discipline and responsibility are 4, in the excellent category. The following is a table of aspects and indicators.

<table>
<thead>
<tr>
<th>Aspects</th>
<th>Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>Honest</td>
<td>Work on exercises according to their abilities without the help of friends.</td>
</tr>
<tr>
<td></td>
<td>Do homework according to their abilities without the help of others.</td>
</tr>
<tr>
<td></td>
<td>Repeat according to his ability without the help of friends.</td>
</tr>
<tr>
<td></td>
<td>Tell the teacher, if you still don't understand the material.</td>
</tr>
<tr>
<td></td>
<td>Returning items that are not his.</td>
</tr>
<tr>
<td>Discipline</td>
<td>Entering school according to the specified schedule.</td>
</tr>
<tr>
<td></td>
<td>Carry out a prayer (dhuha and dzuhur) on time.</td>
</tr>
<tr>
<td></td>
<td>Carry out prayers before the lesson begins.</td>
</tr>
<tr>
<td></td>
<td>Rest according to the specified schedule.</td>
</tr>
<tr>
<td></td>
<td>Work on the exercises in class according to the time specified.</td>
</tr>
<tr>
<td></td>
<td>Collect homework at the specified time.</td>
</tr>
<tr>
<td></td>
<td>Do the tests in a class according to the time specified.</td>
</tr>
<tr>
<td></td>
<td>Go home from school according to the specified schedule.</td>
</tr>
<tr>
<td>Responsibility for</td>
<td>working daily pickets in the order.</td>
</tr>
<tr>
<td></td>
<td>Doing exercises in a class according to ability, without the help of friends and on time.</td>
</tr>
<tr>
<td></td>
<td>Do homework according to ability, without the help of others and on time.</td>
</tr>
<tr>
<td>Empathy</td>
<td>Helps friends who do not carry school equipment (except tests).</td>
</tr>
<tr>
<td></td>
<td>Visiting teachers and friends who are sick.</td>
</tr>
<tr>
<td></td>
<td>Help the teacher bring the assignment book to the teacher's room.</td>
</tr>
<tr>
<td></td>
<td>Familiarize your friends to say magical words like thanks when helped,</td>
</tr>
<tr>
<td></td>
<td>sorry when feeling guilty and help when asking for help.</td>
</tr>
</tbody>
</table>

Based on the table of results of the portfolio test spiritual intelligence shows that the aspects of discipline and responsibility amount to 4 in the very good category and on the honest and empathic aspects of 3, in the good category. With the video animation, it can explain the general things to be special. Because students need special stimuli in the form of interactive media. So that the teachers have no difficulty in observing and reflecting on students who do not have spiritual intelligence sufficient.

### 3.1 Continuity of Legend Reconstruction with Increased Spiritual Intelligence of Elementary School Students

To grow students intelligence can be done by sharpening the quality spiritual intelligence students through values that are instilled early. While the teacher must try to be a role model for students, so that students not only get education spiritual intelligence through activities that are followed but also can emulate their teacher's figure. Spiritualization of education is not just teaching students more empathy and sympathy for fellow students, teachers, parents and the wider community. But more than that, growing spiritual intelligence for students in education
and life. Efforts to increase spiritual intelligence can be done by moral guidance of students through family and school environments. The problem that arises today is the crisis of spirituality in children and adolescents. Not infrequently we see crimes committed by children such as robberies, gambling, school fights, murder, drug addiction and others. This is due to the absence of a balance between religious values in individuals with increasingly developed times. For this reason moral or moral problems require special attention so that they can fortify children from undesirable things. Given the potential that students have must be developed so that they have direction and goals in their lives, then the development of spiritual intelligence for students is very necessary. Development spiritual intelligence is intended so that students have a complete understanding of the teachings of Islam and can apply it correctly in everyday life. Students are also expected to be human beings who have faith and devotion to Allah SWT and are able to actualize themselves according to the teachings and norms of religion with good personalities.

The results of the portfolio test above have received results from the continuation the legend of Prigen’s reconstruction to improve spiritual intelligence. So that the reconstruction of a text becomes a video. Formerly a legend was only oral to oral, now it can be enjoyed in the form of animated videos.

Figure 2. Slide Animation of Prigen Legend

In the learning process, the presence of learning media is very important, because the lack of clarity in the material delivered can be helped by the presence of learning media as an intermediary. The complexity of the material to be delivered to students can be simplified through learning media. The abstractness of the material can also be concrete through learning media. Learning media is a channeling media or intermediary information from teachers to students with the aim of stimulating attention, interest, and students' willingness to learn, and creating an effective and efficient learning environment so that learning objectives can be achieved. So that every parent and teacher can take the mandate from a legend that is implied and can be applied to educate children so that they understand the cultural traditions that surround them that must be preserved. So that students can know, understand and understand manners in communicating with anyone and have good deeds towards anyone, also provide insight that culture teaches spiritual values to anyone, especially elementary school students to be able to apply in daily life from the teacher's observation and parents.

3.2 Benefits of Increasing Spiritual Intelligence for Elementary School Students

Teachers and parents are very much expected to understand and know the benefits spiritual intelligence to students, so students are not only required to get good grades, but students are made aware of the meaning of a meaningful life through spiritual intelligence. With spiritual intelligence, students are able; being creative, flexible, insightful, or spontaneously creative; overcome all problems without causing problems, for example: patient, careful in making decisions or not reckless; always honest in acting; spiritually smarter in religion; prioritizing ethics and moral’s in association; introspective, always feeling watched by God at all times; everything that is done is worth worship. From the many benefits of spiritual intelligence, educational institutions both formal, informal and non-formal, in this case, parents, teachers and anyone involved in education not only prioritize intellectual intelligence, but
spiritual intelligence is also important for students, because spiritual intelligence is able to bring mankind to the success of the world and the hereafter. Students are not just intelligent and conscious, but more important is the application of behavior in everyday life, both individual behavior and social behavior. Finally, through spiritual intelligence students are able to create meaning for goals. Through spiritual intelligence, students are also able to remain happy on the road to achieving goals because the key to happiness is spiritual intelligence.

3. CONCLUSION

From the results of the above research, it can be concluded that the use of media in teaching is one variation in learning Indonesian. The use of learning media animated video in legendary material attracted the attention of students with media compositions complete with illustrations of events. This will make it easier for students to understand and recall the subject matter that has been delivered by the teacher, so the use of media animated video in historical learning can improve student learning achievement. That way students do not just read stories but watch footage of the legend in animated videos so that they easily understand the moral messages contained and implement in their lives. Parents and teachers as facilitators when students understand and begin to change attitudes after seeing the video, thus conveying folklore (oral literature) in the form of legends in students' thinking to always preserve cultural traditions and protect the surrounding environment. The existence of spiritual intelligence possessed by students is able to bring students better deeds. Because spiritual intelligence is the core of awareness that makes students able to realize who they are and how people give meaning to life. So that spiritual intelligence is always imprinted in students, then formal education institutions, in this case, are elementary schools, need to improve spiritual intelligence in students related to this, there are several ways that can be done, among others; (1) teachers become role models for students; (2) help students formulate their life missions; (3) tell students about legends in the local area and take moral messages; (4) inviting students to discuss in various issues with a moral perspective; (5) inviting students to maintain cultural traditions. Not only get education spiritual intelligence through activities that are followed, but emulate their teacher's figure. Spiritualization of education is not just teaching students more empathy and sympathy to fellow students, teachers, parents, and the wider community. But more than that, fostering spiritual intelligence to students in education and life Efforts to increase spiritual intelligence can be done by moral guidance of students through family and school environments.

Spiritual intelligence in students can help to uncover the consciousness of human nature and guide it to act according to nature. In addition to achieving the goal towards a complete human being (insan kamil) so that this intelligence will prevent humans from inner conflict, the crisis of the meaning of life and mental and spiritual health disorders. In other words, spiritual intelligence is intelligence that will make human life mentally and spiritually healthy and bring people to happiness and success in living in the world and in the end. The concept of spiritual intelligence as one way out of the problems faced by modern society today is mainly related to the problem of value and meaning. A person can recognize his identity so that he is able to put himself and his actions proportionally in achieving his goals and ideals, understanding his duties and responsibilities vertically and horizontally so as to deliver people to happiness and success in living in the world and in the end. Reconstruction of legends fosters students' intelligence can be done by sharpening the quality of students' spiritual intelligence through the values instilled early on. Such as honesty, justice, virtue, togetherness, discipline, empathy and others.

From the results of the above research, it can be concluded that the use of media in teaching is one variation in learning Indonesian. The use of learning media animated video in legendary material attracted the attention of students with media compositions complete with illustrations of events. This will make it easier for students to understand and recall the subject matter that has been delivered by the teacher, so the use of media animated video in historical
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4. REFERENCES


STUDY OF ECOFEMINISM IN THE SAWITRI DAN TUJUH POHON KELahirAN BY MASHDAR ZAINAL

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Abstract
This study discusses the study of ecofeminism found in the novel of Sawitri dan Tujuh Pohon Kelahiran by Mashdar Zainal. Today, women are considered to have an important role in efforts to protect and save the natural environment. The attitude of caring for the environment can also be raised in literary works, one of which is the study of ecofeminism on the novel. Ecofeminism is one of the literary studies relating to aspects of ecology and feminism contained in literary works. This research is a kind of descriptive qualitative research. The main data source of this research is the text in the novel of Sawitri dan Tujuh Pohon Kelahiran by Mashdar Zainal related to the study of ecofeminism. The data collection technique used is content analysis. The data validity technique uses data source triangulation and method triangulation. The data analysis technique uses the content analysis method which consists of three elements, namely data reduction, data presentation, and data inference. The results of this study show that in the novel of Sawitri dan Tujuh Pohon Kelahiran there are three forms of ecofeminism, namely natural ecofeminism, spiritual ecofeminism, and socialist ecofeminism.

Keywords: ecology, feminism, ecofeminism

Abstrak

Kata Kunci: ekologi, feminisme, ekofeminisme
1. INTRODUCTION

The development of human life certainly cannot be separated from the existence of literary works. Literature is part of human civilization. According to Sehandi (2014: 51), literary work is the life of an artificial or literary fiction, the nature of life that has been colored by the attitude of the author, his educational background, his beliefs, his ideals, his desires, his knowledge, his experiences, etc. The existence of literature is certainly inseparable from the position of the author. The author's view of the world can be manifested in various forms of literature. According to Susanto (2012: 10), in a sociological context, literature is seen as a cultural product of one society. This role is then to position literature as an important part of the socio-cultural development of a society.

Along with the development of the times, the position of literature is considered to have an important role for human life. Literature is an expression of human mystical and aesthetic experiences through media language as imaginative creativity (Sehandi, 2014: 6). Although, literature is considered as an imaginative work, its existence brings a great contribution to human life. Various issues that are emerging in the community can be displayed in various forms of literature. Literary characteristics that highlight the beauty aspects of language are other components that are considered attractive. The beauty element of language in literature is the implementation of the subtlety value it carries. According to Eagleton (2010: 4), literary language is a language that is 'made foreign'; and because of this 'exile', the everyday world also suddenly becomes unfamiliar. The phrase "made foreign" has the meaning that the language in literature uses connotative meaning. This is what makes literature considered to always represent aesthetic value. In addition, literature also has various contributions, one of which is as a means of internalizing positive attitudes, such as awareness in protecting the environment.

The existence of literature cannot be separated from the theme of the environment (ecology). This then led to a study related to environment and literature, namely ecocritical. Along with the development of the times, the study of literature continues to experience significant development. Interdisciplinary studies in literature also continue to develop. One of them is a study between ecology and feminism. The study then led to the term called ecofeminism. According to Endraswara (2016: 61), ecofeminism focuses more on reading literary works with women's awareness and the environment. Ecofeminism studies assume that the existence of women has a large contribution in upaa protecting and preserving the environment. Another opinion conveyed by Nhanenge (2011: 135), ecofeminism simply addss concerns about gender equality to the foundational position of deep ecology. Women are indeed considered to have the ability to manage and care for the environment. Ecofeminism studies show that the existence of literature does have a major contribution to human life. Ecofeminism is not only related to environmental phenomena, but also related to the activities of emasipation of women.

Previous research that is relevant to this research is one of them entitled The Contribution of Ecofeminism Philosophy in Environmental Management Research. The study, published by Mediterranean Journal of Social Sciences, Volume 7, Number 1, January 2016, was conducted by Hamidi Ismail, Tuan Pah Rokiah Syed Hussain, and Muhammad Subhan from the University of North Malaysia. The results of this study provide an explanation that ecofeminism and thoughts about environmental care is one of the efforts made in this decade. The role of women is increasingly needed in an effort to preserve the environment. The research has similarities with this research, which is about the study of ecofeminism. However, this study is more specific using Sawitri dan Tujuh Pohon Kelahiran by Mashdar Zainal as an ingredient in the study of ecofeminism. Another research that is relevant to this research is Ecocritics in Indonesian Literature: An Interesting Literature Study. The research conducted by Novita Dewi was published in the Adabiyyat Journal, Faculty of Adab and Culture, Sunan Kalijaga State.
Islamic University, Yogyakarta, Volume 15, Number 1, 2016. The study discusses the existence of ecocritics in Indonesian literature, especially novels. The research findings show that there are quite a lot of Indonesian literary works that carry the theme of the environment, but only as a time and place setting. Indonesian literature is still considered to be less serious in dealing with the problem of the environment. The research has similarities with this research, which is related to ecological themes. However, this study is more specific to discuss the themes of ecology and feminism (ecofeminism) contained in the novel of *Sawitri dan Tujuh Pohon Kelahiran* by Mashdar Zainal.

This study aims to explain the study of ecofeminism found in the novel of *Sawitri dan Tujuh Pohon Kelahiran* by Mashdar Zainal. There are three types of ecofeminism studies, namely natural ecofeminism; spiritual ecofeminism, and socialist ecofeminism. The existence of this research can be useful as a means of internalizing positive attitudes to preserve the environment while upholding the emancipation of women through means of using literary works.

2. RESEARCH METHOD

This research is a kind of descriptive qualitative research. Qualitative research is research that intends to understand the phenomenon of what is experienced by the subject of research, such as behavior, perceptions, motivations, actions, etc, holistically, and by way of descriptions in the form of words and language, in a specific context natural and by utilizing various scientific methods (Moleong, 2014: 6). The ecofeminism approach was used in this study. According to Endraswara (2016: 61), ecofeminism focuses more on reading literary works with women's awareness and the environment. The ecofeminism study was born as a branch of feminism that specifically addresses ecology with a feminist perspective. The main data source of this research is the text in the novel of *Sawitri dan Tujuh Pohon Kelahiran* by Mashdar Zainal related to the study of ecofeminism. The novel was published by Alvabet Publisher Jakarta in 2018. The data collection technique used is content analysis. According to Moleong (2014: 279), content analysis is a research technique used for reference that is replicable and valid from the data in its context. The data validity technique uses data source triangulation and method triangulation. Triangulation of data sources is used to process data collection by utilizing various data sources. Meanwhile, triangulation methods are used to collect similar data, but by using various methods of data collection. The literature study, reading, and note taking techniques were used as the method of triangulation method in this study. The data analysis technique uses the content analysis method. The analysis technique consists of three grooves (Sutopo, 2006: 113-116), along with the explanation.

a. Data reduction is the process of selecting, focusing, simplifying, and rough data interaction in the field notes. Data is selected for similar stories that include variations or not.

b. Data presentation is an information organization that allows conclusions of research to be carried out. The arrangement of data presentation, researchers will more easily understand the things that happened and make it possible to work on the business that will be carried out after data collection.

c. The conclusion of data is that conclusions are carried out based on all things contained in data reduction and presentation of virgin. After the data is selected, classified, and analyzed the data is interpreted according to the structure and values contained in the story, then conclusions are drawn.
3. FINDINGS AND DISCUSSION

The feminist movement has a big influence on the lives of women. The existence of the feminist movement emerged as a response to the existence of a patriarchal system that developed in the community. According to Sugihartuti and Suharto (2016: 6), feminist literary criticism offers the view that female readers and female critics carry different perceptions, understandings, and guesses on the experience of reading literature compared to men. The position of women is considered equal in position to men, especially those related to the fulfillment of their rights. Another opinion delivered by Fakih (2008: 99-100), feminism departs from the assumption that women are basically oppressed and exploited. Women's oppression is considered as a manifestation of injustice that arises because of the socio-cultural influences that develop in a community group.

The study of feminism is also closely related to literary work. According to Sugihastuti and Suharto (2016: 15-16), there are five main components in literary research using the feminist perspective:

1. the position and role of female leaders in Indonesian literature shows that it is still dominated by men;
2. from receptions of readers of Indonesian literature, at a glance it appears that the female figures in Indonesian literature lag behind men;
3. there is still a reception for readers of Indonesian literature that show that the relationship between men and women is only a relationship based solely on biological and social economic considerations;
4. Indonesian literary research has produced many changes in analysis and methodology, one of which is feminist perspective research, and
5. many readers consider that the role and position of women is lower than that of men, such as real perceptions of Indonesian literature.

In general, the existence of literary research with a feminist perspective refers to the view that the position of women is equal to that of men, related to the fulfillment of their rights. The patriarchal system that is often still developing in society is one of the reasons why the feminist movement is becoming increasingly developed.

One of the schools of feminism that has a major influence on human life is ecofeminism. The term ecofeminism was first introduced in the book *Le Feminism ou la Mort (Feminism or Death)* which was published in 1974. The book presents a number of information about women's oppression and the destruction of nature. According to Tong (2008: 350), ecofeminism is a thought of feminism that wants to give an understanding of the relationship between all forms of human oppression and nature and shows the involvement of women in the entire ecosystem. Women are considered to have contributed to efforts to preserve the environment. The attitude of affection for women plays a big role in efforts to care for the natural environment. Similar opinion was expressed by Wiyatmi, *et al* (2017: 10), ecofeminism is one of the thoughts and social movements that connect ecological problems with women. Women's ability to care for nature is considered an instinctive thing. This is not part of cultural products. Meanwhile, according to Warren (ed) (1997: 260), ecofeminism is a contemporary political movement operating on the theory that the ideology which sanctions the exploitation and degradation of the environment. The existence of ecofeminism has become one of the elements in reducing the impact of massive exploitation and degradation lately.

According to Tong (2008), there are three types of ecofeminism branches, namely natural ecofeminism, spiritual ecofeminism, and socialist ecofeminism. Each variety of eco-feminism has its own domain.
3.1 Natural Ecofeminism

According to Wiyatmi, *et al* (2017: 12), natural ecofeminism views nature/women as equal to and perhaps better than male culture. The relationship between women and nature is a unity. Fund women have mutual contributions to the life of an ecosystem. Natural ecofeminism rejects the assumed inferiority of women and nature, and the assumed superiority of men and culture (Wiyatmi, *et al*., 2017: 12). Natural ecofeminism indeed considers the position of women and nature to have the same position as the position of men. In the opinion of Endraswara (2016: 41), natural ecofeminism believes that the traits traditionally associated with women, such as caring, nurturing, and intuition, are not the result of cultural construction as a product of women's actual biological and psychological experiences. This opinion provides an understanding, that women's ability to care for nature is instinctive, not the influence of cultural products.

An explanation of the nature of ecofeminism in the novel of *Sawitri dan Tujuh Pohon Kelahiran* by Mashdar Zainal is presented as follows. Saban hari Sumitrah merendam mawar atau terkadang melati dengan air hangat dan setelah air itu mendingan dan mengeluarkan aroma harum, air rendaman kembang itu ia gunakan untuk merendam pakaiannya yang usai dicuci sebelum dijemur. Saudara-saudaranya yang lain tak ada yang melakukan hal semacam itu, atau mungkin sekadar memikirkannya, dan Sumitrah tak pernah peduli, selama apa yang ia lakukan tidak mengacau orang lain (Zainal, 2018: 10).

The Sumitrah figure is the second child in the Sawatri’s family. His mother and father have educated them to become children who understand the importance of protecting the environment. Every birth of a child in the Sawitri family is marked by planting a birth tree on the home page. Every child has a different tree. Sumitrah as the second child who has a calm and beautiful face, has a birth tree in the form of a flamboyant tree. Not only caring for flamboyant trees, he also often uses plants around his house for various purposes. Of course the use of nature is done not excessive. Sumitrah's attitude reflects the relationship between nature and women is indeed close. The attitude of women's love for nature is also reflected in the quote.


Sumaiyah's attitude of affection and maturity in managing nature also showed to her six siblings. Sumaiyah always cared for her trees and also helped her siblings to care for good and right plants. Sumaiyah’s attitude is a representation of the relationship between the ecology and the ability of women to manage the universe.

3.2 Spiritual Ecofeminism

According to Endraswara (2016: 36), spiritual ecofeminism is a result of the development of Starhawk and Charles Spretnak. Starhawk emphasizes women's relationship with nature, that natural works and women's works are the same. Spiritual ecofeminism also believes that the existence of women and nature is equal. Furthermore, Tong (2008: 380), based on an anthropocentric view that tried to justify human-caused harm to nature, as a view that justifies the danger caused by men to women, spiritual ecofeminism argues that there is a close relationship between environmental degradation with the belief that God gives humans "power" over the earth. Spiritual ecofeminists adhere to religion and religion, but feminists must let go of their masculine elements and go to nature to try one of the earth-based spiritualists (Endraswara,
2016: 36). Various opinions above assume that spiritual ecofeminism represents women having the ability to manage the environment based on spiritual aspects.

Explanation of the form of spiritualist ecofeminism in the novel of Sawitri dan Tujuh Pohon Kelahiran by Mashdar Zainal is presented as follows. "Bangun pagi adalah awal dari lancarnya setiap urusan, hanya pada pagi hari seseorang bisa berpikir lebih jernih dan memulai segala sesuatu dengan tenang. Apa pasal, udara pagi yang kau hirup adalah sejernih-jernih udara yang apat dihirup manusia, dan kalau kalian pernah dengar, berkhar dari segala sesuatu itu ada di awal. Itulah mengapa Bapak dan Ibu membiasakan diri bangun mendahului matahari. Kelak, kalau kalian sudah dewasam menikah, dan punya anak, jangan pernah lupa pada kebiasaan bangun pagi (Zainal, 2018: 101).

The form of spiritual ecofeminism is always closely related between ecology and women with a spiritualist/belief perspective. The spiritual aspect here is not only defined as a religious system, but also closely related to the traditional belief system adopted by a community group. The quote above is one part of the Sawitri dan Tujuh Pohon Kelahiran by Mashdar Zainal which describes a belief believed by the Sawitri family. The mother (Sawitri) and her husband (Syajari) besides instilling a caring attitude towards the environment, also maintaining the trust that the community upholds. One form of this belief is to start activities early in the morning. Sawitri and Syajari always educate their seven children early in the morning. This is one of the beliefs for the Javanese people, that starting an activity early in the morning will bring a lot of blessings.

The Sawitri family does not only instill a caring attitude towards the environment, but also adherence to the teachings of the religion is also firmly instilled in their children. The form of spiritual ecofeminism is illustrated in the quote below.


The Sawitri family always educates their children to always care about environmental sustainability. A mother who teaches her seven children to always keep the environment clean. From nature, they learn about various spiritual values, such as patience and gratitude. Nature does provide learning to humans. Therefore, ecology, feminism and beliefs that apply in people's lives are an inseparable unit.

3.3 Socialist Ecofeminism

According to Bhasin and Khan (1999: 6), contemporary feminism is a struggle to achieve equality, dignity, and freedom for women to choose in managing their lives and bodies, both inside and outside the household. This assumption then gave birth to the concept of socialist ecofeminism. Socialist ecofeminism is also known as transformative ecofeminism. The main concept of socialist ecofeminism is the position of women who are considered capable of managing and caring for nature based on social aspects. According to Endraswara (2016: 38-39), transformative ecofeminism (socialist) itself has six characteristics, namely:

(1) transformative feminism recognizes the interrelationship between all operating systems, (2) transformative feminism emphasizes the diversity of women's experiences, (3) transformative feminism rejects the logic of dominance, (4) transformative feminism rethinks what it means to humans and constantly builds awareness (5) Transformative feminism relies on ethics that emphasize the values of traditional feminism that tend to intertwine, connect, and unite humans, and (6) transformative feminism argues that science and technology are only used to maintain the continuity of the earth.
The definition provides an understanding, that socialist ecofeminism focuses on social aspects, in terms of social relations with nature. Women have the ability to manage and care for nature based on a social perspective.

An explanation of the forms of socialist ecofeminism in the novel of *Sawitri dan Tujuh Pohon Kelahiran* by Mashdar Zainal is presented as follows.


Social attitudes can indeed be grown from a variety of things. Ecofeminism studies also cannot be separated from the social aspects that grow in the community. The form of socialist ecofeminism shown in the above quote is a representation of the relationship between ecology, feminism, and social aspects. The three formed a synergy which later gave rise to the term socialist ecofeminism. The above quotation shows the Sawitri family's concern for the natural environment which also benefits the surrounding social environment.

The form of socialist ecofeminism can indeed be realized in various forms. The quotations below are another example of the insights in the novel of *Sawitri dan Tujuh Pohon Kelahiran* by Mashdar Zainal which represent socialist ecofeminism.


The relationship between Sawitri children is sometimes also characterized by disharmony as well. Subandi as the third child in the Sawitri family often does show an attitude of indifference to the environment. In fact, he could never treat his own tamarind tree which was the birth tree planted by his father (Syajari). Sularsih (Subandi’s sister) often reminds his brother to always take care of the environmental ecosystem. The social relationship between brother and sister is indeed often not getting along. However, the figure of Sularsih shows his maturity in protecting the environment through fragments of *Sawitri dan Tujuh Pohon Kelahiran* by Mashdar Zainal above.

4. CONCLUSION

*Sawitri dan Tujuh Pohon Kelahiran* by Mashdar Zainal is indeed one of the novels that raises the role of women in managing nature well. The main character in this novel, namely Sawitri, is a mother who strongly emphasizes the importance of caring for the natural environment. In the novel of *Sawitri dan Tujuh Pohon Kelahiran* by Mashdar Zainal, the existence of a natural environment has a great influence on human life. In fact, the existence of nature is considered a symbol of human life. Every occurrence in nature is a learning material for humans to behave. Discussion of the contents of the novel indeed tends to be dominated by the study of ecofeminism. The findings in the novel of *Sawitri dan Tujuh Pohon Kelahiran* by Mashdar Zainal show three forms of ecofeminism studies, namely natural ecofeminism, spiritual ecofeminism, and socialist ecofeminism.

The findings in this study can be a means to further examine the study of eco-feminism on various genres of literature, especially novels. Ecofeminism studies can be a means of environmental education by utilizing literary works. Aside from being a means of internalizing environmental education, the study of eco-feminism can also be used as an effort to reinforce...
women's gender equality. Because basically, women have the ability to manage and preserve the environment.

5. REFERENCES


INTERLANGUAGE PRAGMATICS DEVELOPMENT IN COMPLAINT RESPONSES USED BY INDONESIAN EFL LEARNERS

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Abstract
Pragmatics development becomes a major process to control learners EFL competences. Their length of time learning the target languages strongly contributes their developmental pragmatics competence and performance. Giving response to complainers, sometimes become important in case of showing respect to the complainers. It also can be face saving strategies used by complainee, to save their face from unfavorable responsibility toward unpleasant action for the complainers. This research aims to investigate the interlanguage pragmatics development in complaint responses used by Indonesian EFL learners. Oral Discourse Completion Tasks (ODCT) was used as the instrument in collecting the data. By the used of Cross sectional approach, the writer recruited 30 EFL learners in different length of time study to be respondents. The finding discovered that the learners interlanguage pragmatics development significantly improves, their pragmalinguistics forms also develop to be more complex over the length of time study. Learners with different time EFL study tended to induce their uses of politeness much more frequently than impoliteness.

Keywords: interlanguage pragmatics development, complaint responses, politeness, impoliteness.

1. INTRODUCTION
Learning English as a foreign language (EFL) sometimes becomes problem for EFL learners’. The different grammatical structure, culture, and the learner first language (L1) often drive on when the learner learn the target language (L2). In Indonesia the study of English as foreign language formally, started from elementary school. Although it was take for long time in studying English, learners’ competence still not as well as the native speaker (NS).

The present research focuses on interlanguage pragmatics development which examines how language learners develop their ability to understand and do action in target language including both pragmatics production and comprehension. There are several factors affected learners’ pragmatics developments, such as: pragmatics competence, environment, pragmatics teaching (exposure), and individual differences (Kasper and Rose, 2002). The previous researchers have conducted research on pragmatics development in speech act of suggestions, request and apology, and complaint (e.g. Rajabi, 2015; Khorshidi, 2013; Gu, 2014; Khorshidi and Nimchahi, 2013). The others have investigated speech act of complaint responses but specify in interlanguage pragmatics production (e.g. Fang, 2015; Sulastri, 2014). Rajabi (2015) proved that explicit instruction was an effective tool to help students used proper several speech act strategies in different context, L2 competences or proficiency also had significant influence on learners’ speech act appropriateness. Learner’s environment, where the learners living and studying in L2 contexts contributes on learners L2 development in addition to develop learners’ pragmatics mindset, Khorshidi (2013). Gu (2014), he investigated Chinese Learners’ pragmatics development through SECC (Spoken English Corpus of Chinese Learners) from 1997 to 2003, the result showed that learners’ pragmatics ability in English improved to some extent over the year of study. While, individual different such as: age, gender, motivation, social and
psychological distance also take contributions on interlanguage pragmatics development. Khorshidi and Nimchahi (2013) through their studied prove that motivation is perform significantly rather than instrumentally motivated learners in both ILP development and pragmatics production. Nevertheless, Wijayanto and Laila (2013) proposed that each individual had complicated patterns of development. The developmental process may not similarly occur in each L2 learner, in addition L2 pragmatics can develop in a foreign country setting without any pedagogical intervention.

Learners pragmatics development also can be seen in the use of socio-pragmatics used, politeness and impoliteness become essential point to be analyzed. Wijayanto, et all., (2013) stated that complaint act produced very direct mostly to the complaine with lower-unfamiliar. In case of gender different, there was did not have significant relationship male-female with how speaker produces the politeness degree of complaint (Abdolrezapour, Dabaghi, and Kassaian, 2012). While, in perception of polite-impoliteness used in complaints, Ratnawinata (2014) showed that female have more confidence to judge whether a complaint polite or not polite, rather than male. Recently, Perdana (2017) states politeness strategies of complaint discovered that the EFL learners’ understanding on politeness/ impoliteness were not separated from their social aspects, pragma linguistics forms, context situation, and the relationship of the complaine-complainer determine politeness/ impoliteness used.

Giving response to complainers, sometimes being important in case of showing respect to the complainers. It also can be face saving strategies used by complaine, to save their face from unfavorable responsibility toward unpleasant action for the complainers. From the previous studies it can be implied that, the strategies of complaint and complaint responses used by the complaine might be diverse, such as: Social distance, culture, and gender proved affect how someone produced their complaint responses. Learners’ speech act production reflected their pragmatics competences. It implied, both L2 and EFL learners, exposure were strongly contribute on their developmental pragmatics competence and performance. The exposure leads how they produced their target languages; there will be no language acquisition without exposure.

However, the study which examines interlanguage pragmatics development in complaint responses used by EFL learners is still not yet discussed. Based on the gap, the researcher is interested in examining the interlanguage pragmatics development in complaint responses used by Indonesian EFL learners. The researcher also claimed this present research as the first research on interlanguage pragmatics development in complaint responses. The researcher chooses complaint response expression because responding complaints sometimes become important in case of showing respect to the complainers. It also can be face saving strategies used by complaine, to save their face from unfavorable responsibility toward unpleasant action for the complainers. Besides, the studies of complaint responses are still rare.

The objective of this research are to investigate the interlanguage pragmatics development in complaint responses used by Indonesian EFL learners based on their length of time study, and the politeness or impoliteness involved in complaint responses used by Indonesian EFL learners based on their length of time study.

2. RESEARCH METHODS

2.1 Research Participants

This research applied a cross-sectional approach conducted at the English Department of a university in the Central Java 2017. The research participants were thirty Indonesian EFL learners, and divided into three different groups based on the length of time study: group A consists of ten learners with eight to ten years study, group B consists of ten learners with eleven to twelve years study, and group C consists of ten learners with thirteen to fifteen years study.
2.2 Data Collection Technique

The researcher used DCT approach as this present research required in obtaining the data. There were two ways of collecting data: first, the researcher provided nine DCT scenarios and the complaint, the learners are requested to the DCT scenario through their complaint responses. The learners complete the DCT orally under the researcher control and recorded by the researcher. The second, after all participants completed the DTC and recorded the researcher transcribed the complaint responses produced by the learners.

2.3 Data Analysis Technique

In conducting the research, the researcher were classified the learners’ different length of time study into three levels: first level consists of eight to ten years study; second level consist of eleven to twelve years study; and third consist of thirteen to fifteen years study; analyzed the strategies of complaint responses used by Indonesian EFL used Trobrong and Shaw (1998) strategies of Apology; analyzed the Learners’ politeness or impoliteness involved in complaint responses based on pragma linguistic forms using Brown & Levinson’s (1987) politeness strategies and impoliteness strategies using Culpeper (1996); and analyzed the learners pragmatics development from complaint responses strategies and politeness or impoliteness used.

3. FINDINGS AND DISCUSSION

3.1 Interlanguage Pragmatics Development in Complaint Responses

In interlanguage pragmatics development in complaint responses, the researcher found three indicators used to measure the learners development: 1) the frequencies of strategies used by the learners, 2) the head act sequences, and 3) the pragmalinguistics used by the learners. Taken by 9 DCT scenarios and carried from 30 EFL learners in 3 different level of EFL exposure, researcher found 270 number data of complaint responses. There were five complaint response strategies use by the learners namely: direct apology (DA), indirect apology (IA), remedial act (RA), opting out strategy (OO), and evasive strategy (ES).

3.1.1 The Frequencies of Strategies Used by The Learners

Related to overall strategies used, the three groups had similarities and differences. Furthermore, direct apology often used by group A, it less used by group B, and the least used by group C. Besides, in used of indirect apology; group A and group B had more or less similar frequencies, and group C was the least. However, the three groups had more or less similar frequency in the used of remedial act strategy. Opting out strategy often used by group C, it less used by group A, and the least used by group B. The least strategy use was evasive strategy, group B and group C had more or less similar frequency, and group A was the least use of evasive strategy. The overall strategies used describe on chart below:
3.1.2 The Head Act Sequences

Considered on the use of the head act sequences, the three groups had more or less similar dominant head act sequences. In group levels, the three groups tend to used similar dominant head act DA+IA (e.g. DCT2, DCT3, DCT5, and DCT8) and OO (e.g., DCT6). The dominant head act sequences used, describe on the table below:

<table>
<thead>
<tr>
<th>Group</th>
<th>A</th>
<th>B</th>
<th>C</th>
</tr>
</thead>
<tbody>
<tr>
<td>DCT1</td>
<td>DA+RA</td>
<td>DA+IA</td>
<td>DA+IA</td>
</tr>
<tr>
<td>DCT2</td>
<td>DA+IA</td>
<td>DA+IA</td>
<td>DA+IA</td>
</tr>
<tr>
<td>DCT3</td>
<td>DA+IA</td>
<td>DA+IA</td>
<td>DA+IA</td>
</tr>
<tr>
<td>DCT4</td>
<td>DA+IA</td>
<td>DA+RA</td>
<td>DA+IA</td>
</tr>
<tr>
<td>DCT5</td>
<td>DA+IA</td>
<td>DA+IA</td>
<td>DA+IA</td>
</tr>
<tr>
<td>DCT6</td>
<td>OO</td>
<td>OO</td>
<td>OO</td>
</tr>
<tr>
<td>DCT7</td>
<td>OO</td>
<td>DA+IA</td>
<td>DA+ES</td>
</tr>
<tr>
<td>DCT8</td>
<td>DA+IA</td>
<td>DA+IA</td>
<td>DA+IA</td>
</tr>
<tr>
<td>DCT9</td>
<td>DA+RA</td>
<td>ES+RA</td>
<td>DA+IA</td>
</tr>
</tbody>
</table>

3.1.3 The Pragmalinguistics Used by The Learners

Moreover, related to the pragmalinguistics used by the three groups, there were some different wordings to express similar strategy. Group A tends to used simple sentences, group B used more complex sentences, and group C used the most complex sentences. The following examples are the pragmalinguistics used by the three groups:

e.g. Group A:

*I will repair your motorcycle, I will bring your motorcycle to motorcycle shop.* (DCT7/A/1)

Group B:

*丞 will repair your motorcycle, I will bring your motorcycle to motorcycle shop.* (DCT7/B/1)
I want change your motorcycle. I want give you money for service your motorcycle.
(DCT7/B/4)

Group C :
I will repair all of your cost to repair your motorcycle. So calm down, I will give the money for you, so keep calm and just repair your motor cycle. I will pay the cost for you
(DCT7/C/7)

3.2 Politeness and Impoliteness used in Complaint Responses

3.2.1 Politeness Used in Complaint Responses

Related to the number of the learners taken from three groups with different time study, the researcher found that: learners in group B and group C with longer time study produce politeness strategies more than group A in complaint responses.

Interestingly, politeness strategies often used by group B and group C; positive politeness often produce by group A. Group B often produced negative politeness, and group C often produced combination strategy. There were the examples of politeness use by the learners:

Group A : Ok Mister, I will repair your motorcycle, I will bring your motorcycle to motorcycle shop (DCT7/A/1).

Group B : Oh I’m sorry. I don’t have much time here in University. I’m very busy lately. I’m sorry I didn’t correct your thesis. I’m so sorry.
(DCT7/B/7)

Group C : I am so sorry for the report Mister, because yesterday my father is sick, so I waiting my father in the hospital. I am so sorry, there is no signal to call you about the report. I am so sorry will do the report today and about two hour I will finish the report, if you want to waiting for me, you can wait the report finish in two hours.
(DCT5/C/3)

3.2.2 Impoliteness Used in Complaint Responses

Instead of politeness strategies, which are used by the learners in all DCT scenarios, impoliteness strategy only used in certain DCT scenarios. Group C with the longest time study, found as the most frequently used impoliteness strategies when produced their complaint responses. However, each group had tendencies in use of impoliteness strategies: group B for example, tend to used Bald on Record impoliteness more frequently than group A, and group C; group C tend to used Negative impoliteness strategy more frequently than group A and group B; while group A tend to used Negative impoliteness, rather than Bald on Record impoliteness and positive impoliteness.

In producing impoliteness wording, group B and group C found were complicate rather than group A. For example, Group A used a single swear word ‘fuck’ and repeated; group B used more words to attack the complainer red face by used swear word, unpalatable question and threatening word; group C produced derogatory nomination and ask the complainer to throw out. e.g.:

Group A : What the fuck?
Yes, fuck you to bro, it easy came on. I have a job, I have a job
for seeing the sinetron you know. Fucking you. (DCT9/A/5)
Group B: *Yeah I see, this is a rubbish place. So what the hell? It’s good for me, I helping my parents looking for some money. So, what the hell with you ha? You are shit a big baby boy. You don’t know about life, the hard life. I will responsible, I will clean up your rubbish place. So, you must shut up your mouth now! And go away from me, you better go away from me or in ten minute I will pour all this rubbish to your mouth!* (DCT8/B/5)

Group C: *Hey you stupid student, how can you say such a thing like that to me? Go on from this room right now!* (DCT9/C/6)

**Discussion**

In this sub point, the researcher discusses the research finding obtained from the data analysis. There are two points discusses in this sub chapter: 1) pragmatics development in complaint responses and, 2) politeness and impoliteness used in complaint responses.

**Pragmatics Development in Complaint Response Strategies**

The result of the study showed that different time study prompted different complaint responses behaviors produced by EFL learners (complainee). Related to complaint responses, Trosborg and Shaw (1998) complaint responses strategies became basic tools to classify the learners’ complaint responses strategies use. There are five kinds of complaint response strategies, namely: 1) strategy apology, consist of direct apology (DA) and indirect apology (IA); 2) remedial act (RA); 3) opting out strategy (OO); and 4) evasive strategy (ES). The findings show that all strategies proposed by Trosborg and Shaw (1998) completed use by the learners to responds their complaint, the learners dominantly used strategy apology to handling the complaint and takes some responsibility (e.g. *I’m sorry Sir, I don’t know if my behind is motorcycle. I’m sorry I will repair your motorcycle.* DCT7/A/10). However, complaint responses produced by the learners are varieties, some of the use strategy apology as an opening statements, but some of them prefers to produced tread statement (e.g. *Hey you stupid! Just be calm down, you wanna fight to me? Is it the stupid statement of you? I will take a responsible, I will repair you motorcycle and I will pay all your repairmen. So, just be calm down and don’t be like that! I will punch your mouth, Oke I will pay all your motorcycle repairmen. I promise to you.* – DCT7/B/5). In line with, Fang (2015) the learners used strategy apology and non-apology. It can be classified, strategy apology involved direct apology and indirect apology; and strategy non-apology involved remedial act, opting out strategy, and evasive strategy.

Related to pragmatics development in complaint responses, there were three indicators use to measure: 1) the frequencies of strategies use, 2) the sequence order of the strategy, and 3) the pragmalinguistics of complaint responses. The finding showed that there were significant different frequencies and strategies used by learners in three groups. Learners in group B and group C were produced strategies more frequently than group A. It implied that learners with longer time study had more pragmatics knowledge and affected their output. The previous study conducted by Gu (2014) also proposes that the frequencies of strategies use are reflect some evidence of progress in both the use of linguistics structure and employment of some speech act. Gu (2014) found that learners pragmatics ability in English improve to some extent over the year of study. In their process of the study extent they automatically get explicit and or implicit pragmatics exposure, previous study (e.g. Rajabi, Azizifar, Gowhary, 2015; Devici, 2015) reported that explicit instruction was significantly help learners produce some speech act with appropriate strategies in different context situation, and it would improve interpersonal communication in multicultural societies.

Interestingly, the learners’ different frequencies used did not reflect their head act sequences used. The three groups had more or less similar head act sequences. However, the learners tend to used apology strategy as opening statement. It can be assumes that the learners’ apology strategy can minimize the degree of offend, and able to maintain interlocutors...
relationship, and it is confirm Trosborg (1995) that apology is an effective strategy to maintain social harmony especially the relationship of complainee and complainer.

The pragmalinguistics used by the learners also found that group B and group C had more complicated wording than group A. It can be implied that more strategies produced, it also more words produced by the learners. Learners in group A as the starting point in ILP development showed that there were predominantly produced simple sentences (e.g. I am so sorry, I don’t know that the laptop is broke. I'm so sorry. – DCT1/A/2) and became complexes use by group B and group C (e.g. I’m sorry I don’t know intentionally to do it. I will help you to tell to your teacher, so you can follow the examination. – DCT1/B/2; I am sorry my friend, I broke your laptop, and I have done my job about the task, and I will help you about the task. I a sorry about this trouble to your laptop, I will promise to you to, and I will service your laptop, and I will do your task with my task. – DCT1/C/3). As pragmalinguistics refers to words produce by EFL, Achiba (2002) in study of interlanguage pragmatics development in request states pragmatics development refers to pragmatics expansion, that is, the addition of new form to learners’ pragmalinguistics repertoire in some speech act. The learners also had already acquired most of the pragmalinguistics features of some speech act in the final stage of development.

Nevertheless, learners’ pragmatics development could not be considered from pragmalinguistics only, there socio-pragmatics related to their use of politeness also become essential point to be considered.

**Politeness and impoliteness**

The finding showed that the three groups had different strategies of politeness and impoliteness involved in their complaint responses. Related to their politeness used, the finding showed that the learners involved politeness in every condition in their complaint responses, there were positive politeness, negative politeness, and combination strategy used. Group B and group C with longer EFL time study produced politeness more than group A with the shortest EFL time study. Nevertheless, positive politeness predominantly used by group A, group B often used negative politeness and group C tend to used combination strategy both positive and negative politeness.

Against with the politeness used, impoliteness did not involve in every condition in their complaint responses, there were certain condition involves impoliteness. Group C with the longest EFL time study showed the most frequently used impoliteness, group B was less, and group A was the least. Wijayanto, et all, (2013) explore the politeness strategy in interlanguages pragmatics of complaints by Indonesian EFL learners, the finding indicated that very direct complaint produced to lower-unfamiliar hearer (complainee). While, in the present study related to the responses, impoliteness precisely used to respond unfamiliar-equal hearer (complainer).

Their different choices in using politeness and impoliteness strategy may not separate from learners’ cultural dimensions, Perdana (2017) formerly found that EFL learners’ cultural dimensions determine their used of politeness / impoliteness. Besides, their politeness or impoliteness understanding may also affect their politeness used. Ratnawinata (2014) proposed that the highest level had better understanding about politeness and impoliteness used better than middle or basic level. But, than it could not be totally used due to each learner had their own potential, and could not be absolutely same. In line with, Wijayanto and Laila (2013) have been found that each learner had their own developmental pattern.
4. CONCLUSION

After analyzed the data and discussing the findings, the present study concludes some essential points: the three groups of EFL learners with different length of study indicate developmental process of EFL pragmatics to some extend over the years of the study. This can be indicated by their different use of complaint response strategies especially on the frequencies, the head act sequences, and pragmalinguistics used. The frequencies of appropriate use of the complaint responses significantly improve and their pragmalinguistics forms also develop to be more complex over the length of the study.

Learners with different time of EFL study (i.e., length of study) have different uses of politeness and impoliteness. This is also one of other fundamental factors in the development of their pragmatic competence. Their developing knowledge of politeness and impoliteness in EFL tend to induce their used of politeness much more frequently than impoliteness. Learners with longer time of learning produced politeness more often than impoliteness and vice versa. Besides, awareness of different social status and social distance also motivates the different use of politeness and impoliteness by the learners with different time of learning.

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The purpose of this study is to describe the psychological aspects of the characters of the novel Merindu Baginda Nabi by Habiburrahman El-Shirazy (2018). This research is a descriptive qualitative study that uses content analysis. The data of this research are in the form of words and sentences in the text of the novel Merindu Baginda Nabi by Habiburrahman el-Shirazy (2018). The sources of data are novel documents, books and journals related to this research. Data collection technique was document analysis. Based on the results of data analysis, it can be concluded as follows: Aspects of Id (conscious), Ego (preconscious), Superego (unconscious) in the novel Merindu Baginda Nabi by Habiburrahman el Shirazy who uses psychoanalytic personality theory Sigmund Freud regarding the personality structure of characters influenced by the personality system i.e. id, ego, and superego.

Keywords: literary psychology, Psychoanalysis Sigmund Freud, novel Merindu Baginda Nabi

1. INTRODUCTION
Novel as a literary work has a high attraction as an object of literary studies, various studies are born through various approaches such as psychology, sociology, anthropology and others. Literature which has to do with the outside world of literature is one reason for researchers to examine it from various perspectives so that new theories of approach emerge that harmonize pure science and literature. One of the famous novelists in Indonesia is Habiburrahman El-Shirazy who has had various awards both novels and novels filmed. His last work, the novel Merindu Baginda Nabi, is a teen novel that has a fictional story with characters that inspire and give lessons to millennial teenagers. This novel makes an interest of researchers to explore figures through their psychological aspects.
Previous research by Yan (2018) regarding the Analysis of Freudian Elements in Hurry On Down, in the study Yan said that the psychological aspects of personality teach people who are in society will not be able to escape from society and to continue living must learn to adapt to society even though they don't like or hate. Yan's research has relevance to this research, because it has the same theoretical basis, namely Sigmund Freud's personality theory in the form of aspects of id, ego and superego.

The following study, by Tokzoz (2017) on psychoanalysis by the famous drama figure in World War 2 entitled "Waiting For Godot", the character research in the study also used Sigmund Freud's personality theory, Tokzoz discovered three important aspects of the characters in the drama , Godot is said to represent the whole ideology of Freud's thought, another character Estragon symbolizes id and Vladimir symbolizes the ego. The research by Tokzoz has relevance to this research in terms of the research of literary figures that use Sigmund Freud's personality theory.

Based on this background, researchers are interested in conducting research on psychological figures in the novel Merindu Baginda Nabi by Habiburrahman El Shirazy (2018) because the novel has a story with figures of psychological strength that are typical of today's youth. researchers use Sigmund Freud's psychoanalytic approach which has aspects of the id, ego, and superego.

2. RESEARCH METHOD

This research is a literary research in the form of document analysis through literature studies with a literary psychology approach. The type of this study is descriptive qualitative in of a picture of the psychology of figures obtained from the characters' exposure and dialogue between characters. Minderop (2013: 54) reveals that literary psychology aims to understand the psychological aspects of a literary work by understanding three relationships, namely 1) understanding the psychology of the author as a writer, 2) understanding the mentality of fictional figures in the work and 3) scolding the psyche of the reader.

The data in this study are words and sentences in the text of the novel Merindu Baginda Nabi by Habiburrahman El Shirazy. Data sources in this study are some documents that will be used in this study. Some of these documents are 1) novel Merindu Baginda Nabi by Habiburrahman El Shirazy, Second print, November 2018 published by Republika Publishers; and 2) relevant books and journals relating to psychological theory and the value of character education as the theoretical basis.

3. FINDINGS AND DISCUSSION

In this study, researchers used Sigmund Freud's psychoanalytic theory. The psychology of Freud is divided into 3 things, namely id, ego and superego. Bertens (2016: 11) revealed that Freud discovered psychoanalysis to treat patients with hysteria by the method of Dr. Breuer and has a long history until Freud had a new theory called id, ego, and superego around 1923. More clearly, Holland (1990: 8) the id was all unconscious, but there were conscious ego and unconscious, superego conscious and unconscious.

The Id is an innate personality system from birth, as revealed by Alwisol (2014: 14) that id is a genuine personality system, taken from birth, and the id operates based on the principle of pleasure, which is trying to obtain pleasure and avoid pain. Zaviera (2016: 93) gives an example of an id like a baby who is hungry, he will cry uncontrollably. The baby does not know what he wants in the adult sense; he only knew that he wanted it and it had to be fulfilled right away.

Whereas the ego is the external aspect of the ID which controls the enjoyment aspects of the id, Palombo et al. (2009: 13) explains the ego activates defenses to protect itself against the onslaught of the drives. The defenses serve not only the regulators of discharge energies. Another opinion, Scharfenberg (2003: 154) argues that id is the subconscious that exists outside,
imperfect and residual organs from its development, but when it is conscious and has confidence, it will be a future development and a step forward called the ego.

And finally the Superego, which has the power to control the id and ego with moral and ethical strength in society, as revealed by Alwisol (2014: 16) Superego is a moral and ethical personality, operating using idealistic principles as opposed to id satisfaction and realistic principles of ego. The superego develops from the ego, and like the ego does not have its own energy. Another opinion, Ratna (2011: 20) that the superego is a moral institution, the result of experience, tradition and culture. Superego as a sociological aspect, connecting individuals with tradition and culture as a whole.

After several theories are understood, the researcher looks for and finds the three aspects described in detail as follows.

3.1 Aspect Id of the Characters in the Novel Merindu Baginda Nabi

The researcher found some data relating to psychological aspects id in several figures, aspect id based on Sigmund Freud’s theory regarding congenital personality from birth who was principled on pleasure and avoiding pain. The researcher found twenty eight data aspects id in the characters in the novel Merindu Baginda Nabi.

The average aspect of the ID findings tends more to the characters Arum and Tiwik as antagonists who always oppose the main character, Rifa, a bad attitude based on jealousy over Rifa’s achievements, making the two characters do things that are not good for Rifa, besides some psychological attitudes that are considered morally and ethically bad also occur in arum figures.

The example in the following text: "But he did not go to school for half a year and did not take the test of the level increase, ma’am? He should have remained in the eleventh class!" arum said scornfully. "I agree with Arum, ma’am. I remember very much, I never entered school one week because I was traveling to Singapore. I got a reprimand from school and was almost released!" Tiwik strengthened arum’s protest. (Shirazy, 2018:39) “tapi dia kan setengah tahun tidak masuk sekolah dan tidak ikut ujian kenaikan tingkat, bu? Mestinya dia harus tetap tinggal di kelas sebelas dong!” sengit arum. “saya setuju dengan arum, Bu. Saya ingat sekali, pernah tidak masuk sekolah satu minggu karena jalan-jalan ke Singapura. Saya dapat teguran dari sekolah dan nyaris dikeluarkan!” Tiwik menguatkan protes arum. (Shirazy, 2018:39)

In the two text are examples of the attitude aspects of the characters Arum and Tiwik. Arum and Tiwik cannot accept that Rifa is allowed to continue to third grade because she did not enter class for eight months to take part in student exchanges. Whereas Tiwik, who is not attending school for one week, he gets a reprimand from school and will be expelled. This was the main reason they demanded that Rifa not go up to class because of the rivalry of the poor achievements of the figure of Arum as Rifa’s achievement rival. Arum uses everything dirty and that cannot be prevented by other people’s words. This is called the aspect id when the strength of this aspect is large, so it will be very difficult to prevent it.

Examples of behavioral text aspects id that can be said to be immoral: "That morning 33 National High School students were excited about discussing Arum’s behavior published in local print media. Arum became one of the stars in a cafe and horrified the visitors for doing striptease dances. The almost naked image of arum is stuck in the backyard of a local newspaper "(Shirazy, 2018: 140) “pagi itu para siswa SMA Nasional 33 heboh membincangkan kelakuan Arum yang dimuat di media cetak lokal. Arum menjadi salah satu bintang di sebuah kafe dan menghebohkan pengunjung karena melakukan tarian stiptis. Gambar arum yang nyaris telanjang itu terpamoang di halaman belakang koran lokal” (Shirazy, 2018:140)

In the text is an aspect of the id of Arum’s figure, this is said to be amoral at the following quotations, this is because Indonesian culture that does not like western style moral or ethics is more of a character that is considered taboo. This attitude is Arum’s decision that emphasizes mere pleasure, without thinking about the impact that will harm various parties.
Other aspects of the ID are also found in the character Rifa, although it can be said that it is not as severe as Arum and tiwik in behaving. Rifa as a human being also has an innate attitude. The example in the following text: Honestly, he was a little jealous of Khansa who had biological parents who knew God and were so loving to care for, educate and direct them. In another part that Khansa was cared for and cared for directly by her biological parents, it made her jealous. (Shirazy, 2018: 20) Jujur, ia sedikit iri dengan khansa yang punya orangtua kandung yang mengenal Allah dan begitu penuh kasih sayang merawat, mendidik, dan mengarahkannya. Di bagian lain bahwa Khansa dirawat dan diasuh langsung oleh orangtua kandungnya, itu membuatnya iri. (Shirazy, 2018:20)

It is undeniable that every human being has jealousy towards other humans, this is a common occurrence and many are faced with everyday life. In the text, Rifa is jealous of Khansa with an Islamic life and has original parents, while Rifa does not have genuine parents, she is just an exile.

There are several other examples of aspects of the id that are not much different from some of the previous text, basically aspects of the ID are inherited from the principle of enjoyment and avoidance of pain. With the power of id, someone will forget what is considered as a good reason (ego) or even moral and ethical principles (superego).

3.2 Aspect Ego of the Characters in the Novel Merindu Baginda Nabi

The ego aspect in Freudian psychology is the principle of control with common sense or reality. The researcher found eighteen aspects of the ego in Novel Merindu Baginda Nabi by Habiburrahman El Shirazy. This aspect appears in several figures as a consideration of aspects of the id which more leads to enjoyment and avoidance of pain. Some of the findings are several figures when fighting the id with the existing reality. The example in the following text: The grandmother saved before the heavy rain fell. If heavy rain falls and he is still in the trash.

The grandmother took her to the imam's house of the nearest mosque. Society scrambles to care for and care for it. But the grandmother named Mbah Tentrem insisted that he was the one who had the most right to care for him, because he found it. About two months he was treated to Mbah Tentrem, in a state of extreme deprivation. (Shirazy, 2018: 2) Nenek itu menyelamatkan sebelum hujan lebat turun. Jika hujan lebat itu turun dan ia masih berada di tempat sampah itu. Entah bagaimana nasibnya. Ia tak tahu. Nenek itu membawanya ke rumah imam masjid terdekat. Masyarakat berebut untuk merawat dan mengasuhnya. Namun nenek yang bernama Mbah Tentrem itu bersikukuh bahwa diaialah yang paling berhak mengasuhnya, sebab ia yang menemukannya. Kira-kira dua bulan lamanya ia dirawat Mbah Tentrem, dalam kondisi serba kekurangan. (Shirazy, 2018:2)

The grandmother saved a little baby, as a form of ego aspect as a form of avoiding her, even though she had less wealth, she still wanted to look after her. This is the reality principle of ego power, if the grandmother does not have reality it will leave the baby or give the baby to someone else, but for the future of the baby and he is sure to take care of him. another text, the psychological attitude of the ego of Rifa in the following teks. "Calm, our school is the best high school in Malang, will definitely give wise and good decisions. No need to heat up first! Now it's time for me to tell you about my half-year experience in San Jose, a small town south of the City of San Francisco. "(Shirazy, 2018: 32) "tenang, sekolah kita adalah sekolah menengah atas terbaik di Malang, pasti akan memberikan keputusan yang bijak dan baik. Nggak usah panas hati dulu! Sekarang saatnya aku cerita tentang pengalamanku selama setengah tahun di San Jose, sebuah kota kecil di selatan Kota San Francisco. " (Shirazy, 2018:32)

In the text explained Rifa's attitude towards her friends who resented Arum's attitude in school when there was no Rifa regarding the aspect id in the previous text which demanded that Rifa not go up to class. Rifa's words are the attitude of the ego aspect as the principle of reality,
he thinks well about the aspects of a friend's id to control it through the aspect of the ego or reality that exists and uses common sense, so that they are not provoked by excessive emotions.

Following are the psychological aspects of the ego from Bu Ririn's figure: “Listen, kid, be a true fighter with a big soul! I know that as long as there is Rifa, you have never been the best, always in the shadow of Rifa. Right now you rank one, because Rifa is in America. Then you want Rifa to stay in class and you keep ranking one. Is that right? Kid, wanting to be the best is good, but the spirit of knighthood and sportsmanship is far better and nobler.

Listen, Rifa was absent for months for school permission, becoming a school ambassador. This is the difference between Rifa and you, Tiwik. Rifa gets an official permit, if you go to Singapore there is absolutely no school permit. And to go to Singapore in the context of traveling is not a task of learning. "(Shirazy, 2018: 38)“dengar ya, Nak, jadilah seorang petarung sejati yang berjiwa besar! Saya tahu selama ada Rifa, kamu tidak pernah jadi yang terbaik, selalu di bawah bayang-bayang Rifa. Saat ini memang kamu rangking satu, karena Rifa ada di Amerika. Terus kamu ingin Rifa tinggal kelas dan kamu tetap rangking satu. Begitu kan? Nak, ingin jadi yang terbaik itu bagus, tapi jiwa ksatria dan sportif itu jauh lebih bagus dan mulia. Dengar, Rifa absen berbulan-bulan atas izin sekolah, jadi duta sekolah. Ini bedanya Rifa dan kamu, Tiwik. Rifa mendapatkan izin resmi, kalau kamu ke Singapura sama sekali tidak ada izin sekolah. Dan ke Singapura dalam rangka jalan-jalan bukan tugas belajar.” (Shirazy, 2018:38)

The text is the learning of the ego aspect of Mrs. Ririn or the teacher from Rifa, Arum and friends. This attitude occurred when Arum and Tiwik insisted on the aspect id in the previous quotation, to bring down Rifa who had not been in school for a long time to America, this made Mrs. Ririn give good words of reality to their attitudes that put their own interests first to always be best in class without Rifa. Continuing from the text, Mrs. Ririn also denied Tiwik's words that he could not accept the school's warning because a week he did not attend school, while Rifa did not enter eight months. Mrs. Ririn gave the reality that the difference between tiik was not on vacation and without permission, while Rifa was due to student exchanges and carrying good school names.

Some other figures also get the ego psychological, but the most striking with the attitudes of this aspect is Rifa. Rifa can be said to be mature and can think wisely, using the existing principle of reality to control aspects of the id.

3.3 Aspect Superego of the Characters in the Novel Merindu Baginda Nabi

The psychology of the superego aspect of Freud is not found much because the principle is morality and ethics, most people face the power of id with the power of reality or common sense from the aspect of the ego. Whereas morality and ethics are more used in conjunction with religious principles. In the novel Merindu Baginda Nabi, researchers found nine aspects of the superego in several figures. Example in the following text: Once he thought, that he did not have anyone in this world. Even the name of his father and mother did not know. When he thought it felt like he was going home. But he soon realized that he was wrong. God has given abundant blessings. He has everything his teenager has in his age. Even more. Allah also bestowed on him adoptive parents, who had cared for him since he was a toddler, and there was no lack of devotion to him. He lives in love. (Shirazy, 2018: 2) Pernah ia berfikir, bahwa ia tidak memiliki siapa-siapa di dunia ini. Bahkan nama ayah dan ibunya pun ia tidak tahu. Saat berfikir itu ia merasa nelangsa. Tetapi ia segera menyadari bahwa ia salah. Allah telah memberikan nikmat yang berlimpah ruah. Ia memiliki segala yang dimiliki remaja seusianya. Bahkan lebih. Allah juga telah menganugerahinya orang tua angkat, yang mengasuhnya sejak masih balita, dan tidak ada kurangnya mencurahkan kasih sayang kepadanya. Ia hidup penuh cinta. (Shirazy, 2018:2)
In this text, when Rifa pondered on the plane, she reflected on her fate as a foster child, even though her father and mother did not know. After a few moments of reflection, Rifa thought to cherish the reflection with the praise of God for all the blessings, this was the superego attitude in Freud's psychological theory with moral and ethical strength in religion. Religion teaches gratitude for all that has happened. Another example is the following teks: 
"Your Majesty, this champion's achievement, I present to you. Please forgive me if I still haven't given my best and made you proud "(Shirazy, 2018: 11) 

"Baginda nabi, prestasi juara ini, aku persembahkan untukmu. Mohon maafkan aku jika masih belum memberikan yang terbaik dan membuatmu bangga " (Shirazy, 2018:11)

In the text, it occurred at Rifa's reflection which had won student exchange achievements and won several competitions in America. If Rifa uses the aspect id as the foundation of the soul, then Rifa's achievements will be in vain with self-ambition or bad strength that will only take sides with oneself or self-enjoyment. While the quotation tells how Rifa faced achievements not for her own sake, but by offering them to the prophet Muhammad as a role model. This is called superego, which is more concerned with morality and ethics in society and religion.

The following text is an aspect of the superego by Pak Nur, as follows. "Just fill in Isra 'Mi'raj's lecture at the mosque? Only? As if it were something light and trivial, right? Imam Malik was a teacher of Imam Syafii, wanting just Friday preparations for sermons since Thursday. It was the class of Imam Malik, his teacher was Imam Syafii. who is your father? Just a meatball seller. Do you want your father to be insolent and later mislead the public, right? " (Shirazy, 2018: 55) 


In the text is the attitude of Pak Nur (Rifa's father) when facing Rifa in a debate to become an Isra 'Mi'raj lecturer. He refused because of your skills and did not want to mislead the people, besides that Pak Nur considered that Imam Malik as a teacher who was very smart in the Islamic world, also needed time to speak in public. This can be said as the attitude of the superego aspect, because Pak Nur emphasizes moral and ethical principles to dare to speak in public, so as not to plunge the citizens.

Another example of this aspect is the morality shown by Louise, as follows: "American girls who are not Muslims wear bikinis on ordinary beaches. But wearing clothes that are almost naked while dancing a striptease is only done by those who work in dimly lit clubs. Their image is a cheap woman, or sorry, prostitute! "Louise added. (Shirazy, 2018: 143) "Gadis amerika yang bukan muslim memakai bikini di pantai biasa. Tapi memakai pakaian nyaris telanjang sambil menari stiptis ini hanya dilakukan mereka yang bekerja di klub remang-remang. Imej mereka adalah adalah perempuan murahan, atau maaf, pelacur!" tambah Louise. (Shirazy, 2018:143)

Louise explained to the school principal about immoral behavior with the American people's views about the incident, his view criticizing the morality of Arum's figure who danced striptease with minimal clothing which made students, teachers, parents and poor citizens excited because they entered the newspaper. Louise's view is an aspect of the superego which is a consideration to prevent aspects of the id from the strength of morality and ethics that exist in society.

Rifa and Pak Nur figures really dominate the superego aspect because the two figures tend to use the ego aspect and use morality and ethics in living life. It is different from other figures such as Arum and Tiwik who are more concerned with id.
4. CONCLUSION

Personality aspects in the form of aspect id, ego and superego in the novel Merindu Baginda Nabi are found. Id aspect is a principled aspect of pleasure and avoidance of pain, this aspect is found in many prominent figures Arum and Tiwik as antagonists. The ego aspect is a principle that is based on reality and common sense, Rifa's character dominates this aspect as the main character. And finally, the superego aspect is morality, ethics and religious aspects that exist in society, Rifa figures and Pak Nur have a high aspect of the superego because they have good attitudes and ethics in the community's view of the novel.

