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LINGUISTICS AND LANGUAGE TEACHING
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PROCEEDING OF NATIONAL SEMINAR ON LITERATURE, LINGUISTICS AND LANGUAGE TEACHING

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PREFACE

Bismillahirrohmanirrohim
Assalamualaikum Wr. Wb

Praise be upon Allah, the most gracious and merciful for everything that enables us to share this scholarly proceeding. Solawat and salam to the greatest prophet, Muhammad *sallahualaihi wasallam* for his kindness that brings us love and peace.

We believe that amidst the world's struggle to combat the new Corona Virus Disease, dissemination and scholarly sharing must always have a place and priority among scholars. Accordingly, we proudly present to you a proceeding of the 11st National Seminar on Literature, Linguistics, and Language Teaching organized by English literature study program of Universitas Pamulang conducted on October 23rd, 2021. The proceeding contains a number of articles that explore and exploit current roles of linguistics, literature, and language teaching within multicultural societies thanks to the advance of technology which enables borderless interaction among people from different culture.

We are glad to share this national-wide proceeding as an output of the dissemination by notable presenters. Further, we would like to also extend our warm gratitude to the publisher and the Institute of Research and Community Services (LPPM) of Universitas Pamulang for making this proceeding ready to read.

The last but not least, we would like to express our sincere gratitude to Yayasan Sasmita Jaya, the Rector and Vice Rectors, the Dean of faculty of letters, and Head of English department of Universitas Pamulang and assuredly, I very much appreciate all the organizing committee for their hard work and support without which this proceeding would not be presented to the readers.

Thank you
Wassalamualaikum Warohmatullah Wabarokatuhu

Abdul Aziz, S.S., M.A.
Chairman

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Assalamu'alaikum warahmatullah wa barakatuhu

All praise and gratitude we always say to the presence of Allah SWT who has given His blessings and gifts to all of us. With God's permission, the 11th National Seminar on Literature, Linguistics, And Language Teaching with the theme "Flourishing Environment in Literature, Linguistics and Language Teaching" has been carried out smoothly on Saturday, October 23, 2021 using zoom media online Virtual Meeting and Youtube Live Streaming because it was held during the covid-19 pandemic.

Infinite gratitude is also expressed because the results of this seminar can be published in the form of proceedings.

This National Seminar is an annual seminar held by the English Literature Study Program which involves experts from several provinces in Indonesia in the fields of Linguistics, literature and also Language Teaching, researchers, educators and students in order to increase insight and the latest information about the development of Language and Literature.

We would like to thank the researchers and writers who have contributed their thoughts in this seminar. We also thank those who have contributed to the preparation of this proceeding.

We hope that this proceeding can provide benefits for the development of knowledge in the field of Language and Literature and also in the development of the progress of education in Indonesia.

Thank you very much

Wassalamu'alaikum warahmatullah wa barakatuhu.

Tryana, S.S., M.A.

Head of English Letter

TABLE OF CONTENTS

PREFACE	i
ACKNOWLEDGEMENT	ii
TABLE OF CONTENTS	iii

PARALLEL SPEAKERS

LITERATURE

GAMBARAN PALESTINA DALAM CERPEN <i>SEPASANG MATA GAGAK DI YERSUSALEM</i> KARYA HAN GAGAS	1
Awla Akbar Ilma	
RESISTENSI TOKOH LALE TERHADAP DOMINASI PATRIARKHI DALAM FILM <i>MUSTANG (2015)</i>	9
Cindy Lidya Simbolon & Mike Wijaya Saragih	
DEPRESSIVE MASOCHISTIC PERSONALITY DISORDER IN <i>EVERYTHING I NEVER TOLD YOU</i>	19
Farikah & Christy Tisnawijaya	
THE PORTRAYAL OF MULTICULTURAL IN FILM <i>THE FAST AND THE FURIOUS: TOKYO DRIFT</i>	27
Vera C Debora & Mike Wijaya Saragih	
SELECTING METAPHORS ABOUT NATURE IN SELECTED POEMS: STUDENTS' POINT OF VIEW	35
Yan Ardian Subhan	

LINGUISTICS

ILLOCUTIONARY ACT AND PARADIGMATIC CASE IN SELECTED CHAPTERS OF SHORT STORIES BOOK "AUSTRALIA DAY" BY MELANIE CHENG	43
Adi Permadi Jaya & Haryati	
TRANSLATION TECHNIQUE ANALYSIS OF ENGLISH-INDONESIAN MANUAL BOOK OF APPLE MACBOOK	56
Prihatin Puji Astuti	
AN ANALYSIS OF JARGON WORDS USED BY TRAVEL CONSULTANS IN BAYUBUANA TOURS AND TRAVEL	70
Setiana Sri Wahyuni Sitepu & Laksmi Ady Kusumoriny	

LANGUAGE TEACHING

IMPROVING STUDENTS' ENGLISH PRESENTATION SKILL THROUGH USING VIDEO GUIDED COMMENTS.....	84
Aderina Febriana & Tri Ananti Listiana	
A NEEDS ANALYSIS OF THE COLLABORATIVE MODEL OF PRACTITIONER LECTURERS IN THE ENGLISH LANGUAGE AND LITERATURE DEPARTMENT .	93
Anggraini Saragih, Indra Hartoyo, Nora Ronita Dewi & Ade Namira	
DESIGNING ENGLISH MATERIALS FOR UNIVERSITAS PAMULANG (UNPAM) PROFESSIONAL MANAGERS.....	102
Djasminar Anwar & Tutut Sumartini	
CIJECT-BALE: INOVASI PEMBELAJARAN BAHASA INGGRIS BERBASIS KREATIVITAS DALAM MENCIPTAKAN CONTENT CREATOR MUDA INDONESIA	120
Eko Heriyanto & Ahmad Muhid	
ANALYSIS GRAMMATICAL ERROR ON THE STUDENTS' WRITING SENTENCES AT THE FIRST SEMESTER OF UNIVERSITAS PAMULANG	128
Erni Susianti Nainggolan	
THE EFFECT OF APPLYING DIARY-WRITING ON JUNIOR HIGH SCHOOL EFL LEARNERS' ACHIEVEMENT IN WRITING RECOUNT TEXT.....	135
Ihsan Tanama Sitio	
TASK-BASED LANGUAGE TEACHING: INDONESIAN EFL TEACHERS' PERCEPTIONS.....	144
Muhammad Badrus Sholeh, Kisman Salija, Sahril, Muhammad Basri & Syarifuddin Dollah	
EDUGAME DESIGN BASED ON TRADITIONAL GAMES TO STIMULATE EARLY LITERACY IN CHILDREN.....	156
Putri Ramadhani Ariningrum, Dede Nengdiana, Endah Silawati & Margaretha Sri Yuliatiningsih	
ADVERSITY QUOTIENT AS DETERMINANT FACTORS INFLUENCING THE COMPLETION OF STUDY OF THE ENGLISH DEPARTMENT STUDENTS.....	166
Rahmi Rivalina & I. Aeni Muharromah	
LECTURER'S DESIGN IN ENACTING PROJECT-BASED LEARNING TO ENGLISH LANGUAGE TEACHING.....	179
Raida Asfihana	
WUJUD PILIHAN BAHASA GURU BAHASA INGGRIS DALAM INTERAKSI SOSIAL DI SMK NEGERI 1 PRINGAPUS	190
Riajeng Woro Megaswari, Djatmika & Henry Yustanto	

TEACHING SPEAKING BY USING PUBLIC SPEAKING TECHNIQUE (A CASE STUDY AT SMP IT DINAMIKA UMAT).....	202
Rosmawati & Latifah	
INVESTIGATING PROBLEMS IN ONLINE EFL TEACHING AT INDONESIAN ISLAMIC HIGHER EDUCATION	210
Sari Agung Sucahyo	



LITERATURE





GAMBARAN PALESTINA DALAM CERPEN

SEPASANG MATA GAGAK DI YERUSALEM KARYA HAN GAGAS

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Article History	Abstract
Submitted date: 2021-11-27 Accepted date: 2021-12-04 Published date: 2021-12-28	This study aims to explain the images produced in the short story “Sepasang Mata Gagak di Yerusalem” by Han Gagag about the city of Jerusalem, Palestina. The theory used to explain is Carl Thompson's travel writing theory, especially the concept of world representation, both the atmosphere, society, and culture of the places visited. The results showed that the city of Jerusalem is seen as an ideal city, namely as a student city, a city with strict supervision, a safe religious city and religious differences can be managed well, as well as a city with a cool but quiet atmosphere, not noisy, and comfortable. Such positive views are produced by travel subjects who are academics and researchers, and are open to differences, orderly, not easily angered, and tolerant. Based on this description, the short story can be an alternative reference in understanding the situation of Jerusalem as a city that is not only full of conflict and war, but also a city of harmony and peace.
Keywords: Jerusalem; travel writing; religious; safe.	

Kata Kunci:	Abstrak
Jerusalem; travel writing; religious; aman	Penelitian ini bertujuan menjelaskan gambaran-gambaran yang diproduksi oleh cerpen “Sepasang Mata Gagak di Yerusalem” karya Han Gagag mengenai kota Yerusalem, Palestina. Teori yang digunakan untuk menjelaskan ialah teori <i>travel writing</i> Carl Thompson terutama konsep representasi dunia baik suasana, masyarakat, maupun budaya dari tempat yang dikunjungi. Hasil penelitian menunjukkan bahwa kota Yerusalem dipandang sebagai kota ideal, yaitu sebagai kota pelajar, kota dengan pengawasan yang ketat, kota religius yang aman dan perbedaan agama dapat dikelola dengan baik, serta kota dengan suasana yang dingin namun tenang, tidak bising, dan nyaman. Pandangan positif demikian diproduksi oleh subjek perjalanan yang berposisi sebagai akademisi dan periset, serta berkarakter terbuka terhadap perbedaan, tertib aturan, tidak mudah marah, dan toleran. Berdasarkan gambaran demikian, cerpen dapat menjadi referensi alternatif dalam memahami situasi Yerusalem sebagai kota yang tidak hanya penuh konflik dan peperangan, namun juga kota yang rukun dan damai.

Pendahuluan

Palestina merupakan negara yang memiliki kedekatan erat dengan Indonesia (Sihbudi, 1997; Azra, A., & Abdillah, M, 2019). Faktor pertama yang mempengaruhi kedekatan ini adalah kesamaan sebagai sesama negara muslim. Faktor kedua yang semakin memperkuat relasi ini dan bahkan sekaligus menciptakan solidaritas yang tak terpisahkan ialah posisi Palestina sebagai negara Muslim yang belum “merdeka”. Dominasi dan hegemoni Israel dan Yahudi atas Palestina dan Islam ditunjukkan masih terus hadir dalam kehidupan sehari-hari

masyarakat. Hal itu ditunjukkan melalui munculnya gempuran kekuatan militer Israel baru-baru ini pada Juli 2021¹.

Indonesia sejauh ini memandang kota-kota di Palestina sebagai wilayah religius, pusat Islam kedua setelah Arab Saudi, namun juga sebagai wilayah rawan konflik (Montefiore, S. S., 2011; Herman, A., & Nurdiansa, J., 2014; Prawira, I., Irawan, R. E., & Karen, K., 2021). Dua representasi ini tampak bertentangan, di satu sisi dipahami sebagai tempat yang menenangkan, namun di sisi lain sebagai lokasi rawan konflik. Gambaran demikian menarik untuk dibandingkan dengan citra kota Yerusalem, ibukota Palestina, yang tertuang dalam karya-karya sastra Indonesia. Sebagai karya imajinatif, karya sastra bersifat ambigu, di satu sisi berkemungkinan terpengaruh oleh kenyataan sosial dan pemahaman umum masyarakat, namun disisi lain ia bersifat otonom sebab merupakan hasil imajinasi dan pendapat subjektif dari penulisnya. Penulis cerita dapat dengan leluasa menggambarkan situasi kota Yerusalem dengan mengabaikan kenyataan atau pandangan umum masyarakat. Oleh karena itu, menganalisis citra suatu tempat menggunakan data karya sastra diasumsikan akan menghasilkan gambaran-gambaran alternatif atau memiliki titik tekan yang berbeda dengan pandangan umum.

Untuk membuktikan asumsi demikian, tulisan ini memanfaatkan objek material cerpen berjudul “Sepasang Mata Gagak di Yerusalem” karya Han Gagag². Cerpen ini diterbitkan tahun 2019 di surat kabar terkemuka di Indonesia yaitu Jawa Pos. Han Gagag sebagai penulis cerpen, merupakan salah satu penulis terkemuka di Indonesia. Cerita-cerita pendeknya dipublikasikan di banyak media massa nasional di Indonesia. Ia juga memperoleh kesempatan untuk menjalani residensi kepenulisan di Yerusalem dan melakukan presentasi tentang karyanya di Hebrew University of Jerusalem pada 16 Januari sampai dengan 10 Maret 2019³⁴. Pengalaman pernah tinggal di Yerusalem ini nampaknya yang kemudian menjadi sumber inspirasi dari lahirnya cerpen “Sepasang Mata Gagak di Yerusalem”. Cerpen ini secara eksplisit menggambarkan bagaimana situasi dan kondisi baik budaya maupun masyarakat Palestina.

Selain itu, karya-karya Han juga direspon oleh banyak peneliti secara serius (Mustolih dan Sulisty, 2018; Hakim, A. I. 2019; Wulandari, S. W., Budiono, B., & Shalima, I, 2019). Penelitian Mustolih dkk (2018) menganalisis cerpen “Susuk Kekebalan” karya Han Gagag dengan teori Orientalisme Edward W. Said. Hasil penelitian menunjukkan bahwa cerpen merepresentasikan posisi Barat dan Timur. Dalam karya, Timur dipandang oleh Barat sebagai lemah, namun sekaligus Timur ditunjukkan memiliki kekuatan untuk melakukan resistensi dengan berdasar pada nilai-nilai kesetiakawanan, ksatria, dan kemistisan. Sementara penelitian Hakim, A.I (2019) menggunakan objek kajian Novel *Orang-orang Gila* dengan menggunakan teori wacana kegilaan. Hasil penelitian menunjukkan bahwa novel memproduksi dan menjustifikasi wacana kegilaan melalui 3 rezim, yaitu rezim medis, politik, dan bahasa. Wacana kegilaan ini mempengaruhi kehidupan tokoh-tokoh dalam novel.

Penelitian yang menarik dilakukan oleh Wulandari, S.W dkk (2018). Penelitian ini memanfaatkan objek novel karya Han Gagag berjudul *Tembang Tolak Bala* dengan menggunakan tinjauan sosiologis. Hasil penelitian menunjukkan bahwa novel merepresentasikan tradisi gemblak antara lain warok, gemblak, lamaran gemblak, reog, dan sebagainya. Dengan narasi eksistensi kebudayaan ditekankan bahwa novel memiliki manfaat yang implementatif bagi pembelajaran di sekolah kelas XII. Berdasarkan sejumlah penelitian

¹ <https://www.kompas.com/global/read/2021/07/10/193724570/pasukan-israel-tembaki-warga-palestina-ratusan-terluka-di-tepi-barat>

² <https://lakonhidup.com/2019/09/28/sepasang-mata-gagak-di-yerusalem/>

³ https://id.wikipedia.org/wiki/Han_Gagag,

⁴ <https://mojok.co/wikimo/tokoh/han-gagas/>

yang telah dilakukan diketahui bahwa Han merupakan pengarang dengan karya yang berbobot sehingga penting untuk direspon dalam kajian ilmiah. Meskipun demikian, cerpen Han Gagas dengan judul “Sepasang Mata Gagak di Yerusalem” belum direspon oleh para peneliti. Selain itu, penelitian yang telah dilakukan juga menggunakan perspektif yang berbeda dengan penelitian yang akan dilakukan. Jika penelitian pertama di atas menggunakan kajian orientalisme Edward W. Said, penelitian kedua berfokus pada wacana kegilaan, dan penelitian ketiga pada wacana sosiologis, penelitian yang akan dilakukan berfokus pada narasi Palestina dalam cerpen “Sepasang Mata Gagak di Yerusalem”. Dalam penelitian ini cerpen ditempatkan sebagai karya sastra perjalanan yang merepresentasikan tempat tujuan yang dikunjungi.

Sebagai karya perjalanan, cerpen “Sepasang Mata Gagak di Yerusalem” mengisahkan tokoh utama Indonesia yang tengah berkunjung ke Yerusalem untuk tujuan penelitian riset di Universitas Hebrew. Di kota dan di universitas ini, tokoh utama ditunjukkan bertemu dengan berbagai peneliti dari berbagai negara, seperti Amerika Serikat, Belanda, Australia, dan sebagainya. Di tengah kesibukan di kampus, tokoh utama yang datang bersama istrinya ini, juga berkunjung ke berbagai tempat penting di Yerusalem seperti Masjid Al Aqsa, Dinding Ratapan, dan tempat-tempat religious lainnya. Ia juga menyempatkan diri untuk menikmati kopi di taman kota Yerusalem. Melalui perjalanan ke tempat-tempat ini tokoh cerita memberikan kesimpulan dan penilaian yang menarik untuk diuraikan.

Penelitian dengan perspektif sastra perjalanan telah dilakukan pula oleh peneliti sebelumnya antara lain Putri Zulikha (2020) dengan menggunakan objek material novel *Pelukis Gurun Pasir* karya Fuad Abdurahman. Hasil penelitian menunjukkan bahwa masyarakat Arab Saudi disimpulkan memandang rendah TKI dan memperlakukan secara semena-mena. Kemudian penelitian Sifa Handayani (2020) menggunakan objek material *Berjalan di Atas Cahaya* karya Hanum Salsabiela Rais dkk menjelaskan bahwa masyarakat Indonesia dipandang rendah oleh Barat karena identitas Timur dan Muslimnya. Berbeda dengan kedua penelitian tersebut, penelitian ini berfokus pada gambaran Palestina, terutama kota Yerusalem dalam oleh cerpen Indonesia karya Han Gagas ini.

Metode Penelitian

Carl Thompson dalam buku *Travel Writing* (2011) menjelaskan bahwa karya sastra perjalanan merupakan karya yang menghadirkan kisah perpindahan ruang oleh diri petualang. Perpindahan ini memunculkan penilaian-penilaian terhadap tempat-tempat yang ia kunjungi yang dapat bersifat subjektif, berdasarkan pandangan dan pendapat diri petualang, maupun juga bersifat objektif dengan berdasarkan pada data-data yang digunakan oleh ilmu pengetahuan seperti sosiologi, antropologi, sejarah, dan sebagainya. Untuk itu, memahami deskripsi dan pandangan-pandangan suatu karya sastra perjalanan terhadap tempat-tempat yang dikunjungi penting dilakukan. Hal ini bertujuan untuk menjelaskan bagaimana sebuah tempat dinilai, dikesankan, dan disampaikan kepada pembaca. Dalam proses menjelaskan gambaran kota Yerusalem dalam cerpen, penelitian ini menggunakan metode penelitian deskripsi analisis (Sudaryanto, 2016). Maksudnya peneliti memperhatikan data berupa kata, frasa, kalimat, dan paragraf dalam cerita dan menganalisisnya secara terfokus pada isu penggambaran suasana, masyarakat, dan budaya Yerusalem (*Representing The Other*) (Thompson, 2011).

Hasil dan Pembahasan

1. Rute Perjalanan

Kisah cerita pendek ini menggunakan alur perjalanan maju-mundur. Hal itu ditunjukkan melalui serangkaian rute perjalanan yang dilakukan oleh tokoh Aku dalam cerita. Tokoh Aku merupakan periset yang berasal dari Indonesia dan sedang belajar di Hebrew University Jerusalem. Di Yerusalem ia tinggal bersama istrinya. Aktivitas di universitas

membuatnya bertemu dengan rekan sesama periset dari berbagai belahan dunia antara lain Bu Nancy, Pak Willem, dan Bu Els. Bu Nancy berasal dari Amerika dan Pak Willem berasal dari Belanda. Selain belajar ia ditunjukkan juga berjalan-jalan menikmati suasana kota Yerusalem. Cerita menggunakan keterangan waktu (*Adverb of Time*): *hari ini* dan *hari kemarin*. Pada hari ini dikisahkan tokoh aku belanja ke pasar di daerah German Colony. Kemudian berjalan ke Old City atau Kota Tua untuk mengunjungi Gereja makam Kudus, Dinding Ratapan, dan kompleks Al Aqsa. Sore harinya ia bersama Bu Nancy dan Pak Willem naik taksi ke Kedai kopi Bezalel di tepi trotoar di Jalan Rachel Imenu, Yerusalem.

Sementara pada hari kemarin dikisahkan perjalanan tokoh Aku ke Old City. Secara detail dikisahkan bahwa tokoh aku masuk ke Gerbang Jaffa kemudian melewati Via Dolorosa tempat Yesus disiksa kemudian masuk Gereja makam Kudus untuk menyaksikan Gereja Koptik Mesir. Setelah itu tokoh Aku mengunjungi Dinding Ratapan tempat ratusan umat Yahudi berdoa dan diakhiri dengan mengunjungi kompleks Al Aqsa untuk sholat dan kemudian telentang di Pelataran Al Quds karena melihat gagak hitam.

Alur demikian secara tidak langsung mengajak pembaca pada petualangan tokoh utama di kota Yerusalem. Melalui petualangan ini, pembaca dapat menikmati dan mengetahui tentang bagaimana situasi kota ini serta juga bagaimana masyarakat dan budayanya. Pembahasan berikut ini akan menjelaskan secara argumentatif gambaran-gambaran yang dihasilkan melalui petualangan tokoh utama.

2. Gambaran Kota Yerusalem dalam Cerpen

Kota Yerusalem dalam cerpen ini digambarkan dengan beberapa kesan antara lain sebagai kota pelajar, kota wisata religius yang aman, dan kota yang indah dengan suasana dingin.

2.1 Yerusalem Sebagai Kota Pelajar

Gambaran Yerusalem sebagai kota pelajar ditunjukkan melalui keberadaan University Hebrew yang tengah menjadi tuan rumah agenda riset global. Tim periset ditunjukkan berasal dari berbagai universitas antara lain Osaka University, Leiden University, University of Michigan, Australian National University, dan mahasiswa Indonesia. Tokoh Aku sebagai perwakilan dari Indonesia ditunjukkan ikut bergabung dengan riset ini bersama dengan tim periset lain dari negeri Amerika, Belanda, dan Australia. Salah satu aktivitas risetnya ditunjukkan melalui keberadaan pertemuan ilmiah berupa pembacaan naskah Babad Nitik yang dilanjutkan dengan seminar. Grup riset ini salah satunya tengah meneliti literatur Jawa.

Pukul 10 akan ada pembacaan naskah Babad Nitik, dan dilanjutkan dengan seminar. Riset grup yang meneliti literatur Jawa ini sungguh membuatku heran dan termangu. Di saat orang – orang Jawa melupakan naskah atau babad yang bagi mereka kuno dan tidak berharga, di sini kata demi kata dikelupas dan teliti, tembang, aksara, makna, dan peristiwa dikaji dengan cara sangat mendalam. Pada saat tertentu aku merasa diselubungi perasaan jatuh cinta dengan Jawa lagi, setelah selama ini terasa biasa – biasa saja jadi orang Jawa.

Kutipan di atas menunjukkan kekaguman tokoh Aku terhadap aktivitas penelitian yang dilakukan periset di Universitas Hebrew. Melalui presentasi tersebut tokoh Aku yang berasal dari Jawa dan sebelumnya tidak tertarik dengan menganggap naskah tersebut kuno dan tidak berharga menjadi sadar akan pentingnya naskah ini. Melalui perjalanannya ke Yerusalem dan pertemuannya dengan para periset tokoh Aku menjadi sadar betapa kaya budaya Jawa. Dengan kata lain, Yerusalem sebagai kota pelajar telah menyadarkan tokoh aku yang berasal dari Jawa untuk mendalami budaya Jawa.

2.2 Yerusalem Sebagai Kota yang Dingin dengan Suasana Indah, Alami, dan Menyenangkan

Kota Yerusalem ditunjukkan sebagai kota yang memiliki dua musim, yaitu musim dingin dan musim panas. Saat kedatangan tokoh Aku, cuaca sedang musim dingin. Suasana musim dingin di Yerusalem digambarkan dengan cukup ekstrim. Tokoh Aku ditunjukkan mengecek suhu sampai 3 derajat Celcius. Banyak pohon Judas, Pinus, dan Almond yang indah kini daun dan bunganya justru telah rontok. Tokoh Aku pun merasa sangat terancam (*aku bisa jadi es*) sehingga ia kemudian mengenakan jaket tebal, kaos dalam, dan celana dobel. Ia pun dikisahkan segera masuk ke ruangan kantor untuk memperoleh suasana hangat. Situasi ekstrim demikian bahkan ditunjukkan semakin mencekam ketika langit mendung sebagai tanda akan turunnya hujan.

Angin dingin kembali mengempas, rasanya jaket tebal, baju, kausa dalam, dan celana dobel bisa ditembus jarum – jarum tajamnya dingin udara ini. Aku mengecek cuaca di handphone, suhu turun jadi 3 derajat Celsius, dan akan turun hujan. Wah, aku bisa jadi es, tawaku dalam hati. Angin datang mengembus lebih keras, rasa dingin membuatku berlari mengejar istri dan Bu Nancy yang mulai memasuki kantor. Aku segera membuka pintu. Hangatnya ruangan langsung terasa begitu aku masuk.

Meskipun memiliki cuaca yang dingin, namun pemandangan dan suasana kota Yerusalem digambarkan tetaplah menyenangkan. Gambaran demikian ditunjukkan ketika tokoh Aku menikmati kopi di Kedai Bezalel di Jalan Rachel Imanu.

Ngopi di Kedai Bezalel di tepi trotoar di Jalan Rachel Imanu, Yerusalem, sangat menyenangkan dan mengesankan. Walau dingin menggigit tulang, pemandangan yang sama sekali baru, dan suasananya bikin hati senang. Toko-toko fashion berjajar, tak ada polusi kendaraan karena jarang motor berseliweran layaknya di Tanah Air, dan taman kota yang indah di seberang. Semua sedap dipandang dan tak ada gangguan semacam suara bising kendaraan. Energi dan semangat jadi besar lewat obrolan yang mengasyikkan. Orang-orang berlalu lalang di belakangku, sebagian bawa anjing sambil jalan-jalan.

Kutipan di atas menunjukkan bahwa walaupun cuaca sangat dingin, namun tokoh Aku tetap dapat menikmati indahnya suasana kota Yerusalem. Keindahan itu ditunjukkan melalui tidak adanya polusi kendaraan dan tidak ada suara bising sehingga obrolan bisa tenang. Ditambah lagi dengan keberadaan taman kota yang sedap dipandang serta para pejalan kaki yang dengan santai menikmati suasana sambil membawa hewan peliharaannya. Penilaian Kota Yerusalem sebagai tempat yang indah tidak bisa dilepaskan dari upaya tokoh Aku membandingkan dengan suasana di Indonesia sebagai negara dengan polusi udara, macet, dan suara bising kendaraan. Yerusalem dengan kata lain ditempatkan sebagai kota yang berbeda dan lebih baik dengan kota di Indonesia. Berdasarkan dua gambaran yang tampak berseberangan ini -Yerusalem sebagai kota dengan cuaca ekstrem, namun sekaligus kota yang indah- cerpen berada dalam posisi mendua atau ambivalen. Posisi demikian muncul karena kota Yerusalem merupakan ruang kota yang asing, unfamiliar, bagi tokoh Aku. Kota ini selalu mengagetkan, memberi kejutan sehingga tokoh pun terkadang terancam, namun juga seringkali terpesona.

2.3 Yerusalem Sebagai Kota Religius yang Aman

Gambaran bahwa Yerusalem merupakan kota religius ditunjukkan melalui keberadaan keterangan halal “kohler” bagi umat Yahudi pada roti yang ditemui tokoh Aku di kedai kopi.

Selain itu, ia juga menemukan banyak lelaki memakai *kippiah* sebagai identitas seseorang beragama Yahudi. Ditekankan bahwa kota Yerusalem berbeda dengan kota Tel Afif, jika di Yerusalem masyarakat Yahudi sangat religius, di Tel Afif sangat sekuler.

Di sebelah kedai kopi, ada toko roti bertulisan “Kohler” yang artinya halal bagi umat Yahudi. Banyak lelaki kulihat memakai kippah di kepalanya, semacam peci bulat kecil yang dijepit, sebagai identitas Yahudi. Di Yerusalem, mayoritas orang Yahudi religius. Berbeda dengan Tel Aviv yang sekuler, mungkin terikut aroma kotanya yang metropolitan dan supersibuk. Sedangkan Yerusalem lebih tenang dan “suci”.

Selain bagi masyarakat Yahudi, Yerusalem juga digambarkan sebagai tempat suci bagi umat Kristen, Koptik, dan Muslim. Hal itu ditunjukkan melalui perjalanan wisata religius yang dilakukan oleh tokoh Aku bersama istri ke beberapa tempat seperti Via Dolorosa tempat Yesus disiksa dan disalib, serta menyaksikan jemaat Gereja Koptik Mesir yang sedang beribadah. Tokoh Aku juga menyaksikan dinding ratapan dengan ratusan pemeluk Yahudi yang sedang berdoa, serta mengunjungi kompleks Al Aqsa untuk sholat wudu dan salat dua rakaat.

Perjalanan tokoh Aku ini merupakan perjalanan wisata antaragama yang menunjukkan betapa Yerusalem merupakan tempat suci bagi banyak agama. Tokoh Aku sebagai seorang muslim ditunjukkan sebagai seorang yang tidak melihat agama-agama lain selain Islam sebagai buruk atau lebih rendah, melainkan sebagai setara dan damai dalam perbedaan. Masyarakat Yerusalem ditunjukkan sebagai kota yang menghadirkan keberagaman agama. Agama-agama yang berbeda dapat berdampingan secara dekat menjalani ritus peribadatnya masing-masing. Petugas keamanan tampak berupaya keras untuk dapat menjaga dan mengelola harmonisitas perbedaan agama dengan sangat baik.

2.4 Yerusalem Sebagai Kota Penuh Pengawasan

Untuk mengelola suasana harmonis demikian, tokoh Aku menemukan banyak sekali penjagaan-penjagaan para tentara di tempat-tempat penting antara lain bandara, universitas, dan tempat-tempat beribadah. Tokoh Aku sebagai orang Indonesia dan Jawa ditunjukkan selalu dicurigai sehingga setiap kali ia masuk ke kampus ia akan dicek terlebih dahulu. Akan tetapi, setelah lama melakukan kegiatan di kampus, lambat laun para penjaga itu sudah mengetahui tujuan dan identitas tokoh Aku sehingga kemudian diizinkan masuk tanpa dicurigai.

Selain di universitas tokoh Aku juga menemui penjagaan yang ketat di tempat ibadah. Mereka terlebih dahulu juga mengecek barang bawaan dan tubuh para peziarah ketika ia masuk dari satu tempat ke tempat ibadah lain, antara lain saat tokoh Aku ke Dinding ratapan, juga ke Masjid Al Aqsa. Situasi ini menunjukkan bahwa kota Yerusalem selalu berada dalam kewaspadaan untuk mencegah adanya tindakan kekerasan atau terorisme. Perlu diketahui bahwa Yerusalem merupakan tempat yang sangatlah rentan terjadi konflik terutama konflik agama. Keberadaan para petugas keamanan ini menjadi sebuah kebiasaan yang semata-mata ini dilakukan untuk menjaga keamanan dan mencegah adanya konflik.

2.5 Subjek Perjalanan

Berdasarkan penjelasan di atas diketahui bahwa Yerusalem digambarkan sebagai kota yang cukup ideal. Kota ini digambarkan sebagai kota pelajar, kota religius, kota yang aman dan penuh pengawasan, serta kota dengan suasana yang indah. Pandangan demikian dapat menjadi gambaran lain dari stereotip kota Yerusalem yang umum diketahui oleh pembaca Indonesia melalui berbagai informasi dan berita. Kota Yerusalem seringkali dikesankan sebagai kota konflik antara Palestina dan Israel, serta konflik berdarah berbasis agama yang

seperti tidak pernah ada akhirnya. Oleh karena itu, cerpen ini dapat memberikan pemahaman yang lebih luas mengenai kota Yerusalem.