5. REFERENCES

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Oral Assessment in EFL Class: Is it a burden?

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Abstract
EFL teachers need to create chances and opportunities for their students to be able to use English as much as possible. They need to design the teaching learning process and the assessment that can make the students speak spontaneously in English and show their English proficiency level. However, assessing spoken language is not easy. The students could experience some stress, nervous, or unconfident when they aware that they become focus of their teacher’s or their friends’ attention. As a result their English proficiency during the assessment was not their real capability. Students’ perception and students’ involvement should be considered in order to make the teaching and learning process will be more effective and efficient. The research purpose was to find out about the EFL students’ perceptions of the implementation of oral assessment in English Classroom in higher education context. Descriptive analysis was applied for this research. The Data were obtained from a Google form questionnaire and depth interview. 65 students were asked to complete questionnaire and 7 students were interviewed. The result of the research is the students’ perception of oral assessment is positive but it should be followed by the adequate time to prepare to reduce the anxiety factor and the scoring criteria should be clear.

Keywords: Students’ perception, EFL, oral assessment

1. INTRODUCTION

Background of the Research
English is a foreign language for the people in Indonesia. It means that they do not use English as a means of communication in their daily life. However, English is taught in school, college, and university and it is considered to be one of the important subjects that the students in Indonesia need to master. In relation to the globalization, Indonesian government is very concerned and decided to make the students learn how to communicate in English. English then has become a burden for some of the Indonesian students. The students especially in higher education think English is their nightmare. They need to learn the grammar, they need to learn how to speak and how to pronounce the words, they have to be able to pass the minimum requirement score of English proficiency test but they cannot use it easily because there are only a few people can speak or communicate in English. They do not have chances or the opportunity to listen, speak, read, or write in English. The only time they can practice or apply English is in the classroom with their EFL teachers. It means that EFL teachers are bound to face many challenges. They need to create chances and opportunities for their students to be able to use English as much as possible.

The EFL students need to prove their English proficiency. They need to apply what they have learned, such as grammatical rules and vocabularies, and use it in the form of communication. They need to understand what their partner said and give their response. The students of higher education should also be prepared to be able to speak in front of the public. They need to be familiar with oral presentation, interview or give speech in front of audience because those are what they will do in their class in higher education and in their future career.
Moreover, the students’ abilities to communicate orally and spontaneously are the evidence that their learning process is rewarding. So, many EFL teachers are trying to make their classes more communicative. They need to design the teaching learning proses and the assessment that can make the students speak spontaneously in English and show their English proficiency.

In English Language Testing in Indonesia, authentic assessment has been promoted to be implemented in English teaching and learning process. Authentic assessment is a “form of assessment in which students are asked to perform real-world tasks to demonstrate meaningful application of essential knowledge and skills” (Mueller, 2016). The authentic assessment is usually done in the form performance based assessment and it could be in written or oral assessment. In higher education, the public speaking skills are very important to be mastered so oral assessments are preferred nowadays.

Oral assessment has become popular subject of current research. Oral assessment makes the students speak spontaneously so the teachers are able to find out about the students’ English proficiency. Oral assessment includes any assessment of student learning that is conducted, wholly or in part, by word of mouth (Joughin, 2010). According to Hughes (2003), Oral tests serve many purposes. Those purposes are to measure language proficiency, to assess achievement of the objectives of a course of study, to diagnose learners’ strengths and weaknesses, to identify what they do and don’t know, and to assist in the placement of learners within a teaching program. Furthermore, he also outlines three general formats for assessing oral skills, one-on-one interview with an interviewer, paired or group interaction and voice-recorded speech (Hughes, 2003). However, it is believed that assessing spoken language is not easy.

The students in university get English lesson as one of the compulsory subject. It means that everybody is expected to be able to communicate in English in this industrial era. Nowadays, it is very easy to get information from all over the world. It will also open so many opportunities for the students to work in another country after they graduated from the university. On the other hand, that will also mean the people from all over the world will easily come and work in Indonesia. Their rival will not be only Indonesian anymore but people from all over the world. Based on the preliminary observation, the students have many different level of ability in English, especially their spoken skill. However, the students who enrolled in English were assessed in the form of spoken or oral assessment only. They had to pass three oral assessments to evaluate their learning process and submit two oral performance assignments in the form of video recording as essential requirements of their score. They have been asked to do oral presentation, they had one-on-one interview with the lecturer, they had to tell a past experience story in front of the class, they have performed role play in pairs and in groups in front of the class, they have interviewed some foreigners, and they have been asked to record a monolog video, group video, or advertisement.

However, performing in front of the class and even in front of their lecturer is not easy to be done. The students were often faltered and some of them even skipped the class to avoid the performance. They made some excuses in order to perform the oral assessment. Some of the students were trembling so hard in front of the lecturer even before they started to speak and in the end they did not remember what they have learned previously. It means that the students have difficulties in being assessed orally and it makes me questioning the result of the assessment whether it was valid and reliable or not because it seems that it was not their real capability. Is it fair for the students to be assessed just based on their oral performance?

This study, therefore, is aimed to examine the EFL students’ perceptions of the implementation of oral assessment in English Classroom in higher education context.
The objectives of the Research
The research purpose was to find out about the EFL students’ perceptions of the implementation of oral assessment in English Classroom in higher education context. The result of this research will be very helpful for the teacher to design the teaching learning material and assessment in the future, for the stakeholders to understand and provide the students requirements better and for the students to understand the importance of assessment so they can be more prepared and do their best. The research questions for this research paper are:
1. What are the EFL students’ perceptions of the oral assessment? What kinds of oral assessment that the students prefer?
2. What factors are affected the students’ performance during oral assessment?

A. Literature Review
According to Larry Davis (2009: 367) a lot of different factors are interrelated to ultimately produce a score in spoken or oral language assessment. The teacher does not know what the students think and feel about the assignment or assessment and the students could experience some stress, nervous, or unconfident when they aware that they become the focus of their teacher’s or their friends’ attention.

The lecturer should try to find a better way to make the assessment less burdensome. One of the way that the lecturer or teacher can try is they should listen and consider to their students’ perception and make the students involve in the teaching and learning process therefore the teaching and learning process will be more effective and efficient.

The students’ involvement is quite necessary in assessment. According to Bachman and Palmer (2010:107) “One way to promote the potential for positive consequences of assessment use is through involving test takers in the development of the assessment, as well as collecting information from them about their perceptions of the assessment and the assessment tasks.” Students as the one who take the test or being assess will think that assessment is not something that they need to be scared of. They know how to get a better result and they will be motivated.

However, although there are a lot of discussions about the importance of the students’ involvement, the researches that have been done are still narrow. The evidences that supports whether students’ attitudes and perceptions of assessment are taken into consideration especially for oral assessment are still limited. Some of the study focused on oral presentation as an assessment tool. The research discussed oral presentation exclusively or compared it to written assignment such as the research that had done by Akindele & Trennepohl in 2014. A large number of studies investigated the effect of anxiety on oral performance (Joughin, 2007). This kind of research focused on the factors that made the oral assessment is difficult to be done. Meanwhile, the other research covered how competence is compared to performance in oral presentations (Alwi & Sidhu, 2013). The study about oral assessment that conducted by Anna Muñoz and Mart E. Alvarez in 2010 was concentrated on the wash back effect of oral assessment and the results showed positive effect in some of the areas examined and that means that oral assessment has a positive effect in the English teaching and learning process (Muñoz & E. Alvarez, 2010). Furthermore, the researches were usually done in English as Second Language (ESL) contexts not in English as a Foreign Language (EFL) context. The most recent research in EFL context was focused on the difficulties in oral presentation as s a Form of Assessment (Al-Nouh; Abdul & Taqi, 2015). Hence, research providing more detailed insight into the students’ perception of the implementation of oral assessment in EFL higher-education settings as a form of assessment needs to be conducted.

2. RESEARCH METHODOLOGY
The research was Qualitative method. Descriptive analysis was applied as the approach of the analysis. The participants of the study are the students of private university in Yogyakarta who were enrolled in English Class and the course is called English for Daily Usage. The course had three oral assessments to evaluate their learning process and two oral performance
assignments in the form of video recording as essential requirements to fulfil their score in one semester. English is a compulsory subject and one credit semester was given because English was considered as a practicum subject.

The data were collected through the students’ response of questionnaire and depth interview. The questionnaire were 20-items with a five-point Likert-type Scale (1=strongly disagree, 2=disagree, 3=neutral, 4=agree, and 5=strongly agree) that was self-developed by researcher in order to investigate participants’ perceptions of the implementation of oral assessment. The questionnaire consisted of three categories in which the researcher wants to prove that those have effect to the students’ performance during oral assessment and the questions about the students’ preferences of assessment. The categories are (1) preparedness, (2) anxiety, and (3) English proficiency. Questions in the category on preparedness are asked to find out whether the students’ preparation had an effect to their performance and what kind of preparation they did before they faced an oral assessment. Consisting of two items, the preparedness section was on the question number 2 and 16. There were 4 questions for the anxiety category. They were on the number 1, 3, 4, and 5. Those questions were asked to find out whether the students felt anxious before or during the assessment. The last category was dealing with their English proficiency. Consisting of seven items, the questions for the students English proficiency level were on the number 6, 7, 8, 9, 10, 17, and 19. The questions were asked to find out whether their English speaking ability affected their performance during oral assessment. The questions about their preferences of what kind of assessment could be found on the number 11, 12, 13, 14, 15, and 20. The questions were about oral presentation, interview, oral performance in the form of video recording, and role play. The result of the questionnaire showed that 27% of the respondents did not have a problem with oral presentation as an assessment tool. The number of respondents who did not like to be assessed orally was the same as the respondents who did not have problem in being assessed orally. This questionnaire results were also supported by the result of the data analysis of the interview. Most of the respondents prefer to have an oral assessment in English class. Respondent 1 (R1) stated, “I enjoy doing oral assessment. I do not feel nervous because I like to speak in front of the teacher or my friends. The Second respondent or R2 also stated her preference. She said, “I prefer to have an oral assessment because I do not like reading in English. In oral assessment, I

3. RESULTS FINDINGS & DISCUSSION

The first research question aimed to find out EFL students’ overall perceptions of the oral assessment and how the students perceived the purposes and practices of oral assessments. The questions about their preferences of what kind of assessment could be found on the number 11, 12, 13, 14, 15, and 20. The questions were about oral presentation, interview, oral performance in the form of video recording, and role play. The result of the questionnaire showed that 27% of the respondents did not have a problem with oral presentation as an assessment tool. The number of respondents who did not like to be assessed orally was the same as the respondents who did not have problem in being assessed orally. This questionnaire results were also supported by the result of the data analysis of the interview. Most of the respondents prefer to have an oral assessment in English class. Respondent 1 (R1) stated, “I enjoy doing oral assessment. I do not feel nervous because I like to speak in front of the teacher or my friends. The Second respondent or R2 also stated her preference. She said, “I prefer to have an oral assessment because I do not like reading in English. In oral assessment, I
can just speak based on what I think of meanwhile if I need to memorize something from book, I have to be very thorough.”

Hence, many students chose neutral in the questionnaire. From the interview, the researcher found the meaning of their neutral side was sometime they liked it but sometimes they dislike it. R3 stated, “I like it because I can practice to speak in English, it will make me more confident. However, I do not like to be assessed orally because I think I still lack of vocabularies.” This statement was supported by the statement of the fifth respondent. R5 said in her interview that she felt nervous during oral assessment but she liked both written and oral assessment. Thus, based on questioner results and the interview, in general the students’ perceptions towards the oral assessment were positive. Furthermore, the students preferred to have oral presentation as the form of the assessment. This was supported by the result of the questionnaire. The oral presentation was chosen by 27% of the respondents. Meanwhile, only 10 students preferred interview, 11 students chose producing some video, and 12 people picked role play. R4 mentioned in the interview that the use of oral presentation, interview, and role plays, etc. were more effective to make the students practice to speak in English. “It is boring to only listen to the lecturer explanation. Presentation is more challenging,” she added.

The second research question could be discussed in the three major terms. They are preparedness, anxiety, and English proficiency level.

3.1 Preparedness

Be prepared and well prepared are the key to have a satisfying result in every situation especially during test, exam and assessment. Preparation time have strong effects for immediate performance and gradual performance so students should not disregarding the importance of the preparation and apply the suitable language learning strategies to avoid the troubles during oral assessment (Bensnes (2016), Restrepo & Medina (2014), Abad & Alzate (2016)). The teachers need to be able to help the students to apply learning strategies when they are preparing for an assessment, every kind of assessment. Good memory, speedy recollection and students’ ability to express their ideas and opinions can make oral assessment less intimidating. Practicing and understanding the scoring system helps students to perform better.

The preparation of EFL students before they had an oral assessment can be seen both in the results of questionnaire and interview. The result of the questionnaire presented 19% were strongly agree and 57,1% of them were agree with the statement of “I prepare and memorize the material several days before the assessment.” Furthermore, they result of the questioner also displayed the percentage of more than 58% in the statement that indicated the preparation have to be done because the students could not cheat during oral examination.

The interview to the every respondent also had the same result that supported the questionnaire result. Most of the students at least prepared for the assessment one day before the assessment schedule. According to the students, their preparation was depended on the assessment material. It could be long or short. It could take days or just a minute before they had the assessment. They believe that the preparation would make them performed better during the assessment.

3.2 Anxiety

A test might encourage learners to do their homework, take the subject being tested more seriously, and so on and it is also noted that a ‘good’ test, on the other hand, could have adverse effects by bringing about learner anxiety (Alderson & Wall, 1993: 117-118). In the questionnaire, the statements on the number 1, 3, 4, and 5 were intended to find out about the anxiety on the students during oral assessment. Many researches were already conducted in anxiety. Horwitz (1986) believes that anxiety in speaking a certain language can affect students’ performance. It can influence the quality of oral language production and make individuals appear less fluent than they really are (Sylvia and Tiono, 2004). Burns and Joyce in Nunan (1999); Schwartz (2005); and Thornbury (2005) argue that psychological factors such as anxiety
or shyness, lack of confidence, lack of motivation, and fear of mistakes are the factors commonly that hinder students from speaking.

Based on the data analysis, the EFL students also experienced anxiety during the oral assessment in the classroom. 58.7% students were agree and 14.3% were strongly agree to the statement “I feel nervous during assessment.” This result showed that more than a half number of the participants were nervous before and during the assessment. Moreover, the interview also had the same outcome. R3 stated, “I got nervous easily. If I got nervous, I would not remember the English words that I have learned before. I tried my best to complete the assessment.” R6 respondent had the same opinion but she added that she felt uneasy only in the beginning. She said that after a while she would feel relaxed. The anxiety also had relation to the students’ preparedness. The participants were asked about the spontaneous oral assessment and the respond was they were not confident to do an oral assessment directly or without any preparation. It means that as long as the students had time to prepare they would perform better because the level of anxiety was lower. R6 shared that opinion. She said, “I am not afraid about the oral assessment because I always prepared myself before any assessment.”

3.3 English Proficiency Level

The lack of vocabulary, grammar and fluency made the students self-conscious of their own English proficiency level during an oral assessment. According to King (2002:403), speaking in public such as in the form of oral presentation can actually undermined students’ confidence and is ineffective in developing students’ oral proficiency because students (are) put on the spot. Moreover, Bukhsh and Rasul (2011: 2043) state “examination system has extrinsic, intrinsic and personal factors, which affect directly or indirectly on students’ performance in examination.” One of the personal factors were the students were afraid of making any mistakes when they needed to speak in English. During the interview, R1 stated, “The difficulties are sometimes the lecturer uses the unfamiliar words, or when I could not understand my lecturer’s questions. Sometimes I know the answer but I could not express myself in English.” The meaning of the previous statement is the students had some difficulties during oral assessment and it was related to their English proficiency level such as lack of vocabulary, made a grammatical error, wrong pronunciation and not fluent yet in English. “The problem is I am afraid to make any mistake when I have to speak in English,” added R4. The difficulties related closely to the students motivation and self-confidence. The students were reported to have higher motivation to learn new vocabularies and practice to pronounce some words correctly in the oral assessment preparation. R6 and R7 stated that the oral assessment motivated them to memorize some new vocabularies related to the assessment, learned the grammatical rules and sentence structure when they make draft for their presentation or dialogue, and they practiced to deliver the speech or oral performance over and over again.

4. CONCLUSION

The result of the research indicated that the EFL students had quite positive perception of oral assessment and oral assessment can be used to assess the students’ English proficiency. However, the oral assessment should be followed by the adequate time to prepare and the clear explanation of scoring criteria. It is also important to reduce the anxiety factor so the students would perform better. The students were nervous but they still enjoyed the oral assessment in English classroom. The students believed that the assessment made them more confident and motivated them to improve their English proficiency level. In other words, the EFL students find that oral assessment as a challenge that can help to improve their spoken ability and their English eventually.
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Abstract
This study tries to examine the effect of National Examination that related to the English teaching process in the Indonesia Junior High School. The research relied on qualitative approach. Data were collected by semi interviews and questionnaire from three teachers in different school. The findings show that there are negative and also positive effect of National Examination. They are included the time allocation, teaching materials, teaching content, teaching methods, teaching strategies, ways of assessing and the feeling of the students.

Keywords: washback effect, National Examination, English

1. INTRODUCTION

English is important subject in Indonesian education. English was given in Dutch school long before Indonesian Independence. In this period, only the wealthy Indonesian can follow this class (Huda, 1999; Sjamsudin et al., 1993). Shortly after 1945, English has been one of the lessons in Indonesian school. (Dardjowidjojo, 2000). English was introduced in primary school as a local content subject in 1994 (Dardjowidjojo, 2000; Yulia, 2014). Then, in 2003, English became an obligatory elementary school lesson (Yulia, 2014). After that it becomes an obligatory lesson in all junior high school, senior high school and vocational school. Furthermore, it also becomes one subject that be tested in the National Examination in Indonesia. In other case, Government want to evaluate the curriculum and its implementation from the National Examination. National examination or Ujian Nasional (UN) was though as a very important testing. It means that this test was decided to be the crucial and only consideration in students admittance to the higher education level (Saukah, 2015). National Examination has been implemented since 2003 when the Minister of National Education, for the first time, launched the decree Education No. 153/U/2003, 14 October 2003 concerning National Examination (henceforth UN Ujian Nasional) for the academic year 2003 / 2004 (Sulistyo, 2009).

The new system regarding this issue changes the national examination’s status from high-stake testing to low – stake testing, meaning that student’s admittance to the higher education level is determined by the authority at school based on student’s academic achievement at school (Saukah & Cahyono, 2015). In this time, the function of National Examination are mapping the quality of education of instructional program, selecting goal for the next level of education and planning some corrective schools and district level. (Saukah & Cahyono, 2015, p.244). But in reality, the implementation of National Examination and its status still make debates. (Saukah 2015).

The National Examination is the test to measure and evaluate the students’ competence nationally by the central government after the process of teaching and learning (The Regulation of the Minister of Education 2005, p.1). The National Examination is implemented as a way of improving national education quality. It is held every year. This study finds that even though the government has changed the goal of National Examination (it is not as the basis of students’ graduation decision making, but for mapping), but in fact, it is still considered to be a high testing since it is used as a consideration in students’ achievement to the higher education level.
Although cause pro and contra, there are still society and also some experts that still support the implementation of National Examination. They said that the National Examination is important for the government. If there is the weakness in implementing it, the government will evaluate it every year.

The people who agree with the National Examination said that it can make the students study diligently and seriously. Besides that it also compares the student’s competence. There is a responsibility that the school officials will let their students graduate regardless whether or not they have achieved the required competencies (Saukah, 2015).

In opposite, the people who don’t agree with the implementation of National Examination said that (1) it is not fair when the National Examination is used to the main consideration in student’s admittance to the higher education. It because of the heterogeneous of school in Indonesia at the moment. (2) National Examination perhaps causes some negative impacts on the implementation of the curriculum leading to its reduction to test →coaching or teaching-to-the-test, and (3) It need a very complicated management which causes the ignorance of the test takers and stake holders since National Examination’s status is a high-stake testing. (Saukah, 2015). Furthermore, National Examination also gives many of stressing to the students and teachers. Widjojo (2010)

This study, therefore, is aimed to examine the effect of National Examination that related to the English teaching process in the Indonesia Junior High School

Literature Review

Based on the reality, the implementation of the National Examination (NE) in one country will cause some effects to the teachers and also the students. Hughes in Brown (2004) stated washback is “the effect of testing on teaching and learning”. Moreover Green (2013) stated that the washback refers to the impact that a test has on the teaching and learning done in preparation for it. The impacts are able to occur in teaching and learning process in the classroom. This impact may be held in the previous test and how to prepare the further test. Washback effects are the impacts of the test according to testing terminology. Washback is seen as the impact of testing on teaching and learning (e.g. Hughes, 1989; McNamara, 2000; Brown, 2004; Gates 1995; Cheng &Curis, 2004; Cheng, 2005; Fulcher &Davidson, 2007). And, it can be explained as the impacts of language tests on micro-level of language teching and learning, for example in the classroom (Bachman & Palmer, 1996; Bailey, 1996; Hamp-Lyons as cited in Hawkey, 2006; menamara, 2000). According to Alderson and Wall (1993) testing e effects teaching and learning and “tests are held to be powerful determiners of what happens in the classroom”. Then, Bachman and Palmer (1996) said that washback is a phenomenon that more complicated than simply the influence of a test on teaching and learning. Furthermore, the influence of a test may positive and negative as Taylor (2005) argue that washback is usually perceived as being either negative (harmful) or positive (beneficial). Washback can be occurred in the form of formative and summative test and also National Examination.

According to Hughes (1989), in general washback can be classified according to two major types (positive and negative) depending on whether it has an advantages or harmful impact on educational practices.

Negative washback can be taken place when the content of a test or format was based on narrow definition of language ability, and it constrains the teaching/learning contexts. In other words, negative washback is negative effect on teaching and learning of a particular test. It means that a poor test in which something that the teacher or learner does not want to teach or learn and a mismatch between the content (e.g., the material/abilities being taught) and the test (Alderson & Wall, 1993; Brown, 2004).

Futhermore, something that happen in the classroom is the result of examination pressure. Many teachers and eventhough some headmasters were afraid about the result of their students in National Examination. Because of that, there are some head masters asked their English
teachers and also the others teachers, as Mathematic and Science, to do something that can help the students in answering the National Examination. They even asked them to spread the answer keys to their students secretly. They hope that, all of their students pass the exam. Mukminim et al. (2013) stated that students tend to focus on the way to answer the questions correctly rather than the use of English as a language. According to him, National Examination only concentrates on the passive aspects of English using and it forces the students to learn to remember the answers.

Positive washback is held when test examinations that impact teaching and learning have advantages (Alderson & Wall, 1993); when testing procedure give support ‘good’ teaching practices (Taylor as cited in Cheng, 2005). Then, Bailey (1996) gives attention to four aspects in order to ensure positive washback effects, they are the aim of language learning, authenticity of testing, students’ autonomy and self assessment; and the feedback of test results.

Furthermore, Pizarro (2009) and Spratt (2005) state that there are some areas that influenced by washback in teaching and learning process, they are namely curriculum, materials, teaching methods, feeling and attitudes, learning, teaching strategies and teaching contents. Then, Sukyadi & Mardini, 2011 said that national examination has some important impacts in teaching aspects, such as aspect of activity/ time arrangement, teaching materials, teaching contents, teaching methods, teaching strategies, ways of assessing, and on the feelings and attitudes of the students.

2. METHODOLOGY

This purpose of this study is to explore the washback effect of national examination for Junior High School relating to the teaching learning process in Indonesia. It also tries to spotlight the teacher’s perception about the washback effect on this examination.

This research was conducted at SMP A, SMP B and SMP C. SMP A lies in the middle of area. The student’s background knowledge of this school is higher than school B but lower than school C. SMP B is in the outskirts of the city. It lies on the slope of mountains. It is about 20 km from the city. According to researcher observation, SMP B is the school which teachers and students are from remove areas. Besides that this school also has the student’s low background knowledge. Besides that, it also has the best background knowledge off all.

The participants of the research were the English teachers in SMP A, SMP B and also in SMP C. The participants consist of three teachers. One teacher was from SMP A, the other one is from SMP B and one the last teacher was from SMP C. They were code P1, P2 and P3. They are all experience teachers. They have taught English more than ten years. One of teacher is from higher school. The others are from lower schools. The research use purpose sampling in selecting the participant. A purpose sample is a type of non probability sample. The important goal of a purpose sample is to produce a sample that can be logically assumed to be representative of the population. According to Teddlie and You (2007), “Purposive sampling is undertaken for several kinds of research including: to achieve representativeness, to enable comparisons to be made, to focus on specific, unique issues or cases.” (p.80). In order to get the information, the research use questionnaire and semi interview. The participants are given the questionnaire, and it followed by the interview. Interviews are given to explore the more informations from the participants. The researcher give some questions which are related to the topic. The interview was in English, Indonesia and sometimes in Javanese (mother language). Besides that, the research also use checklist. The research call P1 to the first participant from SMP A, P2 to the second participant from SMP B, and P3 to the third participant from SMP C.

3. FINDING AND DISCUSSION

This data were obtained from the teachers’ perception relating to the National Examination by using questionairre and also interviews. There are two categories of English teachers
perception relating to the National Examination washback effect, they are negative and positive effect.

3.1 Attitudes of the students
According to the participants, one of the negative effect in National Examination is unfairness. They said that the National Examination is not fair. According to them, it is not fair because their students have to study three years, but in fact the result just determined by four days. The mastery of English was measured in 50 multiple choice questions. In fact, the mastery of English language is not only in memorization of answer the question but also in improving language abilities. As Nunan (1998, p. 224) has pointed out, tasks of this kind “directly call on what learners already know about a language”, but do little to extend what they can already do.

Then, the participant also argue that the negative effect of National Examination is dishonesty. In order to get the good result, some students eventhough do dishonesty. For example, some of them bring notes in the room test, and eventhough bring smartphone. In the other occasion, they also ask the answer to the other students. In the other hand, there are some teachers who help the students by giving the answer key. Mukminin et al. (2013), reported that their school principals were so worried that they asked their English and other exam teachers to do anything they could to help the students pass the exam. They asked by the principal to secretly supply the examination keys to the students.

3.2 Aspect of activity/ time arrangement
In a week, every class has four periods of English teaching learning class. It usually is divided in two section. Every period is forty minutes. Futhermore, to face the National Examination the students have to join the extra class. This activity is held after the regular teaching learning processs. So, the students have to join it up to the evening. According to Pizarro (2009), managing time to the skills needed in the test.

3.3 Ways of assessment
Many of the teachers give the materials which relate to the National Examination. They usually give the practise or multiple choice questions. Almost of the assessments such as final exam, mid exam and try out are given in the form of multiple choice. The students are given the same types of question as much as they are able to give. The purpose is the students can answer the National Examination questions correctly. It means that the students were gave the tricks to face the exam rather than acquiring and developing the knowledge and skills. According to Mukminin et al., (2013), what students learned inside the classrooms at school and at a tutoring institution was predominantly directed to preparing them for the exam. According to Davies et al., (1999, p.225) there is great pressure to practise such items rather than to practise the skill of writing itself.” So, if the teachers give only multiple choice items for assessment, in this case, the negative washback effect is taken place.

3.4 Teaching methods and teaching strategies
In other case, many teachers also apply grammatical translation method in their class. They teach vocabulary lesson by traslating it. According to them, almost of the questions in National Examination is Genre Text. So, it is important for the students to translate the text. Because if the students don’t know the meaning, they are not able to answer the questions correctly. Futhermore, inside the classrooms, they taught grammatical and vocabulary lessons which relate to the text. This English teaching methodology is called “grammatical translation” which has been widely criticised for its weakness to allow foreign language learners to be communicatively competent in the language, Fulcher & Davidson (2007). Then, because almost of the material in National Examination is reading text and writing skills, the teachers focus in this case and ignore the other skills such as speaking and listening.

In other case, P3 said that, she used the discussion, presentation and also explanation in her class. It means that, the teaching in the class is not only oriented in the National Examination. P3 also stated that, she gives the material in this class suitable with the curriculum.
3.5 Teaching contents

Brown (2000) said that the writing skills are mostly tested through memorized answers; the reading comprehension questions are text based and direct, and do not encourage critical thinking. Such a misrepresentation of test construct affects its validity and causes negative washback. According to P1 and P2 sometimes teachers only teach the material that will be tested in National Examination rather than the basic competences that should be taught in the last grade. It usually takes place in the second semester of the ninth grade. The teachers do that both in the morning class and especially in extra class. Furthermore, Alderson & Wall (1993) said that the results of some studies accomplish on washback showed that examination has had a demonstrable effect on the context of language lesson—narrowing of the curriculum to those areas most likely to be tested. Furthermore, according to P3, in extra class teachers only teach the material that will be tested in the National Examination but in the morning class teachers teach the material that suitable with the syllabus in the ninth grade of Junior High School. So, in extra class the teachers leave speaking and also listening section.

3.6 Teaching materials

The other washback is using the practise books (material from guides) in classroom. According to participants, some teachers also use the past questions of National Examinations. They believe that using practise books and past questions will make the students familiar with the types of questions in National Examination. It means that they treat English as a subject and are not concerned with acquiring skills. According to Fullilove (1992) while discussing teaching materials designed to prepare students for public examinations states that such tests are “little more than cloners of past exam papers.” Furthermore Pearson in Cheng (1997) said, “points out that examinations are commonly used as levers for change. In those cases, textbooks will be designed to match the purposes of a new test.” It is usually take place in our country. There are so many book prediction about related to National Examination. It contain the material for National Examination rather than basic competence.

3.7 The feelings and attitudes of the students

Two participants explained that most of their students are stressful. They feels that the National Examination question are very difficult. They are worry about their bad result. Then, P3 said that theis students are still confuse and unconfident. Truely, they have mastered the material of National Examination more than 50%. So, it neeeded tobe motivated by the teachers and also the parents. In this case, there is a positive and negative washback of National Examination.

4. Conclusion

National Examination has influenced some factors in teaching learning processs, such as activity/ time arrangement, teaching materials, teaching contents, teaching methods, teaching strategies, ways of assessing, and on the feelings and attitudes of the students. If the process of teaching is oriented to help the students to past the National Examination, it is included the negative washback. Furthermore, if the pocess of teaching is oriented to achieve the four language skills stated in the competence standard it is calle positive washback.

Furthermore, the intensity of washback is also influenced by the quality of the schools. Negative washback usually are found in the lower schools and also vise versa. The schools that has low quality usually have some difficulties in teaching relates to the National Examinataon. Their students usually get difficulties to answer the questions especially National Examination. Although, in fact the function of National Examintaion for the goverment is to get data or mapping. But in reality the students and teachers are still afraid of the result of their National Examination is bad. So, they try to solve this problem by theirselves. Then, they are oriented by the result of National Examination.

In other case, positive washback usually are found in higher schools. The students in these schools usually are clever students. They have good ability in answering questions. It is included
the National Examination questions. Because of that, the teachers in these schools, usually teach their students base on the curriculum. They are sure that their students are able to answer them well. The National Examination is not only one of their orientation.
ENHANCING PRONUNCIATION OF VOCATIONAL HIGH SCHOOL STUDENTS USING VIDEO DUBBING

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ABSTRACT
Generally, Senior High School learners have the intermediate skill of English. They should master the basic skill of speaking, especially pronunciation. However, Vocational High School learners who have same age with Senior High School learners generally have lower skill of speaking than those learners, especially in pronunciation aspect. This research aims to find out how far video dubbing can enhance students’ speaking pronunciation. This research was classroom action research and was applied for the tenth grade and eleventh grade of certain Vocational High School in Madiun city, province of East Java, Indonesia. The research subjects were 20 students, 14 female students and 6 male students. During the implementation of video dubbing, the researcher used observation to observe teaching-learning process and used test to find out the improvement of students’ speaking pronunciation. The researcher conducted the research in two cycles, where each cycle consisted of 4 meetings. The findings of the research showed that the implementation of video dubbing during the learning process in total of 8 meetings, could enhance students’ speaking pronunciation. Therefore, it could be concluded that the implementation of video dubbing in the learning process has great impact on students’ speaking skill, especially in pronunciation.

Keywords: video dubbing, teaching speaking, pronunciation.

1. INTRODUCTION

In this modern era, English known as international language has great role in education (Mahu, 2012). English helps teachers and EFL (English as Foreign Language) learners to interact with foreign people to get various sources of knowledge. According to Ministry of National Education of Indonesia (2011), the purpose of English learning is to enhance students’ language skills; listening, speaking, reading and writing. However, those skills are not easy to be mastered due to the various aspects of each skill that need to be learned.

Among four language skills mentioned above, speaking is considered as the most important skill because individual who learns a language is referred to as the speaker of that language (Ur, 1996 in Leong & Ahmadi, 2007). According to Ur (1996) as cited in Dinçer and Yeşilyurt (2013), speaking is also categorized as complex and difficult skill to master because it contains various elements such as intonation, articulation, formal and informal expression, gesture, etc. Therefore, speaking is important, complex, and difficult skill because people produce systematic verbal utterances to convey meaning and it contains various elements such as intonation, articulation, expression, gesture, etc.

In the process of improving speaking skill, the ideal conditions of speaking can be seen from the aspects of speaking. According to Hughes (2003, p. 130), there are five aspects of speaking, they are grammar, pronunciation, fluency, vocabulary and comprehension. In aspect of pronunciation, the ideal condition can be achieved when students can produce and pronounce words easily and understand the words that are produced by the other speaking (Brown, 2004, p. 157). In aspect of grammar, students should be able to manipulate structure and distinguish appropriate grammatical form in appropriate one (Heaton, 1978, cited in Abrar et al., 2016, p. 61). Meanwhile, in aspect of vocabulary, students should be able to use various vocabularies and idioms correctly when they speak to listeners (Hughes, 2003, p. 101). In aspect of fluency,
students should be able to produce continuous speech without causing comprehension difficulties or a breakdown communication (Jamatlou, 2011, p. 7). In aspect of comprehension, students should be able to understand what speaker says, and actively engage in conversation. (Abrar et al., 2016, p. 61).

Researcher did a preliminary research at English Club students of Vocational High School in Madiun city which is consisted of tenth grade and eleventh grade students. There were some problems in learning speaking. Speaking abilities of students were quite low. In aspect of pronunciation, students confused on how to pronounce words correctly. In grammar case, students could not distinguish appropriate grammatical form when they spoke to others. Meanwhile, in aspect of vocabulary, students used limited vocabularies in their conversation. Furthermore, students were not fluent when they spoke to others spontaneously. In aspect of comprehension, students got difficulty in listening and understanding what the speaker said. It was also proven by the pre-test that was done by English Club students of Vocational High School in Madiun city. Based on the pre-test, the mean score of speaking test is 61 where the pronunciation was 57, grammar score was 63, vocabulary aspect was 65, comprehension aspect was 60, and fluency was 59. From the mean score above, researcher found that the pronunciation aspect was the lowest score so researcher wants to improve the speaking pronunciation of students in this research.

Dealing with these problems, teacher needs a good teaching strategy to improve students’ speaking skill especially in pronunciation. The use of technology can be an effective way to be combined by English teaching and learning. Video dubbing is one of learning media that is suitable for speaking. Dubbing is the replacement of the original speech by a voice track that attempts to follow as closely as possible about the phrasing, the timing and the lip-movements of the original dialogue (Luyken cited in Tanase and Cuza, 2014). Moreover, dubbing can improve vocabulary acquisition, speaking fluency and pronunciation, fun activity fostering creativity and initiative (Danan, 2010). Therefore, researcher tried to use video dubbing as learning media to enhance students’ speaking pronunciation.

The researcher creates his own teaching steps of video dubbing that focus on the improvement of speaking pronunciation, they are:

- Teacher explains about English speaking in detail (include American English and British English)
- Teacher explains about how to pronounce American English and British English. This activity can help to improve students’ speaking pronunciation
- Teacher gives practice to students related to American English and British English. This activity can help to improve students’ speaking pronunciation
- Teacher explains about the use of video dubbing in improving speaking pronunciation
- Teacher provides a script for students for video dubbing practice
- Teacher asks students to practice in adjusting their voice with a muted video for preparation of dubbing practice. This activity can help to improve, students’ pronunciation and fluency.
- Teacher asks students to create their own scripts for video dubbing practice. This activity can help to improve students’ grammar, vocabulary, and comprehension.

2. METHOD

The subject of this research is tenth grade and eleventh grade students, which consisted of 20 students; 12 students of tenth grade and 8 students of eleventh grade. There were 6 male students and 14 female students in English club class. The researcher took English Club students as the subject of the research because English Club students had willingness to learn and improve their English skills compared to non English Club students.

This research used Classroom Action Research. McNiff and Whitehead (2006, p. 7) stated that Action research is a kind of research that enables practitioners to investigate and evaluate their work. Meanwhile, action research can be a strong and liberating form of
professional enquiry because practitioners can investigate their own practice as they find ways of living more fully in the direction of their educational values. According to Kemmis and McTaggart (2004, p. 18), in general, action research cycle contains planning of acting, changing and observing the process and result of the change, reflecting on these processes and results, and re-planning the action.

Planning

In this phase I prepared my teaching steps, learning materials and also scripts for dubbing practice. I also wrote list of tools that I would use in my research. I also prepared my revised plan that I would use in the end of cycle 1 based on the data of my observation and reflection in cycle 1. I prepared 4 meetings in each cycle.

Acting

After preparing my lesson plan and list of tools that I used in my research, I did my research on English Club students of Vocational High School in Madiun city. All of my action in cycle 1 should follow my lesson plan that I prepared before. In cycle 1, I did my research in 4 meetings and I also continued my action of cycle 2 in 4 meetings based on the result of observation and reflection in cycle 1 in order to improve students’ pronunciation.

Observing

In my research, I and my collaborator observed the learning process and situation in each meeting of each cycle. I used observation sheet and field note as tools for my observation. The result of observation sheet and field note would be used for data to write reflection of my research.

Reflecting

At this point, after collecting data from observation sheet and field note, I wrote reflection by describing the strength and the weaknesses of my teaching process in cycle 1. The reflection in cycle 1 would be used as important data in composing my plan in cycle 2. The cycle will be stopped when English Club students of Vocational High School reached the criterion of success, up to 70 in average.

In this research, the researcher used some techniques to collect the data, such as observation, interview, video recording, photograph, and test (pretest and posttest). The data consists of qualitative and quantitative data. According to Hair et al. (1995), as cited in Marczyk (2005, p. 112), qualitative data (also known as nonmetric data) are typically attributes, characteristics, or categories which explore an individual or something that cannot be quantified. Meanwhile, quantitative data (also referred to as metric data) exists in differing amounts or degrees, and they reflect relative quantity or distance. Quantitative data allowed practitioners to examine amounts and magnitudes, while qualitative data is used to explore describe and categorize individual or nonmetric data. The quantitative data were obtained from pretest and posttest. The data were collected by using observation of activity in the class, students’ interview, audio and video recording, photograph and test. Meanwhile the instrument of this research were lesson plan, observation sheet, form of interview, field note and the result of video recording especially in video dubbing.

The next step after collecting the data is analyzing the data. The data were analyzed by using qualitative and quantitative data analysis. In qualitative data analysis, researcher analyzed the data of teaching process through interview, observation, field note, photograph, video and audio recording. According to Mc. Kerman (as cited in Burns 1999: p. 156-160). There are five
steps in analyzing data, they are assembling the data, coding the data, comparing the data, building interpretation, and report the outcomes. Meanwhile, in quantitative data analysis, there is a speaking test before (pre-test) and after (post-test) on each of the cycle. The researcher found the comparison of students’ speaking skill before and after the research from the test. Meanwhile, the researcher needed to compare the mean of test to know there is an improvement or not in students’ speaking skill. The formula to determine the mean of pre-test and post-test are as follow:

\[
\bar{X} = \frac{\sum X}{N} \quad \bar{X} = \text{Mean Score} \\
\sum X = \text{Total Score} \\
N = \text{Total Student}
\]

3. RESULTS AND DISCUSSION

The research findings were gathered from several sources of data, including test, observation, and interview. The findings were related to what extent video dubbing can improve students’ speaking pronunciation and also the difficulties of applying video dubbing in improving students’ speaking pronunciation. In the preliminary study, I found that students’ speaking skill were low. Due to pre test in the preliminary study, I found that students’ speaking pronunciation were the lowest among other aspects of speaking skill. Therefore, I tried to improve students’ speaking pronunciation by using video dubbing.

The result of the research showed the improvement of all aspects of pronunciation; vowels, diphthongs and pronunciation. The overall result of pre test, posttest 1 and posttest 2 can be seen in Figure 1

![The Improvement of Students’ Pronunciation](image)

Figure 1. The improvement of Students’ Pronunciation from Pretest, Posttest 1, and Posttest 2
Based on the table above, the researcher found that video dubbing can improve students’ speaking pronunciation. It was relevant with the statement of Burston (2005) who said that video dubbing help learners to give a rich source of activities in all language skill areas such as reading, writing, listening and speaking. It can also foster advanced grammar, vocabulary acquisition and pronunciation well. From the result of research, video dubbing improved all aspects of speaking pronunciation; vowels, diphthongs, and consonants. The result was relevant with the statement of Zanon (2006), as cited in Florente (2016) who said that learning pronunciation by listening to the speech of native speakers, reading movie subtitle, re-voicing video, has great advantage in speaking activities and help learners to enhance their language comprehension. Meanwhile, Requena (2016) explains that a repetitive element of dubbing activity gives improvement in fluency and also has impact on pronunciation.

Meanwhile, there are several strength of the implementation of video dubbing in teaching and learning of speaking:

- The practice of adjusting voice with video could improve students’ speaking pronunciation.
- Video dubbing could improve students’ interest in learning speaking.
- The process of creating script of video dubbing could improve grammar and vocabulary.

Besides, the strength of video dubbing, there were also the difficulties that occurred in learning process, which was described in table 1.

<table>
<thead>
<tr>
<th>No</th>
<th>Difficulties</th>
<th>Solution</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Students need quite long time to practice on improving pronunciation using video dubbing</td>
<td>Give students more time and sessions in doing practice using video dubbing</td>
</tr>
<tr>
<td>2</td>
<td>Students got nervous in recording session of video dubbing</td>
<td>Told students that no one saw them in recording session.</td>
</tr>
<tr>
<td>3</td>
<td>Students were noisy in doing practice of adjusting voice and video</td>
<td>Warned students to lower their voice in doing practice</td>
</tr>
<tr>
<td>4</td>
<td>Students needed repetition in recording session of video dubbing</td>
<td>Told students to relax and focus in recording session.</td>
</tr>
</tbody>
</table>

Table 1 The Difficulties of Using Video Dubbing

Based on the data analysis, research findings, and discussions in implementing video dubbing to improve the students’ speaking pronunciation, it can be concluded that this research is successful because the students’ speaking pronunciation was enhanced by implementing video dubbing. It can be proven by the improvement of the students mean score of speaking test. The improvement contains all aspects of speaking which are vowels, diphthongs, and consonants. In addition, the improvement of all aspects of speaking reached the criterion of success, which were more than 70 in average.

Overall, based on the result of research, video dubbing has great impact in enhancing students’ pronunciation. Hopefully, this research can help other researchers in giving awareness about the importance of English learning and facilitate students to improve their speaking especially in pronunciation. In addition, this research can also help teachers or researchers who want to enhance students’ speaking skill, especially in pronunciation by using video dubbing.

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BOOSTING STUDENTS’ INTEREST IN LEARNING GRAMMAR BY USING QUIZLET

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Abstract
Communication is the key of everything. To reach the good communication, grammar is the most powerful rules to help the EFL students to learn the language. Whereas, nowadays, the way English teachers are teaching in the class, they tend to be monotonous. There should be proposed a new strategy to learn grammar in fun way. Quizlet will be able to increase the students’ grammar mastery. A qualitative approach will be used to analyze the case that is Quizlet is a helpful application to master English in the way of autonomous learning. The data was taken from the students of semester 2nd and 4th from English Department of Tidar University. Based on the questionnaire sheets that had been distributed, the result shows that the participants mostly said that Quizlet is helpful to help them.

Keywords: grammar, Quizlet, EFL learners

1. INTRODUCTION
There are a lot things to master in acquiring English language in order to create an ideal communication. Tugrul, C. (2013) explains grammar skills will help learners to organize words and messages and create them into full of meaning. When people want to convey meanings properly during the communication process, grammar is remarkably important. Thornbury (1999:16) states that by having a good understanding of English grammar, students will be able to somehow develop creativity in communicative competence. Savage (2010: 2-4) and Asieh Seifi (2013) also argue if mastering grammar encompass the competence of the four language skills such as listening, speaking, reading, and writing. Mainly, the role of grammar is to avoid errors in delivering the intended meanings or contexts. However, some people have difficulties in mastering grammar and even they believe if grammar is one of the most difficult things in learning English.

Grammar becoming so important nowadays. The EFL learners are demanded to master English in their busy time. Then they might have stuck in reverse. In the curriculum 2013 that have been using up to now, the allotment time for English is very limited, that is only 2 lesson hours in a week.

The difficulties in general could be divided into two categories. Firstly, the lack of interest. The learners less likely engaged during the learning process because they feel bored in the classroom, which finally hinders the students in understanding the grammar concepts and the use of it.

Secondly, the way teachers explain the material is the lack of variety. Mohammed (2011) argues many teachers have tried to create grammar teaching a beneficial, non-threatening, and imaginative activity within the English curriculum. In this sophisticated era, some of the teachers also have applied various ways to engage students’ in learning process, but some of
them don’t. They still use a conventional method which sometimes monotonous and less accessible. By doing so surely it will be troublesome because the students who have less interest will burden the bored students more.

Such problems surely need to be solved as fast as possible. In this paper, the writer tries to solve those problems by using Quizlet application. Further explanations will be discussed in the next part.

2. RESEARCH METHOD

This research belongs to a qualitative research. The writers using the questionnaire to collect the data. The participants are the English Department Students in the semesters of 4th and 6th of Tidar University. The data had been analyzed using the descriptive qualitative.

3. FINDINGS AND DISCUSSION

What is Quizlet?
According to Hoang (2015), Quizlet is one of the most widely used flashcard websites that allows users to create and study flashcard sets using a variety of game-like learning tools.

Besides a very useful learning tool (Lander, B.: 2016, Hoang, Dang.: 2015), Quizlet also a flexible tool which can be used both computers or cell phones. Matukhin, P (2017) states if anybody is able to create his/her own sets with the required lexicon and use ready-made sets of card sand. Quizlet also helps students to visualize because people learn better from words and pictures than from words alone” (Mayer: 2005).

The Importance of Grammar

Hinkel & Fotos (2002: 13) said that the teaching of grammar would help the learners to foster the skills essential for their success in using English. In addition, Savage (2010: 11) said there are two important factors of the teaching grammar: (1) the function of the language functions that students will use it in their daily life activities, and (2) the surroundings in which learners use English.

Al-Mekhlafi & Nagaratnam (2011: 70) and Celce-Murcia (2001: 252) argues that three areas have to be considered in mastering grammar: grammar as rules, grammar as meaning, and grammar as use. Meanwhile, Pennington in Hinkel & Fotos (2002: 14) proposed four principles that can serve as a foundation for effective pedagogical grammar; collocation, compositional, contextual, and contrastive. Not only that, Gengross (2006: 8-10) argues that learning grammar has the same sequence of stage. For example, the model text’s presentation, lead-in, the model text’s reconstruction, text creation and text sharing. These stages allow the students to comprehend the teaching materials in grammar. In teaching grammar, these aspects should be seen for teaching and learning grammar not only about grammatical structure merely, they are also used to give meaningful expression both in context and meaning.

The Relation Between Quizlet and Grammar Mastery

Firstly, Quizlet will boost students’ interest. Students believe it will make learning interactive and dynamic through the use of Apps. (Jomayra, 2014). By adopting Quizlet in the learning
process, it will create better ambience of classroom which support the learning process. The students will be interested because they are used to using technology in daily life. Not only that, the interactive interface of Quizlet will also urge the students to think grammar as an easy subject to learn and enjoyable one.

Secondly, Quizlet features, ease the process of learning process. Previously, the teacher may only use textbooks and white boards in teaching grammar, which is monotonous. However, the way teacher teach and the students learn will be more various by using Quizlet. The teacher can use the features of grammar to create an engaging explanation by creating flip-flop games, matching test, and many more. Those ways of teaching grammar will not only create a good classroom ambience, but also make learning grammar more accessible. The use of Quizlet will allow students to learn grammar not only in the classroom but also outside the classroom. By doing so, the students can exchange understanding about the explanation and learn together along with their peers.

Lastly, the portability of mobile devices coupled with their processing speed made them the preferred medium for accessing Quizlet to study outside of the classroom. Further, students reported sharing their data sets with their classmates; therefore, it can be concluded that the use of mobile devices in this context plays a role, perhaps indirectly, in encouraging sharing and collaboration among students (Miller, 2012; Schuler, 2009). These findings are consistent with Rossing (2012) which found that use of mobile devices encourages participation and engagement among students. Through resources such as Quizlet, students are able to work cooperatively with their classmates by creating study materials that can be shared by all (Shuler 2012).

4. CONCLUSION

Grammar is important in creating an ideal communication process. However, some of people are having some problem with learning grammar. The main problems are students bored during the learning process and monotonous way in delivering the grammar material to the students.

Quizlet will be able to increasing the students’ grammar mastery because the students will be more engaged in learning due to its interactive interface. The interactive interface will be comfy students and make them for not assuming grammar as a boring subject. Not only that, the teacher will have more various ways in teaching grammar because the numerous features of Quizlet which will not only ease the students, but also the students.

5. REFERENCES


APOLOGIZING STRATEGIES OF ENGLISH USED BY THE THAI EFL STUDENTS OF MORDINDAENG DEMONSTRATION SCHOOL OF KHON KAEN UNIVERSITY (SECONDARY SECTION SCHOOL)

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Abstract
This research aims to describe how distance and power influence apologizing strategies used by students. It focuses on apologizing utterances showed by Thai EFL students of Mordindaeng demonstration school. The data are collected by using the DCT which consist of two main aspects: power and distance. In checking the data validity, this research involves expert judgment. The data are analyzed by using the apologizing strategy of Trosborg (1995). The result shows that when the speakers are close-higher, they tend to use the combination strategies of explicit acknowledgment, offer of repair, and expression of regret. When the speakers are familiar-higher, they tend to use the combination strategy of explicit acknowledgment and expression of regret. When the speakers are unfamiliar-higher and also unfamiliar-equal, they tend to use the combination strategy of expression of lack of intent, and expression of regret. When the speakers are close-equal and familiar-equal, they tend to use the combination strategy of explicit explanation and expression of regret. When the speakers are close-lower and familiar-lower, they tend to use offer of Repair and expression of regret. Meanwhile, when the speakers are unfamiliar-lower, they tend to use the combination strategy of expressing concern to the hearer, and expression of regret.

Keywords: Apologizing Strategies, Apology.

1. INTRODUCTION

An apology is a type of speech acts used by people during an interaction and is included in expressive speech act (Searle in Yule, 1996:53). By doing an apology, it means that the speaker has done something that makes the hearer feel offended. Meanwhile, an apology is an expression of regret (Trosborg, 1995:15). It is an effort to rebuild a good relationship between the speaker and the hearer. On the other hand, the way someone apologizes can indicate politeness. Politeness is a means used to show awareness of the other person’s face (Brown and Levinson, 1987). The use of both politeness and apologizing strategies is very important. By considering the apologizing and politeness strategy, the speaker has a wider potential to protect the hearer’s face and therefore maintain their relationship. Politeness and apology are both important to be learned by people in the world since it is related to other people.

Thailand is known for its people hospitality and politeness. It is shown by the way its people treat the foreigners in which they express their wants politely. They also put an apology as one of their manners. Considering the importance of apology in everyday interaction, an apology has reached the level of education since the researcher observes it as one of the material to be taught in school, especially in English subject. It is proved by its involvement in the school curriculum, in which apology is taught at the ninth grade. This phenomenon has led the
researcher’s interest to pull it as an issue. It is about apologizing utterances spoken by the Thai EFL students and based on the researcher’s observation as an internship-teacher in Mordindaeng demonstration school of Khon Kaen University.

Some previous researches in this field were also conducted as different studies. The first study was conducted by Rodiah (2017) which aimed to describe the apologizing strategies of utterances produced by the students of Muhammadiyah University of Surakarta and also the politeness strategies contained in it. It used DCT as the technique of collecting data. The study ended up with the result that (1) there are twenty types of apologizing strategies which are used by the students, including combination strategies. (2) there are three types of politeness strategies used by the students: bald on record (4%), positive politeness (64%), and negative politeness (32%). The second study was conducted by Ratnasari (2017) which aimed to find out the strategies used by the characters of “Stuart Little 2” in expressing apology, and how it was formally/grammatically realized. The study ended up with the result that (1) there are thirteen apologizing strategies used, namely: acknowledgement of responsibility, explicit acceptance of blame, expression of lack of intent, explanation or account, explicit explanation, explicit acknowledgement, offer of repair, expression of apology, expression concern of hearer, querying precondition, minimizing offense, expression of self-deficiency, and expression of regret. (2) there are five types of formal structure that considered by people in apologizing and mostly the formal pattern including types of declarative which give a statement. The differences of both previous study and the current research are seen from the research objectives, research object and also the research subject. However, this current research is categorized as parallel with those previous studies belonged to Rodiah (2017), and Ratnasari (2017).

This research aims at describing the influence of distance and power toward the use of apologizing strategies by students of Mordindaeng demonstration school. The case above has led the researcher to carry out the study entitled “Apologizing Strategies of English Used by the Thai EFL Students of Mordindaeng Demonstration School of Khon Kaen University (Secondary Section School)”. In conducting the research, the theory of apologizing strategy by Trosborg (1995) is involved to analyze the data. There are 17 strategies proposed by Trosborg, namely: (ES) Evasive Strategy which consists of (M) minimizing, (QP) Querying preconditions, (B) blaming someone else; (AR) Acknowledgement of responsibility which consists of (IA) implicit acknowledgement, (EA) explicit acknowledgement, (LI) expression of lack of intent, (ES) expression of self-deficiency, (EE) expression of embarrassment, (AB) expression of acceptance of the blame; (E) Explanation or account which consists of (IX) implicit explanation, (EX) explicit explanation; (A) Expression of apology which consists of (ER) expression of regret, (OA) offer of apology, (RF) request for forgiveness; (CH) Expressing concern for the hearer; (PF) promise of forbearance; (OR) offer of repair.

2. RESEARCH METHOD

This research uses a descriptive qualitative method in which the object is apologizing strategies showed by the Thai EFL students of Mordindaeng demonstration school as a response towards the situation in DCT. The data are in the form of written utterances produced by students. The data source is categorized as a human informant. It is taken from two classes of the tenth-grade students of Mordindaeng demonstration school of Khon Kaen University, and are collected by using DCT (Discourse Completion Task) questionnaire. In checking the data validity, expert judgment is involved during the process of DCT making. The data are then analyzed by using the theory of Apologizing strategy by Trosborg (1995).
3. RESULTS

The research ends up with a description of the apologizing strategies used by students of Mordinadaeng demonstration school of Khon Kaen University. There are two factors to be considered in using apologizing strategies: distance and power. Both are divided into three levels and then paired. Distance is categorized into close, familiar, and unfamiliar. Meanwhile, power is categorized into higher, equal, and lower. Those two aspects are considered by the researcher to make nine scenarios as follows:

<table>
<thead>
<tr>
<th>RELATION</th>
<th>SCENARIO</th>
</tr>
</thead>
<tbody>
<tr>
<td>Close-Higher (DCT 1)</td>
<td>You are a parent. You have a daughter. You promise to buy her a birthday gift, but you forget about it.</td>
</tr>
<tr>
<td>Familiar-Higher (DCT2)</td>
<td>You have a favorite café in the town. You come to the café almost every day, and you become familiar with the cashier. One day, you are tired and you come to the café. You want to order something but you're wrong in pronouncing it that the cashier has noted it. When you get what you ordered, it is not what you want. You get angry and check it to the cashier. Then you remembered that you are wrong in pronouncing it.</td>
</tr>
<tr>
<td>Unfamiliar-Higher (DCT 3)</td>
<td>Imagine if you are a monk, and you are in a crowded place, waiting for a bus. You bring a bag with you then you put it on the floor because you are tired. After 20 minutes waiting, the bus comes and you accidentally take the wrong bag. Someone follows you and claims that the bag is hers.</td>
</tr>
<tr>
<td>Close-Equal (DCT 4)</td>
<td>You have a best friend. He/she is in trouble and you are not there to help him/her because you have an important appointment with your boss.</td>
</tr>
<tr>
<td>Familiar-Equal (DCT 5)</td>
<td>You are a student. You go to school by bus and you meet another student that you are finally familiar to him. One day, you both get the same bus again and he sits beside you. Then you accidentally sleep in his shoulder because last night you didn't sleep well.</td>
</tr>
<tr>
<td>Unfamiliar-Equal (DCT 6)</td>
<td>You are on the bus. You don’t get a seat because it is very crowded, and someone besides you whispered that you step on his foot.</td>
</tr>
<tr>
<td>Close-Lower (DCT 7)</td>
<td>You are a student. You break your teacher's stuff accidentally.</td>
</tr>
<tr>
<td>Familiar-Lower (DCT 8)</td>
<td>You are a child and you are playing football with your friends in front of your house. Then your ball accidentally hit your neighbor's window and it breaks into pieces.</td>
</tr>
<tr>
<td>Unfamiliar-Lower (DCT 9)</td>
<td>You are playing hide-and-seek with your friends. It is your turn to hide and you accidentally hit an old woman until she falls into the ground.</td>
</tr>
</tbody>
</table>

3.1 Apologizing Strategies Used by the Students

Based on the situation written in DCT above, the researcher found that there are 14 strategies used by the students, they are:

3.1.1 Minimizing (M)

In this strategy, the speaker only takes part in responsibility towards the error. The speaker tends to calm down the hearer by saying that the error is not a big deal or even something not to worry about. This strategy appears when the speakers are familiar-equal to the hearer.

DCT6/U-E/294/8K: “Oh.. wy? I. I’m so sorry mate. I didn’t see your foot there. I hope that it didn’t hurt like hell. Hahahaha.”
3.1.2 Implicit Acknowledgement (IA)
In this strategy, the speaker expresses the apology by confessing his or her error implicitly. This strategy appears when the speakers are unfamiliar-equal to the hearer.
DCT6/U-E/24/PP: “Oh my god! I’m very careless”

3.1.3 Explicit Explanation (EX)
In this strategy, the speaker expresses the apology by explaining explicitly the reason of why the error occurs. This strategy appears when the speakers are unfamiliar-higher and close-equal to the hearer.
DCT5/F-E/41/KW: “I’m sorry for I sleep in your shoulder because I didn’t sleep well last night. Don’t be angry, please.”

3.1.4 Expression of Regret (ER)
In this strategy, the speaker expresses an apology by showing his or her regret. This strategy appears in all nine situations: close-higher, familiar-higher, unfamiliar-higher, close-equal, familiar-equal, unfamiliar-equal, close-lower, familiar-lower, and unfamiliar-lower to the hearer.
DCT2/F-H/128/Ptra: “I’m sorry if I blame you for my mistake.”

3.1.5 Offer of Apology (OA)
In this strategy, the speaker expresses the apology by offering his or her apology to the hearer. This strategy appears only when the speakers are close-lower to the hearer.
DCT7/C-L/25/PP: “Oh teacher why today I’m very clumsy I want to apologize about that.”

3.1.6 Request for Forgiveness (RF)
In this strategy, the speaker expresses the apology by asking for the hearer’s forgiveness. This strategy appears when the speakers are close-equal to the hearer.
DCT4/C-E/40/KW: “I'm must apologize for I can’t go there to help you because I have appointment with my boss. Do forgive me.”

3.1.7 Expressing Concern for the Hearer (CH)
In this strategy, the speaker expresses the apology by showing sympathy to the hearer. The speaker tends to show that he/she cares about the hearer condition after the speaker making error. This strategy appears when the speakers are close-lower to the hearer.
DCT9/U-L/9/JKV: “Are you hurt? I will help you. I'am really sorry. I didn’t mean that grandma. Are you ok? or you want to go to hospital, I will call my parents”
3.1.8 Promise of Forbearance (PF)

The speaker expresses the apology by promising not to do the offence again, or promising to improve his or her behavior. This strategy appears when the speakers are close-higher to the hearer.

DCT7/C-L/34/TY: “Teacher! I am very sorry. I’m so clumsy. Can I help you? You can tell me. And next time I will have more carefully.”

3.1.9 Offer of Repair (OR)

The speaker expresses the apology by repairing the error he or she has made. This strategy appears when the speakers are close-higher, familiar-higher to the hearer.

DCT8/F-L/224/JS: “We’re really sorry for this accident. Me and friend will buy a new mirror”

3.1.10 Explicit Acknowledgement (EA)

In this strategy, the speaker expresses the apology by confessing his or her error explicitly.

(DCT7/C-L/7/JKV): Excuse me… I have something to tell you but expect you will not be angry. Hm.. I confess that I broke your stuff by accident, really accident. You can punish me.

3.1.11 EA + ER (Combination 1)

This strategy combines two main strategies: Explicit acknowledgment and Expression of regret in an utterance.

(DCT1/C-H/1/JKV): Dear, I am so sorry to say that I forgot our promise. Could we start it again?

3.1.12 LI + ER (Combination 2)

This strategy combines Expression of lack of intent and Expression of regret in an utterance.

(DCT1/C-H/28/TY): My daughter! I’m so sorry I intend to buy to you, but I forget it in my office.

3.1.13 RF + ER (Combination 3)

This strategy combines two main strategies: request for forgiveness and expression of regret.

(DCT1/C-H/46/DK): I am very sorry, darling. I hope you forgive me for this.

3.1.14 OR + ER (Combination 4)

This strategy combines two main strategies: offer of repair and expression of regret

(DCT1/C-H/172/KR): I’m so sorry my daughter. I will buy it for you now
3.1.15 OR + OA (Combination 5)
This strategy combines two main strategies: offer of repair and offer of apology.

(DCT1/C-H/343/NaP): Oh, my dear. I apologize, I will bought a special gift for you next time.

3.1.16 EX + ER (Combination 6)
This strategy combines two main strategies: explicit explanation and expression of regret.

(DCT2/F-H/353/KHi): Yesterday I tried from work. I sorry about the order.

3.1.17 EE + ER (Combination 7)
This strategy combines two main strategies: expression of embarrassment and expression of regret.

(DCT2/F-H/38/KW): I’m sorry that I got angry at you yesterday. I feel ashamed by the way I acted

3.1.18 AB + ER (Combination 8)
This strategy combines two main strategies: acceptance of the blame and expression of regret.

(DCT2/F-H/155/PN): Sorry for my wrong that I made to you. It is my mistake

3.1.19 M + ER (Combination 9)
This strategy combines two main strategies: minimizing and expression of regret.


3.1.20 B + ER (Combination 10)
This strategy combines two main strategies: blaming someone else and expression of regret.

(DCT3/U-H/21/PP): I’m sorry because there are many people and my brain doesn’t get oxygen enough.

3.1.21 OA + PF (Combination 11)
This strategy combines two main strategies: Offer of apology and promise of forbearance.

(DCT2/F-H/29/TY): I’m wrong. You’re correct. I want to apologize about that I say and my behavior. Next time I will have concentrate and think carefully.

3.1.22 PF + ER (Combination 12)
This strategy combines two main strategies: promise of forbearance and expression of regret.
I’m sorry, next time I will be cautious

**3.1.23 RF + OR (Combination 13)**

This strategy combines two main strategies: request for forgiveness and offer of repair.

**3.1.24 CH + ER (Combination 14)**

This strategy combines two main strategies: expressing concern to the hearer and expression or regret

**3.1.25 EX + RF (Combination 15)**

This strategy combines two main strategies: explicit explanation and request for forgiveness.

**3.1.26 EX + OR (Combination 16)**

This strategy combines two main strategies: explicit explanation and offer of repair

**3.1.27 EA + LI (Combination 17)**

This strategy combines two main strategies: explicit acknowledgment and expression of lack of intent.

**3.1.28 EA + OR (Combination 18)**

This strategy combines two main strategies: explicit acknowledgment and offer of repair.

**3.1.29 LI + OA (Combination 19)**

This strategy combines two main strategies: expression of lack of intent and offer of apology.
I apologize for anger with you. It’s my false. I am just so tired and everything went wrong and I didn’t mean this happened.

3.1.30 EA + OR + ER (Combination 20)
This strategy combines three main strategies: explicit acknowledgment, offer of repair, and expression of regret.

(DCT1/C-H/55/PT): I’m sorry honey. I forget your a birthday gift. I will buy a big gift tomorrow

3.1.31 EX + PF + ER (Combination 21)
This strategy combines three main strategies: explicit explanation, promise of forbearance, and expression of regret.

(DCT2/F-H/290/SK): Hey… I’m so sorry about that thing… you know.. I’ve been in bad mood since my last work.. it’s not going to happen again.

3.1.32 EX + OR + ER (Combination 22)
This strategy combines three main strategies: explicit explanation, offer of repair, and expression of regret.

(DCT1/C-H/217/JS): Sorry baby. I’m busy all day. I will buy a birthday gift tomorrow.

3.1.33 LI + PF + ER (Combination 23)
This strategy combines three main strategies: expression of lack of intent, promise of forbearance, and expression of regret.

(DCT8/F-L/350/NaP): First I walk to my own house. I’m sorry, I don’t intent to break the window. It’s accident. I promise I will play football with my friend carefully.

3.1.34 AB + OR + ER (Combination 24)
This strategy combines three main strategies: acceptance of the blame, offer of repair, and expression of regret.

(DCT7/C-L/196/KH): That was my mistake. I’m sorry. I will buy the new one for you.

3.1.35 EA + AB + ER (Combination 25)
This strategy combines three main strategies: explicit acknowledgment, acceptance of the blame, and expression of regret.

(DCT7/C-L/295/SK): I’m sorry. I know that I broke your stuff.. I’m not going to lie you… because lying is bad right? So.. I accept the punishment..

3.1.36 EA + LI + ER (Combination 26)
This strategy combines three main strategies: explicit acknowledgment, expression of lack of intent, and expression of regret.

(DCT8/F-L/98/PS): I’m sorry, sir. I broke your window. I don’t intend.

3.1.37 LI + OR + ER (Combination 27)

This strategy combines three main strategies: expression of lack of intent, offer of repair, and expression of regret.

(DCT1/C-H/136/PN): I’m really sorry. I didn’t mean to forget your gift. I’ll bring you to the convenient store to bought you what you want this weekend, okay?

3.1.38 PF + RF + ER (Combination 28)

This strategy combines three main strategies: promise of forbearance, request for forgiveness, and expression of regret.

(DCT2/F-H/173/KR): I’m really sorry. I just tired. Please forgive me. I promise it won’t happen next time

3.1.39 CH + EX + ER (Combination 29)

This strategy combines three main strategies: expressing concern to the hearer, explicit explanation, and expression of regret.

(DCT4/C-E/85/NS): Are you fine? I’m sorry for could not help you, I had important appointment with my boss

3.1.40 CH + EA + ER (Combination 30)

This strategy combines three main strategies: expressing concern to the hearer, explicit acknowledgment, and expression of regret.

(DCT9/U-L/180/KR): I’m sorry grandma. let me help you. I didn’t look around. Let’s go I’ll bring you back home

3.1.41 CH + PF + ER (Combination 31)

This strategy combines three main strategies: expressing concern to the hearer, promise of forbearance, and expression of regret.

(DCT4/C-E/292/SK): Hey.. hey bro. are you ok bro? I’m so sorry that I didn’t help you last time. Sorry bro I hope you forgive me, bro?

3.1.42 CH + LI + ER (Combination 32)

This strategy combines three main strategies: expressing concern to the hearer, expression of lack of intent, and expression of regret.
3.1.43 CH + OR + EX + ER (Combination 33)

This strategy combines four main strategies: expressing concern to the hearer, offer of repair, explicit explanation, and expression of regret.

(DCT5/F-E/329/Psa): Sorry, do you get hurt on the shoulder? Oh, I’m so tried because I have time to sleep about 3 hours. If your shoulder is hurt. Please tell and I will go to buy the medicine for you

3.1.44 OR + LI + ER (Combination 34)

This strategy combines four main strategies: offer of repair, expression of lack of intent, request for forgiveness, and expression of regret.


Overall, 44 strategies are found as strategies to apologize used by the students of Mordindaeng demonstration school of Khon Kaen University (secondary section school).

4. ANALYSIS AND DISCUSSION

Following the result of this research, those 44 apologizing strategies are used in 9 DCT which are spread in the table below:

<table>
<thead>
<tr>
<th>DCT 1</th>
<th>DCT 2</th>
<th>DCT 3</th>
<th>DCT 4</th>
<th>DCT 5</th>
<th>DCT 6</th>
<th>DCT 7</th>
<th>DCT 8</th>
<th>DCT 9</th>
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<tbody>
<tr>
<td>ER</td>
<td>2.5%</td>
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<td>15%</td>
<td>7.5%</td>
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<td>PF</td>
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</tbody>
</table>
Among those 44 strategies used by the students, there are 6 strategies becoming the students’ tendencies in apologizing. The tendency is then analyzed to draw the pattern of how distance and power influence the students of Mordindaeng demonstration school in using apologizing strategy.

### 4.1 The Influence of Distance and Power

The influence of distance and power has led the students to choose different strategies in apology. It is proved by the various tendency used in DCT. However, the researcher draws a pattern of the influence of distance and power toward apologizing strategies used by students of Mordindaeng demonstration school.

<table>
<thead>
<tr>
<th>DCT</th>
<th>DISTANCE</th>
<th>POWER</th>
<th>TENDENCY OF THE USE OF APOLOGIZING STRATEGIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Close</td>
<td>Higher</td>
<td>Explicit Acknowledgment + Offer of repair + Expression of regret (combination 20)</td>
</tr>
<tr>
<td>2</td>
<td>Familiar</td>
<td>Higher</td>
<td>Explicit Acknowledgement +</td>
</tr>
</tbody>
</table>
DCT | DISTANCE | POWER | TENDENCY OF THE USE OF APOLOGIZING STRATEGIES
---|---|---|---
 | | | Expression of Regret (Combination 1)
3 | Unfamiliar | Higher | Expression of Lack of Intent + Expression of Regret (Combination 2)
4 | Close | Equal | Explicit Explanation + Expression of Regret (Combination 6)
5 | Familiar | Equal | Explicit Explanation + Expression of Regret (Combination 6)
6 | Unfamiliar | Equal | Expression of Lack of Intent + Expression of Regret (Combination 2)
7 | Close | Lower | Offer of Repair + Expression of Regret (Combination 4)
8 | Familiar | Lower | Offer of Repair + Expression of Regret (Combination 4)
9 | Unfamiliar | Lower | Expressing Concern for the Hearer + Expression of Regret (Combination 14)

Based on the table above, when the speakers are close-higher, they tend to use the combination strategies of explicit acknowledgment, offer of repair, and expression of regret. When the speakers are familiar-higher, they tend to use the combination strategy of explicit acknowledgment and expression of regret. When the speakers are unfamiliar-higher and also unfamiliar-equal, they tend to use the combination strategy of expression of lack of intent, and expression of regret. When the speakers are close-equal and familiar-equal, they tend to use the combination strategy of explicit explanation and expression of regret. When the speakers are close-lower and familiar-lower, they tend to use offer of repair and expression of regret. Meanwhile, when the speakers are unfamiliar-lower, they tend to use the combination strategy of expressing concern to the hearer, and expression of regret.

Compared to the first previous study, Rodiah (2017) found that (1) there are twenty types of apologizing strategies which are used by the students of Muhammadiyah University of Surakarta, including combination strategies. (2) there are three types of politeness strategies used by the students: bald on record (4%), positive politeness (64%), and negative politeness (32%). Meanwhile, compared to the second study, Ratnasari (2017) found that (1) there are thirteen apologizing strategies used, namely: acknowledgement of responsibility, explicit acceptance of blame, expression of lack of intent, explanation or account, explicit explanation, explicit acknowledgement, offer of repair, expression of apology, expression concern of hearer, querying precondition, minimizing offense, expression of self-deficiency, and expression of regret. (2) there are five types of formal structure that considered by people in apologizing and mostly the formal pattern including types of declarative which give a statement.
5. CONCLUSION AND SUGGESTION

Conclusion

From 17 strategies proposed by Trosborg (1995), there are 44 strategies which are used by the students. Ten of them are the main strategies, while 34 of them are combination strategies. It means that the students have used very various strategies in apologizing to someone else. The various strategies are influenced by distance and power mentioned in the DCT. Hence, in reality, the use of apologizing strategies are more various rather than the 17 strategies mentioned by Trosborg (1995).

Suggestion

Based on the conclusion above, the researcher proposes some suggestions as follows:

a. Students are hoped to improve their sensitivity in placing themselves in such a situation by considering the relationship between them and the hearer.

b. Any further researcher is suggested to involve more respondents since this researcher takes only 40 students as respondent, add the relative imposition in DCT making to reach more absolute research, and compare the strategies used between students of two different schools and even different countries.

c. The teacher and the Head of Mordindaeng demonstration school may improve the students' pragmatic competence.

6. BIBLIOGRAPHY


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A Study of Naming Practices of Enterprises in Traditional Pasar Senen Jakarta

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Abstract

This present research aimed at the naming practices and the referents of enterprises owned by the Bataknese merchants in traditional Pasar Senen Jakarta. The object of this research was the naming of the enterprises belong to Bataknese collected by means of participatory observations, note taking and structured-interviews. All data have been selected and analyzed by using the linguistic theory of Bahasa Batak Toba in terms of morphology, syntax and semantic. The structured interview was conducted to validate the referents of the naming practices. The results of this research showed that the naming practices were written in Bahasa Batak, Bahasa Indonesia, English, the combination of Bahasa Batak – Bahasa Indonesia and the combination of Bahasa Indonesia-English. Most of the naming practices found were constructed by endocentric phrases consisting of coordinative, attributive and appositive. However, the phrases also followed the English pattern whose adjective always precedes the noun, while in Bahasa Batak the pattern is always DM (diterangkan, menerangkan). The second result is that Semantically, the basis of the naming practices refers to concepts reflecting the values, local wisdom and world views which belong to Toba people such as clan and family member, places and plants, religion, traditional cloth, togetherness and solidarity.

Keyword: endocentric phrase, enterprise, naming practice, pasar Senen

1. INTRODUCTION

Language and culture are deeply rooted. Some people think that language is a part of a culture, however some say that language and culture are two different circumstances, but they have a very close relationship that they can’t be separated. By its dynamic character, language does not exist independently, however it will be influenced by other culture and languages through a hegemony-a consent and persuasion via the processes of leadership without force, but using a language as an instrument to get the power easily. (Adinatha, 2017)

The dominance of ideas manifested through the languages are the realization of how their interact each other either with the same groups or with the different ones. That is also explicitly stated by Wijana (2014) that there are hardly languages which are not influenced by others. This has been also already stated by Folley (2001:382) that No society is truly isolated, no matter how nomadic and seemingly remote its people may be. All societies engage in relations with other societies, no matter sporadic this may be, and the type of contact individuals may have with other societies is a major source of social inequality”.

The explanation above is reflected in Indonesia whose people are bilinguals. Because of its diversity, Indonesians speak Bahasa in formal events and local languages in certain events. However in this globalization, the foreign languages, for example English also does take important roles in science and technology. The usage of more than one language can cause the language contact since a speaker might unintentionally interfere form one language to others. The most common products of language contact are pidgins, creoles, code switching, and mixed
languages. In Indonesia, English is still considered as a foreign language. The influence of English can go deeper even extent to the basic characteristics of Bahasa Indonesia system such as in syntax and the morphology. Bahasa Indonesia has a lot borrowing word absorbed from English. If this happens continuously, Bahasa Indonesia might have less original lexems.

In order to regulate the position of Bahasa Indonesia, the government has been releasing the policy in the form of Undang-Undang Republik Indonesia Nomor 25 tahun 2009 which state that Bahasa Indonesia is above the foreign languages and local languages. In one situation, this position makes Bahasa Indonesia become nationally used, although practically there are still many practices which combine or use other languages. However, the existence of local language will decline since the limited usage. In addition, many people or parents think that demands of being skillful in foreign languages make them sent their children to foreign languages courses to study or to international institution where local languages are impossibly used. If this continuously happens, the next generation will lose their cultural identity.

The Batak is one of the tribes occupying Province Sumatera Utara. It is grouped into five dialects- Bataknese, Karonese, Simalungun, Pakpak, Angkola and Mandailing (Simanjuntak in Saragi, 2016). Bataknese is famous for wandering activity. It has three life visions and philosophies of Batak Toba society - hamoraon (prosperity), hagabeon (fertility) and hasangapon (honor). They are the motivations why Batak people like wandering to far places. Besides, the geographical and financial condition also become the reason they wandered to other regions.

Jakarta is one of big cities where Batak people go to earn their lives. Sihombing (1962) said that Simon Hasibuan, a young christian Batak man, was the first person wandering to Jakarta. A year later, a big migration of Batak people occurred. Until in 1917, there had been a religion gathering as a media to gather all the Batak people at that time. Now it is not difficult to find Batak people in Jakarta. They work in various sectors. Simanjuntak (2017) described Batak people worked in medical, education, government, politicians or even in trading. The commodities of their products can be culinary, cloth and other stuffs. They even have got their own store or place to sell their product.

Pasar Senen is a traditional market located at block IV, Pasar Inpres Senen jakarta Pusat. It is one of traditional market whose merchants are batakinese. Many of their customers are also the batakinese. Based on the writer’s observation, the goods sold there are mostly related to the needs of batakinese. Regarding that situation, it is assumed that the naming practices of enterprises use Bahasa Batak. In this study, the researcher raised three questions; How are the naming practices of enterprises owned by the Batak people in traditional Pasar Senen? What are the referents used as the naming practices of enterprises by the Batak people in traditional Pasar Senen?

The problems raised are expected to give significances to find the naming practices of enterprises used by the Batak people, to get the referents used as the naming practices of enterprises in traditional Pasar Senen by the Batak people and to identify the language attitude of Batak merchants towards Bahasa Batak regarding to the naming practices of enterprises in traditional Pasar Senen.

There are previous research concerning to naming practices in the perspective of semantics and language contact. Holmes (1995) found observed many different groups in a community. He observed that there are linguistic clues to a person’s ethnicity, and closely related to all linguistic features which reflect the regular interactions people have. He also found that there’s a relevance of ethnicity and social networks in accounting for people’s speech pattern. Salzman (2007) found that the linguistic features can be related to to the factors of wealthy, occupation, social status, region and the language attitude. Wijana (2016) analyzed about the naming practices of Padang Restaurant in several cities, such as Yogyakarta, Klaten, Surakarta, Malang and other cities. Wijana found that semantically, the words used by the Minangese as the basis of naming refer to various concepts reflecting values and world views of Minangkabau
people. He also found that in the naming practices, the strategy applied were convergence and divergence. The names which written in Bahasa Minang are considered as the divergence, while the restaurants written in Bahasa Indonesia or even in foreign languages are considered as the convergence.

Adinatha and Hemas (2017) observed the variation of naming business in Java language as a strategy of language maintenance in Semarang. They found that business using Javanese language consist of one until three words. Some of the names are written in the wrong structure rules caused by the misunderstanding of the people about the linguistics system of Java language or even some the owners consider about the misunderstanding in naming the business because of the language creativity in maintaining the particular characteristics in order to be different from other.

While the study of Bahasa Batak has also been conducted by many linguists. Nababan (1996) described about the system of Bahasa Batak Language in terms of its syntax, morphology and phonology. Marice (2010) described the process of word forming in Batak language. Marice said that Bahasa Batak has two kinds of phrases, endocentric and excocentric phrase. Endocentric phrases can replace one of the substituents since each of them has similar syntax function. While the excocentric cannot replace the other substituent because it is always preceded by a preposition.

2. RESEARCH METHOD

This research has been applying qualitative descriptive. The qualitative method was used to analyse the problems. The subject of this research was the Bataknese merchants who have enterprises in Pasar Senen, Jakarta Pusat, while the object of this research were their naming practices of enterprises.

The collection of data was conducted in December 2018 in traditional Pasar Senen since it is one of the center where the Batak merchants sell their product. The data taken were only the naming practices possessed by Batak merchants. The data were collected by means of participatory observations, note taking and structured interviews.

All data collected were mapped by Miles and Huberman theory which consists of data reduction, data analyzing and Taking the conclusion. In the data reduction, some of naming practices were selected in order to answer the problems. After being selected, the data were contrasted by using the morphology, syntax and semantics in Bahasa Batak system. The structured interview was conducted in order to validate the meaning of naming practices so that they can be semantically analyzed.

3. DISCUSSION

3.1 The Language Pattern Used in Naming Practices of the Enterprises in Traditional Pasar Senen

During the data collection, there were 61 (see ap 1) names of enterprises owned by the Bataknese merchants found in traditional Pasar Senen. The data show that the naming practices of the enterprises apply convergence and divergence strategy. They are written in (a) Bahasa Batak Toba, (b) Bahasa Indonesia, (c) English, (d) the combination of Bahasa Batak Toba-Bahasa Indonesia, and (e) the combination of Bahasa Indonesia-English. Below is the explanation.
3.1.1 The Naming Practices of Enterprises in Bahasa Batak Toba

The naming practices of enterprises in Bahasa Batak Toba can be seen below.

<table>
<thead>
<tr>
<th>No</th>
<th>Name of Enterprises</th>
<th>No</th>
<th>Name of Enterprises</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Lapo Siantar/ Siantar Restaurant</td>
<td>26</td>
<td>Lapo Pardomuan/ Gathering Restaurant</td>
</tr>
<tr>
<td>7</td>
<td>Paung Bona Ulos/ Paung Bona’s Ulos</td>
<td>27</td>
<td>Lapo Sibotodai/ the Taste expert restaurant</td>
</tr>
<tr>
<td>11</td>
<td>Lapo Sandro Aisoise/ Sandro’s Restaurant, no one else</td>
<td>28</td>
<td>Lapo Dosroha/ Gathering restaurant</td>
</tr>
<tr>
<td>12</td>
<td>Tobasa/Tobasa (a name of a place)</td>
<td>29</td>
<td>Lapo Buluh Pancur/ Buluh Pancur Restaurant</td>
</tr>
<tr>
<td>16</td>
<td>Lapo Simatupang /Simatupang’s Restaurant</td>
<td>32</td>
<td>Indi Parulos/ Indi, the ulos merchant</td>
</tr>
<tr>
<td>18</td>
<td>Siagian-Simatupang / Siagian-Simatupang (types of clan)</td>
<td>35</td>
<td>Sianipar Ulos/ Sianipar’s Ulos</td>
</tr>
<tr>
<td>21</td>
<td>Lapo Habinsaran/ Rising Restaurant</td>
<td>42</td>
<td>Siahaan Ulos/Siahaan’s Ulos</td>
</tr>
<tr>
<td>22</td>
<td>Lapo Soluna/ The Boat Restaurant</td>
<td>53</td>
<td>Parbagotan/ The Palms</td>
</tr>
<tr>
<td>23</td>
<td>Gultom/ Gultom (a clan)</td>
<td>57</td>
<td>Nainggolan/ Nainggolan (a clan)</td>
</tr>
<tr>
<td>24</td>
<td>Lapo Porsea/ Porsea Restaurant</td>
<td>60</td>
<td>Siantar Ulos/ Siantar Ulos</td>
</tr>
<tr>
<td>218</td>
<td>Siagian-Simatupang / Siagian-Simatupang (types of clan)</td>
<td>35</td>
<td>Sianipar Ulos/ Sianipar’s Ulos</td>
</tr>
</tbody>
</table>

As explained above, there are two strategies used by the Batakese merchants for the naming practices, namely divergence strategy and convergence strategy. The data in the table show that the merchants apply the divergence strategy. In this case, they carried out Batak words in their business in order to maintain and show their identities.

Similar to Bahasa Indonesia, Bahasa Batak has endocentric and exocentric construction. Most of the naming practices in the enterprises above consist of endocentric phrases that are formed by at least 2 words. The naming practices which are derived by coordinative phrases can be seen in datum (18) siagian-simatupang. Both of the combining words in datum (18) are equal in their status. Attributive phrase endocentric can also be seen in the most of the data. In this phrase, the words are not equal, since one stands as a core, while the others are the attributes. This also is classified into noun phrase. The naming practices formed by noun phrase are data (2), (11), (16), (21), (22), (24), (26), (27), (28) and (29). However, the writer also found that the naming practices which consist of one word can be seen in data (23) Gultom and (53) parbagotan. The word parbagotan is affixed for prefix par- and suffix –an which form the noun as parbagotan.

Beside attributive and coordinative endocentric phrases, the apositive endocentric phrases is also found in the naming practices, as in data (32) Indi parulos. Appositive endocentric is a phrase whose attribute stands as aposition or additional complement. The word parulos is derived from prefix par- which means the doer or the agent. When the prefix is attached to ulos, it will bring the meaning of the merchant of ulos. So, Indi parulos means Indi, the seller of ulos.

Syntactically, the stucture of stating the possession in Bahasa Batak is that the noun always precede the owner, for example the data number (11), (16). Both of the data show the possession. In datum (11) the noun lapo stands before the owner Sandro. However there are also some naming practices showing a possession which follow English pattern, such as in data number (7), (35), (42) and (60). The four data are syntactically incorrect in Bahasa Batak since the subjects preceed the nouns. Nevertheless, such patterns are not always classified as the language error, but it can be set as the language creativity in order to add the aesthetic aspect to the naming practices.
The naming practices in Bahasa Indonesia are also formed by phrases which consist of at least two words. Some of the naming practices patterns are found to be inappropriate with the syntax of Bahasa Batak. Like Bahasa Indonesia, a noun always precede its adjective. In Bahasa Indonesia it is called DM which stands as *diterangkan* (being modified) and *menerangkan* (modifying). It is opposite with English whose adjective always stands before the noun. The naming practices which adapt the English system in the data can be seen in (13), (52), (59) and (61). Instead of saying Hutasoit Mie Sop Medan, it should be *Mie Sop Medan Hutasoit*. The *Hutasoit* stands as the adjective - modifying the noun *Mie Sop Medan*. So, the pattern is likely to be similar to the pattern in Bahasa Batak. The same cases also can be analyzed in *Sandi Songket* which is supposed to be *Songket Sandi*. However, the merchants already recognized this. They considered these kinds of patterns as the language creativity in order to grab the attention.

### The Naming Practices of Enterprises in English

English was also used in the naming practices of the enterprises in Pasar Senen although it was not dominantly used. The naming practices found were (3) Jesslyn Collection and (44) Simon Shoes. Grammatically both of the data state possession which are supposed to have apostrophe - ‘s attached to the noun. So Jesslyn collection should be Jesslyn’s collection and so should the data (44) be. The naming practices using English were found more when it was combined with Bahasa Indonesia and Bahasa Batak.

### The Naming Practices of Enterprises by using Bahasa Batak and Bahasa Indonesia

The naming practices by using the combination of both Bahasa Batak Toba and Bahasa Indonesia can be seen in data (1) Toko Buku Tumorang, (5) Arta Songket, (8) Rotua Jaya, (9) UD. Op Hercules, (20) Kios Ompung Galatya, (31) Toko Immanuel Manurung, (34) Toko Bona, (41) Toko Buku Hutahuruk, (54) Lubis Bersaudara.

Based on the structure, the pattern of the naming practices using the combination of Bahasa Batak and Bahasa Indonesia have been syntactically correct, except in datum (5) arta songket. The naming practice *arta songket* should be *songket arta* since in Bahasa Batak syntax, a noun always precedes an adjective. Datum (9) UD. Op. Hercules also use the acronym of UD which stands *usaha dagang* and *Op as ompung*.

### The Naming Practices of Enterprises by using Bahasa Indonesia and English

The combination of Bahasa Indonesia and English also can be found in naming the enterprises in traditional Pasar Senen such as in data (4) Lina Collection, (39) toko angle and (56) Dedi Putra Store. The naming practices adapted persons’ name such as *Lina* in datum 4. However, the patterns (39) toko angle follows the rule of Bahasa Batak syntax. The noun *toko* stands before the adjective, *angle*, while data (56) Dedi Putra Store adapted the system of English syntax. The naming practices by using persons’ names are commonly used by Indonesian merchants.
3.2 The Meanings Reflected in Naming Practices of the Enterprises in Traditional Pasar Senen

This part is talking about the meaning reflected in the naming practices of enterprises in traditional Pasar Senen. As explained before the naming practices were taken from Bahasa Batak, Bahasa Indonesia, English and the combination. Combining the unsure of culture, especially the language become one of the ways for Batak people to keep their identities. In conclusion, the naming can be semantically analyzed and it represents the value and world view of Toba people. The meaning reflected in naming practices of the enterprises are:

3.2.1 Clan and Family Member

The naming practices of enterprises in traditional Pasar Senen were adapted from aspects related to Batakese. The clan system in Toba plays a crucial role in order to show culture acts as individual identity and functioned as the strong kindship in interacting between society members. It is believed that all Batak Toba people originated from one womb (marga) which is constructed by the system of patrilineal lineage, therefore all Batak people are considered to have close relationship one another. Clans also rules the Toba people interact each other in the community, since in Batak Toba there is a philosophy called Dalihan Na Tolu. This is a system which introduces three parts of positions in Batak - they are hula-hula, dongan tubu, and boru.

Based on its usage, clans not only being used as the information of the enterprises’ owner, but semantically it becomes a sign for those who are going to shop should stop by at their enterprises. The name practice using clan can be seen in data no. (1) Toko Buku Tumorang, (16) Lapo Simatupang, (41) Toko Buku Hutahuruk etc. Beside clan, family member was also adapted regarding to the naming practices. They can be seen in data number (9) UD. Op. Hercules and (20) Kios Ompung Galatya. The family member used in the naming practices was Ompung or grandparent in English. The position of ompung take a respected position in family, however he is considered as a person who has been experiencing a lot of things so that he has a lot of wisdom. So it can also be assumed as a merchant whose goods have good and high quality.

3.2.2 Name of Places and Plants

Batak Toba People are famous for their characteristic of wandering or mangaranto. They left their villages and moved to far destinations in order to make their lives better or even go to far places just for educational purposes. Now, it is not very difficult to find Batak people in any other places outside the Sumatera Utara province. Feeling homesick is definitely a common thing felt by the wanderers include the merchants in traditional Pasar Senen. In order to show where they came from, they use their village as the name practices as the customers know it. This can attract and influence them to buy goods from them. The naming practices using of places identities can be found in data (2) Lapo Siantar, (12) Tobasa, (13) Hutasoit Mie Sop Medan, (13) Hutasoit Mie Sop Medan, (15) Bakmi Medan, (17) Mie Sop Kampoeng Siantar, (24) Lapo Porsea, dan (25) Bakmi Yaya Balige. Siantar, Tobasa, Medan, Siantar and Balige are part of regions in Sumatera Utara where most of the Batakese merchants came from.

Beside names of places, name of plant also was adapted in the naming practices of enterprises. The naming can be seen in datum number (53) parbagotan. This enterprise sells many kinds of traditional wicker handicrafts, such as mat, basket, ect. Parbagotan is derived from the based word bagot. It is a plant grouped into palms which is very close to Batak people. It produces a kind of traditional drink in Batak, called tuak. However, parts of the plants can also be used as the houses material. Again, naming practices are adapted from the things relating closely to Batak people.
3.2.3 Religion

The spread of religion in Batak land was conducted through the cultural approach. Until now Batak people keep trying to run their lives in culture as well as in religion. Religion does influence how Batak people run their lives. The naming practices related to religion can be seen in data number (6) Toko Berkat and (31) Toko Immanuel Manurung.

Semantically, berkat means luck, bless. It is expected that by naming their enterprises berkat, the can get much bless and profit. The word immanuel in datum (31) means Tuhan beserta Kita or God is always with you. The merchant hope that his business will always be kept or watched by God.

3.2.4 Togetherness and Solidarity

The naming practices whose referents are togetherness and solidarity can be seen in data (11) Lapo Sandro Aiso Ise and (26) Lapo Pardomuan. Lapo Sandro Aiso Ise represents Sandro's restaurant, not any one else. It means that the owner wants the consumers consider Sandro as family not somebody strange. As explained above, it is believed that Batak Toba people originated from one womb (marga) which is constructed by the system of patrilineal lineage, therefore all Batak people are considered to have close relationship one another. In conclusion togetherness becomes one of the characteristics of Batak.

Semantically, datum (26) pardomuan comes from the base domu which means gathering or meeting. The characteristic of Batak people who are fond of wandering makes them like to meet or gather with other Batak people. So, lapo pardomuan is expected to be the place where Batak people especially the traveller or the wanderer will gather.

3.2.5 Traditional Cloth

One of cultural aspects that Batak Toba is famous for is their traditional cloth called ulos. It is usually used in cultural event such as marriage, funeral, celebrating the birth and any other cultural events. Ulos is one of the naming practice for the enterprises since it is one of the characteristics that cannot be separated from Batak people. Most of the Batak merchants who sell these traditional cloth always attach the word ‘ulos’ in their naming practices. Ulos itself actually has various philosophy in it. Its good philosophy is expected to be the same as the owners of the enterprises.

4. CONCLUSION

The life-visions which keep hamoraon (prosperity), hagabeon (fertility) and hasangapon (honor) have been making Bataknese people wander in many places either in Indonesia or even overseas. In order to earn their lives in wandering cities, many Bataknese run their business. of the places where Batak people gather to run their enterprises is traditional Pasar Senen. It is found that in terms of naming practices, the Batak merchants tend to use Bahasa Batak, Bahasa Indonesia, English, the combination of Bahasa Batak-Bahasa Indonesia and the combination of Bahasa Indonesia-English.

It can be concluded that those who named their enterprises in Bahasa Batak are applying the divergence strategy since they tend to maintain and keep their identity, while the naming practices using other languages mentioned before are applying the convergence strategy. The naming practices using Bahasa Batak are formed by endocentric phrases. The endocentric phrases found were coordinative, attributive and appositive phrases. Sintatically, most of the pattern of the phrases in the naming practices did not follow the syntax rule of Bahasa Batak. Some of the phrases were formed by DM (diterangkan, menerangkan) which belong to English, however, in Bahasa Batak, an adjective always comes after a noun. The forms found were not always considered as errors but also seen as the language creativity.
Based on the research, the naming practices in Bahasa Batak, Bahasa Indonesia, English or the combination of them are conceptually referred to Clan and family member, name of places and plan, religion, togetherness and solidarity and traditional cloth. Those concepts are very close to Batakneses’ lives. So beside as the identity, the naming practices are also used to maintain the existence of Batak language in this era globalization. In conclusion, Semantically, the bases of namings found during this research actually relate to concepts reflecting the world view, values as well as the local wisdom which belong to Toba people.

For further research, the writer will try to analyse the data in order to see how the language attitude of Bataknese merchants in traditional Pasar Senen. This will give a significant result since it can represent whether they have positive or negative attitude toward their local language.

5. REFERENCES


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The Interpersonal Meaning of Positive Valuation of Appreciation in ELT Articles

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Abstract
The objective of this research is to find out and describe the implementation of interpersonal meaning of positive valuation in four ELT articles. The concept of positive valuation of appreciation is when a human being participant gives value criteria to things or non-human being objects based on its benefits (Martin and White 2005:56). In order to analyze the objects, this research applied qualitative design with valuation lexical list as the instrument. The first object showed the positive valuation to the research method, object as the good impression material, time of occurrence, the strength of data findings behind its weakness, and the study limitation. The second object showed the implementation to the standard product quality, independent character, and compete nce indicator. The third object showed the implementation to the potential benefit of a research object. The fourth object showed the implementation to the skill values, research design, the validity of research process and collecting data steps. It is concluded that the application of positive valuation of appreciation identification could help researchers to select the potential benefits of the non-human being objects for their research plan and process.

Keywords: Interpersonal, Appraisal, Valuation, Appreciation, ELT

1. INTRODUCTION

The application of Discourse study especially Critical Discourse Analysis is beneficial at the present time which could be identified at the level of social and ideology aspect first. The involvement of CDA could build the critical environment to the education practitioners including students, teachers, or lecturers. The critical skill is needed by teacher in order to filter the material, ideology, issue, and other material which may probably give negative stimulus to students. Widuna (2018) found the importance rule of CDA in the ideologies by investigating how and why the social interaction occurrence in the media of learning. It is a good example of how beneficial of CDA application for education practitioners.

Another beneficial for the use of CDA into the education environment is that its sensitivity to detect the problem as soon as possible. It is good application for the problem solving in academic or in non-academic context. Huckin et al (2012) had studied and proven that CDA uses rigorous and empirical method that are sensitive to both context and theory of teaching learning. It is a good choice to be involved in the education practice.

The positive contribution of CDA into ELT or English Language Teaching was proven by several previous studies. Hashemi & Ghanizadeh (2012), in their experiment study, found that CDA has a positive and significant influence to students’ critical thinking ability. Rahimi &
Sharififar (2015) found that CDA facilitated nurturing critical thinking ability in students. Khanshan & Kuhi (2017) found that the application of CDA gave positive and significant impact and benefit to students on ELT or EFL to think critically with the interpretation and recognizing unstated assumption. Case (2005) found the benefit of CDA which were to give information of issue of race, class, and gender to teachers of the ESL class. The whole previous studies could be a basis to build a concept background that CDA application is totally beneficial to ELT or ESL teaching learning activities. It could give benefits to both students and teachers. Students could be trained to think critically. They could be active and creative learners. They could be encouraged to carry out the self-learning practice. They even could be encouraged to conduct self-evaluation and reflection for the ELT process and result. CDA was also proven to give benefit to teachers especially for teacher-evaluation and strategy. Based on the Case’s study (2005), English teachers could identify the characteristic of their students for the first class meeting. Teachers could identify the sensitive issue for the students, so that they could avoid getting conflict in the teaching learning process.

CDA is also beneficial to be practiced in outside classroom application. It could be both for education practice context, and supporting education context. Vargas (2012) could bring students to develop their interest into social reality into EFL class. Meanwhile, Almeciga (2012) studied the power relationship and uneven condition in English education through discourse identity study in education document. Those two previous studies explained to us indirectly that the CDA is very flexible for its application, implication, and benefit prospect. The benefit could be targeted to the practitioner themselves, or to the instrument of the ELT practice.

In order to gain the critical thinking skill, it needs to learn and train the CDA concept in which one of them is Appraisal. Appraisal is interpersonal meaning study (Martin & Rose: 2003). In this research, the Appraisal was applied to analyze the interpersonal meaning of positive valuation of appreciation.

This research applied one item of Appraisal which is Appreciation in term of positive valuation. Martin & White (2005:56) propose “With appreciation we turn to meanings construing our evaluations of ‘things’, especially things we make and performances we give, but also including natural phenomena – what such things are worth (how we value them)”. The concept of appreciation is to give value to a non-human being object. It is a personal value from a human being to a non-human being.

This research concerns to one item of appreciation which is positive valuation. Martin & White (2005:56) propose the concept of positive valuation as “was it worthwhile?”. The main concept of positive valuation of appreciation of Appraisal is to describe a thing or a non-human being object whether it is beneficial or not beneficial.

In order to apply the concept of positive valuation, this research proposes one research question which is “how is the implementation of the interpersonal meaning of positive valuation of appreciation in the ELT articles?”. The objective of this research is to describe the interpersonal meaning and the context of use for the interpersonal meaning itself. Through this research, it is expected that the English practitioner such as students, teachers, lecturers, etc could apply the concept of Appraisal to increase the ability of identifying interpersonal meaning.

There are some previous studies that involved the implication of appreciation of Appraisal. Babai et al (2017) found that the English authors included more appreciation than the other Appraisal parts as the representation of feeling discovering. Xinghua & Thompson (2009) studied that the application of appreciation is similar with other Appraisal branches which were affect and judgment. Ngongo (2017) found that the application of appreciation was lower than the judgment. It could be concluded that the study of appreciation is dynamic. It is unpredictable that means it needs the evidence based on the field study. It is in line with the Discourse study that requires field research. It is not a conceptual or just reviewing concept of theories. It
requires real action. It is also as the basis of this research as a field research. In general, Discourse research including appreciation research is based on evident that must be got from the field. It is not the imaginary study.

2. RESEARCH METHOD

The research method comprises the design, object, limitation, instrument, and technique of collecting and analyzing data. The design is qualitative case study that conducts the concept the research based on the real-world context. It follows the concept of Yin (2011:17) that qualitative case study is “the study of a phenomenon (the “case”) in its real-world context. The research object is four ELT articles which were published in journal. It was coded as object 1 till 4. The topic of object 1 is the study of lexical bundles or LBs in L2 writing. The topic of object 2 is the study of the relationship between reading habit and writing mastery. The topic of object 3 is the study of English noun postmodifiers in composition. The topic of object 4 is reflective reading for writing. The limitation of the study is the implementation of positive valuation of appreciation. It was not combined by other concept of appreciation including the negative valuation. The instrument is also related with the limitation which is the lexical list of positive valuation of appreciation based on Martin and White (2005:56). In order to collect the data, researcher applied coding technique for the lexical existence in the article of every object. Then, it was analyzed based on the use, purpose, evidence, and the concept of positive valuation of appreciation. The analysis technique is parallel with Yin’s adherence to evidence concept (2011:20) as explained that “a final objective is that qualitative research based on an explicit of evidence”.

3. FINDINGS AND DISCUSSION

The findings and discussion were presented in the separated parts for every object. It was intended to make the information become clear and understandable. It could be viewed below.

3.1 The Implementation of Positive Valuation in the Object 1

It was found seven data findings in the object 1. Every data finding was described comprehensively below. It was presented according to the finding place from the beginning till the end of the object or article 1.

The first implementation is to describe the positive method that could give benefits to the users. The writers gave the description to a method as “innovative method”. It must be understood by understanding the whole content of the sentence. The data refers to two potential benefits. The first refers to the preceding phrase which is to analyze the object of LBs or lexical bundles that included the definite article. It is a direct benefit statement as a normative method to analyze a specific finding. The second benefit refers to the further phrase which was to identify the use of article error. In this case, the “innovative method” is a multi benefit method whose two functions. It was an effective positive valuation because one phrase contains more than one benefit. The other side is that it required “half of indirect” conclusion from readers. Readers were required indirectly to conclude the value of the object based on the combination of phrases. It is the example of using appreciation effectively and efficiently.

The other implementation is to describe the positive value of an object in order to increase the positive impression of the research topic. The finding is the application of “longitudinal” description to some previous studies. It must be understood by reading the whole
content of the sub-chapter of “English article” review. The purpose of the review is to show that there are similar research topics that had ever been conducted successfully. It means that the research topic was also scientific and acceptable because it had been proven by the previous studies. In this context, the description of “longitudinal” implied a meaning that the topic had been very long time ago proven as scientific topic. It contains positive value that the topic is not “just taken for granted”, but it had passed a deep consideration and review from the writers. It motivated readers not to be doubt with the research topic choice. It is the writers’ indirect declaration for the appropriate choice of the research topic. It could also be “a soft approach” to readers.

The third implementation is to compare two positive values based on the time of occurrence. It is the use of “long” description. The complete statement is “it has not been so long time before it become a normal city…” The object is “city” which was compared in the past and the present. The statement indicated that the city got unexpected condition in the past. It occurred in the long time means the condition seemed almost impossible to be changed. It described that the city has no other benefit excluding the place of living. The second value is the positive thing of the city in the present time. The present condition was described as a desire that had been got indirectly. It indicated the writers appreciated the city more than just a living place at the present time based on the empiric benefit and condition. It also shows the writers’ pleasure for the present time. It asked anyone to keep the present time condition.

The other implementation is to conclude the strength of an object a reasonable and valuable study recommendation. The description is “unique” that refers to LBs. It was in the conclusion of the article. It reflects that the “unique” description was constructed after passing some deep analysis in the previous part. It was a deep statement. The writers described the LBs as the useful material because they were fixed expression. Then, it applied the description of “unique” to it. The combination of “unique” with “useful” indicated the high tension of appreciation to the object of LBs. The LBs was placed as a very beneficial and useful material in this case. The usefulness and uniqueness of the object application were justified as a real new finding. The object of LBs or lexical bundles had existed before the research was being conducted, but the focus was on “how to apply it appropriate”. The unique application also means that it was rare and only a few practitioners who realized it. It also means the usefulness was still possible to be studied and developed in the future.

The next implementation is to counter the possible bad impression to the research finding and discussion. It was the application of “worthwhile” description in the conclusion chapter. The topic of the paragraph is the possibilty of pragmatic rule against the article rule and function. In the common knowledge of linguistics, article rule and function refer to semantic. In this context, the writer tried to avoid getting bad impression that pragmatic against semantic and vice versa. It was indicated by two statements. The first statement contains information that pragmatic can usually present the speaker’s intention. The second statement contains information that article could be useful when extralinguistic cannot help writer. Although it was not explained, in the linguistic study, extralinguistic refers to pragmatic study and application. The writer presented the implicit meaning that pragmatic and semantic cannot overlap or against to each other, because every one of them has its own study, application, and benefits area. It was good technique to defend the positive valuation to the object without decreasing the impression of one of them.

The implementation of the sixth finding is to counter the potential weakness impression by presenting the potential strength of an object. The object is the article error. The potential weakness impression is that article errors could be unimportant in the speech or verbal application. It will not give crucial effect. Then, the researcher countered it by stating “appropriate article use become more crucial in writing”. It ensured that the potential weakness of the article error in the verbal use is only about the “appropriate use in the appropriate
location”. It gives two perspectives. The first is that the every study object has the most appropriate term of location of application. The second is the implicit declaration that the research topic is still scientific because the research topic was the article use and study in written text. It was a comprehensive explanation. The finding was the application of “appropriate” description.

The other implementation is to explain the limitation of study and application of an object in order to get the maximum result. The limitation is the appropriate use of article. The object of benefits is the L2 students or users. It implied the implicit meaning that L2 students must apply the appropriate use of article in order to get the maximum benefits. The benefit is “to master the discoursal function”. It implied the meaning that the maximum benefit could be gained if the L2 students applied the appropriate use of the object. It was a requirement for the application. It also gave an understanding that the failure of an object application must be analyzed deeply to find the causes. The description of “appropriate use” give a motivation to students that the benefit requires effort of study and mastery. It was “not a free” benefit. It was a cause and effect relationship in order to gain the benefit.

3.2 The Implementation of Positive Valuation in the Object 2

There are three findings of the implementation of positive valuation of appreciation in the object 2. Every data finding was discussed deeply one by one. It is the representation of the article interpersonal meaning.

The implementation of object as the first place is to describe the quality standard of a study product. It explains the criteria of “a good paragraph” which includes “appropriate structure, grammar, mechanics, and other aspect of writing”. The “good paragraph” is the product or result of a study. The sequence of appropriate criteria is the criteria for a paragraph to get the description of good. The position of appropriate is also a requirement for the learners to get the criteria of “good learners” too. It is an indirect relationship that a good study product is the result of good learners’ learning process. Actually, the finding contains a hedge technique to avoid strong statement. It will give stronger meaning if the sequence of appropriate criteria was placed in the first phrase, then followed with the “good paragraph”. The position of the data finding was positioned as the consequences softly. It was the implementation of “appropriate” description.

The other implementation in the object 2 is to strengthen the character of an independent variable that cannot be influenced or changed by anything. It is a short and comprehensive explanation that there is no right and wrong classification and description for everyone to use the “appropriate intelligence”. In the study, research, or pedagogy area, intelligence is an independent variable. The level of intelligence cannot be change or influenced no matter how hard someone studied a material. It strengthened the status of intelligence in the study process and result. It also has implicit message that learners do not try to blame the level of intelligence for the unexpected study result. The problem is how hard the effort to use and apply the intelligence potential. It could be understood as a protest too that it is a wrong attitude if a practitioner still discussed the intelligence problem and measurement. It was the implementation of “appropriate” description use.

The last implementation is to describe one indicator of a competence as the cause for benefit prospect. The competence is intrapersonal intelligence. It is the desired competence for learners to support their performance. In order to gain the competence, it requires some indicators which one of them was to make appropriate choice. The “appropriate choice” was in the fatal position because it was placed as the first entry point to continue to the other indicators. The other indicators will follow it if the appropriate choice had been passed by the learners. It
was also the requirement to give the benefits of the intrapersonal intelligence. It was explained indirectly about the benefits of the intrapersonal intelligence, so the indicator of appropriate choice also determines the benefits prospect. It was a simple statement that contains positive valuation. It is the implementation of “appropriate” use.

3.3 The Implementation of Positive Valuation in the Object 3

It was found two implementation of positive valuation of appreciation in the object 3. Every finding was presented comprehensively below. It was based on the use in the article.

The first implementation is to describe and promote the benefit strength of an object behind its weakness. The object is “finite and non-finite clauses”. The weakness was presented in the first phrase that it was less in term of compactness of information. The strength was presented in the further phrase that it helpful in delivering message. It was actually an honest admission from the writers. It is their effort to be objective and responsible with the writing object. It avoided giving unfounded personal claim. They presented both strength and weakness before continuing to explore the further prospect of the value. The writers would like to be responsible with the existence of the object. It is a good effort from the researchers to keep the validity of the writing quality. It was a short, but effective statement to imply the value and honesty. It is the implementation of “helpful” description.

The second implementation in the object 3 is to describe the potential benefit as the strength of an object behind its weakness. It is almost similar with the first implementation. They were in the similar sentence and phrase. It is one combination of “effective and helpful”. It represented the similar meaning. It has one prospect of meaning. The value is similar that the writers would like to show that the object has strengths behind its weakness. It brings readers to view from all sides of perspectives objectively. It required readers not to underestimate a research method or object from one weakness. It is an equal presentation of the weakness and the potential benefit of the object through the use of “effective” description.

3.4 The Implementation of Positive Valuation in the Object 4

It was found five implementation of positive valuation in the object 4. It was explained one by one in comprehensively below. The analysis was based on its empiric use in the article.

The first data finding implementation is to declare the truthfulness of micro skill standard as the indicator of beneficial competence. The competence target is the writing skill. Then, it was described one of the indicator of the writing skill is the use of appropriate grammar, syntax, and mechanics. The use of the indicator is as the standard to gain the beneficial competence of writing skill. It means the students can give their writing benefit to other person or application if they had got the competence. It is a simple standard for the target. It was the application of “appropriate” description.

The second implementation is to describe the limited skill of writing as the standard of beneficial competence. It is almost similar with the first implementation, but it is more specific. The description of data 2 is “how to edit text for appropriate grammar”. It focused to “grammar competence”, not the other skill or competence. Grammar was justified as the most critical part in this term. It has implicit meaning that grammar ability cannot be bargained in the writing skill. Meanwhile, the other competence still got tolerance for the weakness. It justified grammar is as a must perfect competence that must be mastered by students. It is the application of “appropriate” description.
The other implementation is to strengthen the writer’s choice of research design in half confident. The data refers to a direct quotation of an expert that the qualitative research is the most appropriate for the process of reflective reading. The topic and design of the object 4 are also reading study and qualitative. The position of the quotation is to strengthen the choice of the study topic and the research design. It could be “a safe way” for the writer to get question why the study of reading was not conducted through objective or quantitative study. In the other side, it could be described as a half confident because the writer did not state directly the reason of his choice. It was the application of “appropriate” description.

The other implementation of data 4 is to keep the validity of the data collection process to gain the valid data finding. The process was explained to read the students’ material that had posted in the journal in order to give appropriate response. It was an effort of collecting data in order to gain the qualified data finding although it was not explained for the data finding type. The description of “appropriate response” is a positive value to give benefit to gain the qualified data finding. It is the application of “appropriate” description.

The last implementation is to describe and elaborate the steps of filed application in order to get the maximum result and benefit a study scope. The description came from a quotation which was in line or parallel with the research topic. The quotation is five stages to implement the effective reading journal. The “effective implementation” is the standard operational to gain the benefit of the topic. It was categorized as the requirement to gain an expected result. The field technique is the five steps. It is the application of “effective” description.

4. CONCLUSIONS

Some conclusion could be conducted from this research process, findings, and discussion. The implementation of the positive valuation based on benefit orientation could be the limitation to justify whether an object is useful or not. In the research application, it is actually very useful for researchers to predict the positive potential of an object. The other conclusion is that the positive valuation require evident. It cannot be a blind claim. One example is that when an object was described as “effective”, it must be preceded or followed by the empiric evident for the positive contribution or benefit. At least, it refers to fulfill the scientific criteria. In ELT context, it could be a filter to include an object or material in the teaching learning or research process. Based on the finding and analysis, the positive valuation of an object tends to give positive contribution to the research process and result. In the end, we need to identify the empiric benefit of an object before deciding whether it is could be categorized as positive valuation or not.

5. REFERENCES


THE ANALYSIS OF INDONESIAN-ENGLISH TRANSLATION OF MUHAMMADIYAH TERMS IN LPPIK TAJDIDA ABSTRACT
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Abstract
Muhammadiyah terms are the terms that are often used in the organization structure of Muhammadiyah from the central to the branch level. The terms in Muhammadiyah need to be introduced in English due to the demand of the readers who come not only from Indonesia but also from other global countries. This is a descriptive qualitative research. This research aims at translating the text from Indonesian to English. Based on the research result of the 15 tajdida abstracts, there are 57 Muhammadiyah terms found that are translated by using several techniques; 21 Pure borrowings (36%), 30 Established equivalences (52%), 1 Generalization (1.75%), 3 Natural borrowings (6.26%), 1 Literal translation (1.75%), and 1 Description (1.75%). The Muhammadiyah terms are mostly influenced by Arabic that can be seen from the techniques used, namely borrowing. The borrowing technique is often used because the translator tries to maintain the source language, introduce, and familiarize them terms to the target readers.

Keyword: Muhammadiyah term, technique, translation, message

1. INTRODUCTION

Muhammadiyah terms are the terms often used in the scope of Muhammadiyah organization, for instance, the division names of organizational structure, technical terms of movements, and popular words in Muhammadiyah. The organization structure of Muhammadiyah is unlike social institutions in general, it often uses borrowed terms from Arabic which are felt to be more comprehensive and meaningful in the Islamic movements. Those terms have been popular in the Muhammadiyah environment starting from the branch level to the central one, they even have become popular in the circles outside Muhammadiyah. They are also used in the English texts for instance journals and Islamic articles. Many of them are still maintained in English. Thus, the Muhammadiyah terms and the techniques used to translate those terms are required to be elaborated. The Muhammadiyah terms are so popular in Indonesia that with the development and advancement of information and digital technology, socialization of Muhammadiyah through media and it’s movements in improving the nation’s welfare are needed. The role of the media is highly important to introduce Muhammadiyah through the virtual world for global citizens. The popular term such as “majelis tarjih” is closely related to Muhammadiyah because other organizations have their own term even though they have an almost similar function. It is necessary to be known how that term is translated into English and the technique used in order to make it understandable by the target readers who are not familiar with Arabic at all. The term “majlis tarjih” has a strong Arabic element, particularly the word “tarjih”. This word cannot be translated literally, but it has to be understood based on its meaning and function. It is hard work for the translator whether he will stick to the source language or force the source language to be used in the translation. A translator who has been familiar with the source language will be at ease by translating “majlis tarjih” into “tarjih assembly”. There is a word that can be translated which is the word “majlis” because it is familiar in the target language. It is different from the word “tarjih”, the translator cannot force to translate it because there is a
difficulty that if it is translated, it has possibility of meaning loss. The correct translation, actually it must be the function of that word. It is the function that is given. The word “tarjih” means the effort to publish a provision of legal enlightenment regarding Islamic religious matters that happen in society. The long meaning that causes uncertainty and difficulty be immediately understood by the target readers. This what make that term get borrowed from its source language which is “tarjih”. It originates from the word rojjakho-yurojjikhu.

The literal definition of translation is the transfer of meaning. That definition is in line with the statement of Nida and Taber in The Theory and Practice of Translation (1969: 12) that translation is recreating the meaning in the target language by using the natural equivalence that has the closest message in the source language, both in the meaning and the style. Based on the definition above, it can be concluded that the delivery of the message is the most important problem in translation. According to Newmark (1988), translation is the effort to restate the meaning of a text in other languages as wanted by the original writer. Moreover, Catford (1969: 20) states that translation is the change of a textual material of a language (source language) with the equivalent textual material in other languages (target language”. The word “equivalent” is clearly the core of a translation. Therefore, the main point in translating a text is looking for common equivalence and message transfer.

A definition of translation is also stated by Larson (1998) in his book entitled Meaning-Based Translation a Guide to Cross-Language Equivalent. He states that a translation is a qualified if it fulfills three criteria, namely: accuracy, acceptability, and readability. Finlay in Nababan (2008) also adds that the sense of the original text must be maintained so that when the translation product is read, the readers do not realize that it is a translated text. Thus, the result of translation is oriented on qualified products.

A good translation product must be accurate in its diction, acceptable by the language and culture, and also easy to read and understand. Those are the three keys of a qualified translation. Based on Molina and Albir (2002), translation technique refers to the actual steps taken by the translators in each textual micro-unit. The result of the translation of Muhammadiyah terms which are familiar in the Muhammadiyah environment will be determined by using the translation techniques stated by Molina and Albir (2002) 1-18 (adaptation-variation).

The Muhammadiyah term is the term of Islamic religion which is a part of a cultural term. However, the terms used in Muhammadiyah organizations have a similarity of meaning and function with another term having different name. The example is the term “majlis tarjih”, in other organization it is “bahsul masail”, therefore it is what is called as a cultural term. The religious-cultural term is a way of life and its manifestations are peculiar to one speech community (Newmark, 1998:120). He then categorizes the terms into five, namely 1) Ecological category: plants, animals, hills, and other natural environments, 2) Material culture: foods, clothes, houses and cities, and transportation, 3) Socio-cultural category: jobs, positions, and happiness, 4) Organization category: traditions, activities, concepts, for instance, politics, religions, and arts, 5) Body movements or behavioral category. Muhammadiyah terms are the sub-category of the cultural category no.4 as stated by Newmark, (1998:120).

The research of Islamic terms have been done, one of them is done by Yulianita (2017), Alghamdy (2016), Mehawesh & Sadeq (2014). They have the same topic object which is the research of religious terms. Alghamdy (2016) has researched 10 religious terms based on the religious terms classification based on Nida (1961), but then they are adopted by Newmark (1998). After conducting research from the data source which is Sealed Nectar, Alghamdy (2016) adds one more term that is required to be included the namely religious site. Besides the religious term classification, he also proposes the model of translating the religious terms by using the SFL theory from House.

Yulianita (2017) “has studied the religious terms found in “The Complete Idiot’s Guide to Understanding Islam by Yahiya Emerick.”. She explains and classifies the religious terms found
based on the religious terms classification according to Nida in Alghamdy (2016) into 11 names of religious terms. Yulianiita adds the number of religious terms to 14. Moreover, she also explains the techniques used in translating those religious terms. Based on the research above, this article in general also studies about religious terms. However, the researcher only chooses the data that are related to the existing Muhammadiyah terms and found in the Indonesian-English translation of LPPIK Tajdida magazine of Universitas Muhammadiyah Surakarta. The researcher only focuses on the existing and widely used religious terms in Muhammadiyah organization environment. The example is the term “majlis tarjih”, here the researcher explains what the occurring Muhammadiyah terms from the data source are and the techniques used to translate those terms from Indonesian to English. This research is conducted by the researcher because he also works in Universitas Muhammadiyah Surakarta as the token of care and consideration that various information related to the Muhammadiyah history, figures, and movements are often looked up by the users. Therefore, users do not have to come to the Muhammadiyah office anymore. They just need to search the terms through the web that provides information about Muhammadiyah. There are so many people who look up for that information, yet they only find the Indonesian ones. In order to expand the scope of the readers, an English Muhammadiyah web is needed. English is much more familiar for eastern or western society. The problem is how well the translation of those Muhammadiyah terms so that they are standardized and easily understood.

2. RESEARCH METHOD

This research is a qualitative descriptive study explaining the Muhammadiyah terms found in the data sources of the abstract of LPPIK UMS Tajdida magazine and the techniques used in translating those terms from Indonesian to English. The sources used are obtained from the abstract translation of English Tajdida Muhammadiyah journal and the original Indonesian text. The methods used in this research are observation and document method, in which the data collected are noted based on the criteria. After that, the technique used in translating from SL (source language) which is Indonesia to TL (target language) which is English. This is based on the translation technique stated by Molina and Albir (2002:510-511).

3. FINDINGS AND DISCUSSION

Based on the research result of 15 Tajdida abstract translations, there are 57 popular terms and known in the Muhammadiyah organization. The source language data (Indonesian) and its translation of target language (English) are analyzed through the method technique of Molina Albir (2002) used to translate those terms. The results are as follows; 21 Pure borrowings (36%), 30 Established equivalences (52%), 1 Generalization (1.75%), 3 Natural borrowings (6.26%), 1 Literal translation (1.75%), and 1 Description (1.75%). Besides the dominant common equivalences, the borrowing technique both the pure and natural ones are also dominant with the amount of 25%.

It means that the Muhammadiyah terms often use the borrowed terms from it’s origin (Arabic) even though they are translated to English. It also means that the terms in Muhammadiyah are quite familiar with Islamic and Arabic language. It is a fact that most of the terms use Arabic borrowings, not only in Indonesian but also in English. Therefore, it can be concluded that the Islamic messages are reflected from the terms used. It becomes a challenge for the translator to translate such Islamic terms. The challenge is to present a translation that has origin language nuance and also to make the novice target readers can understand the text and contents at ease.
3.1. Pure Borrowing

There are 21 terms (36%) translated by using the pure borrowing technique, it means that the meaning and lexical in source language are imported as they are to the target language. The message in the source language is fully brought to the target language in the form of writing and meaning. It becomes the characteristics of the sensitive terms if they are translated into other languages, for instance:

Bs: “bagi guru dan karyawan mengikuti Baitul Arqom yang diselenggarakan SDM PU”.

Bsa: “it was mandatory for teachers and employees to join Baitul Arqom organized by SDM PU”.

The term “baitul arqom” is quite familiar in the environment of Muhammadiyah society because it is a part of the regeneration process of Muhammadiyah structure. This term means a series of routine activities held for the core and qualified pilot regeneration. The same term may be found in other places such as schools, boarding schools, or mosques. Even if that name is found, it belongs to the name of one of these places, therefore it will also return to its origin. The name of a place can also be the name affiliated with Muhammadiyah too. Thus, it is what makes the term “Baitul Arqom” popular not only in Muhammadiyah society environment but also in the public that can be utilized for the common goals.

The term “baitul arqom” are inseparable. If it is translated lexically, it will be out of the context, meaning, and aim of the name. The example is the word “baitul” which is translated into “the house”. It can be tracked because the meaning of the term is popular and it means a place functioning to hold some activities. The second term is “arqom” this cannot be translated. It has a special meaning and there is no common equivalent in TL (English).

Several names of universities in the world are also not allowed to be translated in other languages even though lexically the name of the university can be translated by using the borrowing method. The example of untranslatable is “Universitas Muhammadiyah Surakarta”. Even though it is acceptable in meaning and structure, the term cannot be translated into “Muhammadiyah University of Surakarta” because the originality and identity of the institution are to be maintained.

3.2. Established Equivalence

The translation using this method means the elements in source language are commonly used in TL. In other words, the target readers are familiar with and accustomed to using the same term in SL. They have used and understood them without any difficulty. Moreover, those terms can be found in the great dictionary of the target reader. Another expert, Newmark (1988:89) calls it a Recognized translation while Hoed (2006:72) calls it a Fixed translation. Based on the 57 data which are mostly available in the target language, there are 30 terms translated by using this method of Established equivalence (52%) which is the most frequently used technique. It means that the terms from SL are familiar to be written in TL, for instance:

“Proses Internalisasi Ideology Muhammadiyah di Organisasi Mahasiswa (ORMAWA) dan ORTOM di Universitas Muhammadiyah Surakarta (UMS)”.

“Process of internalizing Muhammadiyah Ideology in Student Organizations (ORMAWA) and ORTOM at the Muhammadiyah University of Surakarta (UMS)”.

Muhammadiyah concerns in the aspect of aqidah, the movement to purify the Aqidah of Muhammadiyah society from the virus of takhayul, bid’ah, and khurofat. Those three things become one of the basic ideology of Muhammadiyah that is socialized not only to the Muhammadiyah society but also to the whole society. This ideology is highly important in Muhammadiyah after seeing the fact that there are still practices of TBC in society. The term “Muhammadiyah ideology” is well known in the scope of Muhammadiyah society because
besides it is delivered during the regeneration event of Baitul Arqom. However, it is also delivered in the routine weekly and monthly study, and also other activities. That term is a program that is oriented in the spiritual and strengthening of soul and aqidah, in which all of them is a non-physical activity. Muhammadiyah is also familiar with the term “Perguruan Tinggi Muhammadiyah”, which is translated into “Muhammadiyah Higher Education”. The translator uses the same technique that is the Established equivalence. The word “Muhammadiyah” is not translated because it is the name of an organization. Besides, the term “Muhammadiyah” is popular in global citizens as “Perguruan Tinggi Muhammadiyah”. It is an organization that concerns on education, health, and culture. It cannot be translated because that term is commonly used in terms of the target language.

3.3. Generalization

It is a translation done by taking the common term related to the translated term. It is the opposite of particularization technique. It is usually used to refer to a certain category that is the same in the target language so that the translator will not take the terms under the elements of those terms. Based on the research data, the use of generalization translation technique is only 1 (1.75), for instance:

“Penelitian dilakukan di Sekolah Dasar Muhammadiyah Program Unggulan Gedongan Colomadu”.

Translated into

“The study was conducted at the Gedongan Colomadu Karanganyar Muhammadiyah Primary School”.

It is called a generalization because there are so many elements in the SL cannot be owned by TL, so that it is translated by taking the common term which is “Sekolah Dasar Muhammadiyah”. The word “unggulan” is also not translated because there is a difference in criteria and the reason why one is called as superior. In other Islamic institutions, the word “modern” is used meaning that there are advantages and disadvantages from the other schools. The superiority in SL has no common equivalence that is almost the same with the superiority in the TL whether from the criteria or the reason why it is superior.

3.4. Natural Borrowing

Translating by using this method means taking the foreign term and then naturalizing it according to the spelling of the target language. It is a part of borrowing, in which the spelling in the SL is naturalized by the spelling available in SL such as the word “Quranic” that becomes “qurani”. The translator does take all of that in SL, but also adapt it with the TL spelling so that it can be acceptable in the culture of the target readers. Based on the data source, there are 3 natural borrowings (6.26%) used. Due to the technique used, the combined amount of it with pure borrowing, there is a 28% borrowing technique used to translate the Muhammadiyah terms. The other translator has the same technique even though it has a different name, for instance, “transference” by Newmark (1988), or “Phonological translation” (Hoed 2006:72). The example from the source data is as follows;

“Khususnya kader untuk menjadi kader Gold milienal generation dengan melalui serangkain program dakwah terancang dan berkemajuan”.

Which is then translated into:

“cadres to become Gold millennial generation cadres through a series of pre-designed and progressive da‘wah programs.”

The term “da‘wah (preaching) program” is a well-known term among Muhammadiyah society. This term eventually does not only exist in Muhammadiyah. However, since this term is used as
the basis for Muhammadiyah establishment in Muhammadiyah, used in the structure of cadre, and used for the purpose of implemented cadre as well as what target in the cadre is for, the answer is none other than the missionary program.

3.5. Literal

Another technique used in translating the term of Muhammadiyah teaching is literal 1 (1.75%). Translating by using this technique means that a word in the source language is literally translated. This technique is similar to calque yet in a literal translation in which one word does not have to be synonymous with one word in the target language, and the translation is adjusted to the conventions of the target language. The phrase “bermain catur” is translated as “playing chess” can be categorized by literally translating where the elements in the source language are translated as in the dictionary then written as the order of the terms. Such translation is vulnerable to irregularities because the meaning merely depends on the meaning of the translation in the dictionary without checking the context of the term used. The example of Literal translation is as follows:

“Potensi yang dimiliki berdasarkan karakter yang ditemukan ialah (1) penanaman ideologi Muhammadiyah”.
Translated into
“The potential possessed based on the characters found is (1) internalizing Muhammadiyah Ideology.”

The terms above are included in literal translation because lexically the meaning of terms in source languages can be found in the dictionary of target languages. The translators only sort the words according to the ones which exist in source languages with a slight shift.

3.6. Description

Translating with this technique means that switches the emerging expressions in the target language then explains and describes it in the target language. It can be implemented when a term in the source language does not have equivalent terms in the target language. If the word “baju koko” is translated into the target language, it will be troublesome because the word “koko” is unknown in the target language. These shirts do not only have cultural meaning, but also religious meaning. These clothes are only available in Indonesia and those who wear them are mostly Muslims. Each religion has its own identity and symbol to show where it comes from. The term “baju koko” can be explained to be “Islamic dress usually used for Islamic activities, rituals, and for showing identity being Muslim”. This technique has similarity with Hoed (2006: 72) namely descriptive translation or with Newmark (1991: 81) namely descriptive equivalent.

Example of Translation description:

“Implementasi manajemen berbasis sekolah dalam meningkatkan program kegiatan Al-Islam dan Kemuhhammadiyahan di SMP Muhammadiyah”.
Translated into
“The implementation of school-based management in improving Islam and Muhammadiyah teaching program in Muhammadiyah Junior High School.”

The name of school “SMP” is only familiar in the source language, and the target reader will not understand what the term means. Thus, the described technique can be a solution that the term can be understood by the target reader. The term “SMP” is translated into “Muhammadiyah Junior High School”.