Meskipun demikian, kita perlu menganalisis subjek petualang untuk mengetahui latar belakang dari gambaran kota Yerusalem yang ditampilkan. Subjek merupakan agen penting yang menciptakan kisah. Melalui subjek inilah kisah dan pandangan-pandangan yang menyertainya itu tersaji. Berdasarkan pembacaan secara teliti, diketahui bahwa subjek petualang dalam cerpen ini merupakan seorang tokoh yang berpendidikan. Ia memiliki sikap terbuka, penuh dengan rasa penasaran, tertib aturan, dan bersikap objektif.

Ciri tokoh Aku sebagai pribadi yang terbuka ditunjukkan melalui sikapnya yang penuh dengan rasa penasaran. Hal itu ditunjukkan dengan keputusannya untuk mengunjungi tidak hanya masjid Al Aqsa, namun juga tempat peribadatan agama lain. Bahkan ia ikut jamaah Kristen koptik dan turut terharu dan hanyut dengan doa-doa pemeluk agama Kristen itu. Ia juga turut mengusap wajahnya dengan tangan yang sudah menyentuh batu sebagaimana para pemeluk agama Kristen. Karakter subjek pejalan yang terbuka dan toleran terhadap perbedaan agama menimbulkan munculnya pandangan kota Yerusalem sebagai kota yang aman dan harmonis. Ia juga tampak mengapresiasi upaya pengawasan yang ketat dari para petugas penjagaan.

Sikap apresiasi terhadap para petugas ini ditunjukkan pula oleh tokoh Aku dengan selalu tertib membiarkan dirinya dicek oleh petugas. Ia ditunjukkan selalu dicek ketika masuk kampus dan saat memasuki tempat-tempat ibadah. Ia juga tidak merasa berat hati meskipun proses pengecekan itu dilakukan setiap hari. Dalam obrolannya dengan teman periset dari Amerika proses pengecekan ini terjadi karena tokoh Aku mirip dengan tokoh-tokoh terorisme. Meskipun demikian, tokoh Aku tidak menanggapi asumsi itu dengan marah, namun justru tersenyum. Sikap demikian menjadi sangat logis sebab identitas tokoh Aku ialah seorang akademisi yang menjadi tim periset di Hebrew University. Sebagai periset ia memiliki sikap terbuka, tertib aturan, penasaran, dan objektif harus selalu ditanamkan. Dalam berkomunikasi dengan teman sesama periset dari berbagai negara pun ia juga tampak harmonis, terbuka dan berteman baik.

Simpulan

Berdasarkan pembahasan di atas, diketahui bahwa cerpen “Sepasang Mata Gagak di Yerusalem” karya Han Gagag mewacanakan pandangan alternatif mengenai suasana kota Yerusalem yang berbeda dengan yang sejauh ini diketahui secara luas melalui media sosial maupun televisi. Jika sebelumnya kota Yerusalem dipandang sebagai kota konflik, dalam cerpen ini Yerusalem ditampilkan sebagai kota religius yang indah, harmonis, aman, dan berpendidikan. Pandangan demikian tidak bisa dilepaskan dari subjek pencerita dari cerpen ini. Tokoh Aku sebagai pencerita memiliki karakter sebagai pembelajar yang tertib dan bersikap terbuka. Tokoh berusaha mendeskripsikan kepribadian dari beberapa agama, namun penggambaran ini dimaksudkan untuk menunjukkan kebersamaan, toleransi, dan harmonisasi. Gambaran demikian mendukung semangat kerukunan antar agama dan menghormati perbedaan agama. Meskipun demikian dalam proses penggambarannya subjek juga tampak menggunakan strategi perbandingan subjektif, antara lain membandingkan antara Indonesia dengan Yerusalem, Tel Aviv dan Yerusalem, sebagai cara untuk meyakinkan bahwa Yerusalem merupakan kota paling ideal. Penelitian ini perlu untuk diperdalam dengan melihat secara kritis bukan hanya gambaran yang ditampilkan serta subjek perjalanannya, namun juga strategi penggambaran dan wacana yang sedang disampaikan oleh cerpen.

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RESISTENSI TOKOH LALE TERHADAP DOMINASI PATRIARKI DALAM FILM *MUSTANG* (2015)

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Article History	Abstrak
Submitted date: 2021-11-27 Accepted date: 2021-12-04 Published date: 2021-12-28	<p>Penelitian ini bertujuan untuk menunjukkan bagaimana bentuk-bentuk resistensi yang dilakukan tokoh Lale untuk melawan dominasi patriarki di dalam film <i>Mustang</i> (2015) yang disutradarai oleh Deniz Gamze Ergüven, seorang sutradara kelahiran Turki yang dibesarkan di Perancis. Film ini menceritakan tokoh Lale dan keempat kakaknya yang tinggal bersama nenek dan pamannya. Lale dan keempat saudaranya mengalami dominasi patriarki, seperti dipaksa menikah oleh nenek dan pamannya, tidak diperbolehkan keluar rumah dan berinteraksi dengan teman-temannya, dikurung di dalam rumah dan hanya diperbolehkan untuk belajar memasak, mencuci, menjahit, dan melakukan pekerjaan domestik lainnya. Dibandingkan semua saudaranya, Lale, sebagai anak bungsu, ditampilkan berani dalam menunjukkan eksistensinya untuk bisa keluar dari dominasi patriarki yang mengelilinginya. Penelitian ini menggunakan teori karakterisasi, dominasi patriarki, dan resistensi. Hasil dari penelitian ini, Lale, yang digambarkan memiliki karakterisasi bulat seperti berani, memiliki rasa ingin tahu yang tinggi, nekat, dan peduli, melakukan 3 (tiga) bentuk resistensi terhadap dominasi patriarki, yaitu: resistensi mental, verbal dan tindakan. Ketiga bentuk resistensi tersebut membuat akhir cerita kehidupan tokoh Lale berbeda dari keempat saudaranya. Selain itu, penulis juga menemukan bahwa salah satu faktor utama tokoh Lale melakukan resistensi adalah adanya rasa kehilangan dan kesepian yang mendalam.</p>
Kata Kunci: dominasi patriarki, karakterisasi, resistensi	
	Abstract
Keywords: patriarchal domination, characterization, resistance	<p>LALE'S RESISTANCE TO THE DOMINATION OF PATRIARCH IN MUSTANG FILM (2015)</p> <p>This paper aims to show how the forms of resistance carried out by Lale's character to fight patriarchal domination in the film <i>Mustang</i> (2015) directed by Deniz Gamze Ergüven, a Turkish-born director who grew up in France. This film tells the story of Lale and her four sisters who live with her grandmother and uncle. Lale and her four sisters experienced patriarchal domination, such as being forced to marry by her grandmother and uncle, not being allowed to leave the house and interacting with her friends, being confined in the house, and only allowed to learn to cook, wash, sew, and do other domestic work. Compared to all her sisters, Lale, as the youngest child, is shown to be brave in showing her resistance to get out of the patriarchal domination that surrounds her. This study uses the theory of characterization, patriarchal domination, and resistance. The results of this study, Lale, who is described as having rounded characterizations such as being brave, having high curiosity, reckless, and caring, perform 3 (three) forms of resistance to patriarchal domination, namely: mental resistance, verbal, and action. The three forms of resistance make the ending of Lale's character's life different from that of her four sisters. In addition, the author also finds that one of the main factors for Lale's character to resist is a deep sense of loss and loneliness.</p>

Pendahuluan

Isu tentang patriarki merupakan isu yang sudah biasa atau bukan menjadi persoalan yang baru, bahkan bisa ditemukan di banyak negara. Secara umum, dominasi patriarki

menggambarkan sistem dimana laki-laki yang memegang kendali dan menempatkan posisi laki-laki lebih tinggi dari perempuan. Sistem patriarki merupakan sistem struktur sosial dimana laki-laki mendominasi, menindas dan mengeksploitasi para perempuan.

Rakoczy (2004, p. 200) mengatakan bahwa “Patriarki menggambarkan sistem dominasi laki-laki baik di ruang publik dan lingkungan privat. Ideologi patriarki melebih-lebihkan perbedaan biologis antara pria dan wanita, memastikan bahwa laki-laki selalu memiliki peran yang dominan, atau maskulin, dan wanita selalu memiliki peran subordinat atau feminin”.

Patriarki memiliki beberapa pola yang berbeda, salah satunya di Turki. Potret dominasi patriarki di Turki tergambar sejak lama dimana perempuan Turki mengalami diskriminasi dalam pekerjaan, pendidikan, kebebasan, dan lainnya. Di Turki, budaya patriarkinya masih kental dan masyarakatnya masih konservatif, sehingga perempuan sulit untuk mendapatkan hak dan kebebasan mereka.

Turki sudah lama mengalami dominasi patriarki. Perempuan Turki masih dianggap tidak bisa melakukan apa-apa, sehingga peran perempuan hanya ditempatkan di dapur dan dianggap hanya mampu melakukan pekerjaan rumah atau domestik. Posisi perempuan di Turki tidak setara dengan posisi laki-laki. Perempuan di Turki tidak bebas melakukan apa yang mereka inginkan. Semua dibatasi dari pekerjaan, pendidikan, pernikahan, kebebasan, dan lainnya. Hal inilah yang kemudian menyebabkan sulitnya ditemukan seorang perempuan yang berani untuk menunjukkan resistensi atau perlawanan terhadap dominasi patriarki dari situs Doga Ogrenci Yurdu.

Namun berbeda pada Film *Mustang* (2015) yang akan dianalisis. Film ini disutradarai oleh Deniz Gamze Ergüven. Dia adalah sutradara Turki-Perancis yang terkenal dengan film *Mustang* yang dirilis pada 17 Juni 2015. Film ini bercerita tentang kehidupan 5 kakak beradik yaitu, Sonay, Selma, Ace, Nur, dan Lale yang tinggal bersama nenek dan paman mereka karena orang tua mereka sudah meninggal sejak mereka masih kecil.

Film *Mustang* ini menggambarkan adanya dominasi patriarki yang dialami Lale dan keempat kakaknya. Banyak kejadian menunjukkan ketidakadilan yang dialami oleh kelima bersaudara ini yang disebabkan oleh karena mereka perempuan. Beberapa di antaranya, kejadian Lale dan keempat kakaknya yang dituduh melakukan masturbasi saat bermain ke pantai bersama teman laki-laki mereka. Mereka dikurung di dalam rumah, tidak diperbolehkan berinteraksi dengan teman-teman mereka, dan tidak diperbolehkan untuk bersekolah lagi. Di dalam rumah mereka diharuskan untuk belajar memasak, mencuci, menjahit, dan melakukan pekerjaan rumah lainnya. Bahkan satu persatu kakak Lale dipaksa menikah dengan lelaki yang belum mereka kenal.

Film ini juga menunjukkan adanya konsep perlawanan terhadap dominasi patriarki yang dilakukan oleh tokoh Lale yang masih belum memiliki banyak pengalaman hidup, tetapi dia lebih berani menunjukkan resistensinya terhadap dominasi patriarki. Lale berani melawan dominasi patriarki yang dialaminya.

Berdasarkan latar belakang di atas, penulis akan mencari tahu bagaimana karakteristik tokoh Lale dalam film ini digambarkan dan bagaimana bentuk-bentuk resistensi yang dilakukan tokoh Lale terhadap dominasi patriarki. Penulis juga akan mencari tahu apa yang melatarbelakangi resistensi tokoh Lale yang memiliki keberanian terhadap dominasi patriarki. Selain itu, isu dalam penelitian ini penting untuk dibahas karena tokoh Lale dalam film ini berani untuk mendobrak penindasan yang ia alami dan menunjukkan keberanian.

Manfaat dari penelitian ini adalah untuk memberikan informasi kepada pembaca dan peneliti lain terkait bentuk-bentuk resistensi tokoh perempuan dalam melawan dominasi patriarki, dan untuk memberikan informasi kepada pembaca agar bisa memahami dan menyadari bahwa tidak hanya laki-laki, namun perempuan juga memiliki hak dan kebebasan mereka.

Metode

Metode penelitian yang digunakan dalam penelitian ini adalah penelitian kualitatif. Penelitian kualitatif merupakan penelitian yang bersifat deskriptif dan cenderung menggunakan analisis. Penelitian ini bertujuan menunjukkan bagaimana bentuk-bentuk resistensi yang dilakukan oleh tokoh Lale terhadap dominasi patriarki dalam film "Mustang" (2015).

Dalam penelitian ini sumber datanya adalah melalui film Mustang (2015). Data lain yang digunakan untuk melengkapi penelitian yaitu dari artikel, jurnal, situs internet yang relevan dengan objek penelitian yang diamati. Cara mengumpulkan data, peneliti menonton film ini, mencari dan menganalisis dimana terdapat permasalahan dalam film dan adegan-adegan yang penting dalam film tersebut. Kemudian, penulis menggunakan berbagai teori tentang karakterisasi Minderop (2005), patriarki (Walby, 2014), dan resistensi Scott (2000).

Hasil dan Pembahasan

Karakterisasi Bulat pada Tokoh Lale

Tokoh Lale dalam film ini merujuk pada bentuk karakterisasi bulat karena tokoh Lale dalam film ini menunjukkan bagaimana kebulatan karakter yang ada pada dirinya. "Karakterisasi bulat biasanya merupakan karakter utama, dan berkembang selama jalannya cerita. Karakterisasi-karakterisasi ini telah dikembangkan sepenuhnya oleh seorang penulis, secara fisik, mental, dan emosional, dan cukup mendetail hingga tampak nyata" (Sutton (1971: 10). Kebulatan karakter tersebut ditunjukkan secara fisik, mental, dan emosional melalui perkataan dan tindakan tokoh Lale. Tokoh Lale menonjolkan rasa perlawanan, memiliki tingkah laku yang tidak terduga, dan mampu beradaptasi dengan keadaan baru di rumahnya. Dalam film ini, tokoh Lale memiliki watak khusus yang lebih menonjol yang tercermin dalam beberapa adegan dalam film tersebut jika dibandingkan dengan 4 kakaknya. Empat sifat utama tokoh Lale dalam film *Mustang*, yaitu berani, memiliki rasa ingin tahu, nekat, dan peduli.

a. Berani

Tokoh Lale dalam film *Mustang* (2015) digambarkan memiliki keberanian. Sifat berani Lale terlihat ketika Lale berjuang untuk mengambil hak dan kebebasan yang sudah seharusnya Lale dan keempat kakaknya dapatkan. Lale berani menunjukkan keberaniannya dalam berucap dan melalui tindakannya. Selain itu, aturan hidup dari nenek dan pamannya semakin mengekang dan membuat Lale dan keempat kakaknya hidup seperti di penjara.



Gambar 1. Lale menghampiri Ny. Petek.
[Sumber : Film *Mustang* (2015) *timecode* 00:08:21]

Lale : *Mrs Petek! Do your shit-coloured clothes make you everyone's moral judge?*
Grandma : *What are you doing? I did it for your own good.*
Lale : *No.*
Grandma : *Yes!*

(00:08:27- 00:08:43)

Pada adegan ini ditunjukkan keberanian Lale untuk berteriak langsung kepada Ny. Petek yang telah memfitnahnya dan saudara perempuannya yang lain dengan tuduhan melakukan masturbasi. Padahal saat itu mereka hanya melakukan permainan pantai bukan seperti apa yang dikatakan Ny. Petek kepada nenek mereka. Lale berteriak kepada Ny. Petek “*Do your shit-coloured clothes make you everyone’s moral judge?*” yang memiliki maksud bahwa walaupun menggunakan pakaian yang sangat tertutup dan menunjukkan penampilan yang tampak bagus dari luar namun tidak menjamin memiliki moral jika masih memfitnah dan membicarakan orang lain.

b. Memiliki rasa ingin tahu yang tinggi

Dalam film ini, tokoh Lale memiliki rasa ingin tahu terhadap sesuatu yang membuat dia penasaran. Setiap kali Lale ingin tahu tentang sesuatu hal, dia langsung bertanya atau berusaha mencari tahu sampai rasa penasarannya hilang.



Gambar 2. Lale bertanya kepada kakaknya Selma.
[Sumber : Film *Mustang* (2015) *timecode* 00:11:50]

Lale : Selma. What did they do?

Selma : A virginity report.

Lale : What's that?

Nur : Did you strip naked for the doctor?

Selma : Yes. He said I had nothing he hadn't seen before. It's true. We're all made the same.
(00:11:50- 00:12:07)

Dalam adegan ini Lale dan keempat kakaknya dibawa oleh Paman mereka ke rumah sakit. dan saat di dalam rumah sakit, dokter memanggil Sonay, Selma, dan Ace untuk diperiksa. “*What did they do?*” merupakan salah satu bukti kecil dari karakter Lale yang selalu ingin tahu akan hal apapun. Tak hanya sampai di situ, Lale masih melemparkan beberapa pertanyaan lagi kepada Selma. Rasa ingin tahu yang Lale miliki memang paling menonjol jika dibandingkan dengan karakter keempat kakaknya. Setiap kali Lale penasaran, dia selalu mencari tahu sampai rasa penasarannya hilang.

c. Nekat

Di dalam film ini juga Lale digambarkan sebagai sosok yang nekat. Lale nekat melakukan apa saja demi dirinya dan keempat kakaknya. Di dalam rumah, Lale dan keempat kakaknya dikurung dan tidak diperbolehkan ke mana-mana. Namun, karena Lale terlalu berani, ia ditampilkan nekat melakukan apapun juga.



Gambar 3. Lale meludahi minuman tamu.
[Sumber : Film *Mustang* (2015) *timecode* 00:50:51]

Lale : What's going on?

Nur : They've come to ask for Ece's hand.

Lale : Tell them, "You want coffee? Get it yourself!" Then slam the door and go.

Ace : Open this.

Lale : Did they bring it?

Ace : Lale, what are you doing? I'll slap you! Get out! Don't walk on the biscuits! Put that salt down! Be quiet!

Lale : Don't push me.

(00:50:25- 00:51:20)

Dalam adegan ini, Lale nekat meludahi minuman tamu karena Lale tidak terima kakaknya Ace, yang usianya masih sangat muda, akan dilamar oleh lelaki asing yang kakaknya tidak kenal. Kemarahan Lale disebabkan karena penjadohan paksa ini juga sebelumnya telah dialami oleh kedua kakaknya, Sonay dan Selma. Mereka berdua sudah dinikahkan secara paksa oleh nenek dan paman mereka. Kalimat yang Lale katakan kepada Ace “*Tell them, You want coffee? Get it yourself! Then slam the door and go*” menunjukkan betapa kesalnya Lale atas paksaan nikah yang nenek dan paman mereka lakukan terhadap mereka. Hingga Lale nekat untuk meludahi minuman yang akan dihidangkan Ace untuk keluarga lelaki yang melamar Ace.

d. Peduli



Gambar 4. Lale menghampiri Selma yang sedang menangis.
[Sumber : Film *Mustang* (2015) *timecode* 00:44:46]

Lale : What's the matter? If you don't want to marry Osman, run away.

Selma : How?

Lale : Just get in a car and go.

Selma : Where?

Lale : To Istanbul, like everyone.

Selma : It's 1000 km away. And I can't drive. (00:44:46- 00:45:11)

Dalam adegan ini, Lale menghampiri Selma yang sedang menangis setelah acara pernikahan Selma dengan Osman. Sebenarnya Lale sudah memperhatikan Selma saat acara masih berlangsung, Lale melihat Selma menghabiskan semua minuman yang ada di meja. Karakterisasi tokoh Lale yang terakhir adalah Lale memiliki sifat yang peduli kepada kakak-kakaknya. Melihat Selma yang sedang sedih, Lale langsung menghampirinya dan langsung bertanya kepada kakaknya itu “*What's the matter? If you don't want to marry Osman, run away.*” Kalimat tersebut menunjukkan bagaimana pedulinya Lale kepada Selma, Lale memberikan saran kepada kakaknya untuk kabur daripada harus terpaksa menikah dengan lelaki yang tidak kakaknya cintai. Namun, saran tersebut tidak bisa Selma lakukan karena Selma tidak berani untuk kabur, apalagi Selma dan Lale tidak bisa mengemudikan mobil.

Bentuk-bentuk Resistensi Resistensi Tokoh Lale terhadap Dominasi Patriarki

Tokoh Lale ditampilkan menunjukkan sebuah resistensi terhadap dominasi patriarki yang Lale dan keempat kakaknya alami di dalam rumah mereka. Perlawanan tersebut dilakukan untuk melindungi diri dari sebuah penindasan dan ketidakadilan yang dialami mereka. Penulis menemukan bentuk-bentuk perlawanan tokoh Lale dalam film *Mustang*, yaitu resistensi secara mental, verbal, dan tindakan.

1. Resistensi Secara Mental

Resistensi tidak hanya persoalan tentang perlawanan atau pemberontakan, namun resistensi berarti juga tentang ketahanan. Pada tokoh Lale, ia memiliki resistensi atau ketahanan mental yang dia lakukan. Resistensi atau ketahanan mental merupakan cara meningkatkan kemampuan bertahan dengan keadaan tertindas (Setyobroto, 2001, p. 53). Hal ini terlihat dari tokoh Lale yang bisa mengontrol atau mengendalikan emosi saat mengalami ketidakadilan yang dialaminya serta keempat kakaknya. Lale melakukan resistensi secara mental.

Resistensi secara mental ditunjukkan saat Lale dan keempat kakaknya diajarkan untuk melakukan pekerjaan rumah seperti memasak, menjahit, membersihkan rumah, dan pekerjaan dapur lainnya. Lale merasa rumah mereka sudah seperti tempat produksi istri dan ibu rumah tangga yang dimana mereka hanya diperbolehkan belajar untuk melakukan pekerjaan-pekerjaan rumah. Lale sebagai anak bungsu yang seharusnya masih dalam usia menikmati masa kecilnya, namun sudah harus diajarkan pekerjaan seperti ibu rumah tangga. Hal ini yang kemudian digambarkan membentuk ketahanan mental Lale dengan kecakapannya mengontrol emosi, akal sehat, dan sikapnya dengan tetap mencoba untuk mengikuti aturan-aturan dalam rumah mereka.

Selanjutnya, resistensi atau ketahanan yang Lale lakukan yaitu, pada saat makan bersama paman dan kakaknya Ace dan Nur, saat itu Ace melakukan hal lucu sehingga Lale dan Nur tertawa, paman yang mendengar suara tertawa mereka langsung marah dan membentak Ace untuk meninggalkan meja makan. Reaksi Lale pada saat itu emosi dan dia menunjukkan ketahanan mentalnya melalui ekspresi atau raut mukanya yang tetap terkendali dan tidak menunjukkan ekspresi terintimidasi atau tertindas. Hal ini sangat berbeda dengan respon kakak-kakaknya yang lain yang akan menunjukkan ekspresi dan sikap tertindas dan terintimidasi setiap kali nenek dan paman mereka menegur atau memarahi mereka dengan alasan apapun.

2. Resistensi Secara Verbal

Tokoh Lale menunjukkan resistensinya melalui verbal atau perkataannya. Resistensi verbal merupakan perlawanan tokoh Lale untuk menentang aturan yang Lale dan keempat kakaknya alami melalui perkataannya secara langsung. Saat Lale merasa tertekan dan tidak

terima atas apa yang mereka harus alami dengan aturan-aturan di dalam rumah mereka yang semakin hari selalu bertambah.

Grandma : *Go and put some clothes on!*

Lale : *It's only us here.*

Grandma : *What if your uncles saw you?*

Lale : *They're out. Let me breathe!*

(00:21:55- 00:22:03)

Dialog di atas menunjukkan bagaimana perkataan Lale yang menentang neneknya. Cara berpakaian mereka selalu diatur, sehingga mereka tidak bisa bebas menggunakan pakaian yang mereka ingin kenakan. Dalam dialog tersebut, nenek menegur Lale yang sedang mengenakan pakaian terbuka, namun Lale menjawab neneknya dengan kalimat “*They're out. Let me breathe!*”. Respon Lale kepada neneknya memiliki maksud bahwa Lale ingin bebas untuk mengenakan pakaian yang dia inginkan dan menjadi dirinya sendiri, apalagi ketika kondisinya saat itu Lale sedang kelelahan. Protes yang disampaikan Lale kepada neneknya menunjukkan keberanian tokoh Lale dalam menyuarakan pendapatnya kepada orang lain, termasuk juga orang yang lebih tua darinya.

3. Resistensi Secara Tindakan

Penulis menemukan adanya resistensi secara tindakan pada tokoh Lale yang ia lakukan untuk bisa keluar dari dominasi patriarki yang dia alami. Lale langsung menunjukkan resistensinya melalui tindakan di saat-saat tertentu agar perlahan bisa terlepas dari aturan-aturan yang nenek dan paman mereka berikan.



Gambar 5. Lale menggunakan pakaian dalam.
[Sumber : Film *Mustang* (2015) *timecode* 00:21:52]

Gambar di atas menunjukkan bagaimana tindakan Lale yang melakukan pemberontakan atau perlawanan. Saat itu, nenek mereka mengharuskan Lale dan keempat kakaknya untuk berpakaian yang sangat tertutup, padahal mereka hanya beraktivitas di dalam rumah saja. Namun, mereka sangat muak dengan aturan pakaian tersebut, terlebih lagi bagi Lale. Lale sengaja menggunakan pakaian dalam milik Sonay sambil menari-nari di dalam rumah. Lale menunjukkan perlawanannya terhadap aturan pakaian yang dibuat oleh nenek. Padahal dengan menggunakan pakaian seperti biasa di dalam rumah tidak akan mempengaruhi apa-apa, namun nenek tetap saja memiliki pikiran bahwa sebagai perempuan harus menutup semua badan dengan pakaian yang sangat tertutup. Tindakan Lale tersebut mendapat teguran yang keras dari neneknya. Walaupun sudah ditegur oleh nenek, Lale tetap menggunakan pakaian dalam tersebut sambil terus menari-nari. Respon Lale yang tidak menghiraukan teguran keras neneknya dan sebaliknya masih tetap memakai pakaian dalam tersebut sambil menari-nari menunjukkan pemberontakan Lale pada batasan-batasan dari sistem patriarki yang diterapkan di keluarganya.

Puncak dari tindakan resistensi Lale juga digambarkan melalui tindakan Lale yang merencanakan melarikan diri dari rumah neneknya secara diam-diam. Lale mengajak Ace untuk kabur dari rumah untuk memulai sebuah kehidupan baru yang lebih bebas dan menghargai hak mereka selayaknya seseorang yang memiliki kebebasan untuk memilih apapun yang ingin dia pilih di dalam hidupnya. Lale pada akhirnya digambarkan melarikan diri ke Istanbul, tempat guru kesayangannya.

Latar Belakang Resistensi Tokoh Lale terhadap Dominasi Patriarki

Dalam penelitian ini, penulis mendapatkan adanya latar belakang tokoh Lale dalam menunjukkan resistensinya terhadap dominasi patriarki. Penulis menemukan bahwa latar belakang resistensi pada tokoh Lale terjadi karena 3 faktor yaitu adanya karakterisasi bulat yang Lale miliki, rasa kehilangan yang mendalam dari orang terkasih dan kesepian yang dialami oleh tokoh Lale.

Karakterisasi bulat yang Lale miliki untuk bisa melakukan resistensi terhadap dominasi patriarki yaitu berani, ingin tahu, nekat dan peduli, sehingga Lale bisa menunjukkan resistensinya. Lale merupakan anak paling bungsu, namun memiliki keberanian yang lebih kuat dibandingkan dengan keempat kakaknya. Adanya karakterisasi bulat dalam diri Lale semakin membuat dia berani untuk menunjukkan sikapnya atas apa yang dia pandang benar untuk dilakukan.

Latar belakang lainnya yaitu adanya rasa kehilangan yang Lale alami. Kedua orang tua Lale sudah meninggal sejak Lale masih sangat kecil, sehingga Lale merasakan kehilangan yang mendalam. Lale belum sempat merasakan adanya sosok orang tua dalam hidupnya. Lale juga ditinggalkan oleh guru kesayangannya yang selama ini digambarkan selalu ada untuk Lale dan selalu membantu Lale dalam berbagai kesulitan. Guru Lale di dalam cerita digambarkan pindah ke Istanbul. Selain kehilangan sosok orang tua dan guru kesayangan, tokoh Lale juga digambarkan merasakan kesepian mendalam karena kakak-kakak Lale pun satu persatu meninggalkannya karena dinikahkan paksa oleh nenek dan pamannya. Bahkan kakaknya yang bernama Nur digambarkan bunuh diri karena tidak mau dinikahkan paksa oleh nenek dan paman mereka. Lale sangat merasakan kehilangan bertubi-tubi. Rasa kehilangan yang terjadi terus menerus dalam waktu yang panjang dapat dibaca sebagai alasan pembentukan kemarahan di hati Lale yang kapan saja bisa meledak tidak terduga. Berbagai keterbatasan ruang gerak Lale yang diwajibkan untuk dipatuhi sebagai aturan dari nenek juga digambarkan memberikan rasa kesepian dan kehilangan Lale. Ketiga faktor di atas yang melatarbelakangi tindakan resistensi Lale.

Simpulan

Film *Mustang* (2015) yang disutradarai oleh Deniz Gamze Ergüven merupakan salah satu film yang menarik dan bermuatan isu yang kompleks sekaligus memperlihatkan potret resistensi tokoh perempuan dalam upaya melawan penindasan yang disebabkan oleh dominasi patriarki. Praktik resistensi diwakili dan dilakukan oleh tokoh Lale, anak bungsu dari lima bersaudara perempuan. Nama judul film "*Mustang*" yang merujuk kepada karakter kuda kecil yang lincah dan berani juga dapat diinterpretasikan mewakili tokoh Lale, sang anak bungsu yang berani mengambil sikap atas penindasan yang ia alami. Tokoh Lale digambarkan memiliki karakteristik yang bulat yang memiliki kebulatan karakter yang tak terduga dengan bersifat heroik, dan juga menunjukkan kemampuan untuk beradaptasi dengan keadaan. Tokoh Lale digambarkan memiliki sifat yang berani, memiliki rasa ingin tahu yang tinggi, nekat dan peduli. Bentuk resistensi yang dilakukan tokoh Lale di dalam film mencakup 3 bentuk, yakni resistensi melalui mental, verbal, dan tindakan. Lale bisa menunjukkan eksistensinya dengan bertahap dimulai dari resistensi mental yang membuat Lale bisa mengendalikan emosi dan bisa

bertahan dengan keadaan yang mengancam, dia juga berani untuk menunjukkan resistensinya melalui perkataan saat dia ingin merasakan bebas tanpa aturan atau tekanan, dan Lale juga menunjukkan resistensinya melalui tindakan untuk bisa keluar dan bebas dari dominasi patriarki yang dialami Lale dan keempat kakaknya. Hasil dari analisis terhadap film ini juga memperlihatkan bahwa adanya beberapa kemungkinan alasan yang melatarbelakangi tindakan resistensi yang dilakukan tokoh Lale antara lain, karakterisasi bulat yang Lale miliki, rasa kehilangan dan kesepian yang dialami oleh tokoh Lale yang dialaminya secara terus menerus. Penderitaan tersebut memberikan kekuatan kepada Lale untuk dapat bertahan bahkan membela dirinya melalui melakukan resistensi atas ketidakadilan yang dialaminya sebagai bentuk dari sistem patriarki yang mengikat di tengah masyarakat.

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DEPRESSIVE MASOCHISTIC PERSONALITY DISORDER IN *EVERYTHING I NEVER TOLD YOU*

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Article History	Abstract
Submitted date: 2021-11-27 Accepted date: 2021-12-04 Published date: 2021-12-28 Keywords: biracial; depressive masochistic; personality disorder; psychoanalysis; trauma	This study entitled “Depressive Masochistic Personality Disorder in <i>Everything I Never Told You</i> ” aims to identify how depressive masochistic personality disorder issues are depicted in the novel and reveal the main character’s depressive masochistic tendencies. <i>Everything I Never Told You</i> by Celeste Ng (2014) presents the grief of a biracial family facing the death of the missing daughter. Lydia, the second child of James Lee and Marilyn Walker, was found dead drowning in a nearby lake. The girl’s death mystery brings the family’s secrets to the surface, including the depressive masochistic personality disorder she suffered. This study was conducted in the qualitative method by evaluating the narrative elements and interpreting the text with the application of psychoanalysis corresponding to Otto F Kernberg’s theory of personality disorder regarding depressive masochistic personality (1988). The result of this study is that the main character’s depressive masochistic ensues from childhood trauma associated with her background being a biracial child, which has put her in years of intergenerational conflicts and unbearable trauma. The trauma gives rise to her personality disorder marked by the existence of guilty and faulty syndrome. During the struggle, she shows over-conscientiousness, over-dependence of support, love and acceptance from others; also, difficulties expressing anger. The traits influence the main character’s behavior to overcome her distress. The case in the narrative portrays the importance of revealing thoughts communicatively for an individual. It also underscores that behavior speaks values.
	Abstrak
Kata Kunci: ras campuran; masokis depresif; gangguan kepribadian; psikoanalisis; trauma	Gangguan Kepribadian Masokis Depresif dalam <i>Everything I Never Told You</i> Penelitian bertajuk “Depressive Masochistic Personality Disorder in <i>Everything I Never Told You</i> ” bertujuan mengidentifikasi gangguan kepribadian dan motif masokis depresif tokoh utama. Novel <i>Everything I Never Told You</i> karya Celeste Ng (2014) menyajikan kesedihan keluarga ras campuran saat mendapati kenyataan bahwa putri mereka yang hilang ternyata sudah meninggal. Lydia, anak kedua dari James Lee dan Marilyn Walker, ditemukan tewas tenggelam di danau dekat rumah mereka. Misteri kematian putri mereka ini lalu menguak rahasia keluarga ke permukaan, termasuk gangguan kepribadian masokistik depresif yang dideritanya. Penelitian dilakukan menggunakan metode kualitatif dengan mengevaluasi elemen naratif dan menganalisis teks menggunakan teori psikoanalisis yang terkait dengan gangguan kepribadian, berfokus pada gangguan kepribadian masokis depresif dari Otto F. Kernberg (1988). Hasil analisis menunjukkan bahwa gangguan kepribadian masokis depresif tokoh utama muncul dari trauma masa kanak-kanak terkait dengan latar belakangnya sebagai anak dari pernikahan ras campuran, satu kondisi yang menempatkannya dalam konflik panjang antar generasi dan trauma yang tak tertahankan. Trauma tersebut memunculkan gangguan kepribadian ditandai dengan adanya sindrom rasa bersalah. Dalam pergumulannya, tokoh utama menunjukkan sifat-sifat terlalu hati-hati, ketergantungan terhadap dukungan, perhatian, dan penerimaan dari orang lain, serta kesulitan mengekspresikan amarah. Sifat-sifat tersebut mempengaruhi sikap tokoh utama dalam mengatasi kesulitannya. Kasus dalam novel menyatakan betapa

	pentingnya mengungkapkan perasaan bagi setiap individu. Narasi itu juga menggambarkan bahwa setiap perilaku memiliki makna.
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Introduction

As a family grows from individuals who can come from different races along with his/her racial identity, a term interethnic is given to the family whose background is a mixture of two races or more, while biracial goes for the one who comes from two different races. Some studies proposed that biracial individuals tend to have more psychological problems, including perceived stress, anxiety, and depression which come from internal oppression (Tull, Sheu, Butler, & Cornelious, 2005; Tull, et al., 1999 in Chong & Kuo, 2015). Biracial individual, especially the minority one has to straddle age-old racial divides and challenges because the shaping of their perception is contrived by the social environment and social forces around them (Chong & Kuo, 2015) which the closest are the parents and siblings, then goes broader to those with different relationships. Cultural change and acculturation are never easy for biracial people. The condition makes biracial parents become inflexible and try to adhere more strongly to traditional values when those very values are being eroded by mainstream cultural values, particularly concerning matters of personal freedom and individuality (Chung, 2001). As a result, there are clashes between the parents and their children. When conflicts of values happen for a long time, the individual needs to cope with them. Concerning that, their personality is impacted. The issue is interesting to be explored; therefore, this study discusses how biracial depression occurs, impacts and shifts the personality.

Studies suggested that biracial children may hold self-hatred and embarrassment about one parent, usually the minority one (Poston, 1990 in Chong & Kuo, 2015). The painful clashes between parents and their adolescent children called as intergenerational conflict (Chung, 2001) can be resulted from value contrast between individualism and collectivism (Zhou & Bankston, 1998 in Chung, 2001) over degree of autonomy in making important life decision; thus, it can be rooted from the discrimination accepted by the parents whose background is formed minority race. For instance, Asian-American parents' views on racial and ethnic differences; also, their expectation of the schools for helping their children expand healthy racial and ethnic identities are infrequently asked (Adler, 2001). Therefore, the descendant gets more challenging problems regarding themselves. At a point, internal oppression can make the descendant hold hatred and grudge against his/herself and build a depressive personality. In the view of psychoanalysis, a depressive personality links to a person who is contending depression. In the case of all depression is suicidal tendencies and behavior (Kernberg & Yeomans, 2013). The tendency to attribute adverse events to global and other internal conflicts gives rise to depression in an individual. In adolescents, suicidal behavior is commonly caused by emotional states: depression, hopelessness, and anger over family, school, and peer problems (Spirito, et.al, 1989). Many times, it connects to the existence of guilty feelings, which also appear as characteristic of masochism.

Masochism relates to *Sacher-Masoch*, a psychoanalytical study by Lenzer in 1975, which refers controversially to the phenomenon in which sexual pleasure and physical or mental pain are associated (Grossman, 1986). The version is rooted in Krafft Ebing's views on sadism and masochism in *Three Essays* published in 1905 consisting of the triad: erotogenic pain, idealization and gratification of sexual fantasies, and sexual activity; also, the triad became the basic version of masochism, namely erotogenic masochism, moral masochism (sexual bondage) and feminine masochism (Grossman, 1986). However, the term evolved as some psychoanalysts discussed the issue. The discussion grows to some phases. The basic

version changes from sexual pleasure and physical or mental pain into conscious and unconscious fantasies then to pleasure and unpleasant relations. Unpleasure/pain mentioned refers to various values such as excitement (Freud in Grossman, 1986), relief from the tension of excitement (Reich in Grossman, 1986), avoidant of other pain (Eidelberg in Grossman, 1986), different kinds of satisfaction (Horney in Grossman, 1986) or avoidant of real pain (Keiser in Grossman, 1986). The concepts are significant to Sigmund Freud's formula of the Id component: the sexual and the death instinct.

Freud uses the triad and develops it into his theory of psychosexual development stages. He proposed that masochism relates to the oedipal conflict that is raised by the guilt associated with oedipal fantasy. Furthermore, Freud expands the version of masochism regarding the presence of aggression mentioned earlier by Loewenstein and Stoller; also, the usage of superego function mentioned previously by Sandler (Grossman, 1986) and came out with a conclusion, not only caused by the oedipal conflict, traumatic experiences and vicissitudes of aggression may construct guilt syndrome or depression and masochistic personality. Later on, the dimensions of masochism are proposed by Otto F Kernberg regarding the individual's benign to malignant behavior and superego functions (1988).

Kernberg defines that depressive masochistic personality disorder shows both well-integrated ego identity and superego, establishing well-differentiated object relations (1988). He states that the condition is connected to masochistic behavior that directly delivers unconscious guilt over oedipal impulses. The disorder can be seen through the dominant types of behavior: traits reflecting excessive superego functions/over-conscientiousness, over-dependence on support, love, and acceptance from others, and difficulties expressing aggression (Kernberg, 1988). Depressive masochistic individual sets an extremely high standard of him/herself and concerns about work performance and responsibility which unconsciously put him/her in suffering condition or exploitation; however, unconsciously, it will end up in his/her sense of being mistreated, demeaned, or humiliated (Kernberg, 1988). The individual has the guilt syndrome for the over-dependency on support, love, and acceptance by others. Frustration hugs the person as he/she fails to meet the need/expectation, and rejection by others or the loss of love triggers his/her depression (Kernberg, 1988). Also, the individual has the faulty syndrome, which shows the incapability of expressing anger adequately; instead, he/she becomes depressed by it. Depression may cause suicidal behavior, usually a result of minor depressive episodes or mild chronic depression extending over many years (Kernberg & Yeoman, 2013).

The condition is widely discussed and can be found in literary works such as novels. One study showing the existence of masochism in a novel is done by Dwiandhesti (2011) from Universitas Sanata Dharma. Her paper, "Masochism as Appeared in Dan Brown's *The Da Vinci Code*", proposes how masochism depicted in a narrative can be examined using historical and psychological approaches. One of the findings is that masochism appears in the characterization of Silas, one of the Opus Dei members, which is caused by guilty, anxious and unloved feelings. Another study, conducted by Larson (1995) from Iowa State University in her retrospective theses and dissertation, "*Marya, A Life*, by Joyce Carol Oates: Masochistic Behavior as a Recovery Strategy of the Abuse Survivor", explains Marya's masochistic behavior as her strategy against her mother, the one abused and neglected her and her brother since they were in their earlier age. Larson used two theories to analyze Marya's masochistic behavior. She collaborated with Benjamin's (1988) view of masochistic behavior patterns, which stated that it is motivated by the psyche's desire to be known, defined, and recognized. Herman's (1992) theory of trauma and recovery mentions that abuse survivors are more likely to seek a mighty, idealized savior to rescue them from themselves. Larson's finding presented that the novel's protagonist develops a masochistic personality caused by the traumatic

incidents in her life and uses it to help herself cope with her distress. The studies mentioned are similar to this one, which discusses masochistic personality and the cause of its occurrence. However, another term is related in this paper, biracial. An instance of a study done regarding biracial and its psychological effect was by Hapsari and Soelistyarini (2015) from Universitas Airlangga, "Negotiating Biracial Identity as the Effect of Double Consciousness in Durrow's *The Girl Who Fell from the Sky*". They used Du Bois' (2006) double consciousness theory to analyze Rachel's biracial identity and its matters. The finding stated that as a biracial, Rachel experiences anxiety as the effect of her double consciousness. The state has put her in a struggling condition whilst living in America and Europe. Their research is similar to this one as both discuss the struggles of a biracial individual.

Both terms, biracial and masochistic personality, can be found in narratives in Celeste Ng's *Everything I Never Told You* (2014). The novel that is written alternately between past and present portrays the grief of a biracial family for losing its family member and the depression of a biracial child. It tells the struggles of Lydia Elizabeth Lee, first daughter to James P. Lee, a Chinese professor who works as a lecturer in a university, and Marilyn Walker, James' wife, who is an American. Lydia is described to have experienced a depressive masochistic personality disorder. All are rooted in the fact that she is biracial, whose father comes from a minority race. Lydia's battle against the disorder flows to the surface after she is found drowned in the lake near their house after days of searching. The condition she suffered can be abstracted from her thoughts and behaviors found in the narrative. Therefore, this study aims to identify how depressive masochistic personality disorder issues are depicted in the novel and reveal the motive of the main character's depressive masochistic tendencies. The depressive masochistic personality disorder is explained in the discussion.

Methodology

The data for this study are all gathered from Clara Ng's novel, *Everything I Never Told You* (2014). The traumatic events related to the main character's biracial identity, the impacts, and how she faces them were marked, observed, and evaluated using Kenberg's (1988) psychoanalytic theory regarding depressive masochistic personality disorder. The discussion is a literature review by assessing the narrative elements relied on the interpretation of the texts (Creswell, 2014). Psychological approaches were also used to support the analysis.

Finding and Discussion

The problem of the family flows to the surface as Lydia is found drowned in the lake after days of searching. The cause of the drowning reveals the psychological problem faced by Lydia.

"Like everything; with mothers and fathers. Because of Lydia's mother and father, because of her mother's and father's mothers and fathers. Because long ago, her mother had gone missing, and her mother had brought her home. Because more than anything, her mother had wanted to stand out; because more than anything, her father had wanted to blend in. Because those things had been impossible." (Ng, 2014, p.27)

It can be abstracted from the passage that the major cause of the drowning comes from years of depression she faces connected to intergenerational conflict; the conflict she has with her mother and father who also once hold a conflict over their parents. The sentence *her mother had gone missing, and her mother had brought her home* marks the event that is powerful in influencing Lydia's thought and behavior. The phrase *because more than anything* implies Marilyn's and James' psychological problem because they have to overcome the

things that had been impossible. The conflict stays in between her parents and makes her mother, Marilyn, leave the family once when Lydia was young which hurts her so deep and later on gives rise to the disorder.

Marilyn at one point in her marriage to James has come to the event where she could no longer face the fact that being in the marriage and parenting world is her passion (Ng, 2014). She had unfulfilled dreams to catch that has made her leave the family for months until finally James finds her checking on her pregnancy in a hospital and takes her home. From the moment she promised herself, “[she] would not be like her own mother, shunting her daughter toward husband and house... She would help Lydia do everything she was capable of ... To encourage her, for the rest of her life, to do more than her mother had” (Ng, 2014, pp. 122-123). The passage implies that Marilyn is so disappointed about her mother and everything she had made her into. It shows that she has been in subjection of her mother’s will. It implies that Marilyn is tied to her mother’s thoughts and sayings “[i]t would bother Marilyn, for the rest of her life, that her mother had been right” (Ng, 2014, p. 30). She tries so hard following her mother’s words and finds that she loses herself in it; therefore, she does not want to do the same to her daughter.

Her leaving has done a great change in Lydia for she experienced the emptiness. Lydia needs her mother, but she left without saying words. The event has hit Lydia very hard and given her the fact that she is completely alone because she has no real friends (Ng, 2014) so family is all she got, therefore when her mother left, it says she has got nothing in life. Despite that, not knowing her reason has made Lydia feel guilty. “They’d done something wrong, she and Nath; they’d made her angry somehow. They hadn’t been what she wanted. If her mother ever came home ... [s]he would do everything her mother told her. Everything her mother wanted” (Ng, 2014, p. 114). The sentence, *they hadn’t been what she wanted* implies the thought that crossed Lydia’s mind as the reason her mother left the house. This thought puts her in suffering being exploited by her mother for her unconscious desires. The event has made Lydia say *yes, yes, yes* to all Marilyn’s words.

Marilyn’s dreams have made her change Lydia’s way of thought and behavior because she is so afraid of losing her mother again. Whilst Lydia thinks the best thing to keep her mother is by following her will, Marilyn thought she is helping Lydia for she never says no. It is seen in the passage “[a]ll her life she had heard her mother’s heart drumming one beat: **doctor, doctor, doctor.** She wanted this so much, Lydia knew, that she no longer needed to say it. It was always there. Lydia could not imagine another future, another life” (Ng, 2014, p. 136). The passage also tells that Lydia does not have a life of her own because she thinks her life is making her mother’s a better one. Her mother’s thoughts and her words have really taken her life. It is implied in the word *desperate* in the passage “[e]ach afternoon she rushed home, desperate to see her mother’s face, to make her mother smile” (Ng, 2014, p. 138). The word *desperate* shows that actually Lydia is suffering, she holds a conflict within herself doing so, for she thinks that is the best way to keep both her mother and the family united. She is depressed.

For Lydia, missing the figure of a mother has built the conscientiousness about her responsibility to hold the family together. The event drags her to sharpen the superego functions, raises the empathy for each of the family members and builds stronger need of love from them. It connects to depressive masochistic personality which is connected to the superego functions that show tendencies to be very serious, concerned about work performance and responsibility (Kernberg, 1988). Lydia’s depression can also be seen from the narrative “she had been afraid so long, she had forgotten what it was like not to be –afraid that, one day, her mother would disappear again, that her father would crumble, that their family would collapse once more” (Ng, 2014, p. 222). This passage shows the core of her

behavior of living a fake life. Lydia has made her life look wonderful in front of her family just to make them happy, to keep them united for she is so afraid they will collapse. Lydia pretends as if she had many friends by making fake calls in front of her parents, and they do not know the truth until her funeral (Ng, 2014). She had a miserable life that was only seen by her one and only brother Nath. Therefore, losing him has become her biggest fear, “[a]nd after a while, the biggest fear of all: of losing Nath, the only one who understood the strange and brittle balance in their family. Who knew all that had happened. Who had always kept her afloat” (Ng, 2014, p. 223). Nath has become her only guardian angel as she struggles over the depression she is struggling with. That is why she cannot bear to lose him when he is accepted by Harvard. She will have no one to hear all the things she does not say.

The words that are never said but meaningful, like the words which are written by Marilyn’s mother in her recipe book. The words that take control of both Marilyn and Lydia, “[a]nd there, on one page: alone drawn down the side. She sounded out the words. What mother doesn’t love to cook with her little girl? Beneath that: And what little girl doesn’t love learning with mom?” (Ng, 2014, p. 114). The words written tell the mother's will that is left unsaid and raises a different perspective on the children that finally takes their freedom. Marilyn has been told to manage herself being a good wife for all her life because her mother failed and got left by her husband, but she has dreamed of being a doctor. When she read the words, she felt guilty. It is the same with Lydia, when she read the words, she put herself under the thought that she must learn and learn, to not disappoint her mother. She lets her mother push her to the limit.

Lydia can manage the learning until it is too hard and she cannot handle the failing. She failed many times and to her standard is wrong, because failing does not make her mother happy. She feels bad and it is worsened by the fact Nath is accepted in Harvard and both her parents feel proud of him. They shower him with attention once hers. She feels terrible so she confronts her mother since she hides the letter receives for Nath from the university. The fear of losing him even harder, but when he pushes her out by the call and asks her to spill all her things to Jack, Nath’s school mate which he is against, she gets angry and feels disappointed. Then she joins Jack and his bad habit to get Nath’s attention back and deliver her anger. Jack has been teaching her to drive and being the other person who would listen to her, that she finally has a different feeling towards his attention and sweet behavior. At a point of her anger toward Nath, she decided to give herself to Jack for she thinks Jack would take it. However, to her surprise Jack refused the offer for a shocking fact that actually he has kept feelings for her brother, Nath. The rejection done by Jack hurts her pride, hence her sexual desires. Lydia feels depressed even more.

In addition, at her sixteenth birthday, the family has prepared a special day for her along with a special gift, differ from the usual. She has got books as her birthday gift for years, but that day she receives a gold necklace from her father and he will take her to take a test for a driving license after school hours. She feels wonderful until she sees a Chinese woman sitting next to his father in the car while he is picking her up. Not only that, to her conscience she is aware that the woman and her father have something special by their behavior in the car. She knows his father has been facing years of problems with her mom and the society regarding their racial values. The values she is finally affected too, the one that makes her biracial and need to struggle in the society. The thought of her father cheating on her mother triggers her anger, and to reflect the disappointment she deliberately failed the driving test.

The events have taken her to an event where she felt free. An event with Nath at the lake, “[w]hen his palms hit her shoulders, when the water closed over her head, Lydia had felt relief so great she had sighed in a deep choking lungful. She had staggered so readily, fell so eagerly, that she and Nath knew: that she felt it, too, this pull she now exerted, and didn’t want

it. That the weight of everything tilting toward her was too much” (Ng, 2014, p. 128). This passage refers to Nath’s act when he was trying to make Lydia drown for he was so angry and jealous of all the attention their parents have on Lydia. He felt neglected because Lydia has always become their favorite child. The passage implies at the time Nath finds out that actually Lydia is suffering for not having a real life and she has struggled but she cannot do it again because it is too painful.

The thought made Nath save Lydia, “It would always feel too big. He pushed her in. And then he pulled her out. All her life, Lydia would remember one thing. All his life, Nath would remember another” (Ng, 2014, p. 129). The word *all her life* means as it leaves a message to Nath that if he loses her, he will have to struggle alone, it leaves a thought in Lydia’s mind that she can have her freedom by drowning herself in the lake. It can also be taken from the line, “[s]he knew at last where everything had gone wrong. And she knew where she had to go” (Ng, 2014, p. 221). This is finally what takes Lydia’s life. She drowns herself for her freedom, from all the depression. Lydia keeps guilt and anger as faulty feelings; she is unable to show it accordingly. She transfers the aggression to suicidal thoughts after years of depression. She is also vulnerable to being rejected and disappointed by others that she acts opposite her normal behavior or thought to get others’ sympathy and love. It is all connected to the behavior of depressive masochistic personality explained by Kernberg (1988).

Conclusion

Lydia’s depressive masochistic personality disorder has put her in years of depression, which becomes significant depression and finally takes her life. The struggles described in the novel as one rooted in intergenerational conflict and clashes of values of the races. Poor communication has misinterpreted each individual’s thoughts and behavior. The lack of good communication, as mentioned in the title, *Everything I Never Told You*, portrays that expressing and revealing thought communicatively is very important for an individual. It also underscores that behavior speaks values.

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THE PORTRAYAL OF MULTICULTURALISM IN FILM *THE FAST AND THE FURIOUS: TOKYO DRIFT*

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Article History	Abstract
Submitted date: 2021-11-27 Accepted date: 2021-12-04 Published date: 2021-12-28	This research aims to analyze the portrayal of multiculturalism acted by Sean Boswell as the main character depicted in <i>The Fast and The Furious: Tokyo Drift</i> . It will focus on analyzing the main character's attitude and behaviors in this film regarding multiculturalism regardless of his struggle being treated as <i>the other</i> . The findings will be analyzed using a qualitative descriptive methodology and three sub-values of multiculturalism proposed by Lawrence Blum for the theory. The results of this research show that despite the struggle Sean had to encounter, he remains to be portraying the three sub-values of multiculturalism; affirming other's culture, has a willingness or desire to understand their culture, and is pleased and delighted to be part of that culture.
Keywords: film; multiculturalism; Blum	
	Abstrak
Kata Kunci: film; multikulturalisme; Blum	Penelitian ini bertujuan untuk menganalisis penggambaran multikulturalisme diperankan oleh Sean Boswell yang tergambar dalam film <i>The Fast and Furious; Tokyo Drift</i> . Penelitian ini akan berfokus kepada analisis sikap dan perilaku pemeran utama dalam film ini terhadap multikulturalisme terlepas dari perjuangannya yang diperlakukan seperti <i>yang lain</i> . Hasil temuan akan dianalisis dengan menggunakan metodologi deskriptif kualitatif dan tiga teori sub-nilai multikulturalisme yang dikemukakan oleh Lawrence Blum. Hasil yang ditemukan pada penelitian ini menunjukkan sekalipun adanya perjuangan yang harus Sean jumpai, dia tetap menggambarkan tiga sub-nilai multikulturalisme; mendukung budaya kelompok lainnya, adanya kesediaan atau keinginan untuk mengerti budaya pihak lain dan dengan senang dan sukacita menjadi bagian dari kultur tersebut.

Introduction

Literature holds an important role for the development of many different fields of study. All types of literature have been utilized as the account for the different matters and reasons. One of the types used recently is film. The film is stated by Montgomery, Durant, Fabb, Furniss, & Mills that is one of two dominant forms of fictional narratives at the beginning of the twenty-first century aside from novel and short story (2007, p. 295). However, film and literature in fact have distinctive characteristics in their nature. The film narrates its story through images joined with sounds, whereas short stories or novels are presented by words and with their style of writing. With these distinctive characteristics, Caixia (2013, p.87) claims that "the story presented by the film is much easier to be understood than that told by the novel, especially when certain cultural factors are involved."

The film, besides being a medium for entertainment, does raise different issues with different deliveries. The issues such as culture, human rights, political issues, even religious issues are a few examples depicted through visual images in the film. By delivering such issues, the film is chosen, for some respective reasonings, as the source of both visual and verbal literacy. The film, thus, is chosen as the source for this study.

The Fast and The Furious: Tokyo Drift is a 2006 film directed by Justin Lin and part of *The Fast and The Furious* film franchise. This film, *Tokyo Drift*, is a drift racing, thriller film that is set in Tokyo, Japan. The story itself is about a young teenager, Sean Boswell, who moves to Tokyo and lives with his father due to his avoidance of imprisonment in his then state, USA. Whilst in the midst of questioning himself as a person, he then gets involved with the world of racing from which he learns that he is, somewhat, now living as *the other* in Tokyo. Of all kinds of struggles he has in this movie, discrimination, and racism, he however has shown his acceptance towards a new living culture he lives in. Despite the fact of discrimination and racism are shown in this film, there are a few exemplars that could be taken as characteristics of *multiculturalism*.

Multiculturalism is defined by Blum not only valuing the others' cultures, but also willing to treasure different cultures as part of cultural diversity (1992, p. 8). Taylor, likewise, states that multiculturalism, in a generic term, is policies in which combined with three goals; recognizing diversity, fostering integration and producing/maintaining equality (2012, p. 415). Multiculturalism, in short, is not merely a policy and/or a demand for recognition of one's culture, race, and religion, but also a way of responding to the cultural diversity itself.

The other part in the film that is found interesting is that, while in some films there is a depiction of the issue multiculturalism from the viewpoint of minority groups, for instance, African-American groups of people in the narrative of white people film, or Muslims who struggle living in Europe, in *Tokyo Drift*, it features from the point of view of white American. In this sense, the white, American, and man, who has been known to us with all its intricacies in mind, inherits the socially constructed ideology of white supremacy. In other words, this film is seen through the eye of the white skin of an American boy. As to that, this study tries to answer questions related to issues that Sean, a white American boy, who is in the film becoming *the minority* living in Tokyo, was through any kinds of verbal discrimination and racism. This research, therefore, intends to show these kinds of struggles white American, Sean, has encountered and describes how multiculturalism is portrayed through his acting in this film as a value of learning.

Methodology

There is a previous study that uses the same film as the source for their papers. In 2014 an article entitled, *The Translation of Taboo Words into Indonesian in The Fast & Furious Tokyo Drift and Fast Five Movies*, is written by Ni Made Windri Shanti discussing the taboo words uttered in these two movies and analyzing them by using the translation theory of Mildred Larson and theories of taboo words proposed by Timothy Jay. The findings of this paper show that taboo words found in the movies could be translated denotatively and lexically (2014, p. 5).

There have been found several articles as well discussing the issue of multiculturalism with similar mediums (Maheendran, 2017; Hartanti, 2018). Both of these articles explore multiculturalism with different approaches and methodologies. Maheendran (2017) analyzes the portrayal of multiculturalism in the film *Ola Bola* and the success behind the movie that uses content analysis methodology accompanied with the theory of Structuralist Film Theory on writing the analysis. Whilst Hartanti (2018) focuses her research on finding a representation of accommodative multicultural life by utilizing Semiotics theory from Roland Barthes in the Indonesian movie, *Cek Toko Sebelah*.

This study tries to show another possible view point to be analyzed. Through the leading character and his background in this film, it is a struggle as well for an American boy to live in Japan, but yet he depicts such values of multiculturalism despite any kinds of verbal discrimination and racism he faces. Given these three different articles as additional sources for

reading, the writer of this research tries to analyze the film, *Tokyo Drift*, by using the theory proposed by Blum, stated beforehand, and uses a qualitative descriptive for the methodology. There are three steps taken on investigating this research. First, the writer watches the film for couple times and inscribes scenes primarily showing the issues of discrimination, racism Sean faces, and the portrayal of multiculturalism done by Sean himself. Second, the writer analyzes thoroughly the scenes based on the category made by utilizing the theory of sub-values of multiculturalism proposed by Blum. The last is presenting the analysis along with pictures and scripts of the scenes in this paper.

The Struggle of Sean Boswell

Sean Boswell, an 18 years old young man and also the main lead of this film, faces discrimination and racism like other groups of minorities depicted in the motion-picture industry. Sean finds himself as the minority who is now involved in the affairs of being verbally discriminated against by Japanese characters in this film. These events occur when he joins his new friend, African-American, named Twinkie in the drifting arena for the first time. For a while, Sean and Twinkie have their time in the arena enjoying what most drifters do until Sean talks to a fellow school girl who happens to be a drifter as well. The following is pictures of the scene taken and the script.



Figure SEQ Figure * ARABIC 1

[Source: <https://195.2.81.61/movie/the-fast-and-the-furious-tokyo-drift-2006/>]

D.K : [Speaking Japanese]

Sean : I'm sorry, I don't speak Japanese

D.K : Understand that? *Gaijin*? (Performed 00:24:28-00:24:42)

Figure 1 is the first example of discrimination Sean faced. This occurs during his conversation with his schoolfellow, the girl, named Neela. Neela's boyfriend, a Japanese man known as D.K, interrupts their conversations. D.K shows his resistance towards Sean by calling him *gaijin*. *Gaijin* is a Japanese word with its literal definition as "the foreigner; outsider", but this word is commonly used by Japanese people to describe the non-Asian ethnicities, especially white and African-American people that is found somewhat as an offensive choice of word.

The scene continues where Sean has not only been verbally discriminated against by D.K, but also by his school friend, Neela. As in the following picture and script

Neela : Takashi [talking to D.K]

Sean : We were just talking.

Neela : This isn't your scene.

Sean : The word you called me, *gaijin* or something or other, what does that mean exactly?

D.K : *Mean, turn around, keep walking.* (Performed: 00:24:42-00:25:00)

Besides having been called *gaijin*, Sean is also told to leave the arena by Neela. As is shown in figure 2, Neela shows rejection towards Sean who comes to the arena by the invitation of Twinkie. Instead of leaving the scene, Sean keeps arguing why he is *gaijin* and refuses to leave. In other words, Sean has been verbally discriminated against and treated as the outsider. Apart from these verbal discriminations, it is shown as well through the look both Neela and D.K give to Sean during that dialogue. Although the look Neela serves is more to prevent the precaution it could get, D.K on the other hand serves a contemptuous look along with a derisive smirk to him. Until this point, Sean refuses to desert that situation due to what he believes in the racing community. Furthermore, as to what Sean believes that the world of racing is for everyone and its inclusivity, yet in the actuality world of racing in Japan, it has been exclusive for some people like him.

The Portrayal of Multiculturalism

According to Song (2020), “the term “multicultural” is often used as a descriptive term to characterize the fact of diversity in a society, but in what follows, the focus is on multiculturalism as a normative ideal..”. This could mean as well, as the normative term, multiculturalism rejects the idea of *melting pot* and seeks for equality itself.

Blum (1992) likewise proposes three sub-values of multiculturalism which are; affirming one’s own cultural identity, respecting and desiring to understand cultures other than one’s own, and valuing and taking delight in cultural diversity itself. By understanding these three sub-values, there have been a few examples represented by Sean.

The first of three sub-values stated by Blum (1992) is the affirmation of another's cultural identity by learning theirs’ cultural heritage (p.8). Figure 3 shows Sean attending his first day of school a bit late. Sean, who had not yet understood Japanese in this scene, has to deal with his teacher first due to the language barrier he had. During his aim of understanding the teacher’s saying, the teacher, on her bowing salutation, finds out that Sean has not yet worn the traditional slippers, *Uwabaki*. The following presented both the picture and its script.





Figure SEQ Figure * ARABIC 3

[Source: <https://195.2.81.61/movie/the-fast-and-the-furious-tokyo-drift-2006/>]



Figure SEQ Figure * ARABIC 4

[Source: <https://195.2.81.61/movie/the-fast-and-the-furious-tokyo-drift-2006/>]

- The Teacher* : (Speaking Japanese)
Sean : Wrong Train [handing a paper]
The Teacher : Huh?
Sean : I'm new here,
The Teacher : (Speaking Japanese) Boswell.
Sean : Boswell, yes, Ma'am.
The Teacher : (Bowing) ... (Speaking Japanese) Uwabaki!
Sean : Uwabaki? Uwabaki? Uwabaki (**Performed: 00:17:36-00:18:29**)

The traditional Uwabaki, Figure 4, is mandatory slippers in Japanese culture that should be worn only inside of houses, schools and other public buildings. Although Sean gives no response but nodding along in the scene where the teacher tries to explain Uwabaki in the Japanese language, it is shown in Figure 4 that Sean wears those slippers eventually. This can be an indicator that Sean aims to acknowledge Japanese heritage by knowingly wearing those slippers. It can be put simply that Sean has demonstrated his affirmation of learning Japanese culture.