4. CONCLUSION

Muhammadiyah terms can be translated into English by using the translation technique of Molina Albir (2002). The emerging term from the source language is abstract in tajdida (Journal of Muhammadiyah Thought and Movement) of LPPIK.UMS which is a term used in the organizational structure of Muhammadiyah, the terms of activities in cadre which have been recognized by Muhammadiyah society. After analyzing 15 abstracts of tajdida, there were 57 terms of Muhammadiyah teaching with 21 (36%) borrowing translation techniques, 30 (52%) Established equivalences, 1 (1.75%) generalization, 3 (6.26%) natural borrowings, 1 (1.75%) literal, and 1 (1.75%) description. From the technique that hove into sight above, it can be observed that in addition to the dominant established equivalences, borrowing techniques got the second rank. It means that the terms in Muhammadiyah are highly identical to Islamic terms in general. It cannot be separated from Arabic because Muhammadiyah is an Islamic organization and it can be interpreted that the existing terms are borrowed again into English to maintain the original message of Islamic teachings.

5. REFERENCES

LEARNING STYLE OF PPNS’ STUDENTS TO INDONESIAN SUBJECT IN APPROACHING THE ERA OF INDUSTRIAL REVOLUTION 4.0

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Abstract
The issue of industrial revolution 4.0 is being discussed nowadays. This issue even takes its part to the education sector too. Today, Politeknik Perkapalan Negeri Surabaya is in its act welcoming the presence of the changes in industrial revolution 4.0. Indonesian as one of the college subjects at Politeknik Perkapalan Negeri Surabaya wants to support the success of the government in preparing universities for the 4.0 industrial revolution. Students’ learning styles and its suitability with the 4.0 industrial revolution are kinds of problems that will be discussed in this research. The data collection were carried out by distributing questionnaires and doing interviews with the students of Politeknik Perkapalan Negeri Surabaya in March 2019. As many as 52% students had online learning styles and 48% with offline learning styles. Based on the description of that learning style, it turned out that 69% students stated that it was in accordance with the industrial revolution 4.0, meanwhile the rest 31% felt that it had not been appropriate.

Keywords: learning style, Indonesian, industrial revolution 4.0

1. INTRODUCTION

Human civilization is progressing as technology is successfully developed. Technological advances affect the pattern of human life. The desire to get things more easily and quickly can be realized with the technology that has been developed. The presence of machines has resulted...
In increasingly diverse and faster transportation methods. Robots and machines are able to deliver goods production in a quick and easy way. Genetic engineering shortens the planting period and strengthens the resistance to pests. In the health sector, various latest inventions have been able to increase human life expectancy. Various other fields in human life cannot be separated from the presence of modern technology.

Today issue which currently being discussed, is regarding to the technological progress as above is the existence of the 4.0 industrial revolution. The education sector does not escape from the presence of this issue. In the world of education, it is currently being talked about how the world of education must adjust to the presence of the industrial revolution 4.0 era. Academics conduct various studies related to the system even learning media that are in accordance with the issue. The studies carried out, generally present a range of opinions. This difference of opinion is reasonable, considering that each opinion has a different background in welcoming the era of industrial revolution 4.0.

Universities all around Indonesia are currently preparing to welcome the existence of the new industrial era, industrial revolution 4.0. Curriculum development and relevant learning models are underway of construction. This is in accordance with the results of the 2018 Indonesian Chancellors Forum Conference, which was attended by the President of Indonesia. The results of the conference were in the form of six recommendations which essentially were joint efforts in development in the era of industrial competition 4.0 (Maemunah, 2018). Colleges nowadays are developing curriculum and learning models that are relevant to the industrial revolution 4.0 to prepare students to learn according to their needs in the future. The assumption that the industrial revolution 4.0 era connected with modern technology, raises the assumption that education in the era of industrial revolution 4.0 must also be integrated to modern technology in teaching and learning system. Considering the differences in the level of Indonesian economy development, the demand for the existence of modern technology in education will certainly be these present problems. The existence of these problems in Indonesian college education requires the intervention of many parties to get the best solution.

Politeknik Perkapalan Negeri Surabaya, or usually called by “PPNS”, as one of the Indonesian universities has its own problems related to the issue of industrial revolution 4.0. Through the Polytechnic revitalization program, Politeknik Perkapalan Negeri Surabaya is trying to develop the curriculum according to the demands of the central government and all at once adjusting it to the current emerging issues. The curriculum development that is being carried out takes impact on all college subjects at Politeknik Perkapalan Negeri Surabaya. Combined all of the college subjects and made change to the amount of SKS weight was carried out by Politeknik Perkapalan Negeri Surabaya to create the “factory-teaching” curriculum and dual systems. Regarding to the issue of industrial revolution 4.0, this Polytechnic seeks that the learning methods delivered by lecturers should use at least one learning application. But unfortunately, there are still obstacles encountered by lecturers, especially subjects in practice. They are generally still reluctant to use online learning applications because they think practical lecture activities cannot be done with online applications. Another problem that often arises is the complaints of lecturers itself, who stated that online learning can’t make students more skilled or master the material well, because in the conventional teaching system before, in face-to-face learning, students are still having difficulties.

Indonesian subject, as one of the general subjects in Politeknik Perkapalan Negeri Surabaya, also have problems in facing curriculum development. This is due to the limited amount of lecturers which needs to take into consideration to implement the new PPNS’ curriculum in the
future. In PPNS’ factory-teaching curriculum and the dual system, it is possible for Indonesian subject to be in the list of practical subjects that have longer time than theoretical subjects, but the consequence is that the lecturers must be able to truly bring linguistic theory to be more applicable according to the learning styles of polytechnic students. The Indonesian subject must also be able to bring students to study according to their time, which now enter the industrial revolution 4.0. The learning of Indonesian subject which appropriate with the spirit of industrial revolution 4.0 should be familiar with online media. Today, some opinions at the level of that implementation still face several kinds of problems. The problems faced by the Indonesian subject in welcoming the arrival of the industrial revolution era is in the form of difference opinions about what are the relevant way to face industrial revolution 4.0 according to the teaching style of lecturers and student learning styles. This difference is caused by too many methods and learning media, not to forget also the different learning styles of study for this subject implemented by every single type of students.

Learning method is a technique or path that is passed by the lecturer to provide knowledge/skills to students, so that learning objectives can be achieved. The knowledge and skills that are going to be conveyed have been established from the beginning, and the lecturers are trying to make clear that it is achieved (Darmadi, 2017). Another opinion states that the learning method is a technique used to implement a predetermined plan so that learning objectives can be achieved well (Mariyaningsih & Hidayati, 2018). Based on the understanding of the experts above, it can be seen that the learning method is all the efforts made by the lecturer to achieve the learning objectives.

What are the appropriate learning methods to use in the industrial revolution 4.0 era still being an interesting topic to be discussed. The 4.0 industrial revolution itself is a time when people have an activity pattern that prioritizes the use of robots, artificial intelligence, big data, digital economics and others which are often called “distruptive innovation” phenomena (Imaduddin, 2018). Still in his book, Imaduddin also explained the right learning method in the era of 4.0 industrial revolution. In industrial revolution 4.0 era, learning can be done based on e-learning (Imaduddin, 2018). Talking about e-learning, there are various types of ways of presenting teaching materials in the form of: text, audio visual, simulation, and animation (Imaduddin, 2018). When considering this opinion, the learning method with e-learning is very appropriate to be applied to the 4.0 industrial revolution.

Regarding to what learning styles are common in the era of the 4.0 industrial revolution, Susana will initiate opinions. In the generation of Z, also known as Generation Net, there are some characteristics including: 1) having speed in reaching information from various sources, 2) being able to do several jobs at the same time (multitasking), 3) interested in multimedia nuances, 4) like to make interaction in cyberspace, social networks (Facebook, Twitter, Yahoo Messenger, BBM, etc.), and 5) when learning, more interested in things that are fun and applicable (Susana, 2012). The Z generation is a generation that fled between 1998 until middle 2000s. Based on the opinion of Imaduddin and Susana, it can be seen that student learning styles in the industrial revolution era 4.0 are more directed towards the utilization of online applications.

Learning style is the way of children get new information and steps they take to learn (Priyatna, 2013). Furthermore, in his book, Priyatna also outlines three learning styles, which called seeing, auditory, and kinesthetic. This learning style is generally not absolute, means that a child whose learning style is dominant in the certain styles does not mean that he cannot learn by using other styles. The existence of learning media is expected to be able to accommodate
different learning styles. If it’s said that learning media that are suitable for the era of industrial revolution 4.0 are online applications, then this media must also be able to accommodate kinesthetic, auditory, and also visual learning styles. Furthermore, in this research, we will try to describe the learning styles of PPNS’ students towards the industrial revolution 4.0, specifically on Indonesian subject.

2. RESEARCH METHODS

Research data collection was conducted in March 2019 by using online questionnaires and interviews. The population of PPNS’ students are around 2,600 people consisting of 14 study programs. The tenth Diploma 4 study programs owned by PPNS are D4-Design and Manufacture Engineering, D4-Automation Engineering, D4-Electrical Engineering, D4-Mechanical Engineering, D4-Safety Engineering, D4-Welding Engineering, D4-Waste Treatment Engineering, D4-Design and Construction Engineering, D4-Piping Engineering, and D4-Business Management. In the Diploma 3 level, PPNS have four study programs, which are D3-Ship Building Engineering, D3-Design and Construction Engineering, D3-Electrical Engineering, and D3-Mechanical Engineering. From the total population, the researchers did not take all of the population, but considered just the sample of representation in every study program with the existing year of generation 2015 to 2018. So that the report on the results of this research can be accounted for, the researchers check the validity of the data based on its adequacy, the theory that supports it relevant research and performs several techniques in data collection. The collected data is analyzed and displayed to facilitate conclusions.

3. FINDINGS AND DISCUSSION

1. General Condition

Politeknik Perkapalan Negeri Surabaya started its independency in 2014. ITS was the founder of this PPNS. That is why the location of Politeknik Perkapalan Negeri Surabaya is in the inside campus complex of ITS. PPNS can be said to be a lucky polytechnic, because after being established, it is still permissible to use, even own existing assets own by ITS before. PPNS currently holds an “A” accreditation for institutional management lately. The changes level of accreditation is also felt to provide changes in terms of service for students. The existence of facilities inside certainly has an effect on students as users of teaching services including non-field subjects such as Indonesian. Nevertheless, Polytechnics still be the number two choice for high school graduates to continue their education. Although accepting students from all over the archipelago, PPNS is still dominated by students from East Java. Regarding the existence of Indonesian lecturers, PPNS this day only has one permanent lecturer. When the lecture’s load of Indonesian subject is too big, PPNS will present a guest lecturer. The number of PPNS’ students in 2017/2018 study year is 2,639 students. Given the limitation of researchers in retrieving data, this research uses samples. The distribution of respondents who have expressed their opinions on the learning style of Indonesian in the industrial revolution era 4.0 consists of 16 students of Design and Construction engineering, 26 students of Design and Manufacturing Engineering, 19 students from Safety Engineering, 30 for Business Management students, 11 students of Mechanical Engineering, 8 students of Electrical Engineering, 12 Waste Treatment Engineering students, 11 students of Ship Building Engineering, 14 Welding Engineering students, 11 Automation Engineering students, and 12 Piping Engineering students at last.
1.2 Students’ Learning Style

In accordance with the results of the questionnaires, PPNS’ students still have relatively balanced results between those who have an online learning style and the offline one. To make it clearer, it can be seen in this following pie chart.

Figure 1. PPNS Students Learning Style

In the circle diagram above from Figure 1, it can be seen that offline learning styles for Indonesian subject in PPNS dominates a little higher, in the number of 52%. This means learning styles by reading books, taking notes, group assignments, listening to lectures, working on questions and direct practice are still the main learning styles for PPNS’ students in attending Indonesian subject in their college life. While as the rest, in amount of forty eight percent of students or 82 respondents, stated that their learning styles are in online way, which mean that they were studying for Indonesian subject at PPNS by browsing the internet, chatting, video calling, viewing the online videos, and also communicating in games.

Regarding to the learning style of PPNS’ students in Indonesian subject, it turns out that there are still be the differences for point of views on the suitability of their learning styles. This is very possible, knowing that the learning styles between one student and others are different. Students have different perceptions of the right learning style in a particular subject. The different perceptions are very possible, considering that the lectures in PPNS consist of theoretical and practical lectures. Differences in perceptions of appropriate learning styles in theoretical with practical subjects are also possible in Indonesian subject. Even though, the Indonesian subject is still characterized as the theoretical one, but the student's learning style in this lecture is also different as a type of learning style in the form of visual, auditory and kinesthetic. Differences opinion regarding their learning styles in Indonesian subject can be seen in the following diagram below.

The diagram below (Figure 2) shows the recognition of PPNS’ students about the suitability of their learning styles in Indonesian subject. As many as sixty nine percent respondents stated that their learning styles were appropriate for Indonesian subject. Although the dominant respondents stated that their learning styles were appropriate, there were still thirty one percent of respondents who stated that their learning styles were not suitable for Indonesian subject in PPNS. Thus, indicates that the transfer of knowledge for Indonesian subject in PPNS has not been optimal. As a breakdown of the statements from respondents, it can be seen in the following diagram.
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Figure 2. Suitability of PPNS Students’ Learning Style

The bar diagram above (Figure 2) shows a variety of difference opinions about the suitability of the learning style for PPNS’ students in Indonesian subject. It turned out that respondents who had both online and offline learning styles had different perceptions of the suitability of their learning styles in Indonesian subject.

1.3 Students Suggestions

Interviews as an attempt to retrieve data on appropriate learning styles in the era of industrial revolution have been carried out. Based on the results of the interviews obtained, students of PPNS suggested a different strategy and learning media for the industrial revolution era 4.0. The use of social media applications in learning is recommended considering this application can be used as a means of communication, exchanging information, and discussion too. The game application was also suggested by students as a form of learning media in accordance with the industrial revolution 4.0. Game application as a learning media is an interesting form of media
in the industrial revolution era 4.0. In the future, various forms of game applications will be emerged to support learning with a variety of different characters. There are also different suggestions and appear to be irrelevant to the 4.0 industrial revolution, but that opinion could be motivated by its success in learning so far. The suggestion is that there is still activity to record and discuss. Record and discussion activities are indeed complex learning styles because there are visual, auditory, and kinetic activities in the form of writing. The use of special learning applications is also a suggestion for PPNS’ students in facing the industrial revolution era 4.0. The implementation of this suggestion has been very realistic because there are already available learning applications both paid and free. The use of e-books as a learning resource is also conveyed by students as a suggestion for learning styles in the era of industrial revolution 4.0. The existence of e-books as learning materials is indeed, very practical because it can be stored on a smart phone, as human daily partner to accompany their activities. The hope of the next student is that, learning must be realized in everyday life. This suggestion also seems appropriate in the industrial revolution 4.0 where people are more interested in easy and applicable things. The use of projectors and presentations are also still considered important in the era of industrial revolution 4.0. Although the media might be replaced with a more modern one, an opinion still has a very significant value. Learning styles that is in accordance with the industrial revolution 4.0 are learning processes which is not bound by distance and time. This opinion is felt to be very appropriate for the industrial revolution era 4.0, where technological advances can erase various existing boundaries around things

2. CONCLUSION

PPNS’ students have different learning styles when attending the Indonesian subject. Fifty-two percent of students take Indonesian subject with an online learning style and as the rest, 48%, are choosing the offline way. From the composition, 69% students stated that the learning style they used was in accordance with the industrial revolution 4.0, while 31% stated it was not appropriate. Suggestions for PPNS’ students in learning styles for this advance industrial revolution era, are by using social media applications, learning from applications, and from game applications. The internet and e-books as teaching materials are recommended to get great benefit from it. Activities to record and discuss, the use of projectors, and presentations, are still needed today, before being replaced with more modern media. Learning activities must be applied to everyday life style. Learning styles that are in accordance with the industrial revolution 4.0 are learning processes that are not bound by any distance and time. This opinion is felt to be very appropriate in the industrial revolution era 4.0, where technological advances can erase various existing boundaries in every single kind of things.

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BORN IN SOCIAL MEDIA CULTURE: PERSONALITY FEATURES IMPACT IN COMMUNICATION CONTEXT

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Abstract
At the heart of community life, the media plays an important role and has different effects on society. The information contained in social media can be processed and used to predict the user's personality, which consists of social words, positive emotions, and negative emotions. Personality information can be used as a basis for the public impost of the leaders in a government. In obtaining it is required the existence of a system of personality prediction to the connexion between social media with a person's personality. The feature is obtained from the extraction method Linguistic Inquiry and Word Count (LIWC) is a text analysis program that calculates a word in a psychological category into percentage value, such as social word, positive emotions and negative emotions. The purpose of this study is to find out the relationship of personality features impact in a communication context. The selected text is 130 Tweets of public figures who are being trended topic in Indonesia. The outcomes of this study show that the speeches of public figures on Twitter could be analysed by using LIWC in refers to the personality features. It can be useful for the basic conceptual in a communication of any contexts.

Keywords: Social Media, Personality, Communication context, LIWC.

1. INTRODUCTION

Social networking sites have evolved rapidly over the past decade. In January 2005, a survey of online social networking sites reached 115 million people and continues to grow (Golbeck, 2005). When creating a profile in social networks, users will talk about themselves, status explanations, images, express feelings, actions, write in one or two sentences and interests, to be able to monitor their identity through social networks.

As many people know that Social Medias are the most popular link, not only in Indonesia but also in the world. Social applications popularity is already worldwide. All of them are needed for users. The people use a social link to keep in touch with colleagues, get the latest news, motivation, as business media, and find out more about anything. It has a number of features that can interact with the users.

In another line, personality is one of the acknowledged methods in the world of psychology to interpret the personality of a person, especially to find the relationship between personalities and job’s performance. Personality can be seen from numerous aspects they are frankness, extraversion and other personality. Personality dimensions can be performed by using communal methods. One of the methods is a questionnaire question that encloses the characteristics of the scale from the most agreeable to the most disagree. But this method has a downside because the prediction result of the questionnaire is less valid (Damanik & Khodra, 2015).

This case is made according to the personality classification model according to the status of social networks about Linguistic Inquiry Word Count (LIWC). Based on 3
considerations when choosing a person with positive emotions, negative emotions and words. Linguistic Inquiry Word Count (LIWC) is a plaintext analysis program that calculates words in psychological categories that matter, or word analysis methods that convert status to meanings. Significance in the formulation of various experiments, including the display of attention, emotions, social relationships, models of thinking and individual differences (Pennebaker & King, 1999).

Therefore, constructing the system to predict the personality of a person through social media is considered needed as a bond between social media and personality paper. If a person's personality can be accurately predicted through this system, then the system will help many things, such as determining the level of success and compatibility of a relationship with the partner (Chamorro-Premuzic & Furnham, 2008), determining the type of music heard by personality (Rentfrow & Gosling, 2003), and individual personality types can be used to predict whether they prefer McCain or Obama as a US presidential candidate in 2008 (Jost, West, & Gosling, 2009).

Since then, this radical change in the media has greatly influenced people's perception of the media, the use of time and space, as well as access and control over the media. Communication is more than the process of sending and receiving messages/people from different cultures from us. We need to know what our ultimate goal is. Is it communication with them? Is it sells our products, services, and ideas or can influence them to change their behaviour in our favour or all of them?

The concept of communication is important for a wide range of subjects, such as cell biology, computer science, ethnology, linguistics, electronic engineering, sociology, anthropology, genetics, semantics, and others that use this word in a unique way. Therefore, information that goes into one part of the system is defined as messages that are sent to other parts of this system. In human communication, this information corresponds to what is known as a thought or mental representation (Krauss & Morsella, 2000). Which means that in the most elemental form, human communication may be created as a process in which the thoughts contained within one mind are transmitted to other minds.

Based on the previous description, it can be seen that personality is very prominent to some aspects of life, so the system of personality prediction is considered necessary. Whereby using this prediction system, the personality of a person can be known by the users quickly and accurately. In addition, this prediction system can reduce the error of personality prediction due to the individual analysis of the testers.

Software-based personality prediction systems have been developed by several researchers until now and have been applied to some aspects of life and social media (such as Facebook, Twitter, and Instagram). The purpose of this paper is to know personality features impact towards intercultural context by using word analysis from LIWC which scheming accuracy level expressed into the percentage.

In order to find a more efficient method of evaluation due to make correct information, it turns to the ability of a computer text analyser to evaluate the text of a resource. LIWC (Linguistic Inquiry and Word Count) is often pronounced “Luke”) is developed by social psychologist James Pennebaker and his team at the University of Texas (Chung & Pennebaker, 2015).

The LIWC program has two main functions: Processing and Dictionaries. The processing function is a program that opens a set of text files that can be sorted alphabetically, verses, blogs, novels, and more, and then scrolls through each word-by-word file. Each word in this text file will correspond to a dictionary file (Tausczik & Pennebaker, 2010). Shortly, LIWC is a transparent text analysis program that counts the number of words in a psychologically significant category.
Linguistic Inquiry and Word Count (LIWC) is word counting software that is commonly used to quantify text in society, linguistics, and medical science. Although LIWC can measure text functions that allow text to be classified and behaviour to be predicted, the characterization of words that provide information about the psychological status of the author or speaker or main group. LIWC was developed to solve content analysis problems in experimental psychology (Faliagka & Ramanantas, 2012).

Using Linguistic Inquiry and Word Count (LIWC) is relatively simple. In general, reading certain words and calculating words in percentages that reflect emotions, styles, thinking, social problems and various parts of a conversation. Since LIWC was developed by researchers who are interested in society, psychology, medicine, health, and cognition, the language category was created to arrest the social and psychological status of society (Tausczik & Pennebaker, 2010).

Three academic disciplines are established in the study of concepts, including education, communication, media and culture, education and globalization studies. Communication research began after World War II and became an academic department in the 1950s in the United States. Starting with early education, with a focus on international communication and voice communication and continuing to develop intercultural communication that has been recently developed and associated with the globalization of human society (Chen, 2012).

Issues of discrimination in education, communication, education, culture/media and personal research in academic studies have gradually softened in recent years. But further research in this direction is still needed. The purpose of this paper is to incorporate these concepts through an analysis of the relationship between personal media and the new communication context. When examining how new media and users’ personalities influence the process of communication, the discussion topic will be discussed.

2. RESEARCH METHOD

Here is a flowchart of the system design in categorising personality based on the information on social media accounts such as Twitter. The purpose of this categorising is to make it easier to identify, compare and study. Comparing means looking for similarities and differences of the characteristics of the things.

Figure 1. Flowchart Design of the Study

Based on figure 1, it shows the flowchart of the system created. Which has several processes? Where the first process is to prepare the Tweet post data of the 13 accounts. Then the data must be analysed through the selection process. Where the data should be selected to be translated into English and eliminate the abbreviation of Tweet, and the content of the status itself will be used in testing. After completing the data selection, then the data will be input into the system; LIWC to be counted. The output data (in percentage form) will be processed and analysed by using Pennebaker theories (Abe, 2011; Groom & Pennebaker, 2002; Pennebaker, 2011; Pennebaker, Boyd, Jordan, & Blackburn, 2015). In the final stages of the system will be obtained in the form of a written text that shows the meaning of each feature (social, positive, and negative emotion). The results will be used as a basis for assessing the public confidence in social communication.
The data collected are based on the Tweets from 13 public figures Twitter accounts in Indonesia. All of the public figures are being trended topic and represent his/him personality. The number of Tweets Post consist of maximum of 10 Tweets from each account. So, there are 130 data Tweets from the 13 public figures.

![Figure 2. The Numbers of Words Count](image)

Figure 2 shows the most calculated words from all accounts (13 accounts). The basic information (130 tweets from 13 accounts) was calculated and is pre-processing, in which the extracted text will be cleared by deleting numbers, common words, etc. and focus on the three features keys such as Self-reference, emotion, and social words to improve the accuracy and efficiency of the results. Although usually words that appear from other functions reflect what may emerge from all three features.

3. FINDINGS AND DISCUSSION

3.1 The Impact of Personalities on Communication

Based on the results of the tests that have been done, it was obtained a percentage of each feature and Tweets from each account. The percentage value is derived from the calculation of LIWC2015 words count program.

| Table 1. Summary of Self-References - 13 Public Figures Accounts in Indonesia |
|-----------------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|
| No.                         | Mr. A             | Ms. Y             | Mr. B             | Mr. C             | Mr. D             | Mr. E             | Mr. F             | Mr. G             |
| I                            | 0.58              | 1.02              | 0.72              | 1.16              | 0                 | 2.15              | 0                 | 3.73              |
| You                          | 0.29              | 0.77              | 1.43              | 0.58              | 0                 | 1.08              | 0                 | 0.47              |
| They                         | 0.29              | 0                 | 0.36              | 0                 | 0                 | 0                 | 0                 | 0.47              |
| We                           | 0.29              | 0.26              | 0.36              | 0.58              | 0.37              | 0.54              | 4.95              | 0.7               |
| She/He                       | 0                 | 0.51              | 0.36              | 0                 | 0                 | 2.15              | 0                 | 1.17              |
| Article                      | 7.54              | 7.91              | 5.02              | 5.23              | 6.72              | 4.84              | 4.95              | 8.16              |

Based on table 1, it shows that the use of personal pronouns in making sentences has different meanings and tendencies (Chung & Pennebaker, 2015; Pennebaker et al., 1983; Wynne, Wheeldon, &
Lahiri, 2018). There were 6 public figures (over 1%) who use “I, me, my” repeatedly and tend to have depressed meanings, lack of confidence, disappointed, and feelings of approbation. This is so contrary to the attitude they show in public. On the other hand, there were only 2 public figures (15%) who use “they, she, he” repeatedly and tend to have “good” meaning in managerial. Shortly, it has a correlation with their leadership in their institution. In contrast to using "we", when a person is more likely to use the word "we" and tend to avoid in using the first person then that person is indicated "lie". In this case, there were 3 public figures (23%) indicated "lie". Lying here is related to the content of the statements they post in public. However, it would be different when someone not only uses "we" but also uses "you and me" then that person is indicated "powerful". In this case, there were 2 public figures (≥1%) or 15% of total public figures who have positive power.

Figure 3, shows that each public figures of each party have a tendency to use any articles. It means that the meaning of the statements are very clear and shown to someone who is clear as well.

<p>| Table 2. Summary of Social-Emotion - 13 Public Figures Accounts in Indonesia |
|-----------------------------|-----------------------------|-----------------------------|-----------------------------|-----------------------------|-----------------------------|-----------------------------|-----------------------------|-----------------------------|-----------------------------|-----------------------------|-----------------------------|-----------------------------|-----------------------------|</p>
<table>
<thead>
<tr>
<th>No.</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
<th>13</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emotion</td>
<td>Mr. A</td>
<td>MS. Y</td>
<td>Mr. B</td>
<td>Mr. C</td>
<td>Mr. D</td>
<td>Mr. E</td>
<td>Mr. F</td>
<td>Mr. G</td>
<td>Mr. H</td>
<td>Mr. I</td>
<td>Mr. J</td>
<td>Mr. K</td>
<td>Mr. L</td>
</tr>
<tr>
<td>Positive</td>
<td>3.19</td>
<td>4.34</td>
<td>1.08</td>
<td>6.4</td>
<td>1.49</td>
<td>3.23</td>
<td>0.99</td>
<td>2.1</td>
<td>4.35</td>
<td>2.03</td>
<td>4.24</td>
<td>8.71</td>
<td>7.14</td>
</tr>
<tr>
<td>Negative</td>
<td>0.87</td>
<td>2.55</td>
<td>2.15</td>
<td>1.74</td>
<td>1.49</td>
<td>1.08</td>
<td>0.99</td>
<td>1.86</td>
<td>0</td>
<td>0</td>
<td>3.81</td>
<td>1.24</td>
<td>0.55</td>
</tr>
<tr>
<td>Social</td>
<td>5.51</td>
<td>7.14</td>
<td>7.14</td>
<td>3.49</td>
<td>5.97</td>
<td>10.22</td>
<td>5.94</td>
<td>10.72</td>
<td>3.62</td>
<td>4.88</td>
<td>6.36</td>
<td>3.32</td>
<td>7.69</td>
</tr>
</tbody>
</table>

Table 2, shows the results of Tweets’ calculations and analysis of 13 public figures. The results show that 8 public figures or 62% of the thirteen parties (above 1%) write statements and have negative meanings on each their posts. Moreover, 38% of the remaining parties tend to be normal (looking for safe spots). The negative content of the material is caused by several factors, including refuting others’ judgment of a certain figure, self-defences from the negative issues, and opposition party resistance. It can be concluded but it cannot be generalized that the figures have bad personalities which are correlated to the quality of the party’s human resources. It would be a consideration to the public appraisal from the citizenry.

On the other hand, there were 7 public figures who tend to write and make statements on positive meaning (more than 2% average of positive and negative value). Positive personality value was created to the goal of positive correlations on a social image. The point is the public figures tend to make positive statements to build a positive social relationship as well.
between positive and negative emotions of all the public figures have a common goal tendency in creating a good relationship with the social society.

![Figure 4. Summary of Social-Emotion](image)

Figure 4. shows that each public figures have emotional variations that ultimately focus on creating a positive relationship with the social communities.

**Discussion**

Social media, representing all web applications that allow interactive interactions to interact with each other, provide an environment for sharing all types of content and created by other media. Anthony Mayfield classifies social networks, such as microblogging, social networks, wikis, podcasts, forums, and content groups. Social networks allow people to chat with friends and share content using their own personal web sites. Examples of social networks like Facebook, Myspace, Wikipedia, Apple iTunes, YouTube, and Twitter (Mayfield, 2014).

In our era, thousands of years, especially online communication (93%) and 63% of young people online, daily demonstrate the power of social networks in society. From this point of view, social networks will become not only a channel for personal or corporate communication but also for social communication. In addition, social networks will expand and increase activity every day. In other words, in addition to popular apps like Facebook and Twitter, social networks work in many ways in everyday life (Wooley, 2013). Spending many activities in one day, social networks will play an important role in the social activities that take place. Social networks help people realize themselves and want to freely use this medium. Derivatives for newly developed media are important for publishing and sharing information. When people unite, social networks bring communities into one group. This creates an environment that links social movements and accelerates their reality. In this way, various and broad bases for intercultural communication are created (Engin, 2011).

With globalization, intercultural communication and social networks have developed quickly and important relationships (Lazar, 2012). Until recently, personal communication was very important, while communication was not as important as the process of communication developing through social networks. Social media together describes all the channels that allow personal communication on the Internet. From posting to posting on Facebook, endless digital media is used (Wooley, 2013). In addition to being a practical tool for disseminating information, social networks play a very important role in creating new multicultural relationships (Piechota, 2014). In addition to related concepts, social media and intercultural communication are phenotypes that influence and build relationships with each other. For this reason, using social media in communication between cultures, which leads to adaptation and community feelings. Adaptation is an important factor in the adaptation between cultures and social networks that have influenced this process. Study of the interaction of migrant workers arriving in America with social networks in the process of adaptation to intercultural communication (Sawyer, 2011). From this study, in the process of adapting to American
culture, immigrants get a lot of information through social networks before coming to America. In other words, social media plays an important role in intercultural adaptation. It is also an influential factor in the development of community feelings. Cultural communication creates a sense of ownership and integration with a new culture. These processes are supported by social networks that play an important role in their development. Similarly, through social networks, they can easily communicate with friends and family they leave. Social networks are a channel where people can chat with friends and family to find out and learn about current events.

New media has some outstanding features, including digital convergence and interaction (Lister, Dovey, Giddings, Grant, & Kelly, 2009; Taiwo, 2010). First, digitalization is the most prominent feature of new media. New media or digital media dematerializes Media messages by converting data from analog to digital, which allows all types of mathematical operations. New media also allow you to extract large amounts of data, manage and store them in a limited space.

Secondly, the new media will include the forms and functions of information, media, electronic communications, and electronic payments. The effectiveness of the convergence of new media can be easily demonstrated by the emergence of the Internet in terms of powerful features embedded in computer information technology and high-speed communication networks. It also led to the convergence of the industry, represented by the continuous integration of large media companies and the convergence of products and services, which can be seen from the successful links and combinations of Materials, products and services in the media industry.

Third, the new multimedia interaction feature is the use of data resources between the user and the system, which allows users to have more freedom to create and play back content and data format during the interaction. In addition, new multimedia interactions make the interaction between different networks and data retrieval through different operating systems accessible and convenient. Freedom of control over information makes new media a great force in the processes of human communication. The boundaries of human society in terms of space, time, scale, geography, functions, values and beliefs are changing and rapidly changing in a new form of similarity and connection (Chen, 2012).

4. CONCLUSION

With globalization and advances in technology, cultural communication is more connected than ever and begins to influence each other. Especially due to the increasing use of social networks, it is necessary to analyze the influence of the personality of users on social networks in the context of communication. In this paper, the role of the personality of the user influences the form of communication in social networks and he is examined using qualitative analysis. The study found that public tweets can be analyzed using LIWC in terms of personality traits. The impact of new media integration and globalization can be reduced to three precisely: a world that shrinks in time and space, and close interactions in various areas of society.

5. REFERENCES


ANALYSIS OF CHARACTER’S PERSONALITY IN NOVEL ULID
BY MAHFUD IKHWAN USING SIGMUND FREUD
PSYCHOANALYSIS

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Abstract
The purpose of this research is to describe and explain of character’s personality in novel Ulid by Mahfud Ikwan. This research is qualitative research that used literature review. This research consists of preparation, data collection, and data analysis. The data source of this research from some documents, books, and journals. One of the documents is novel Ulid by Mahfud Ikwan. The technique used in this research is content analysis. The content analysis used by psychology of literature to find the aspect of a character’s personality from novel Ulid by Mahfud Ikwan by reducing data, data presentation and conclusion. (a) reducing data is data collection and data grouping based on the problem studied. Data taken from words and sentenced in novel Ulid by Mahfud Ikwan; (b) data presentation, after reducing data by data collection and data grouping then describe and explain of character’s personality using Sigmund Freud Psychoanalysis that is id, ego and superego; and (c) conclusion, done after reducing data and data presentation. The researcher describes and explain the important meaning of the data collected.

Keywords: Novel Ulid, Character’s Personality, Sigmund Freud Psychoanalysis

Tujuan penelitian ini adalah mendeskripsikan dan menjelaskan kepribadian tokoh dalam novel Ulid karya Mahfud Ikwan. Penelitian ini merupakan penelitian kualitatif dengan menggunakan kajian pustaka. Kegiatan ini meliputi persiapan, pengumpulan data, dan analisis data. Sumber data pada penelitian ini beberapa dokumen, buku, dan artikel jurnal. Dokumen tersebut salah satunya ialah novel Ulid karya Mahfud Ikwan. Teknik yang digunakan pada penelitian ini adalah analisis konten (content analysis). Analisis konten dilakukan dengan menggunakan teori psikologi sastra untuk menemukan aspek kepribadian tokoh dalam novel Ulid karya Mahfud Ikwan dengan cara reduksi data, sajian data, dan penarikan kesimpulan. (a) reduksi data merupakan kegiatan mengumpulkan data dan pengelompokkan data berdasarkan permasalahan yang dikaji. Data yang diambil berupa kata-kata atau kalimat yang terdapat dalam novel Ulid karya Mahfud Ikwan; (b) sajian data, setelah reduksi data dengan pengumpulan dan pengelompokkan data kemudian mendeskripsikan dan menjelaskan kepribadian tokoh menggunakan psikologi sastra Sigmund Freud, yakni id, ego dan superego; dan (c) penarikan kesimpulan, dilakukan setelah reduksi data dan sajian data. Peneliti mendeskripsikan dan menjelaskan makna penting dari data yang telah dikumpulkan.

Kata Kunci: Novel Ulid, Kepribadian Tokoh, Psikoanalisis Sigmund Freud
1. INTRODUCTION

Taum (1997: 13) describe ontologically (meaning of word based on the essence) that literature word can defined (a) literature is imajinative works or fiction; (b) literature is beautiful and useful language for other things and (c) literature is language text manipulated by the author to give an effects in its applications.

Boyd (2014: 17) describe that literature is very close with human life, of all the knowledge closest to literature is psychology. Literature and psychology have a relationship that represents and interesting for human’s mind. As well as, author can’t live far from the life around it. Besides that, Holland (1990: 29-30) added that psychology theory started from assumption about human psychology which make, experience and describe in literature. Literature also create psychology assumption from the author, and literature create through the interpreter assumption.

In line with this, Sehandi (2014: 46) describe that literature psychology is analysis to literature by considering aspects psychology and psychiatric which consist of its. Literature psychology more related with character or characterizations with three area of analysis, there are author psychology, personalities in the literature psychology and readers in the literature psychology.

The author writes the creations purely not only representing his own mind, but representing the thought of the others in the world. The author must be able to expressing his heart by anticipating the readers’s responses. One of the most famous literature nowadays is novel. Novel is different with shot story, the problem presented in novel is more complicated. Novel can reveal all the problems of the character’s life. Sehandi (2014: 59) explain that instrinsic element in the novel, i.e: (a) theme or essence from the story; (b) character or persoality; (c) plot of the story; (d) background or settings; (e) storytelling technique or storytelling focus; and (f) diction or language style.

One of the most popular authors in Indonesia is Mahfud Ikhwan. Mahfud Ikhwan known as novel author because express social life. After write novel “Belajar Mencintai Kambing” at 2016, Mahfud Ikhwan write novel “Ulid” This novel is winner if the contest DKJ (Dewan Kesenian Jakarta) at 2014 which published by Pustaka Ifada at 2016. This novel tells the story of a boy’s life since he was 5 years old, precisely going to kindergarten school until he grew up to graduate school. Ulid’s figure was born to an underprivileged family, his father was an honorary teacher dan farmer. After this father taught at school then when home and rushed to the forest to find wood for fuel to make stoves. After school Ulid also helped his father into the garden and collected chunks of wood. This novel also tells the story of Ulid’s struggles to stay ins school until high school. So from that the researches character. To the knowledge of the researchers, Ulid’s novel by Mahfud Ikhwan has not yet examined the aspects of the character’s personality.

His previous research was carried out by Aras (2015) in his article entitled “Personality and Individual Differences: Literature in Psychology-Psychology in Literature”. This study discusses the human mind and soul, one of the disciplines that are closely related to literature. Literature is the storage of individual experiences and realities. Psychology and literature are each disciplines that use methods and approaches to analyze the nature and existence of humans. Research conducted by Aras has relevance to research that will be carried out by researchers. You’re welcome to discuss human nature related to literature.

The next research was conducted by Setyorini (2017) in his article entitled “Analysis of Marni Personality pf Psychology Sigmund Freud’s Study in the Entrok Karya Okky Madasari Novel”. This research discusses people’s lives which have a strong connection to one’s psychological personality. Marni is one of the main characters in Okky Madasari’s Entrok novel. Marni was a mother who raished Rahayu n the midst of the canging era of President Soekarno’s power to the
era of President Soeharto. The story in this novel begins with the story of Marni who is getting a teenager wanting an Entrok like his brother’s. However, the price of Entrok was very expensive, making Marni unable to buy it. Marni’s strong desire emphasizes how the personality is in her, that personality is the id, ego, and superego. The research conducted by Setyorini has relevance to the research that will be carried out by researchers, the relevance of which lies in Sigmund Freud’s psychological theory, namely the id, ego, and superego. Based on the explanation above, researchers are interested in analyzing the personality aspects of the main characters in Ulid’s novel by Mahfud Ikwan. This novel contains aspects of the personality of the main characters that is strong so that researchers use the study of novel by Mahfud Ikwan. This novel contains aspects of the personality of the main character that is strong so that researchers use the study of psychoanalysis Sigmund Freud namely the id, ego, and superego.

2. RESEARCH METHOD

This research includes qualitative research using literature studies so that it does not require a special place to implement it. This activity covered preparation, data collection, and data analysis. This form of research is used to describe the state of the object under study and describe the aspects that are the center of attention in the study.

The validity of the data in this study is several documents, books, and journal articles. One of the documents is the Ulid novel by Mahfud Ikwan published by the Ifada Library in 2016, 537 pages thick. Books and journals that are relevant to Satra's psychological theory as a theoretical basis.

According to Creswell (2010: 243-270), data analysis technique is the process of arranging sequence data by classifying it into a pattern, category, and basic description unit. The technique used in this study is content analysis. Content analysis was carried out using literary psychological theory to find the personality aspects of characters in Ulid's novel by Mahfud Ikwan.

This study analyzed the data using flow model analysis techniques. The steps in the data analysis model flow according to Miles and Huberman (2012: 15-19), namely (a) data reduction, data reduction is an activity to collect data and grouping data based on the problems studied. The data taken is in the form of words or sentences taken on Ulid's novel by Mahfud Ikwan; (b) data presentation, after data reduction by collecting and grouping data then describing and explaining the personality of the figure using Sigmund Freud's literary psychology, namely ig, ego and superego; and (c) drawing conclusions, drawing conclusions is done after data reduction and data presentation. The researcher describes and explains the important meaning of the data that has been collected.

3. FINDINGS AND DISCUSSION

Rokhmansyah (2014: 159) states that literary psychology is a study of literature that views work as a psychological activity. The literary work was born from the expression of experience deposits that have long existed in the soul and have undergone deep processing of the soul through the imagination process. Literary psychology generally aims to understand the psychological aspects contained in literary works. For this reason, literary psychology research has an important role in understanding literature. The psychologist who used his theory in literature studies was Sigmund Freud with his psychoanalytic theory.

This research uses the theory of Sigmund Freud’s Psychoanalysis. Sehandi (2014: 119-120) also states that psychics is a literary theory that examines the psychological elements of the characters in literature. The founder and key figure of the psychoanalytic theory were Sigmund
Freud, a well-known psychologist. Psychoanalysis was discovered by Freud around the 1890s. The theories put forward by Freud are considered to give priority to sexual problems. Although Freud was a doctor who always thought scientifically, the world of literature was no stranger to him because during his youth he obtained literary education and examined it seriously (Minderop, 2016: 11).

Brenner (1969: 11) reveals that psychoanalysis is a scientific discipline that began in the 1900s by Sigmund Freud. Psychoanalytic theory deals with the function and mental development of humans. This science is a part of psychology that has made a major contribution to psychology so far. Psychological theory is a comprehensive system in psychology developed by Freud to deal with people who experience neurosis and other mental problems.

Ryan (2011: 129) also reveals that the conscious material that Freud found in dreams is closely related to most of the feelings we feel as humans. This feeling is primarily our relationship with parents and the romantic relationship we live with others. These relationships inspire strong emotions such as bonding, identification, and fear. These feelings often conflict with what is considered acceptable by society. The task of psychoanalysis is to treat mental and neurological deviations, explain how human personality develops and works, and presents theories about how individuals can function in the relationship of problems and society.

In line with this, Syuropati (2011: 92) explains that psychoanalysis is one of the fields of social science which turns out to have a relationship with literary theories, such as feminism theory, structuralism theory, sociology theory of literature and literary psychological theory. The relationship of psychoanalysis to literary theories can be seen when psychoanalysis explains the concept of “censorship and unconscious work” in dreams, which turned out to provide a large contribution in the growth and development of modern literary theories, one of which is the psychological theory of literature.

Sujanto, et al (2014: 95) suggest that personality is a dynamic organization in an individual as a system that determines the typical way of adjusting to the surroundings. That personality always develops and changes. In the view of Sigmund Freud, the character or human personality is divided into three, namely the id, ego, and superego. These three personality systems are mutually related and form the totality and behavior of humans which is nothing but the product of the interaction of the three. It is a biological component, eg is a psychological component, while superiors are a social component (Corey, 2003: 14).

Minderop (2016: 21) states that the id is psychic and instinctive energy that emphasizes humans to meet basic needs. For example eating, sex, rejecting pain or discomfort and so on. In addition, Alwisol (2014: 14) also states that it is a genuine, born-to-personality system. When it starts, the id contains all the psychological aspects that are derived, such as instincts, impulses, and drives. For example, when there is a one-year-old child, he cannot yet speak clearly. The baby uses his instincts when he is hungry or thirsty by crying continuously to his mother. That way the baby can express the feelings that are in his heart.

Alwisol (2014: 15) explains that the ego develops from the id so that people are able to handle reality, so the ego operates following the principle of reality. In line with this by Friest & Feist (2010: 27) that the ego is governed by the principle of reality, which seeks to be a substitute for the pleasure principle of id. The principle of reality is done through a secondary process, (realistic thinking) arranging a plan and then carrying out an action in accordance with a plan that has been realistically though. Ego activity can be conscious, conscious and unconscious (Bertens, 2013: 55). From the way it works, it can be understood that most of the ego's operating areas are in consciousness, but there is a small part of the ego operating in the preconscious and unconscious regions.

Alwisol (2014: 17) also explains that the superego is a moral force and personality ethics that operates using idealistic principles as opposed to the principle of satisfaction and the realistic
principle of the ego. The superego develops from the ego, like the ego he does not have his own energy. Superego refers to morality in personality. The Superego is like a conscience that recognizes good and religious values. After the presentation and explanation of the theory above, the researcher described and explained these three aspects.

3.1 The Personality aspects of id characters in Ulid's novel by Mahfud Ikhwan

Id is psychic and instinctive energy that emphasizes humans to fulfill their basic needs. The id can be said as a genuine personality system, born from birth. At birth, the ID contains all the psychological aspects that are derived, such as instincts, impulses, and drives. There is an unconscious mind based on our physiology. It is closely related to the physical process of obtaining psychic energy used to operate the system from other personality structures.

Found some data relating to the personality of the id character. The ID aspect is based on a genuine personality, is born from birth, and is closely related to the personality system that exists in the human body. The following excerpts and explanations are related to the discovery of the aspect id personality in the Ulid novel by Mahfud Ikhwan.

The example in the quote below:
“Tarmidi, had to go home early. He heard the news that was quite alarming. Ti ...! he howled. The narrowed textbook was thrown at the table. How come at this time home? Sinder. The answer is flat”.

“Cinder comes again. Earlier Tasmono followed me to school. My children broke up in the afternoon. So what? Yes come on, I'm helped hide wood. Come on, hurry up! Yes, this is it. Where is Ulid? Play. Yes, you have changed it first. Tarmidi grabbed his shirt. He threw it to the corner. The pants? Do not have to. We are wearing a dull white color, Tarmidi stepped in hurriedly”. (Ulid. 2-3)

The above quote is an example of the aspect id personality displayed by Tarmidi. When Tarmidi got the alarming news that there would be a cinder coming to the forest. Tarmidi has long been collecting wood chunks in the forest to burn the connection. In a state of panic, he hurried home and when he got home he had no time to change clothes but only wear a dull white t-shirt. This shows that Tarmidi's attitude is related to the original personality in mankind that is when getting the information he will rush to do things without controlling emotions first.

Another example of an aspect id personality quote. Here’s the explanation.
“I'm in second grade right, sir? Ulid asked his father for certainty, one day before the first day of school. Certainly. Later you tell Mr. Hafid that you will be in second grade. Ulid did not like the answer. So yet? He was not so sure that everything would go smoothly” (Ulid. 116)

In the above quote is the id Ulid character. When he felt he was able and smarter than his morning classmates, Ulid immediately asked the second class to his father. But what was expected by Ulid was not in accordance with his wish. This attitude shows that Ulid is very selfish and prioritizes his desire to go straight to second grade. This is in accordance with the aspect of id Freud’s personality theory, which is selfishness. Selfish one of the traits that every human being has from birth.

Examples of subsequent quotes regarding aspects of the id personality. Here's the explanation.
“I'll go home with my mother, Maulid. Ulid nodded. And his nod was rewarded with a runny ice cream that happened to be passing in front of the school. The result of the ice cream was quite good, especially for Kaswati who was busy with Isnan, Ulid's younger brother. Ulid, who had planned to go berserk after school since morning, was forced to spell out his reading which for him was very outdated, canceling his intention. (Ulid. 121)

In the above quote tells Ulid, even though he feels able and clever he remains an ordinary human like other children. When his teacher invited him to go home with Ulid he wanted to.
The teacher gave a gift to Ulid a piece of ice cream. As a result of the ice cream given by his teacher, Ulid, who is usually stubborn and feels smarter in starting to slowly become good with his teacher. Ulid's attitude is in accordance with the personality theory aspect of Freud which is located below and from birth. Basically, humans are born into good people, who form their personalities are family, school environment and no less important is the environment of residence.

Examples of other citation quote about aspect id personality. Here’s the explanation.

“But Bu Sri’s gift ice cream, and pencils, while the shoes were not allowed by her mother to be accepted, because it was a bit offensive to poverty - it kept Ulid going to school. He completed the second class with three values of 10 and the remaining nine in his report card”. (Ulid. 123)

In the above quote, Kaswati said that it was also an aspect of the id. Kaswati did not allow Ulid to accept the ice cream given by her teacher, because it really offended her. He considered himself unable to buy ice cream for his child. Kaswati was devastated by the behavior of her teacher, maybe the teacher was aiming to get closer to Ulid, but Kaswati thought differently. Kaswati’s attitude is in accordance with the personal theory of Freud. Kaswati displays an attitude that is in her, namely selfishness. He felt his teacher mentioned the poverty of his family. Selfish attitudes arise from every human being, these traits are innate.

There are several other examples of aspect id personalities that are not much different from the quotations described above. Basically, the personality aspect of the id appears from birth and is closely related to our physiology.

3.2 The personality aspect of ego characters in Ulid’s novel by Mahfud Ikhwan

Ego is a psychological aspect of personality that arises because of the individual’s need to relate well to the real world. Ego operates following the principle of reality by arranging a plan and then carrying out actions according to what has been thought. The researcher found some data related to the ego aspect personality in the Ulid novel by Mahfud Ikhwan. The following are examples of quotes and explanations.

“Like Lerok’s other children, Ulid thinks that he has a bicycle like Andi’s. But he would not ask his father, because he knew his father could not possibly buy him. Even talking about it in front of his mother’s father was not good enough. Of course, it cannot be forgotten that one of the reasons he dropped out of school early in the morning was because he did not have the heart to tell his parents about the batik shirt contributions which cost four thousand”. (Ulid. 144)

In the quotation above, Ulid is aware of the condition of his poor family. He wanted to have a bicycle like Andi, but it was just wishful thinking. He realized his father would not buy a bicycle for him. He only had dreams in his heart, because he did not dare to reveal to his father.

This is the reality principle of ego power. To inform him of his batik contributions, Ulid was not brave, let alone asking for a bicycle that cost far more than his school batik shirt.

The next quote, the personality aspect of the ego of the character Tarmidi. Here's the explanation.

“When early in the morning his father left without Ulid knowing what he needed. Next thing he knew when he came home at noon, Tarmidi was guided by a goat. The color is jet black, snout and half his face are also black, his fur is worn, his horns are bent next, and his body is thin”. “This is for you, Lid. Ulid was shaken. It hurts her heart. Imagine, when all the children in Lerok were warmly talking about a good Andik federal bicycle, his father would bring him a goat which, in Ulid’s eyes, was so bad and terrible”. (Ulid. 145)

The above quote tells us that when Ulid wanted a bicycle, Tarmidi gave a surprise by buying a scapegoat for him. This was done by Tarmidi to plan Ulid to keep his goats. Tarmidi has a picture or plan in the future in accordance with the principle of ego reality, one of which is by buying Ulid a scapegoat.

Furthermore, the quote that still concerns the ego aspect personality. Here’s the explanation.
“When going home from school, Ulid sulked. He doesn’t want to eat. Don’t want to take a shower. Do not want to leave the Koran. Instead of a bicycle, it’s better to goat, Lid. Bicycles can be damaged, goats can actually breed, Kaswatu persuaded his child. Maybe the intention is to grow his son’s pride in the goat”. (Ulid. 146)

The above quote reflects that Tarmidi was training responsibility for Ulid by buying a goat that he did not like at all. After school Ulid did not want to eat, did not take a bath and did not want to go to recipe. This is an aspect of the id because Ulid rebelled with his father’s attitude. In addition, Tarmidi explained his attitude solely to form a good personality and plan something good for Ulid. This is in accordance with the reality principle of the ego which devises the plan and then implements it according to what is thought.

Other quotes about the personality of the ego aspect of the character Tarmidi. Here’s the explanation.

“When feeling wasted at home, Ulid went to the mosque. The day is getting late. Why don’t you go home? Tarmidi prevents on the terrace. Ulid is just silent. He was told to sit down. His father advised. He explained the purpose of giving the goat. The bicycle is only for playing. While the goat is for work. He said you want to work, sir. Goats can make you more mature, while bicycles will actually make you remain a child, Tarmidi said, confirming his advice”. (Ulid. 146-147)

The above quote is still related to the attitude of Ulid who is still rebellious by going to the mosque and going home late at night. When Ulid returned home, Tarmidi prevented him on the terrace by giving sarcasm so that he would not go home at all. However, Tarmidi still loved his child by slowly advising him. He explained that bicycles only make it like a child continuously while caring for goats will train them for responsibility with the mandate that they have obtained. Tarmidi also advised Ulid by explaining one of his work for himself namely raising goats. Goats after mating will increase and bring profit. The attitude taken by Tarmidi is in accordance with the principle of the ego reality, which is taking action according to what has been planned.

Some other figures also get the ego aspect personality, but the most dominant with these attitudes is the Tarmidi figure.

3.3 The Personality aspects of superego characters in Ulid's novel by Mahfud Ikhwan

The Superego is a moral force and personality ethic that operates using idealistic principles as opposed to the principle of satisfaction and the realistic principle of the ego. The superego develops from the ego, like the ego he does not have his own energy. Superego refers to morality in personality. The Superego is like a conscience that knows good or religious values. In Ulid's novel by Mahfud Ikhwan the researcher found several superego aspects in several figures. The following is the quote and explanation below:

“He jumped up and down, shouting, talking about everything, which he had actually observed since he was able to see. The smoke starts black. Sir, can’t I put it in? He shouted passionately as he brandished a piece of root from wood that was not clear to his father. He then put it in the mouth of his small contact with a very earnest face”. (Ulid. 29)

In the quote when Ulid had just been happy to see the situation, especially outside his home. He was very happy to see the situation in the situation around his house, more precisely where he was burning. Ulid is curious and always curious by asking his father what is seen around him. Even though Ulid was still small, he was very enthusiastic and was serious about helping his father collect wood to burn the connection. This is the attitude/personality of the superego in Freud’s psychoanalytic theory with the strength of morality and religious values, one of which is the attitude of hard work displayed by the Ulid figure.

Examples of quotations are aspects of Supergo’s personality. Here’s the explanation.
“The mosque is more appropriate to be called a large mosque. Not only the size but also because of the shape. The inside room is simply divided into two, front and back. The front for the male congregation and the back for female worshipers. For connecting between the rooms and so that the female congregation bus follows the priest’s movement and listens to the sermon, the room is connected by four parallel doors”. (Ulid. 79)

In the quotation above, when there was no electricity in Lerok residents, Tarmidi used several empty rooms to be used as prayer rooms. The room is not very wide and is divided into front, front and back. The people in front of Lerok use it for male worshipers, while the rear is used for female worshipers. This attitude shows that Tarmidi is a person who cares about religion. This is the attitude of the superego in Freud’s theory of psychoanalysis which triggered moral and religious power. One of the figures raised by Tarmidi is a love of God.

Examples of quotations are aspects of the personality of the next superego. Here’s the explanation.

“If you feel sorry for your sister, help you burn gamping, he said with a smile. Come on! Welcoming Ulid excitedly. His head that had been bent down was raised. Sok. What can you do? Tarmidi pushed her head back softly. I can now grumble, sir. Certainly. I lifted the teak block. I'm also not afraid of the foreman and cinder. Ulid shows the base of his shoulder which is still too small”. (Ulid. 128).

In the above quote, Ulid is always passionate about helping his father’s work. One of them was when Ulid collected chunks of wood to be used as fuel to make a connection. He did it cheerfully and smiled. Even though he was smaller than teak, he was still eager to help his father slowly and earnestly. The attitude that was raised by Ulid was the superego personality in Freud’s psychoanalytic theory which contained moral and religious strength. One that was raised by Ulid's attitude was to work hard.

Examples of other quotes related to the superego personality aspect. Here’s the explanation.

“Goats are the pets of the Prophets. Goats are special animals before God. Cows, ants, wasps, horses, elephants, may be the name of the letter in the Koran. But goats are called in so many letters”.

“To love the goat, and become a shepherd, Ulid's life must change. After praying and reciting dawn at surau, he is no longer allowed to play the tiger and just returns to light, as he usually does. He is not allowed to go to play, especially to a distant place, before making sure that the goat's stomach is full. Similarly, if he immediately plays after school in the afternoon, he may not go home too late in the evening, because the goat is waiting to be put into the cage”. (Ulid. 151)

In the above quote, the goat is the pet of the Prophets. Ulid has been given responsibility by his father to treat the goat. Ulid slowly changes and reduces playing. He spent more time with the goat. One of the things that slowly became the habit of Ulid was that after the morning prayer he did not play anymore but looked for grass to eat his goats. In the afternoon Ulid put the goat into the cage behind the house. The attitude that was raised by Ulid was the superego personality in Freud’s psychoanalytic theory which contained moral and religious strength. One that was raised by Ulid's attitude was to work hard and responsibility.

Some other figures also get the personality of the superego aspect, but the most dominant with these attitudes is the Ulid character.

4. CONCLUSION

Based on the findings from the research on the character's personality in Mahfud Ikhwan’s Ulid novel, it can be seen that there are three aspects, namely aspects of the id, aspects of the ego, and aspects of the superego. The personality aspects of the id found in the Ulid novel by Mahfud Ikhwan are principled on the original personality system, which was carried out
according to human nature, this trait is owned by every human being. This id is closely related to the physical process of operating the system from other personality structures. Similar to id, the ego arises because of the individual’s need to relate well to the real world. The ego operates following the reality principle by arranging a plan and then taking action in accordance with what has been thought. In the ego aspect, the most dominant aspect was raised by the Tarmidi figure. He made several plans to train Ulid’s responsibility by buying a goat. Tarmidi gave the task to Ulid according to the plan he was thinking. This shows that Tarmidi has taken action according to his plan. Furthermore, the personality aspects of the superego found in this study were developed from the ego. The superego refers to personality morality. Superego like a conscience who knows good values or religion. The researcher found several aspects of the superego found in Ulid’s novel by Mahfud Ikhwan, the most dominant of which was put forward by Ulid. This is in accordance with the behavior expressed by Ulid’s character. Ulid’s behavior is an aspect of the superego personality in Freud's theory of psychoanalysis which contains morality, religious, and good values.

5. REFERENCE
IMPROVISATION TECHNIQUE TOWARDS STUDENTS’ SPEAKING ANXIETY
(A Case Study on Students’ Perception in an English Course for Adult)

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Abstract

Adult learners are believed to have a greater tension as they learn something new. They tend to have high anxiety in learning foreign language. This study examined the level of adult students’ speaking anxiety and explored their perception towards the use of improvisation technique in an English course designed by the government in Kulon Progo district in preparation of workplace situation. This was a case study which involved 10 participants. The instruments used in this study were questionnaire and interview. The questionnaire was used to determine students’ speaking anxiety level. Meanwhile, the questionnaire confirmed the result of the anxiety test. The result showed that the participants had high anxiety and they thought that improvisation technique did not work on them.

Keywords: anxiety, improvisation, adult

1. INTRODUCTION

The term lingua franca has been widely used to define English that is used by most people throughout the world. English is used to communicate with people across the world. As a result, many people start to learn English, including Indonesian who learn English as a second language.

English can be learned for many purposes (Paltridge, 2013). Paltridge defines English for Specific Purposes (ESP) as the teaching and learning of English as a second or foreign language.
where the goal of the learners is to use English in a particular domain. One of the areas of ESP is English in the workplace.

In line with the opinion above, the local government in Kulon Progo district established an English course aiming for adults in order to prepare them working in the airport around them. The course is a non-formal education which has participants with diversity in background and age. The purpose of this program is to enable them communicate effectively in the workplace.

To achieve the goal of this program, it focused on learning speaking skill. Speaking is believed to be the key of a successful communication. The course has been applying improvisation technique to teach speaking. Improvisation is the strategy of teaching where students are given roles to perform dialogues or conversation using their own word or sentences based on the conversation situation/topics on cue cards given. Berlinger (2000) states that improvisation technique motivates the students to generate imaginative and detailed ideas, greatly expands students’ vocabulary, actively practices language skills and attains far greater fluency. It also provides a setting in which the students can explore the social values of a different culture.

However, as the participants of this program are adults, they faced a number of difficulties during the class. The researcher discovered that participants who were above the age of 20 found it hard to learn English as they were rarely willing to speak up during the class. This was due to the anxiety they held that they might make errors. They also assumed that speaking without any preparation brought them nervousness and anxiety.

The objective of this research was to excavate students’ perception on how the improvisation technique affecting their speaking anxiety during the English class. According to Horwitz, Horwitz, and Cope cited in Prsic (2013: 14), anxiety is the subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the automatic nervous system. Besides that, language anxiety is widely used to describe the feeling of tension and apprehension, which is specifically associated with foreign language learning contexts, including listening, speaking, reading, and writing (Mesri, 2012). As reviewed by MacIntyre (1994; 2002), Horwitz (2001), and Dorney (2002; 2005), anxiety has established itself as one of the important variables responsible for individual differences in the success or failure of second-language learning.

Based on the problems above, two research questions were formulated: (1) What is the level of students’ speaking anxiety after the course? ; and (2) How did students perceive on the use of improvisation technique in their English class?

2. RESEARCH METHOD

This study is a case study where 10 participants were included. They were participants of the English course in the age above 20. To collect the data, the researcher used a questionnaire adapted from Park (2014) about foreign language anxiety scale. The score of questionnaire was stated based on the types of statement (positive or negative statement). For positive statement, the score was from 5 to 1: Strongly Agree (5), Agree (4), Undecided (3), Disagree (2), and Strongly Disagree (1). The scores of negative statement were the opposite of positive statement. The score is from 1 to 5; Strongly Agree (1), Agree (2), Undecided (3), Disagree (4), and Strongly Disagree (5). To determine the students’ levels of anxiety, the researcher decided to
take Krinis’s, (2007) classification because this division is found very clear and basically similar with others. According to Krinis the FLCAS scores were divided into five levels of anxiety: very low anxiety (X=33-82), moderately low anxiety (X=83-89), moderate anxiety (X=90-98), moderately high anxiety (X=99-108) and high anxiety (X=109-165).

To validate the findings of the self-report questionnaire (FLCAS), especially for the most potential causes of English language anxiety of the participants, interviews were conducted. The themes of the interviews were developed in a way that students could describe their perception whether English language classes were anxiety provoking or not, to mention their possible causes of anxiety, and to state their most potential cause of anxiety when they learn English in their classroom. Therefore, the data obtained from the interview was intended to triangulate the result obtained through questionnaire, especially the most potential causes of anxiety. The interviewees were selected related to the level of their anxiety. Students with high anxiety were determined to be the interviewees.

3. FINDINGS AND DISCUSSION

3.1 The Condition of Students’ Speaking Anxiety

Below is presented the result of students’ speaking anxiety level.

Table 1.

<table>
<thead>
<tr>
<th>Students Number</th>
<th>Score</th>
<th>Classification</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>99</td>
<td>Moderately high anxiety</td>
</tr>
<tr>
<td>2.</td>
<td>100</td>
<td>Moderately high anxiety</td>
</tr>
<tr>
<td>3.</td>
<td>102</td>
<td>Moderately high anxiety</td>
</tr>
<tr>
<td>4.</td>
<td>125</td>
<td>High anxiety</td>
</tr>
<tr>
<td>5.</td>
<td>116</td>
<td>High anxiety</td>
</tr>
<tr>
<td>6.</td>
<td>103</td>
<td>Moderately high anxiety</td>
</tr>
<tr>
<td>7.</td>
<td>120</td>
<td>High anxiety</td>
</tr>
<tr>
<td>8.</td>
<td>70</td>
<td>Very low anxiety</td>
</tr>
<tr>
<td>9.</td>
<td>100</td>
<td>Moderately high anxiety</td>
</tr>
<tr>
<td>10.</td>
<td>108</td>
<td>Moderately high anxiety</td>
</tr>
</tbody>
</table>
Based on Table 1, the anxiety level of the participants was classified as very low anxiety, moderately high anxiety, and high anxiety. There was only one student who had low speaking anxiety. Meanwhile, 6 of the participants (60%) were categorized as moderately high anxiety. The rest of them were labeled as high anxiety.

Regarding to the results of the test, one of the interviewees emphasized that he encountered nervousness when it came to speaking in English. He further stated that even when he was already fully prepared, he still felt nervous to deliver his speech. Another interviewee said that she was afraid of making mistakes when she spoke English. The feeling of embarrassment was the factor that might cause her anxiety in English class. It is in line with Jones (2004) statement which claims that learners feel afraid and even panic because of the fear of committing mistakes or errors in front of others that make them unable to communicate well.