The second sub-values proposed by Blum (1992) is respecting and desiring to understand cultures other than one's own (p.8). This can be seen near the end of the film where the story gets more twisted. Sean now has to deal with the situation where he is being chased by D.K, who is part of the Yakuza or Japanese mafia. The reason behind the chasing was due to the theft caused by, at this point, Sean's friend, Han. During the car chasing, Sean has to witness Han getting killed while trying to protect him from D.K. Yet, Sean and three other friends of his manage to survive and hide for a while. Knowing that he has repeated the worst

mistake since the last one in the USA, he then starts to think to end the situation. In the following are pictures and script presented.

Twinkie : *You all right, man? We're leaving town. Look, I know some people*
 Sean : *I can't do it, Twink/*
 Twinkie : *Look, D.K wants your head. All right? And the trouble you just made for Kamata? You're done here, bro.*
 Sean : *Maybe I should talk to Kamata.*
 Twinkie : *What?!*
 Sean : *D.K answers to him (Performed: 01:18:58-01:19:26)*

In figure 5, Twinkie, suggests that Sean must move to another city since the area he has been living in is territorial of D.K's uncle, Kamata. Kamata is known as the chief of the Yakuza. Since Sean and D.K have caused several problems in Kamata's territory, at this moment, Sean is no longer in a position to escape anymore. In this scene could be seen that Sean then thinks this ought to be ended. He thus plans to talk to Kamata himself. On his way to Kamata's club, he has prepared himself a few Japanese sentences to speak to Kamata for his purpose of coming. He then proceeds on explaining the motive of his visit. It is explained that his visit has two reasons which are first to give back Kamata's money which was stolen and to ask Kamata's permission to end the issue he has with D.K. As for that idea, Sean proposes to be having the last race at once to which Kamata agrees. This is presented in the following picture and script.



Sean : *(Speaking Japanese to the bodyguard) <I'd like to see Mr. Kamata, Please>*
 D.K : *You came to the wrong place.*
 Sean : *I didn't come here to see you.*

Kamata : <Takashi! Who's your friend?> (*Speaking Japanese*)
D.K : <Nobody> (*Speaking Japanese*) <I can handle this>
Sean : (*Speaking Japanese*) <I have something which belongs to you, Sir>
(Performed: 01:21:03-01:22:05)

Through these two pictures along with the script provided, Sean once again has given another example. He is willing to learn to respect Japanese culture, in this sense is towards elderly, by trying to speak in their language and also a desire to understand how one's culture is done in certain ways apart from his own culture.

The third sub-values Blum (1992) proposes is valuing and taking delight in cultural diversity itself (p.8). This means that besides having learnt one's cultural heritage and having a desire to understand one's culture other than his and respect it, he is now fully aware of the satisfaction one's culture gives to him. In this case, Sean is gratified by the car racing in Japan. It has been known throughout the generations in Japan about *drifting*. Drifting has been part of Japanese culture since the 1980s. As to the title of this film, Sean gets himself to learn how to drift as a Japanese. The following picture is the first time Sean decides to learn drifting. It takes sometimes for him to eventually master it, but at the end of the film, Sean has proved himself to be known as a drifter as well. To simply put, Sean has been delighted to be part of this drifting culture in Japan.



Conclusion

Sean's struggles at first could be taken as examples that discrimination and racism are not only involving the minority groups of people but also including the majority groups as well. This means this issue certainly occurs in different kinds of society despite the race and ethnicity of someone. Yet, through the performance of Sean in this film, it is understood that, regardless of his struggle, to understand the value of multiculturalism, someone has to be fully aware of the diversity in society first. In Sean's action, his body language and the attitude done in this film, Sean is representing the three sub-values of multiculturalism; affirming other's culture, having a willingness or desire to understand their culture, and being pleased and delighted to be part of that culture.

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SELECTING METAPHORS ABOUT NATURE IN SELECTED POEMS: STUDENTS POINT OF VIEW

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Article History	Abstract
<p>Submitted date: 2021-11-27 Accepted date: 2021-12-04 Published date: 2021-12-28</p> <hr/> <p>Keywords: literature learning; poem analysis, metaphors, poetry about nature</p>	<p>Metaphors are commonly used in literary work especially poetry, to beautify language and to deepen the meaning. Poems have a variety of genres and themes, but this study focuses on selected poems about nature from William Wordsworth and William Blake. The aim of this study is to portray metaphors selection and its possible meaning from the perspective of students. So the questions posed in this study are (1) what metaphor the students chose and their reasons in selecting it and (2) what are the possible meanings of that metaphor and its category? The method used in this study is a qualitative descriptive approach. Data were gathered from students by using questionnaires and were analyzed descriptively. The results of the study show that predominantly students choose the metaphors that are easiest for them to recognize. While the results of the analysis of the meanings produced by students, found 4 types of meaning based on Leech's (1981) theory, namely conceptual or denotative meanings, collocative meanings, reflective meanings, and connotative meanings..</p>
<hr/> <p>Kata Kunci: pembelajaran sastra; analisis puisi, metafora, puisi tentang alam</p>	<hr/> <p>Abstrak Judul Artikel dalam Bahasa Indonesia Metafora banyak digunakan dalam karya sastra khususnya puisi, untuk memperindah bahasa dan memperdalam makna. Puisi memiliki genre dan tema yang beragam, namun penelitian ini berfokus pada puisi-puisi pilihan tentang alam dari William Wordsworth dan William Blake. Tujuan dari penelitian ini adalah untuk menggambarkan pemilihan metafora dan kemungkinan maknanya dari perspektif siswa. Jadi pertanyaan yang diajukan dalam penelitian ini adalah (1) metafora apa yang dipilih oleh siswa dan apa alasan pemilihannya dan (2) apa makna dari metafora tersebut? Metode yang digunakan dalam penelitian ini adalah pendekatan deskriptif kualitatif. Data dikumpulkan dari siswa dengan menggunakan angket dan dianalisis secara deskriptif. Hasil penelitian menunjukkan bahwa secara dominan siswa memilih metafora yang paling mudah mereka kenali. Sementara hasil analisa terhadap makna yang dihasilkan siswa, ditemukan 4 jenis makna berdasarkan teori Leech (1981) yaitu makna konseptual atau denotatif, makna kolokatif, makna reflektif, dan makna konotatif.</p>

Introduction

Poetry is one of the well-known literary works. Among other literary works, such as short stories and novels, poetry is known because it is the shortest and most compact literary work, but has a deep meaning. Poetry is also known for other characteristics such as the use of rhythm and various figurative languages. For students majoring in English literature, they have learned that poetry has various types, genres, and histories. In the early history of the development of poetry in England, there was a period in which poetry about nature and romance were the dominant themes of literary work in that period. These periods were named pre-romantic and romantic periods, and were pioneered by William Blake and William Wordsworth. Both were even called the "fathers of nature poetry". The romanticism of this

poem arose at that time because the poets felt bitter to see England, which had begun to move forward by its industrialization, thus forgetting and destroying nature.

Figurative language itself is commonly used in poetry. Figurative language are the words that poets use to make poetry more interesting. Furthermore, figurative language is used by poets to express meaning. By using figurative language, it can make poetry have lots of meaning. The use of figurative language appropriately can grab the reader's attention and emphasize the message that the poet wants to convey. A figurative language is a form of language that the writer or speaker leads to a different meaning from the literal. It also can be a tool to assist the readers in imagining what happens in the poem. According to Beckson and Ganz (2009), "Figurative language is language which makes use of certain devices called figure of speech, most of which are techniques for comparing dissimilar objects, to achieve effects beyond the range of literal language". It generally refers to comparisons, repetitions of the sound, overstatement about something, and description of a human or thing use the other ways. It is all used to convey emotion, illustrate the mental picture, or replace the actual thing. There are several figurative language types such as metaphor, simile, personification, allegory, hyperbole, paradox, and many more.

Many studies have confirmed that teaching English with poetry has a positive effect on increasing language competence. Antika (2016) for example, has confirmed the benefits of using poetry in teaching her EFL classes. Through the results of her assessment, she found that the use of poetry can improve students' competence and promote the use of literary works in the classroom, especially as a substitute for reading comprehension materials. Another study from Utami (2021) involves students in learning English through reading and writing poetry. As a result, poetry can increase sensitivity to language and also students' creativity in using English.

Using poetry to boost language competence may not be too difficult, but it is not so possible with understanding poetry itself. Due to the characteristics mentioned earlier, the use of various figurative languages will slightly slow down students' understanding of the meaning of the poem. Especially for students who have a background in English as a Foreign Language like in Indonesia, learning to understand poetry would be a challenge. For instance, a research by Eliasari (2018) found that from a sample of 50 students who studied poetry, they still had difficulty learning poetry in terms of understanding figurative language, analyzing its elements, finding its meaning, as well as reciting and writing poetry. Other research showed that students prefer analysis in the form of subjective responses to literary works, especially in poetry analysis (Subhan, 2021).

Some experts claim that a successful poetry class may actually depend on using the right approach and method. Kellem (2009) for example offers many variations of approaches that can be used in teaching poetry in English as a foreign language (EFL) setting. Current approaches used are varied starting from the stylistic approach, reader response, transactional theory, or response approach in general. In teaching poetry to students, many teachers have used various techniques and approaches in teaching. In the context of teaching English poetry among EFL students, Alvi and Alvi (2019) through their research at the University of Saudi Arabia in finding that the teacher-centered approach in teaching poetry and teaching poetry only as a source of information is no longer relevant and interesting among students, especially to female students.

Syamsia and Ismail (2021) for example, teach poetry by doing class presentations. A total of 20 fifth semester students majoring in English became their research sample and the results showed that class presentations can strengthen students' understanding of poetry. Dirgeyasa (2017) uses a semiotic approach in teaching his poetry to a sample of 37 students. The results of the assessment showed an increase in the average score of 71 or 11% on poetry

mastery from the previous average score of 60 during the pre-test. Current issues can also be used in teaching poetry. A study by Dewi (2018) uses ecohumanism approach in teaching reading and writing poetry about nature. As a result, students get rational reasons about the importance of nature conservation. Another study by Civeekoğlu and Saka (2018) even use poetry to teach intercultural awareness among their students.

With the explanation above, the research questions are formulated as follows: what metaphor they choose and the reasons for choosing it and what the meaning of the metaphor they choose according to their own analysis is. This research then tries to describe the students' learning process in poetry analysis, especially in terms of recognizing figurative language. This study focuses on how students choose metaphors, what reasons they choose these metaphors, and what meanings may be contained in them. Through this research, it is hoped that teachers will better understand how students think when learning poetry, especially in recognizing metaphorical language. In literary studies, there are many studies of meaning where generally meanings can be categorized into three; explicit, implicit, and ideological meanings. In children's literature, for example, there are two types of meaning, namely explicit meaning and implicit meaning, which are ultimately related to the ideological meaning (McCallum and Stephens, 2011). This ideological meaning is also often used in literary and film studies. From linguistics point of view, Leech (1981) categorized meaning into 7 types, namely conceptual meaning, connotative meaning, affective meaning, social meaning, reflected meaning, collocative meaning and thematic meaning.

Methodology

Design

This research dealt with a qualitative approach in collecting, analyzing, and describing the data. This research used questionnaires as the main techniques in collecting the data. Descombe (2017) explained there are some advantages using survey techniques in collecting data:

1. Empirical data; it produces data based on the observation process.
2. Wide and inclusive coverage; it is able to be implemented on a small and large scale.
3. Costs and time; it promotes low cost and effective time consumption in collecting the data.

Participant

An English class with 25 to 30 students at the English Department, Universitas Pamulang with their ages varied between 18 and 24 are the participants for this study. These are all students of the seventh academic semester, majoring in English Literature. Poetry chosen to be read by participants and filled in the questionnaire were poems entitled *The Echoing Green* by William Blake and *Daffodils* by William Wordsworth. In the questionnaire, the two poems were attached, then students were given three short entries to fill in, namely (1) choosing 3 metaphors from the two poems, (2) writing down the reasons for choosing them, and (3) writing down what their possible meanings might be.

Finding and Discussion

From the questionnaires that have been distributed, 14 students answered the questionnaire. The respondents to the questionnaire were dominated by female students (10 people) while the rest were male students. Of the total data of 40 metaphorical sentences mentioned by the respondents, 24 sentences came from the first poem, entitled *The Echoing Green*, written by William Blake, while the other 16 came from the second poem, *Daffodils*, written by William Wordsworth. The following is a recap of the data findings, which are summarized in the table below:

Table 1 Data Findings

NO	STUDENT	METAPHORS SELECTED	REASONS	POSSIBLE MEANINGS
1	Ainul Jannah	"The sun does rise and make happy the skies" (The Echoing Green)	I have determined the metaphors (why I took those parts) because when I read it, I am sure the sentences is not the real meaning	when sun rise in the sky make all people be happy to response of the day (=conceptual/denotative meaning)
		"The Merry bells ring to welcome the spring" (The Echoing Green)		the bell rings indicating the sun is shining and welcomes a bright day (=conceptual/denotative meaning)
		"The birds of the brush, sing louder around to the bells cheerful" (The Echoing Green)		I thinks the birds welcome the sunny day with cheering (=conceptual/denotative meaning)
2	Desya Dwi	The Sun does arise, And make happy the skies. (The Echoing Green, 1 st -2 nd line)	(No answer)	In that line there is an analogy that the rising sun seems to make the sky happy (=collocative meaning)
		A host, of golden daffodils; Beside the lake, beneath the trees, Fluttering and dancing in the breeze. (Daffodils, the first stanza, 4 th -6 th lines)		the author likens the daffodils to flutter and dance like living things (=collocative meaning)
		The waves beside them danced (Daffodils, 3rd stanza, 1st line)		he likened the waves to dance like humans (=collocative meaning)
3	Araulia Nanda	and make happy the skies (The Echoing Green)	I choose that three metaphors from both the poems because I think that's metaphor can be easily to identify	it means when the sun rise, the sky will be bright (=conceptual/denotative meaning)
		the birds of the bush, sing louder around (The Echoing Green)		it means the birds chirp (=conceptual/denotative meaning)
		I wandered lonely as a cloud (Daffodils)		it means somebody can be lonely like a lump of cloud in the sky (=collocative meaning)
4	Wulan Y.	" Are ready for rest " (The Echoing Green)	(No answer)	Evokes a weariness with life, that one is preparing for the final sleep (=connotative meaning)
		" On the darkening green" (The Echoing Green)		Conjures images of grass covering a grave (=connotative meaning)
5	Lalang Wijaya	Many sisters and brothers, like birds in their nest (The Echoing Green)	there is no strong metaphor used in both poems, the closest thing to metaphor in these two poems are similes which use the word "as/like"	Birds help each other just like family of humans. They also rest and live in a nest they can call home (=collocative meaning)
		I wandered lonely as a cloud (Daffodils)		He sees himself as a cloud which wanders around without direction, having no clear goals whatsoever (=reflective meaning)
		Continuous as the stars shine (Daffodils)		It mean that daffodils have been continuously brightening his life like the stars (=reflective meaning)

6	Intan Apriani	the sun does arise and make happy the skies (The Echoing Green)	This poem spans the length of an entire day on the green, how the entire poem functions as a symbol for human life itself	It suggests happiness and an ideal day (=conceptual/denotative meaning)
		the merry bells ring to welcome the spring (The Echoing Green)		The Spring, like the day, is a metaphor for life's cycle (=collocative meaning)
		To the bell's cheerful sound (The Echoing Green)		Church bells is a metaphor signify praise to God and summon to prayer (=collocative meaning)
7	Erlangga	The sun does descent (The Echoing Green)	I think the metaphor that I chose is implicit about Nature and being a good phrase that makes me interested	the sign that activities of creatures (People, Animal, Plant) will over and it's time to rest (=connotative meaning)
		Fluttering and dancing in the breeze (Daffodils)		Here, some people try to enjoy or continue their activity in cold weather (=conceptual/denotative meaning)
8	Nandita	"Are ready for rest" (The Echoing Green)	The poem, in my opinion, is structured to represent the stages of life	The metaphor connotes a weariness with life, as if one is preparing for death (=connotative meaning)
		"I wandered lonely as a cloud" (Daffodils)		He compares his loneliness with a single cloud (=collocative meaning)
		"They flash upon that inward eye" (Daffodils)		Here "inward eye" represents the sweet memory of daffodils (=reflective meaning)
9	Ahmad Ridho	The sun does arises (The Echoing Green)	The first poem is written by William Blake and show the appreciation of nature in simple terms. Using a nature metaphor such as sun, spring, oak and etc. Shows the theme of life and death	Means that the life is beginning like the sun rises like spread across the sky looks so sparkling (=conceptual/denotative meaning)
		The merry bells ring to welcome the spring (The Echoing Green)		Merry bells refer to the church bells which ring in the morning. The word spring shows the beautiful morning of spring (=conceptual/denotative meaning)
		The birds of the bush, sing louder around (The Echoing Green)		Even the animals sing praise for life in proper balance and close to God (=reflective meaning)
10	Iftah Rindy	To welcome the Spring (The Echoing Green)	I chose the words or phrases from the two poems because they contain metaphors or have related allusions about nature such as the spring, the oak, the echoing green, etc.	Spring here can be interpreted as the start of a new season that is introducing happiness. Spring is the season for the growth of new plants, which of these represent the beginning of life (=connotative meaning)
		On the Echoing Green (The Echoing Green)		echoing green seems to reflect life, such as nature or peaceful and beautiful countryside (=connotative meaning)
		They flash upon that inward eye (Daffodils)		the eyes and the memory represents the beautiful memories of meeting daffodils (=reflective meaning)
11	Dellia Paramita	The sun does arise (The Echoing Green, paragraph 1 line 1)	The reason I chose the metaphor from both poems because the	In my opinion, William Blake is trying to compare the sun as a human being and the meaning of "arise" itself is born (=collocative meaning)

		Continue as the stars that shine (Daffodils, paragraph 2 line 1)	Three sentences use words or groups of words not with the Real meaning, but as an image based on similarities or comparisons.	William Wordsworth compares Daffodils to the beauty of the stars in the sky because at that time Daffodils are blooming everywhere (= <i>collocative meaning</i>)
		twinkle on the milky way (Daffodils, paragraph 2 line 2)		the writer compares the beautiful view of the Daffodils flowers as stars scattered in the sky (= <i>collocative meaning</i>)
12	Puji Lestari	And make happy the skies (The Echoing Green)	The reason for choosing the three metaphors above is because the sentence has an implicit language style according to the metaphors, and of course it contains natural elements	The word "happy" is interpreted as a clear sky so that it gives positive vibes for people (= <i>connotative meaning</i>)
		The sun does descend (The Echoing Green)		"Descend" here refers to the word sunset, so it means that the sun has set and does not show its light again for that day (= <i>conceptual/denotative meaning</i>)
		The waves beside them danced (Daffodils)		"Dance" here is defined as waves that move in rhythm like dancing people (= <i>conceptual/denotative meaning</i>)
13	Orbit A	On the darkening Green (The Echoing Green)	the choice of the metaphor was also chosen because it contains elements of nature, in which the 2 poems are themed about the nuances of nature	the meaning of the word is that the sun is setting, causing the green shades of spring to fade (= <i>conceptual/denotative meaning</i>)
		Tossing their heads in sprightly dance (Daffodils)		The meaning is that when the wind blows against the daffodils, their flower heads move waving to follow where the wind blows (= <i>conceptual/denotative meaning</i>)
		And dances with the daffodils (Daffodils)		"Dance" here is defined as a pleasant feeling for the author when thinking about daffodils (= <i>conceptual/denotative meaning</i>)
14	Susari	the sun (The Echoing Green)	Theme of the poem is nature which gives peace and pleasure in our heart, these are figures of speech which are found in this poem	The sun is a metaphor for the beginning of the day (= <i>collocative meaning</i>)
		cloud (Daffodils)		the poet compares himself with a cloud that floats, as he is all alone (= <i>collocative meaning</i>)
		the waves (Daffodils)		waves cannot dance and neither can they be happy (= <i>conceptual/denotative meaning</i>)

From the first poem, the most used metaphors are the first and second lines which read "the sun does arise and make happy the sky" (Blake, The Echoing Green, lines 1-2) which were chosen by 8 respondents from 17 questionnaires (students 1, 2, 3, 6, 9, 11, 12, and 14). The reasons for choosing them are because:

- they believe the sentence is not the original meaning (student 1),
- the most easily recognizable metaphor (student 3),
- the whole poem tells about greenery and life (student 6),
- shows the appreciation of nature in easily recognizable terms (student 9),
- the sentence is not the original meaning and shows a comparison (student 11),
- the sentence is implicit and contains elements about nature (student 12),
- the poem is about nature and the sentence is one of the figurative languages found (student 14).

From the eight sentences above, it can be seen that the dominant reason for the selection is because students consider the metaphor the easiest metaphor to be recognized and the second reason is because there is an element of nature in it. When interpreting the metaphors they have chosen, their descriptions are as follows:

when the sun rises makes people happy (student 1),

the line is analogous to the sunrise making people happy (student 2),

when the sun rises, the sky will be bright (student 3),

the sentence means happiness and an ideal day (student 6),

meaning the start of life like the sun shining in a sparkling sky (student 9),

William Blake tries to compare the sun like humans where the word arises there means birth (student 11),

the word happy it means that the clear sky gives positive vibes to people (student 12), the sun is a metaphor for the start of the day (student 14).

From the eight sentences above, it can be seen that half still tend to interpret the poem explicitly, while the other half have tried to interpret it implicitly even though only one clearly succeeded in doing it (sun like human, arise means birth).

The second most widely chosen metaphor is the sentence "I wandered lonely as a cloud" which comes from William Wordsworth's poem entitled Daffodils (line 1) which was chosen by four students and the sentence "The merry bell rings to welcome the spring" from the poem The Echoing Green (William Blake, row 3-4). The reasons for choosing "I wandered lonely as a cloud" are as follows:

the metaphor is easy to identify (student 3),

the metaphor in this poem that uses like/as (student 5),

describes the stages of life (student 8),

because it is about the nature of figurative language found (student 14)

These four students above agree that the cloud can be interpreted as a comparison with being all alone. While four other students who chose "The merry bells ring to welcome the spring" gave reasons:

sure it was not a sentence with the original meaning (student 1),

talk about greenery and life (student 6),

talk about appreciating nature (student 9),

because it contains words about nature (student 10).

Meanwhile, of the four students who chose this metaphor, two people focused on interpreting the word the bells as the start of a sunny day (students 1 and 9) and two students chose to interpret the word spring as the start of a new season (student 10) and the circle of life (students 6).

For the rest of the metaphors mentioned in table 1 above, the dominant reason for choosing them are because these metaphors are the most easily recognized and have words related to nature. In interpreting the metaphor, the meaning is still dominated by explicit meaning rather than implicit meaning. However there is one interesting pick of metaphor, "Are ready to rest" (The Echoing Green) which means tiredness in life and ready to welcome death (student 8). Even though this line is not directly related to nature, but the way it is interpreted is quite interesting.

Conclusion

From the presentation of the data above, it can be concluded that in choosing the metaphor and the reason for choosing them, students dominantly still have not experienced significant difficulties in recognizing metaphors due to reasons that are easy to recognize and there are words related to nature according to the theme of the poem. But when interpreting the

metaphor they have chosen, most students still interpret the meaning explicitly rather than implicitly. This can be seen from the sequence of findings of the types of meaning which are still dominated by conceptual or denotative meanings, then collocative, reflective, and few that produce connotative meanings. Other implicit or ideological meanings such as social, reflective, or thematic are still cannot be found.

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LINGUISTICS





ILLOCUTIONARY ACT AND PARADIGMATIC CASE IN SELECTED CHAPTERS OF SHORT STORIES BOOK “AUSTRALIA DAY” BY MELANIE CHENG

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Abstract

The purpose of this study is to find out the types of illocutionary acts and the paradigmatic cases of the types of illocutionary act that is a part of speech act in pragmatics that are in Australia Day short story book. A qualitative method was applied in this study. Therefore, there were 40 data found from the dialogues of selected chapters of Australia Day short story book that was identified into the classifications of illocutionary acts and the paradigmatic cases of the types of illocutionary act. As the results, the writers found that there were 27 assertives that have the paradigmatic cases of claiming, stating, reporting, asserting, and concluding. There were 2 commissives that have the paradigmatic cases of offering, and guaranteeing. Then, there were 6 directives that have the paradigmatic cases of commanding, and requesting. There were 5 expressions that have the paradigmatic cases of welcoming, disliking, thanking, celebrating, and praising. Lastly, there was no data found that was declarative. It is shown that understanding illocutionary acts to figure out the aim of the speaker's speech is proven to be useful as a medium of analysis in understanding the discourse's meaning used in the short story to obtain accurate and clear comprehension.

Abstrak

Ilokusi dalam Buku Cerita “Australia Day” oleh Melanie Cheng

Tujuan dari penelitian ini adalah untuk menemukan jenis-jenis tindak tutur ilokusi dan kasus-kasus paradigmatis dari jenis-jenis tindak tutur ilokusi yang merupakan bagian dari tindak tutur dalam pragmatik yang terdapat di dalam buku cerita pendek Australia Day. Metode kualitatif diterapkan dalam penelitian ini. Kemudian, sebanyak 40 data ditemukan dari judul-judul pilihan dari buku cerita pendek Australia Day yang teridentifikasi ke dalam klasifikasi tindak tutur ilokusi dan kasus-kasus paradigmatis dari jenis-jenis tindak tutur ilokusi. Hasilnya, penulis menemukan bahwa terdapat 27 bentuk asertif yang mempunyai kasus paradigmatis dari mengaku, menyatakan, melaporkan, menegaskan, dan menyimpulkan. Terdapat juga 2 bentuk komisif yang mempunyai kasus paradigmatis dari menawarkan dan menjamin. Lalu, terdapat 6 bentuk direktif yang mempunyai kasus paradigmatis dari memerintah dan meminta. Terdapat 5 bentuk ekspresif yang mempunyai kasus paradigmatis dari menyambut, membenci, bersyukur, merayakan, dan memuji. Terakhir, tidak ditemukan satupun data dari bentuk direktif. Hal ini menunjukkan bahwa memahami tindak tutur ilokusi untuk mengetahui tujuan dari tuturan pembicara terbukti bermanfaat sebagai media analisa dalam memahami makna percakapan yang digunakan di dalam cerita pendek guna memperoleh pemahaman yang akurat dan jelas.

Introduction

Communication is the process of transferring information; human beings apply a kind of language to socialize with others throughout human life (Haryati, 2020). This process involves at least two persons as a speaker and the hearer who transfer the message. To create successful communication, the hearer must understand the intention, the meaning, the feeling, and the perception of the speaker's message. For example, if the speaker speaks, "I want to eat

a cup of ice cream," then the hearer responds to him by bringing him an ice cream cup. It means that the hearer understands the intention of the language uttered by the speaker. In addition, the speaker's words have the energy to move the hearer to do something. This illustration is called pragmatics. Pragmatics is the study of learning the usage of language. In addition, it focuses on exploring the relationships between language and context. Moreover, it is a study of understanding the meaning of the utterance covered by the context in language. Similarly, Mey (2001, p. 6) defines "pragmatics as the study of the way humans use their language in communications, bases itself on a study of those premises and determines how they affect the human language used. Hence, pragmatics studies the use the language in human communication as determined by conditions of society." The quote above describes that pragmatics learns how humans communicate through the language by using many methods. In addition, Yule (2010, p. 128) highlights "pragmatics is the study of "invisible" meaning, or how people recognize what is meant even when it isn't actually said or written. In order for that to happen, speakers (or writers) must be able to depend on a lot of shared assumptions and expectations when they try to communicate." It means that pragmatics is the study learned to obtain the purpose of an ambiguous meaning of a speaker. Levinson (2000, as cited in Huang, 2007, p. 2) points out that "pragmatics is the systematic study of meaning by virtue of, or dependent on, the use of language. The central topics of inquiry of pragmatics include implicature, presupposition, speech acts, and deixis." It means that pragmatics is a systematic science discussing the whole aspect of using language.

Furthermore, Searle (1969, p. 16 as cited in Huang, 2017) states that "speaking a language is performing speech acts, acts such as making statement, giving commands, asking question, making promises and so on." It means that the speech act aims to understand how words can be used to achieve the actions. The language spoken by the speaker is not only sound, it has a power to achieve the speaker's goal, to deliver the speaker's intention, and to guide the hearer to act on something. Searle (1969, as cited in Huang, 2017) names the speech acts under three general heading: utterance acts, propositional acts, and illocutionary acts. Therefore, he presents the alternative taxonomy of illocutionary acts based on the illocutionary point. Searle's alternative taxonomy of two illocutionary acts is divided into five types: representatives or assertive, directives, commissives, expressive, and declarations or declaratives, for example, a. Thank you for coming! b. I'm sorry that I broke your glass yesterday. The utterances above are classified as the type of expressive. Then, the illocutionary points of these utterances are that the speaker expresses a psychological attitude. Although (a) and (b) are classified into the same type, they have different paradigmatic cases. The paradigmatic case is carefully selected examples extracted from phenomena (Mills, Durepos, and Wiebe, 2010). The intended phenomena analyzed in this study are the types of illocutionary acts: assertive, directives, commissives, expressive, and declaratives. In addition, the paradigmatic case of (a) is thanking, and the paradigmatic case of (b) is apologizing.

The study also highlights the pragmatic cases. The term "paradigmatic" has a certain meaning in the linguistics field. In linguistics, paradigmatic is an associative relationship between words contained in a sentence or utterance in other words outside the utterance (Nababan and Hendriyana, 2012). Furthermore, Mills, Durepos, and Wiebe (2010) explain that paradigmatic cases are carefully selected examples extracted from phenomena. The intended phenomena in this study are the types of illocutionary acts: assertive, directives, commissive, expressive, and declaratives. Searle (1979, as cited in Huang, 2007), states that every type of illocutionary acts has several types of paradigmatic cases. Asserting, stating, concluding, claiming, and reporting are the paradigmatic cases of assertiveness, for example, a. The soldiers are struggling on through the snow (asserting) and b. Chinese characters were borrowed to write other languages, notably Japanese, Korean, and Vietnamese (reporting), c. Could you please

get that lid off for me? (requesting), d. Don't use my electric shaver! (commanding), e. I'll never buy you another computer game (threatening), f. We'll be launching a new policing unit to fight cyber-crime on the internet soon (pledging), g. Wow, great! (praising), h. I'm so happy. (Congratulations), i. Jury foreman: We find the defendant not guilty (declaring), and j. Chairman: The meeting is adjourned (pronouncing).

Dylgjeri (2017) analyzed Rama's victorious political speech. He classified the illocutionary types, and finally concluded the perlocutionary effect. As a result, this study showed that only four of five kinds of illocutionary act in that speech: 4 assertive, 1 expressive, 6 commissives, 3 directives, and 0 declaratives. Similarly, Umar (2016) analyzed the type of illocutionary act in Joko Widodo's speech. He confirmed only three of five kinds of illocutionary acts in that speech. There are 9 assertive, 2 expressive, 6 commissives, 0 directives, and 0 declaratives.