One of the questions in the questionnaire was asking about learners’ confidence of their English. Most of the participants felt that their friends could speak better in English than they could. The lack of confidence also appeared to be one of the causes of their speaking anxiety. In a study conducted by Shufeng Tseng in 2012 also mentions that lack of confidence belongs to the important cause of anxiety among language learners.

Moreover, the participants felt more anxious when the teacher was about to call out a name unknowingly. They felt terrified that their name would be shouted and they had to say a speech without any preparation. Similar to this situation, Ferdous’s research in 2012 states that lack of preparation and inability to express idea may cause foreign language anxiety.

Related to high anxiety, all interviewees agreed that age plays a vital role in this phenomenon. As they are adult who are above 20, they believed that it was hard for them to learn something new. This phenomenon also occurred in some researches including Robinson (2005) who claims that adult learners have greater cognitive and linguistic capabilities and conceptual complexity than younger learners. This factor also leads to the assumption that adults are aware of the things they are expected to know at certain age and if they feel like they have not reached that level, it is probable that they shy away from using language in order to protect their ego (Harley, 1986).

The participants also assumed that English has a set of complex and overwhelming rules that should be complied with. Around 60% of the participants agreed that they felt devastated with grammar in English. This resulted on their anxiety during their spontaneous speech. They had to think about the rules that English had as they spoke. Further, related to the grammar, the participants had a deep thought on the correction that they might get from the teacher after the speech. They always felt sure that they would get a lot of correction from the teacher. Krashen (1980) cited in Young (1991) says that people with low self-esteem worry about what others think. They are concerned with pleasing others.

To sum up, most of the students in this course are considered to be having high anxiety which is caused by feelings of low proficiency, lack of confidence, feeling afraid of making mistakes and getting corrections. All these causes are broken down into three main sources by Ferdous (2012): learner characteristics, teacher characteristics, and classroom procedure.
3.2 Students’ Perception towards The Use of Improvisation Technique

The use of improvisation technique in this course was believed to be the technique that enabled learners to express their ideas freely. As stated by Berlinger (2000) that improvisation technique motivates the students to generate imaginative and detailed ideas, greatly expands students’ vocabulary, actively practices language skills and attains far greater fluency.

Based on the result of the interview, most of the interviewees agreed that they felt more anxious when they had to speak in front of the class without any preparation. One of the interviewees said, “I found it stressful when the teacher randomly picked a student to tell a story without any preparation”. Another student added “My English is poor, that’s why I am scared to speak in English without a preparation before”. Regarding to this, it could be seen that adult learners needed more preparation for their performance. Besides, they thought they would perform at ease when they were fully prepared.

However, they stated that improvisation technique allowed them to give speech in any topic based on their knowledge. They did not have to express something that they did not have any knowledge on it. Student with the highest anxiety level in this study declared that he needed a step by step speaking class so that he would feel at ease.

Related to the grammar in English, a student said that he felt afraid that teacher would give him many corrections as he spoke in front of the class. Without any preparation, he believed that he would make many mistakes and get correction from those.

The interviewees mentioned that there was a time when they had to tell a story in front of the class with a preparation beforehand. However, they had to answer questions from their friends related to the story. They recalled that it was more comfortable knowing they would not get any correction from the teacher and they had already prepared the speech though they were still unsure if the speech was grammatically correct.

One of the interviewees thought that it was hard for him to cope with something new as they are older. He thought that his anxiety might have relation with age. This assumption is not entirely wrong as Harley (1986) states that adults’ previous knowledge of languages, rules, and linguistic systems can prove pernicious when trying to learn an entirely new language, since in their heads they have an image of how a language should be and behave this hampers with their ability to face language as it is, no presumption attached.

In brief, students found that they felt more anxious when they had to speak in front of the class without any preparation. They thought that their linguistic knowledge was not good enough to deliver a speech without any preparation beforehand. Technique used in this course may be classified as one of the classroom activities that trigger anxiety as explained by Young (1990). He compiled a list of classroom activities that can produce anxiety: (1) spontaneous role play in front of the class; (2) speaking in front of the class; (3) oral presentation or skits in front of the class; (4) presenting a prepared dialogue in front of the class; (5) and writing work on the board.
4. CONCLUSION

It was found that most of the participants of this study, adult students who are above the age of 20, were considered to have high foreign language anxiety. This is due to the feelings of low proficiency, lack of confidence, feeling afraid of making mistakes and getting corrections. They were not able to convey their speech very well without a preparation. They prefer to have a step by step learning. They assumed that improvisation technique was hard to cope with. It can be concluded that improvisation technique in this course was increasing anxiety level of adult learners.

It is recommended for other researchers to try to implement other technique of teaching speaking for adult students in order to ease their anxious feeling.

5. REFERENCES


TEACHER’S PERCEPTION AND PRACTICE OF AUTHENTIC ASSESSMENT IN ENGLISH TEACHING IN ELEMENTARY SCHOOL

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Abstract
This research is aimed to analyze the elementary school teachers’ perception and practice of authentic assessment in Sragen regency. This is descriptive-qualitative research. The subjects of the research were three English teachers from two private schools and a teacher from a public elementary school. Data were collected by interviewing the teachers and also observing teaching learning process. The technique of analyzing data in this research is the descriptive analysis. Hence, the collected data were interpreted and analyzed in detail based on the theory of authentic assessment to draw a conclusion. The findings showed that some teachers did not know exactly the meaning of authentic assessment, however actually most of them have practiced it in their classroom. They did not realize that they have applied authentic assessment in teaching learning process. It also showed that they perceived assessment as a test. Meanwhile, authentic assessment in their opinion was a test to measure the result of the students’ learning. Teachers used various types of assessment in the classroom; among others were observation, self assessment, and peer assessment and so on. The application of the authentic assessment should consider three aspects as stated in the regulation of the Minister of Culture and Education namely manner, skills, and knowledge.

Keywords: Assessment, authentic assessment, elementary school

1. INTRODUCTION
Assessment is something very important in teaching learning process. Assessment helps teachers to know students' abilities and provide information on the extent to which students can understand the lessons. Sadler (2009) stated that assessment is the process of “making evaluation on students’ overall performance and producing assumptions concerning with their learning, which include the quality or achievement in tasks such as tests, projects, reports, and examination”. Assessment is aimed to gain real information about students’ learning progress (Miller, Robert and Norman, 2009, p. 28). By the information, the teachers will know the students’ learning difficulties and plan the best method to overcome it in the future. The information is also important for parents to know the progress of their children at school. Thus, an assessment must be designed well in order to get the valid information and improve students’ learning.

Assessment is sometimes considered as the synonym of test. However, both are different. Brown (2004) explained that a test is a way to measure one’s competence, knowledge, or performance in a certain competence or field. Furthermore Brown (2004) stated that a test is prepared administrative procedures which occurs at identifiable times in a curriculum when learners gather all their faculties to offer peak performance, knowing that their responses are
being measured and evaluated. It is used to determine whether or not students have mastered the lesson and how they should proceed (Dendrinos, no year). On the other hand, assessment is an ongoing process that encompasses a much wider domain. Whenever a student responds to a question, offers a comment, or tries out a new word or structure, the teacher subconsciously makes an assessment of the students’ performance. Karter (2019) stated that usually a test is held at the end of a unit. It also can be done at the end of a semester or of a year. It is done regularly at private or public school in order to make sure that students all around the nation are learning the same materials at the same levels. Meanwhile, assessment is done at any time without restricted time. Furthermore, according to Karter (2019), tests usually have a general format where questions are asked and students answer. The format could be in the form of essay, multiple choice, filling gaps, or true and false questions. While in assessment, teachers are not only giving questions to be answered by the students, but they can also asking the students to do activities such as performing, observing, having dialogues, or presenting something that helps teachers understand what the students have already known and learned.

Testing may show students’ ability to remember or memorize the lesson rather than to understand it, while assessment is used to know how far they understand the materials (Karter, 2019).

In the newest curriculum in Indonesia, curriculum 2013, assessment is a very urgent thing. In the regulation of National Minister of Education and Culture number 81a, year 2013 and number 104 year 2014, it is stated that assessment used in this curriculum is in the form of written and spoken test and non test, performance assessment, project assessment, portfolio, as well as self and peer assessment. Those types of assessment belong to authentic assessment. The words authentic assessment is more clearly mentioned in the regulation of National Minister of Education and Culture number 66 year 2013. In this regulation, authentic assessment is defined as a comprehensive assessment used to assess learning input, processes and output. Grant Wiggins, one who first built authentic assessment (in Koh, 2017), defined it as “an effective measure of intellectual achievement or ability because it requires students to demonstrate their deep understanding, higher-order thinking, and complex problem solving through the performance of exemplary tasks”. O’Malley & Pierce (1996, p. 4) stated that authentic assessment is “multiple forms of assessment that reflect student learning, achievement, motivation and attitudes on instructionally-relevant classroom activities”. Majid (2014 in Susani, 2018) defined it as “a process of gathering various data that can give a description of students' progress”. In authentic assessment, teacher gives emphasis on the whole process of collecting the information about students’ achievement rather than focus on their numeric scores only. Authentic assessment requires students to construct extended responses, to perform on something, or to produce a product (Koh, 2017). Abidin (2012 in Susani, 2018) argued that authentic assessment makes the students able to resolve real issues and also provide opportunities for them to be able to think, act, and work systematically. The tasks in authentic assessment are designed to provide students with the experience to face the real world. Thus this form of assessment is a replica of the real life that students might face in the community, organization or workplace in their future. It should “involve students in the actual challenges, standards, and habits needed for success in the academic disciplines or in the workplace” (Wiggins, 1989, 1998 in Koh, 2017).

There are several criteria for authentic assessment according to Wiggins (in Koh, 2017). They are: (1) authentic assessment “is realistic” (Wiggins, 1998, p. 22 in Koh 2017). Realistic here means that the tasks in the assessments must be designed to make the students simulate like those happen in real life context in which adults are assessed in the workplace, in social life, and
in personal life; (2) it must make students able to solve new and complex problems, and make them more creative and innovative; (3) it allows students to deeply interact within the subject through critical thinking and inquiry; (4) it provides opportunities for students to do things, practice, find useful resources, and receive feedback from the teacher and provide opportunities to present it in public and defend it; (5) it looks for multiple evidences of student performance over time and the reasons or explanations behind the success and failure of a performance; (6) it uses a transparent and clear scoring system so that students are able to understand and succeed in achieving learning target; (7) students self – assessment is an important part in it.

There are numerous types of authentic assessment used by teachers in the classroom (Feuer and Fulton, 1993 in O’Malley & Pierce, 1996). They are (1) oral interview, (2) story or text retelling, (3) writing samples, (4) projects/exhibition, (5) experiments/demonstration, (6) constructed – response items, for instance by using open-ended questions or questions that need more thought to answer and not only by using yes or no respond, (7) teacher observations, (8) portfolios. The Ministry of Culture and Education (2014 in Wangid et.al. 2017) mentioned that the results of learning which must be measured are in term of manner, skills, and knowledge, so the authentic assessments applied by teachers in Indonesia must be designed well to measure those three competences. The types of assessment according to Ministry of Culture and Education (ibid) are (1) performance evaluation, for example by using journal of study, planned task, performing in front of the class, presenting or simulating something; (2) doing project ; (3) archiving the result of students’ tasks or portfolio; (4) written task; and (5) attitude. The manner competence can be gained through (1) observation (e.g. by using rubrics); (2) self assessment; (3) peer assessment; and (4) journal assessment. The assessments which can be used to measure the skills competence are: (1) performance assessment; (2) project assessment; (3) product assessment; and (4) portfolio assessment. Meanwhile, the knowledge competence can be gained through (1) test in written form; (2) group discussion and observation; (3) assignments.

Authentic assessment must be applied by teachers in their classroom. However, some obstacles occur especially for English teachers in elementary level. English does not include to the structure of Indonesian curriculum for Elementary school, so not all elementary school have English as subject lesson. It belongs to local content. It is optional whether or not the school has English subject. Most of favorite private elementary school has English subjects. However, in some public elementary schools there is no English lesson. By this condition, the researchers would like to know what are the teachers’ perceptions of authentic assessment and how do they apply it?

There is a bulk of research has been done related to authentic assessment. Among others is a research conducted by Wangid, Ali, Anwar, and Nur (2017). They tried to investigate the application of authentic assessment in elementary school in Yogyakarta province. They also wanted to know some obstacles occurred when applying it. The result of the research indicated that the application of authentic assessment in Yogyakarta had not met the expected standard. The implementation only met 63, 41 % from the standard and was categorized in good stage only. Another research was done by Susani (2018) which was focused on describing the use of authentic assessment in teaching extensive reading especially on identifying the meaning of difficult words, idioms and also expressions. In her research, Susani found that there were some advantages of using authentic assessment, namely (1) determining the direct measurement of expected competence indicators of the students’ performance; (2) stimulating students to show their performance in a tangible and valuable circumstance; (3) giving students a chance to build their learning outcomes by choosing and compiling answers according to their knowledge and
analysis of the situation in order to make their answer connected and meaningful; and (4) combining teaching, learning and assessment activities. Susani suggested authentic assessment to be used in teaching reading.

This study is different from the previous studies above. The differences are in the focus being studied, the setting and also the subject. This study is focused on the teachers’ perception on authentic assessment and how they apply it in their classroom. The problems to be discussed are whether or not teachers in elementary school understand about authentic assessment and also the types of authentic assessment they used in their class especially those related to the rules from Education and Culture Ministry of Indonesia. Thus, this study is expected to give some references to other elementary teachers to apply authentic assessment more creatively and innovatively.

2. RESEARCH METHOD

This research used descriptive qualitative analysis method. The subjects of the study were an English teacher from private elementary school A (Mrs. I), two English teachers in private elementary school B (Miss. R and Miss. L), and an English teacher from public elementary school (Mrs. Dw). This research was conducted in Sragen regency. Data were collected by interviewing the teachers and also doing observation. The technique of analyzing data in this research is the descriptive analysis. The collected data were interpreted and analyzed in detail based on the theory of authentic assessment to draw a conclusion.

3. FINDINGS AND DISCUSSION

3.1 Teachers’ Perceptions of Authentic Assessment

Based on the interview, it could be concluded that most of the teachers perceived assessment as a test. Their answers were almost similar. Their perception about assessment was closer to the definition of a test rather than to the definition of assessment. Authentic assessment in their opinion was used to measure the result of the students’ learning.

“Assessment is a tool to measure the extent to which students understand the lessons. The objective is to evaluate learning process and to get a good learning outcome. I usually do it after discussing a material or a unit” (an interview with Mrs. I). This statement is appropriate with what Brown said about test as “a method of measuring a person’s ability, knowledge, or performance in a given time domain”. It is also like what Karter stated that a test is usually held in the end of a unit. The other two teachers had the same opinion about the definition of assessment, but they stated different idea about the aim of assessment. Miss. R stated that the aim of assessment is to know the students’ understanding about the materials. Miss. L said that the objective of assessment is “to know the success of the teachers in explaining the materials). Mrs. Dw said that it is used to know the result of students’ learning.

Then the four teachers gave their opinion about the definition of authentic assessment based on the words. They translated literally from the words authentic and assessment to form the meaning of authentic assessment. They did not know exactly the meaning of authentic
assessment. “Menurut saya authentic artinya asli atau nyata, assessment artinya pengambilan nilai, jadi authentic assessment berarti pengambilan nilai yang nyata berdasarkan hasil belajar siswa” (In my opinion, authentic means original or real, assessment means “pengambilan nilai” (a test), so authentic assessment means the real test based on what the students’ learnt during learning process) (interview with Mrs. I on December 11th, 2018). While the other three teachers have almost the same opinion, that authentic assessment is an original test to measure the students’ result of learning and to know the progress of their learning. From those opinions, it can be conclude that most of the teachers perceived and made the meaning of authentic assessment based on the words form it. One that is less in their opinions is in fact authentic assessment is not just like a daily test to get such a numerical score, but it is more about the overall process of the assessment itself. It is like what Sadler (2009) said in his statement that “assessment means the making of evaluation on students’ overall performance and producing assumptions related to their learning which include the quality or achievement in tasks such as tests, projects, reports, and examinations”. However, what they said had closely appropriate to the definition of authentic assessment stated by Majid (2014 in Susani, 2018) who stated that it is “a process of collecting several information which can give a description about the progress of the students”. Although the definition they gave were incomplete, but actually they have applied some types of authentic assessment.

3.2 Practicing Authentic Assessment in English Teaching in Elementary School in Sragen regency.
There are many types of authentic assessment can be applied by teachers based on various theories. The application of the theory should pay attention on the three aspects that has been mentioned in the regulation of The Ministry of Culture and Education namely manner, skills, and knowledge.

3.2.1 Assessing Manner
There are some ways to assess manner. They are (1) observation; (2) self-assessment; (3) peer-assessment; and (4) journal assessment. Based on the interview, the four teachers were using observation method. They observe the manner of the students during the class. Besides, one of the teachers (Mrs. I) made such kind of rubric that she called as mutaba’ah to assess the students’ manner. According to her, rubric makes her easier to assess the students’ manner. It becomes standard for her in order not to be too wide or not to be subjective in holding assessment. In the rubric she put the aspects she wanted to assess for instance, politeness, friendly, greeting friends, helpful, and so on.

3.2.2 Assessing Skill
Assessing skill competence can be done by (1) performance assessment; (2) project assessment; (3) product assessment; and (4) portfolio assessment. The four teachers have applied authentic assessment in their class to assess students’ skills. Miss. R had given project assessment to her students. “Saya meminta mereka membuat denah menuju ke suatu lokasi, dan menjelaskannya dengan bahasa Inggris” (I asked them to make a map to go to a certain location and then explained it in English) (interview on February 21st, 2019). Mrs. Dw stated that she had done product assessment. “Saya meminta murid – murid untuk membuat cerpen berbahasa Inggris. Cerpen itu berdasarkan pengalaman mereka saat liburan” (I asked students to make a short
story in English. It was based on their experience) (interview on February 22, 2019). Miss. L had given performance assessment to her students. She asked the students to make a dialogue in English and performed it in front of the classroom. She gave them examples of the dialogue and asked them to repeat the pronunciations before they performed their own dialogue. Mrs. I had also applied authentic assessment in her class. She said that she had used various kinds of performance assessment, among others are by asking the students to have dialogues with their friends in front of the classroom, performing storytelling, explaining how to make drink, and reading aloud. Those are some of authentic assessment the teachers applied in their classrooms.

3.2.3 Assessing Knowledge

The knowledge competence is gained through: (1) test in written form; (2) group discussion and observation; and (3) assignments. The written test type of authentic assessment and assignment had been done by all four teachers. According to them, discussion is still difficult to be done by elementary school students. “kosakata anak – anak masih sangat sedikit dan pengucapan dalam bahasa Inggris anak – anak masih sangat kurang, jadi untuk diskusi kebanyakan masih menggunakan bahasa Indonesia” (The students only have a little vocabulary and their pronunciation is still poor, so the discussion is still using Indonesian) (interview with Miss. R). Mrs. Dw said almost the same thing, “terkadang siswa masih susah dalam mengucapkan kata – kata bahasa Inggris meskipun sudah diberi contoh, jadi diskusi dalam bahasa Inggris saya rasa belum bisa diterapkan di SD” (Sometimes, the students’ still have difficulties in pronouncing English words although they had been given examples, so discussion is still too hard for elementary school students). Furthermore, portfolio assessment can be used to assess knowledge. Among the four teachers, only Mrs. I had used portfolio to assess her students’ knowledge, while the three others had not done it.

4. CONCLUSION

Assessment plays an important role in teaching learning process. The government has issued regulations which require teachers to use authentic assessment in curriculum 2013. Authentic assessment can be very effective because it encourages students to show their deep understanding, higher-order thinking, and complex problem solving. There are many types of authentic assessment which can be applied by teachers in Elementary schools. In Indonesian context, whatever the type of authentic assessment used by the teachers, the most important thing is it should be used to measure manner, skill and knowledge competence of the students based on the government’s regulation. Some teachers do not know exactly the meaning of authentic assessment, however actually most of them have practiced it in their classroom. Although there is not any English subject in the curriculum structure in Elementary school, it does not mean that the English teachers can teach and assess the students as they like. It will be better if the teacher learn and understand more about authentic assessment to get better result on teaching English in Elementary schools.

5. REFERENCES


DESIGNING ENGLISH INSTRUCTIONAL MATERIALS FOR VOCATIONAL HIGH SCHOOL:
A NARRATIVE INQUIRY AT SMK AT-THOAT TOROH PURWODADI

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Abstract

The purpose of this study is to evaluate the steps of designing English instructional materials for Vocational High School by referring to the application of scientific approach of Curriculum 2013. This study is qualitative research with narrative inquiry. The object of the study is SMK AT-Thoat Toroh, a Vocational High School in Purwodadi, which has three majors: office administration, computer network engineering and motorcycle engineering. The data were collected by interviewing the English teachers of SMK At-Thoat Toroh, Purwodadi in February, 2019. The result showed that the steps taken by the teachers in designing English instructional material included identifying Competency Standards and Basic Competencies, identifying the types of material related to Competency Standards or Basic Competencies, then determining the materials according to Competency Standards and Basic Competencies. The teachers had taken appropriate steps in designing English instructional material, such as identified the instructional goal which is to encourage the students to be active in the learning process and to be able to think critically and creatively as expected in the 2013 curriculum; conducted needs analysis; analyzed learners’ input and characters; determined the materials according to Basic Competencies and Competency Standards set by the government; and evaluated both the teaching methods and the teaching materials. The teachers also understood the different needs of each department and determined the different materials for each department’s needs. Even so, there were still less appropriate things related to the design instructional materials, such as needs analysis that were less applicable due to limited time and facilities, and the application of scientific approach that was still less than optimal.

Keywords: English Instructional Materials, Vocational High School

1. INTRODUCTION

Instructional design is commonly defined as a systematic procedure in which educational and training programs are developed and composed aiming at a substantial improvement of learning (Reiser & Dempsey, 2007). It is a systematic reflective process of applying instructional principles into plans by material, activity, resources and evaluation (Smith & Ragan, 2004; Morrison, Ross & Kemp, 2001). Instructional design can also be described as “The systematic development of instructional specifications using learning and instructional theory to ensure the quality of instruction” (Moallem, 2001, p. 113). It includes the entire process of analysis of teaching and learning needs and objectives, and the development of an instructional system that meets those needs. It can also be defined as the process of identifying learning needs and develop learning materials in order to improve instructions to the learners. Such definitions are associated with the assumption that certain models of instructional design can serve as a frame
of reference and a regulation of the development of courses and lessons which aiming at the improvement of learning and influencing the learners’ motivation and attitudes in such a way that they can achieve a deeper understanding of the subject matters to be learned.

Instructional materials refer to the channels of communication which an instructor or teacher can use to concretize a concept during teaching and learning process (Amadioha, 2018). They can also be defined as any collection of materials including animate and inanimate objects and human and non-human resources that a teacher may use in teaching and learning process to ease, encourage, improve and promote teaching and learning activities (“What is instructional materials?”, n. d.). There are some types of instructional materials, such as graphic materials, which include charts, graphic, posters, diagrams, comics, maps and globes; three-dimensional materials, which include models and mock-ups, realia, specimens. Instructional materials is important in the teaching learning process to provide knowledge in all topics, in-depth information based on facts and give learners on the topics; allow instructor to engage learners by supporting concepts through the use of multimedia; offer learners the opportunity to practice concepts and develop a product that demonstrates their level of understanding; and evaluate the learners’ knowledge.

In designing English instructional materials, teachers must arrange it systematically and coherently, in order to facilitate effective teaching and learning process. As one of the models of instructional design, Dick and Carey (1990) proposed 9 steps of systematic approach which have been proved to be effective in the design of instructional materials (for example; Hashim, 1999; Manurung, 2009; Bello and Aliu, 2012; Syatriana et al., 2013, in Manurung, 2017). The steps are: 1) identify instructional goal, 2) conduct instructional analysis, 3) analyze learners and contexts, 4) write performance objectives, 5) develop assessment instruments, 6) develop instructional strategy, 7) develop and select instructional materials, 8) design and conduct formative evaluation, 9) revise instruction. In applying Dick and Carey model of instructional design, teachers or instructors have to clarify the goals and objectives, determine what they want the learners to be able to do after they have completed the instruction, identify skills that must be learned and the procedural steps that have to be followed by the learners, identify any specific characteristics of the learners that may be important to design instructional materials and activities, identify the criteria for successful performance, and evaluate and revise teaching materials according to the evaluation results.

The newest curriculum in Indonesia, curriculum 2013, is based on scientific approach. By implementing curriculum 2013, the government expects Indonesian students will be better in the future. Students are required to have higher order thinking skills (HOTS), which is developed by applying the scientific process in teaching and learning process. Whewell (1859, in Fauziati, 2014: 153) describes the scientific process as follows: 1) Formulation of a question, that is, the explanation of a specific observation; 2) Hypothesis, which is the formation of opinions based on the knowledge obtained while formulating the question that may explain the observed behavior; 3) Prediction: this step involves determining the logical consequences of the hypothesis; 4) Testing: this is an investigation of whether or not the observed behavior is true as it is predicted by the hypothesis. This can be done by conducting experiments; 5) Analysis: it involves determining what the results of the experiment show and deciding on the next actions to take. Scientific approach can be implemented in classroom teaching practices. Abidin (2014: 125 in Sodik and Wijaya, 2017) stated the application of scientific approach in teaching learning is through teaching and learning activities which are oriented to develop the student’s ability to solve the problem by using integrated inquiry activities which demand to have a critical
thinking, creative, to increase students’ understanding. McCollum (2009:2 in Fauziati, 2014: 154) describes four basic components to a scientific approach to teaching, namely: 1) it encourages learners to be curious about “why” and “how”; 2) it encourages experiments and observation; 3) it pushes for analysis, since curiosity grows with understanding, and understanding comes of analysis; 4) it requires communication: a scientific approach requires learners to communicate their learning and their findings.

According to article 15 of National Education System Act Number 20/2003, a vocational school is one of the educational units that prepare their students to work on specific skills (Purbasari, 2016). In the case of secondary education, this educational unit is different from academic high schools which usually prepare students who aim to pursue tertiary education, rather than enter directly into the workforce. Teaching English in Vocational High School (SMK) is different from that in Senior High School. In Vocational High School, students are expected to be able to take part in business and industry work. As a consequence, English teachers in Vocational High School are required to carry out an analysis of the needs of students in order to be able to design an appropriate teaching-learning process. In Vocational High School, the teachers are demanded to be more creative in delivering English material to students based on what majors they take, such as automotive, business and administration, etc. By this condition, the researcher would like to know what stages do the teachers do in designing English instructional materials and to what extent the teachers apply the steps to design instructional materials according to the relevant theories of instructional design to apply scientific approach?

There are a bulk of research that has been done related to designing instructional materials for Vocational High School. Among others is a research conducted by Purnamasari (2015), which investigated the way to develop English learning materials for grade X students of beauty study program by following Dick and Carey’s model with some modification. Researcher conducted needs analysis that were used to develop syllabus, then the syllabus became the guideline to develop the first draft of the materials. The result is, based on the materials evaluation, the content, the language, the presentation and the lay-out of the materials are appropriate with the relevant theory. Another research was done by Audrey and Sidabalok (2016), which investigated the design of instructional materials for blended learning by using schoology for speaking class of English education study program of teacher training and education faculty of Bandar Lampung University. The study aims to make instructional materials for blended learning suitable for implementation in speaking class. The result of the research showed that the instructional materials for blended learning in speaking 2 classes are able to facilitate students learning process and increase their activeness in learning. Another research was done by Syatriani (2015), which investigated the design of English instructional materials for EFL senior high school students based on school curriculum. The result indicated that instructional materials based on the school curriculum and the procedures of presentation, practice and production are appropriate for students and school curriculum. Instructional materials with different strategies and various materials effective to improve the English achievement of the students. Both teachers and students argue that the instructional materials are good enough to be used in the teaching and learning process to increase the English achievement of the EFL students. This study is different from the previous studies above. The differences are in the focus of the study, the setting and also the object. This study focuses on the steps in designing English instructional materials conducted by the English teachers at SMK AT-Thoat Toroh, a Vocational High School in Purwodadi, Central Java. The problems to be discussed are to what extent the teachers apply the steps to design English instructional materials according to the relevant theories of instructional design.
2. RESEARCH METHOD

This study is a qualitative study with narrative approach. This research data is in the form of information about the process of designing English instructional materials for Vocational High School. The data were collected by interviewing two English teachers of SMK AT-Thoat Toroh Purwodadi, Ms. D and Mr. A, to find out the process of designing English instructional materials for Vocational High School. There are three majors in SMK At-Thoat Toroh, which are office administration, computer network engineering and motorcycle engineering. The interview was conducted in February, 2019. The researcher described and concluded the result of the interview and analyzed it using the concepts and principles of instructional design.

3. FINDINGS AND DISCUSSION

3.1 The Steps of Designing English Instructional Materials

Based on the result of the interview, both teachers have almost the same steps in designing English instructional materials. They said that in designing the instructional materials, they adapted the standard syllabus from the school or the English MGMP (Teachers Professional Development Forum). “Dalam penyusunan materi, langkah pertama adalah mengetahui dan mengidentifikasi Standar Kompetensi dan Kompetensi Dasar, kemudian mengidentifikasi jenis-jenis materi yang berkaitan dengan Standar Kompetensi atau Kompetensi Dasar, kemudian menentukan materi sesuai Standar Kompetensi dan Kompetensi Dasar.” (In designing the instructional materials, the first step is to identify Competency Standards and Basic Competencies, then identify the types of material relating to Competency Standards or Basic Competencies, then determine the materials according to Competency Standards and Basic Competencies) (An interview with Ms. D), while Mr. A stated that “materi pembelajaran Bahasa Inggris saya buat berdasarkan silabus dan arahan MGMP, juga berdasarkan Kompetensi Inti dan Kompetensi Dasar yang telah ditetapkan oleh pemerintah, khususnya mengenai topik-topik apa saja yang harus diajarkan. Saya juga membuat modul yang materinya saya ambil dari berbagai sumber, termasuk dari textbook, lalu LKS untuk memperkaya soal-soal, dan dari internet. Walaupun di sekolah kami tidak mewajibkan penggunaan LKS, tetapi saya tetap menggunakan LKS untuk memperkaya materi dan soal-soal silabus sendiri, berdasarkan Kompetensi Inti dan Kompetensi Dasar yang ditetapkan oleh pemerintah” (the English instructional materials are based on the syllabus and the guideline from MGMP, based on Core Competencies and Basic Competencies set by the government, especially for what topics should be taught. For the materials, I also made my own module, which I took from various sources, including from the textbook, then LKS to enrich the questions, and from the internet. Although at school we do not require the use of LKS, but I still use it to enrich the materials and questions).

Since vocational school consists of different majors with different input and character of the students, the two teachers both consider that it is important to analyze the needs of students in designing instructional materials, even though the results of the analysis will also be adjusted to the suggestions from the MGMP.

“Menurut saya sangat penting dalam melakukan analisis kebutuhan siswa dalam menyusun materi. Dalam hal ini, saya sendiri melakukan analisis terhadap kebutuhan siswa, selain untuk menyesuaikan materi dengan Kompetensi Dasar, saya juga melakukan analisis materi yang disesuaikan dengan kemampuan siswa. Hal ini dilakukan dengan harapan siswa mudah untuk
memahami materi tersebut. Setelah saya melakukan analisis tersebut, hasil analisis tentang materi tersebut saya terapkan sebagai pedoman dalam penyusunan materi, selain juga saran dari MGMP.” (In my opinion, it is very important to analyze students’ needs in designing instructional materials. In this case, I myself conducted an analysis of the needs of students. In addition to adjusting the material with Basic Competencies, I also conducted material analysis tailored to the abilities of students. This is done in the hope that students will easily understand the material. After analyzing, I applied the results of the analysis as a guideline in designing instructional material, along with the suggestions from MGMP) (an interview with Ms. D). Mr. A also gave similar answer with Ms. D. “Di SMK, needs analysis menurut saya sangat diperlukan, karena kemampuan dari tiap program keahlian itu berbeda. Contohnya teknik sepeda motor, banyak (materi) yang harus diberikan dari guru kepada siswanya, karena input dari siswa itu sendiri, apalagi anak laki-laki yang kita tahu seperti itu, jadi kebutuhan untuk penyampaian materi ini sangat tinggi, jadi kita harus lengkap menganalisis kebutuhan untuk teknik otomotif ini. Untuk jurusan lain, saya rasa needs analysis-nya mudah dibuat karena jurusan lain seperti komputer dan jaringan dan administrasi perkantoran, rata-rata dari input anak-anaknya sudah lumayan, jadi dalam proses pengajaran cenderung lebih mudah. Kalau memang ada kesulitan itu bisa diselesaikan sebelum ke proses evaluasi. Karena jurusan itu didominasi oleh anak perempuan atau anak yang rajin.” (In Vocational High School, needs analysis, in my opinion, is very important, because the ability of students of each program of expertise is different. For example, for motorcycle engineering, much (materials) that must be given from the teacher to the students, because of the input from the students themselves, especially the boys with their characters, so the needs analysis must be complete and comprehensive to fit the input. For other majors, I think the needs analysis is easy to make because other departments such as computers or networks and office administration, the average input from their children is pretty good, so the teaching process tends to be easier. If indeed there are difficulties that can be resolved before going to the evaluation process. Because the department is dominated by girls or diligent students).

By holding an analysis of student needs, the teacher can better know the different needs of each department. This can be seen from the teacher’s answers as follows:“Kalau selama ini jadi selain materi umum yang biasa seperti tenses dan kinds of text juga memperdalam masing-masing jurusan, seperti ini namanya kunci ring, atau mungkin ini sekop atau apa dalam Bahasa inggrisnya, nah kemudian dalam administrasi perkantoran, ini yang lebih lagi yang saya tekankan dalam administrasi perkantoran karena ada ujian praktiknya, dimana ujian kompetensi kejuruan itu ada nasional jadi mendatangkan penguji eksternal dari luar, jadi memang untuk pengetahuan Bahasa inggris di administrasi perkantoran itu dituntut memang harus lebih daripada jurusan yang lain, maka presentasi dalam ujian kompetensi nanti harus memakai Bahasa Inggris. Kemudian membuat surat ataupun arsip arsip, semua data di perkantoran juga harus memakai Bahasa inggris, kemudian untuk membuat surat lamaran ataupun surat bisnis itupun semuanya dari Bahasa inggris maka untuk jurusan AP ini memang lebih saya fokuskan lagi ke administrasi jadi entah itu membuat surat ataupun bagaimana menyusun kalimat yang baik di perusahaan ketika nanti mereka sudah jadi sekretaris ataupun paling tidak admin dalam sebuah perusahaan.” (During this time, in addition to the usual general materials such as tenses and kinds of text, I also deepened the English material needed by each department, such as for automotive engineering, learning terms such as ring keys, or shovels in English. Then in office administration, because in office administration there is a practical exam, where the vocational competency exam has national exams so it brings external examiners from outside, so indeed for knowledge of English in office administration it is demanded that it must be more than other departments, because the competency exams will
have to be in English. Then in making business letters or archives, all data in offices must also use English, so I focus more on office administration using English. So they can compile sentences that are good in English when they later become secretaries or at least an administrative part of a company) (An interview with Mr. A). Whereas Ms. D explained that the needs analysis that she did was usually in the form of a pretest, to determine the students' initial abilities. Usually I have a kind of pre-test that has to do with each department. So I tried to find out what students' initial abilities are. “Biasanya saya mengadakan semacam pre test yang itu hubungannya dengan setiap jurusan. Jadi saya mencoba mengetahui kemampuan awal siswa seperti apa. Biasanya pre test saya hanya tentang vocabulary, misal 10-20 kosakata, jadi saya bisa tahu kemampuan masing-masing jurusan seperti apa. Biasanya yang banyak pengetahuannya atau kemampuan Bahasa Inggrisnya itu memang di jurusan Administrasi Perkantoran. Karena memang lebih rajin, lebih disiplin, karena terdiri dari perempuan semuanya.” (Usually my pre-test is only about vocabularies, for example 10-20 vocabulary words, so I can know what each department is capable of. Usually those who have a lot of knowledge or ability in English are indeed majoring in Office Administration. Because it's more diligent, more disciplined, because it consists of all women).

After doing the pretest, Ms. D follows up on the results by adjusting the teaching method. “Setelah pretest tadi, dilihat berapa persen yang sudah tahu dan berapa banyak yang tidak tahu. Ketika dalam sehari-hari berarti saya harus menyesuaikan metode. Misal di Teknik Sepeda Motor, siswanya banyak yang tidak menguasai, jadi saya harus lebih banyak aktif. Jadi bukannya siswanya yang aktif, tetapi guru yang lebih aktif. Bisa jadi sejak SMP, guru yang belum mengajari, sehingga menjadi kendala ketika siswa tersebut ada di jenjang SMK.” (The pretest shows what percentage of students mastered more vocabulary, and how many were only a little. I have to adjust the method so that it can accommodate students' different abilities. For example in Motorcycle Engineering, many students do not master, so I have to be more active. So the teacher is more active than the students. It could be that when the student was in junior high school, the teacher in their previous level hasn't taught about it, so it becomes an obstacle when the student is in the vocational school level).

For the implementation of the design, the two teachers also gave similar answers. Ms. D stated that “Untuk pemberian materi, bisa berjalan sesuai dengan rencana, akan tetapi terkadang ada ketidaksesuaian karena kemampuan siswa, ada yang tidak memahami materi tersebut sehingga perlu mengajarkan materi tersebut dengan hal yang berhubungan dengan materi sehingga terkadang yang seharusnya materi tersebut diterangkan selama 3 kali pertemuan atau 2 kali pertemuan tetapi pada kenyataannya lebih.” (In delivering the materials, it can go according to plan, but sometimes there are discrepancies due to the ability of students, there are those who do not understand the material so it is necessary to associate the material with matters related to the material so that sometimes in the lesson plans, the lesson should be taught in 3 or 2 meetings but in reality, it could be more). Mr. A stated the similar thing with Ms. D. “Untuk kegiatan belajar-mengajar di kelas, sudah sesuai dengan desain materi, tetapi kendalanya adalah mengenai waktu. Waktunya tidak cukup. Jadi materi yang seharusnya disampaikan dalam satu pertemuan, pada akhirnya harus disampaikan dalam dua kali pertemuan atau bahkan lebih. Karena mungkin ada kendala siswa mengalami kesulitan memahami materi, sehingga akhirnya guru harus mengajarkan kembali materi yang belum dipahami oleh siswa” (teaching and learning activities in the classroom are designed to be compatible with the design of materials, but sometimes in the reality, it is not always compatible. The problem is about the time neede to deliver the materials. The time given to the teachers to deliver the materials is not enough. So the materials that previously designed to be delivered in one meeting must be delivered in two meetings or even more, since some students have difficulty in understanding the materials. The
teacher then repeat the explanation of the materials to the students who have not understand about the materials).

After applying the design, the teachers conducted evaluation of the design and material. “Saya dan guru Bahasa Inggris lain di sekolah mengevaluasi materi tersebut dengan cara sharing dengan guru Bahasa Inggris sekolah lain ketika ada pertemuan guru/MGMP. Dari sharing tersebut kami melakukan revisi materi tersebut atau memperbaiki materi tersebut. Untuk melakukan evaluasi terhadap pemahaman siswa terhadap materi, saya mengadakan ulangan harian, latihan soal dan hafalan kosakata yang dianggap sulit bagi siswa. Biasanya untuk hafalan ditargetkan 1 bulan hafal 20 kosakata yang dianggap sulit, sesuai materi tersebut.” (I and the other English teacher at the school evaluated the material by sharing with other schools’ English teachers when there was a MGMP meeting. From the sharing we made revisions to the material or corrected the material. To evaluate students’ understanding of the material, I held daily tests, practice questions and memorized vocabulary that was considered difficult for students. Usually for memorization is targeted at 1 month memorized 20 vocabulary that is considered difficult, according to the material) (An interview with Ms. D). While Mr. A evaluated student understanding of the material whenever he had finished delivering the material in each chapter. “Biasanya kalau saya sudah selesai (menjelaskan materi) untuk tiap tema, pasti saya mengadakan evaluasi.” (When I have finished explaining the material for each theme, I conduct an evaluation).

3.2 The Application of Scientific Method in Designing English Instructional Material

3.2.1 Teachers’ Perception on Scientific Approach in Teaching and Learning Process

According to Mr. A, scientific approach is teaching steps that must be done in the teaching-learning process in order for the students to be more active. “Menurut saya scientific approach adalah langkah-langkah dalam mengajar yang terdiri dari 5 M, kemudian harus urut sesuai dengan langkah-langkah tersebut, apakah itu menanya atau mengamati terlebih dahulu. Dalam mengajar, guru harus mengikuti alur dari 5 M tadi, dan mengupayakan agar siswa aktif dalam pembelajaran. Dalam kurikulum 2013 ini, yang semula mengacu pada teacher-centered kemudian berubah jadi students-centered. Sehingga kemudian menciptakan bagaimana siswa itu bisa lebih aktif, bagaimana siswa itu dalam mempelajari materi itu lebih mudah. Khususnya karena guru hanya sebagai fasilitator jadi siswa dituntut untuk lebih aktif dalam pembelajaran di kelas.” (According to me, scientific approach is a step in teaching which consists of 5 M, then it must be sorted according to the steps, whether it is asking or observing it first. In teaching, the teacher must follow the flow of the 5 M earlier, and strive for students to be active in learning. In curriculum 2013, which originally referred to teacher-centered and then changed to student-centered, so that it then creates the idea of how students can be more active, how the students can easier to learn the material. Especially because the teacher is only a facilitator so students are required to be more active in learning in the classroom) (An interview with Mr. A). While according Ms. D, scientific approach is “pendekatan yang digunakan dalam proses pembelajaran. Dalam penerapannya harus menggunakan metode-metode ilmiah dalam pengajaran, yang merangsang siswa untuk lebih aktif dalam kelas, seperti lebih aktif bertanya, lebih giat mencari tahu tentang sesuatu, tidak selalu harus dari guru tapi bisa mencari sendiri dari baku-buku ataupun sumber-sumber terpercaya dari internet, dan lain sebagainya. Bisa juga diskusi dengan temannya sehingga dapat menambah pengetahuan, dan sebagainya.” (According to me, scientific approach is the approach used in the learning process.
In its application must use scientific methods in teaching, which stimulates students to be more active in the classroom, such as being more active in asking questions, more active in finding out about something, not always from the teacher but can search for themselves from books or reliable sources from the internet, and so on. Students can also discuss with their friends so they can increase the knowledge, and so on).

3.2.2 The Adjustment of Instructional Materials to Scientific Approach

“In every semester, the MGMP holds a meeting, the contents of which are in addition to discussing the syllabus also provide direction and guidance regarding the material. Then each teacher in each school adapts the material to the needs of students, with facilities available in their respective schools. Then after the teacher sorts and chooses based on the school’s facilities and input of students, they determine the method of teaching on how students can accept, but still apply the scientific approach, which begins with observing, then ends with evaluating” (An interview with Mr. A). “Sebisa mungkin saya menyiapkan materi dan menyesuaikan teknik mengajar agar dapat merangsang siswa untuk lebih aktif bertanya, mengamati dan memiliki rasa ingin tahu yang tinggi. Terkadang saya juga memberikan satu topik atau pertanyaan yang harus mereka cari sendiri jawaban dan pemaparannya melalui internet atau buku-buku.” (I prepared the material and adjust the teaching technique so that it can stimulate students to be more active in asking, observing and having high curiosity. Sometimes I also give one topic or question that they have to find their own answers and explanations through the internet or books) (Interview with Ms. D).

3.2.2 The Constraints on the Application of Scientific Approach

“In my opinion, the obstacles are more due to student factors. If the basic knowledge of students is lacking, then in following the scientific steps of the approach, teachers need more time to explain the material or have to repeat more. For example, in the step of observing, it turns out that students only observe but cannot understand, or when asked to ask, it turns out that no one asks, that’s when from the beginning of student input or students’ curiosity is lacking) (An interview with Mr. A). Similar with Mr. A’s answer, Ms. D also consider the input from the students as a constraint in applying scientific approach in teaching and learning process. “Hambatannya lebih pada kurangnya rasa ingin tahu siswa dan
4. CONCLUSION

Through the results of the interview in the previous chapter, the steps taken by the teachers in designing English instructional material included identifying Competency Standards and Basic Competencies, identifying the types of material related to Competency Standards or Basic Competencies, then determining the materials according to Competency Standards and Basic Competencies. The teachers had taken appropriate steps in designing English instructional material, such as identified the instructional goal which is to encourage the students to be active in the learning process and to be able to think critically and creatively as expected in the 2013 curriculum; conducted needs analysis; analyzed learners’ input and characters; determined the materials according to Basic Competencies and Competency Standards set by the government; and evaluated both the teaching methods and the teaching materials. The teachers also understood the different needs of each department and determined the different materials for each department's needs. Even so, there were still less appropriate things related to the design instructional materials, such as needs analysis that were less applicable due to limited time and facilities, and the application of scientific approach that was still less than optimal.

5. REFERENCES


Cognitive Processes Featuring Learner Language: A Study of Indonesian Students Learning English as a Foreign Language

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Abstract

Committing errors by students who are learning a new language is common. And language containing errors produced by second language learners is termed interlanguage. It is believed that a learner’s interlanguage is the product of various learning strategies. The main objectives of this study was to describe and explain the typical cognitive processes which feature the learner language under the study. This study was a qualitative research of second language acquisition in classroom context. The framework used in this study was error analysis discussed by James. Data on learner language were elicited through free composition as it was believed to be the best linguistic forms of closely observed language production. Data analysis used was a kind of contrastive activity; the learner language was contrasted with the target language. The collected data were analyzed using interlanguage framework to describe and explain the features of learner language found in the students’ written production. The result of this study revealed some cognitive processes which characterized the learner language. This includes strategy of second language communication, language transfer, and strategy of overgeneralization.

1. INTRODUCTION

Committing errors by students who are learning a new language is common. In SLA perspective, such errors are considered as a sign of human fallibility, for example, as a consequence of incomplete knowledge of the target language on the part of the learner, or inadequacy in the teaching learning process. Language errors are inevitable in learning process including learning a second or a foreign language which requires creativity. Language errors are no longer viewed as mere language deviations from the target language but rather as a source for researching of what goes on in the learners’ mind.

Language containing errors produced by second language learners is termed interlanguage by Selinker (1997), referring to a particular linguistic stage second language learners go through during the process of mastering the target language. The main idea is that learners create interlanguage system when trying to express their ideas in the target language. It is the linguistic system that characterize the output of language learners at any stage of learning prior to complete acquisition of the target language. Since its first interlanguage conception in 1972 by Selinker, the term interlanguage has undergone reformulations to avoid the comparative fallacy of target language comparisons. This has prompted the alternative term, that is ‘learner language’, referring, in a strict sense, to the oral or written language produced by second language learners (Ellis & Barkhuizen, 2005).

Within the SLA research, linguistic samples of learner language are collected and studied with a particular objective, that is, to gain insights into the learners’ developing linguistic knowledge of the second language. It is believed that the learners’ speech and writing is considered to provide the clearest evidence of their linguistic knowledge (Ellis & Barkhuizen, 2005). In other words, learner language serves as the primary data for the investigation of second language acquisition and it is thus necessary for SLA researchers to infer learners’ second language competence from their productive performance.
The resulting learner language theory that is quite relevant today is summarized by Ellis & Barkhuizen (2005) as follows: (1) a learner’s interlanguage primarily comprises implicit linguistic knowledge; (2) a learner’s interlanguage knowledge constitutes a system in the same way as a native speaker’s grammar is a system. This system accounts for the regularities that are apparent in the learner’s use of the L2; (3) a learner’s interlanguage is permeable, i.e. the system is open to influence - it is easily penetrated by new linguistic forms from the outside (through input) as well as inside (through internal processing); (4) a learner’s interlanguage is transitional. The learner restructures their interlanguage grammar as they revise their hypotheses about the new language. This development involves a series of stages; (5) a learner’s interlanguage is variable. At any one stage of development the learner employs different forms for the same grammatical structure; (6) a learner’s interlanguage is the product of various learning strategies. One such strategy is L1 transfer but other strategies are intralingual, e.g. overgeneralization or simplification; (7) a learner may supplement their interlanguage by means of communication strategies (e.g. paraphrase or requests for assistance) to compensate for gaps or difficulty in accessing L2 knowledge while performing; (8) a learner’s interlanguage may fossilize, i.e. the learner may stop developing and thus fail to achieve a full native-like grammar.

This study focuses solely on characteristic of learner language number 6 mentioned above, that is, a learner’s interlanguage is the product of various learning strategies. Selinker's (1997) description of the interlanguage system has a cognitive emphasis and a focus on the strategies that learners employ when learning a second language. It is assumed that interlanguage is the result of the learners’ attempts to produce the target language norms. That is to say, learner errors are the product of the cognitive process in second language learning. He suggests that there are five processes central to second language learning, namely: (1) Overgeneralization. Some of the rules of the interlanguage system may be the result of the overgeneralization of specific rules and features of the target language; (2) Transfer of Training. Some of the components of the interlanguage system may result from transfer of specific elements via which the learner is taught the second language; (3) Strategies of Second Language Learning. Some of the rules in the learner's interlanguage may result from the application of language learning strategies “as a tendency on the part of the learners to reduce the target language to a simpler system; (4) Strategies of Second Language Communication. Interlanguage system rules may also be the result of strategies employed by the learners in their attempt to communicate with native speakers of the target language; (5) Language Transfer. Some of the rules in the interlanguage system may be the result of transfer from the learner’s first language.

There have been a number of research on learner language features in home country setting, i.e. Indonesia such as those which have been conducted by Fauziati (2017), Riyanto (2012), and Sutopo (2013). These studies particularly focused on learners’ second or foreign language written production. These studies had common findings that interlanguage errors in the learners’ written production were at various linguistic levels, e.g. phonology, morphology, and syntax. Fauziati (2010) in particular confirmed that the learners’ interlanguage grammars were not fossilized. Despite the enlightening findings, these studies, however, did not particularly investigate any of the interlanguage features commonly occur in learner language. In addition, Long’s (1990) study on interlanguage concluded that learners’ interlanguages exhibit systematicity which manifests itself in many ways, including the regular suppliance and non-suppliance of both targetlike and nontargetlike features in certain linguistic contexts and in the persistence of the same errors. Thus, interlanguages appear to be rule-governed. Martínez and Cabrera (2002) in their narrative qualitative analysis of the interlanguage of compulsory secondary education students in the canary islands found that overgeneralisation of grammatical rules and principles was very common. That is why the learners’ interlanguage errors are
The present study is meant to extend the previous studies by focusing more on the interlanguage features commonly found in the learner language.

The problem statement addressed in the current study says: What typical cognitive processes which feature the learner language under the study and how is the linguistic realization of the cognitive processes? This study is very significant as it can give us (teachers) vivid pictures of the common phenomenon usually occur in second language learning. In general, it can give insights into several aspects of adult second language learning such as the resources, the process, and the constraints on adult second language learning.

2. RESEARCH METHOD

This study was a qualitative research of second language acquisition in classroom context. Chaudron (1990) called it classroom second language acquisition while Ellis (2006) instructed second language acquisition. The framework used in this study was error analysis discussed by James (2014). This was carried out on the students’ composition to identify and collect data on the learner language, to describe, and explain the data.

The research subjects were were 60 students of grade eleven of Muhammadiyah Senior High School of Surakarta, central Java, Indonesia. All students had studied English for at least five years through formal instruction at schools.

Data on learner language were elicited through free composition as it was believed to be the best linguistic forms of closely observed language production. The learners could use freely any patterns or rules they had learned or acquired for their own communication purposes. The students were required to write free composition in the classroom under direct supervision of the researchers. Then they submitted their work to the researchers. The free composition around 250-300 words.

Data identification was a kind of contrastive activity; the learner language was contrasted with the target language. The learner language included in the data were sentences containing errors either ungrammatical and/or unacceptable. The erroneous sentences collected from the students’ composition and these were used as the primary data of this research.

The collected data were analyzed using interlanguage framework to describe and explain the features of learner language found in the students' written production. This includes the typical features of learner language found in the students' written production and the linguistic realization of the interlanguage features in the students' work.

3. FINDINGS AND DISCUSSION

This study revealed some cognitive processes which characterized the learner language. This includes strategy of second language communication, strategy of language transfer, and strategy of overgeneralization.

3.1 Strategy of Second Language Communication

When attempting to communicate ideas in written expressions, the students frequently found it difficult because of the gaps in their linguistic repertoire. To anticipate such problem, they found an alternative way of getting the meanings across. They used the strategy of code switching. They code switched from English into Indonesian. The Indonesian lexical items they have utilized are of two different forms: unmodified Indonesian words and modified Indonesian words.

Switch into First Language without Modification: When switching from English into Indonesian, the students used full replacement of Indonesian words (Tarone, 2006). In other
words, they did not make any modification to the words they use such as in the sentences: "Our activities on Sundays are singing, dancing, and doing karawitan; We watch wayang kulit performance at Sri Wedari Solo; I live in kampung/desa Tohudan;"

The sentences exemplifies how the students switched from English into Indonesian since they got problem in finding the direct English equivalents of the social cultural-bound words. Therefore, they consciously code switched from English into Indonesian abruptly when their interlanguage vocabulary was not adequate to convey the thought. They utilized their limited knowledge to cope with their limitation capacity in the target language. It can be deduced that the students switched into their native language as cognitive strategy to cope with vocabulary problem. Switches into First Language with Slight Modification: The study also revealed that the students switched from English into Indonesian with a slight modification. In other words, they did not use full replacement of Indonesian words but had slightly modified the forms so that they look like English such as in the examples: "We study English **energically** because we have national examination; She used **acsesori** in her neck; The prince look very have **kharismatic**. The resulting words (energically, acsesori, and kharismatic) actually do not exist in English. These words are taken from Indonesian words enejik, aksesori, and karismatik and happen to be cognates.

3.2 Strategy of Transfer

This study revealed that some erroneous sentences had the similar characteristics of the students’ first language. Such erroneous sentences that can be traced back to their first language were undoubtedly the results of language transfer. It gives us fact that they made use of what they already know about first language to make sense of the second language. In other words they utilized their first language experience as a means of organizing the target language data in the area of vocabulary as well as grammar.

Transfer in Vocabulary: When attempting to express the intended meanings, the students frequently transferred into Indonesian words in their English written production especially when dealing with specific expression. For examples, they wrote "They always prayed to get **peringkat** in class; They prayed to get **beasiswa** for studying abroad; They play **jamuran** in the school yard. It is **factual** the students had problems to find equivalence in English. Consequently, they cope with the dilemmas by transferring into Indonesian, their first language.

Transfer in Grammar: Grammatical transfer in the students’ written production was quite noticeable. This marked the feature of the learner language. The students used the linguistic system, especially the grammar, they knew best from their native language. For example, the wrote "Mommy said, "**sweety, let’s wake up, it is already morning** (Indonesian: **sudah pagi**); In the morning I get up to bathe **straight to change clothe** (Indonesian: **langsung ganti baju**); **Until in school** (Indonesian: **sampai di sekolah**) I playing together my friends; Mr. Ridho bagus was just one couple husband and wife (Indonesian: **pasangan suami istri**) who lived happily.

The phenomena above can be explained through language transfer theory. The data revealed that the students’ mother tongue affected their learning a foreign language. As there are differences between their mother tongue and the target language, the students’ mother tongue functioned rather negatively, in a sense that the students produced ill-formed English.

3.3 Strategy of Overgeneralization
This study revealed that overgeneralization was a fundamental learning strategy featuring the learner language. The students activated any linguistic knowledge of the target language previously learned or acquired to help them express their ideas in English.

**Lexical Overgeneralization:** The students overgeneralized some vocabularies because they did not notice that the words had similarity in meaning but different in application. For example, they wrote "A bike, motor cycle, or a car are means to carry (English: transport) you to some places; I always hear (English: listen) Radio Prambos every morning with Gina and Desta.

Such words (carry and transport, hear and listen) are semantically identical but different in forms or they are false friends. The similarity lies in the basic component of meaning. Such condition often brought the students to overgeneralize the use of such words. This can be explained as the result of an activation process in which more than one lexical items (cohorts) present themselves as candidates for the expression of a concept. The students misused of such words because a group of the lexical items within cohorts were often semantically related.

**Grammar Overgeneralization:** In the area of grammar it is clearly seen that the students also utilized overgeneralization strategy. They used this strategy to cope with the inherent difficulty of the second language. The analysis showed that overgeneralization in the area of affixation, preposition, wordiness, and parallel construction.

The strategy of grammar overgeneralization was in the use of pronoun. When expressing ideas in English, we constantly refer to thing or person we have already mentioned or about to mention. We do this by repeating the noun group, but unless there is a special reason to do so we are likely to use a pronoun instead. In English, there are five different types of pronoun based on its function: subjective, objective, adjective, possessive, and reflexive. These area seems often problematic for the students, resulting in the existence of learner language. The findings showed they overgeneralized the use of pronoun in different cases. For example, they wrote "Him liked a thief; They mother very confused; All family made a surprise birthday party for father him; Him father looked happiness; Her have a boyfriend”.

The second is overgeneralization in using affixation. The data showed that the students frequently had difficulties when dealing with words formed through derivational process. A major type of word formation, in which a certain kind of affix (derivational) is used to form new words. Derivational affixes often change the part of speech of the base form. Such as read is a verb whereas readable is an adjectives. This was a problem for them. This was obviously seen in their chaotic use of words and whether to choose skill, skilled, or skillful; punish, punished, or punishment; violate, violation, or violator.

The data showed that they did not have difficulty in the form, rather, on which form to be used for a certain construction (the usage). To cope with this problem they activated the highly automatized English affixes they already acquired (overgeneralization strategy).

The third overgeneralization strategy was in using preposition. The data revealed that that preposition frequently emerged as a serious problem. Preposition is one of the linguistic elements which is difficult to acquire especially by the Indonesian learners of English. Compared to Indonesian, English has greater number of preposition. Furthermore, there are no fixed rules as how to use prepositions. Prepositions therefore cannot be acquired easily by the learners. In addition, there is no one to one equivalent of Indonesian and English preposition.

This condition led them to wrongly use the preposition. In choosing preposition, they often merely activated the one already internalized in their mind since their early learning of English (overgeneralization). For example, they got the knowledge that the Indonesian di has its English equivalent in. They, then, used this ready stock preposition in different cases, resulting in wrong use of preposition such as in “in the other hand,” “in Monday and in Wednesday,” “in another time,” etc.
4. CONCLUSION
The present study revealed some underlying cognitive strategies reflected in the students’ language, namely: strategy of second language communication, language transfer, overgeneralization. In essence, I could draw a conclusion that the students had been most confronted with problems on vocabulary, especially in finding adequate equivalents for the key words. They certainly got difficulties in translating Indonesian cultural-bound words into English. In addition, they did not notice several words which seemed to be adequate equivalents but turned out to be false friends. And to make things worse, they got inadequate capability in translation skills that they use literal translation when expressing the intended meanings. And to cope with such difficulty, the students used cognitive processes by relying on the linguistic knowledge the already acquired, that is, linguistic knowledge from the learners’ native language known as transfer as well as linguistic knowledge from the target language known as overgeneralization.

In other words, the learner language was the product of cognitive process appeared to be much dependent on both native language and the target language. One thing is very clear. Having fewer resources at their disposal in the target language, they relied on the knowledge they already knew, either from their native language or the target language to help them cope with the problem. In one situation, they relied extensively on their native language and in another situation, they relied on the target language grammar but did it wrongly by over generalizing or simplifying the rules. Thus, code switching, language transfer, and overgeneralization were the result of cognitive processes, which manifest themselves in strategies of code switching, transfer, and overgeneralization. These strategies can help learners to cope with the complexity of the TL grammatical system.

5. REFERENCES
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SPATIAL DEIXIS “HERE” in MOVIE SCRIPT REMEMBER ME
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Abstract
Spatial deixis can lead to referent-failure if the addressee and the speaker failed to interpret the meaning of the referent. Thus, the knowledge of context is needed to interpret the meaning. Spatial deixis can be found in the movie script as utterance representation. Thus, the objectives of this research are as follows: (1) To interpret the meaning of deixis here that appears in the movie script Remember Me by William Fetters and Jenny Lumet (2) To describe the inference in the movie script Remember Me by William Fetters and Jenny Lumet. This research used descriptive qualitative methods and the data was taken from movie script entitled Remember Me by William Fetters and Jenny Lumet. The results of this research is deixis here in the movie script Remember Me by William Fetters and Jenny Lumet is not only refer to a place. Deixis here in movie script can show other entities, it is emotional. There are four data of deixis here refers to the place and three data of deixis here refers to emotional. Moreover, the inference that appears in using of deixis here depends on each context when the utterance is spoken.

Keywords: Context, referent-failure, inference, spatial deixis

1. INTRODUCTION
Communication agents often use reference to convey meanings. However, for understanding the meanings it does not always go smoothly and can be fatal if addresser fails to interpret the reference. Thus, referent-failure case can lead to misinterpretation and the communication process fails. To answer the case, pragmatics is applied. (Purwo, 1985) states that pragmatics related to the utterance meaning based on the context. Since specific context is required in interpreting the reference, the referent-failure case becomes one of phenomena in pragmatic studies.

In pragmatics, the reference called as deixis – technical term from Greek – is defined as a pointer via language (Houck, 2002). Adding to Houck, (Purwo, 1985) argues that deixis may refer to different entities depend on the way addressee use it in specific time and place. In addition (Houck, 2002) divides deixis into three parts: person deixis, spatial deixis and temporal deixis. Related to referent-failure, spatial deixis, for example, leads to a unique communication conflict. Learning from this situation, referent-failure concerning spatial deixis, the later example is described. One day, Budi called Dimas by phone. Dimas and Budi were in two different cities. They are close friends who haven’t met for a long time.

Dimas : It has been a long time not to see you, Budi. Where are you now?
Budi : I am in the office, and you? By the way when do you plan to come here?
Dimas : I am spending my time to stay home. Well, I am too shy to visit you at your office and
to see all of your friends.
Budi : No! It doesn’t what I mean.

Based on the context of the data, the meaning of the reference *here* is not referring to Budi’s office but the reference *here* is using to refer the city where he lives. Thus, it can be clearly seen if Dimas fails to interpret the meaning. It makes communication conflict because the meaning of the reference *here* can show the different meanings of reference *here*: Budi’s office and the city where Budi lives. Thus, it depended on the context that is known by the addressee and the speaker when they are doing the speech. Therefore, the example that is illustrated above will show that spatial deixis become the focus of this research. (Houck, 2002) suggested that spatial deixis is used to refer the location of people and things and spatial deixis usually consists of here, there; come, go; bring, take; this, that etc. Houck (2002) added for interpreting the reference that we used, speakers and addressee need to understand the context to get the meaning of the reference. Adding Houck, (Mey, 2006) stated that context is a dynamic not static concept. It must be concluded that the processes of communication and interaction have a wide range and make linguistic expressions on interactions understandable. Context is not about the referent and understanding. It is about what make our speech even deeper. For example:

Dimas : So how about my proposal?
Budi : Yes, i accept it. By the way when do you plan to come here?
Dimas : Well, next month I will be there.
Budi : Okey, I will wait for it.

In that dialogue, the situation are Dimas and Budi live in the same city and they work in a same sector company, it is textile sector. Based on the context of the data, Budi and Dimas know about the reference *here* refers to. Thus, the reference *here* refers to Budi’s office. It can be seen if Dimas has given the appropriate answer and Dimas success to interpret the meaning of the reference *here*. The data shows if context can be well known by speaker and the addressee. It will not cause reference-failure.

Several previous study that underlie this research are research conducted by (Johnston, 2007) examined deixis here using multimodality process that will have an impact on the communication process. Moreover, the research conducted by (Hussein, 2013) reviews the use of spatial deixis in James Joyce’s based on how the interpretation in the reference is formed using Lacoste’s model. However, deixis here in this research used the theory of interpretation and it will have an impact on the meaning carried in the reference and the inferences contained within it.

Based on the description, the reference here is chosen as the research because deixis here shows varied phenomena which is based on the underlying context of the utterance. The author used the movie scripts entitled Remember Me by William Fetters and Jenny Lumet to analysis deixis here. Furthermore, the research question in this researches are (a) What is the meaning of deixis here in the movie script Remember Me? (b) What are inferences is revealed in movie script Remember Me?. According to that research problems, the objectives of this research are as follows: (1)To interpret the meaning of deixis here in the movie script Remember Me by William Fetters and Jenny Lumet (2) To describe the inferences in the movie scripts remember me by William Fetters and Jenny Lumet. This research is expected to be able as the research material for academics particularly in linguistic, for the researchers who want to make new research about spatial deixis and increase the knowledge of readers in the pragmatics.
2. RESEARCH METHOD

In conducting this research, the author used descriptive qualitative methods. Qualitative research is a method of research or experiment that examines an object and the researcher as a key instrument, (Sugiyono, 2013). Adding Sugiyono, (Moleong, 2017) emphasizes that descriptive is not about the data with forms of number but it used data with form of images and words. Thus, the data collected can be the key for the research. Therefore, the author used descriptive methods because the form of the data is movie script.