The use of the Illocutionary act is frequently found in short story dialogues. Hassan, Bano, & Tabassum (2015) highlight that "short story is a brief focused fictitious piece." It has the purpose of acting dialogues spoken among the characters. Dialogue is also a manifestation of the "show" not "tells" function in the story. Using this technique, the author can explore the story so that it becomes more lively and exciting. As a result, the message that the author intends to be conveyed can be well understood by the reader. Cheng (2017) describes a short story book collection about egalitarianism in Australia written by Melanie Cheng, a Hong Kong author who has lived in Australia for a long time. This book is interesting because there are many excerpts in the dialogues containing illocutionary acts. This study, then, aims to give a deeper understanding of the illocutionary act for the readers. As a result, the readers can understand the function and the implied meaning of the utterances in dialogue

Referred to the statements of the problems mentioned above, the goals of the study are to identify the types of illocutionary act used in the dialogues of selected chapters of Australia Day short stories book and to analyze the paradigmatic cases of the types of illocutionary act included in the dialogues of selected chapters of Australia Day short stories book. Some previous studies focused on analyzing the types of illocutionary acts in movie script and online articles; however, the study focuses on analyzing the illocutionary acts in story books and the paradigmatic cases. Moreover, this study is expected to increase the writer's understanding and give a deeper understanding of illocutionary acts for the readers.

Methodology

Descriptive qualitative study was applied as the design of the study. Stake (2010, p. 11) defines that "qualitative research relies primarily on human perception and understanding." It was a social study that assists people in understanding the social condition because the collected data were presented without considering the numerical results. Qualitative research was used in this study to obtain a broader comprehension by understanding the conclusion as the result of analyzing the collected data. Furthermore, analyzing the study, such as gathering the information, categorizing the data based on the selected theory, and developing the theory, were appropriate for operating the qualitative research. The data were assembled from the excerpts of dialogues among the characters in selected chapters of the short story book Australia Day written by Melanie Cheng and published in Melbourne in 2017. The selected chapters of Australia Day story book, Big Problems, Macca, and Clear Blue Seas. The illocutionary act needs to be analyzed in the script dialogues so that the readers can avoid misunderstanding in comprehending the dialogues among the characters in the short stories book.

To analyze the data, the writers applied several procedures. Initially, the writers selected some chapters of Australia Day short storybook and read them several times to comprehend

the content and identify the data. The dialogue excerpts were categorized into the types of illocutionary acts: assertive, directives, commissives, expressive, and declaratives. Then, the writers classified the paradigmatic cases of the data based on the types of illocutionary acts. Then, those were described in the form of an essay.

Finding and Discussion

The data analysis below are categorized into types of illocutionary acts and the paradigmatic cases of the types of illocutionary acts

Excerpt 1, page 1, line 12:

“Did you know that ninety percent of statistics are made up on the spot?” She says. “I saw it on ABC.” (Cheng, 2017, p. 1).

The dialogue is classified as assertive. The illocutionary point is to commit the speaker to the truth expressed proposition. The direction of fit is that the speaker represents the world as he believes and then makes the words fit the world. Stanley claims that he obtains the information regarding the statistical construction production percentage by watching ABC channel, a News channel in Australia (RG, 2017). Furthermore, the paradigmatic case included in this act is claiming.

Excerpt 2, page 1, line 16:

“My dad has an Australian flag bumper sticker. What does that say about him?”. “The research looked at flags, not stickers. It would be wrong for me to extrapolate.” (Cheng, 2017, p. 1).

The dialogue is classified as assertive. The illocutionary point is to commit the speaker to the truth expressed proposition. The direction of fit is the speaker represents the world as he believes and then makes the words fit the world. Stanley states the fact that the research looked at flags, not stickers, when researching the study. Furthermore, the paradigmatic case included in this act is stating.

Excerpt 3, page 2, line 24:

“Flexor pollicis longus,” Stanley said, pointing at a label pinned to one of the specimens. “It should be flexor pollicis longus, not flexor carpi radialis.” (Cheng, 2017, p. 2).

The dialogue is classified as assertive. The illocutionary point is to commit the speaker to the truth expressed proposition. The direction of fit is the speaker represents the world as he believes. The dialogue used by the speaker has the intention to say the correct variety of a thing clearly. In this case, Stanley states the correct label of the specimen box analyzed by Jessica. Furthermore, the paradigmatic case included in this act is stating.

Excerpt 4, page 2, line 27:

“I’ve taken it up with my anatomy tutor,” he said. “She’s going to relabel it on Monday” (Cheng, 2017, p. 2).

The dialogue is classified as assertive. The illocutionary point is to commit the speaker to the truth expressed proposition. The direction of fit is the speaker represents the words fit the world as he believes. Moreover, the speaker reports to the listener that the other event will occur at the other time. In this case, Stanley reports that his anatomy teacher will re-label the wrong label on Monday. Furthermore, the paradigmatic case included in this act is reporting.

Excerpt 5, page 2, line 32:

“Aren’t you in my anatomy class?” she asked. He blushed. “You jiggle your leg on the stool.” Stanley steadied his knee. “It’s annoying.” Jess shivered. (Cheng, 2017, p. 2).

The dialogue is classified as directives. The illocutionary point is the speaker represents attempts to get the hearer to do something. The direction of fit is the speaker makes the world fit the words via the hearer. Jessica (the speaker) gives Stanley (the hearer) command to stop jiggling his leg on the stool because she feels annoyed. Furthermore, the paradigmatic case included in this act is commanding.

Excerpt 6, page 3, line 4:

“How come you know the upper limb already?”. “I got bored and read ahead.” “Seriously? When I get bored I go for a coffee, or a bike ride. Something fun.” “The brachial plexus is pretty extraordinary,” Stanley said. (Cheng, 2017, p. 3).

The dialogue is classified as assertive. The illocutionary point is to commit the speaker to the truth expressed proposition. The direction of fit is the speaker represents the world as he believes. The speaker uses the dialogue to state the truth as he believes. In this case, Stanley states his opinion about the brachial plexus. He thinks that the brachial plexus is extraordinary. Furthermore, the paradigmatic case included in this act is stating.

Excerpt 7, page 3, line 5:

“The brachial plexus is pretty extraordinary,” Stanley said, and his black eyes flashed wide. “I could teach you about it sometime.” Stanley had memorized Jessica’s student number. (Cheng, 2017, p. 3).

The dialogue is classified as commissives. The illocutionary point of this act is to commit the speaker to some future action. The direction of fit is the speaker making the world be adapted via his words. It can be analyzed from the word ‘sometimes’ describing the uncertain time in the future. Then, the word ‘could’ is the past form of the modal ‘can’ commonly used in offering something because it has better politeness in the usage. Furthermore, the paradigmatic case included in this act is offering.

Excerpt 8, page 3, line 15:

They laughed. Stanley looked down at the macerated tissue in Jessica’s hand. “Why were you crying before?” Jessica’s smile evaporated. Everybody, including Stanley, knew that Eddie Mitchell had cheated on her with Stephanie Hubbard. “It’s not important.” (Cheng, 2017, p. 3). The dialogue is classified as directives. The illocutionary point is the speaker represents attempts to get the hearer to do something. The direction of fit is the speaker makes the world fit the words via the hearer. By speaking the dialogue, the speaker does not aim to get information because the speaker knows that her boyfriend cheats and why the interlocutor cries. It can be seen from the utterance “Jessica’s smile evaporated. Everybody, including Stanley, knew that Eddie Mitchell had cheated on her with Stephanie Hubbard (Cheng, 2017, p. 3).” Therefore, when the speaker asks the interlocutor by using the word ‘why,’ the speaker commands the interlocutor to explain why she cries to make sure of his prediction. Furthermore, the paradigmatic case included in this act is commanding.

Excerpt 9, page 3, line 24:

When the car reaches a letterbox fashioned from a milk can, Jess takes a sharp left turn. The hatchback splutters up the gravel driveway. “I told you to get rid of that shitbox years ago!” Jessica’s father bellows when they park in front of the house. (Cheng, 2017, p. 3).

The dialogue is classified as assertive. The illocutionary point is to commit the speaker to the truth expressed proposition. The direction of fit is the speaker represents the world as he believes. The dialogue used by the speaker has the intention to tell his statement that he has commanded the hearer to do something in the past. In this case, Mr. Cook utters that he

commanded Jessica to get rid of the box a few years ago. Then, he restates the statement to remember Jessica regarding what he has spoken in the past. Furthermore, the paradigmatic case included in this act is telling.

Excerpt 10, page 3, line 26:

“Stanley,” Jess says, jumping out of the car, “meet my dad. Dairy farmer and Ford Falcon tragic, Neville Cook.” (Cheng, 2017, p. 3).

The dialogue is classified as directives. The illocutionary point is the speaker represents attempts to get the hearer to do something. The direction of fit is the speaker makes the world fit the words via the hearer. It can be proven from the verb 'meet' as the beginning of the sentence. The use of a verb at the beginning of the sentence is one of the characteristics of the command sentence. In summary, Jessica, the speaker, commands Stanley, the interlocutor, to face and meet her dad in the introductory process. Furthermore, the paradigmatic case included in this act is commanding.

Excerpt 11, page 3, line 29:

Neville sticks his pink, large-pored face up against the dusty glass. He grins. “Pleased to meet you.” (Cheng, 2017, p. 3).

The dialogue is classified as expressive. The illocutionary point is expressing the speaker’s psychological attitude. There is no direction of fit of this type. In addition, the dialogue is spoken by Neville Cook when he meets Stanley Chu. By saying the dialogue, Neville Cook welcomes him at the first meeting. Furthermore, the paradigmatic case included in this act is welcoming.

Excerpt 12, page 3, line 36:

She holds Jess at an arm’s length and then, as if unable to bear the distance, pulls her into a tight embrace. “Don’t they feed you at the residential colleges? Never mind. I’ll fatten you up. I’ve got your favorite, tuna casserole, in the oven. And apple pie for dessert.” (Cheng, 2017, p. 3).

The dialogue is classified as assertive. The illocutionary point is to commit the speaker to the truth expressed proposition. The direction of fit is the speaker represents the world as he believes. The dialogue is stated when Jessica’s mother welcomes Jessica when she arrives at home. After that, she looks at her daughter, analyzes her, holds her arm, and hugs her. Then, she says the statement because she feels that her daughter is thinner than before. Therefore, she concludes that during staying at the residential colleges, her daughter is not eating enough. Furthermore, the paradigmatic case included in this act is concluding.

Excerpt 13, page 4, line 1:

She holds Jess at an arm’s length and then, as if unable to bear the distance, pulls her into a tight embrace. “Don’t they feed you at the residential colleges? Never mind. I’ll fatten you up. I’ve got your favorite, tuna casserole, in the oven and apple pie for dessert.” (Cheng, 2017, p. 4).

The dialogue is classified as commissives. The illocutionary point of this act is to commit the speaker to some future action. The direction of fit is the speaker making the world be adapted via his words. The words ‘I’ll’ indicate that the speaker promises something to the interlocutor. Then, the word ‘fatten’ implies the thing the speaker promised. In brief, the speaker has an assignment in the future and commits to make it happen. Jessica’s mother guarantees Jessica that she will fatten her daughter up while living at home in the dialogue above. Furthermore, the paradigmatic case included in this act is promising.

Excerpt 14, page 5, line 11:

“Is that where you’re from?” Mrs Cook asks, spooning a clump of macaroni and bechamel sauce onto Stanley’s plate. “China?” “Hong Kong.” (Cheng, 2017, p. 5).

The dialogue is classified as assertives. The illocutionary point is to commit the speaker to the truth expressed proposition. The direction of fit is the speaker represents the world as he believes. The speaker says the dialogue to give the correct statement. In this case, Stanley, the speaker, says that he comes from Hong Kong, not from China, as presumed by Mrs. Cook. Moreover, the complete sentence above is 'I am not from China, but I am from Hong Kong'. Azar (2009, p. 361, as cited in Martarini, 2018, p. 39) states that it is categorized into Elliptical Construction. Furthermore, the paradigmatic case included in this act is stating.

Excerpt 15, page 5, line 15:

Stanley wonders if he has underestimated Mr. Cook. “You know Hong Kong?” “Pam and I paid a visit once,” Neville replies, clearly pleased with Stanley’s reaction. “Before we had kids.” (Cheng, 2017, p. 5).

The dialogue is classified as assertive. The illocutionary point is to commit the speaker to the truth expressed proposition. The direction of fit is the speaker represents the world as he believes. In this case, Mr. Cook, as the speaker, tells an event that happened in the future. He and his wife experience the event. He tells Stanley that he has visited Hong Kong once with his wife. Furthermore, the paradigmatic case included in this act is telling.

Excerpt 16, page 5, line 30:

“Another one, please, Pammy,” Neville says and bangs the butt of his beer bottle on the table. (Cheng, 2017, p. 5).

The dialogue is classified as directives. The illocutionary point is the speaker represents attempts to get the hearer to do something. The direction of fit is the speaker makes the world fit the words via the hearer. By using the dialogue, the speaker asks the interlocutor to act in supporting the speaker’s need. It is proven by using the word ‘please,’ usually used in a request or command sentence. Then, the words “bangs the butt of his beer bottle on the table” describe that his beer runs out. Therefore, Neville requests Pammy to bring him another bottle of beer. Furthermore, the paradigmatic case included in this act is requesting.

Excerpt 17, page 6, line 5:

“And Rhys, well, when he grows up and realizes art doesn’t pay shit until you’re dead” “Neville.” Pam shoots her husband a look. She turns to Stanley. “Rhys did that beautiful landscape on the wall over there.” (Cheng, 2017, p. 6).

The dialogue is classified as assertive. The illocutionary point is to commit the speaker to the truth expressed proposition. The direction of fit is the speaker represents the world as he believes. The intention of the dialogue is, the speaker intends to inform the interlocutor of the other information to add the interlocutor’s knowledge. Moreover, this information is gained by the speaker by seeing the event directly. In this sentence, Mrs. Cook acts as an agent who reports a piece of information to Stanley as the addressee. Then, the reported information is Rhys’ work. The dialogue is also used by Mrs. Cook to refute Mr. Cook’s statement stating that Rhys’ job is in vain. Therefore, Mrs. Cook informs Stanley that her son created a beautiful picture on the wall. Furthermore, the paradigmatic case included in this act is reporting.

Excerpt 18, page 6, line 15:

“Dad’s family were big South Melbourne fans,” Jess explains. “And who do you barrack for, Stanley?” Pam asks. Jessica beams. “Stan’s a North Melbourne man.” Stanley freezes. He has never watched a game of football. (Cheng, 2017, p. 6).

The dialogue is classified as directives. The illocutionary point is the speaker represents attempts to get the hearer to do something. The direction of fit is the speaker makes the world fit the words via the hearer. Jessica uses the dialogue to command her mom to stop asking Stanley about the South Melbourne football club because he is the North Melbourne people. Furthermore, the paradigmatic case included in this act is commanding.

Excerpt 19, page 6, line 24:

Pam stands up and walks to the stove. Finally Neville licks the last drop of beer from the mouth of his bottle. “Hit me again, Pam!” (Cheng, 2017, p. 6).

The dialogue is classified as directives. The illocutionary point is the speaker represents attempts to get the hearer to do something. The direction of fit is the speaker makes the world fit the words via the hearer. By using the dialogue, the speaker asks the interlocutor to act in supporting the speaker’s need. The words “finally Neville licks the last drop of beer from the mouth of his bottle” describe that the bottle is empty. Then, the speaker uses the dialogue to requests the hearer to bring him another bottle of beer. Furthermore, the paradigmatic case included in this act is requesting.

Excerpt 20, page 6, line 25:

“How about dessert? I made Jess’s favorite. Apple pie.” They all watch Pam pull the pastry from the oven. The smell of cooked apples and cinnamon fills the air. (Cheng, 2017, p. 6).

The dialogue is classified as assertive. The illocutionary point is to commit the speaker to the truth expressed proposition. The direction of fit is the speaker represents the world as he believes. The speaker tells the fact. The intention of the dialogue is, the speaker intends to inform the interlocutor that an event has happened to add the interlocutor understands. The event intended in this discourse is making the apple pie. In addition, in this sentence, the word ‘made’ indicates the activity the speaker created. Then, the words ‘apple pie’ are the thing she created. Furthermore, the paradigmatic case included in this act is reporting.

Excerpt 21, page 7, line 19:

Jessica picks up the bear and straightens its vest before placing it on the dresser. “There’s a fresh towel on the chair.” (Cheng, 2017, p. 7).

The dialogue is classified as assertive. The illocutionary point is to commit the speaker to the truth expressed proposition. The direction of fit is the speaker represents the world as he believes. The speaker uses his words to inform the hearer about the actual condition around them. Furthermore, the paradigmatic case included in this act is reporting.

Excerpt 22, page 8, line 14:

“So?” Jess. “He’s sweet.” And Mrs. Cook. “Isn’t he?” “But...” A groan of pipes. Rushing water. “But what?” Buzz of an electric toothbrush. Spitting. Squeak of a rusty tap. “He’s no Eddie.” (Cheng, 2017, p. 8).

The dialogue is classified as assertive. The illocutionary point is to commit the speaker to the truth expressed proposition. The direction of fit is the speaker represents the world as he believes. What the speaker says fits reality. The dialogue is spoken by Jessica’s mother when she has a discussion with Jessica in the hall. The topic is talking about Stanley. She admires Stanley’s face, but on the other hand, the truth says that Stanley is not Eddie. Furthermore, the paradigmatic case included in this act is stating.

Excerpt 23, page 11, line 6:

“I hate Australia Day,” Rhys says, finally, before cracking open another Carlton Draught. (Cheng, 2017, p. 11).

The dialogue is classified as expressive. The illocutionary point is expressing the speaker’s psychological attitude. There is no direction of fit of this type. In addition, this statement is spoken by Rhys to express his dislike of Australia day. Pearson & O’Neill (2009, as cited by Yasmeen, 2015, p. 112) state that “Australia Day (January 26) was originally celebrated to remember the British arrival on the continent in 1788. The day has been celebrated to differing degrees in the colonies and later in Australia since 1901.” The planned bicentennial celebration in 1988, however, set in motion a trend to identify the day as a celebration for Australian national identity. Furthermore, the paradigmatic case included in this act is disliking.

Excerpt 24, page 11, line 11:

“Bunch of nostalgic bullshit,” Rhys says. Then, sensing he might have offended Stanley, he adds, “Thanks for saying you liked my painting.”(Cheng, 2017, p. 11).

The dialogue is classified as expressive. The illocutionary point is expressing the speaker’s psychological attitude. There is no direction of fit of this type. Moreover, the thanking statement can be described as the speaker’s appreciation of somebody’s helpfulness. In this case, this statement is spoken by Rhys, who expresses his feelings because Stanley appreciates his work.

Furthermore, the paradigmatic case included in this act is thanking.

Excerpt 25, page 11, line 20:

“Happy Australia Day,” Rhys says and raises his beer. (Cheng, 2017, p. 11).

The dialogue is classified as expressive. The illocutionary point is expressing the speaker’s psychological attitude. There is no direction of fit of this type. In this case, this statement is spoken by Rhys to express his happy feeling in celebrating Australia day. Pearson & O’Neill (2009, as cited by Yasmeen, 2015, p. 112) state that “Australia day was celebrated to differing degrees in the colonies and later in Australia since 1901”. Furthermore, the paradigmatic case included in this act is celebrating.

Excerpt 26, page 17, line 17:

Ellen spooned some potato salad onto her plate. “Do you have family in Australia?” “No.” Leila thought it an odd question, as if everyone from England should have relatives in the former colony. “I’m working in Melbourne. As a pair.” (Cheng, 2017, p. 17).

The dialogue is classified as assertive. The illocutionary point is to commit the speaker to the truth expressed proposition. The direction of fit is the speaker represents the world as he believes. What the speaker says is related to reality. The dialogue is spoken by Leila to Ellen when she introduces herself to her. Leila uses this dialogue to tell her job. She claims that she works as an au pair. Cox (2015, p. 1) states that “Au pair workers are paid cheaper than a domestic worker and framed within government policies as a form of cultural exchange between equals, au pairs are now looked to by many tens of thousands of families to fulfill their housework, childcare and elder care needs.” Because the hearer does not know anything about the speaker so that what the speaker says in this dialogue can be categorized as a claim. Furthermore, the paradigmatic case included in this act is claiming.

Excerpt 27, page 17, line 20:

Ellen picked up a burnt sausage with a pair of tongs. Without asking, she placed it on Leila's plate. "I had a nanny in South Africa." (Cheng, 2017, p. 17).

The dialogue is classified as assertive. The illocutionary point is to commit the speaker to the truth expressed proposition. The direction of fit is the speaker represents the world as he believes. The dialogue is said by Ellen to Leila when they get familiar with each other. Then, the speaker claims that she has a nanny in South Africa. However, this statement cannot be verified because it is the first time the hearer meets the speaker. Furthermore, the paradigmatic case included in this act is claiming.

Excerpt 28, page 17, line 22:

Ellen picked up a burnt sausage with a pair of tongs. Without asking, she placed it on Leila's plate. "I had a nanny in South Africa." Leila imagined a large black woman with a white bonnet and frilly apron. "The kids still talk about her." (Cheng, 2017, p. 17).

The dialogue is classified as assertive. The illocutionary point is to commit the speaker to the truth expressed proposition. The direction of fit is the speaker represents the world as he believes. What the speaker says fits reality. The dialogue is said by Ellen to Leila when they get familiar with each other. The speaker reports the event that she directly experiences, and she believes that the event does exist. The event intended by the speaker is the kids still talking regarding the nanny. Furthermore, the paradigmatic case included in this act is reporting.

Excerpt 29, page 17, line 28:

Ellen groaned as she sat down. "Arthritis," she explained and rubbed her knees with her hands. "So what do you think of Australia?" "Leila flicked an ant off the summit of her potato salad. "It's nice. The People are friendly." (Cheng, 2017, p. 17).

The dialogue is classified as assertive. The illocutionary point is to commit the speaker to the truth expressed proposition. The direction of fit is the speaker represents the world as he believes. Leila uses this dialogue to express her opinion regarding Australian culture. The words uttered by the speaker relate to the reality she believes. Because she has been living in Australia for a long time, she believes that Australian culture is excellent and friendly. Furthermore, the paradigmatic case included in this act is stating.

Excerpt 30, page 17, line 30:

Ellen groaned as she sat down. "Arthritis," she explained and rubbed her knees with her hands. "So what do you think of Australia?" "Leila flicked an ant off the summit of her potato salad. "It's nice. The People are friendly." "It's a lucky country." (Cheng, 2017, p. 17).

The dialogue is classified as assertive. The illocutionary point is to commit the speaker to the truth expressed proposition. The direction of fit is the speaker represents the world as he believes. The dialogue is said by Ellen to Leila when they get familiar with each other. The speaker uses the dialogue to express her conclusion after making a short talk with the hearer. Furthermore, the paradigmatic case included in this act is concluding.

Excerpt 31, page 19, line 12:

"Minga!" a voice boomed from behind the group. He was a tall Aboriginal man with green eyes and a wide-brimmed black hat. "That's what we call the climbers in our language." (Cheng, 2017, p. 19).

The dialogue is classified as assertive. The illocutionary point is to commit the speaker to the truth expressed proposition. The direction of fit is the speaker represents the world as he believes. The dialogue is said by Jimmy to the tour members when they stand in front of Uluru. The speaker states the dialogue to provide the information regarding the word he said before.

Furthermore, in the previous discourse, the speaker shouted the utterance ‘Minga!’ to the interlocutors. Then, he uses the sample dialogue to explain its actual meaning. Therefore, the paradigmatic case included in this act is reporting.

Excerpt 32, page 19, line 15:

He pointed a finger at the rock. “See that white line? “Leila looked at the chalky streak on the rock’s orange face. “That’s the mark left by people’s footprints.” (Cheng, 2017, p. 19).

The dialogue is classified as assertive. The illocutionary point is to commit the speaker to the truth expressed proposition. The direction of fit is the words fit the world as the speaker believes. The dialogue is said by Jimmy to the tour members when they stand in front of Uluru. The speakers use the words to explain the actual process regarding the white line on the Ayers rock. His words can be trusted as a truth because he is a native aborigine, so that. Therefore, the paradigmatic case included in this act is reporting.

Excerpt 33, page 19, line 16:

He pointed a finger at the rock. “See that white line?” Leila looked at the chalky streak on the rock’s orange face. “That’s the mark left by people’s footprints.”

“Like a scar,” Leila said (Cheng, 2017, p. 19).

The dialogue is classified as assertive. The illocutionary point is to commit the speaker to the truth expressed proposition. The direction of fit is the words fit the world as the speaker believes. The speaker expresses her opinion regarding the mark on the Ayers rock. Her opinion comes from the object she directly sees. Then, her opinion becomes her belief in stating the words. Therefore, the paradigmatic case included in this act is stating.

Excerpt 34, page 21, line 11:

“Lucy’s back at the hotel with the kids,” Tim said, excusing his wife’s absence. “They’re bugged.” “She still upset about Ayers Rock?” Ellen said, ignoring Tim’s clear desire to avoid the subject. “She’ll get over it.” (Cheng, 2017, p. 21).

The dialogue is classified as assertive. The illocutionary point is to commit the speaker to the truth expressed proposition. The direction of fit is the words fit the world as the speaker believes. The dialogue was spoken by Ellen to Tim last night in Uluru. Ellen utters the words to conclude the reason why Lucy does not come. Ellen believes that Lucy does not come because she is still upset about the incident on Ayers rock. Therefore, the paradigmatic case included in this act is concluding.

Excerpt 35, page 23, line 8:

“Macca,” he says, sitting down and fiddling with the crotch of his tracksuit pants. “My daughter’s name is Emily.” “Her favorite things are Lady Gaga and spaghetti Bolognese.” (Cheng, 2017, p. 23).

The dialogue is classified as assertive. The illocutionary point is to commit the speaker to the truth expressed proposition. The direction of fit is the words fit the world as the speaker believes. The dialogue is said by Macca to Dr. Garret in a moment at Dr. Garret’s office. The dialogue intends to inform the hearer regarding the actual name of his daughter. Then, what the speaker says relates to reality. Therefore, the paradigmatic case included in this act is stating.

Excerpt 36, page 27, line 24:

“Seeing Em on the weekend,” he says, his voice faltering. “Missus says, she’s proud of me.” “Macca, that’s wonderful.” (Cheng, 2017, p. 27).

The dialogue is classified as expressive. The illocutionary point is expressing the speaker's psychological attitude. There is no direction of fit of this type. In this case, the statement spoken by Dr. Garret intends to praise Macca's achievement. In addition, the speaker expresses her admiration. Therefore, the paradigmatic case included in this act is praised.

Excerpt 37, page 29, line 23:

She points to Kat's Havaiana thongs and Raf's leather moccasins. "Oh no," Kat says, looking at Raf. "We couldn't possibly." (Cheng, 2017, p. 29).

The dialogue is classified as assertive. The illocutionary point is to commit the speaker to the truth expressed proposition. The direction of fit is the words fit the world as the speaker believes. The dialogue is told by Kat to Sukhon when Sukhon commands her to take the shoes off. The dialogue intends to assert the speaker's feelings. Moreover, the word 'couldn't' indicates that the statement used is categorized into a refusal statement. Moreover, this sentence is used to assert the speaker's previous statement. Furthermore, the paradigmatic case included in this act is asserting.

Excerpt 38, page 32, line 23:

Raf looks up. "You all right?" She watches the amber fluid ooze across her plate. "Not the friendliest of people, is he?" "Who?" "That chef." Raf looks over at the buffet. A woman in a hot-pink bikini has ordered a crepe. The chef flips it in a perfect arc above his clean white paper hat. "What do you expect?" Raf says, dropping his sunglasses over his eyes. "It's Ramadan. Poor guy's probably starving." "Ramadan. Of course," Kat says, feeling stupid. (Cheng, 2017, p. 32).

The dialogue is classified as assertive. The illocutionary point is to commit the speaker to the truth expressed proposition. The direction of fit is the words fit the world as the speaker believes. The dialogue is said by Raf to Kat when she feels annoyed by the chef in the hotel. Moreover, as he believes, Raf concludes that the chef's unpleasant treatment is the effect of fasting in Ramadan. Therefore, the paradigmatic case included in this act is concluding.

Excerpt 39, page 32, line 32:

He is a small man named Ali with dancing eyes and a porcelain smile. "Ten years ago we were hit by the tsunami." (Cheng, 2017, p. 32).

The dialogue is classified as assertive. The illocutionary point is to commit the speaker to the truth expressed proposition. The direction of fit is the words fit the world as the speaker believes. The dialogue is said by Ali to members of the tour when they pull over at the dock. Then, what the speaker says relates to the reality that has happened in the past. Ali says that the people of his land were hit by a tsunami ten years ago. Then, his experience makes him believe. Therefore, the paradigmatic case included in this act is telling.

Excerpt 40, page 35, line 20:

As they round the bend, they see four men sitting cross-legged on the sand with drums between their knees. "Bodu beru," Raf says. "Made from stingray hide." (Cheng, 2017, p. 35).

The dialogue is classified as assertive. The illocutionary point is to commit the speaker to the truth expressed proposition. The direction of fit is the words fit the world as the speaker believes. Raf says the dialogue to Kat as they round on the bend. In addition, what Raf says relates to what he believes. Moreover, Raf produces the words expressing his belief. He believes that Bodu Beru is made from stingray hide. Therefore, the paradigmatic case included in this act is stating

Conclusion

This research is concerned with analyzing illocutionary acts used in dialogues of selected chapters in the short stories book *Australia Day* by Melanie Cheng. Moreover, understanding the speech situation can be ensured to determine the types of illocutionary acts and the paradigmatic cases of the types of illocutionary acts. The writers found 27 assertive, 2 commissive, 6 directives, 5 expressive and 0 declaratives. Furthermore, illocutionary acts classified as assertive is the most dominant type used in this study. The writer also found 3 claiming, 9 stating, 7 reporting, 3 telling, 70 4 concluding, 1 asserting, 1 offering, 1 guaranteeing, 4 commanding, 2 requesting, 1 welcoming, 1 disliking, 1 thanking, 1 celebrating, and 1 praising. Furthermore, the paradigmatic case of stating is the most dominant case used in this study

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TRANSLATION TECHNIQUE ANALYSIS OF ENGLISH- INDONESIAN MANUAL BOOK OF APPLE MACBOOK

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Article History	Abstract
Submitted date: 2021-11-27 Accepted date: 2021-12-04 Published date: 2021-12-28	<p>This study is aimed to analyze the English-Indonesian translation techniques in a manual book of MacBook laptops issued by Apple Corporation. The method used in this research is descriptive qualitative using the theory of translation proposed by an expert in the translation, Molina and Albir (2002). There are 18 types of translation techniques used to provide manual translation analysis for Apple Macbook Airl. The result of this study showed that the translation techniques used in the translation of manual book were: Calque, Pure borrowing, Naturalized borrowing, Establish equipment, Modulation and Adaptation. The total data is 89 numbers. The percentage of each technique is described as follows: (1) calque occurred 29 times and represented 33 %; (2) pure borrowing occurred 19 times and represented 21 %; ((3) Naturalized borrowing occurred 19 times and represented 21 % . (4) establish equivalent occurred 12 times and represented 12 %; (5) Modulation occurred 4 times and represented 0,04% and the last, (6) adaptation occurred 1 time and represented 0,01% . The percentage of Pure and Natural Borrowing is the same. So it can be concluded that the Calque technique is the most frequently used, and the least used is adaptation.</p>
Keywords: Apple Corporation, manual book, , translation techniques	
	Abstrak
Kata Kunci: Apple Corporation; buku manual; teknik penerjemahan	<p>Analisa Teknik Penerjemahan English-Indonesia dalam Buku Manual Apple Macbook</p> <p>Penelitian ini bertujuan untuk menganalisis teknik penerjemahan bahasa Inggris-Indonesia pada buku manual laptop Macbook yang diterbitkan oleh Apple Corporation. Metode yang digunakan dalam penelitian ini adalah deskriptif kualitatif dengan menggunakan teori penerjemahan yang dikemukakan oleh ahli penerjemahan, Molina dan Albir (2002). Ada 18 jenis teknik terjemahan yang digunakan untuk menyediakan analisis terjemahan manual untuk Apple Macbook Airl. Hasil penelitian ini menunjukkan bahwa teknik penerjemahan yang digunakan dalam penerjemahan buku manual adalah: Calque, Pure borrowing, Naturalized borrowing, Establish equipment, Modulation and Adaptation. Data total data adalah 89 angka. Persentase masing-masing teknik digambarkan sebagai berikut: (1) <i>Calque</i> terjadi 29 kali dan mewakili 33%; (2) <i>Pure borrowing</i> terjadi 19 kali dan mewakili 21%; (3) <i>Naturalized borrowing</i> terjadi 19 kali dan mewakili 21% (4) <i>Establish equipment</i> terjadi 12 kali dan diwakili 12 %; (5) <i>Modulation and adaptation</i> 4 kali dan mewakili 0,04% dan yang terakhir, (6) terjadi adaptasi 1 waktu dan mewakili 0,01%.Persentase <i>Pure borrowing</i> dan <i>Naturalized borrowing</i> sama, sehingga dapat disimpulkan bahwa teknik <i>Calque</i> adalah yang paling sering digunakan, dan yang paling sedikit digunakan adalah adaptasi.</p>

Introduction

Apple is a brand of electronic products that has been exported to various countries in the world, including Indonesia. Apple products, which are located in America, are widely used in Indonesia and other Asian countries. For Indonesian people who do not use English in daily communication, the need for manual books becomes very important. They need a manual book in the Indonesian version, so they can understand how to use the devices properly.