In addition, the author used data collection techniques by metode simak. Metode Simak (Sudaryanto, 1993) is reading the data to be examined by tapping. Thus, we will get data based on what it means. The next step of this research is recording technique for each data contained deixis here. The steps were taken by the author in carrying out data collection techniques at deixis here are as follows:

1. Read the data source that we used.
2. Identify data sources that contain deixis here.
3. Take and collect data that have deixis here.
4. After identifying and retrieving the data, the author recorded all data of deixis here from the data source.

Then after the author has carried out data collection techniques, the author analyzed deixis here using the technique suggested by (Taylor & Bogdan, 1984) as follows:

1. Collecting deixis here that is found in the movie script remember me
2. Classifying data that has been recorded based on physical and emotional categories.

Then the writer interpreted the meaning of deixis here and inferences in the data.

3. After all stages of analysis have been completed, the author made the conclusion based on the results.

3. FINDINGS AND DISCUSSION

In this section discussed about the meaning of deixis here and the inferences of deixis here in the movie script entitled Remember Me by William Fetter and Jenny Lumet

(1) Mom : I know, but it's coming.
Ally : When is it? It's not gonna be too much longer.
Mom : Spit your gum out. Come on. Thank you. Oh, here comes the train!
Mom : Get behind me. Ally, stay behind me. Just take it. Take it.
Thief : Give me your purse. Give me the ring!

Participants in data (1) are Mom, Ally and Thief. The setting in data (1) is the train station. The situation in that utterance is Mom and Ally were waiting for their train after long time staying at the train stop. Context of data (1) showed Ally and his mother is waiting for the train to arrive. They waited at the train stop. From the analysis of the context the deixis here refers to place that is a train stop. Here shows the location of the object that is close to the speaker. Speaker in data (1) is Mom and Ally. The inference of that utterance is the train has come from the previous destination and come close to the speakers and addressee, namely Mom and Ally.

(2) Receptionist ; You know you can't smoke in here.
Tyler looks down at a heavy crystal ash tray on the coffee table in front of him. It's clearly never been used.
Tyler: So what's with the ash tray?
Receptionist: It completes the room.
Tyler takes a long drag, grinding out the ember on the pristine surface. He smiles a charming smile at the aggravated woman.
Tyler: Tease.
Janine: Tyler...

Participants in data (2) are Receptionist and Tyler. The setting in data (2) is Tyler's father's office. He is waiting in the receptionist room but he smokes in front of the workers. From the analysis of the context deixis here shows a place, it is in the waiting room. Here shows the location of the object is close to the speaker. Speakers in data (2) are Tyler and Receptionist. The inference of that utterance is Tyler smoking in the office. The bowl at the receptionist's table has meaning that he can smoke in that area.

(3) Ally: I am so sorry. I fell asleep.
Dad: Asleep where?
Ally: My phone died, so...
Dad: I was trying to find some information. What am I now, one of your suspects? When you act like one. Are you on anything?
Ally: Oh, for God's sake.
Dad: Don't use that tone with me, Ally. I smell alcohol.
Ally: Yeah, so do I.
Dad: What's going on here, Ally? Are you trying to tell me something with this? You're all grown up now?
Ally: Yeah, maybe it's time you get used to it, Dad, before you give yourself a heart attack.
Dad: Who's the guy?

Participants in the data (3) are Ally and Dad. The setting in data (3) is at home. The situation in this speech is Ally came to home, but Ally showed herself with bad condition. She was drunk and it made her father get mad. In the context of that utterance Dad asked Ally why she didn't tell her father and Ally didn't call her dad. Ally returns home and she drank. It makes his father upset and angry. From the context analysis, deixis here shows Ally father's anger toward Ally. This emotion indicates that her dad did not like her attitude that left home without calls or messages. The inference of that utterance is Ally return back to the home and it makes Ally's dad feels unappreciated.

(4) Tyler: you're up. Can I get you anything?
Ally: No.
Tyler: Aidan left. So, yeah, I'm here if you need something.
Ally: Thanks, honey.

Participants in the data (4) are Tyler and Ally. The setting in the data (4) is Tyler's boarding house. The situation in this utterance is Ally came to Tyler's house and she stayed there. Tyler felt sorry to Ally who was having a problem with his father. Then, Ally woke up and saw Tyler who was tidying up the room. In the context of data (4) shows Ally is returning to visit Tyler's
house after she quarreled with his father. Tyler understands with Ally’s problem, so Tyler willing to help Ally if he needs anything while she is at Tyler's house. From the analysis of the context deixis here refers to the Tyler’s house. Here also shows an emotional feeling from Tyler to Ally who is ready to help Ally. The inference of that utterance is Ally can visit Tyler's house anytime that she wants and if Ally stayed there perhaps she will always get help from Tyler.

(5) Tyler alone on the top stair, taking long pulls from a cigarette. Ally comes out the front door, softly closes it behind her.
   Tyler: Last one ever. I swear.
   Ally: I don't care.
   Tyler: I know you're not here for me but, thank you for being here.
   A silent moment passes.
   Tyler: For what it's worth, I think you're amazing.
   Ally: It's not worth much. You made everything between us a lie.
   Tyler: I'm sorry.

Participants in the data (5) are Tyler and Ally. The setting in data (5) is Tyler's house. The situation in this speech is Ally came to Tyler’s house, she has met Tyler's sister. In the context of data (5) show that Tyler and Ally talked about Aidan to apologize for the mistake that Tyler has made. Thus, when Ally came to his house showed sympathy for Tyler's sister. From the analysis of the context deixis here shows the meaning that refers to the Tyler house. Here also shows the emotional side of Tyler to Ally who expressed his gratitude for what Ally had done. The inference of that utterance is Ally has come to meet her sister at Tyler’s house and she has sympathized with the incident that happened to Tyler’s sister.

(6) Aidan paces nervously. Craig appears in an apron. Aidan smiles.
   Aidan: Hi. Is this the, uh, that is, does, uh, Alicia Craig. Does she live here?
   Craig nods.
   Aidan: Oh great. I'm...
   Craig: You think I don't remember you?
   Aidan: No, sir.
   Ally: Who is it?
   Craig: It's okay.

Participants in the data (6) are Aidan, Craig and Ally. The setting in data (6) is at Ally's house. The situation in that utterance is Aidan came to Ally’s house and he is looking for Ally. He made sure that Ally lives on there. Context of data (6) shows Aidan looking for Ally’s house, and indeed it is Ally’s house. From the analysis of the context the deixis here refers to place, it is Ally’s house. Here shows the location of the object that is close to the speaker. Speaker in data (6) is Aidan, Craig and Ally. The inference of that utterance is Aidan did not know for sure that the house indeed Ally's house.

(7) He gets his bike and leads her down the block, towards Fifth Avenue.
   Caroline: What happened to your face?
   Tyler: Horrible threshing accident.
   Caroline: You're so retarded.
   Tyler: Don't mock the afflicted. Here, I brought you something.
Tyler: This was my favorite book ever. Michael had it and he hit me over the head with it until I read it. It's about all these God and Goddesses who spend all of their time being jealous and petty and otherwise acting like human beings. The illustrations are amazing.

Participants in the data (7) are Caroline and Tyler. The setting in data (7) is on the road. The situation in the data (7) Caroline confused with Tyler's face because it looks battered. But Tyler has something for Caroline. Context of data (7) shows Tyler brought and show Caroline that she has a mythical book. The book is Tyler's favorite. From the analysis of the context the deixis here refers to object, it is Tyler's book (mythical book). Here shows the location of the object that is close to the speaker. Speaker in data (6) is Caroline and Tyler. The inference of that utterance is Tyler has something that he want show to Caroline.

4. CONCLUSION
The results of this research is deixis here in the movie script Remember Me by William Fettters and Jenny Lummer is not only refer to place. Deixis here in movie script can show other entities, it is emotional. The emotional closeness built by the characters in the movie script, thus it can makes this reference into empathetic deixis. From the data analysis, there are four data show if the meaning of deixis here refers to place and three data show if deixis here refer to emotional. Moreover, the inference that appears in deixis here depends on each context when the utterance is spoken. In addition, based on the result of this study, the author suggest are the future researcher can do another research with another spatial deixis such as this and that or another deixis categories, thus it can add the reader's insight on the object of deixis. The research perhaps can be taken from various data such talk shows script, comic and magazine.

5. REFERENCES
POLITENESS IN DIRECTIVE SPEECH ACTS USED BY STUDENTS OF UNIVERSITAS MUHAMMADIYAH SURAKARTA

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ABSTRACT
This research aims to describe the politeness strategies used by students of Universitas Muhammadiyah Surakarta. It focuses on written utterance of asking and requesting expressed by students. It uses descriptive qualitative method. The data are collected by using documentation which are done through WhatsApp platform. The subject of this research is students of English Education Department of Universitas Muhammadiyah Surakarta who have sent a message containing expression of asking and requesting. The data are in the form of screenshots containing conversation sent by the students to the lecturer. In analyzing the data, theory of Brown and Levinson (1987) is used. The result shows that students of Universitas Muhammadiyah Surakarta uses three politeness strategies, namely: negative politeness (82.60%), bald on record (4.35%), and off record (13.05%). To conclude, 82.60% students have asked and requested appropriately.

Keywords: politeness strategies, negative politeness, bald on record, off record

INTRODUCTION
People need to communicate to the others since they have to meet their social needs (Maslow, 1954). In everyday communication, there are two kinds of utterance, namely written and spoken utterances. Spoken utterance is what someone expresses orally to the others, while written utterance is what someone tries to convey to the others by using medium (paper, pen, email, etc.). It can be found in almost all kind of media, such as article, newspaper, letter, and memo. However, the use of letter has been significantly decreased in this age. The most popular form of written utterance can be found in instant messaging platform, such as Messenger, LINE, WhatsApp, etc.
Living in educational world, lecturers are placed as someone who have to be available for any question asked by the students in almost twenty-four hours. Asking is one of expressions in directive speech acts (Searle in Yule, 1996). It is expression to make the hearer do what the speaker wants (Yule, 1996). It can be in the form of asking information, or clarifying information. In reality, the students do not only ask and clarify information. They also request for tolerance, agreement, and appointment. Those expression of request, order, asking, and inviting are concluded in directive speech acts.

Regarding with the curriculum in department of English Education, there is a subject called as semantic-pragmatics which has to be learnt by the students. Pragmatics is study of relation between language and context which is grammaticalized, or encoded in the structure of a language (Levinson, 1983:9).

Since students are educated people, they must be able to express their wants by considering the politeness. Politeness is defined as the hearer’s public image that has to be recognized by the speaker (Brown and Levinson, 1987:314). This public image has relation to the hearer’s emotional and social sense. Politeness is considered since it can influence the hearer’s response toward the speaker’s expression. According to Brown and Levinson (1987), there are four politeness strategies which can be used by speakers to express their wants, namely: bald on record, off record, positive politeness, and negative politeness. Knowing that the lecturer is a lecturer who has higher position than them in all aspects (education, age, job, and status), the students are demanded to express their intention by using negative politeness.

Regarding with the phenomenon above, the researcher is interested to conduct a research entitled “Politeness in Directive Speech Acts Used by the Students of Universitas Muhammadiyah Surakarta”. This research aims to describe the politeness strategies used by the students of Universitas Muhammadiyah Surakarta. Some previous studies have also been conducted in this field. However, this research sees the perspectives from the ones belonged to Altan (2015), and Esghinejad and Moini (2016). The difference can be obviously seen from the aim, subject, method of the research, and also technique of collecting data.

The result of this research reflects the students competence in implementing pragmatics. It also can be evaluation material of how the lecturers should teach semantic-pragmatic subjects.

2. RESEARCH METHOD

This research uses descriptive qualitative method. The object of this research is written utterances of asking and requesting (directive) sent by the students to their lecturer. The data are collected by using documentation. It is through WhatsApp platform. Moreover, the data are in the form of screenshots containing conversation by the students and the lecturer. However, the data source is categorized as human informant who are the active students of English Education Department of Universitas Muhammadiyah Surakarta. The students of English Education Department are chosen since they are the ones who are in touch with the researcher in everyday life. In analyzing the data, the researcher involves the theory of politeness strategies by Brown and Levinson (1987).

3. FINDING AND DISCUSSION

3.1 Negative Politeness

Negative politeness is type of politeness strategy in which the speaker expresses his/her intention by considering the hearer’s face and minimizing the chance for hearer to get offended. This strategy seems to be characterized by the use of questioning:

3.1.1 Apologize
In this strategy, the speaker expresses their wants by using apologize, such as indicating reluctance, admitting the impingement, and begging forgiveness. This strategy appears in the following utterance: Data23/Yoga/[14:30, 11/20/2019] “Assalamualaikum. Mohon maaf mengganggu, Buk. Saya diminta Bu Hepi untuk bertanya ke Ibuk terkait surat izin penelitian TEYL. Pripun Buk sistematisnya? Terimakasih banyak, Buk.”

3.1.2 Question, Hedge
This strategy appears in the following utterance:
Data02/DianPutri/[15:33, 2/10/2019]:

3.2 Off Record
Off record if kind of politeness strategy in which speaker express his/ her intention without never being heard by the hearer. In other word, the speaker utters the expression implicitly.

3.2.1 Give Hints
This strategy occurs when the speaker says something explicitly but he/ she invites the hearer to look for an interpretation. This strategy appears in the following utterance:
Data15/Septya/[07:15, 2/5/2018]:
“Assalamualaikum.. bu seharusnya hari ini kami krs an. Tp blm dpt password nya. Soalnya bu yeni slow respon.”

3.3 Bald on Record
Bald on Record is one of politeness strategies in which the speaker tends to express his/ her intention by saying it explicitly without considering the hearer’s face. This strategy appears in the following utterance:
Data22/NoName6/[08:00, 12/15/2018]:
“Assalamu’alaikum. Ibu dimana nggih, Ini saya tunggu di depan kantor kaprodi”

By considering the statement from Brown and Levinson (1987:145) which claim questioning as one of the strategies in negative politeness, it means that all kind of questions must be negative politeness since it is the most appropriate one. However, the reality shows that the students do not only use negative politeness. They also use the other strategies: bald on record and off record.

The use of politeness strategies by the students of Universitas Muhammadiyah Surakarta is distributed into the chart belows:
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Chart 3.1 Politeness Strategies used by the students of UMS

The chart shows that 13.05% students use off record (OR) in asking and requesting their lecturer. Significant gap exists in the second diagram in which 82.60% students use negative politeness (NP). Meanwhile, 4.35% students use bald on record (BR). Therefore, it can be concluded that the highest percentage belongs to negative politeness.

Considering the statement from Brown and Levinson (1987:145) which classify questioning as one of negative politeness, it can be concluded that 82.60% students of Universitas Muhammadiyah Surakarta has been asking and requesting their lecturer appropriately.

4. CONCLUSION

Out of four available strategies proposed by Brown and Levinson (1987), students of Universitas Muhammadiyah Surakarta use three strategies to ask and request their lecturer through WhatsApp platform. Those strategies are negative politeness (82.60%), bald on record (4.35%), and off record (13.05%). It also can be seen that 82.60% students have asked and requested appropriately. To conclude, most of students of English education department of Universitas Muhammadiyah Surakarta have implemented the pragmatic concept in communicating to their lecturer.

5. REFERENCES


POLITENESS STRATEGIES IN CRITICISMS USED BY THE OVERSEAS STUDENTS OF UNIVERSITAS MUHAMMADIYAH SURAKARTA (UMS)

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Abstract
This research is aimed to (1) classify the strategies of politeness used by the overseas students of UMS in criticizing and (2) describe how power and distance influence the overseas students of UMS in using politeness in criticism strategies. There are 25 data which were collected through DCT. The data validity is taken through expert judgement. The results of this research shows that (1) the highest percentage belongs to positive politeness strategy with 87 times used (39%), followed by bald on record by 60 times used (27%) and 24% belongs to negative politeness with 55 times used. Off record becomes the least percentage. (2) there are patterns of how distance and power influence the overseas students’ decision in choosing politeness strategies. The speakers who are close-higher, close-lower, familiar-lower, and unfamiliar lower toward the hearers tend to use positive politeness. Those who are close-equal, familiar-equal, and unfamiliar-higher to hearers tend to use negative politeness. Finally, those who are familiar-higher and unfamiliar-equal toward the hearers tend to use bald on record strategy.

Keywords: Politeness Strategies, Criticism

1. INTRODUCTION
Criticizing is one of the human abilities and characteristics. Given thought by God, humans tend to show their existences among others by using their abilities in criticizing to speak up in public. When people realize something wrong from their friends or families’ members, they tend to give feedback, evaluation, or opinion. Those activities are called criticism. In Oxford Mini Dictionary & Thesaurus (2008), criticism is defined as the expression of disapproval. According to Tsui (1994), criticism is defined as a kind of assessment that gives negative judgment or evaluation of certain people, events, or objects toward the addressee. On the other hand, when criticizing someone, one must pay more attention on how he/she said. He/she must make sure that what he/she says is polite. Criticizing someone politely is important. Since it can hurt one’s feeling.

UMS is known by its quality in which overseas students come from many countries around the world such as Malaysia, Thailand, China, Tanzania, Sudan, Russia, and even Mexico. In daily life, they speak their mother language. This fact makes clear that overseas students have to master the use of language appropriately while maintaining the relationship among people in Indonesia by considering the pragmatics competence.

Considering the use of language by the overseas students in UMS, the researcher is interested in measuring their abilities to use politeness strategies in criticisms. At the end of his research, the researcher can classify the strategies of politeness used by the overseas students of UMS in criticizing and explain how power and distance influence the overseas students in using politeness strategies.

There are two theories used to analyze the data, Grundy (2000) and Brown and Levinson (1987). Grundy (2000:127) explained that "... among the aspects of assumed external context
that are particularly determinate of language choice in the domain of politeness are the power-distance relationship of the interactants and the extent to which a speaker imposes on or requires something of his/her addressee.” Grundy stated that there are three main factors influence speaker in speaking namely, power properties, distances and imposition. Brown and Levinson found four theories of politeness, off record, bald on record, positive politeness, and negative politeness.

Off record (OR) is described as a strategy which happens when a speaker says something different from what he wants. He/she states a statement that is different from what he/she expects. Bald on record (BR) is kind of politeness strategy which happens when a speaker directly explains or expresses his/her need or want to the hearer. Positive politeness (PP) is used by a speaker to appeal a common goal, and even friendship via expression. Negative politeness (NP) is redressive action uttered to the hearer’s negative face in which his/her want is to have his/her own freedom.

There are some previous studies related to this current study. Handayani (2017) found appropriateness of using politeness strategies in criticism utterances. 32% students use appropriate strategy. She found that there are 36% students use BR, 14% use NP, 11% use combination strategies, 6% use PP, and 2% use OR. Diani (2017) found that characters in *The Ugly Truth Movie* are influenced by power and distance when using politeness strategies. BR was influenced by legitimate power, expert power and someone power. PP was influenced by someone’s power. NP was influenced by distance of someone. Wijayanto, Laila, Prasetyarini and Susiati (2013) found politeness strategy that is mostly used is BR and PP. BR and PP were mostly used if they were appropriate to be used across different status and distance. NP and OR were the least strategies used. Nuryani, Sudartina, and Kurnia (2016) described that payoff and circumstances (power, distance and imposition) influence speakers in using politeness strategies.

Finally, from the explanation above, the researcher conducts research entitled Politeness Strategies in Criticisms Used by Overseas Students of Universitas Muhammadiyah Surakarta (UMS). Related to the previous studies, the position of this current study is as a parallel study of previous studies. Parallel study means that the current study has equal position toward previous studies. The differences are found in its objectives, data and data source. It is conducted in order to enrich the knowledge about the particular focus of the study. The aim of this current study is to describe how power and distance influence the overseas students of UMS in using politeness strategies.

### 2. RESEARCH METHOD

This is a descriptive qualitative research. The data were taken from 25 overseas students of UMS. The data are analyzed using theory of Brown and Levinson (1987) about politeness strategy. In case of data validity, the researcher uses expert judgement. The data were collected through Discourse Completion Task (DCT). DCT is kind of questionnaire consisting of scenario with various situations and including power properties, distances and imposition (Grundy, 2000). DCT is an appropriate strategy used in pragmatics research (Hinkel, 1997). Seran and Sibel (1997) also explained that DCT is very effective instrument.

The following sections are the content of DCT. It contains situations in various conditions.

**DCT 1 (Close-Higher):** You are parent. You have a son whom you love so much. When you help him to prepare his books for tomorrow, unfortunately you find a piece of paper showing your son’s exam result. You find his score is poor. You want to criticize your son. As a parent how do you express your criticism?
DCT 2 (Close-Equal): You have a close friend. You are very close to him/her. One day, your friend made a mistake. He/she was caught stealing money in your school. You want to criticize your close friend. As his/her close friend, how do you express your criticism?

DCT 3 (Close-Lower): You have a grandfather. His health declines. Doctor stated that it was caused by his hobby, smoking. The doctor advised him to stop smoking but you find him still smokes every day. You want to criticize him. As his lovely grandson, how do you express your criticism?

DCT 4 (Familiar-Lower): You are a director of a company. Your staff made a mistake when working. Because of his mistake, you got a lot of losses. You want to criticize your staff. As the director, how do you express your criticism?

DCT 5 (Familiar-Equal): You are a student. You are doing your task in classroom. Unexpectedly, your friend comes to annoy you. You feel very disturbed. You want to criticize what he/she has done to you. As his friend, how do you express your criticism?

DCT 6 (Familiar-Lower): You are a student. You have a teacher who always comes late to your class. You think if your teacher always comes late, you can not receive lesson well. You want to criticize him/her. How do you express your criticism?

DCT 7 (Unfamiliar-Higher): You are a police. You stop a motorcyclist because he does not wear helmet and violates traffic sign. You want to criticize him/her. As a police, how do you express your criticism?

DCT 8 (Unfamiliar-Equal): You are in an airport. You see a passenger littering. As a passenger who cares about the environment, you want to criticize him/her. As a fellow passenger, how do you express your criticism?

DCT 9 (Unfamiliar-Lower): You are a primary school student. You are in canteen of your school. At that time you see an old man (whom you never meet before) smoking. While you know that smoking is prohibited in canteen. You want to criticize the old man. As a student who knows the rules, how do you express your criticism?

3. FINDINGS AND DISCUSSIONS

This part of research discusses classifying the strategies of politeness used by overseas students of UMS in criticizing and how power and distance influence overseas students in using politeness strategies when criticizing someone. First, the researcher analyzes kinds of politeness strategies used by speaker using theory of Brown and Levinson (1987). Then, to describe how power and distance influence speaker in using politeness strategies, the results of the first step are analyzed using theory of Grundy (2000).

3.1. Politeness Strategy

This sections discuss strategies used by overseas students in using politeness strategies when criticizing someone. They use the all three strategies.

3.1.1. Off Record (OR)

OR is a strategy which happens when a speaker says something different from what he wants. He/she only states a statement that is different from what he/she expects. In the case of criticizing, OR is the least used strategy. The speakers tend to use the other three strategies. The following part shows examples of OR.

003/HKH/DCT5/F-E: Thanks brother. (DCT 5)
022/RG/DCT8/U-E: I have seen there are garbage bins, you can use that to keep environment clean. (DCT 8)
3.1.2. **Bald on Record (BR)**

BR is kind of politeness strategy when a speaker directly explains or expresses his/her need to the hearer. In case of criticizing hearers, the speakers which are overseas students have tendency in using politeness strategies. The tendencies happen when the speakers are familiar-higher, and unfamiliar equal toward hearers. The following examples show the data of BR.

001/FA/DCT8/U-E: *Please throw your trash into a dustbin* (DCT 8)
018/K/DCT3/C-L: *Keep continue. If you want to die hurry up* (DCT 3)

3.1.3. **Positive Politeness (PP)**

PP is used by a speaker to appeal a common goal, and even friendship via expression. In this case, the speakers have tendency to use PP. The tendencies happen when the speakers are close-higher, close-lower, familiar-lower, and unfamiliar-lower to hearers. The following data are examples of PP.

007/NNBZ/DCT2/C-E: *Sister, you know stealing is against the religion right? If you have financial problem, ask me if i can help you.* (DCT 2)
005/HF/DCT4/F-H: *Our company suffers losses because of a mistake that happened let's us know what is the reason for that and avoid doing such a mistake again!* (DCT 4)

3.1.4. **Negative Politeness (NP)**

NP strategy is a strategy used by speaker to redress his/her action toward the addressee’s negative face: his want to have his freedom of action unhidered and his attention unimpeded. In this case, the tendencies of speakers in using NP appear when they are close-equal, familiar-equal, and unfamiliar-higher than hearers.

007/NNBZ/DCT6/F-L: *Sorry teacher. I think being late to class its a little bit bad behaviour to be shown by a good teacher like you.* (DCT 6)
025/MSS/DCT6/F-L: *I'm sorry mr/mam, I feel that the learning activities that we do are not maximal because you always comes not on time. I hope you can be more timely so that learning activities can be done well.* (DCT 6)

The following table 3.1.1. *The Use of Politeness Strategies* shows strategies of politeness used by overseas students when criticizing someone. The table sums that there are tendencies used by overseas students. The tendencies are different in each DCT. The summary of strategies used by overseas students is drawn on the chart below.

<table>
<thead>
<tr>
<th>DCT</th>
<th>Politeness Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>OR</td>
</tr>
<tr>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>5</td>
<td>2</td>
</tr>
<tr>
<td>6</td>
<td>2</td>
</tr>
</tbody>
</table>
Based on the table 3.1.1., can be described that the chart containing percentage of using politeness strategies. The following chart (3.1.1.) clearly shows that the most used strategy is PP and the least is one is OR.

3.2. Influence of Power and Distance

The different choices in using politeness strategies are influenced by power and distance. The power includes higher, equal, and lower status of speaker toward hearer. The distance includes closeness, familiarity, and unfamiliarity of speaker toward hearer. The following charts explain how they influence.

The chart shows a comparison between three DCT. They are DCT 1, DCT 2, and DCT 3. The three DCT have same distance (close) but the power is different. The power of DCT 1 is higher, DCT 2 is equal, and DCT 3 is lower. The result explains that there are different tendencies in using politeness strategies. The speakers who are close and higher and those who are close and lower than hearers have tendency to use PP. The percentage of each DCT is 56% and 76%. Those who are close and equal to the hearers have tendency to use NP (40%).
Chart 3.2.2. Familiar Distance to Different Power

The chart shows a comparison between three DCT. They are DCT 4, DCT 5, and DCT 6. The three DCT have same distance (familiar) but the power is different. The power of DCT 4 is higher, DCT 5 is equal, and DCT 6 is lower. The result, there are different tendencies in using politeness strategies. The speakers who are familiar and higher have tendency to use BO (48%). Those who are familiar and equal to the hearers have tendency to use NP (40%). Finally, those who are familiar and lower than hearers have tendency to use PP (52%).

Chart 3.2.3. Unfamiliar Distance to Different Power

The chart shows a comparison between three DCT. They are DCT 7, DCT 8, and DCT 9. The three DCT have same distance (unfamiliar) but the power is different. The power of DCT 7 is higher, DCT 8 is equal, and DCT 9 is lower. The comparison explains that there are different tendencies in using politeness strategies. The speakers who are unfamiliar and higher have tendency to use NP (40%). Those who are unfamiliar and equal to the hearers have tendency to use BO (52%). Finally, those who are unfamiliar and lower than hearers have tendency to use PP (32%).

Chart 3.2.4. Higher Power to Different Distance

The chart shows a comparison between three DCT. They are DCT 1, DCT 4, and DCT 7. The three DCT have same power (higher) but the distance is different. The distance of DCT 1 is close, DCT 4 is familiar, and DCT 7 is unfamiliar. The comparison explains that there are different tendencies in using politeness strategies. The speakers who are close and higher have tendency to use PP (56%). Those who are familiar and higher to the hearers have tendency to use BO (48%). Finally, those who are unfamiliar and higher than hearers have tendency to use NP (40%).
Chart 3.2.5. Equal Power to Different Distance

The chart shows a comparison between three DCT. They are DCT 2, DCT 5, and DCT 8. The three DCT have same power (equal) but the distance is different. The distance of DCT 2 is close, DCT 5 is familiar, and DCT 8 is unfamiliar. The comparison explains that there are different tendencies in using politeness strategies. The speakers who are close and equal and those who are familiar and equal have tendency to use NP. The percentage of NP in both DCT 2 and DCT 5 is 40%. Finally, those who are unfamiliar and equal to the hearers have tendency to use BO (52%).

Chart 3.2.6. Lower Power to Different Distance

The chart shows a comparison between three DCT. They are DCT 3, DCT 4, and DCT 5. The three DCT have same power (lower) but the distance is different. The distance of DCT 3 is close, DCT 6 is familiar, and DCT 9 is unfamiliar. The comparison explains that the tendency of speakers in using politeness strategy is same. They tend to use PP. However, the different distance, in this case, has influenced the speakers in using politeness strategy. It can be seen from the different percentages shown in the table above. The percentages are 76%, 53% and 32%.

In sum, table 4.30, 4.31, and 4.32 proves that power of speakers toward hearers influences them in choosing politeness strategies. Then, table 4.33, 4.34 , and 4.35 proves that distance influences speakers in using politeness strategies.

Finally, recognizing that distance and power influence the speakers in choosing politeness strategies, the researcher sums up the patterns of how distance and power influence on the speakers’ decision in choosing politeness strategies. The speakers who are close-higher, close-lower, familiar-lower, and unfamiliar lower toward the hearers tend to use positive politeness. Those who are close-equal, familiar-equal, and unfamiliar-higher to hearers tend to use negative politeness. Finally, those who are familiar-higher and unfamiliar-equal toward the hearers tend to use bald on record strategy.
Table 4.36. The Influence Pattern of Power and Distance

<table>
<thead>
<tr>
<th>DCT</th>
<th>DISTANCE</th>
<th>POWER</th>
<th>TENDENCY OF USING STRATEGIES OF CRITIQUE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Close</td>
<td>Higher</td>
<td>Positive Politeness</td>
</tr>
<tr>
<td>2</td>
<td>Close</td>
<td>Equal</td>
<td>Negative Politeness</td>
</tr>
<tr>
<td>3</td>
<td>Close</td>
<td>Lower</td>
<td>Positive Politeness</td>
</tr>
<tr>
<td>4</td>
<td>Familiar</td>
<td>Higher</td>
<td>Bald on Record</td>
</tr>
<tr>
<td>5</td>
<td>Familiar</td>
<td>Equal</td>
<td>Negative Politeness</td>
</tr>
<tr>
<td>6</td>
<td>Familiar</td>
<td>Lower</td>
<td>Positive Politeness</td>
</tr>
<tr>
<td>7</td>
<td>Unfamiliar</td>
<td>Higher</td>
<td>Negative Politeness</td>
</tr>
<tr>
<td>8</td>
<td>Unfamiliar</td>
<td>Equal</td>
<td>Bald on Record</td>
</tr>
<tr>
<td>9</td>
<td>Unfamiliar</td>
<td>Lower</td>
<td>Positive Politeness</td>
</tr>
</tbody>
</table>

Chart 3.2.7. Percentage of Use of Politeness Strategies

Compared to some previous studies, this current study has differences. Handayani (2017) found appropriateness of using politeness strategies in criticism utterances. 32% students use appropriate strategy. She found that there are 36% students use BR, 14% use NP, 11% use combination strategies, 6% use PP, and 2% use OR. On the other hand, this current research has found that 4.4% use OR, 27% use BR, 39% use PP and 24% use NP. Diani (2017) found that characters in The Ugly Truth Movie are influenced by power and distance when using politeness strategies. BR was influenced by legitimate power, expert power and someone power. PP was influenced by someone’s power. NP was influenced by distance of someone. Wijayanto, Laila, Prasetyarini and Susiati (2013) found politeness strategy that is mostly used is BR and PP. BR and PP were mostly used fo they were appropriate to be used across different status and distance. NP and OR were the least strategies used. Nuryani, Sudartinah, and Kurnia (2016) described that payoff and circumstances (power, distance and imposition) influence speakers in using politeness strategies. This current study found that the speakers who are close-higher, close-lower, familiar-lower, and unfamiliar lower toward the hearers have tendency to use positive politeness. Those who are close-equal, familiar-equal, and unfamiliar-higher to hearers tend to use negative politeness. Finally, those who are familiar-higher and unfamiliar-equal toward the hearers tend to use bald on record strategy.
4. CONCLUSION
Implementing the theory of Brown and Levinson in findings, the researcher gets a conclusion of his research. The conclusion shows that (1) the highest percentage of use is PP strategy with 87 times used (39%), followed by BO by 60 times used (27%) and 24% belongs to NP with 55 times used. OR becomes the least percentage of usage. (2) the speakers who are close-higher, close-lower, familiar-lower, and unfamiliar lower toward the hearers tend to use positive politeness. Those who are close-equal, familiar-equal, and unfamiliar-higher to hearers tend to use negative politeness. Finally, those who are familiar-higher and unfamiliar-equal toward the hearers tend to use bald on record strategy.

5. REFERENCES
ROBERT LANGDON’S ANIMA IN DAN BROWN’S THE LOST SYMBOL

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Abstract

Anima is an inner feminine side that may be owned by a male person. Thus, this study is aimed to discover anima in The Lost Symbol novel by Dan Brown. This study focuses on anima in Robert Langdon as a protagonist in The Lost Symbol. It uses anima theory by Carl G. Jung (1968) applied through the Content Analysis Method by systematically evaluating the data found on the novel. This study also used characterization theory using showing-telling method by Albertine Minderop (2005) to analyze the data. Based on data analysis the anima can be found in protagonist by action, dialogue, and thought. This study concludes that, anima can be found in literature aspects such as, novel or character on novel itself, both the aspects as a whole and in small way. The anima can be found on novel or character on novel, and proves that psyche, archetype, and anima can be found in literature aspects.

Keywords: archetype, anima, characterization, psyche

1. INTRODUCTION

As the third Dan Brown’s masterpiece, The Lost Symbol (2009) continues the story of Robert Langdon’s adventures in the previous two novels, Angels & Demons (2000) and The Da Vinci Code (2003). It tells on how Langdon solves problems that related to Masons and symbols in America as a symbology professor. Since it explicitly describes masonry and symbols, it can be understood that those have become superior topic. However, there is another thought-provoking issue embedded in the novel and qualified to be considered which is an existence of female side inside Langdon’s psyche, anima. Anima is one of Jung (1968) concepts on four major archetypes, The Self, Persona, Shadow, and Anima or Animus, within a human psyche. Archetypes are inferred as “systems of readiness for action, and at the same time images and emotions” (Jung, 1959) which means a person’s way of thinking or ideas, attitude and emotion in a conscious state experiences the impact from the inner state or unconsciousness. This can be seen through Langdon’s actions and reactions towards particular events or interactions with certain people in the story especially when it has connection with Peter Solomon, his best friend and colleague. Langdon’s anima is shown clearly on how he reacts towards Peter’s morning call. Anima itself is a part of archetypes and collective unconscious, a common to all human and responsible for deep instinct such as sexual behavior, life, and death instinct (Jung, 2004). Thus his reaction somehow is correlated with an instinct that Peter is not in a safe condition. The correlations between archetypes and collective unconscious come from unconsciousness, this is made archetypes will not appear without collective unconscious, because archetypes is a part of collective unconscious itself. Archetypes have formed unconsciously and played a role in personality formation. It means this unconscious have to make archetypes appear in humans and determine the personality of a human. Therefore, it can be said that archetypes is a basic pattern
of human character, or human behavior. Based on the description, this study is discussing on how anima appears in Robert Langdon as a protagonist in The Lost Symbol. Besides the writer uses theories from Jung about anima, the writer uses theories showing and telling method to research this research. According to Minderop (2005), “Metode langsung atau Direct Method (telling) mencakup: karakterisasi melalui penggunaan nama tokoh, karakterisasi melalui penampilan tokoh, dan karakterisasi melalui tuturan pengarang” (Minderop, 2005). Minderop (2005) said, “Metode Showing mencakup: dialog dan tingkah laku, karakterisasi melalui dialog” (Minderop, 2005). It means telling method is the author explained the character, or through the name and nature of the character. Showing method is the method of characterizations that come from the dialogue or action from the character itself.

2. RESEARCH METHOD

In order to identify and analyze the anima in Langdon’s psyche within the story, this study is used descriptive qualitative method as a part of qualitative research. (Moleong, 2017) emphasized that descriptive was not the data with form of numbers but it used data with the form of images and words. Thus, the data collected could be the key for the research. Therefore, the author used descriptive methods because the form of the data were novel.

In addition, the taken data were also analyzed used showing and telling method from Albertine Minderop (2005) and content analysis data. It means that the procedures of analyzing the data was data that found in novel The Lost Symbol analyze used theory of Jung about anima and showing-telling method by Minderop. Next, those data were carried out into a data collection techniques, which then was used to analyze anima using the technique suggested by (Taylor & Bogdan, 1984). Thus, Figure 1 below is technical technique in conducting the analysis on Langdon’s anima.

![Figure 1. Research Method Chart](image-url)
The procedures was taken by the writer in carrying out data collection techniques at anima. First, the writer read the data source that the writer used. Furthermore, the writer found and identified data source that had an issue about anima. Last, the writer took and collected the data that had anima references here.

Then after the author had carried out all data collection techniques, analysis of anima here used used qualitative methods that had been suggested by (Taylor & Bogdan, 1984). First, collecting data of anima here that found on the novel The Lost Symbol, then classifying data that had been found on the novel based on anima by using showing-telling method. Last procedures was analyzing the data with content analysis method and made conclusions from the results after all stages of analysis had been completed.

3. FINDINGS AND DISCUSSION
In this section anima is discussed that appears to Robert Langdon as a protagonist. As a well-known professor in the field of symbology, Robert Langdon had extensive knowledge. Nevertheless, Langdon was known as his colleagues and students as a friendly person and did not hesitate to provide assistance. Thus, the nature of Langdon made him highly respected and admired by his colleagues and students, this also made him have many colleagues. One of them, Peter Solomon, even later considered Langdon as a dear friend.

“Langdon watch Bellamy, but his mind was with Peter, trying to figure out how best to find him”. (Brown, 2006: 295).

From the data above, it is told that Langdon was talking to another character named Bellamy. He is the one who saved Langdon from a police interrogation. Bellamy is discussing a problem about a cube-shaped that Langdon carried and Langdon listened carefully to Bellamy’s explanation, but his mind remained fixed on his friend Peter Solomon. Langdon always thought about the condition of his friend, his location at the moment, his condition and his well-being.,

Langdon considers Peter as his best friend, mentor, teacher, even father for him because of his capability. This can be seen from a phrase, “but his mind was with Peter……”. The phrase showed clearly how Langdon was worried about his best friend.

The feelings came in a form of anxiety and uneasy feelings. Such feelings are common in humans’ psyche as a natural instinct to taking care of anything or anyone closed to them since Peter is Langdon’s best friend, it is natural wanting Peter to be safe and fine. The natural instinct itself presents both in male and female.

However, the nature of the one Langdon showed for his friend was more often shown by a female. A female’s anxiety, worry and affection can be seen through her behavior and body gestures. Some of them mostly are unable to focus on the event happening at the present time. This is different with a male who tend not to show it and only keep it to themselves. Langdon tried to watch and listen Bellamy’s explanation, but his mind thinking about Peter and solution in finding Peter. It means Langdon as male tries to hide away his consideration on Peter yet tries to focus to be present with Bellamy. Therefore, anima archetypes appear on the character of Langdon through his natural instinct to protect his loved.

“Robert Langdon’s eyes filled with relief as she rushed through the door way…. directly into his arms”. (Brown, 2006: 300)

From the data above, it is told that Langdon met his old friend, Katherine Solomon. She is Langdon's old friend daughter. In this situation both Langdon and Katherine knew that Peter was in a state of concern, which he has been kidnaped and in death threats. This is a dangerous
situation not only to Peter, but also to Langdon himself and Katherine. It is possible for Katherine to be the next target of death threats since she is the only descendant of Peter. Moreover, it may happen due to her knowledge on Peter’s secrets about Mason, a religious secret organization. Knowing this situation, Langdon told her to go to safe place even though Katherine decided to meet Langdon in person.

The moment Katherine rushed into the room where Langdon existed makes him filled with relief because Katherine is safe. The anxiety and uneasy feelings which experienced by Langdon previously are common in humans’ psyche. It is also occurred to the relief feeling when he sees Katherine. It is the natural instinct of human presents in male or female.

In the sentence above, Langdon was so happy and touched when he saw Katherine appear before him with fine conditions. As soon as possible Langdon approached Katherine and embraced her into his arms with longing, concern, and affection. From the explanation above, how Langdon expresses his feelings towards his friend is something common. Natural things happen to every human being, but it is rarely found in men in general. This is because men tend not to show it openly to others. In contrast to women who have the qualities shown by Langdon more than what men have. Therefore, it is fine if the nature shown by Langdon can be found in men.

“Langdon held her. ‘It’s okay,’ he whispered. ‘You’re okay.’”
(Brown, 2006: 300)

From the data above, it is told that after meeting with Katherine, Langdon embraced her with longing, worry, and affection. As Langdon tried to calm his friend after being in a dangerous condition that Katherine will be killed by someone that Katherine believes her father’s personal doctor. Like a human being, whatever the human background will surely calm someone if the person is in or after the danger because it is a natural instinct of human. Just as Langdon did to his old friend. Langdon is a professor who is very smart, intelligent, and respected by his colleagues and students, but Langdon still has the same feelings as other humans.

In the sentence above, while hugging his old friend Langdon also tried to calm him down. This happens to every human being and this is shown more by a woman, even though men are very able to do the same, but a woman tends to show more to others. An example is in a mother nature. A mother always calms her loved ones, be they children, husband or family if they are in a dangerous situation. Different from a man who tends to do the same thing but no more what women do. A man usually does the same thing but only to entertain and calm him, and for some men to issue this trait or instinct is an insult to a man.

“‘Oh God…’ Langdon’s voice was laced with fear. ‘Did you invite this man inside?’ ‘Yes!’ My assistant just went out to the lobby to get him. I expect them back any—‘Katherine, get out!’ Langdon yelled. ‘Now!’”
(Brown, 2006: 247)

From the data above, it is told when Langdon was contacting his old friend on a cell phone to find out the circumstances and whereabouts of his old friend, Katherine. Langdon knows that Katherine was receiving a guest she knew as a doctor who often handled her father in her house. Langdon knows that something dangerous was threatening her. Something dangerous was in a doctor who she believed to be her father's personal doctor. Langdon knew as soon as possible to tell Katherine. This can be seen from a phrase ‘Katherine, get out!’ Langdon yelled. ‘Now!’”

In the sentence above, it was seen that Langdon told her to get out of her house as soon as possible with a high tone of voice. This was because, Langdon wanted Katherine to avoid the danger that threatened her. It is because Langdon knows that Katherine is someone who must be protected. The thing Langdon did was very reasonable, considering the condition of his friend in
a dangerous condition. Something normal is done by every human being if he is in the same position as Langdon experienced, but the natural nature of Langdon is found more in a woman who is experiencing the same thing with Langdon, or even a simpler thing than Langdon experienced. Women tend to be more attentive to others, especially to the people they love. things that other people think are simple and even ordinary, for women if indeed something can endanger other people, then women will remind, notify, even prohibit in various ways to the person to do something he wants because women know that he will do can harm him. Thus, this can certainly be done by men, because women or men are humans who certainly have that basic pattern, but for men this applies if indeed something dangerous is going to happen in the near future and the way it is delivered is different. Some say it in mediocrity, so it’s just a reminder. There are also reminders but with more disposition, but it all depends on the person he tells, whether he accepts or not.

“Langdon hoisted his day bag higher onto his shoulder and laid his hand on top of it, as if somehow this might better hide the cube-shaped package he was carrying. He could feel his face had gone ashen. ‘I’m… just worried about Peter’”. (Brown, 2006: 163)

From the data above, it is told Langdon was talking to the police chief named Sato. Sato was asking questions and discussing Langdon about what happened where they were. Langdon also followed what Sato talked to him. However, in this condition Langdon also thinking and worrying about his best friend Peter Solomon. Peter's conditions and whereabouts were unknown to Langdon. Therefore he was very worried about his friend. Besides worrying about Peter, Langdon also tried to protect the cube-shaped package he was carrying and the cube-shaped has significance in Mason associations. This can be seen from a phrase “Langdon hoisted his day bag higher onto his shoulder and laid his hand on top of it, as if somehow this might better hide the cube-shaped package he was carrying. He could feel his face had gone ashen”. It can be seen from how he protects the cube-shaped so as not to disappear from its reach. This can be seen from how he is hoisted his bag. This things that Langdon does unconsciously shows that he wants to protect the cube-shaped and worried that the cube-shaped he was carrying would be lost.

Another phrase is ‘I’m… just worried about Peter”’. At the same time, besides he protects the cube-shaped he also thinking and worried about his friend Peter. Langdon's thoughts split into two. Keep the cube-shaped to stay safe and worry about Peter's condition. But Langdon's main priority is to find out where Peter is. This is because Langdon was very fond of his friend. In thinking divided, Langdon kept thinking about the existence of Peter. Thus, what Langdon did was very reasonable. The same thing that will be done by all humans in the same situation. However, guarding, worrying, and feeling affection is a natural trait that is often found in every woman. Does not mean that men do not have these qualities. How to convey and behavior alone that distinguishes it. For a woman, that trait is a trait that is almost used at all times, whether in simple or extraordinary things. Different from men who only use these nature and instincts only in conditions that make it possible.

4. CONCLUSION

Although psyche, archetype has been used by expert in psychology, this term is also can be used by common people in their daily life. Through this report, the writer has found that psyche and archetype can be found in all things, not only in human life and psychology. It can be find in literature. It can be find in the character of the novel. Based on data analysis, the anima has been founded in Robert Langdon character in The Lost Symbol. There are five data found that related
with anima. Based on the data analysis, Langdon showed anima from the way he worried about his friends by always thinking of his friends and finding ways to meet and save his friends. Second, the anima appears in Robert Langdon is thinking about his friends when his friends in a danger situation. It is showed by Langdon with the way that he thinking and worried about his friends in every conditions such as, when he is talked with other characters. In conclusion anima can be found in all aspect, not only in psychology. In literature aspect, anima can be found in novel or character in the novel.

5. REFERENCES
BUTLER’S GENDER PERFORMANCE ON SCARLET LETTER MOVIE

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Abstract

Movies are shown on television or in movie theatres contain strong mediated messages, norms and values related to gender. This paper presents the protagonists who dominant have gender performance in Scarlet Letter movie. The objective of the study is to explain the problem faced by Hester Prynne as woman in Puritan, to analyze the factors cause the problems and to examine some solution done by Hester Prynne in the Scarlet Letter movie. It is a qualitative paper. There are two types of data, the first primary data consisting texts of the movie relating to the topic and secondary one covering the data that support the analysis. Technique of the data collection is carried out as follows watching and examining the movie, selecting the proper data suitable with the topic and presenting the data for the analysis. Technique of the data analysis is done through library research using descriptive method and applying the theory of gender performance by Judith Butler. The result of the study as follows firstly problem faced by Hester Prynne, she has problems to adapt the culture in Puritan community such as her activities, dress style, her principles and others. Secondly, the most factor appears in this movie is the different stereotype between Hester and Puritan society. The rules of Puritan society also impact in the equality of gender performative. Hester always behaves independent self to solve the problems faced in her life. The last, Hester and Arthur fall in love, because they have same hobby. Arthur is proud of Hester’s knowledge; it’s different with other women in Puritan. Woman and man have same equality, chance, and feeling. Culture develops in country should obey with people. Gender manages work as people should do. People have to respect and tolerant each other without distinguish their gender.

Keywords: Gender Performance, Equality, Scarlet Letter movie.
1. INTRODUCTION

In the globalization era, media has big role in influencing the people daily life and it also effects in the view of people generally. There is wide range of media such as television shows, movies, the radio, newspaper, advertisement, and many more. Movies shown on television or movie in theatres contain strong mediated messages, norms and values related to gender. Many forms of media, there are videos and images of man and woman. They are illustrated in different ways with different characteristics and have different meaning. Gender role stereotype has developed in society that man and woman are inequality in any opportunities. In this paper researchers analyzed the role of gender applied in the Scarlet Letter movie. Scarlet Letter is a movie adapted from a novel by Nathaniel Hawthorne, the theme is given in this movie is pride, sin, isolation, gender conflict and vengeance. In this movie tells about the passions and gender conflicts belong to the essential of life. The Puritan setting also becomes an important element to present way for the gender conflict. The society of Hester is unforgiving and hypocritical in nature. Scarlet Letter movie shows about the alienation of Hester Prynne, Pearl, and Arthur Dimmesdale. They suffer and get pains to cover their problem. Scarlet Letter also casts the condemnation of society. Hawthorne portrays the fate of Hester Prynne, a woman who is condemned by Puritan law to wear the letter A on her bosom as a punishment for her adultery. It also tells the rules of the Puritan’s principles which Pearl doesn’t have identity in society. In this movie, Hester Prynne is presented with character ambiguously. She is a strong woman. She also hides her real self behind her mask of the scarlet letter with her smiling face. She does it because she has to live for her daughter Pearl. Gender is socially constructed; the ideas and norms properties such as clothing, color, sports are part of a certain gender change over time. In certain period, they were seen as typical for one gender but in different period, they were seen as a typical for the same gender. Rubin in Mikkola (2017) states that the difference of gender is caused by social interventions sometimes people don’t behave a certain way because it does not match their gender. Kimmel 2000: 87-88 states what is part of a gender role depends on the context. “Definitions of masculinity and feminity have variation,” he mentions variation amongst cultures, time, race, sexuality education and more. Millet (1971: 98) says that gender has a cultural character. Butler (1999: 6-7) explains that gender does not stay the same over time and varies with race, class and region, the reason that it is impossible to view gender separately from the “cultural intersections” that “produced and maintained” gender. Butler states that gender is performative. Gender “is real only to the extent that it is performed.” Performative gender gives explanation how gender identity is formed through a set of acts. She writes that “gender is proved by performatif, constituting the identity which it is purported. In this sense, gender is always doing, though not a doing by a subject who might be said to preexist the deed. Butler (2011: 86) calls “being a man and being a woman internally unstable affairs.” She also writes that gender “ought not to be construed as a stable identity. Gender is an identity tenuously constituted in time, instituted in an exterior space through a stylized repetition of acts. Butler’s view on gender should not be generalized to the claim that gender is equal to behavior. In Scarlet Letter movie, there are assumptions and expectations how woman and men should act. This study focused on examining how gender functions and how gender roles are perceived for the female protagonist and the male protagonists’ action. The theoretical approach used gender performance by Judith Butler. Butler claims that gender is a performance, which means that gender is not what a person is; it is what that person does. She also claims that society has a desire to keep gender binary. Based on the focus, it is broken down into some questions as follows:

1. What problem is faced by Hester Prynne as woman, in the Puritan?
2. What factors cause the problems?
3. How does Hester Prynne handle the problems?

Looking at the above questions, objective of the study is to explain the problem faced by Hester Prynne as woman in Puritan, to analyze the factors cause the problems and to examine
some solution done by Hester Prynne in the *Scarlet Letter* movie. The significance of the study is theoretically to accumulate the research on *Scarlet Letter* movie. By doing this, we get many perspectives on literary study. Practically the study can give many advantages for the reader in understanding the gender performance.

2. RESEARCH METHOD

Research method of the study can be explained as follows. Type the study is qualitative one with descriptive approach through the gender performance by Judith Butler on *Scarlet Letter* movie. Type of the data consists of primary and secondary data. The primary data derive from the texts of the movie focusing on gender performance. The secondary data covers some data that support the analysis. It can be criticism of *Scarlet Letter* movie, Journals of the movie. Technique of the data collection is done through library research with the following steps; to watch the movie, to sort the texts of the movie that relate with gender performance. Technique of the data analysis is carried out by applying the theory of gender performance by Judith Butler.

3. FINDINGS AND DISCUSSION

Butler (1999: 6-7) explains that gender does not stay the same over time and varies with race, class and region, the reason that it is impossible to view gender separately from the “cultural intersections” that “produced and maintained” gender. She states that gender is performative. Gender “is real only to the extent that it is performed.” Gender is performative gives explanation of how gender identity is formed through a set of acts.

3.1 Finding

This paper analyzed the data with the theory of gender performance by Judith Butler. Butler claims that gender is a performance, which means that gender is not what a person is; it is what that person does. In *Scarlet Letter* movie present about assumptions and expectations about how woman and men should act. This paper shows the scene that protagonist present the gender performance.

3.1.1 Hester Prynne arrives in the Massachusetts Bay Colony

![Image](image_url)

Fig. 1. Hester hope in the new world would come the freedom to worship without fear of persecution. The following is their expression of introduction.

“3 months at sea will either take away your faith, or harden it to iron. Allow me to introduce a woman who's been travelling with us.” “Mistress… Hester Prynne.” Introduce Governor Bellingham.
3.1.2 Reverend gives advice to Hester

Fig. 2. Reverend asks Hester use less lace in her dressmaking. The following are their dialogues.
“Madam, you should use less lace in your dressmaking.” Ask Reverend. “Indeed, Reverend.” Replay Hester.

3.1.3 Wife’s Reverend asks Hester to stay.

Fig. 3. Hester refuses wife’s reverend request to stay because she is a woman. The following description Hester conveys her argument.
“Mistress Prynne, I hope you'll stay with us until your husband's arrival.” Request wife’s reverend. “You're most kind, but I intend to find a house of my own as soon as possible.” Explain Hester. “On thine own?” Ask Reverend. “Why, yes.” Replay Hester firmly. “It's not considered fitting for a young woman to live alone.” More explanation wife’s reverend. “I've come first to prepare place for his arrival, so that is what I intend to do.” Argument’s Hester. “Mistress Prynne, The rules we live by may seem arbitrary to a newcomer, but we have learnt the hard way that without absolute order, we cannot hope to survive here.” Explain Governor.

3.1.4 Hester goes to the forest after seeing the red bird.

Fig. 4. Mr. Bobbin does not allow her to forest by herself. The following are their dialogues.
“We'd best accompany you if your going to the forest.” Say Mr. Bobbin. “Don’t worry Mr. Bobbin. I shan't go far.” Explain Hester.

3.1.5 Arthur Dimmesdale is surprise if Hester has hobby reading.

Fig. 5. Hester has read many kinds book
The following are their dialogues.

3.1.6 Sometime, women in Puritan have in the free time. They have some gossip and sewing together.

Fig. 6. Women in Puritan are waiting her husband with gossip and sewing.
The following are their conversation.
“I could tell you a thing or two about your husband before he tied the knot with you.” “Stupid slut!” “Harold would never had nothing to do with no whore!” “You think not?” “I've even seen one of your windy ministers poking' an Injun girl was standing’ on a bible so he could roger her better.”
3.1.7 **Hester is judge by the governor and the society of Puritan.**

![Image](image1.png)

Fig. 7. Hester has adultery then she is pregnancy. She does not mention the name of the man. The following are their dialogues.

Governor asks to Hester, “Are you with child? Answer your betters, woman! Do you carry a bastard child in yur womb?” “Yes.” Answers Hester. Governor continues his investigation, “Who is the father? You are innocent next to the one who would hide behind your skirts. We would hang that fornicator!” “I'll not reveal the name, sir.” Replays Hester.

3.1.8 **Arthur Dimmesdale worries with Hester.**

![Image](image2.png)

Fig. 8. Hester is strong to handle the problem, but Arthur worries to her. The following are their dialogue.


3.1.9 **Arthur Dimmesdale is angry with Hester.**

![Image](image3.png)
Fig. 9. Arthur is angry with Hester, but he still holds his anger. The following are their conversation.

“What's the crime in that?” Asks Arthur. “The crime is they had nothing! Don't you see this is some malevolence? What has become of you?” Replay Hester. “God, woman! What are your demands? I've given up everything I own sacred! I'm in Hell! In the eye of your husband, who lurks at my side day and night. In the eye of all who come to me to unburden their soul! I'm a pollution! I'm a lie! They are the pollution! They are the lie!” Harshly Arthur.

3.1.10 Hester is followed by drummer boy.

Fig. 10. Hester is followed by drummer boy when she does activities in public places. The following are their dialogue.

“What is your duty, boy? Asks Hester. “Follow you around, Mistress.” Explain drummer boy. “Well, at least they'll make a path for me.” Answers Hester. “God will punish you, sinner!” shout the people of Puritan.

3. FINDINGS AND DISCUSSION

Movie contains strong mediated messages, norms and values related to gender including Scarlet Letter movie. Gender role stereotype have developed in society that man and woman are inequality in any opportunities. Sometime, woman and man have same chance and feeling in their life. This film created based the novel, it tells about the romantic relationship between Hester Prynne and Arthur Dimmesdale. There are some obstacles in their relationship, especially in their culture developed in Puritan. The inequality of gender almost centered in the starting story in movie, but in the finally the problems solve itself. Butler says that gender formed from set acts. The stereotype of gender appears based on the culture developed in the area.

In the starting story on the movie, Hester Prynne has problems to adapt the culture in Puritan community such as her activities, dress style, her principles and others. When she visited from her travelling in Puritan harbor, many people give more attention to her. Because she have traveled about 3 months by ship, it’s impossible if Puritan’s women do it. Governor also gives advice to her about her dress to less lace in her dressmaking. Hester also has different principles in her life with the law in Puritan, such as a woman could not live lonely in a home without husband. A woman also could not go to forest lonely, she has to accompany with other people. There are some factors made Hester gets problems in equality of gender performative. The most factor appears in this movie is the different stereotype between Hester and Puritan society. The rules of Puritan society are also impact in the equality of gender performative. One day, Hester falls in love with a pastor in Puritan, and then they have adultery. Finally they have a daughter, the name is Pearl. In this case Hester is judge by governor and the people of Puritan. She does not admit who name his man, so she gets to jail. Hester also uses scarlet letter on her bosom to compensate her sin. Hester also is followed by drummer boy when she does activities in public places.

Butler says that gender is performative gives explanation of how gender identity is formed through a set of acts and gender formed by culture developed in the area. Women stereotype knows that in the free time they do some gossip and sewing together. It’s also developed in the
society. Other sides, woman and man have same hobbies and feeling also influence with their act. In Scarlet Letter movie, Hester’s hobby is reading book, it is also the same with Arthur’s hobby, so they are falling in love at the time. Arthur proud of the knowledge of Hester, it means that woman and man also have same rights. When Hester is in jail, Arthur feels sad because he can’t do anything to her. Arthur always finds solution to make Hester go out from the jail. In the climax of the story Arthur is tired to face many problems of the adultery. He angry with Hester, but he still holds his anger to respect Hester. Hester always behave independent self to solve the problems faced in her life. It seems that the equality of gender performance is important to men and women.

From the above explanation, gender performance is important in daily life. Woman and man have same equality, chance, and feeling. Culture develop in country should obey with people. Gender manages work as people should do. People have to respect and tolerant each other without distinguish their gender.

4. CONCLUSION
Based on the above analysis, it can be concluded as follows. Firstly problem faced by Hester Prynne, she has problems to adapt the culture in Puritan community such as her activities, dress style, her principles and others. Secondly, the most factor appears in this movie is the different stereotype between Hester and Puritan society. The rules of Puritan society also impact in the equality of gender performative. Hester always behaves independent self to solve the problems faced in her life. The last, Hester and Arthur fall in love, because they have same hobby. Arthur is proud of Hester’s knowledge; it’s different with other women in Puritan. Woman and man have same equality, chance, and feeling. Culture develops in country should obey with people. Gender manages work as people should do. People have to respect and tolerant each other without distinguish their gender.

5. REFERENCES
Tertiary Students’ Problems In Spoken English As A Foreign Language: Case Study

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ABSTRACT
The objective of the study was to investigate tertiary students’ problems in spoken English as a foreign language. There were five respondents from two universities: one public university and one private university. The study used in depth interview as an instrument for gathering data. The data was analyzed qualitatively. The study found problems in doing individual assignment given by the lecturer in the classroom, problems in group work in the class, problems in face to face lecturing in the class and problems regarding to independent self-study outside the classroom.

Keywords: spoken English; tertiary level; English as a foreign language

1. INTRODUCTION
English is a universal language and it is understood all over the world (Carmen, 2010). Moreover, in Indonesian context, English plays an increasingly important role in particular at the tertiary level (Halim, 2011, p. 103) even English competence is as one of the requirements for applicants to enter postgraduate programs whether master or doctorate program (Emilia, 2005, p. 8). This is in line with the spread of English in Asia has been propelled by economic factors and the highly active technological development in China, India, Korea, and Taiwan (Bolton, 2008). English is increasingly becoming a world language which is used large in China, and India. All these speakers of English use it their own way (Markus, 2008), it is also true in Indonesian context.

The globalization of the world economy even in politics, and culture trigger people to communicate more with others from all over the world in English. Therefore English learners’ communicative competence, especially their oral communicative competence, is becoming increasingly important (Shen, 2013). All the companies in particular for multinational companies are recruiting only those applicants who speak fluent and correct English (Carmen, 2010). Increased opportunities for communication in the world created a demand for oral proficiency in English (Black & Cameron, 2002). According to Bamgbose (2001), English becomes the common language among people of different native tongues in the world. Nowadays, English is as the international language which used to communicate not only with people from overseas but also within or outside one’s own country (Tsou and Chen, 2014). Furthermore, the role of English is as the world’s lingua franca, although it has not made it a homogeneous language (Markus, 2008). The study of English changes from academic discipline in particular for students of linguistics or literature, to a basic language skill to anyone who wants to participate in today’s integrated economies and societies. (Tsou and Chen, 2014)

Among the four language skills, spoken English is a skill which is important for students to communicate orally to other people at international forums. Since it is used to communicate among people around the world even it can show someone’s status symbol. Carmen (2010) states that “Today's generation looks down upon anyone who is unable to speak English. It has become more like a status symbol”. In today's world speaking English has become a necessity (Carmen, 2010). This statement is supported by Markus (2008) who also stated that “In many countries of the world where English is taught and used as a foreign or second language, the main focus is on competence in reading and writing, irrespective of the fact that today English plays an increasing role as a medium of spoken communication”.

Consequently, the teaching of speaking skills has thus become increasingly important (Mattarima & Hamdan, 2011, p. 288) in particular at tertiary level in Indonesia. With
increasing globalization, spoken English teaching is playing an increasingly important role in China (Li and Shi, 2012). This is also true in Indonesian context. Graduating from university, students have to be able use their spoken English well to get a good school in particular if they take international standardize test, to get a better job which interview held in English or to be promoted in the workplace (Siregar, 2010, p. 70).

Carmen (2010) argued that there may be students who are able to write a report or something in English well or fairly well. In contract, they find it hard to speak English. They speak English in a clumsy and unclear way. Most of the words remain on the tip of their tongue. They tend to fall back upon their mother-tongue - or become tongue-tied. It is also true in Indonesian context. The spoken English is still a barrier for Indonesian students (Sembiring, 2003; Muamaroh, 2009) even they are not confident to use their spoken English (Muamaroh, 2013).

The recent curriculum named Curriculum 2013 focuses on students centered to provide them use their spoken English more during the lesson in the class. However, it is found that there are a lot of tertiary students who still cannot use their spoken English actively. It is a great obstacle for them to use their English and it is relevant in Indonesian context and also in other countries that consider English as a foreign language. As result, this study investigated students’ problems in particular in their spoken English. It is an important research since there has been not many research focusing on this issue within Indonesian context and in particular at the tertiary educational level.

2. RESEARCH METHOD
The participants of this study were from two universities in Central Java. Two students were from public university: one was second semester and one was fourth semester. Three students were from private university: one was second semester and two students were fourth semester. They attended speaking English class which chosen randomly. Their majors were English department students and their age was from 18 – 20 years old. They have been studying English for six years before entering university even more. Because some of them took English course when they were in junior and senior high school even in the elementary schools. However, most of them seldom practice speaking English outside the class even practicing to speak English to native speakers. Since English is as a foreign language where the environment is not conducive to communicate English openly. They only used their spoken English when they were in the speaking English class which run 100 minutes once a week in one semester. The instruments used to gather data was in depth interview which used Indonesian to get more detail data. The data was analyzed qualitatively.

3. FINDINGS AND DISCUSSION
Based on the results of depth interview, tertiary students’ problems in spoken English consist of problems in doing an individual assignment given by the lecturer in the classroom, problems in group work in the class, problems in face to face lecturing in the class and problems in independent self-study outside the classroom. Each of them is described clearly below:

3.1 Tertiary students’ problems in doing individual assignment given by the lecturer in the classroom
Students faced problems in studying spoken English related to individual assignment given by the lecturer in the classroom were feeling of nervous, not confidence, not having extensive English vocabulary and not mastering the structure. The following are the results from interview:

SRY:”I fell nervous. It is usually I don’t know what to talk about. So speaking is difficult. [I] am less of fluency [in speaking]. It seems I don’t study, although in fact I study”.
SRY: “Not having extensive English vocabulary and not mastering the structure of sentence, and the feeling of not sure.