The Indonesian version of Apple's manual book clearly helps the Indonesian user to understand how to operate the devices. Without the manual book, most people who buy the product will find difficulty in understanding the part of the devices and operating it. In this case, it is known that translation is something important in everyday life in order to understand a text and information that comes from a foreign language because not all Indonesians are bilingual who understand foreign languages such as English. Consequently the function of the translation is very important since it becomes a bridge or means that can be used to understand the meaning of a source language.

Besides, a good translation from English into Indonesian is very helpful for the users to understand English terms and technical terms especially how to use Apple products by the users in Indonesia. Thus, the role of translation from foreign language, in this case English into Indonesian, is highly needed. A good translation can be successful if the messages from the original language (English) can be completely received by the recipient language. The translation process is like a language art that does not only translate "a series of words" but the most important thing is translating messages.

The translation process of manual books from foreign products such as MacBook laptops certainly underwent a process of revision repeatedly to become a good translation that can be read and accepted by the Indonesian readers. The translation of scientific texts must apply certain translation techniques which are certainly different from the translation of literary works or works of fiction because basically the purpose of translation is to convey messages from the source language to the target language.

Therefore translation will be successful if the result of the translation from the original language to the target language can be received and readable as well. Moreover, the theory of translation techniques is needed in translating a text from the original language into the target language. The success of a translation is if the result of the translation can be accepted by the target language without causing anomalies and oddities of the readers of the recipient language. In this case, the language used in science and technology is standard language and the translation process sometimes does not have an appropriate equivalence in Indonesian; consequently, there are some terms from English that cannot find the appropriate translation. Thus, a specific strategy is needed to make the equivalence be accepted in Indonesian Language.

There are many definitions in the field of translation. These various definitions reflect the views of the experts who define the translation and its processes. The first definition, according to Catford, "Translation is the replacement of textual material in one language by equivalent textual material in another language" (Catford, 1965:20) means: *Penerjemahan adalah penggantian materi tekstual dalam dalam suatu bahasa dengan materi tekstual yang padan dalam bahasa lain*. Although Catford did not mention the word "meaning", he called it, "equivalent text material". Equivalent text material contains a deeper definition than just the word "meaning" itself, because the equivalent text material can be viewed in a simple way, including meaning, word length, writing style, even the quality of the print.

What is meant by textual material by Catford is not merely a written text, however, it can come from both spoken and written languages. As stated by Savory (1968) in his book "Translation is made possible by an equivalent of thought that lies behind its different verbal

expression.” The quote can be translated into Indonesian as follows: “*Penerjemahan menjadi mungkin dengan adanya gagasan yang sepadan dibalik ungkapan verbal yang berbeda*” (Kardiman,2013:3). In this case, Savory clearly stated that the equivalence should happen in ideas, moreover he did not mention anything operational or process-related.

However, in this case Nida and Taber (1969) state more clearly the translation process, “Translating consists of reproducing in the receptor language the closest natural equivalent of the source language message, first in terms of meaning and secondly in terms of style. The quote above can be translated freely as follow, “ *Penerjemahan adalah usaha menciptakan Kembali pesan dari bahasa sumber (BSu) kedalam bahasa sasaran (BSa) dengan padanan alami yang sedekat mungkin.*”

In the definitions that emerged in the 1960-1970 period above, three similarities exist. The first similarity is a change from one language to another. The second is the existence of meaning or message that is retained, and the third is the obligation of the translator to try to make the equivalent in the target language as close as possible

The goal of translation is to establish a relationship of equivalence between the source and the target texts (that is to say, that both texts communicate the same message while taking into account the numbers of constraints include context, the rules of grammar of source language, its writing conventions, it's idiom and the like. This, the quotation from the translation definition above focuses on the meaning and the equivalent. Meanwhile, in the 1980s the focus of the discussion began to shift to the translation process.

Translation from English to Indonesian does not only require an understanding of the English and Indonesian aspects (linguistic aspects) but also an adequate understanding of the language and non- language aspects of English and Indonesian needed to obtain equivalence in conveying messages correctly and accurate from non-language aspects including the culture and habits of the language speakers.

There are 18 translation techniques which are stated by Molina and Albir (2002: 509-511), they are: 1. Adaptation; 2. Amplification (Addition); 3. Borrowing; 4. Calque; 5. Compensation; 6. Description; 7. Discursive Creation; 8. Established Equivalence; 9. Generalization; 10. Linguistic Amplification; 11. Linguistic Compression; 12. Literal Translation; 13. Modulation; 14. Particularization; 15. Reduction; 16. Substitution; 17. Transposition and 18. Variation. The translators can use some variations of translation technique in any product of translation such as in translating subtitles of any kind of movie.

1. Adaptation

Translators translate similar words and phrases using adaptation as the technique for changing the cultural aspect from SL (English) to TL (Indonesian).

For example,

SL: *Overview*

TL: *Selayang pandang*

SL: *How's Jefry*

TL: *Bagaimana Kabar Jupri*

The meaning of overview in Indonesia based on a dictionary is actually ikhtisar but translators changed it into selayang pandang (means sepintas pandang) based on their culture. Thus, it translated in relation to target culture.

2. Amplification

This technique is used to express messages explicitly or paraphrase implicit information from the source language to the target language. Translators translate source language by introducing details in TL that are not formulated in SL.

Example:

SL: *earpiece*

TL: lubang suara

Earpiece is translated into lubang suara; the source language, earpiece, is actually not recognized in the dictionary, so the translator used lubang suara for introducing the SL.

3. Borrowing

Borrowing is a translation technique that allows translators to borrow words or expressions from the source language. This borrowing can be in the form of pure borrowing or borrowing that has been naturalized either in the form of morphology or an adapted pronunciation in the target language. For example:

1. Pure borrowing

SL: *Operator*

TL: Operator

2. Naturalized Borrowing

SL: *Polyjuice*

TL: Polijus

SL: *Microphone*

TL: Mikrofon

Translators took straight Operator, computer etc in SL to TL without changing, and it took the pronunciation from SL such as microphone becomes mikrofon, history becomes histori, etc.

4. Calque

Calque is a literal translation of phrases or foreign words which are translated from English into Indonesian. This technique refers to the literal translation of both words and phrases from the source language to the target language.

Example:

SL: *phone number*

TL: nomor telepon

SL: *touch screen*

TL: layar sentuh

5. Compensation;

This technique tries to accommodate figurative meanings from the source language to the target language and does not provide the same equivalent.

SL: *Green with envy*

TL: Cemburu

6. Description

With this technique the translator provides an equivalent in the form of explanation / descriptive when the target language does not accommodate a target language unit.

SL: They were celebrating *their annual Thanksgiving day*

TL: Mereka merayakan hari peringatan panen tahunan.

7. Discursive creation

Discursive creation is the established equivalent that is totally unpredictable out of context.

This technique can be used to translate film titles out of context.

Example:

SL: *playlist*

TL: daftar Pustaka

SL: *headset jack*

TL: colokan

The word, 'playlist' translated into 'daftar pustaka' was really different because the meaning of 'playlist' is actually a list of music, while, 'daftar pustaka' means reference/source. Headset jack is translated into *colokan*, headset jack means a jack for setting the headset to mobile phone, but the translator changed it into *colokan* which is a really different thing. *Colokan* in Bahasa means a part of the headset to be entered into the jack in a mobile phone. Thus, It's really different and unpredictable translation.

8. Establish equivalent

Establish equivalent is a translation technique which use term or expression recognized in a dictionary.

SL: Great Britain

TL: Britania Raya

9. Generalization

In this translation technique, the translator changes special foreign terms to be more familiar and common in the source language

SL: *alert*

TL: peringatan

SL: *flat*

TL: apartement

The word alert in SL translated to peringatan. Peringatan is actually able to translate in English in many ways into warning, alert and reminder.

10. Linguistic Amplification

This technique is used to add linguistic elements to the target language so that the meaning is more appropriate and easy to understand. This technique is commonly used in consecutive interpreting and dubbing.

SL: *I am in*

TL: Aku ikut

11. Linguistic Compression;

The application of this technique is carried out by synthesizing linguistic elements in the target language text. This technique is usually used for simultaneous interpretation and subtitling.

SL: *Not following you*

TL: Aku tidak mengerti

12. Literal Translation;

This translation uses word for word translation to express the meaning of a word.

SL: *a white rose*

TL: Setangkai mawar putih

13. Modulation;

In this technique, the translator changes the point of view, focus or cognitive category in relation to the source language.

SL: *Hagrid's record is against him.*

TL: Catatan tentang Hagrid sama sekali tidak mendukungnya.

SL: I cut my finger
 TL: Jariku terpotong

14. Particularization

Particularization is used by translators to make the TL precisely or to be a concrete term. This technique is in opposition to Generalization. A more concrete and clearer explanation is preferred by the translator in the target language, while the source language is only given general terms.

SL: *rice*

TL: padi, gabah, beras, nasi (the choice of meaning depends on the context in Indonesian)

SL: *home button*

TL: tombol mulai

SL: *home screen*

TL: layar awal

Home button is actually able to translate to tombol awal but translators used tombol mulai for using phrases precisely as well as the home screen is able to translate to layar mulai but translators prefer to use layar awal.

15. Reduction;

This technique emphasizes the compression of the text from the source language to the target language.

SL: *The month of fasting for Moslem*

TL: Ramadan

16. Substitution

This technique is generally used in translating by changing linguistic elements into paralinguistic or vice versa

SL: *The both Japanese bows each other (paralinguistic)*

TL: Kedua orang jepang itu saling memberikan salam

17. Transposition

This technique includes grammatical changes from the source language to the target language

SL: *Road safety comes first*

TL: Utamakan keselamatan di jalan raya

SL: *She was unconscious when she arrived at the hospital*

TL: Setibanya di rumah sakit dia sudah dalam keadaan tidak sadar.

18. Variation

Variation is the change of linguistic or paralinguistic elements (intonation gesture) that affect the aspect of linguistic variation: change of textual one, style, social dialect, geographical dialect, etc.

There have been some previous studies analysing English-Indonesian translation of manual books of some products such as Android, iOS and Windows mobile phones, Smartfren, Andromax. Therefore in this study, the writer is interested in analyzing the techniques or strategies of translating the manual book of a Macbook laptop since this object has not been studied before with the title *“Translation Techniques Analysis of English-Indonesian Manual Book Of Apple MacBook.”*

The analysis of the translation technique uses the theory of translation technique proposed by an expert in translation namely: Molina and Albir (2002). This research is expected to be able to provide information and enrich knowledge about translation practices

related to technology and the development of language use related to new terms in the field of technology recently. The research questions are formulated as follows: (1) What translation techniques are used in the manual book of Apple Macbook? (2) What translation techniques are the most frequently used in translating manual books of Apple Mac Book.

Methodology

The method of this study is qualitative descriptive. In this study, the writer described the techniques used by the translators in translating the manual book and how they impact the quality of the translation itself. The primary data source is a manual book of Apple MacBook. There are two versions of the manual: English-Indonesian and Indonesian-English version of the manual book which can be downloaded from the internet.

In this qualitative descriptive study, the data collected was analyzed and described completely openly and correctly. The data collected were in the form of words and phrases and were explained using tables and the tables described in detail. This research is not oriented towards process but on translation products, or in other words it focused on translated works. The data collection technique used in this research is the document analysis technique (content analysis).

This study was conducted in several stages or processes. The writer read the two sources of the text and analyzed the translation techniques applied to the two manuals. However, not all words were analyzed, but only important words or phrases that underwent a complicated translation process. The selected words or phrases were then grouped into tables. The tables were created based on the translation strategies which consist of eighteen types of translation techniques as suggested by Molina and Albir (2002). Then the words or phrases are selected and entered into the table based on their types of translation techniques. After the words or phrases were grouped based on their types of translation techniques, then the researcher analyzed and explained the translation process so that the percentage level of the translation techniques can be calculated.

Finding and Discussion

Findings

In this section, the writer presents : translation techniques, non-equivalence problems, grammatical equivalence, and relation between translation techniques and grammatical equivalence.

Table 1. Data analysis

No of Data	Source language	Target language	Type of translation
1	Power button	Tombol daya	calque
2	Mac	Mac	Pure Borrowing
3	Setup assistant	Asisten pengaturan	Establish equivalent
4	Connecting	Terhubung	calque
5	Wifi network	Jaringan wifi	Establish equivalent
6	User account	Akun pengguna	Calque
7	Transfer	Mentransfer	adaptation
8	Document	Dokumen	Naturalized Borrowing
9	Photos	Foto	Naturalized borrowing
10	Music	musik	Naturalized borrowing
12	Pc	Pc	Pure Borrowing
13	Sign in	Masuk	Adaptation
14	Apple id	Id apple	Naturalized borrowing
15	App store	App store	Pure borrowing

16	iTunes	Itunes	Pure Borrowing
17	Messages	Pesan	Calque
18	Facetime	Facetime	Pure Borrowing
19	Icloud	Icloud	Pure Borrowing
20	Mail	Mail	Pure Borrowing
21	Contact	Kontak	Naturalized Borrowing
22	Calendar	Kalender	Naturalized Borrowing
23	Safari	safari	Pure Borrowing
24	information	informasi	Naturalized Borrowing
25	Camera	Kamera	Naturalized Borrowing
26	Memory card	Kartu memori	Establish equivalent
27	Charge device	perangkat daya	Calque
28	External storage	Sambungan penyimpanan	Calque
29	Thunderbolt	thunderbolt	Pure Borrowing
30	Connect	Sambungkan	Calque
31	External display	Layar eksternal	Establish equivalent
32	High performance devices	Perangkat berkinerja tinggi	Calque
33	magSafe	Magsafe 2	Pure Borrowing
34	Magnetically attach the power cord	Pasang kabel daya bermagnet	Establish equivalent
35	FaceTime HD Camera	Kamera HD facetime	modulation
36	Power button	Tombol daya	Calque
37	Multi touch trackpad	Trackpad multi-touch	Naturalized Borrowing
38	Mac desktop	Desktop mac	Naturalized Borrowing
39	Apps	App	Pure borrowing
40	The dock	Dock	Naturalized borrowing
41	Bottom of the screen	Bagian layar bawah	Establish equivalent
42	System preference	Preferensi sistem	Naturalized borrowing
43	Customize	menyesuaikan	Calque
44	Click the finder icon	Klik ikon finder	Naturalized borrowing
45	files and folders	file dan folder	Pure borrowing
46	Menu bar	Bar menu	Naturalized borrowing
47	Useful information	Informasi yang bermanfaat	Calque
48	Check	Memeriksa	calque
49	The statues	Status	Naturalized borrowing
50	Wireless internet connection	Koneksi internet nirkabel	Establish equivalent
51	Siri	Siri	Pure borrowing
52	Find information	Menemukan informasi	calque
53	Locate files	Mencari file	calque
54	Accomplish	Menyelesaikan	calque
55	A variety of task	Berbagai tugas	calque
56	Your voice	Suara anda	Calque
57	Control your mac	Mengontrol mac anda	naturalized borrowing
58	Multi-touch gesture	Gerakan multi touch	Pure borrowing + calque
59	Simple gesture	Gerakan sederhana	calque
60	Trackpad	Trackpad	Pure borrowing
61	Popular gesture	Gerakan populer	Establish equivalent
62	System preference	Preferensi system	Naturalized borrowing
63	Shortcut menu	Menu pintasan	Establish equivalent

64	Scroll up/ down/ sideways	Gulir keatas/ kebawah/ kesamping	Calque
65	Swipe to navigate	Gesek	Calque
66	navigate	navigasi	Naturalized borrowing
67	Webpages	Halaman web	Establish equivalent
68	An important note	Catatan penting	Calque
69	Safety information	Informasi mengenai keselamatan	Calque
70	Macbook air info guide	petunjuk info macbook air	modulation
71	Time machine icon	Icon time machine	Pure borrowing and modulation
72	A built in backup tools	Alat pencadangan internal	Establish equivalent
73	External storage devices	Perangkat penyimpanan external	Modulation+pure borrowing
74	Macbook air essentials guide	Petunjuk hal penting macbook air	Modulation + pure borrowing
75	Apple manual books	Buku petunjuk apple	modulation
76	Book store	Toko buku	Calque
77	Instruction	Instruksi	Naturalized borrowing
78	Troubleshooting information	Informasi mengenai penyelesain masalah	Calque
79	MacOS	MacOS	Pure Borrowing
80	user guide	Petunjuk penggunaan	Calque
81	Support information	Informasi dukungan	modulation
82	Restoring your software	Memulihkan perangkat lunak anda	calque
83	Apple apps	App apple	Pure borrowing
84	To access	Mengakses	Naturalized borrowing
85	Restart	Mulai ulang	calque
86	Reinstall	Menginstal ulang	calque
87	Recovery	Pemulihan	Calque
88	Your Computer	Computer anda	Pure borrowing
89	The command and R keys	Tombol command dan R	Naturalized borrowing

This result of the analysis is presented in the data above. The data were taken from both the English and Indonesian version that was issued by Mac Book Apple from Apple Corporation. It consists of 89 data. The data showed that there are 6 translation methods applied in the translation process. The frequency of the techniques used in the data and the total frequency of the technique can be counted with the following formula:

$$Percentage = \frac{\text{Frequency of techniques}}{\text{Total frequency of techniques}(88)} \times 100\%$$

The percentage of each technique is described as follows: (1) calque occurs 29 times and represents 33 %; (2) pure borrowing occurs 19 times and represents 21 %; ((3) Naturalized borrowing occurs 19 times and represents 21 %. (4) establish equivalent occurs 12 times and represents 12 %; (5) Modulation occurs 4 times and represents 0,04% and the last, (6) adaptation occurs 1 time and represents 0,01%. The percentage of pure and natural borrowing is the same. So it can be concluded that the Calque technique is the most frequently used, and the least used is adaptation

Table 2. Data tabulation form

No	Translation Technique	Frequency	Percentage
1	Calque	29	29
2	Pure borrowing	19	21
3	Naturalized borrowing	19	21
4	Establish equivalent	12	12
5	Modulation	4	0,04
6	Adaptation	1	0,01
Total		89	100%

Discussion

1. Calque

Calque is a literal translation of phrases or foreign words which are translated from English into Indonesian. This technique refers to the literal translation of both words and phrases from the source language to the target language.

Example:

SL: *phone number*

TL: nomor telepon

There are 29 data that apply the Calque technique in this study. Calque ranks first in the translation techniques contained in the manual book of MacBook Air. Translating calque in the data above are found in data number 1,4,6,17,27, 28, 30,32,36, 43, 47, 48, 52,, 53,54,55,56, 59, 64,65 68,69, 76,78, 80, 82, 85,86,87.

Calque refers to literal translation of both words and phrases from the source language to the target language. It means that the translation of the text of the source language is found in the dictionary, for example: the phrase ; '*power button*' is translated into '*tombol daya*'. '*Power*' in Indonesian language is '*daya*' and '*button*' is '*tombol*,' Then it becomes '*tombol daya*' not '*daya tombol*' since Indonesian language follow the rules of D-M (diterangkan menerangkan) Meanwhile the word, '*connecting*' is from the word '*connect*' which means '*menghubungkan*.' The word, '*user account*,' is translated into '*akun pengguna*,' since it is found in the dictionary that the word '*akun*' in English is '*account*' and '*pengguna*' in English is '*user*.'

Table 3. Result of Calque translation technique

Data	Source Language /SL	Target Language/ TL
1	Power button	Tombol daya
4	Connecting	Terhubung
6	User account	Akun pengguna
17	Messages	Pesan
27	Charge device	perangkat daya
28	External storage	Sambungan penyimpanan
30	Connect	Sambungkan
32	High performance devices	Perangkat berkinerja tinggi
36	Power button	Tombol daya
43	Customize	menyesuaikan
47	Useful information	Informasi yang bermanfaat
48	Check	Memeriksa
52	Find information	Menemukan informasi
53	Locate files	Mencari file

54	Accomplish	Menyelesaikan
55	A variety of task	Berbagai tugas
56	Your voice	Suara anda
59	Simple gesture	Gerakan sederhana
64	Scroll up/ down/ sideways	Gulir keatas/ kebawah/ kesamping
65	Swipe to navigate	Gesek
68	An important note	Catatan penting
69	Safety information	Informasi mengenai keselamatan
76	Book store	Toko buku
78	Troubleshooting information	Informasi mengenai penyelesaian masalah
80	user guide	Petunjuk penggunaan
82	Restoring your software	Memulihkan perangkat lunak anda
85	Restart	Mulai ulang
86	Reinstall	Menginstal ulang
87	Recovery	Pemulihan

2. Pure Borrowing

Borrowing can be divided into two: Naturalized and Pure Borrowing. In this research, there are 17 data showing Pure Borrowing. It occurs to 21 persen. The data showing Pure Borrowing technique are number 2, 12,15,16,18,19,20,23,29,33,39,45,51,58, 60,71, 79,83. In the following data, all the words do not occur in the change or translation process. The original words regarding the spelling and pronunciation are accepted in target language such as the words: *Mac, Pc, app store, Itunes, facetime, mail, safari, thunder bolt, files and folder, and Siri*. The other words found in the data are *trackpad, Mac Os, Apple apps* and *computer*. Pure Borrowing usually happens when there is no equivalence of the words in target language. It often occurs for the words that relate to technology and culture terms.

Table 4. The result of Pure Borrowing translation technique

Data	Source language	Target language
2	Mac	Mac
12	Pc	Pc
15	App store	App store
16	iTunes	Itunes
18	Facetime	Facetime
19	Icloud	Icloud
20	Mail	Mail
23	Safari	Safari
29	Thunderbolt	thunderbolt
33	magSafe	Magsafe 2
39	Apps	App
45	files and folders	file dan folder
51	Siri	Siri
60	Trackpad	Trackpad
79	MacOS	MacOS
83	Apple apps	App apple
88	Computer	Computer

3. Naturalized borrowing

Borrowing is a translation technique that allows translators to borrow words or expressions from the source language. This borrowing can be in the form of naturalized borrowing or borrowing that has been naturalized either in the form of morphology or an adapted pronunciation in the target language, for example:

SL: *Polyjuice*

TL: Polijus

Translator translated words or phrases from source language into target language by adapting in the form of morphology or pronunciation; for example: the word *microphone* becomes *mikrofon*, the word *history* becomes *histori*, etc. The data showing naturalized borrowing are found in the data number 8, 9, 10, 14, 21, 22, 24, 25, 37, 38, 40, 42, 44, 46, 49, 57, 66, 77, 84, 89.

In the following data, some words are translated by naturalizing the words from source language into target language. The word *document* is translated into *dokumen*, which changes the letter “c” to “k,” and there is a little difference in pronunciation. The similar process occurs in the word *calendar* which is translated into *kalender*. The word *photo* becomes *foto*, because Indonesian language does not have the syllable “ph.” The phrase, *multi touch trackpad* is translated into *trackpad multi touch*, since in Indonesian language the concept of D-M (Diterangkan-Menerangkan) for the noun phrase. The phrase system *preference* is translated into *preferensi system*. This translation technique occurs 21 times or about 19 percent of the total numbers of the translations.

Table 5. The result of Naturalized Borrowing techniques

Data	Source language	Target language
8	Document	Dokumen
9	Photos	Foto
10	Music	musik
14	Apple id	Id apple
21	Contact	Kontak
22	Calendar	Kalender
24	Information	informasi
25	Camera	Kamera
37	Multi touch trackpad	Trackpad multi-touch
38	Mac desktop	Desktop mac
40	The dock	Dock
42	System preference	Preferensi sistem
44	Click the finder icon	Klik ikon finder
46	Menu bar	Bar menu
49	The statues	Status
57	Control your mac	Mengontrol mac anda
66	navigate	navigasi
77	Instruction	Instruksi
84	To access	Mengakses
88	The command and R keys	Tombol command dan R
89	Time machine icon	Icon time machine

4. Establish equipment

Establish equivalent is a translation technique which uses a term or expression recognized in a dictionary.

SL: Great Britain

TL: Britania Raya

The data below shows the Establish Equipment translation technique. Establish equivalent is a translation which uses the term or expression recognized in the dictionary such as the word: *setup assistant* is translated into *asisten pengaturan*. The word, *wifi network* is translated into *jaringan wifi*. Wifi is an English term which is found in English and there is no equivalence in Bahasa. The word *memory card* is translated into *kartu memori* which is categorized as establish equipment since the terms or expression is recognized by the English dictionary. There are 14 data showing the Establishment Techniques found in this study.

Table 6. The result of Establishment Equipment translation technique

Data	Source language	Target language
3	Setup assistant	Asisten pengaturan
5	Wifi network	Jaringan wifi
26	Memory card	Kartu memori
31	External display	Layar eksternal
34	Magnetically attach the power cord	Pasang kabel daya bermagnet
41	Bottom of the screen	Bagian layar bawah
50	Wireless internet connection	Koneksi internet nirkabel
58	Multi-touch gesture	Gerakan multi touch
61	Popular gesture	Gerakan populer
62	System preference	Preferensi system
63	Shortcut menu	Menu pintasan
67	Webpages	Halaman web
72	A built in backup tools	Alat pencadangan internal
73	Transfer	Mentransfer

Conclusion

After analyzing the data related to English-Indonesian translation techniques on the Apple MacBook, there are some conclusions that can be summarized as follows. Based on the data analysis, it can be concluded that there are 6 techniques found in the data, namely: Calque, Pure Borrowing, Naturalized Borrowing, Established Equipment, Modulation and Adaptation. The total data is 89 numbers. The percentage of each technique is described as follows: (1) calque occurs 29 times and represents 33 %; (2) pure borrowing occurs 19 times and represents 21 %; ((3) Naturalized borrowing occurs 19 times and represents 21 %. (4) establish equivalent occurs 12 times and represents 12 %; (5) Modulation occurs 4 times and represents 0,04% and the last, (6) adaptation occurs 1 time and represents 0,01%. The percentage of pure and natural borrowing is the same. So it can be concluded that the Calque technique is the most frequently used, and the least used is adaptation.

The most dominant translation technique found in the Manual book of Apple MacBook is Calque. Calque is a literal translation of phrases or foreign words which are translated from English into Indonesian. This technique refers to the literal translation of both words and phrases from the source language to the target language. Calque occurs 29 times and represents 33 % of the whole data then followed by *borrowing* which is classified into pure borrowing and naturalized borrowing. Both of them occur 19 times and represent 21 % of the whole data.

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AN ANALYSIS OF JARGON WORDS USED BY TRAVEL CONSULTANTS IN BAYUBUANA TOURS AND TRAVEL

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Article History	Abstract
Submitted date: 2021-11-27 Accepted date: 2021-12-04 Published date: 2021-12-28	This thesis entitled “An Analysis of Jargon Words used by Travel Consultants in Bayubuana Tours and Travel”. Jargon is specific vocabularies in a particular field. Jargon terms are related to human environments, experiences, and daily activities. The aim of the study is to analyze jargon words used by Travel Consultants in Bayubuana Tours and Travel. The study is in the linguistic field, concerning sociolinguistics. The qualitative method research was used in this study, descriptive meaning is written into short essays. To answer the statements of the problem, the writers used Allan and Burridge (2006) and Finegan (2008) theories. The word purpose of the study is giving the definition and classifying the form of jargon that are used by Travel Consultants in BayubuanaTours and Travel. The result of this study shows 50 (fifty) jargon words used by Travel Consultant, which consist of 12 (twelve) jargon words, 27 (twenty seven) phrases, 5 (five) acronyms and 6 (six) abbreviations.
Keywords: linguistics; jargon; travel consultant	
Kata Kunci: linguistik; jargon; konsultan travel	Abstrak Analisis Jargon yang Digunakan oleh Travel Consultant di Bayubuana Tours and Travel Penelitian ini berjudul Analisis Jargon yang digunakan oleh Travel Consultant di BayubuanaTours and Travel. Jargon adalah kata kata khusus di suatu bidang khusus. Jargon berhubungan dengan kehidupan manusia, pengalaman, dan kehidupan sehari hari. Penelitian ini bertujuan menganalisis jargon yang digunakan oleh Travel Consultant di Bayubuana Tours and Travel. Penelitian ini tertarik di bidang linguistic, khususnya dibidang sociolinguistics. Pada saat ini sangat penting untuk semua kalangan. Penelitian ini menggunakan qualitative method, maksud penjelasan ditulis dalam essay pendek. Untuk menjawab permasalahan penulis menggunakan theory Allan and Burridge (2006) And Finegan (2008). Point penting dari penelitian ini untuk memberikan pengertian dan golongan jenis jenis dari bentuk jargon yang digunakan di Bayubuana Tours and Travel.

Introduction

People live in a world with a different society and language variety. They use various languages which depend on the particular situation, profession, or education. In this case, the language is closely related to the people of an area as subjects or actors speak as a means of communication and interact among the groups with each other. As the case above, the study about the relationship between language and society of various functions of language in society is called sociolinguistics.

Wardhaugh (2006, p.10) mentions that there is possible relationship between language and society where the structure may either influence or determine linguistic structure and or behavior or the opposite way. Further Wardhaugh points out that sociolinguistics explores language and society. It will influence each other.

Jargon is also assumed as a language variety containing a set of unique vocabulary that is used by people who have interest, class (social status), or the same position in a certain area, for instance in a working area. In the working area, there are so many professions that used jargon for example, such as: politicians, police, doctors, etc. They have their own jargon and use it in their file in order to make their communication easier. It is assumed that jargon is used by many communities in different fields.

For instance, a politician in a parliamentary government usually uses the word or phrase, such as bailout means helping a large company with its debts with the intention that the company will repay the money in the future. Another example is jargon terminology found in hospital medical jargon. Jargon words in medical context are such as ICU (intensive care unit), surgery, operation and others. The police jargon usually used by police when they are on duty, such as 86 code means the area is safe or without disturbance. However, in the business industry communication is most important because it occurs mostly to influence people or customers to buy or use their products or services. It happens in the communication used by Travel Consultant in Travel Agency.

Travel agent is a private retailer or public service that provides travel and tourism related services to the public on behalf of suppliers such as activities, airlines, car rentals, cruise lines, hotels, travel insurance, and package tours. Syrratt and Archer (2003, p.2) claims that "Travel and Tourism is a fast-growing industry, which ebbs and flows according to circumstance, but which responds well to the changes taking place around the world". Based on the above statement, the travel agency is a fast-growing industry. One of the most important factors is to serve customers, to promote or give explanations regarding their product, and their services. The Travel Agency has responsibility to give and receive information to ensure the customer is pleased with the products and services. A Travel consultant is a person who sells the products in a travel agency such as airline ticket, package tour, hotel voucher, and travel insurance, etc.

In working areas, there are some specific words used which are introduced as jargon. It is used to care for communication later and is easy to understand by related customers. Therefore, an analysis of the use of jargon words is conducted.