SAR: “I sometimes do not master vocabulary and the structure of sentence that I use. I am not sure if I have to speak [English] in front of the class”.

SRA: “In doing TOEIC test, [I] am still confused in identifying word error. Honestly I am still confused. I still get difficulties to analyze word errors. For the listening and reading sections. Alhamdulillah I can do it well”.

3.2 Tertiary students’ problems in studying spoken English in group work

Students not only get difficulties in doing individual assignment but also in working in group. Based on the interview, the problems which emerge in group work were related to pronunciation matter. Students were ashamed if they were corrected their pronunciation by their group members in the progress of their English speaking, the different level of group members’ competence in spoken English skills and some students can not cooperate well to work in group. Other reasons were considering group members’ perception. Some students are afraid of being judged as arrogant if they always speak English during they work in group. Then lack of practicing speaking English among classmates and the last was feeling of anxiety to speak English among group members. The following are the results from interview:

SRA: “Her pronunciation is different from mine. [She] says how to pronounce these words is like this… and that... She ever took English course and I also ever took course but it was long time ago. I forget how to pronounce [the English] words [correctly]. Then she felt, it seems that she is the most correctly to pronounce [English] words, so I am …hesitant [to speak English]”

SIH: “Emm… I have experience in group work. It sometime there is someone in group who is clever, diligent. She seems emm… she does not want to discuss the assignment [from the lecturer] together but she does it herself. She thinks that other group members do not have competence [to do it], or if she asks us to do it, emm… we feel uncomfortable”.

SII: “English students some of them are good at speaking English but others are not, and most of them like that speaking English only just little and not fluent. So I carefully selected friends and I keep the opinion from other students about me, later [I don’t want] they think that I am arrogant if I always speak in English. They will talk “that person always speak in English” so this makes me like…emm… not uncomfortable”.

SRY: “I seldom speak [English] with my friends. In speaking class, when they speak in front I pay attention whether they speak English correctly or not, so we notice each other”.

SAR: “I am in pressure to speak English in pair. I notice my partner speaks English not so fluent. I think she/he is also nervous and at the same time I also feel anxiety. I am worried if I speak [English] with someone who is not fluent in expressing ideas. Ee … what I am thinking when I work in pair, when my partner does not eee does not express his/her opinion clearly or eee does not speak [English] fluently. What I am thinking how the way to make my partner understand [with what I talk about], such as we understand that we ask to make dialog about scenery or something else”.

SAR: “Ee …if in group work, say if in one group ee ee we are asked to discuss about something, and I get the last turn to talk about it. This makes me worried. Because the first student who gets the turn and the next students who have different opinions [give their opinion about it] in group. I also have different opinion about it, but I am worried to speak in the group because ee…ee my opinion about the topic that we discuss …ee… 70% has been presented by my friends’. Eee…ee… because 70% description about the topic has been discussed so I have to search additional sentence to express my opinion and that may be happened spontaneously and fast. This makes ee…eee my feeling and my heart worried to express my opinion. Because the opinion may have been presented by my friends”.

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3.3 Tertiary students’ problems in studying spoken English in face to face lecturing in the classroom

Problems faced by students related to face to face lecturing with the lecturer in the classroom based on the interview were the lecturer corrected students’ pronunciation in the progress of speaking. This makes students are afraid of trying using their English in front of the lecturer. Second, the lecturer’s attitude who is irritable, when students make English mispronunciation. Third, being afraid of getting bad score. Fourth, the lecturer speaks English unclearly. Fifth, not allowed bring the note, not given preparation time and not mastering materials. The following are the results from interview:

SIH: “I am not sure to speak English in front of (Miss F). I am afraid because she is so strict. I see my friend mispronounce of English words, therefore she got angry from the lecturer who is angry using English. She corrected her [her pronunciation] “you should pronounce like this…this…, who is your lecturer who taught you pronunciation in the first semester? She asked. The effect is I am not confidence and confused, not feel free to speak English with her [the lecturer]. I feel not sure whether my speaking right or wrong. I am confused.

SIH: “Speaking em... em… I am afraid if I fail. I think that for the mid and final exam are very difficult. I thought that I fail because I emm I stop in the middle of [my speaking]. I don’t study to memorize my texts. I have to understand what I talk about. [Mrs F] looks at me strictly which makes me afraid. That makes me ‘blank’, what I have to talk about, what after this… what I have to talk after this …. ‘aduh I feel ‘blank’ in the middle of my speaking. I thought emm the lecturer seems angry, [I blame myself] why I don’t study more for mid exam. This makes me afraid.

SIH: “Something that makes me anxiety is when I thought by Mrs MD. He is a senior lecturer. His English speech is unclear and this makes me afraid eemm … because he makes questions of the test which are exactly the same with what he talks about [in the class]. It is serious and [I] do not lie about this. But I am lucky Alhamdulillah I got B compared to others. My friends get BC, C, D. I don’t understand about this [his characteristics] at the beginning. I just write what he talks about [in the class]. The way he teaches is not clear

SRY: “Yes.. There are some lecturers who permit us to bring note while speaking in front and others do not. If it isn’t permitted then I don’t bring it. If I don’t bring the note, I memorize it. I just read it based on my ability. So if my ability is only like this… yes like this. If the teacher is angry to me… that’s fine. If I speak in front, I sometime in the middle of my speaking I forget. If I forget and the lecturer scores me whether my speaking is fluent or not. If I am not fluent I will get bad score. In the beginning, [my speaking] is fluent but in the middle I am not fluent. If I am ‘blank’ usually I compose words myself, for example we talk about holiday, then we just em… em…, just talk about holiday goes to somewhere spontaneously. Actually the lecturer doesn’t know where we really go for holiday so just speak directly”.

SRY: “Yes I have to talk spontaneously if I am suddenly asked to talk in English by ee..ee by [my] lecturer. If I am asked spontaneously and I do not understand material yet, I will be anxiety. I ever refused to talk [English] in front. Because I understand myself, I am not ready or ee... e… do not have description. If I have to talk in front then I will be worried, I cannot do anything”

3.4 Tertiary students’ problems in studying spoken English in independent self-study outside the class

Problems faced by students when they study themselves outside the class such as at home independently were not mastering grammar, having limited English vocabulary, not mastering good pronunciation, being not confidence, and unconductive environment. It is supported from the results of interview:

SRA: “Grammar is complex, such as there is passive, active. It is complicated”
The findings show that some tertiary students still have problems in spoken English as a foreign language. This finding of this research was consistent with the study conducted by Shen (2013) who found that a large number of non-English majors of college English learners in China still have much difficulty expressing themselves effectively.

In view of grammar, pronunciation and vocabulary support the finding of the study done by Li and Shi (2012) who found that 70% of learners in China think their problems in spoken English learning are mixed, 11% learners’ problem is due to improper use of grammar, 8% learners’ problem exists in bad understanding, 7% learners’ problem is due to incorrect pronunciation, 4% learners’ only problem is caused by limited vocabulary. They argued that all the factors of grammar, listening, pronunciation, and vocabulary are equally important and support each other.

The finding of this research is also supported by Liu (2016) who found that most of teachers in China taught functions implicitly, but they taught grammar more explicitly. As a result, students lack an awareness of appropriateness in their learning of spoken English. This is also true in Indonesian context where English teacher focus more explicitly for grammar. Therefore students get difficulties to understand native speakers in social contexts.

In view of working in group, the finding is also supported by Muamaroh (2013) who found that lecturer’s attitude influence students’ in speaking English. Another finding is that classmate in particular group members also influence students’ confidence in using their spoken English.

4. CONCLUSION

According to the results of qualitative analysis, this current study found problems faced by tertiary students in spoken English were from individual assignment, group work, face to face lecturing and self-study outside the class. This study found problems related to do individual assignment given by the lecturer in the classroom were feeling of nervous, not confidence, not having extensive English vocabulary and not mastering the structure. Problems related to group work were related to pronunciation matter, the different level of group members’ spoken English skills, group members’ perception, anxious, and lack of practicing speaking English. Problems related to face to face lecturing were the correction done by the lecturer for students’ pronunciation in the progress of speaking, the lecturer’s attitude, being afraid of getting bad score, and not given preparation time. Problems related to independent self-study outside the classroom were not mastering grammar and pronunciation, having limited English vocabulary, being not confidence, and unconducive environment.

The limitation of this current study related to the number of respondents being interviewed was limited. It was because it was hard to get the time to interview since they were very busy
having the mid test, a lot of assignment and some of them were active in student organization. Due to students and cultural situation, learning facilities and learning context of this study, the findings of this current study may not be generalized in all situations due to limited number of participants, which was limited to two universities consisting of one public university and one private university in Central Java.

5. REFERENCES
THE STUDY OF TURN TAKING IN ILC DISCUSSION

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Abstract

The study of turn taking in interaction may reveal participants’ characterization and show several intention of gestures or other non verbal accompaniment. The study aims to explain the types of turn taking the moderator conducted in the process of getting the information from the addressee and to examine the intentions of various strategies used during the ILC discussion. The data are utterances taken from the moderator and appointed participants such as: lawyers, people representatives, gists of officials, victims, advocates, and tertiary students. The data collected is determined according to the unit of conversation as the completeness of the information obtained which are using recording and note taking; while the data analysis applied identification and comparation techniques. The result shows that firstly, there were two types of turn taking i.e. the current speaker selected the next speaker and the current speaker does not select next speaker; instead, the next speaker initiated the speech. Secondly, the various intentions of the moderator in conducting the types of turn taking were based on the gesture or other non verbal signs, such as: (i) addressing by name or attention getter “you”, (ii) by using intercom, (iii) questioning directly by pointing or walking closer to the addressee, (iv) by repeating or repairing, (v) initiating by making counteraand refusal, and (vi) using other gestures like gazing and smiling.

Keyword : Conversation Analysis, Turn Taking, Indonesia Lawyers Club

1. INTRODUCTION

Actually humans are created to interact and communicate, and the interaction can be done orally and verbally (speaking, discussion, meetings, delivering speech and so on), and other interactions in the form of writing that can be found as in newspaper, magazine, legal contract, banking etc. In the oral interaction system, such as interaction and discussion, there is a Turn Taking process between S (speakers) and H (speaker’s partner). However, sending each other a message that aims to elicitate for information, a speaker conducts turns taking which is systematic part of structure and organization in conversation. The process is of changing roles between S and H in conversation. So after the first S determines the end of the speech, the H takes the turn to change the opportunity to speak afterwards. Schegloff (2007: xiv) points out that the problem in the turnaround discussion is who speaks next and when they take their turn. Likewise how this change of speech affects the arrangement and understanding of the turn in the conversation. Information retrieval carried out in the discussion is said to be successful if the message being conveyed can be understood by H, and then the H can convey the information as it is desired by S or even H can add information that can support previous information.

Many researchers limit the selection of topics in the study of turn taking. Based on Kuzel (1992 in Crabtree and Miller, 1992: 33) the selection of topics in qualitative research can be the most obtained data. The current study about ILC discussion has a very interesting topic, namely legal injustice, especially corruption because in ILC, the topics that dominate are corruption, terrorism, drugs, criminalism, legal injustice, campaigns and small people’s problems. Due to many topics presented in the ILC discussion, the researchers chose 2 topics which were representing the turn taking process, i.e. "Jokowi Vs Foke" and "Annas Siap Digantung". The speech turn system is very interesting to learn because when speech is delivered directly or indirectly it contains various information such as educational background, work, experience.
and others, by referring to the concept of "Johari Window" if one's self condition, knowledge, and personality can be known easily by others, the speaker can be perceived and understood by the second person, the first speaker can be categorized as being in an "open area" (Luft, and Ingham, 1955). So in "open territory", what is conveyed is the representation of the state of himself.

The study of turn taking that had been done previously were Ghilzai (2015) who discussed the turn to speak with a gender perspective in the field of sociolinguistics, Jeffrie Butterfield (2015) who analyzed interactions in the use of language at a university (in Japan) with an analytical perspective conversation, Muryantina & Rima (2016) who analyzed the results of police interrogation between victims and accused; Anggraini, Tiwik (2017) about face-to-face conversations in the Online Synchronous Course, and similar research was also conducted by Ekawati & Rosyida (2018) about conversations between teachers and students in private courses Mathematics.

Based on the previous studies above, the researchers may infer that there are similarities and differences between the researchers and other previous researchers. The similarity lies in the topic of similar object, namely study about turn taking while the difference refers to that the current researchers only focus on the type of turn taking and the intention of the moderator's utterances in various sign accompaniment.

A basic set of rules which governs turn construction said that:

Rule 1 applies initially at the first Transition Relevance Place.
(a) If the current speaker selects next speaker in current turn, then the party that has been selected has the right and is obliged to take next turn to speak; and transfer occurs at that place. (b) If the current speaker does not select a next speaker, then the other participants may gain their right to take the next turn; first starter get rights to the next turn, and transfer occurs at that place. (c) If the current speaker does not select next speaker and none of other participants self select, then current speaker may (but need not) continue his turn. Sacks, et al.a (1974: 704)

Rule 2 applies at all subsequent Transition Relevance Places.
“When Rule 1(c) has been applied by current speaker, then at the next TRP Rules 1 (a)–(c) apply, and recursively at the next TRP, until speaker change is affected” (Levinson, a1983: 208).

Based on the above rules there are two main rules that occur in the turn taking, namely the speaker who chooses the next speaker to talk, the speaker chooses his own turn to speak and the last is the current speaker continues.

The turn taking process is arranged so that the moderator gives the right of opinion for anyone who will provide information in the discussion. Therefore, because it is important and clear that it is important to know the process of turn taking among participants in the discussion, it is important to conduct research on the system of turn taking conducted in order to extract information on TVOve ILC discussions. In this study the conversation system search will be used to familiarize and socialize the rules of conversation both in the learning and teaching process between lecturers and students as well as among interested academics or sitting in a discussion.

Ultimately, this study tries to explain the types of turn taking and intention the moderator conducted in having turn in the participation of ILC discussion.

2. RESEARCH METHOD

The object of this research is series of utterances in the ILC discussion on TV One which was broadcast on Tuesday night for 3 hours, starting from 20:00 to 23:00 which had been aired in
2012. In (Sutopo, 2006; Moleong, 1996), sources of data from qualitative research are words and actions of sources, events, information, activities, behaviors, documents and archives. Based on the data sources, the researcher grouped the data sources into the main data in the form of moderators and tvOne ILC discussion participants who attended discussion sessions, discussion shows and secondary data in the form of video revisions that had been uploaded on Youtube.

The type of research is descriptive qualitative and the approach used is Conversational Analysis. The data were utterances of the participants in ILC discussion, i.e. the moderator and appointed participants such as: lawyers, people representatives, gests of officials, victims, advocates, and tertiary students. The data were collected by using observation and documentation methods and as the completeness of the information obtained by techniques of recording and note taking. The data analysis was applied by using identification and comparation techniques referring to Sack (1974)’s rules.

3. FINDINGS AND DISCUSSION

In the first topic “Jokowi vs Foke”, there were 27 units of conversation analysis between moderator, Bang Karni and addressees (participants of ILC discussion). The researchers analyze all conversations to answer existing problems. It can be inferred in the "Jokowi vs. Foke" topic that there were 23 turn taking techniques of types 1a (current speaker select current speaker) and 4 turn taking techniques of type 1b (current speaker doesn’t select current speaker).

In the second topic "Annas siap digantung" there are 20 turn taking techniques of types 1a and 5 turn taking techniques of type 1b. The two topics considered the techniques that the moderator indeed obtained information from the addressees. The identified types of turn taking were conducted by various techniques such as: (i) addressing by name or attention getter “you”, (ii) by using intercom, (iii) questioning directly by pointing or walking closer to the addressee, (iv) by repeating or repairing, (v) initiating by making counteraand refusal, and (vi) using other gestures like gazing and smiling.

3.1 Turn Taking techniques in the ILC topics “Jokowi Vs Foke”

There were two techniques used in “Jokowi Vs Foke” disccussion. First, the technique of turn taking that often appears is currentaspeaker (Karni Ilyas) selects next speaker. Second, the currentaspeaker does not select anext speaker. The first technique several times emerged from the conversation. This technique usually appeared when the first speaker starts a conversation with addressee, then the speaker continue addressing with name, such as:

Karni: I will start the first winner first from Pak Jokowi’s first round. Good evening, Mr. Jokowi( Sayaaakanamulai pemenang pertamaadaluadari putaran pertama yaitu Pak Jokowi.aSelamat malam PakJokowi?)

Jokowi: Good Evening Mr. Karni (Selamat malam Pak Karni)

Then, the moderator addressed by word “you” because of the informal situation accompanied by knowing close relation to the addressee.

Karni: well I want to go back to the first point. What do you think about Mr. Fauzi Bowo's track record, its not good?(baik saya ingin kempali pada poin yang pertama tadi. Menurut anda track recordnya pak Fauzi Bowo gak, gak bagus?)

Sukur: I cannot answer whether it is not my capacity to answer Bang Karni, but the people of Jakarta(saya gak bisa menjawab apakah bukan kapasitas saya menjawab bang karni, tetapi rakyat Jakarta...)

In the second technique, the currentaspeaker does not selectanext speaker. In this technique sometimes the next speaker appeared in the middle of conversation and being marked by interruptions as initiators. This can be seen as in the following.

Ridawan: sorry, can I ask...( maaf saya boleh Tanya..)
Barkah: yes, Mr. Ridwan  

In this study, the researchers found several techniques used by moderators, such as in the following table 1.

(Table 1. Techniques of Turn Taking 1a)

<table>
<thead>
<tr>
<th>No</th>
<th>Various Techniques Used by the Current Speaker</th>
<th>(%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>addressing by name</td>
<td>27.42</td>
</tr>
<tr>
<td>2.</td>
<td>addressing by ”you”</td>
<td>4.83</td>
</tr>
<tr>
<td>3.</td>
<td>by intercom</td>
<td>4.83</td>
</tr>
<tr>
<td>4.</td>
<td>questioning directly and literally by signaling to the addressee</td>
<td>30.64</td>
</tr>
<tr>
<td>5.</td>
<td>by repeating</td>
<td>20.96</td>
</tr>
<tr>
<td>6.</td>
<td>by making a counter and a refusal</td>
<td>4.83</td>
</tr>
<tr>
<td>7.</td>
<td>by gazing and smiling</td>
<td>6.45</td>
</tr>
</tbody>
</table>

(Table 2. Techniques of Turn Taking 1b)

<table>
<thead>
<tr>
<th>No</th>
<th>Various Techniques Used by the Current Speaker</th>
<th>(%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>addresses by name</td>
<td>22.22</td>
</tr>
<tr>
<td>2.</td>
<td>addresses by “you”</td>
<td>11.11</td>
</tr>
<tr>
<td>3.</td>
<td>by intercom</td>
<td>0</td>
</tr>
<tr>
<td>4.</td>
<td>questioning directly and literally by signaling to the addressee</td>
<td>22.22</td>
</tr>
<tr>
<td>5.</td>
<td>by repeating</td>
<td>11.11</td>
</tr>
<tr>
<td>6.</td>
<td>by making a counter and a refusal</td>
<td>11.11</td>
</tr>
<tr>
<td>7.</td>
<td>by gazing and smiling</td>
<td>22.22</td>
</tr>
</tbody>
</table>

3.1.1 Intention of Turn Taking Technique (using currentaspeaker selects next speaker)

(a) Sample 1

Context: S is Moderator (Karni Ilyas), H is the head of DPP PDI Perjuangan (SukurNababan), the topic is about the Jokowi’s victory. Dialog begin with S addressing H by name in T1 “Karni: baik, SukurNababan mana? Ada tambahan?”.

Sukur: I just want to say e. But there are two points that I want to convey, why can it happen like that. This is not only a PDI or gerindra victory but this is Jakarta's victory, in my opinion this is the victory of the Jakarta’s people (saya hanya ingin mengucapkan e. Tetapi ada dua point yang ingin saya sampaikan kenapa mbisa terjadi seperti itu. Ini bukan hanya kemenangan PDI perjuangan atau gerindra tetapi ini adalah kemenangan Jakarta, kemenangan rakyat Jakarta menurut saya). T6

Karni: this is not Jokowi-Ahok's victory? (bukan kemenangan Jokowi-Ahok?)T7

Sukur: Jokowi-Ahok's victory shows that Jakarta wants to change (kemenangan Jokowi-Ahok itu adalah menunjukan Jakarta ingin berubah..). T8

Karni: well I want to go back to the first point. In your opinion, the track record of Pak Fauzi Bowo is not good? (baik saya ingin kemali pada poin yang pertama tadi. Menurut anda track recordnya pak Fauzi Bowo gak, gak bagus?) T9

Sukur: I can’t answer, is it not my capacity to answer Bang Karni, but the people of Jakarta ...( saya gak bisa menjawab apakah bukan kapasitas saya menjawab bang karni, tetapi rakyat Jakarta...). T10

Karni: You praise Jokowi’s good track record, meaning you say Fauzi Bowo's track record is ugly (anda memuji track record Jokowi bagus, berarti anda mengatakan track recordnya Fauzi Bowo jelek). T11

Sukur: the people of Jakarta decide like that, because if the track is e ... (rakyat Jakarta memutuskan seperti itu, karena kalau tracknya e...)T12

Karni: yes, but e ... what did you do, sir Fauzi Bowo said that he ... already added .(iya, tapi e...gimana ya tadi pak Fauzi Bowo bilang bahwa dia sud...sudah menambah...) T13
By using Current speaker selects the next technique, the moderator has the right to ask questions and get answers. From the data above the moderator uses questioning technique directly and literally by signaling to the addressee. The purpose of this technique is the moderator directly asks the real meaning, and the signal the moderator shows is to step closer to the speaker. In T9 in the sentence outlined below, it can be seen that after hearing Sukur's response that Jokowi's victory in the first election was due to a good track record. Then the moderator stepped closer to the speaker, the moderator directly questioned Fauzi's track record. The moderator also used the repeating the addressee's response technique on T7, at T6 Sukur said the election was a PDI victory, so to clarify the essence of actual victory then the T7 moderator repeated the response from the guest speaker.

To refuse and give an explanation, the moderator uses the technique of making a counter and a refusal. This technique can be seen in T13 in the sentence outlined below, the moderator rejects and will defend when responding to Sukur's previous opinion about Foke's defeat due to a bad track record.

3.1.2 Intention by using current speaker does not select next speaker

(a) Sample 1
Context: S is Moderator (KarniIllyas), H is Jokowi-Ahok's advocacy team (Sirra Prayuna), the topic is about character assassination. The dialogue begins with H volunteering to continue the conversation.

Sirra: I think what was stated by Mr. Ruhut is that there is a character assassination I think that we can argue with, yes. Yes ... I think what was said by e ... my colleague Ruhut Sitompul e ... (saya kira apa yang di kemukakan oleh bung Ruhut bahwa ada character assassination saya kira itu bisa kita bantah, ya. Bisa. ya, saya kira apa yang dikemukakan oleh e.. kolega saya Ruhut Sitompul e...) T4

Karni: how come you say he's a colleague? He doesn't feel your colleagues (kok anda bilang dia kolega? Kan dia gak merasa kolega anda) T5

Sirra: colleague of fellow lawyer (kolega sama lawyer) T6

Karni: owh... T7

Sirra: , if a colleague is normal, he is a lawyer (kolega, kalau kolega itu kan biasa dia lawyer..) T8

Karni: no, he's a DPR, not a lawyer, isn't it (gak, dia DPR, bukan lawyer, bukan...) T9

Sirra: ow yes.. so I can argue Bang, (ow ya...jadi saya bisa bantah bang...) T10

By using the self selection technique or rule 1b. Other participants can get their right to take the next turn; the first speaker gets the right to speak. In the data above it was found that there was a technique of repeating the addressing response on this repetition T5 used for jokes. In the previous sentence Siira mentioned that Ruhut was his colleague, then Karni responded with repetition questions to reduce the existing tension. In the same sentence the moderator uses addresses by word "you" because of the different positions with the resource person. From these data, it can be seen that we use a non-verbal technique which means there is no signal or activity used to obtain information, so the moderator only asks directly without doing anything.

3.2 Turn taking techniques in ILC “Anas siap digantung” discussion

Based on the existing data source, researchers found 25 unit analysis conversation that have two types of turn taking, namely current speaker selects next speaker's total of unit of analysis sm are 20 and 5 types of current speaker does not select next speaker. In rule of type 1a the first speaker appoints the second speaker by name or "you" which can be exemplified by:

Karni: well I want to move to observer behavior, sir Taufiq... sir Udin. Sir, if you look at the two footage, what is your analysis? (baikasaya mauapindah ke pengamat perilaku, pakaTaufiq...parker Udin. Bapakakalau melihatacuplikan dua tadi, bagaimanaaanalisisabapak?) T1
Taufiq: I want to talk about one thing first, Mr. Karni. I speak from the side... (saya ni inginabicara satu hal dulu, pakaKarni.aSaya berbicaraadariasisi...) T2

Hotman: ((interrupts)) It's your mouth that says, don't accuse me! ((menyela)) aitu kan mulutakamu yang ngomong, janganaasalamanuduh dong! ) T1

Ruhut: You silent! (kau diam!) T2

In this study, researchers found several techniques used by moderators, such as in the following table,

(Tabel 3. Technique of Turn Taking 2a)

<table>
<thead>
<tr>
<th>No</th>
<th>Various Techniques Used by the Current Speaker</th>
<th>(%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Addresses by name</td>
<td>28.3</td>
</tr>
<tr>
<td>2.</td>
<td>Addresses by &quot;you&quot;</td>
<td>11.32</td>
</tr>
<tr>
<td>3.</td>
<td>by intercom</td>
<td>1.89</td>
</tr>
<tr>
<td>4.</td>
<td>Questioning directly and literally by signaling to the addressee</td>
<td>33.96</td>
</tr>
<tr>
<td>5.</td>
<td>by Repeating</td>
<td>13.2</td>
</tr>
<tr>
<td>6.</td>
<td>by making a counter and a refusal.</td>
<td>7.55</td>
</tr>
<tr>
<td>7.</td>
<td>by gazing and smiling</td>
<td>3.78</td>
</tr>
</tbody>
</table>

(Tabel 4. Technique of Turn Taking 2b)

<table>
<thead>
<tr>
<th>No</th>
<th>Various Techniques Used by the Current Speaker</th>
<th>Precent (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>addresses by name</td>
<td>0</td>
</tr>
<tr>
<td>2.</td>
<td>addresses by “you”</td>
<td>28.57</td>
</tr>
<tr>
<td>3.</td>
<td>by intercom</td>
<td>0</td>
</tr>
<tr>
<td>4.</td>
<td>questioning directly and literally by signaling to the addressee</td>
<td>28.57</td>
</tr>
<tr>
<td>5.</td>
<td>by Repeating</td>
<td>28.57</td>
</tr>
<tr>
<td>6.</td>
<td>by making a counter and a refusal.</td>
<td>7.14</td>
</tr>
<tr>
<td>7.</td>
<td>by gazing and smiling</td>
<td>7.14</td>
</tr>
</tbody>
</table>

3.2.1 Intention by using current speaker selects next speaker

(a) Sample

Context: S is Moderator (KarniIlyas), H is GedePasekSuardika (the head of DPP Demokrat), the topic is about the facts of Anas. The dialog begins with S addressing H by name in T1.

Karni: You said it, now Mr. Koster, eh ... ((holding head)) Pak Pasek (itu anda udah ucapkan, sekarang pak Koster, eh..((sambil pegang kepala)) pak Pasek) T1

Pasek: it's a risk from Bali, like that (memang resiko dari Bali itu, ya begitu itu.) T2

Karni: because the name is similar,huh?(karena namanya mirip-mirip gitu ya).T3

Pasek: yes, similar (iya mirip..) T4

Hotman: ((entered)) This is the one brought from Cilacap, he is ... ((masuk)) ini yang bawa dari Cilacap, dia ni., T5

Pasek: ((laughs)) calm down, bang. So the first one I deeply regretted was the pattern of discussion which was trying to move the court arena to here and make a justification again ((ketawa)) tenang bang. Jadi yang pertama saya sangat menyesalakan sekali pola diskusi yang kesanya mencoba memindahkan arena pengadilan kesini untuk membuat justifikasi lagi ...))T6

Karni: ((interrupts)) Pak Pasek, if that is the case I can argue too. Office boy also knows our rooms ((menyela)) pakPasek, kalau soal itu saya bisa bantah juga. Office boy juga tahu ruangan-ruangan kita.) T7

Pasek: this, this is not the employee (ini, inikan bukan pegawaiinya) T8

Karni: yes, that means, I mean, if once he enters he already knows the Anas room like this (ya, artinya maksud saya, kalau sekali dia masuk aja udah tahu ruang Anas begini..) T9
By using currentaspeaker selects next speaker, the moderator has the right to ask questions and get answers from another speaker. From the speaker. From the data above the moderator uses questioning strategies directly and literally by signaling to the addressee. The purpose of this technique is for the moderator to directly ask the real meaning, and the signal the moderator shows is to step closer to the speaker. In the sentence underlined on T1 with the intention of confirming the name of the speaker. There was a refusal technique in the sentence underlined at T7 when Karni denied Pasek's opinion which mentions Tridianto's closeness with Nazar, Karni directly approached Pasek and denied that anyone could remember the room when he entered, it was not evidence of Tridianto and Nazar's closeness.

3.2.2 Intentionaby using currentaspeaker does not selectanext speaker
(a) sample
Based on the table above, we can take the example Context: S is Moderator (Karni Ilyas), H is Rifai (former lawyer for Mindo Rosa), the topic is about Rifai's opinion about lawyer Anas being intervened. Dialogue begins with H seizing the opportun

By using the self selection technique or rule 1B. The speaker has right to add opinions, respond or refute the opinions of previous speakers. In the data above, it was found that there was a technique of repeating the address's response on the bottom line sentence T7 which asked the progressive legal intent that Rifai had said before. Then the moderator also looks at using the questioning technique either directly or literally by signaling to the addressee in the T9 sentence, which is pointing to get a response from the speaker.

4. CONCLUSION
The study of Turn Taking in an interaction can lead to the habituation of participants to respect their fellow partners. Moreover, the turn to talk is when S asks questions with various speech strategies and he is able to provoke or move the H to respond and provide information that is more than what the S wants.

This study took the theme of the ILC discussion which was aired by tvOne, namely "Jokowi Vs Foke" and “Annas Siap Digantung”. On the topic "Jokowi vs Foke there were 23 rules of type 1a which appeared and 4 times the rule of type 1b. Within the topic "Anas Siap Digantung" there are 20 data having the type of rule1a appeared and 5 times rule 1b appeared. On both of these themes, there are various technique activities, namely (i) addressing by name or attention getter "you", (ii) by using intercom, (iii) questioning directly by pointing or walking closer to the addressee, (iv) by repeating or repairing, (v) initiating by making counteraand refusal, and (vi) using other gestures like gazing and smiling.
5. REFERENCES


Muryatini, aRima. (2016). Power Relations In The Turn-Taking Of Interrogation Recorded By Net's a86. Journal of Al-Azhar Indonesia, 2356-0215.


MEANING EQUIVALENCE IN MICROBIOLOGY FOR ENVIRONMENTAL SCIENTISTS AND ENGINEERS TEXT INTO MIKROBILOGI UNTUK ILMUWAN DAN INSINYUR LINGKUNGAN: A Translation Analysis

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ABSTRACT

The purpose of this research is to know the equivalence and readability on translation of ‘Microbiology for Environmental Scientists and Engineers’, which is translated into ‘Mikrobiologi untuk Ilmuwan dan Insinyur Lingkungan’. This research uses a descriptive-qualitative method. The data source are the documents while and the data are 50 sentences taken from textbook “Microbiology for Environmental Scientists and Engineers” and its translation “Mikrobiologi Untuk Ilmuwan dan Insinyur Lingkungan” The technique of data collecting is the purposive-sampling technique. The finding of this research shows that from 50 translation data, there are 30 data or 60 % belong to the accurate translation and 20 data or 40 % are categorized as inaccurate translation. It means that the translator could translate well. This research is significant for developing linguistics theories applying in translation. It can also be valuable for enriching translation and discourse analysis references in line with translation studies.

Keywords: equivalence, meaning, scientific book and translation

1. INTRODUCTION

In recent years, the translation of Science and Technology textbooks in Indonesian is very important to do, especially from English into Indonesian. Basically, from year to year, the translation of science and technology text books from English into Indonesian is increasing. This is partly due to the Indonesian nation's lagging in the field of science and technology from Western or European nations, most of them are written in international languages, especially English.

Then, who should become the of science and technology books? Of course, the answer is anyone who is interested in doing so as long as they fulfill competencies such as following: 1) mastering the material to be translated, 2) mastering the foreign language (source language) that is translated, 3) mastering the target language well, and 4) mastering translation techniques. (Adjat Sakri, 1999: 1).

In translation activities, the translator must be able to convey the exact message or message contained in BSu to BSa by paying attention to the accuracy, clarity and reasonableness of the language. In other words, the translator must be able to re-express the message in Target Language correctly, both concerning the level of structure and the linkages of semantic aspects.

In order the transferring of knowledge and technology to be accurately understood in accordance with the Source Language message, the accuracy of the translation results is needed, which is not only about the accuracy of translating lingual units such as words, phrases, clauses and sentences but also discourse. Therefore, in translation activities, translators must pay attention to relationships, such as relationships between elements in clauses or clauses in cohesive texts or discourse units.

It is like in translating texts on science and technology textbooks, translators must be able to create linkages between elements in clauses or clauses in the text or unit of discourse so that the translation results remain cohesive in Target Language. The cohesive relationship between clauses in a discourse is often found and indeed it is very important role in creating
logical linkages of form and meaning both between elements in clauses and inter-clauses in the text or unit of discourse. Therefore, the analysis of markers of cohesion in a discourse is a very useful in analyzing translations. This is in line with the statement of Newmark (in Baker, 1995: 181) that states The topic of cohesion ... has always appeared the most useful constituent of discourse analysis or text-linguistics, applicable to translation.

The textbook of Microbiology for Environmental Scientists and Engineers, by Anthony F. Gaudy, Jr. and Elizabeth T. Gaudy which was translated by Ir.Ingrid W and Ir. Priyo Waspodo, M.Sc, with the title ‘Mikrobiologi untuk Ilmuwan dan Insinyur Lingkungan’ is one of the types of translations of science and technology text books that is interesting to study, especially regarding the translation of meaning equivalence of the target language. This book is very useful especially for people who want to develop their knowledge and profession in the field of biological sciences. Regarding the field of translation, it is an interesting thing to do, because in this translation book the translator having background is not in line with a field of biology.

Some phenomena that appear in the book are worthy to be analyzed, for example the following example:

SL : The energy is used for many purposes, such as movement, growth, and maintenance of vitality.

TL : Energi tersebut dipakai untuk berbagai keperluan seperti misalnya bergerak, tumbuh, dan pemeliharaan bagian-bagian yang penting.

In this translation, there are five things that need to be studied, namely: First, the word *many* is translated into *a variety*, whereas the right equivalent is *many*. However, equivalence of meaning can be achieved, because both of them imply a concept that is similar, that is *lebih dari satu*, which for the relevant sentence is meaningful enough. Second, translators add word misalnya that are not found in the source language. This is done by the translator as contextual conditioning to clarify the purpose of the sentence. Third, the noun *movement* translates into *bergerak*. Here, the shift in the word class, from noun to verb appears. Fourth, the word *growth* translates into *tumbuh*. Here there is also a shift in the word class, which is from nouns to verbs. But the shift above does not cause a shift in the meaning of the sentence. Fifth, the noun *vitality* is translated into *bagian bagian yang penting*. Here there is a shift in meaning or modulation that changes the meaning quite a lot because the exact equivalent for noun *vitality* is *tenaga*. There are also exist the shifts in categorical forms or transpositions, namely from noun to noun phrase. However, when it is viewed from the essence, the translator has done the translation well. It means that even though there are many differences, overall the meaning or message can be transferred by the translator properly. The messages in source language are the same or not different from the messages in target language, however the use of *Bahasa Indonesia* in the target language was still weak. The sentence in the target language does not look natural, looks stiff and does not show communicative nature. Furthermore, if the sentence is associated with the target language rules that are good and true or more specifically drawn by the connection line with EYD, the sentence is very inappropriate. The sentence is very ineffective and confuses the reader in examining its contents. Thus, this translation is included in the classification of messages until but target language is less precise. The message has been delivered well. Meanwhile, target language is inaccurate, so there needs to be a revision or correction in accordance with the rules in the target language.

Regarding to the phenomenon of the importance of the accuracy of the translation, the researchers are interested in studying more about the translation of Microbiology for Environmental Scientists and Engineers, by Anthony F. Gaudy, Jr. and Elizabeth T. Gaudy translated by Ingrid W and Priyo Waspodo with the title ‘Microbiology for Environmental Scientists and Engineers’

This study aims at determining the accuracy of the meaning and readability of the target language in the translation of Microbiology for Environmental Scientists and Engineers, ‘Microbiology for Environmental Scientists and Engineers’ conducted by Ingrid W and Priyo
Waspodo. Therefore the problem proposed in this study is the extent of the accuracy of the meaning of the target language in the translation of Microbiology for Environmental Scientists and Engineers, 'Microbiology for Environmental Scientists and Engineers' conducted by Ingrid W and Priyo Waspodo?

Translation is a product of a translation activity, which is a process of transferring source language messages into target one. In transferring the message, the translator must pay attention to the equivalence of message conveyed in the target language because the main activity in the translation activity is to re-express the commensurate message that does not deviate from the source language message. Catford (Hariyanto, 2000: 13) states that the main problem in translation is how to find the equivalent message or meaning of translation in target language that does not deviate from the source language message. Hoed (2004: 3) states that:

... "True", "acceptable" and "good" translations are those that are in accordance with the tastes and expectations of the readers who want the translation text that is in accordance with the target language community culture. In essence, a translation must not be felt like a translation and as far as possible it should be part of the writing tradition in the target language.

Translation is an attempt to find the equivalence of meaning between source language texts and target language texts (Machali, 2000: 112). The term equivalence of meaning needs to be considered because the meaning must be transferred from the source language text into the target language.

The concept of meaning is closely related to translation activities and even this concept cannot be separated from the field of translation. In other words, meaning plays the most important role in translation (Suryawinata, 2000: 21).

The meaning of a word is not only influenced by its position in the sentence but also by the field of science that uses the words (Nababan, 1999: 47). Meanings can be interpreted as something referred to by words or sentences. The meaning is called referential meaning. Larson (1984: 38-39) classifies meaning into three, namely: 1) referential meaning, 2) meaning of linguistic context, and 3) situational meaning. Nababan (1999: 48-51) distinguishes meaning into lexical meaning, grammatical meaning, contextual or situational meaning, textual meaning, and socio-cultural meaning.

The concept of meaning should be used to refer to both the link between form and meaning at once. This is because the form is a symbol that realizes its meaning. Thus what is called cohesion is the connection of forms and at the same time the connection of meaning.
Regarding the translation of pronoun reference cohesion markers, the translator must understand the difference between the reference cohesion markers of source language and target language. This understanding is very necessary because there are often differences between the two. Halliday and Hasan (1976: 181) distinguish between types of referral cohesion to be: pronoun (persona) reference, demonstrative reference, and comparative reference. In English and Indonesian, the types of pronouns can refer to both humans and nouns or not humans which can mean both singular and plural. Pronoun referral cohesion markers can refer to nouns or plural third humans. The reference pronouns may refer to uncommon nouns are translated into them but by repeating nouns that are referred to or changed their syntax while the reference to the one that refers to the individual is commonly translated into them (Suryawinata & Sugeng, 2003: 80).

2. RESEARCH METHOD

Regarding to the problem of the study, namely identifying, analyzing and describing the equivalence of meaning of the target language, this research belonging to the type of descriptive qualitative research whose the implementation relies on humans (researchers) as instruments for collecting data. The field to be examined in this study is a book called Microbiology for Environmental Scientists and Engineers, which is translated into Microbiology for Environmental Scientists and Engineers by Ingrid W and Priyo Waspodo.

The research strategy used in the study is a case study. In particular, this research is called an embedded case study. The cases in this study are translations of command sentences. The researcher collects the data in the the form of sentences, then describes, analyzes, and classifies them according to the accuracy and inaccuracy of the translation. The data sources used in this study are documents. The document in this study is the Microbiology for Environmental Scientists and Engineers book, which is translated into Microbiology for Environmental Scientists and Engineers. In this study, researchers used a snippet technique.

Data collection techniques in this study are note-taking and interview methods. In the technique note, the researcher records, analyzes and compares existing data. In analyzing data, researchers used a comparative technique model, namely comparing the source language and target language by looking from four sides. The four sides referred to are 1) messages to good language, 2) messages to bad language, 3) messages not to good language and 4) messages not to bad language.

3. FINDING DISCUSSION

To produce an appropriate translation work, the translator must pay attention to the following three criteria, which are accurate, clear and natural. This is in line with Larson (1984: 485) that states translation must be tested because the translator wants to ensure the accuracy, clarity and reasonableness. Accurate means that the transfer of messages from source language text into target one is not added or reduced; clearly means that the translation results are easily understood by the reader; and naturally means the translation results are acceptable according to the standard grammar of target language. On the contrary, the inaccuracy of the translation means that the message of the translation is inaccurate, clear and natural according to the standard grammar of target language. In this study, the researcher used these three criteria to analyze whether the translation of the reference cohesion marker could be categorized as an appropriate translation or an incorrect translation. Examples of the analysis can be seen in the following:

<table>
<thead>
<tr>
<th>No</th>
<th>SL</th>
<th>TL</th>
</tr>
</thead>
<tbody>
<tr>
<td>MESE/P-1/002</td>
<td>In order for this cyclic phenomenon to work, it was necessary that water both participate in the overall chemical reaction and act as a carrier of organic matter to the oceans.</td>
<td>Agar gejala siklus ini berlangsung, diperlukan air bagi reaksi kimia keseluruhan dan yang bertindak sebagai pembawa bahan organik ke lautan</td>
</tr>
</tbody>
</table>
From the data above, it can be understood that the results of the translation as a whole can be said to be good because there is no shift in meaning so that source language messages can be conveyed in target language. There are three words in source language, both and participation are not translated into target language by the translator. The use of Indonesian by the translator has also been quite good and accurate. The target language used by translators is also more communicative, natural or not rigid and more effective. When it is viewed from EYD, the sentence is in accordance with the writing according to EYD or in accordance with the rules in Bahasa Indonesia. Thus, the translation for this data is included to the translation category of message has arrived well and the target language is also in accordance with EYD. Shorty, it can be said that accurate messages and good language.

<table>
<thead>
<tr>
<th>No</th>
<th>SL</th>
<th>TL</th>
</tr>
</thead>
<tbody>
<tr>
<td>MESE/P-1/003</td>
<td>The overstressing of the organic carrying capacity of the earth’s drainage system constituted the major reason for insertion of the technological subsystems discussed in Chap. 2</td>
<td>Pembebanan yang melebihi kapasitas pembawa organik sistim drainase harus merupakan alasan utama bagi penyisipan teknologi subsistem yang telah dibahas pada Bab 2</td>
</tr>
</tbody>
</table>

It is seen that the translator adds the word must harus in target language which is not contained in source language. But this does not affect the meaning of the sentence and the source language message is conveyed in target one. The meaning can be transferred well by the translator. This means that according to the theory of translation, because the essence or core of the message has been transferred properly, then the translation is classified as a good translation or in other words the message is well distracted.

The translator also uses the Indonesian well. The target language used by translators is also more communicative, natural or not rigid and more effective. When viewed from EYD, the sentence is in accordance with the writing according to EYD or in accordance with the rules in target language

Thus the translation for this data is included in the translation category whose message has arrived well and BSanya is also in accordance with EYD. Short word messages arrive and good language.

<table>
<thead>
<tr>
<th>No</th>
<th>SL</th>
<th>TL</th>
</tr>
</thead>
<tbody>
<tr>
<td>MESE/P-1/001</td>
<td>In Chap. I it was evident that organic matter, its synthesis, its oxidation, and its eventual return to the biosphere as carbon dioxide and water, comprised one of the essential cyclic events permitting the human species and many others to exis.</td>
<td>Dalam bab I jelas bahwa bahan organik, sintesanya, oksidasiannya, dan akhirnya kembali ke biosfir sebagai karbon dioksida dan air, merupakan satu dari siklus penting yang menyebabkan manusia dan makhluk lainnya bisa bertahan hidup.</td>
</tr>
</tbody>
</table>

In the translation above, it can be seen that there is a categorical form (transposition) shift, namely from clause to word (adjective). It seems the translator does not divert the evident word which means literally bright light. Likewise the word comprised and permitting is not literally translated by the translator. Comprised which means consists of being translated as constituting and permitting which means allowing to be translated into cause. However, equivalence of meaning seems to be achieved and for the relevant sentence meaningfully it is quite appropriate.

Thus when it is viewed from the essence, the translator has done the translation well. This means that even though there are differences, overall the meaning or message can be
transferred by the translator properly. The messages in source language are the same or not different from the messages in target language. Anyhowsn the use of Bahasa Indonesia in the target language is still weak. This is very evident in the use of clear words that should have been explained, so that the sentence of the target language is less readable, looks rather stiff and does not meet the rules of EYD. The target language sentence should be clear. It was explained in the organic matter, its synthesis, its oxidation, and finally its return to biosphere as carbon dioxide and water, is one of the important cycles that can cause humans and other creatures to survive. Thus this translation is included in the group of accurate messages but the Bahasa Indonesia is not good.

The message has been delivered well. Meanwhile, target language is inaccurate, so there is a need to be minor a revision or correction in accordance with the rules in the target language rules

<table>
<thead>
<tr>
<th>No</th>
<th>SL</th>
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<tbody>
<tr>
<td>MESE/P-3/004</td>
<td>Its role is even more important than the structural, insulating, or transporting function of most engineering materials.</td>
<td>Peranannya bahkan lebih penting daripada fungsi kerangka, penyekaan, atau transport dari kebanyakan bahan-bahan rekayasa.</td>
</tr>
</tbody>
</table>

In the above translation, there are two things that need to be considered, namely: first, the word transport is translated as transport, although according to the English-Indonesian dictionary (Echlos and Shadily, 1976: 216) the word means transport. Translators seem want to do decentering, namely phonological translation. However, it seems that there is no urgency in using this technique in this context, because in target language the equivalent word is adequate without the risk of message damage.

Second, the noun phrase engineering materials is translated into engineering materials even though the more appropriate equivalent is technical materials. However, when it is viewed from the essence, the translator has done the translation well. This means that even though there are differences, overall the meaning or message can be transferred by the translator properly. The messages in source language are the same or not different from the messages in target language.

Thus, this translation is included in the group of accurate messages but bahasa Indonesia is less precise. The message has been delivered well. Meanwhile, the target language is inaccurate, so there needs to be a revision or correction in accordance with the rules in the Indonesian language.

<table>
<thead>
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<tbody>
<tr>
<td>MESE/P-2/001</td>
<td>It cannot be said that all organic matter is made by living organisms through natural or controlled life processes; indeed, the science of organic chemistry came into being only when Friedrich Wohler discovered in 1828 that urea could be made in the absence of living organisms.</td>
<td>Kita tidak bisa mengatakan bahwa semua bahan organik dibuat oleh organisme hidup secara alami atau proses-proses kehidupan terawasi; tentu saja, ilmu kimia organik menjadi berarti hanya ketika Friedrich Wohler pada tahun 1828 menemukan bahwa urea dapat dibuat tanpa adanya organisme hidup.</td>
</tr>
</tbody>
</table>

In the translation above, the clause of it cannot be said cannot be translated into kita tidak bisa mengatakan. There is a categorical form shift (transposition), from passive sentences to active sentences. However, equivalence of meaning seems to be achieved because for the relevant sentence meaningfully it is quite appropriate. Furthermore the word indeed which should mean sesungguhnya translates into tentu saja. Likewise the phrase came into being translated into menjadi berarti when it should be transferred to dimulai.
So when it is viewed from the essence, the translator has done a bad translation. This means that there is a difference between the message delivered and the reality of the translation results. These differences cause a shift in meaning and the shift in meaning itself causes misappropriation of messages. Thus, the result of the translation of this datum fall into the category of incorrect translation or the message does not arrive correctly.

However, the target language used in the translation of this sentence is actually good. Even though the sentence is a long sentence it turns out that the translator is able to apply good use of target language even though the translation is wrong. In addition, the sentence in target language is also in accordance with the target language rules so that the reader is immediately able to understand what the translator has written. Unfortunately the contents of the translation are incorrect. Thus, the translation in this sentence belongs to the message category does not arrive but the language is quite good.

<table>
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<tbody>
<tr>
<td>MESE/P-1/004</td>
<td>Furthermore, the most important subsystems for purifying wastewaters were themselves biological and involved the use of organic matter in wastewater streams as a source of carbon energy for the growth of microorganisms.</td>
<td>Lebih lanjut, subsistim yang paling penting bagi penjernihan air limbah adalah secara biologi dan melibatkan pencairan bahan-bahan organik dalam aliran air limbah sehingga suatu sumber energi dan carbon bagi pertumbuhan jasad-jasad renik.</td>
</tr>
</tbody>
</table>

If it is analyzed in depth, it can be found that in the translation there are three things that need to be highlighted. First, the word *themselves* containing in source language is not translated into target language by the translator. Second, the word *as*, which means *sebagai* is also not translated by the translator. So here there is a modulation of the use of pressure or pitch to express meaning that pretty much changes meaning. Because both words have different meanings. *Sebagai* is not emphasizing cause and effect, while *sehingga* the element of cause and effect. Third, the noun phrase *carbon energy* is transferred to *energy* and *carbon*. So here there is a shift in form or transposition that is categorical, namely from the noun phrase to the word. This causes a shift in meaning or modulation that changes the meaning quite a lot. *Carbon energy* is a phrase which means that *carbon energy* is not composed of two substances, namely *energy* and *carbon*.

Thus when it is viewed from the essence, the translator has done a bad translation. This means that there is a difference between the message delivered and the reality of the translation. These differences cause a shift in meaning and the shift in meaning itself causes misappropriation of messages. So, the translation is not good or the message does not arrive correctly.

So this translation is included in the message that does not arrive and target language is not good. Message is not delivered properly. Meanwhile, the target language is not good enough so that it needs to be a revision or correction in accordance with the rules in Bahasa Indonesia.

<table>
<thead>
<tr>
<th>NO</th>
<th>CATEGORY</th>
<th>TOTAL</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>accurate message and good target language</td>
<td>17</td>
<td>34 %</td>
</tr>
<tr>
<td>2</td>
<td>accurate message and not good target language</td>
<td>13</td>
<td>26 %</td>
</tr>
<tr>
<td>3</td>
<td>not accurate message and good target language</td>
<td>6</td>
<td>12 %</td>
</tr>
<tr>
<td>4</td>
<td>not accurate message and not good target language</td>
<td>14</td>
<td>28 %</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>50</td>
<td>100 %</td>
</tr>
</tbody>
</table>
From the general description of the quality of the text *Microbiology for Environmental Scientists and Engineers* in accordance with the category of assessment of aspects of the message and language, it can be explained that the translation of the text with the title *Microbiology for Scientists and Environmental Engineers* includes fairly good translations. This is because of the four categories used as assessment parameters, the first category, accurate message and good target language has the highest amount of data and percentage, with the data amounting to 17 or 34%. Meanwhile, data for the second category, namely accurate message and not good target language as much as 13 data or 26%. Data for the message category is not up to 6 languages or 12% good language. While the amount of data for the last category, namely Not accurate message and not good target language, as many as 14 data or 28%.

<table>
<thead>
<tr>
<th>NO</th>
<th>MESSAGE</th>
<th>TOTAL</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Accurate</td>
<td>30</td>
<td>60 %</td>
</tr>
<tr>
<td>2</td>
<td>Not Accurate</td>
<td>20</td>
<td>40 %</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>50</strong></td>
<td><strong>100 %</strong></td>
</tr>
</tbody>
</table>

From the table about the quality of message transfer for the text *Microbiology for Environmental Scientists and Engineers*, it can be explained that out of 50 data available, the data states that the message has been delivered as well (accurate) as 30 data or 60%, while the data stating that the message was not delivered (not accurate) properly 20 data or 40%. From the exposure of the data it can be concluded that the translation of the text *Microbiology for Environmental Scientists and Engineers* is quite good.

4. CONCLUSION

Based on the results of the analysis above it can be concluded that the translation of the text with the title *Microbiology for Scientists and Environmental Engineers* includes a fairly good translation. This is because of the four categories used as assessment parameters, the first category, accurate message and good target language has the highest amount of data and percentage, with the data amounting to 17 or 34%. Meanwhile, data for the second category, namely accurate message and not good target language as much as 13 data or 26%. Data for the message category is not up to 6 languages or 12% good language. While the amount of data for the last category, namely Not accurate message and not good target language, as many as 14 data or 28%.

Besides that, judging from the quality of equivalence of meaning, from 50 existing data, the data states that the accurate message as much as 30 data or 60%, while the data that states that the inaccurate message is 20 data or 40%. Thus, the translation of the text *Microbiology for Environmental Scientists and Engineers* is quite good.

5. REFERENCE


THE EFFECT OF GADGET USE ON LEARNING PROCESS IN MUHAMMADIYAH 1 SENIOR HIGH SCHOOL SURAKARTA

Avelia Yonanda

ABSTRACT

In this Modern Era that based on Technology 4.0 there are many advancements that provides convenience for its users. Sometimes the user of devices makes some problem. Because its can be used easily and can be accessed by anyone. The advances in technology have also had several significant changes in all aspects. For the example as we found in the field of education. Many studies have been conducted to determine the negative and positive effects of gadget use inside the learning environment. The purpose of writing this article is to find out how much Gadget helps student in developing the effectiveness of learning. The school that chosen in this study was Muhammadiyah 1st High School of Surakarta. Where it's allowed for students to carry devices in case of teaching and learning process.

Keywords: Device, Laptop / Notebook, Handphone, Effectiveness, Teaching and Learning Process

1. INTRODUCTION

1. BACKGROUND

Gadget has become familiar with human life in this era. Due to the function of gadget that has many uses to facilitate humans in completing their work and also communicating. As written in Wikipedia.com, Gadget is a device or instruments that has practical goals and functions and specifically designed to be more sophisticated than previous technology. The difference between Gadget and other technologies is the smaller novelty element. As an example; Computers, are electronic devices that have updates in the form of their devices, namely; Laptop / Notebook / Netbook. Home telephone is an electronic device that has an update in the form of a mobile telephone.

Nowadays, devices take part in the education process. Because of its diverse functions and its use that can be done by all ages. Like a portable computer or commonly known as a laptop. Since 2010 until today many schools are learning using this device.

Muhammadiyah 1st High School is included in one of a school in Surakarta that allows students to use devices for teaching and learning process. The category of devices that are legal to use in the teaching and learning process at Muhammadiyah 1 Surakarta High School is; Laptops and Handphone.

2. PROBLEM FORMULATION

a. What are the uses of the device for students in the Teaching and Learning Process
b. What effect that will appear by gadget use of students for teaching and learning process
c. What problem that will appear by gadget use of student inside educational environment

3. BENEFITS

By knowing the effect of Gadget use by student for teaching and learning process, we can increase students' knowledge, It’s also make teacher easier to do their job and improve their performance.

AIM

By conducting this study, author can find out the positive impact of gadget use by students and relations in teaching and learning as well as facilitate students in finding resources related to the subjects being pursued, also knowing the problems faced by students during learning process. In conducting this study authors also can find out the negative impact of gadget use by students for teaching and learning process is prohibited from being used, such as the difficulty of finding related sources, tools that commonly found on mobile phones (calculators, cameras, internet), and the influence of teacher performance in the teaching and
learning process. In this scientific article the author will provide a solution or problem solving for problems that appear in the use of gadget for learning process so that devices that used is not misused and does not interfere the concentration of students during learning process.

2. RESEARCH METHODS

Time and Institution for Research
Observations were carried out at Muhammadiyah 1 High School of Surakarta, observations were held for 10 days (January 29, 2019 - February 11, 2019).

Observation and Interview
Field observations are carried out by looking at and observing each part of the school, the organizational structure of the school, teaching and learning activities inside and outside the classroom. Then observe several classrooms which are the main material of observation and watch learning in the classroom directly, and know how the class running. Interviews were conducted to the teacher council and several students of Muhammadiyah 1 High School in collecting data, so that they obtained school information about the problem of using devices in the classroom and data collection was also conducted outside the classroom such as; school environment, buildings and school rooms, learning processes, behavior / characteristics of students, school administration, extra activities and co-curricular, facilities available at the Muhammadiyah 1 High School in Surakarta. And then describe the results of observations in this article.

3. FINDING DISCUSSION

The use of Gadget inside school environment has many benefits for both students and teachers and generally provides many conveniences in the teaching and learning process. The device that legalized in the Muhammadiyah 1 High School is Computers, Laptops and Mobile Phones. Gadget also has a great contribution for learning process. Such as in evaluating student learning. Gadget are also used as the device for Mid Semester Assessment and Final Semester Assessment. Gadget also makes it easier for students in the process of Registration and Admission to the level of Higher Education.

Muhammad 1High School provides Wi-Fi facility, with a private access point and has a strong network. This facility will be improve every year. To make students easier to access the subject matter needed. Muhammadiyah 1 High School also provided Computer Devices that has been connected to an internet connection . Computer devices are located in Language Laboratory and Library. So that students who need to access the internet can easily use the facilities in those room. Or if students need to support their learning process by looking for more information about related subject matter.

Beside of the many benefits of using Gadget inside the school environment and in the teaching and learning process, the use of devices also has negative effects such as misuse of the facilities provided. Some examples of misuse of these facilities are:

a. Misuse of HandPhones for purposes outside of learning interests
b. Misuse of the school's internet connection (Wi-Fi) for personal use
c. Misuse of Computer facilities for personal use
d. Student achievement decreases
e. Students' emotions become unstable because of the influence of the device

To overcome the problems that arise due to the abuse of Gadget in the school environment, the school applies a disciplinary policy regarding the use of Gadget as follows:
1. Limiting the use of devices inside the school environment.
2. Prohibit students from activating mobile phones in the teaching and learning process, except with the supervision and direction of the teacher.
3. Give sanctions for students who violate the rules regarding the use of Gadget, for the example; confiscated and returned after 3 months.
4. Gather students devices when teaching and learning activities begin until it finished.
5. Improve the role of student counseling program for supervising student in the use of gadget
4. CONCLUSION
Based on the results of this research, we conclude that in the teaching and learning process, teacher have to limiting the use of devices and internet connections in school environment, prohibiting students from activating cellphones in teaching and learning such as finding resources related to learning but with teacher supervision and direction, preferably in the teaching and learning process students' mobile phones are collected and taken during learning process. Teacher can give students permission to use the device under their supervising, and for students that breaks the rule will sanctioned by confiscated their gadget and returned after 3 months, and it is better if their mobile phone is taken by the guardian of the student so that the guardian of the student can monitor students in the use of devices at home and avoid dependence on devices that can interfere students in learning and student health.

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https://core.ac.uk/download/pdf/147420991.pdf
PENGISI PERAN SATUAN LINGUAL YANG MENGANDUNG ADVERBIA PENANDA KUALITAS PADA TEKS TERJEMAHAN AL-QURAN

Markhamah1), Abdul Ngalim2), Muhammad Mainuddinillah Basri3), Atiqa Sabardila4), Yulia Endah Sari5)

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Abstrak

Kata kunci: Pengisi peran, adverbia penanda kualitas, TTA.

Abstract
This study aims to describe the filler role of lingual units containing adverb markers of quality in TTA. This research method uses a qualitative descriptive method. The data in this study are in the form of words, phrases, clauses, and sentences contained in the Al-Quran translation text. The data source of this study is the TTA published by the kingdom of Saudi Arabia which has been studied by Sabardila et al. (2003). The data collection method used is the refer method. In addition to the referral method, the documentary method is used. The data collection techniques used in this study included proficient non-involvement and note-taking.
techniques. There are seven results in this study. First, the adverb of quality markers is necessary, just, and always. The manifestation of the role of actions in this study include the actions of I (Allah) fulfilling promises, not carrying out the command to slaughter the female cow, and seeing the betrayal of them (Banu Israil). Second, adverb, too, almost, and always. The manifestation of the role of the actors in this research includes Jews, people who were former, they (the Children of Israel), and you (the Children of Israel). Third, adverb is very, most, too and more. The manifestation of the role of the situation in this study includes the torment of the harsh Allah SWT, the strongest challenger, not believing in the Qur'an and the previous book, and the situation that knows its benefit better. Fourth, what is adverb and only. The form of the role explained in this study, among others, explained that how great or very great the wrongdoers were and explained that I (Allah) was limiting as a warning provider who explained. Fifth, adverb only. The manifestation of the objective role in this research is that you have to submit to Allah SWT. Sixth, adverb. The form of the identification role in this research is God Almighty. Seventh, adverb undoubtedly. The form of a known role in this research is that God is known to forgive your sins.

**Keywords:** role filler, adverb marker quality, TTA.

1. PENDAHULUAN


penelitian ini adalah mendeskripsikan pengisi peran satuan lingual yang mengandung adverbia penanda kualitas pada TTA.

2. METODE


3. HASIL DAN PEMBAHASAN

3.1 HASIL PENELITIAN

Identifikasi peran yang diisi satuan lingual yang mengandung adverbia penanda kualitas pada TTA dinyatakan berikut ini.

b. Satuan lingual yang mengandung adverbia penanda kualitas mengisi peran perbuatan

(1) “[…] niscaya Aku penuhi janji-Ku kepada mu […]” (2:40)

<table>
<thead>
<tr>
<th>No Data</th>
<th>Unsurn Klausa</th>
</tr>
</thead>
<tbody>
<tr>
<td>QS Al-Baqarah (2):40</td>
<td>Niscaya Aku penuhi janji-Ku kepada mu</td>
</tr>
<tr>
<td>Fungsi</td>
<td>P</td>
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<tr>
<td>Peran</td>
<td>Perbuatan</td>
</tr>
<tr>
<td>Penerima</td>
<td></td>
</tr>
</tbody>
</table>

Data (1) dalam surat Al-Baqarah terdapat satuan lingual niscaya aku penuhi terdapat adverbia niscaya. Adverbia ini termasuk penanda kualitas. Satuan lingual yang menerangkan (AP kl) itu mengisi peran perbuatan, yakni perbuatan Aku (Allah) memenuhi janji.

(2) "[...] Sekarang barulah kamu menerangkan hakikat sapi betina yang sebenarnya", kemudian mereka menyembelihnya dan hampir saja mereka tidak melaksanakan perintah itu.” (2:71)

<table>
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<tr>
<th>No Data</th>
<th>Unsurn Klausa</th>
</tr>
</thead>
<tbody>
<tr>
<td>QS Al-Baqarah (2):71</td>
<td>Sekarang barulah kamu menerangkan hakikat sapi betina yang sebenarnya, kemudian mereka menyembelihnya dan hampir saja mereka tidak melaksanakan perintah itu</td>
</tr>
<tr>
<td>Fungsi</td>
<td>S</td>
</tr>
<tr>
<td>Peran</td>
<td>Pelaku</td>
</tr>
<tr>
<td>Perbuatan</td>
<td></td>
</tr>
</tbody>
</table>

Data (2) dalam surat Al-Baqarah terdapat satuan lingual kemudian mereka menyembelihnya dan hampir saja mereka tidak melaksanakan perintah itu terdapat adverbia saja. Adverbia ini termasuk penanda kualitas. Satuan lingual yang menerangkan (AP kl) itu mengisi peran perbuatan, yakni perbuatan tidak melaksanakan perintah menyembelih sapi betina.

(3) "[...] dan kamu (Muhammad) senantiasa akan melihat kekhianatan dari mereka […]” (5:13)
Data (3) dalam surat Al-Maaidah terdapat satuan lingual *senantiasa akan melihat kekhianatan dari mereka* terdapat adverbia *senantiasa*. Adverbia ini termasuk penanda kualitas. Satuan lingual yang menerangkan (AP kl) itu mengisi peran perbuatan, yakni perbuatan melihat kekhianatan dari mereka (Bani Israel).

Berdasarkan data (1), (2), dan (3) terdapat adverbia penanda kualitasniscaya, saja, dan *senantiasa* yang menjadi bagian dari satuan lingual yang mengisi peran perbuatan. Wujud peran perbuatan dalam penelitian ini antara lain perbuatan Aku (Allah) memenuhi janji, tidak melaksanakan perintah menyembelih sapi betina, dan melihat kekhianatan dari mereka (Bani Israel).

c. Satuan lingual yang mengandung adverbia penanda kualitas mengisi peran pelaku

(4) ”[..., Kami telah beriman, padahal hati mereka belum beriman; dan (juga) di antara orang-orang Yahudi [...]]” (5:41)

Data (4) dalam surat Al-Maaidah terdapat satuan lingual *padahal hati mereka belum beriman dan juga diantara orang-orang Yahudi* terdapat adverbia juga. Adverbia ini termasuk penanda kualitas. Satuan lingual yang menerangkan (AP kl) kualitas cakupan, mengisi peran pelaku yakni orang-orang Yahudi.