Methodology

The data objects in this research are taken from jargon in PT. Bayubuana Tours and Travel. These jargons were analyzed based on their forms, meanings, and types. Further they are classified into word, phrase, abbreviation, and acronym. The secondary data are taken from books and journals related to the topic.

In this study, the data were qualitatively analyzed by Allan and Burridge and Finegan theory of jargon which focused on the PT Bayu Tours and Travel. The method of data analysis that the writer used is a descriptive method. The steps of analyzing the data are following. Firstly, finding out and choosing the words compose jargons in Bayubuana Tours and Travel. Secondly, categorizing them based on the types. Lastly, analyzing the jargon words are found in the descriptive explanation or essay form.

Finding and Discussion

Datum 1, Base Fare

Base fare is used by travel agents to inform the customers of the estimated fare ticket. Usually the travel consultant gives information to the customer price to exclude tax and fee of service. Base fare is a phrase because it is combined by two words into one word. According to Oxford, base is the lowest part of something, on which it stands. Fare is a noun meaning money charged for a journey by bus, train etc.

In travel agency base fare means that price issued from airlines usually this fare excluding airport tax and other surcharge. The function of base fare is to count the commission of the travel agent. The base fare plus applicable taxes equal the total selling fare of the airline ticket. There are also other charges that may be added directly to the base fare and become part of the base fare amount on the airline ticket.

Datum 2, Fare Basis Code

Fare basis code is a phrase because it is combined by three words into one word. Fare, Basis, and code have their own meaning when they are stand alone. Fare is a noun meaning money charged for a journey by bus, train etc. Basis is plural forms of base word and code is noun means system of words, letters, numbers or symbols that represent a message or record information secretly or in a shorter form. Fare Basis code is a code composed of one or more characters that identifies a particular type of fare.

This code usually aims to show the seat class and validity of the ticket. It is helpful to be able to read the fare basis codes before looking at the more detailed fare rules. In the travel agent, the function of fare basis code is to make sure the price is based on auto pricing from system reservation.

Datum 3, DOI (Date of Issue)

DOI is an acronym that is formed from the initial letters of the words in name, title or phrase. It can be pronounced as a single word. A DOI or Date of Issue ticket is a period ticket to issue. It will be found usually in period promotion of tickets. As a travel agent, DOI is also to determine when the customers must issue the ticket, because when the customers are issued out of this period, the ticket price will be back to normal fare.

Datum 4, DOT (Date of Travel)

DOT is an acronym because it formed from the initial letters of the words in name, title or phrase. It can be pronounced as a single word. DOT or Date of Travel means the customer's period to travel uses the ticket. It will be found usually in period promotion of tickets. Date of travel also to inform the customer prohibited dates of travelling from airlines, such as high season period or blackout date period.

Datum 5, e-Ticket

E-ticket is an acronym from Electronic Ticket. E-Ticket is created at the time of sale. The travel agent still creates a passenger record in the agency's CRS and books flight in the standard way. The passenger shows e-ticket and identity to counter check-in and it must be the same. E-ticket usually consists of itinerary, booking code, name of passengers, name of airlines, code airlines, number flight, route, date of travel, departure time & arrival time of travel, booking class and booking seat. E-Ticket is an acronym because new words form the initial letters in name, title, or phrase.

Datum 6, Go Show

Go Show is someone who takes the passenger's ticket to the airport to buy the ticket. Generally, it happens a lot when the passengers missed their ticket or the passengers rushed or the passenger to fly standby on the next flight to the same destination and also the passengers may arrive at the airport early whether accidentally or on purpose.

Go Show is a phrase because it is combined by two words into one word. In the Oxford dictionary, go is a verb means move from one place to another place. While, show is a verb means to make something clear or prove something. In travel agency terms, go show is also called standby flying when a passenger travels on flight without a prior reservation for that specific flight.

Datum 7, No Show

No Show is a phrase because it is combined by two words to become one word. Based on the Oxford dictionary, no is also used to express the opposite: to give a negative reply or

statement and show its verb means make something clear or prove something. Thus, no show in the travel agency can interpret the passengers or someone who already has an itinerary to travel or ticket but they were not coming to the airport to fly. Usually the passengers suddenly cancel the ticket for some reason. This condition ticket usually has no show fee from airlines.

Datum 8, Issue Ticket

Issue ticket is a phrase because it is combined by two words becoming one word. Issues and tickets have their own meaning. In the Oxford dictionary, issue has meaning. Issue is too important a topic for discussion, issue can also be interpreted to make something known or produce something. While, ticket is a printed piece of card or paper that gives you the right to travel on a bus, enter a cinema, etc.

In travel agency terms, an issue ticket is a ticket confirmed after booking the passengers or the customer paid the tickets then a ticket given to customers. Tickets that are printed consist of itinerary, booking code, name of passengers, name of airlines, code airlines, number flight, route, date of travel, departure time & arrival time of travel, booking class and booking seat. Print tickets usually have the price of the ticket and also frequent flyers from airlines.

Datum 9, Open Date Ticket

Open date ticket is a phrase because it is combined by three words into one word. They consist of open, date and ticket. Each of them has its own meaning. Open is an adjective and can be interpreted based on the sentence, such as not closed, spread out, not keeping feelings hidden, etc. Date refers to a date on something, a ticket is a printed piece of card or paper that gives you the right to travel on a bus, enter a cinema, etc.

Thus, in travel agency terms, an open date ticket means the passenger's ticket issued by a carrier, usually an airline, without reservation to use a particular service, such reservation to be made at a later date. Passengers prefer an open coupon on their ticket if they aren't sure when they will be flying on that particular segment, but they want the convenience of paying for it beforehand. Generally, for a travel agent to charge a fare for the open coupon, that must be considered such as, airline, fare basis, and date of travel.

Datum 10, Itinerary

In general, an itinerary is a plan for a journey. Itinerary is a word because it is a unit of language and has meaning. Itinerary means schedule travelling in ticket or schedule travelling in group tour or individual tour. Commonly, itinerary in ticket consist of number flight, route, date of travel, departure time & arrival time of travel. The function of the itinerary in ticket to show the schedule of flight and to show the details of reservation.

Datum 11, One Way

One way is someone who travels to one destination without a return to the origin. The passengers used this route because they did not determine the time to return to the origin region. In this condition, the cost ticket is more expensive than the return ticket, because the airport tax will be counted way per way. Generally, the passengers want to know the fare per ticket. One way is a phrase because it is combined by two words to become one word. One way consists of two words. There is one way. One is numeral or used when you identify the person or thing you are talking about or someone whose type is mentioned. Way is a noun or route or road that you take in order to reach a place. Thus, in travel agency terms that are often used by Travel Consultant to inquire about their travel because it would affect the cost of the ticket.

Datum 12, Return

Return is a word because this word has a meaning. Generally, return is the act of returning to a place. Jargon words in travel agency areas, return is someone who is doing a round trip from the origin to the outward destination with a return to the origin. Return uses the same route and airline in each direction of travel. In other hands, the routing to the outward destination is exactly the same as the return routing back to the origin. Commonly, the cost of

a ticket in this situation is cheaper than the passenger doing one way travel, because the airport tax and other surcharges are already counted in all trips.

Datum 13, Open Jaw

Open jaw is a phrase because it is combined by two words to become one word. Open jaw consists of two words: open and jaw. Their own meaning to each other when they are standalone without a sentence. Open is an adjective and can be interpreted based on the sentence, such as not closed, spread out, not keeping feelings hidden, etc. While, jaw is a noun it can be interpreted as either of the bone structures containing the teeth. In ticketing terms with travel agency areas, open jaw jargon is different from the true meaning.

Open jaw is a round trip or circle trip nature that contains a surface or non-air segment. An open jaw occurs when any of the following happens: the passenger's outward destination is different from the departure city for the return trip, the passengers depart from the origin city and return to a different city. For example, the passengers want to depart in Paris airport and out from Netherland airport. Open Jaw is a phrase because two words become one word.

Datum 14, Surface Segment

Surface Segment is a phrase because it is combined by two words to become one word. They consist of surface and segment. Surface and segment have their own meaning. Based on the Oxford dictionary, surface nouns can be interpreted outside or the top layer of something. Segment is part of something or section. While in ticketing terms the surface segment has a different meaning. Surface segment means part of the itinerary displayed in the reservation system non air. A surface or non-air segment in the itinerary is identified with a symbol.

In this condition, the fare of this ticket is usually more expensive than the passengers travelling back and forth in the same city. The difference between surface segment and open jaw is when the passengers enter and exit the airport without flying. For example, from Denver to Los Angeles on United Airlines, from Los Angeles to San Francisco surface segment: driving by car/ by train and not flying and from San Francisco to Denver on United Airlines.

Datum 15, PNR

PNR is an abbreviation from Passenger Name Record. PNR means an automated record of a client's reservation that is created and stored in a computer reservation system. PNR is an abbreviation because it simplifies words or combined words by taking the only initial letter of each word. The function of PNR is to give an easy way of finding data in system reservation. The PNR is the automated record of a client's reservation. PNRs are completed and stored in the computer and can be redisplayed by the travel agent at any time for review, itinerary changes, or cancellations.

Datum 16, Rebook

Rebook is a word because this word has a meaning. Rebook is the basic word of book and re- is affixation. While, in the ticketing area rebook is one of jargon words that is often found by travel consultants to inform customers to rebook or make a reservation with the same previous reservation. Thus, a rebook is a reservation which has already passed the time limit of the ticket and booked again with the same details in system reservation. The function of rebook is to re-order the previous reservation in the system because the first reservation was cancelled. Generally, rebook desires from passengers because it wants to get the same details and reservation at the same price.

Datum 17, Refund

Refund means tickets purchased by passengers are still valid and can be reimbursed by the airlines if cancelled from passengers in accordance with provisions from airlines. Refund is word because this word has a meaning. The function of refund is to give back the deal reservation because the purchaser cancelled the ticket that they had some reasons immediately.

In this condition, tickets are still valid, that have not been used at all segment itineraries and the date of departure is still a long time.

Datum 18, Reissued

Reissued means ticket printing back because there is schedule change from airlines or from passenger to the difference calculation in accordance with the prevailing price and tax and also provision from the airlines. Reissued is a word because this word has a meaning. The function of the reissue is to reproduce the ticket. Sometimes the price of the ticket is changing. Mostly, the price of the ticket is higher than the previous deal.

Datum 19, Reroute

Reroute means to change the route of the already issued ticket and also get a reroute fee. Reroute is a word because this word has a meaning. In this condition, the passengers request a travel agent to change the previous route to the desired route. The passenger who changes this route due to the weather factor at the original destination.

Datum 20, Blackout Dates

Blackout Dates is a phrase because it is combined by two words becoming one word. They consist of blackouts and dates. Blackout and date are nouns. Based on oxford dictionary, blackout is a period of darkness caused by electrical failure. Date is a particular day of the month or year. When the word blackout and date become one word then be a phrase. In travel agencies, blackout dates are specific dates or ranges of dates when travel is not allowed at the fare level or the discount fare is not valid, length of stay, and controlled-inventory sales. Examples of blackouts from airlines are school vacation and holiday periods to resort destinations. The function of blackout dates is to inform the passengers of the discount fare. If passenger travel between blackouts date period the discount fare is not valid and back to the normal fare.

Datum 21, Endorse

In travel agents, ticket endorse means passengers are allowed to use any airlines along it's their path, usually the price of ticket more expensive and fare calculation based on mileage or mileage system issued by IATA (International Air Transport Association). Endorse is a word because this word has a meaning.

Endorse ticket usually to use by business travelers or someone who often travels to any destination by every airline. It happens, usually the airplane has no flight to the desired destination passenger route. Thus, the airlines prepare the endorse ticket to make passengers comfortable with their flight.

Datum 22, Booking Code

Booking code is a phrase because it is combined by two words to become one word. They consist of booking and code. Booking from one word is book and give affixation is *-ing* and then become one word is booking. Booking is a noun. Code is a noun. According to the Oxford dictionary, a book is a number of printed sheets of paper fastened in a cover. Thus, booking means an arrangement that is made in advance to buy a ticket to travel somewhere. Code is a system of words, letters, numbers or symbols that represent a message, a message or record information secretly or in a shorter form.

In the ticketing area, the booking code is code reservation after the passenger books a ticket. The function of the booking code is to easily record and check the reservation in system or in website airlines. Mostly booking code is used by the passengers in web check in

Datum 23, Non Change

Non change is a phrase because it is combined by two words to become one word. They consist of prefix is non- and non-verbs. Based on the Oxford dictionary, changes can become

or make something different. In the reservation term, this phrase was used to regulate ticket promo.

Generally, this ticket occurs in ticket promotion. It cannot change the travel period (date of departure and arrival and time), route, change flight or change the name of passenger after issued ticket. It will be found in a promo ticket. Generally, promo tickets have more stringent regulations than regular tickets.

Datum 24, Fix Date

Fix date is a phrase because it is combined by two words becoming one word. They consist of fixed words and date words. Fix is a verb and date is a noun and it has its own meaning. Based on the Oxford dictionary, fix, arrange or organize something. Date is a particular day of the month or year.

Generally, a fixed date in ticketing area terms means a status ticket that cannot be changed for all periods of departure and arrival after being issued. Whether the ticket is cancelled nor refunded. It will be found in this condition on the promo ticket. Fixed Date is a phrase because it is two words that become one word. Fix date to inform the passengers shall not be the altered printed ticket, either date or time of departure or arrival. Thus, after issuing the tickets cannot amend everything.

Datum 25, Fix Flight

Fix flight is a phrase because it is combined by two words to become one word. There are two words, fix and flight. Fix is a verb and flight is a noun and it has its own meaning. Based on the Oxford dictionary, fix is arranging or organizing something. Flight is a journey made by air. Generally, fixed date in ticketing area terms fix flight is the condition that the ticket cannot change the schedule in the same airlines, whether the ticket is cancelled or refunded.

The customers in this situation are ready to fly. They do not have any change to make the flight cancel or change. Fix flight happens when the passengers bought the promotion ticket which is the ticket is lower price than usual. The function of the fixed flight is to inform passengers that they have dealt with their ticket.

Datum 26, Time Limit

Time limit is a phrase because it is combined by two words becoming one word. There are two words, time and limit. Time is a noun. According to the Oxford dictionary, time is what is measured in minutes, hours, days, etc. While, limit is a noun. Limit is a point or line that may not or cannot be passed.

In travel agents, time limit is a hold limit or option date, by which time the ticket must be purchased and issued by the travel agency. Time limits are established according to the date the reservation was made in advance of the departure date. For example, if a reservation is made three weeks prior to departure, the ticket must be issued at least five days prior to departure. Time Limit is a phrase because two words become one word. The function of the time limit is to limit the paid time. Mostly, the time limit is to push the passengers to pay the ticket quickly.

Datum 27, Void

Void means cancellation of an issued ticket, usually due to a mistake in the reservation such as the name of the passenger, route, and date of departure and arrival etc. Void is only done on the same day with an issued ticket, unless there is a special regulation from airlines. Void is a word because this word has a meaning. The function of void is to cancel the ticket on the same day. Mostly, the void happened because of a mistake. For example, the mistake in reservation such as name passenger inappropriate with identity passengers, route and date of departure or arrival inappropriate with the passenger wished.

Datum 28, Waiting list

Waiting List is a phrase because it is combined by two words into one word. There are two words, waiting and list. Waiting origin word from wait. Wait is a verb, but give the affixation –ing became waiting is a noun. List is a noun. List is a set of names, things, etc written down in order. Thus, the waiting list is a noun and it is a phrase. Waiting list is a list of people who are waiting for something that is not yet available.

While, waiting list in a travel agent means a list of passengers wishing to join a flight, sailing or tour, which is fully booked; sometimes also used by hotels when fully booked. Those on the list may then be accommodated in case of cancellations or no shows. In the ticketing area, the function of the waiting list is to give the information that the passengers can not join in the current flight. Waiting list status can also be confirmed or not confirmed from each airline or hotel depending on subject availability.

Thus, the airlines or hotels give the confirmation to the passengers to wait whether they are going to wait or to cancel the deal. Generally, the system reservation ticket showed the symbols of the waiting list through HL in the system of airlines, while in hotels reservations showed the sign as book on request.

Datum 29, HK

HK is status code in ticket reservation. That is also called confirm in ticketing regarding area, which the ticket not issued yet but confirm in reservation. HK is abbreviation because simplify words or combined words by taking the only initial letter of each words. The function of the symbol HK shown in system reservation is confirmed by airlines, whether as a booking list or issued ticket. Generally, HK symbol happened because the passengers tried to book the ticket but they were not sure that flight will be gone well or pending for a moment.

Datum 30, Code Sharing

Code sharing is a phrase because it is combined by two words becoming one word. There are two words, code and sharing. Code is a noun. Based on the Oxford dictionary, code is a system of words, letters, numbers or symbols that represent a message, a message or record information secretly or in a shorter form. While sharing is the origin word from share. Share is a noun, which means part of something divided between two or more people.

In ticketing terms, code sharing is a cooperative agreement between two or more airlines to share the sale of seats on one airline's aircraft; it's also called dual designated carriers. For example, Garuda Indonesia airlines make an agreement with another airline because Garuda Indonesia Airlines has no route in such a passenger order. Thus, Garuda Indonesia Airlines offered the passengers use of other airlines by dealing the ticket from Garuda Indonesia. The point of this situation is the passengers got the ticket from Garuda Indonesia Airlines by using another airplane. The symbol of code sharing in system reservation is displayed.

Datum 31, Aisle Seat

Aisle Seat is a phrase because it is combined by two words to become one word. The words consist of aisle and seat. It has its own meaning. According to the Oxford dictionary, Aisle is a noun, aisle is passage rows of seats in a church, plane or something between shelves in a supermarket. Seat is a noun, which means place where you can sit. In aviation jargon, aisle seat is the seat on the plane between the middle row or aircraft and the aisle. Aisle seat is the position of the seat which is placed on the edge. This seat is the most favorite seat for the passengers who wish to sit comfortably to go somewhere.

Generally, an aisle seat is to show the favorite place that the passenger needed because it is a strategic seat for the passenger when they want to take a leave easily. Commonly, the passenger knows the aisle seat. This seat is usually in the row C, D, F, and G, depending on type of aircraft.

Datum 32, Window Seat

Window Seat is a phrase because it is combined by two words becoming one word. There are two words, window and seat. Window is a noun. Based on the Oxford dictionary, the window is glass at the front of a shop and the area behind it where the goods are displayed. While, seat is a noun meaning place where you can sit. Thus, window seat is a noun and it is a phrase.

Window seat is a seat on the plane located in the border and near the window of the airplane. Usually, this seat becomes a favorite spot for the passengers if they fly in the morning or afternoon. The passengers will see a view from above in the airplane. The function of the window seat is to inform you that the seat of the airplane has a unique place because it is placed next to the window. Mostly, devotees of these seats are people who are interested in the view.

Datum 33, Direct Flight

Direct Flight is a phrase because it is combined by two words to become one word. There are two words, direct and flight. It has its own meaning. According to the Oxford dictionary, direct is a verb that means to aim at something in a particular person. While flight is journey made by air.

Direct Flight, also called a through flight, means single plane service between two cities one or more intermediate stops along the route. Direct service also means single plane service because there is no change in flight number. The function of direct flight is to give information that the passengers no need to transit during the flight. Generally, direct flight has its own route.

Datum 34, Business Class

Business Class is a phrase because it is combined by two words into one word. They consist of business and class. Based on the Oxford dictionary, business is a noun meaning the activity of buying and selling. While, class is a noun meaning group of students taught together. Business Class is a cabin on a domestic or international commercial flight that is located directly behind first class which offers service and amenities that range between first class and coach. Business class is also called executive class. It was dubbed business class because it was toward the frequent traveler or business traveler.

Business class for those passengers who wanted upgraded service and more comfort than they would receive in coach but without paying the high cost of first class ticket. On most planes, business class seats are crafted with leather and sheepskin, tray tables that swing outward (giving the passengers more freedom of movement), and leg rests that adjust by pushing a button at the seat.

Datum 35, Economy Class

Economy Class is a phrase because it is combined by two words into one word. According to the Oxford dictionary, economy is a noun. Economy is the economic system of a country. While, class is a noun meaning group of students taught together. Thus, in ticketing terms, economy class is the term for coach seating on international flights. It is the location of the greatest number of seats on an aircraft. Usually most passengers who are paying discounted ticket prices are sitting in coach class.

Seats are set closer together and are narrower than those in first-and business-class cabins. The average seat pitch in economy class is between 31 and 34 inches. Beverages and meals are served at no extra charge, although liquor, beer, and wine usually must be purchased. On shorter flights, passengers in coach class may be served a lighter snack, whereas passengers in first or business may be served a full meal.

Datum 36, Booking Class

Booking Class is a phrase because it is combined by two words becoming one word. Booking Class also called class of service. Booking from one word is book and give affixation is *-ing* and then become one word is booking. Booking is a noun. According to the Oxford dictionary, a book is a number of printed sheets of paper fastened in a cover. Thus booking

means an arrangement that is made in advance to buy a ticket to travel somewhere. While, class is a noun meaning group of students taught together.

These classes of service are used in airline schedules to denote the types of seating on board a specific flight. Booking class or class of service means a separate compartment on an aircraft that determines the location of passenger seating, level of in-flight service, and price; three standard classes of service are first, business, and coach.

Datum 37, Early-bird rate

Early-bird rate means a special rate for early booking. Usually the customers get the benefits, such as discount rate, special offer, and reward. Early-bird rate is a phrase because it is combined by three words into one word. When they are combined it has a meaning and they have meaning when they are alone. Based on the Oxford dictionary, early is an adjective, bird and rate is a noun. Early is near to the beginning of something. While, bird is a creature with feathers and wings, usable to fly. Rate is a measure of the speed at which something happens of miles per hour. Basically, in ticketing terms means the customers have less money if they book the rooms weeks or months in advance.

Commonly, in the condition rate, hotels will give note or inform the regulation to customers that such a rate usually when the customers cancel or change the booking at any time while already paid cannot be amended after issuing the voucher hotel reservation.

Datum 38, Stopover

Stopover is also called layover. Stopover is a voluntary and prolonged stop at a city on the route. Stopover is a word because this word has a meaning. Generally, stopover means a scheduled break in a journey agreed in advance by the carrier or interruption of a journey, usually overnight, which may be at the passenger's request or necessary.

The regulation for domestic travel, the passengers make a deliberate stop for more than four hours, for international trips the standard a stopover is a deliberate stop for more than twenty-four hours. If the passengers makes a stopover on a domestic or international airline ticket, a fare is charged to that city.

Datum 39, Frequent Flyer

Frequent Flyer is a phrase because it is combined by two words to become one word. There are two words, frequent and flyer. In the Oxford dictionary it means `` each other. Frequent is an adjective, which means happening often. While flyer is the original word from fly and give affixation -er become one word is flyer. Flyer is a noun, meaning a person who travels in an aircraft. Thus, in the ticketing term, frequent flyer has a different meaning.

Frequent flyer is a membership card from the airlines when the passengers travel in the world in which the passengers get a point and get rewards and privileges. Frequent flyer made by airline's marketing program designed to build passenger loyalty and that allows the traveler to accumulate flown mileage on a particular airline; the mileage can be traded in for rewards such as class upgrades or free ticket for future trips.

Datum 40, Long Haul

Long haul is a phrase because it is combined by two words to become one word. Long haul consists of two words: long and haul. In the Oxford dictionary, long and haul is a verb. Long means having a great or a given extent in space or time. While, hauling is pulling something with a lot of effort. Thus, in ticketing terms, long haul means distinction of particular relevance in civil aviation, where it stems from differences in aircraft types, operational and traffic handling technique and in marketing.

However, the distinction is most appropriately based on the measurable length of haul. Long haul travel as flights lasting more than about five hours. Commonly, on this trip a long haul occurs on a long trip which takes more than five hours, such as Jakarta to the United States,

Jakarta to Europe country, Jakarta to Africa, or etc. This trip usually transits as home base for each airline. And also the passengers request a stopover in other countries.

Datum 41, Sabre

Sabre is the airline computer reservations system usually used to search the scheduled airlines, pricing, and make a book reservation ticket for international flight. Sabre is a word because this word has a meaning. Sabre Global Distribution System (GDS) owned by Sabre holdings, is used by travel agents around the world with more than 400 airlines, 220,000 hotels, 42 car rental brands, 38 rail providers and 17 cruise lines. The sabre GDS enables companies such as American Airlines, American Express, Travelocity, etc. one of travel in Indonesia that use this system is Panorama Tours and Travel.

Datum 42, Adjoining room

Adjoining room is a phrase because it is combined by two words to become one word. Adjoining original word from adjoin. Adjoin gives affixation –ing become one word is adjoining. Adjoining is a verb. Based on the Oxford dictionary, adjoining is a room located between something or next to something. While room is a noun, it means part of a building with its own walls, ceiling and door. In travel terms, adjoining rooms means rooms in a hotel or another building adjacent to each other without direct access between them. Commonly, the customers give information to travel consultants if they have reservation rooms they wish to adjacent rooms with the family or their group.

But in this situation, the travel agent and hotels have to enactive when they request the adjacent rooms because it is all subject to room availability when the customers check in. Generally, when the travel agent gives notes to hotel reservations, the hotels give priority first.

Datum 43, XO

XO is an abbreviation because it simplifies words or combined words by taking the only initial letter of each word. XO is an abbreviation from Exchange Order. Exchange means a form used to order something to a vendor. This form is only used by branches of Panorama World or Panorama Express in Indonesia, because they are franchises of Panorama Tours. The function of this form is to make a reservation to vendors such as ticket airlines, tour, hotels, visa, car, etc. XO contains details of each booking.

For example XO for ticket airlines contains the date and time of departure and arrival, number flight, code airlines, name of the passenger as reservation in system, booking code, initial maker of XO, calculation of fare of price ticket, such as tax and commission for travel agents.

Datum 44, FIT

FIT is an acronym for Free Individual Traveler. It means the people doing travel alone, they determine the date of departure and arrival of their trip, along the journey, they have an itinerary by itself, and also in this trip without Tour Leader/Tour Guide. FIT is an acronym that is formed from the initial letters of the words in name, title or phrase. It can be pronounced as a single word. Generally the cost of this trip can be more expensive than group tours.

Datum 45, Invoice

Invoice is a form of proof of purchase from the agent to the customer or from the agent to the vendor for purchase of something already paid in full. Invoice is a word because this word has a meaning. The function of this form is to provide proof of legal payment stamped and signed by the authorities or finance. This form also gives information to customers as proof of payment with the nominal paid. Generally, invoices consist of 2 copies, one for customers and one for the finance team as a report finance.

Datum 46, Inquiry

Inquiry is a form used for proof of a temporary booking provided to a guest for payments incurred by a travel consultant. Inquiry is a word because this word has a meaning.

The function of inquiry form is as a proof of payment and a temporary booking usually for ticket purchases. Generally this form is used at exhibition venues. This form should be also signed by the guest as their approval that the reservation confirms and that is correct.

Datum 47, CSR

CSR is an abbreviation because it simplifies words or combined words by taking only the initial letter of each word. CSR is an abbreviation from Cash Receipt. CSR is also called a deposit for a tour or reservation requiring a deposit in advance. The CSR number will appear automatically in the tour reservation system when the customer has made the deposit payment to Panorama Tours. CSR is used by the finance team as a nominal deduction of the corresponding balance held by each branch.

Datum 48, TBF

TBF is an abbreviation because it simplifies words or combined words by taking only the initial letter of each word. TBF is an abbreviation from Tour Booking Form, which means a form that contains details of a reservation booking tour, such as name of tour, name customers as passport, number passport, request customers.

Datum 49, TRF

TRF is an abbreviation because it simplifies words or combined words by taking the only initial letter of each word. TRF is abbreviation from Tour Reservation Form, means a form that contains details of a reservation package tour such as, price of details tours, name tour, name customers as passport, number passport, date of birth customers, validity passport, number booking, and also this form must be signed by customers.

Datum 50, DOA

DOA is an abbreviation because it simplifies words or combined words by taking the only initial letter of each word. DOA is an abbreviation from Document of Airport Handling. DOA is one of the divisions for travel document management such as making a passport, passport extension, and visa application in Panorama Tours and Travel.

This section also has its own system in which a travel consultant will know the status of visa or passport status and other travel documents that apply at the embassy or immigration. In this system the status of visa or passport process is P which means Process, G is guaranteed, and R is rejected. This system also often update the news from embassy, such as public holiday embassy, get know schedule an interview in embassy for apply visa, other news from embassy.

Conclusion

In the working area, there are so many professions that use jargon, one of them is Travel Consultant who works as a Travel agent. The jargon that is used by travel consultants to make the conversation easier between Travel Consultant and also for the customers who often travel by airplane.

First, jargon provides speakers of specialized domains with clear, unambiguous terms that refer to their activities. Secondly, it also provides speakers of a sub-group with a means of marking in-group membership and excluding outsiders. Jargon is a language variety containing a set of unique vocabulary that is used by people who have the same interest, class (social status), or same position in a certain area, for instance in a working area.

After analyzing the data findings as mentioned in chapter IV, the writer found 50 (fifty) jargon words in Travel agent. Those are fifty of jargon words found in travel agent such as the following: Base Fare, Fare Basis Code, DOI, DOT, e-Ticket, Go show, No show, Issued Ticket, Open date ticket, Itinerary, One way, Return, Open Jaw, Surface segment, PNR, Rebook, Refund, Reissued, Reroute, Black out date, Endorse, Booking Code, Non Changes, Fixed date, Fixed flight, Time Limit, Void, Waiting List, HK, Code share, Aisle seat, window seat, Direct flight, Business class, Economy class, Booking Class, Early bird rate, Stopover, Frequent Flyer

Airlines, Long Haul, Sabre, Adjoining room, XO, FIT, Invoice, Inquiry, CSR, TBF, TRF, DOA.

They consist of 12 words form, 27 phrase form, 5 acronym form, 6 abbreviation form. Some of the data were analyzed by using a dictionary of travel tourism hospitality and also a book of travel agency practice. As seen from the results, it can be concluded that jargon words in travel agents are usually used by Travel Consultant.

Based on the result study, it is suggested to some readers who are interested in linguistic fields, especially about jargon in any some places, such as working area, different situation, social culture, some communities, etc. it hopefully can ask the reader to look forward in gaining the knowledge of some jargon theories relating to the different object. To understand jargon, readers should read more books about sociolinguistics, especially about jargon, search for information about jargon words on the internet or in a journal.

The other suggestions are designed for students who are interested in analyzing jargon words with different theories. Students are expected to dig more knowledge about any aspects in the linguistic field. Also, they hope to understand the meaning of jargon words found in travel and ticketing terms.