(5) ”[..., Ini tidak lain hanyalah dongeng orang-orang yang dahulu belaka]” (46:17)

Data (5) dalam surat Al-Akhqaf terdapat satuan lingual *orang-orang yang dahulu belaka* terdapat adverbia belaka. Adverbia ini mengisi peran pelaku, yakni menerangkan pelaku orang-orang yang dahulu, sedangkan (AP kl) dalam frasa verba adalah membatasi.

(6) ”[...]* dan hampir saja mereka tidak melaksanakan perintah itu.*” (2:71)

Data (6) dalam surat Al-Baqarah terdapat struktur dalam bahasa Indonesia dan *hampir saja mereka*. Terdapat adverbia hampir. Adverbia ini termasuk penanda kualitas. Satuan lingual
yang menerangkan (AP kl) itu mengisi peran pelaku, yakni menerangkan pelaku mereka (Bani Israil), sedangkan frasa verba memberikan keterangan bahwa verba tidak melaksanakan nyaris tidak didahulukan.

(7) "[...] kemudian kamu tidak memenuhi janji itu, kecuali sebahagian kecil daripada kamu, dan kamu selalu berpaling." (2:83)

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<tr>
<th>No Data</th>
<th>Unsur Klausa</th>
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<tbody>
<tr>
<td>QS Al-Baqarah (2):83</td>
<td>Kemudian kamu tidak memenuhi janji itu, kecuali sebahagian kecil</td>
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<td>Fungsi</td>
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<td>Peran</td>
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</table>

Data (7) dalam surat Al-Baqarah terdapat satuan lingual daripada kamu, dan kamu selalu berpaling terdapat adverbia selalu. Adverbia ini penanda kualitas. Satuan lingual yang menerangkan (AP kl) itu mengisi peran pelaku, yakni pelakunya kamu (Bani Israil). Berdasarkan data (4), (5), (6), dan (7) terdapat adverbia penanda kualitas juga, belaka, hampir, dan selalu yang menjadi bagian dari satuan lingual yang mengisi peran pelaku. Wujud peran pelaku dalam penelitian ini antara lain orang-orang Yahudi, orang-orang yang dahulu, mereka (Bani Israil), dan kamu (Bani Israil).

d. Satuan lingual yang mengandung adverbia penanda kualitas mengisi peran keadaan

(8) "[....] Mengapa kamu menasehati kaum yang Allah akan membinasakan mereka atau menyiksa mereka dengan siksaan yang amat keras?[....]" (7:164)

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<tr>
<th>No Data</th>
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<tbody>
<tr>
<td>QS Al-A’raaf (7): 164</td>
<td>Mengapa kamu menasehati kaum yang Allah akan membinasakan mereka atau menyiksa mereka dengan siksaan yang amat keras?</td>
</tr>
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<td>Fungsi</td>
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<td>Peran</td>
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Data (8) dalam surat Al-A’raaf terdapat satuan lingual menasihati kaum yang akan dibinasakan atau disiksa Allah dengan siksaan yang amat keras. Terdapat adverbia amat. Adverbia ini termasuk penanda kualitas. Satuan lingual yang menerangkan (AP kl) itu mengisi peran keadaan, yakni keadaan siksaan dari Allah SWT yang keras.

(9) "Dan di antara manusia ada orang yang ucapannya tentang kehidupan dunia menarik hatimu dan dipersaksikannya kepada Allah (atas kebenaran) isi hatinya, padahal ia penantang yang paling keras." (2:204)

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<tbody>
<tr>
<td>QS Al-Baqarah (2):204</td>
<td>Dan di antara manusia ada orang yang ucapannya tentang kehidupan dunia menarik hatimu dan dipersaksikannya kepada Allah (atas kebenaran) isi hatinya, padahal ia penantang yang paling keras.</td>
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</table>
Data (9) dalam surat Al-Baqarah terdapat satuan lingual penantang yang paling keras terdapat adverbia paling. Adverbia ini termasuk penanda kualitas. Satuan lingual yang menerangkan (AP kl) kualitas itu mengisi peran keadaan, yakni keadaan penantang yang paling keras.

(10) "[...] Kami sekali-kali tidak akan beriman kepada Al Quran ini dan tidak (pula) kepada kitab yang sebelumnya [...]" (34:31)

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<th>No Data</th>
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<tr>
<td>QS Saba’ (34:31)</td>
<td>Kami</td>
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<td>Fungsi</td>
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<td>Peran</td>
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</table>

Data (10) dalam surat Saba’ terdapat satuan lingual dan tidak (pula) kepada kitab yang sebelumnya terdapat adverbia pula. Adverbia ini termasuk penanda kualitas. Satuan lingual yang menerangkan (AP kl) itu mengisi peran keadaan, yakni keadaan tidak beriman kepada Al Quran dan kitab sebelumnya.

(11) [...] Jika ia kaya atau miskin, maka Allah lebih tahu kemaslahatannya [...] (4:135)

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<tbody>
<tr>
<td>QS An-Nisaa’ (4): 135</td>
<td>Jika ia kaya atau miskin maka Allah</td>
</tr>
<tr>
<td>Fungsi</td>
<td>S</td>
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<td>Peran</td>
<td>Pelaku</td>
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</tbody>
</table>

Data (11) dalam surat An-Nisaa’ terdapat satuan lingual lebih tahu kemaslahatannya terdapat adverbia lebih. Adverbia ini termasuk penanda kualitas. Satuan lingual yang menerangkan (AP kl) itu mengisi peran keadaan, yakni keadaan yang lebih tahu kemaslahatannya.

Berdasarkan data (8), (9), (10), dan (11) terdapat adverbia penanda kualitas amat, paling, pula dan lebih yang menjadi bagian dari satuan lingual yang mengisi peran keadaan. Wujud peran keadaan dalam penelitian ini antara lain siksaa dari Allah SWT yang keras, penantang yang paling keras, tidak beriman kepada Al Quran dan kitab sebelumnya, dan keadaan yang lebih tahu kemaslahatannya.

e. Satuan lingual yang mengandung adverbia penanda kualitas mengisi peran menerangkan

(12) "Dan (alangkah hebatnya) kalau kamu lihat orang-orang zalim [...]" (34:31)

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<th>No Data</th>
<th>Unsor Klausa</th>
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<tbody>
<tr>
<td>QS Saba’ (34:31)</td>
<td>Dan (alangkah) hebatnya</td>
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<td>Peran</td>
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</table>

Data (12) dalam surat Saba’ terdapat satuan lingual dan alangkah hebatnya terdapat adverbia alangkah. Adverbia ini termasuk penanda kualitas, Satuan lingual yang mengandung adverbia penanda kualitas (AP kl) mengisi peran menerangkan bahwa alangkah hebatnya atau sangat hebat orang-orang zalim itu.

(13) "[...] Sesungguhnya Aku hanyalah pemberi peringatan yang menjelaskan." (15:89)
Data (13) dalam surat Al-Hijr terdapat satuan lingual hanya lah pemberi peringatan yang menjelaskan terdapat adverbia hanya. Adverbia ini termasuk penanda kualitas. Satuan lingual yang menerangkan (AP kl) itu mengisi peran menerangkan, yakni menerangkan Aku (Allah) yang membatasi sebagai pemberi peringatan yang menjelaskan.

Berdasarkan data (12) dan (13) terdapat adverbia penanda kualitas alangkah dan hanya yang menjadi bagian dari satuan lingual yang mengisi peran menerangkan. Wujud peran menerangkan dalam penelitian ini antara lain menerangkan bahwa alangkah hebatnya atau sangat hebatnya orang-orang zalim itu dan menerangkan Aku (Allah) yang membatasi sebagai pemberi peringatan yang menjelaskan.

<table>
<thead>
<tr>
<th>No Data</th>
<th>Unsur Klausa</th>
</tr>
</thead>
<tbody>
<tr>
<td>QS Al-Baqarah (2):40</td>
<td>Dan hanya kepada-Ku lah kamu harus takut (tunduk)</td>
</tr>
<tr>
<td>Fungsi</td>
<td>S</td>
</tr>
<tr>
<td>Peran</td>
<td>Tujuan</td>
</tr>
</tbody>
</table>

Data (14) dalam surat Al-Baqarah terdapat satuan lingual dan hanya kepada-Ku lah terdapat adverbia hanya. Adverbia ini termasuk penanda kualitas. Satuan lingual yang menerangkan (AP kl) itu mengisi peran tujuan, yakni tujuan kamu harus takut (tunduk) pada Allah SWT.

Berdasarkan data (14) terdapat adverbia penanda kualitas hanya yang menjadi bagian dari satuan lingual yang mengisi peran tujuan. Wujud peran tujuan dalam penelitian ini adalah tujuan kamu harus takut (tunduk) pada Allah SWT.

<table>
<thead>
<tr>
<th>No Data</th>
<th>Unsur Klausa</th>
</tr>
</thead>
<tbody>
<tr>
<td>QS At-Taubah (9):31-32</td>
<td>Padahal mereka tidak disuruh kecuali menyembah Tuhan Yang Maha Esa (9): 31-32</td>
</tr>
<tr>
<td>Fungsi</td>
<td>S</td>
</tr>
<tr>
<td>Peran</td>
<td>Pelaku</td>
</tr>
</tbody>
</table>

Data (15) dalam surat At-Taubah terdapat satuan lingual Tuhan Yang Maha Esa terdapat adverbia maha. Adverbia ini termasuk penanda kualitas. Satuan lingual yang menerangkan (AP kl) itu mengisi peran pengenal, yakni Tuhan Yang Maha Esa.

Berdasarkan data (15) terdapat adverbia penanda kualitas maha yang menjadi bagian dari satuan lingual yang mengisi peran pengenal. Wujud peran pengenal dalam penelitian ini adalah Tuhan Yang Maha Esa.

<table>
<thead>
<tr>
<th>No Data</th>
<th>Unsur Klausa</th>
</tr>
</thead>
<tbody>
<tr>
<td>QS Al-Hijr (15):89</td>
<td>Sesungguhnya Aku Hanya lah pemberi peringatan yang menjelaskan</td>
</tr>
<tr>
<td>Fungsi</td>
<td>S</td>
</tr>
<tr>
<td>Peran</td>
<td>Diterangkan</td>
</tr>
</tbody>
</table>

f. Satuan lingual yang mengandung adverbia penanda kualitas mengisi peran tujuan (14) “[...] dan hanya kepada-Ku lah kamu harus takut (tunduk). "(2:40)

<table>
<thead>
<tr>
<th>No Data</th>
<th>Unsur Klausa</th>
</tr>
</thead>
<tbody>
<tr>
<td>QS Al-Hijr (15):89</td>
<td>Hanya lah pemberi peringatan yang menjelaskan</td>
</tr>
<tr>
<td>Fungsi</td>
<td>P</td>
</tr>
<tr>
<td>Peran</td>
<td>Menerangkan</td>
</tr>
</tbody>
</table>

g. Satuan lingual yang mengandung adverbia penanda kualitas mengisi peran pengenal (15) "[...] padahal mereka tidak disuruh kecuali menyembah Tuhan Yang Maha Esa (9): 31-32" |

<table>
<thead>
<tr>
<th>No Data</th>
<th>Unsur Klausa</th>
</tr>
</thead>
<tbody>
<tr>
<td>QS Al-Hijr (15):89</td>
<td>Hanya lah pemberi peringatan yang menjelaskan</td>
</tr>
<tr>
<td>Fungsi</td>
<td>P</td>
</tr>
<tr>
<td>Peran</td>
<td>Diterangkan</td>
</tr>
</tbody>
</table>

h. Satuan lingual yang mengandung adverbia penanda kualitas mengisi peran dikenal (16) “Hai kaum kami, terimalah (seruan) orang yang menyeru kepada Allah swt dan berimanlah kepada-Nya,niscaya Allah swt akan mengampuni dosa-dosa kamu [...].” (46): 31-32)

### 3.2 PEMBAHASAN

Penelitian ini menganalisis pengisi peran satuan lingual yang mengandung adverbia penanda kualitas pada teks terjemahan Al Quran. Hasil penelitian ini memberikan kontribusi pengetahuan di bidang bahasa kepada pembaca mengenai pengisi peran yang mengandung adverbia penanda kualitas pada TTA. Dengan diketahui karakteristik penggunaan adverbia penanda kualitas pada TTA, para linguis, pelajar, dan mahasiswa bisa memanfaatkannya sebagai sumber belajar, khususnya belajar mengenai adverbia. Selain itu, penelitian ini dapat menjadi pelengkap dan pengembang implementasi teori-teori adverbia dalam pembelajaran bahasa Indonesia. Dalam TTA yang mengandung etika berbahasa peneliti menemukan adverbia penanda kualitas alangkah, amat, belaka, hampir, hanya, juga, maha, niscaya, paling, pula, saja, selalu, lebih, dan senantiasa. Adverbia tersebut menjadi bagian dari satuan lingual yang mengisi peran pelaku, perbuatan, keadaan, menerangkan, tujuan, pengenal, dan dikenal.


Rajabova (2014) membandingkan antara bahasa Azerbaijan dengan bahasa Inggris, sedangkan penelitian yang dilakukan oleh Xu, Yuting (2012) menyimpulkan bahwa terdapat...

4. PENUTUP

Simpulan yang diperoleh dari hasil analisis penelitian ini terdapat satuan lingual yang mengandung adverbia penanda kualitas. Pertama, adverbia penanda kualitas niscaya, saja, dan senantiasa yang menjadi bagian dari satuan lingual yang mengisi peran perbuatan. Wujud peran perbuatan dalam penelitian ini antara lain perbuatan Aku (Allah) memenuhi janji, tidak melaksanakan perintah menyembelih sapi betina, dan melihat kekhianatan dari mereka (Bani Israil). Kedua, adverbia juga, belaka, hampir, dan selalu yang menjadi bagian dari satuan lingual yang mengisi peran pelaku. Wujud peran pelaku dalam penelitian ini antara lain orang-orang Yahudi, orang-orang yang dahulu, mereka (Bani Israil), dan kamu (Bani Israil). Ketiga, adverbia amat, paling, pula dan lebih yang menjadi bagian dari satuan lingual yang mengisi peran keadaan. Wujud peran keadaan dalam penelitian ini antara lain siksaan dari Allah SWT yang keras, penantang yang paling keras, tidak beriman kepada Al Quran dan kitab sebelumnya, dan keadaan yang lebih tahu kemaslahatannya. Keempat, adverbia alangkah dan hanya yang menjadi bagian dari satuan lingual yang mengisi peran menerangkan. Wujud peran menerangkan dalam penelitian ini antara lain menerangkan bahwa alangkah hebatnya atau sangat hebatnya orang-orang zalim itu dan menerangkan Aku (Allah) yang membatasi sebagai pemberi peringatan yang menjelaskan. Kelima, adverbia hanya yang menjadi bagian dari satuan lingual yang mengisi peran perbuatan. Wujud peran tujuan dalam penelitian ini adalah tujuan kamu harus takut (tunduk) pada Allah SWT. Keenam, adverbia hanya yang menjadi bagian dari satuan lingual yang mengisi peran pengenal. Wujud peran pengenal dalam penelitian ini adalah Tuhan Yang Maha Esa. Ketujuh, adverbia niscaya yang menjadi bagian dari satuan lingual yang mengisi peran dikenali. Wujud peran dikenal dalam penelitian ini adalah Allah dikenal akan mengampuni dosa-dosa kamu.

5. DAFTAR PUSTAKA


Rajabova, Aytan Arif. 2014. “Variation of the Word Denoting the Adverbial Modifier of Purpose as to the Position in the Simple Sentences (On the Materials of the English and Azerbaijani Languages)” *International Journal of English Linguistics*; Vol. 4, No. 3; May 27, 2014. 106-112. ISSN 1923-869X E-ISSN 1923-8703 Published by Canadian Center of Science and Education.


PEMAHAMAN TERHADAP UNGKAPAN HIKMAH SEBAGAI MEDIA PROSES PENDIDIKAN AKHLAK

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Abstrak

Kata Kunci: ungkapan hikmah, media pendidikan, dan pendidikan akhlak.

1. PENDAHULUAN
Pendidikan akhlak termasuk tujuan pendidikan dan amanat Undang-Undang Nomor 20 tahun 2003 tentang Sistem Pendidikan Nasional, Pasal 3, yang berbunyi: tujuan pendidikan nasional adalah mengembangkan potensi peserta didik agar menjadi manusia yang beriman dan bertakwa kepada Tuhan Yang Maha Esa, berakhlak mulia, sehat, berilmu, cakap, kreatif, mandiri, dan menjadi warga negara yang demokratis serta bertanggung jawab.


Pada rumusan tujuan pendidikan tersebut ada aspek afektif yang akan dibentuk dan tergambar pada kalimat “Membentuk manusia susila”. Tujuan pendidikan yang disebutkan dalam Bab II Pasal 4 UU NO 2 1989 adalah “Pendidikan Nasional bertujuan mencerdaskan kehidupan bangsa dan mengembangkan manusia Indonesia seutuhnya, yaitu manusia yang beriman dan bertaqwa terhadap Tuhan Yang Maha Esa dan berbudi pekerti luhur, memiliki pengetahuan dan keterampilan, kesehatan jasmani dan rohani, kepribadian yang mantap dan mandiri serta rasa tanggung jawab kemasyarakatan dan kebangsaan”. Dalam rumusan tujuan tersebut juga menggambarkan adanya keinginan untuk mengembangkan aspek afektif dengan kalimat “berbudi pekerti luhur”.

Manusia berakhlak mulia yang tetah dicita-citakan dibentuk melalui rumusan tujuan pendidikan nasional dengan berbagai bentuk rumusan yang berbeda, menunjukkan adanya komitmen yang kuat untuk membangun moralitas generasi penerus bangsa. Proses membangun moralitas cukup pelik dan tidak semudah bila dibandingkan dengan proses pendidikan ketrampilan yang bersifat psikomotorik.

Pemerintah mewujudkan tercapainya tujuan pendidikan nasional sudah dilakukan dengan menyediakan berbagai perangkat, baik berupa human dan non human sampai dengan penetapan regulasi yang berkaitan dengan penataan tenaga pendidiknya.
Instrumen pendidikan sudah diupayakan secara mamadahi, namun pengaruh negatif faktor eksternal, dalam hal ini perkembangan teknologi dan sosioekultural, juga tidak bisa diabaikan. Terkait dengan hal tersebut, bila kita menyimak perkembangan morilitas masyarakat Indonesia saat sekarang ini, tidak pernah sepia dari pemberitaan mengenai tindak kriminal, korupsi, dan bahkan Indonesia sudah masuk darurat narkoba.


Mengacu pada pemaknaan akhlak dan karakter sebagaimana diungkapkan pada penjelasan di muka, dapat difahami bahwa keduanya memiliki makna yang saling menguatkan, dan menyengat perasaan perilaku manusia.

Karakter yang dimiliki oleh individu pada dasarnya terbentuk melalui proses pembelajaran di sepanjang rentang kehidupannya. Karakter manusia bukanlah sesuatu yang dibawa sejak lahir. Namaun demikian perlu difahami bahwa pada dasarnya manusia secara kodrati telah diberi potensi yang bisa membangun karkternya. Dalam hal ini Allah berfirman yang artinya: "dan jiwa serta penyempurnaannya (ciptaannya) (Qs.91, Asy-Syams, ayat 7). Maka Allah mengilhamkan kepada jiwa itu (jalan) kefasikan dan ketakwaannya (Qs.91, Asy-Syams, ayat8). Sesungguhnya beruntunglah orang yang mensucikan jiwa itu (Qs.91, Asy-Syams, ayat 9). Dan sesungguhnya merugilah orang yang mengotorinya". (Qs.91, Asy-Syams, ayat 10).

Karakter dibentuk melalui proses pembelajaran di beberapa tempat, seperti di rumah, sekolah, dan di lingkungan sekitar tempat tinggal. Pihak – pihak yang berperan penting dalam pembentukan karakter seseorang yaitu keluarga, guru, dan teman sebaya. Dengan demikian pembentukan karakter, di samping dipengaruhi oleh faktor internal individu atau potensi dasiriya, juga dipengaruhi oleh faktor eksternal.

Pada sisi lain, proses transaksional pembentukan karakter individu baik yang berlangsung di dalam keluarga, di sekolah, maupun di masyarakat, diperlukan media pendukung. Berdasarkan latar belakang pemikiran tersebut, tulisan ini akan mencoba memaparkan sekilas tentang: Pemahaman Ungkapan Hikmah sebagai media proses pendidikan akhlak.


2. KAJIAN TEORI
2.1 Makna Ungkapan Hikmah


Tiga hal utama dalam pendidikan karakter (a) proses transformasi nilai-nilai, (b) ditumbuhkembangkan dalam kepribadian, dan (c) menjadi satu dalam perilaku. *Hard skills* dan *soft skills* dibangun secara bersama. Pendidikan menurut Ki Hajar Dewantoro sebagai daya upaya untuk memajukan bertumbuhnya budi pekerti (kekuatan batin, karakter), pikiran (intellect) dan tubuh anak. Ketiganya tidak boleh dipisahkan, utuh, satu (Samani dan Hariyanto, 2017:33).

Pendidikan Karakter merupakan istilah yang terbentuk dari kata Pendidikan dan Karakter. Pendidikan memiliki pengertian yang beragam, di antaranya sebagaimana disebutkan dalam *Dictionary of Education*, makna *Education* adalah kumpulan semua proses yang memungkinkan seseorang mengembangkan kemampuan, sikap, dan bentuk tingkah laku yang bermilai positip dalam masyarakat tempat ia hidup (Beni,2009:9).

Pengertian Pendidikan dari sumber lain sebagaimana tercantum dalam Undang-Undang No 20 Tahun 2003 tentang Sistem Pendidikan Nasional dikemukakan bahwa: Pendidikan adalah usaha sadar dan terencana untuk mewujudkan suasana belajar dan proses pembelajaran agar peserta didik secara aktif mengembangkan potensi dirinya untuk memiliki kekuatan spiritual keagamaan, pengendalian diri, kepribadian, kecerdasan, akhlak mulia, serta keterampilan yang diperlukan dirinya, masyarakat, bangsa dan negara.

Berdasarkan definisi pendidikan sebagaimana tertuang dalam UU No. 20 Tahun 2003 tersebut terdapat 3 pokok pikiran yang penting, yaitu: (1) usaha sadar dan terencana; (2) mewujudkan suasana belajar dan proses pembelajaran agar peserta didik aktif mengembangkan potensi dirinya; dan (3) memiliki kekuatan spiritual keagamaan, pengendalian diri, kepribadian, kecerdasan, akhlak mulia, serta keterampilan yang diperlukan dirinya, masyarakat, bangsa dan negara. Dari tiga pokok pikiran tersebut, pokok pikiran (3), menurut hemat penulis, secara spesifik memiliki muatan pendidikan karakter yang harus berproses melalui kegiatan pendidikan.

Adapun istilah “Karakter” dalam KUBI diartikan sebagai: tabiat, perangai, sifat-sifat seseorang (Badudu.2001:617). Dengan demikian pendidikan karakter dapat diartikan sebagai suatu proses pengembangan nilai-nilai positip yang merupakan potensi diri anak agar dapat mewujud dalam bentuk perilaku sehingga menjadi tabiatnya.

### 2.2 Makna Pendidikan Akhlak

Pada pembahasan ini akan diawali dengan memahami konsep tentang akhlak. Kata akhlak dalam bahasa Arab *أخلاق* (akhlaaqun) bermuara pada kata *خلق* (khalaqc) yang berarti mencipta, kemudian memiliki keterkaitan dengan kata *خلق* (kholiqun) yang berarti pencipta, dan memiliki keterkaitan juga dengan kata *مخلوق* (makhluqun) yang berarti ciptaan, kemudian terbentuklah kata *أخلاق* (akhlaaqun), yang memiliki makna budi pekerti terkait dengan tata hubungan yang erat dan tidak dapat dipisahkan antara makhluq dengan makhluq, makhluq dengan khaaliq, dan khaaliq dengan makhluq.

Dilihat dari asal kata tersebut, antara kata akhlaq, khaliq, dan makhluq, masing-masing ada komponen huruf ـ ق لـ خ (kh'- lam – qaf), sehingga dapat dimaknai bahwa akhlaq adalah budi pekerti terkait dengan tata hubungan yang erat dan tidak dapat dipisahkan antara makhluq dengan makhluq, makhluq dengan khaaliq, dan khaaliq dengan makhluq.

Yang dimaksud dengan kata *خلق* (khaaliq) adalah Allah SWT Yang Maha Pencipta, sedang kata *مخلوق* (makhluq) adalah ciptaan yakni: manusia, binatang, tumbuhan, jin, langit dan bumi, malaikat, dan benda-benda alam lainnya). Untuk memberikan gambaran lebih konkret tentang alur tatathubugan antar ketiganya, dapat dilihat pada bagan berikut:

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**BAGAN TATA HUBUNGAN MAKLHUK DENGAN KHALIQ**

Allah berinteraksi dengan manusia di antaranya dalam bentuk: *pertama* menciptakan manusia, sebagaimana disebutkan dalam al-Quran yang artinya: Hai manusia, sembahlah Tuhanmu Yang telah menciptakan kalian dan orang-orang yang sebelum kalian, agar kalian...


gunung-gunung dan Kami tumbuhkan padanya segala sesuatu menurut ukuran (Quran surat ke-15 Hijr ayat 19).


Kemudian bagaimana bentuk tatahubungan antara manusia dengan makhluk non manusia? Dalam hal ini yang paling penting adalah manusia dilarang berbuat kerusakan terhadapnya, sebagaimana disebutkan dalam al-Quran yang artinya: Dan janganlah kamu membuat kerusakan di muka bumi, sesudah (Allah) memperbaikinya dan berdoalah kepada-Nya dengan rasa takut (tidak akan diterima) dan harapan (akan dikabulkan). Sesungguhnya rahmat Allah amat dekat kepada orang-orang yang berbuat baik (Quran surat ke-7, al-A’raaf ayat 56).

Beberapa kutipan ayat al-Quran tersebut memberikan pemahaman kepada manusia akan adanya hubungan interaksional antara al-Khaliq dengan makhluk, makhluk dengan al-Khaliq, dan makhluk dengan makhluk, se kesemuanya bermbasis pada nilai kebaikan. Kalau toh ada hukuman, itu semjanya sebagai konsekuensi dari prinsip keadilan, yang tentu saja penegakan keadilan juga merupakan aspek kebaikan.

2.3 Beberapa Contoh Ungkapan Hikmah

Menyitir kembali pendapat Imam al-Jurjani rahimahullah bahwa makna al-hikmah secara bahasa artinya: ilmu yang disertai amal (perbuatan), atau perkataan yang logis dan bersih dari kesia-siaan. Secara tektual telah banyak dijumpai ungkapan hikmah sebagai hasil karya para pemikir yang bijak, baik berbasis nilai religi, nilai sosial budaya, maupun bermuatan filosif yang tinggi. Teks-teks ungkapan hikmah tersebut kemudian banyak dikutip, bahkan digunakan sebagai moto dalam membuat laporan tugas akhir bagi kalangan mahasiswa. Pemilihan teks-teks ungkapan hikmah tentu didasari pada pemahaman terlebih dahulu baru kemudian diambil untuk dijadikan moto yang dianggap ada nilai moral sesuai dengan tema yang tugas akhir.

Pada bahasan ini disajikan beberapa contoh teks-teksungkapan hikmah yang ditulis di dinding sekolah. Dari hasil penelitian oleh Joko Santosa dkk. telah ditemukan sejumlah ungkapan hikmah yang tetulis di dinding sekolah pada tingkat sekolah dasar sejumlah 20 ungkapan hikmah dengan hasil sbb:
## TABEL 1
DATA HASIL PENELITIAN TENTANG UNGKAPAN HIKMAH YANG TERTULIS DI DINDING SEKOLAH TAHUN 2018

<table>
<thead>
<tr>
<th>No</th>
<th>Data</th>
<th>Sumber Data</th>
<th>Konteks Data</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Ungkapan Hikmah Bersumber Dari Hadist Carilah ilmu walau sampai ke negeri Cina</td>
<td>HR. Baihaqi dalam Syu'abul Imam Juz 2, halaman 254</td>
<td>SDN 2 Ngalondono, Kelas 3</td>
</tr>
<tr>
<td>2</td>
<td>Kebersihan sebagaiman dari iman</td>
<td>HR. Baihaqi</td>
<td>SDN 01 Gonilan Kelas IV</td>
</tr>
<tr>
<td>3</td>
<td>Sesungguhnya Allah itu Maha indah dan suka pada keindahan</td>
<td>HR. Muslim dan Tirmidzi</td>
<td>SDN 02 Gonilan , Kelas 2</td>
</tr>
<tr>
<td>4</td>
<td>Kejujuran harus dikatakan walau terasa pahit</td>
<td>HR. Ahmad</td>
<td>SDN 2 Kuwu, Kelas VI</td>
</tr>
<tr>
<td>5</td>
<td>Hari ini harus lebih baik dari hari kemarin</td>
<td>HR. Baihaqi</td>
<td>SDN 2 Kuwu, Kelas VI</td>
</tr>
<tr>
<td>6</td>
<td>Belajar (bekerja ) atas dorongan cinta akan terasa tiada jemu dan lelah</td>
<td>HR. Baihaqi</td>
<td>SDN Ngadirejo 1</td>
</tr>
<tr>
<td>7</td>
<td>Barang siapa menjalani akan suatu jalan untuk mencari ilmu pengetahuan, maka Allah akan mudahkan baginya jalan menuju surga</td>
<td>HR. Muslim</td>
<td>MIN Hadiluwih, Sumberlawang Sragen, Kelas V</td>
</tr>
<tr>
<td>8</td>
<td>Sebaik-baik manusia adalah manusia yang bermanfaat bagi yang lain</td>
<td>HR. Bukhari &amp; Muslim</td>
<td>MI Raudlatus Sholikin, Gemolong, Kelas V</td>
</tr>
<tr>
<td>9</td>
<td>Ungkapan Hikmah Bersumber Dari Pernyataan Tokoh Ing ngasar sing tuladha Ing madya mungun karso Tut wuri handayani</td>
<td>Ki Hajar Dewantara</td>
<td>SDN Prawit 1 NO 69</td>
</tr>
<tr>
<td>10</td>
<td>Apabila manusia memiliki jiwa yang besar, pekerjaan yang besar dianggap kecil, apabila manusia memiliki jiwa yang kecil pekerjaan kecil dianggap besar</td>
<td>Prof. Hamka</td>
<td>MIM Gonilan Kartasura, Dinding Ruang Guru</td>
</tr>
<tr>
<td>11</td>
<td>Pelajarilah ilmu, Karena mencarinya adalah Ibadah</td>
<td>Mu'adz Bin Jabal ra</td>
<td>MI Raudlatus Sholikin, Gemolong, Kelas III</td>
</tr>
<tr>
<td>12</td>
<td>Bersatu kita teguh bercerai kita runtuh</td>
<td>Eidelweis Almira</td>
<td>SDN Makam Haji 3 Sukaharjo, Ruaang Guru.4</td>
</tr>
<tr>
<td>13</td>
<td>Orang yang luar biasa itu sederhana dalam ucapan tetapi hebat dalam perbuatan</td>
<td>Confusius</td>
<td>MIM Gonilan Kartasura, Kelas II B</td>
</tr>
<tr>
<td>14</td>
<td>Orang pesimis melihat kesulitan disetiap kesempatan orang optimis melihat kesempatan disetiap kesulitan</td>
<td>Winston Churchill</td>
<td>MIM Gonilan Kartasura, Dinding Ruang Kepala Sekolah</td>
</tr>
<tr>
<td>15</td>
<td>Jangan takut, malu, dan ragu untuk berubah</td>
<td>Nicholis Hayek</td>
<td>SDN 3 Jelobo, Kelas 4</td>
</tr>
<tr>
<td>16</td>
<td>Tiada orang bodoh kecuali yang malas</td>
<td>Ismaini Zaini</td>
<td>SDN 1 Ngargoyoso,</td>
</tr>
<tr>
<td>No.</td>
<td>Belajar</td>
<td>Kelas/Variasi</td>
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<td>-----</td>
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<td>---------------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>17.</td>
<td>Gunakan waktu sebaik mungkin</td>
<td>William Shakespeare</td>
<td></td>
</tr>
<tr>
<td>18</td>
<td>Ilmu tanpa agama adalah buta agama tanpa ilmu adalah lumpuh</td>
<td>Albert Einstein, MI raudluatus Sholiqin Gemolong, <em>Kelas VI</em></td>
<td></td>
</tr>
<tr>
<td>19</td>
<td><strong>Ungkapan Hikmah Bersumber Dari Peribahasa Indonesia</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Malu bertanya sesat dijalan</td>
<td>Peribahasa Indonesia, SDN Makam Haji 03 Kartasura, <em>Ruang Guru</em></td>
<td></td>
</tr>
<tr>
<td>20</td>
<td>Rajin pangkal pandai</td>
<td>Peribahasa Indonesia, SDN 3 Makam Haji Sukoharjo, <em>Kelas II</em></td>
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<tr>
<td>21</td>
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<td>Peribahasa Indonesia, SDN 3 Makam Haji Sukoharjo, <em>Kelas V</em></td>
<td></td>
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<td>22</td>
<td>Buku adalah gudang ilmu</td>
<td>Peribahasa Indonesia, SDN Gedongrejo, Giriwoyo, Wonogiri, <em>Kelas IV</em></td>
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<td>23</td>
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<td>24</td>
<td>Yang tua dimuliakan yang kecil dikasih</td>
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<td>26</td>
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<td>27</td>
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<td>29</td>
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<td>Peribahasa Jawa, SDN Makam Haji 3</td>
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<td>30</td>
<td>Pikir itu pelita hati</td>
<td>Peribahasa Jawa, SDN Ngadirejo 1</td>
<td></td>
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<td>31</td>
<td>Sopo seng tekobak tekobal seng tekobo seng tekawal seng pelan-pelan</td>
<td>Peribahasa Jawa, MIM Blagung, <em>Kelas V</em></td>
<td></td>
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<td>32</td>
<td>Nyambut gawe seng temen ojo ngarep-arep pikolehe rejeki bakal tut wuri</td>
<td>Peribahasa Jawa, SDN 3 Jebolo, <em>Kelas VI</em></td>
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<td>33</td>
<td>Ajining diri dumunung ana ing lathi Ajining rasa dumunung ana ing busana</td>
<td>Peribahasa Jawa, SD Tegalgunung 1, <em>Kelas V</em></td>
<td></td>
</tr>
<tr>
<td>No.</td>
<td>Ungkapan Hikmah Bersumber Dari Pepatah</td>
<td>Judul Lagu</td>
<td>Sumber</td>
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<td>34.</td>
<td>Sebaik-baik teman duduk pada setiap waktu adalah buku</td>
<td>pepatah Arab</td>
<td>MIM Blagung, Boyolali &lt;br&gt; <em>Kelas I</em></td>
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<td>Siapa yang malas diwaktu kecil ia akan menyesal diwaktu besar (dewasa)</td>
<td>Pepatah Arab</td>
<td>(SD IT Al-Hikmah Ngargoyoso, &lt;br&gt; <em>Kelas I</em>)</td>
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<td>36.</td>
<td>Pemalasan adalah kunci bagi pintu kemiskinan</td>
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<td>SDN Wiraguna &lt;br&gt; Sukoharjo, &lt;br&gt; <em>Kelas IV</em></td>
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<tr>
<td>37.</td>
<td>Belajar adalah harta karun yang akan mengikuti pemiliknya ke manapun</td>
<td>Pepatah Cina</td>
<td>SD Tegalgunung 2 &lt;br&gt; <em>Kelas IV</em></td>
</tr>
</tbody>
</table>

**Sumber:** Laporan Penelitian yang belum diterbitkan

Ungkapan hikmah sejumlah 37 tersebut telah ditempel di dinding sekolah pada jenjang Sekolah Dasar di berbagai lokasi. Ungkapan hikmah tersebut juga hasil dari pilihan anak-anak sendiri. Ungkapan hikmah yang telah dipilih secara umum bermuatan nilai moral yang dapat memberikan inspirasi bagi anak dalam menampilkan perilaku sebagaimana isi pesan yang terkandung di dalamnya. Jika anak-anak bisa menyerap pesan dari ungkapan hikmah dan kemudian mereka terbimbing perilakunya, maka hal itu menunjukkan terbentuknya akhlak yang baik.

### 2.4 Ungkapan Hikmah Sebagai Media Pendidikan Akhlak

Pendidikan akhlak merupakan hal penting dalam membangun kehidupan manusia di mula bumi. Bahkan Rasulullah menginformasikan tentang misi diutusnya tidak lain adalah untuk memperbaiki akhlak manusia, sebagaimana Sabdanya yang berarti: Sesungguhnya aku diutus untuk menyempurnakan akhlak yang mulia (HR. Baihaqi). Akhlak yang baik juga sebagai indikator kesempurnaan iman seseorang, sebagaimana Sabdanya yang berarti: Orang mukmin yang paling sempurna imannya adalah yang paling baik akhlaknya (HR. Tirmidzi). Pada ayat al-Quran disebutkan pula bahwa: . . . dan dirikanlah shalat, sesungguhnya shalat itu mencegah dari (perbuatan) keji dan munkar (Quran surat ke-29, al-‘ankabut yatr 45).

Kutipan dalil-dalil di atas sebagai tanda penguat bahwa akhlak merupakan hal yang sangat fundamental. Segala bentuk amaliyah yang berbasis pengamalan ajaran agama, pada akhirnya akan dilihat sejauh mana amalan tersebut bisa mewujud dalam perilaku baik yang disebut dengan akhlakul karimah.

Terdapat tiga istilah yang berbasis pada perilaku manusia, yaitu akhlak, etika dan moral. Ketiga istilah tersebut sama-sama menentukan nilai baik dan buruk sikap dan perbuatan manusia. Perbedaan ketiga istilah tersebut ditentukan dari standar nilainya masing-masing. Akhlak standarnya adalah al-Quran dan Sunnah, bagi etika standarnya pertimbangan akal pikir manusia, dan bagi moral standarnya adat kebiasaan yang umum berlaku di masyarakat (Ilyas, 1999:3). Terlepas dari perbedaan standar untuk istilah akhlak, etika dan moral, yang jelas kesemuanya bermuara pada persoalan perilaku manusia. Perilaku manusia, atau yang disebut dengan istilah akhlak, merupakan insitusi yang bersemayam di hati manusia tempat munculnya

Dalam konteks pembinaan akhlak yang baik, dapat menggunakan berbagai media. Ulwan (1999), mengemukakan dalam konteks pembentukan akidah anak dan mempersiapkannya baik secara moral, emosional maupun sosial adalah pendidikan anak dengan petuah dan memberikan kepadanya nasehat-nasehat. Walaupun pendidikan tersebut untuk pembentukan akidah anak, menurut hemat penulis model tersebut juga, yakni petuah dan nasehat-nasehat juga daat digunakan untuk pendidikan akhlak.


4. PENUTUP

Pada bab penutup ini penulis menyampaikan simpulan bahwa pembinaan akhlak tidak harus dilakukan secara lisan, tetapi bisa juga dilakukan melalui media tulisan, seperti ungkapan hikmah. Dalam realitas kehidupan generasi muda, nampaknya sudah jarang mengenal ungkapan-ungkapan hikmah baik bersumber dari agama, pemikiran, maupun sosial budaya. Oleh sebab itu, perlu kiranya menggali ungkapan hikmah yang telah terlupakan yang kemudian dikenalkan kembali kepada anak sekaligus sebagai media pendidikan akhlak.

5. DAFTAR PUSTAKA


Undang-Undang No 20 Tahun 2003 tentang SISDIKNAS


STRUKTUR ADVERBIA PENANDA KUALITAS PADA TEKS TERJEMAHAN ALQURAN

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Abstrak

Kata kunci: Adverbia, Teks Terjemahan Alquran, struktur

Abstract
This study aims to analyze the structure of the APKl (adverb marker of quality) in TTA (the Qur’anic translation text). The adverb structure signifies the quality of the Qur’anic translation text in the form of clauses, adverb serves to explain syntax. The word or part of the sentence described by adverb functions as a predicate. A number of adverb that can explain verbs, adjectives, and other adverbs can also explain nouns and prepositional phrases. The type of research used is qualitative descriptive. The analytical method used in this research is the solid and balanced method. The data collection techniques used in this study include the skillful listening and technique of note taking. The triangulation used in this study is methodological triangulation. The results of the analysis found in the structure of the APKl on TTA, the structure of the APKl in the form of adjective phrases consists of the basic forms and derivatives of nouns and verbs. Adverbial quality markers are located in front of the words explained, in the middle of other words, and behind the words that are explained (flexible).

Keywords: Adverb, Text of the Qur’anic Translation, structure
1. PENDAHULUAN

Teks Terjemahan Alquran (TTA) sebagai media untuk memaknai Alquran. Memahami isi teks terjemahan Alquran sebagai upaya untuk lebih dekat dengan pencipta dunia ini yaitu Alloh SWT. Kesemestaan ayat-ayat Alquran sebagai bukti keagungan Alloh SWT menciptakan dunia ini lengkap dan semua sudah tertata secara sistematis. Teks Terjemahan Alquran terdapat kalimat yang menjelaskan mengenai kata sifat (adjektiva), menerangkan jumlah atau bilangan (numeralia) tersusun dalam kalimat. Rangkian kata disusun dengan kata penghubung yang mendampingi menjadi kalimat. Cakupan yang ada dalam sintaksis adalah (1) struktur, masalah fungsi, kategori, peran, dan alat-alat yang digunakan dalam membangun struktur itu; (2) struktur-satuan sintaksis yang berupa kata, frase, klausa, kalimat, dan wacana; (3) hal-hal lain yang berkaitan dengan sintaksis seperti masalah modus, aspek, dan sebagainya (Chaer, 2007: 206).

Kridalaksana (1986: 76-81) menyatakan bahwa adverbia adalah kategori yang dapat mendampingi ajektiva, numeralia, atau proposisi dalam konstruksi sintaksis. Bentuk adverbia dapat dibedakan menjadi enam macam, yaitu: (1) adverbia dasar, (2) adverbia turunan, (3) adverbia yang terjadi dari gabungan kategori lain dan pronomina, (4) adverbia gabungan, (5) adverbia deajektival gabungan, dan (6) adverbia gabungan proses. Adverbia tuturan dibedakan menjadi: (a) adverbia tuturan yang tidak berpindah kelas, (b) a deverbia tuturan yang berasal dari berbagai kelas, (c) adverbia deajektival, (d) adverbia denumeralia, (e) adverbia deverbal. Adverbia yang tidak berpindah kelas terdiri atas adverbia berdenotasi dan adverbia gabungan. Salah satu aspek penanda yang terdapat pada adverbia yaitu aspek penanda kualitas.


adalah triangulasi metodologis. Patton (dalam Sutopo, 2002:92) mengatakan teknik triangulasi metodologis merupakan teori yang dilakukan peneliti untuk mengumpulkan sejenis tetapi menggunakan teknik atau metode pengumpulan data yang berbeda.

Penelitian ini menggunakan metode deskriptif kualitatif artinya metode yang dilakukan peneliti untuk mengumpulkan sejenis tetapi menggunakan teknik atau metode pengumpulan data yang berbeda.

Penelitian ini menggunakan metode deskriptif kualitatif artinya metode yang dilakukan peneliti untuk mengumpulkan sejenis tetapi menggunakan teknik atau metode pengumpulan data yang berbeda.

3. HASIL DAN PEMBAHASAN

Identifikasi dan analisis Struktur APKl (Adverbia Penanda Kualitas), yang ditemukan pada TTA dinyatakan berikut ini.

1) Struktur Maha + bentuk dasar: Maha Esa dan Maha Suci


Engkau ajarkan kepada kami; Sesungguhnya Engkaulah yang Maha Mengetahui lagi Adv Adj

Maha Bijaksana.”(2:31 – 32)

Struktur APKl pada (1) kata Maha esa dan Maha suci, kata Maha menunjukkan derajat kedudukan atau sifat yang dimiliki oleh Allah. Bentukan APKl pada kata Maha esa terdiri atas Maha + esa. Kata esa sebagai kata sifat bentuk dasar yang berarti tunggal. Kata Maha + suci menunjukkan kata sifat bentuk dasar yang berarti bersih dari dosa sifat ini hanya dimiliki oleh Allah. Penanda kata Maha esa dan Maha suci, Maha sebagai adverbia penanda kualitas yang berupa frasa adjektiva, masing-masing terdiri atas bentuk dasar. Struktur adverbia penanda kualitas pada data (2) sesuai dengan struktur APKl data (1).

2) Struktur Maha + kata turunan.

Struktur ini ditemukan pada Maha Pengampun, Maha Penyantun, Maha Mengetahui Maha Bijaksana, dan Maha Penyayang


Struktur APKl (2), (3), dan (4) kata Maha mengetahui, Maha bijaksana, Maha pengampun, Maha penyantun, dan Maha penyayang. Bentukkan kata Maha + mengetahui, mengetahui sebagai kata turunan dari kata dasar tahu mendapat imbuhan prefiks (men-) dan sufiks (-i) sehingga membentuk kata sifat yang berarti menyaksikan. Bentukkan kata Maha bijaksana terdiri atas Maha + bijaksana sebagai adverbia penanda kualitas membentuk kata sifat dasar.
Kata bijaksana sebagai kata dasar yaitu dapat menggunakan akl budinya untuk arif dalam memberikan keputusan. Penanda kata Maha mengetahui sebagai adverbia penanda kualitas yang berupa adjectiva bentuk turunan. Kata Maha bijaksana sebagai adverbia penanda kualitas yang berupa frasa adjectiva bentuk dasar. Struktur APKI yang ditemukan pada data ini berupa frasa adjectiva bentuk dasar dan turunan. Struktur adverbia penanda kualitas pada data (3) dan (4) sesuai dengan struktur APKI data (2).

Semua frasa yang menggunakan adverbia penanda Maha diikuti oleh kata sifat dan semua APKI dengan penanda Maha menerangkan sifat Allah. Berdasarkan data yang ditemukan APKI penanda Maha yang menyatakan sifat Allah adalah Maha esa dan Maha suci. Sifat Allah yang lain yang berupa satuan lingual yang menggunakan adverbia penanda kualitas adalah Maha pengampun, Maha penyayang, dan Maha penyantu.

b. APKI yang menggunakan kata amat

APKI amat + bentuk dasar ditemukan pada data Amat Suka dan Amat Keras.

“[5]( Orang-orang Yahudi itu) amat suka mendengar (berita-berita) bohong dan amat suka mendengar perkataan-perkataan orang lain yang belum pernah datang kepadamu; ...” (5: 41)

“[6] mereka dengan siksaan yang amat keras? ...” (7: 164)

APKI amat + bentuk verba ditemukan pada data Amat Suka dan Amat Keras.

Berikut analisis struktur APKI pada QS Al-Ma’Alikah (5: 41).

“[5]. (Orang-orang Yahudi itu) amat suka mendengar (berita-berita) bohong dan amat

Adv  Adv

suka mendengar perkataan-perkataan orang lain yang belum pernah datang

Adj  Adj

kepadamu; ...” (5: 41)


c. APKI yang menggunakan kata niscaya

Struktur APKI yang menggunakan kata niscaya ditemukan niscaya + bentuk turunan berupa verba.

“[7] niscaya Aku penuhi janji-Ku kepadamu; ...” (2: 40)

“[8] niscaya menyusahkan kamu dan jika kamu menanyakan di waktu Al Qur’an itu

sedang diturunkan, niscaya akan diterangkan kepadamu.” (5: 101)

“[9] niscaya akan diterangkan kepadamu; ...” (5: 101)

“[10] niscaya Kami ampuh kesalahan-kesalahan kamu.” (7: 161-162)

“[11] niscaya mereka tidak mengerjakannya.” (6: 112)

Berdasarkan analisis ditemukan dua jenis struktur yaitu pertama, struktur yang terdiri penanda kualitas niscaya + verba turunan.


Struktur APKI kata niscaya menyusahkan, niscaya diterangkan, dan niscaya kami ampuh, niscaya akan diterangkan, dan niscaya mereka tidak mengerjakannya merupakan satuan lingual yang menggunakan adverbia penanda kualitas yang berupa frasa verba yang terdiri atas
adverbia + verba turunan. Semua satuan lingual yang menggunakan APKL niscaya membutuhkan frasa verba. Dengan demikian, dapat dikatakan bahwa APKL niscaya yang ditemukan pada TTA menandai kepastian akan tindakan yang diterangkanannya. Adapun tindakan yang diterangkannya adalah tindakan: (1) memenuhi janji (oleh Allah), (2) menyusahkan (orang yang bertanya), (3) akan dierangkan (oleh Allah), dan (4) tidak mengerjakan perintah Allah.

d. APKL yang menggunakan kata lebih

Satuan lingual yang menggunakan APKL lebih terdiri atas dua struktur, yakni (1) struktur yang terdiri atas kata lebih + Adjektiva + Frasa Preposisi dan (2) struktur yang terdiri atas lebih + Adjektiva + Frasa Nomina.

1) Struktur yang terdiri atas kata lebih + Adjektiva + Frasa Preposisi

Berhentilah (dari ucapan itu). (Itu) lebih baik bagimu. (4: 171)


"[14] wanita-wanita (yang diperolok-olokkan) lebih baik dari wanita (yang mengolok-olok) ..." (49: 11)

"[15] lebih zalim daripada orang yang membuat kedustaan terhadap Allah ..." (6: 93)

Pertama APKL lebih + Adjektiva + Frasa Preposisi ditemukan pada data lebih baik bagimu, lebih baik bagi mereka, lebih baik dari wanita, lebih zalim daripada orang. Struktur APKL (12), (13), (14), dan (15) ditemukan kata lebih baik bagimu, lebih baik bagi mereka, lebih baik dari wanita, lebih zalim daripada orang. Bentukkan kata lebih baik bagimu terdiri atas lebih + baik + bagimu. Kata lebih baik bagimu berdasarkan konteks menjelaskan keadaan kamu yang lebih baik untuk dilakukan. APKL kata lebih baik bagimu sebagai adverbia penanda kualitas yang berupa frasa adjektiva terdiri atas bentuk lebih + Adjektiva + Frasa Preposisi.

2) Struktur yang terdiri atas lebih + Adjektiva + Frasa Nomina

Berdasarkan analisis ditemukan dua jenis struktur yaitu struktur yang terdiri kata lebih + Adjektiva + bentuk Frasa Nomina. Berikut analisis struktur APKL pada data (12) QS An-Nisaa’ (4: 171)

[16] maka Allah lebih tahu kemaslahatannya. (4: 135)

Berikut analisis struktur APKL pada QS Al-An’aam (4: 135)

[16] maka Allah lebih tahu kemaslahatannya. (4: 135)

Adv Adj FN

Struktur APKL (16) ditemukan kata lebih tahu kemaslahatannya. Bentukkan kata lebih tahu kemaslahatannya terdiri atas lebih + tahu + kemaslahatannya. Kata lebih menyatakan keadaan yang lebih tinggi derajatnya dari yang lain. Kata tahu menyatakan kata sifat dasar yang berarti mengerti manfaat yang didapat. Kata kemaslahatannya berasal dari kata maslahat mendapat imbuhan prefix (ke-) dan sufiks (-an) yang berarti sesuatu yang menyatakan melainkan orang termasuk kata bend (nomina) sebagai pelaku. APKL pada kata lebih tahu kemaslahatannya sebagai adverbia penanda kualitas yang berupa frasa adjektiva terdiri atas Adverbia + Adj + FN.

e. APKL yang menggunakan kata juga

APKL pada kata (juga) di antara orang-orang Yahudi sebagai adverbia penanda kualitas yang berupa kata Adverbia + Frasa Preposisi + FN.

Berikut analisis struktur APKL pada QS Al-Maaidah (5: 41)

[17] "Kami telah beriman", padahal hati mereka belum beriman; dan (juga) di antara orang-orang Yahudi.(5:41)
FN


4. SIMPULAN

Adverbia penanda kualitas terdapat pada TTA adalah kata Maha, amat, niscaya, lebih, juga, dan tidak lain hanyalah. Hasil analisis struktur APKI (adverbia penanda kualitas) kata

Struktur APKI yang menggunakan kata niscaya ditemukan pada niscaya menyusahkan, niscaya diterangkan, dan niscaya kami ampuni, niscaya Aku penuhi dan niscaya mereka tidak mengerjakannya sebagai adverbia penanda kualitas yang berupa frasa verba terdiri atas adverbia + verba turunan. Struktur APKI yang menggunakan kata lebih pada kata lebih baik bagimu, lebih baik bagi mereka, lebih baik dari wanita, lebih zalm daripada orang terdiri atas bentuk lebih + Adjectiva + Frasa Preposisi. Struktur APKI lebih tahu kemaslahatannya terdiri atas Adverbia + Adj + FN. Struktur APKI yang menggunakan kata juga pada kata (juga) di antara orang-orang Yahudi berupa kata adverbia + Frasa Preposisi + FN.

Dari keseluruhan struktur dapat diketahui bahwa posisi adverbial penanda kualitas bisa berada di muka kata yang diterangkan, di tengah kata-kata lain, dan di belakang kata yang diterangkan. Struktur seperti ini menunjukkan bahwa posisi adverbial penanda kualitas termasuk fleksibel. Namun demikian, yang paling banyak ditemukan adalah struktur yang adverbianya terletak di muka kata yang diterangkan. Sebagian besar APKI yang ditemukan pada TTA membentuk frasa ajetitiva. Ada beberapa APKI yang membentuk frasa verba karena menerangkan verba.

5. REFERENSI
The Comparative Analysis Of The Accuracy Of The Translation Results: Unedited Version And Edited Version In The Novel "After You"

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Abstract

The main objective of this study is to compare the accuracy translation result from the translator and edited by the editor. It employed a descriptive-qualitative approach. Its data were obtained through content analysis, FGD and observation, and analyzed with an interactive data analysis technique. The final findings of this research indicate the followings. First, the translation techniques used by translator and editing techniques used by the editor. Second, the rate of accuracy of the translation results from the translator and that have been edited by the editor. Third, the comparison of the accuracy of the translation results by the translator and that have been edited by the editor. Prior to its application, the translation techniques and editing techniques used by the translator and editor have a positive impact on the accuracy of the translation.

Keywords: Editing, editing techniques, translation techniques, editor

1. INTRODUCTION

Translation is a media link between the source text and target text. Translation requires the ability of an interpreter to understand the source text and the target text readers. In the process of translation, a translator was faced with various types of different texts, such as psychological texts, medical texts, legal texts, literary texts, and so on.

Nida and Taber (1982: 12) state that, "Translating consist of reproducing in the receptor language natural equivalent of the source language message, first in the terms of message and secondly in term of style." From this statement, there are two things in the translation process. The first is that the translator must produce a message that is commensurate with the source language and the second is that the translator must produce a natural equivalent in language style.

Nababan (2008: 59) states that stylistic complexity is one of the factors causing translation difficulties. Because the culture of the source language and target language is different, the style of language used by the two is also different. The translation quality can be seen in the translation techniques used by translators. Translation techniques are a method used by the translator to produce translations that are appropriate to the source language. Translation technique is a decision taken by the translator in the process of translating a text. According to Molina and Albir (2002: 509), translation techniques have the following five characteristics:

1. Translation techniques affect translation results.
2. Translation techniques are classified by comparing the source language (SL) with the target language (TL)
3. Translation techniques affect the micro level of the text.
4. Translation techniques are discursive and contextual.
5. Translation techniques are functional.

Related to the quality of translation results, we must pay attention to the quality of translation. In translation quality research there are several aspects that need to be reviewed, namely aspects of accuracy, acceptability, and readability. These three aspects are very important in determining whether a translation can properly function as a communication tool. The accuracy aspect relates to accurately or inaccurately to the transfer of text messages from the source language into the target language. The acceptance relates to the issue of the translation, whether or not it conforms to the rules and the culture applicable in the target language, and the
readability aspects of the translation problem can easily be understood or not by the target reader.

Nababan (2008: 79) states that in order to obtain good translation quality, of course, an interpreter must master the knowledge and skills in the field of translation. In this case, a good translator should have the ability in the field of textual criticism. Newmark (1981: 5) argues that a translator requires knowledge of criticism of literary and non-literary texts because he must assess the quality of the text first before he decides how to interpret and then translate the text. Thus the translation results will avoid the possibility of not being understood by the main consumers of the translation results.

In translation novels, there are two steps to producing a published translation novel. The first step is the source language script translated by the translator and the second step is the translation result edited by the editor. Bambang Trim (2010) stated that in editing the translated text, an editor needs some preparation, such as:

1. Knowledge and mastery of the editor of the source language text.
2. Knowledge and mastery of editors on the source text topic.
3. The use of dictionaries, thesaurus, and also dictionary idioms.
4. Editor's insight into the source text topic, especially those related to trends.

According to him, in the context of editing the manuscript, there are seven aspects that are edited as indicators of the feasibility assessment of the manuscript, namely:

1. Readability and clarity
2. Consistency
3. Grammar
4. Clarity in language style
5. The accuracy of facts and data
6. Decency and negligence
7. Production savings (cost details and product specifications).

From those seven aspects, it appears that the problem of readability and linguistic text is also an important point. Manuscripts that contain a lot of language errors certainly have a low level of readability so that it can be difficult for the target reader to understand. For this reason, editors use empathy by placing themselves as target readers, while using their linguistic knowledge to help authors/translators display texts that are worth to reading. Thus, an editor works to link between the interests of authors / translators and target readers.

Bambang Trim (2010) states that there are five techniques performed in editing the script as follows:

1. Desertion, namely it still leaves the text section as it is because it is correct, accurate or fulfils the eligibility requirements of the publisher.
2. Improvements/adjustments, namely improving the text section in accordance with the rules of language.
3. Change, namely change the sentence, paragraph, or structure in the text in accordance with the clarity and standards set by the publisher so that the text has high readability.
4. Reduction, namely to eliminate certain parts of the script because the part is not needed or to make the page efficient or to release pages to multiply 8.
5. Addition, namely to add an important part of the manuscript to be included or to release pages to multiply 8.

In this study, researcher is focused on analyzing the accuracy of unedited translations and edited translations in the novel "After You" by Jojo Moyes. This novel is a sequel of the previous novel, "Me Before You", where the novel is included in the "New York Times bestseller" and has been filmed.

2. RESEARCH AND METHOD

This research is a product-oriented translation research with a descriptive qualitative approach. The use of some data in the form of numbers in this study is only as a tool to facilitate data collection and analysis. Descriptive because it describes translation techniques used by translators and translation editing techniques used by editors in the “After You” novel by Jojo Moyes, and examines the influence of these techniques on translation accuracy. This
research is qualitative because of data collected in the form of words, phrases or sentences that experience a shift or change. This is as stated by Bodgar and Taylor cited by Lexy J Moleong (2006: 4) that qualitative research is a research procedure that produces scientific work by using or researching descriptive data in the form of written or oral words from people or behaviours that can be observed for the status of human groups, an object or a group of cultures. The data is then analyzed and interpreted to draw conclusions. In this study, the data collected is the translation of words, groups of words or sentences that experience changes from the translator's translation results and those that have been through the editing process by the editor.

This research is a fixed case study. This is based on the fact that researchers have made research limitations before conducting research. Sources of data in this study are documents and informants. The document is a data source, the After You original novel, the draft of novel “After You” translated by the translator and edited by the editor. In this study, there are two types of data, namely primary and secondary data. The primary data in this study were words, phrases, and sentences that experienced changes in the translation of the “After You” novel and edited translations from the editor, translation techniques used by the translator and editing techniques used by the editor and the accuracy of the translation.

Meanwhile, secondary data in this study were informants consisting of the rater. Rater in this study will assist in determining translation and editing techniques which can then be assessed for accuracy of the translation.

3. FINDING AND DISCUSSION.

3.1 Findings of translation techniques in the translation of the novel After You by the translator.

In the translation of the novel “After You”, out of the 282 data that have undergone changes found the use of 13 translation techniques, namely, Established Equivalence, Discursive Creation, Literal, Modulation, Amplification, Generalization, Deletion, Transposition, Borrowing, Variation, Reduction, Adaptation and Compensation. The application of these techniques has different occurrence frequencies. The details can be seen in the following table:

<table>
<thead>
<tr>
<th>No</th>
<th>Translation Techniques</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Established Equivalence</td>
<td>176</td>
</tr>
<tr>
<td>2</td>
<td>Modulation</td>
<td>12</td>
</tr>
<tr>
<td>3</td>
<td>Amplification</td>
<td>21</td>
</tr>
<tr>
<td>4</td>
<td>Discursive Creation</td>
<td>23</td>
</tr>
<tr>
<td>5</td>
<td>Literal</td>
<td>16</td>
</tr>
<tr>
<td>6</td>
<td>Borrowing</td>
<td>9</td>
</tr>
<tr>
<td>7</td>
<td>Generalization</td>
<td>2</td>
</tr>
<tr>
<td>8</td>
<td>Variation</td>
<td>16</td>
</tr>
<tr>
<td>9</td>
<td>Transposition</td>
<td>3</td>
</tr>
<tr>
<td>10</td>
<td>Compensation</td>
<td>1</td>
</tr>
<tr>
<td>11</td>
<td>Deletion</td>
<td>1</td>
</tr>
<tr>
<td>12</td>
<td>Reduction</td>
<td>1</td>
</tr>
<tr>
<td>13</td>
<td>Adaptation</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>282</td>
</tr>
</tbody>
</table>

3.2 Findings of editing techniques in editing novel “After You” by the editor.

In the translation results of the translator, out of 282 data found 5 editing techniques used by the editor, namely Desertion, Improvements/adjustments, Change, Reduction, and Addition. Details of the frequency of occurrence of these techniques can be seen in the following table:

1.2. Table of Editing Techniques
2. **Comparison of the accuracy of the translation on the translator's translation results and the edited edits of the editor in the After You novel.**

To assess the accuracy of the translation of this novel, the researcher and the rater assessed the accuracy of the translation of these three aspects. Researchers gave questionnaires to each rater to assess the accuracy of the translation. Each rater will assess the accuracy of the translation of the novel based on the parameters that have been determined. From the results of the assessment, each rater obtained an agreement regarding the accuracy of the translation of unedited novel “After You” and that has been edited. To determine the accuracy of the translation in the novel, the researcher and the rater use the quality of translation parameters by Nababan, et al.

**2.1 The accuracy of the translation results by the translator.**

The results of the translation of novel “After You” show that out of 282 available data, there are 225 data or around 79.78% are accurate, less accurate translations of 6.02% and inaccurate as much as 14.18%. For details, see the following table:

<table>
<thead>
<tr>
<th>No</th>
<th>The Accuracy</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Accurate</td>
<td>225</td>
<td>79.78%</td>
</tr>
<tr>
<td>2</td>
<td>Less Accurate</td>
<td>17</td>
<td>6.02%</td>
</tr>
<tr>
<td>3</td>
<td>Inaccurate</td>
<td>40</td>
<td>14.18%</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>282</td>
<td>100%</td>
</tr>
</tbody>
</table>

The average accuracy score of unedited novel “After You” is 2.66.

**2.2 The accuracy of the edited translation results from editor.**

The results of the edited translation results from editor shows that, out of 282 data available, there are 240 data or approximately 85.1% are accurate, less accurate translations of 4.96% and inaccurate as much as 9.92%. For details, see the following table:

<table>
<thead>
<tr>
<th>No</th>
<th>The Accuracy</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Accurate</td>
<td>240</td>
<td>85.1%</td>
</tr>
<tr>
<td>2</td>
<td>Less Accurate</td>
<td>14</td>
<td>4.96%</td>
</tr>
<tr>
<td>3</td>
<td>Inaccurate</td>
<td>28</td>
<td>9.92%</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>282</td>
<td>100%</td>
</tr>
</tbody>
</table>

The average accuracy score of edited novel “After You” is 2.75. We can see the comparison that the results of the edited translation made by the editor is increase in accuracy of 0.09, which means that the edited translations were better than the unedited translation results.

4. **CONCLUSION**

From the study above, it appears that the dominant translation techniques used by translators are equivalent techniques, discursive creation, amplification, literal, and variation. In addition, these techniques have a positive impact on the accuracy of the overall translation, as evidenced by a fairly high score based on the weighting application, which is 2.66. This means that the translator has applied the technique well, even though the results are not perfect. Then the dominant editing technique used by the editor are change and reduction. The editing
techniques used by editors have a positive impact on the accuracy of the overall translation with a score of 2.75.

It can be concluded that the accuracy of the translation resulting from an editor's edits is better than the translator's translation, this is evidenced by the increase in the original score of 2.66 to 2.75.

5. REFERENCES