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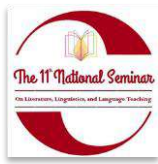
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LANGUAGE TEACHING





IMPROVING STUDENTS' ENGLISH PRESENTATION SKILL THROUGH USING VIDEO GUIDED COMMENTS

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Article History	Abstract
Submitted date: 2021-11-27 Accepted date: 2021-12-04 Published date: 2021-12-28	The global need to shift some practices from face to face to online learning or hybrid learning. The way of learning creates new issues for students to collaborate remotely and new challenges in the process of language teaching. Presenting skill as a part of speaking activity is essential to make sure that ideas can be delivered to other people without misunderstanding. The limited time for students and teachers to talk about their presentation performance made it difficult to improve their skill. Using A video application integrated with comments lessens the time giving feedback for a big class, the lesson is done through collaborative learning to help improve students' presentation skill. The study was conducted to know whether using video application and peer-to-peer guided comments through asynchronous activity could improve presentation skill for EFL students. Through a mixed method research approach the students experienced during the task was tried to be understood. First, the students' interaction using comments that were guided by four criteria in a 1–2-minute presentation was monitored, and open-ended questions were asked. Following that to provide additional data, questionnaires were administered to 50 students to know more of how the collaboration through guided comments improve their presentation skill. The result showed how the guided comments helped them and the criteria that was mostly helped using this approach.
Keywords: Presentation skill, collaborative learning, guided comments, video application	
	Abstrak
Kata Kunci: Keterampilan presentasi, pembelajaran kolaboratif, komentar terpandu, aplikasi video.	Meningkatkan Kemampuan Presentasi Bahasa Inggris Siswa melalui Pembelajaran Kolaboratif dengan Komen yang Dipandu dalam Aplikasi Video. Lingkungan kehidupan global memberi kesempatan dan memungkinkan adanya transformasi beberapa strategi pembelajaran dari pembelajaran tatap muka ke pembelajaran daring atau pembelajaran hibrida. Hal ini selain memberikan kesempatan kepada mahasiswa untuk bisa berkolaborasi jarak jauh juga melahirkan beberapa tantangan baru dalam proses pengajarannya. Keterampilan menyajikan pemikiran, pendapat dan ide melalui presentasi sebagai bagian dari kegiatan keterampilan berbicara sangat penting untuk memastikan bahwa pemikiran, pendapat dan ide-ide tersebut dapat disampaikan kepada orang lain dan diterima dengan efektif tanpa kesalahpahaman. Penggunaan aplikasi video yang terintegrasi dengan komentar yang dipandu mempersingkat waktu pemberian umpan balik hasil presentasi untuk kelas besar, pembelajaran dilakukan melalui pembelajaran kolaboratif untuk membantu meningkatkan kemampuan presentasi siswa. Penelitian ini dilakukan untuk mengetahui apakah penggunaan aplikasi video dan komentar <i>peer-to-peer</i> yang terpandu melalui aktivitas asinkron dapat meningkatkan keterampilan presentasi siswa EFL. Melalui desain metode campuran, bertujuan untuk memahami interaksi siswa dalam melaksanakan tugas. Pertama, memonitor komentar siswa yang dipandu oleh empat kriteria dalam presentasi selama 1-2 menit, dan pertanyaan yang terbuka pun dapat diajukan. Setelah itu, kuesioner diberikan kepada 50 mahasiswa untuk mengetahui lebih jauh bagaimana kolaborasi melalui komentar terbimbing dapat meningkatkan keterampilan presentasi mahasiswa. Hasil penelitian menunjukkan bagaimana “metode komentar terpandu” dapat membantu mahasiswa dalam meningkatkan keterampilan presentasi dan kriteria yang paling membantu menggunakan pendekatan ini.

Introduction

The pandemic that happened in most parts of the world has changed traditional classroom learning to online learning. Many problems have arisen since the beginning when students could not have face-to-face study that forced teachers to be more creative in creating the lessons, and students also must adapt to the new way. There are many problems linked to the learning process in a class with a significant number of students. Problems varied from the difficulty in conducting practices, monitoring the lessons and the limited capability and connection problem in using video conferencing applications, such as zoom and google meet. Another difficult part was giving feedback because the pair or group was not monitored fully through class conferences due to connection problems.

This study was conducted upon seeing the difficulty of some teachers when teaching presentation skills to students in a big class. They had problems in giving feedback to their students. The limited time made teachers unable to spend a lot of time giving face-to-face feedback. However, giving feedback was an essential part of the learning. Teachers had to try to incorporate this activity even with the limitation of time. Adaptation by both teachers and students was really needed. Robert (2004) said that group-work which encourages collaboration was developed to tackle a situation. It will also enhance teamwork which would benefit the future of university students. Razali, Ahmad, & Noor (2020) also recommend collaborative learning methods for online learning where students have to be fully responsible for their own learning outcome. They emphasize the importance of interaction between students as well as interaction between students and lecturer during online learning.

The researchers also looked at whether technology-assisted in task-based language learning using peer comments, as a part of collaborative learning, based on guided rubrics could help to improve students' speaking skills. Reinhardt (2019) in his study mentioned that the future of learning language could be using social media. Yeh (2019) said that students improved their speaking skills significantly from getting peer feedback with guidance from the teacher. However, their comments were sometimes still unclear or implicit. Nicolini and Andrew (2017) mentioned that online peer feedback significantly influenced the students' speaking skills and development. In the tasks assigned to students, after students upload their video, they have to collaborate with their peers to give feedback based on the teacher's guide in the form of a rubric to achieve their goal to improve their 1–2-minute presentation skill for an IELTS speaking test. The task used Soqple, a mobile application that still underwent a trial period by the developer. In a learning process, students have choices of strategies to possess a skill that they want. Cohen (2014) mentioned that learners chose the strategy they used to improve their language skills. Knowing that they could select the strategy, so there was a possibility that they could be autonomous learners with a teacher's guide. Reinders (2010) said that a long process was needed to create an autonomous learner student. The process should start by creating the willingness of the students to learn by themselves. A teacher should guide them so they can reach the aim of the learning. After that, they must know their goal, so they know how to be better at that skill.

The researchers applied the concept of collaborative learning for the tasks in the study. This concept has been widely used for many years in the teaching-learning process. Learning together can bring advantages, such as a higher transfer of learning and more time on the task (Jolliffe, 2007). It is believed that critical thinking, adaptability, and self-evaluation are essential skills that must be taught in a higher education context (Candy, Crebert, & O'Leary, 1994). It could be seen that giving comments based on rubrics to other friends' video presentation represents a shift towards incorporating collaboration into realistic contexts that develop skills

learners can transfer to the real world (Robert, 2004). Based on the previous research this study looked at how collaborative learning through guided comment helped them to understand their weaknesses in a presentation.

Video comments from peers could help students with their speaking skill. However, the instructor/teacher should guide them so they could know what to focus on when they give feedback. The researcher wanted to know whether peer feedback using guided comments on a closed platform video application could help the students to improve their speaking skill. The result of this study could help a large class to conduct speaking feedback.

Methodology

The study began with a research question of “How guided comments using rubric as a part of collaborative learning using a video application could help students to improve their mini presentation skill?”. It was conducted at a private university in Tangerang. It is conducted for one semester from March to June 2021. The instructor was also one of the people who conducted the study.

The design of this study is using a mix method research design to know whether the activity helped the participants to improve their mini presentation skill. Mix method data is chosen to get the strength of both quantitative and qualitative data (Creswell, 2012). Quantitative data will be used to describe a trend, while qualitative data can be used to know people’s thoughts more deeply. The researcher chose embedded design because both quantitative and qualitative will support one another.

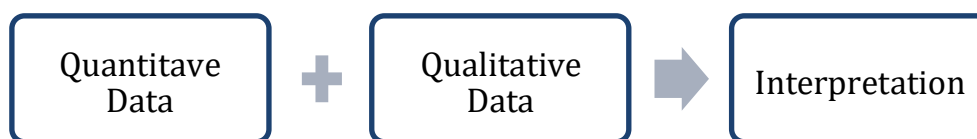


Table 1. Research Design

a. Participant

The D of this study were 56 Business major students who took IELTS Proficiency class in the 6th semester. Most of the participants possessed an intermediate level of English Proficiency according to the CFER, which is supported by a band score of average 5,8 on the first mock test.

b. Instrument

Video application

The video mobile application Soqql and its features were used in the study. This application was used because it was a close platform application – no other people outside the class can access the class without permission. The task was in the form of a mini presentation about describing a place, an event, and a person. After that, students were given an instruction to upload a video and a rubric to guide them when giving comments on their friends’ mini presentation video.

Rubric

The key to this task was the rubric used to guide the students when giving comments. Presentation skill was linked to speaking skill, so the rubric used was adapted from IELTS Speaking Rubric (Public Version). In this rubric there are 4 criteria that a student must meet when completing a task. Those criteria are *Fluency and Coherence*, *Lexical Resource*, *Grammatical Range and Accuracy* and *Pronunciation*. The rubric criteria then were broken

down into questions according to the criteria. Students used the questions to guide them to do the speaking task and to give feedback to their peers.

Fluency and Coherence	Vocabulary	Grammar	Pronunciation
How was your fluency? Too slow? Too fast? Did you pause a lot? Was there any hesitation? Did you use connecting words to talk about your idea? (such as first, then, also, another thing, because, although etc.)	Did you repeat the same words often? Did you use word you don't hear often? Did you paraphrase the question?	Was the usage of basic tenses, correct? (e.g., past for things happened in the past etc.) Did you use variation of simple and complex sentences? Did you make many errors?	Was it easy for you to understand your own words and grasp the meaning? Were there any words that you said made yourself confused? Do you think you say the sentences naturally?

Figure 2. Speaking Rubric
adapted from IELTS speaking test descriptor (Public Version)

Interview

At the end of the semester an interview using open-ended questions was conducted. Students responded through written form. In this step, a certain number of students that used video recording in the learning process were asked about their experience. The questions were aimed to know the students' view about using video with guided comments and how it improved their speaking skill. Some of the answers were given in their written mother language.

Questionnaire

An online survey using Linkert scale was given to know what part of the comments based on the teacher's guide from their peers were helpful for them to improve their presentation skill for the next task. The survey was limited to the 4 criteria that were used as the base of the question. The four criteria are fluency and coherence, vocabulary, grammar and pronunciation. Fluency and coherence looked at the delivery of the presentation itself. Vocabulary was focusing on the words students used when they present. Grammar concentrated in the structure of the sentences and tenses. Lastly, pronunciation was more to the stress and intonation that were used by students.

c. Data Collection

The data collection was divided into two parts – during the activity and after the activity. The activity (table 2) task question was an adaptation from a speaking part 2 of IELTS. In this part of the speaking test students must give a monolog based on the question for 1-2 minutes. It required the students to give a mini presentation that included introduction, body, and conclusion. After the task finished, other students would give comments at the comment column of the video. The last part of the task required the students to reflect on their work based on their friends' comments. The students' video comments and reflection were then collected and analyzed. After the activity the students were given an interview and questionnaire based on the activity they did.

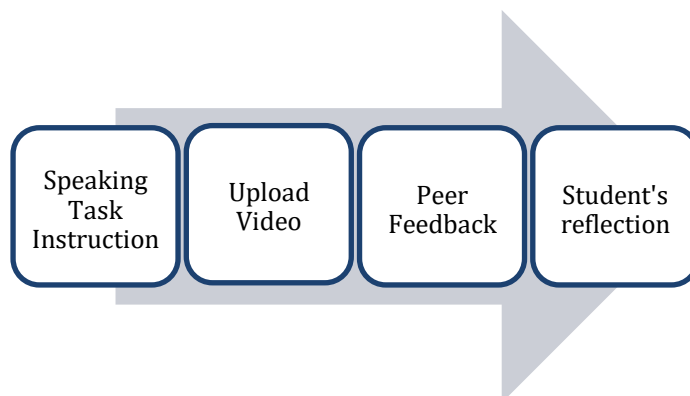


Figure 3. The task sequences

d. Data Analysis

The data were collected from the video feedback comments that included their peer comments and the students' reflection and interview. The answers then translated into English and continued to be categorized and coded. Finding keywords from all 56 students' answers was the way the researcher found the similar pattern. The questionnaire was used to see the trend to support the qualitative data.

Finding and Discussion

The Finding is based on the aim of the research whether a guided comment using a rubric can help the students to improve their speaking skills in a mini presentation. The study used the IELTS speaking rubric public version to evaluate the students' speaking skills and the rubric to guide their comments. The comments are guided by questions for each criterion. This is a way for students to know what to write in the comment box.

The interview open-ended questions asked the students to talk about what their likes and dislikes were about feedback comments that were given by their peers. The first question was about students' likes about the peer guided comment feedback. The words *improvement* and *development* of their speaking skill were the most mentioned words in the answers that they gave the researcher. The comments were helpful, and they could see the small mistakes that they have made.

They could realize that they made mistakes from what their friend pointed out. *"With feedback from friends, I realized that there were some small mistakes that I unfortunately missed, for example, I was too fast when I spoke or I spoke too long. Plus, a lot of feedback that is more constructive in nature, such as providing motivation to maintain my already good abilities or improving again due to small mistakes."* and *"I know where I went wrong and know what I should do for my speaking assignment"*

The guided comment also could make them know exactly where to improve. *"Honest, giving corrections for further improvement, so I know which part to improve"*. *"Because we are blind to our own blindness. Therefore, feedback is a really good method that I think can develop my speaking skills."*

Some answers also showed that the comments were supportive and constructive. *"Feedback from friends is very supportive with constructive criticism and suggestions so that I can develop my English-speaking skill."* *"The way my friend appreciates my efforts in making videos and the advice given can help me improve my speaking skills."*

There are also answers that giving comments was also helpful and gives them the satisfaction of helping someone. *“It feels good to be able to provide improvements to people so they can become better”*

The second question was talking about their dislikes about the guided comments. Most of their answers said that they have nothing against guided comments, however, some said that not all feedback was useful, and the feedback were repeating what other friends have said. *“Sometimes the feedback only follows from other people’s feedback (benchmarking from other people’s feedback)”*. Another problem that they had was insecurity, they were a little shy when their speaking assignment was watched by their peers. Bias and dishonest comments were something that could be read from the students’ answers. The student’s relation could also affect the comments that they gave. *“Maybe sometimes there are some who don’t like to give feedback because they are not close, so the feedback is not too honest.”* Maybe some also only gave positive feedback, and some do not like it. *“Feedback given was not serious, discouraging, or only praising/giving positive factors without pointing out mistakes or shortcomings.”*

The next data came from the questionnaire to find out more about the criteria of the rubric that helped their presentation performance. The first graph (Figure 1) shows the answers of how useful reading the feedback comments from their peers. *Grammar Range and Accuracy* and *Pronunciation* were two criteria that all students said that the feedback was useful. *Vocabulary usage* was the second most useful and pronunciation was the least. This could reflect on which criteria students needed feedback from. The parts that students found useful might correlate to the difficulty that they had. This can be seen in Fitriani and Apriliaswati (2015) study that investigated speaking problems for third semester English students and found that there were linguistic (grammar, vocabulary, pronunciation) and psychological (lack of self-confidence, anxiety) problems in speaking performance. We could see that grammar and vocabulary were two criteria students had problems with.

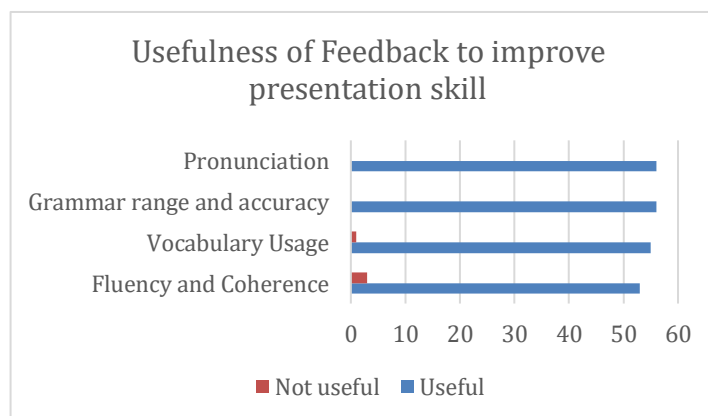


Figure 4. Usefulness of Feedback to improve presentation skill

Furthermore, the second graph (Figure 5) shows the answers to how difficult giving feedback were. From this question more than half of the students, 36 students, answered grammar range and accuracy and vocabulary were difficult feedback to give. *Fluency and Coherence*, and *Pronunciation* were two least criteria that they found difficult, both with 50 students answered it was not difficult. These answers were in line with the answers of the next graph (Figure 6) that shows time allocation to give response on the task. *Grammar range and accuracy* most students needed a lot of time to prepare. We could see that almost half of the students chose the grammar range and accuracy took the most time to prepare. This was also the case with vocabulary, even though not many said it was difficult, it had a smaller number

of people who said it was easy compared to *grammar range and accuracy*. These two criteria would be the two top criteria that students had problems with.

Moreover, 22 from 56 students said fluency took the least time to prepare and pronunciation also had the same trend. However, *fluency and coherence* had more students answering that it was 'very easy' to prepare compared to pronunciation. It showed that they still consider taking some time on pronunciation.

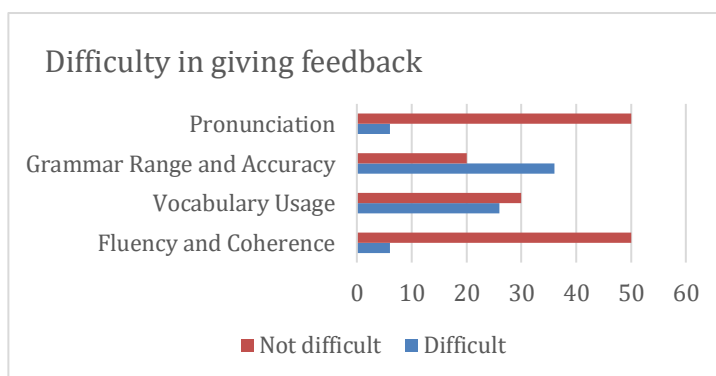


Figure 5. Difficulty in giving feedback

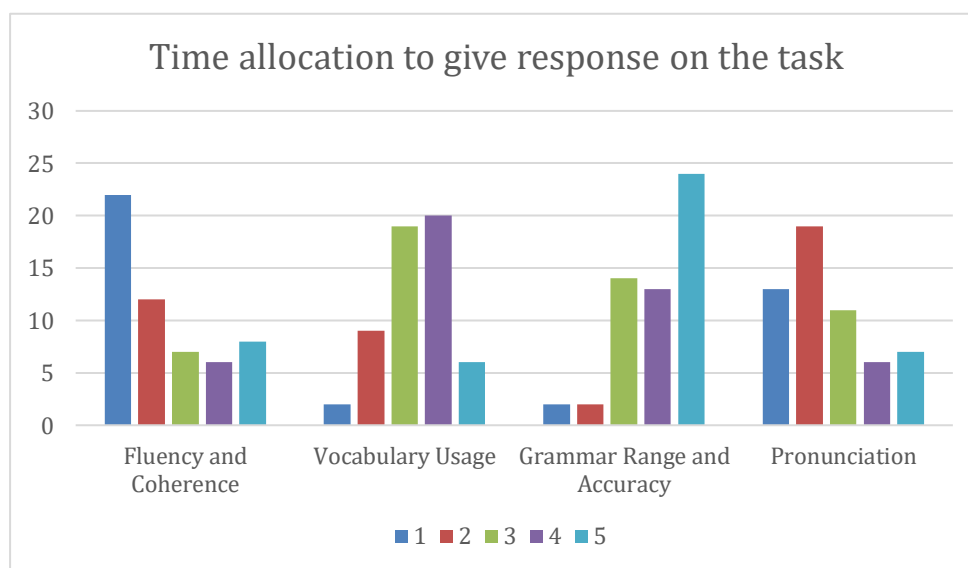


Figure 6. Time allocation to give response on the task

From both types of data, we could see that students said that guided comments were helpful for them to improve their presentation skill. *Grammar range and accuracy* as the most difficult in giving feedback and took a long time to prepare was also mentioned to be the most useful for them. The comments could develop their speaking skill and they could find their mistakes that were invisible to them. We could also see that when giving the comments they found it was difficult to give feedback on the criteria that took them longer to prepare.

Conclusion

Students welcomed the idea of guided comments that were given by their peers. The comments were able to make them know the mistakes that they did not realize. Comments were also to the points that they needed to improve. Further questions showed that students had

problems in *grammar and accuracy* and *vocabulary* when doing speaking tasks. In those parts, students took longer to prepare when doing the task. And they found it was useful when feedback was given in the areas that they had difficulty. We also must consider that some students might be reluctant to give honest comments to their peers. It was interesting to look at the future in developing rubrics that are broken down into questions to help students improve their speaking skills. The use of technology to upload videos that helped the learning process is important. This study was limited to students with intermediate level of English. So, further study will be needed to know the type of rubric that could be used in all levels of English Proficiency to improve their speaking skill.

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A NEEDS ANALYSIS OF THE COLLABORATIVE MODEL OF PRACTITIONER LECTURERS IN THE ENGLISH LANGUAGE AND LITERATURE DEPARTMENT

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Article History	Abstract
Submitted date: 2021-11-27 Accepted date: 2021-12-04 Published date: 2021-12-28	The objective of this study was to find out the needs of practitioner lecturers to teach in the English and Literature Department, Universitas Negeri Medan (UNIMED). This study used a descriptive design. The subjects were 142 students and ten lecturers of the English and Literature Department of UNIMED. The instruments to collect the data were questionnaires for students and interviews for lecturers. The data were analyzed using descriptive analysis. The results of the needs analysis of the collaborative model from practitioner lecturers through interviews and questionnaires to students and lecturers are practitioners who can enrich practical experience to enter the real world of work adequately and give lectures with learning theories. The subjects they wanted to be taught by the practitioner lecturers were speaking, entrepreneur, and writing. In conclusion, the English and Literature Department needs practitioner lecturers to collaborate in the teaching-learning process.
Keywords: Need; analysis; lecturer; practitioner; collaborative	
	Abstrak

Kata Kunci:

Kebutuhan; analisis;
dosen; praktisi; kolaborasi

Analisis Kebutuhan Model Kolaborasi Dosen Praktisi di Jurusan Bahasa dan Sastra Inggris

Tujuan dari penelitian ini adalah untuk mengetahui kebutuhan dosen praktisi untuk mengajar di Jurusan Bahasa Inggris dan Sastra Universitas Negeri Medan (UNIMED). Penelitian ini menggunakan desain deskriptif. Subyek penelitian ini terdiri dari 142 mahasiswa dan sepuluh dosen Jurusan Bahasa dan Sastra UNIMED. Instrumen untuk mengumpulkan data adalah angket untuk mahasiswa dan wawancara untuk dosen. Analisis data menggunakan analisis deskriptif. Hasil analisis kebutuhan model kolaboratif dari dosen praktisi melalui wawancara dan angket kepada mahasiswa dan dosen adalah praktisi yang dapat memperkaya pengalaman praktek untuk memasuki dunia kerja secara nyata dan memberikan kuliah dengan teori-teori pembelajaran. Mata pelajaran yang ingin diajarkan oleh para dosen praktisi adalah berbicara, berwirausaha, dan menulis. Kesimpulannya, Jurusan Bahasa dan Sastra membutuhkan dosen praktisi untuk berkolaborasi dalam proses belajar-mengajar

Introduction

As the highest educational institution, universities are required to implement the policy of 'Merdeka Belajar- Kampus Merdeka' (MBKM) or Freedom to Learn-Independent Campus. There are eight forms of learning activities in accordance with Permendikbud No. 3 of 2020 Article 15 Paragraph 1 within the study program and outside the study program such as teaching in schools, internships, and others.

In addition, universities must also meet the eight Key Performance Indicators (KPIs) of Higher Education launched by the Ministry of Education and Culture. Among these KPIs are

graduates getting decent jobs, students getting experience off campus, lecturers doing activities off campus, practitioners teaching on campus, lecturers' work is used by the community or gets international recognition, Study Programs in collaboration with world-class partners, collaborative and participatory classes, and international standard study programs.

One element of the Higher Education Key Performance Indicators (KPIs) is the presence of practitioners outside the campus who come from the world of industry, business and work. Because teaching at a university also requires lecturers who are already in the industry and work. Lecturer practitioners are also expected to encourage the Merdeka Campus program. Practitioners and professionals need to be involved in the learning process, so Departments and Study Programs are required to be able to collaborate, both with other universities as well as with the business world and the industrial world.

Rakhudu and Useh (2016) conducted research about collaboration among nursing education and other healthcare professionals. It showed that the collaboration should be effective as to achieve quality outcomes. In addition, in the business field, Hermann et.al (2016) state academic researchers and industrial practitioners have opportunities to shape the future manufacture. This showed that collaboration in terms of research between academic and industry could be important.

One of the collaborative education models can be a way to optimize the partnership of majors which are educational institutions with the world of business and industry as well as the wider community. Myers in Sudrajat (2008) explains that collaboration comes from the Latin word which means the process of cooperation. The collaborative learning model is a concrete implementation between educational institutions and the industrial world (Judawati and Priyono, 2000). University and industry collaborations address the different disciplines in which collaboration can be developed. The broad dimensions of collaboration in university and industry collaborations indicate that a model can be developed to ensure successful collaboration. Garrick et al. (2004) also suggested that one of the interactions between universities and industry is the collaboration of teaching and learning.

In order to make the collaboration effective, it is needed to find out the necessities of doing collaboration. As the previous study did collaboration between nursing education and healthcare professionals, this study intended to do so but starting with the need for analysis of collaboration within English education and other work fields. Therefore, the research team is interested in the collaborative model as a model of collaboration with the business and industrial world through lecturer practitioners who can teach in two study programs in the English Language and Literature Department. This study wanted to answer what are the needs of the English and Literature Department for lecturer practitioner? This study intended to find out what the needs of the department for lecturer practitioner.

Literature Review

According to Law No. 20 of 2003 Article 1, learning is a process of interaction between students and educators and learning resources in a learning environment and the most effective learning experience is when students experience, act directly and actively in their learning environment. Providing opportunities for students to see, touch, feel and activate will build an understanding of their knowledge, behavior and skills. Therefore, the main task of educators is to condition learning experiences that can stimulate or stimulate students' senses and knowledge.

The learning model is in the form of a plan or pattern that is used as a guide in planning tutorial learning and a determination of learning tools including books, films, computers and others. Each learning model and design directs students to help in such a way that the learning objectives will be achieved (Trianto, 2007).

Cooperative is a form of learning based on constructivist understanding. Cooperative learning is a learning strategy with a number of students as members of small groups with different levels of ability. In completing their group assignments, each student member of the group must work together and help each other to understand the subject matter. In cooperative learning, learning is said to be incomplete if one of the friends in the group has not mastered the lesson material.

Collaborative methods in learning emphasize more on the construction of meaning by students from social processes that are based on the learning context. This collaborative method goes further and deeper than just being cooperative. The basis of the collaborative method is interactional theory which views learning as a process of constructing meaning through social interaction.

Collaborative learning can provide opportunities to lead to successful learning practices. As a technology for learning (technology for instruction), collaborative learning involves the active participation of students and minimizes differences between individuals. Collaborative learning has added to the momentum of formal and informal education from two converging forces, namely practical realization, that life outside the classroom requires collaborative activities in life in the real world and raise awareness of social interaction in an effort to realize meaningful learning.

Collaboration is an important thing to build relationships in the work field in any profession (Zamanzadeh, 2014). It means the education field can collaborate with other fields of work such as with publishers, entrepreneurs, and reporters. The collaboration can be in the way of teaching and learning. Specifically, in higher education, the lecturers can be adopted from the work field.

Gummesson (2002) states that there are differences and gaps between textbooks and the reality in everyday life. In fact, according to him, there is a weakness of theories where theories cannot explain existing phenomena and cannot be related to one another. The next weakness is the lack of general theory or theoretical basis, resulting in poor understanding. Likewise, the presence of practitioners in the learning process is very much needed. Practitioners do not focus on theory in textbooks but real experiences in the field and the process can be a strong foundation for students to think, feel and experience.

Methodology

The design of this study was descriptive research. This research is to answer what needs a collaborative model for practicing lecturers in the Department of English Language and Literature at Unimed. Glass and Hopkins (1984) explain characteristics of descriptive research as gathering data that describe events and then organizing, tabulating, depicting and describing the data collection. The researchers conducted research in the English and Literature Department, Universitas Negeri Medan, Jl. Willem Iskandar Pasar V Medan. The subjects of the study were ten lecturers and 142 students of the English and Literature Department in Universitas Negeri Medan. The instruments used in collecting the data were questionnaires and interviews. The researchers gave the questionnaire to the students and the interview to the lecturers. The researchers used the questionnaire to find out which courses are most in-demand to be taught by lecturer practitioners, look for what forms of cooperation that used between the Department and the world of business and work, the wants, needs, and lacks the current learning implementation without lecturer practitioners. Meanwhile, the researcher used an interview to find out what lecturer practitioners needed by the Department. The data were analyzed using descriptive analysis. The researcher gave the specific data systems to increase the understanding and to present findings to others. The collected data were identified, quantified, and described.

Finding and Discussion

To implement one of KPIs which is lecturer practitioners teaching on campus, it is needed to find out what lecturer practitioners would be teaching in the English and Literature Department. This also showed the collaboration that would happen between the business and industrial world (lecturer practitioners) and the department.

Need Analysis

The need analysis was conducted to obtain the information of the target needs and learning needs by distributing the questionnaires to the students and doing an interview with the lecturers. The detailed results of the need analysis are presented as follow:

Target Needs

Target needs to deal with the questions about what knowledge and abilities the learners will require being able to perform to the required degree of competence in the target situation. Target needs cover necessities, lacks, and wants of lecturer practitioner in teaching at English and Literature Department. This study analyzed the data from 142 students from a questionnaire.

Table 1. Students' Necessities

No.	Statements	Items	N	F	Percentages (%)
1	I consider lecturer practitioner is needed in my department	Strongly Agree	142	92	64.8
		Agree		41	28.9
		Less Agree		9	6.3
		Disagree		0	0
2	I consider lecturer practitioner teaching in my department will enrich my experience practically	Strongly Agree	142	62	43.7
		Agree		80	56.3
		Less Agree		0	0
		Disagree		0	0

To begin with, most students consider lecturer practitioners in the English and Literature Department as needed. It is supported by 93.7% of students. They hope lecturer practitioners will enrich their practical experience. This is due to lecturer practitioners having wide knowledge about practice where they found it through experience in their fields and most importantly it is real. The students realized knowledge from the book will not be enough and not as specific as experience.

Table 2. Students' Lacks

No.	Statements	Items	N	F	Percentages (%)
3	Currently, my ability to enter the world of business or work is not sufficient.	Strongly Agree	142	31	21.8
		Agree		90	63.4
		Less Agree		19	13.4
		Disagree		2	1.4
4	In my opinion, the lectures that I face are only theoretical.	Strongly Agree	142	63	44.4
		Agree		26	18.3
		Less Agree		41	28.9
		Disagree		12	8.5
5	During my time in college, I have never found a lecturer practitioner on my campus.	Strongly Agree	142	78	54.9
		Agree		30	21.1
		Less Agree		32	22.5

In addition, more than a half of students which is 76% claimed they had never taught by a lecturer practitioner in campus. They realized their ability in this current time was not sufficient yet to enter the world of business (85.2%) because they have been lectured theoretically (62.7%).

Table 3 Students' Wants

No.	Statements	Items	N	F	Percentages (%)
6	I want a lecturer practitioner to teach in my class.	Strongly Agree	142	39	27.5
		Agree		94	66.2
		Less Agree		9	6.3
		Disagree		0	0
7	I consider lecturer practitioner can help me facing obstacles later in industrial or business world	Strongly Agree	142	64	45.1
		Agree		74	52.1
		Less Agree		2	1.4
		Disagree		2	1.4
8	I need ability that world of work needs related to my field	Strongly Agree	142	91	64.1
		Agree		49	34.5
		Less Agree		2	1.4
		Disagree		0	0

Furthermore, as the students had never been taught by lecturer practitioners, 93.7% of them wanted a lecturer practitioner to teach in their class. They considered it will help them to face problems in the industrial or business world later (97.2%). Besides, they also wanted to improve their ability in the world of work needs related to their field (98.6%).

To sum up, most of the students realized the need of lecturer practitioners in their campus in order to enrich their practical experiences to enter the world of work later where they did not find it if learnt theoretically. The lecturer practitioners should also be those who had competences related to students' field so it would meet the criteria of what students' need.

Learning Needs

Learning needs are what the students need to do in order to learn. The result of learning needs as follows:

Table 4 Learning Needs

No.	Questions	Items	N	F	Percentages (%)
9	In my opinion, the course that is suitable for teaching by lecturer practitioner is...	Writing	142	7	4.9
		Speaking		70	49.3
		Drama		7	4.9
		Entrepreneurship		58	40.8
10	The ability that I really want to improve through learning with lecturer practitioner is...	Speaking skill	142	69	48.6
		Writing skill		8	5.6
		Cooperative and leadership skill		58	40.8
		others		7	5
11	In my opinion, if there is a lecturer practitioner in teaching writing skills on campus, I would like to learn more about...	How to present well-structured idea	142	68	47.9
		Writing CV, Portofolio, resume		52	36.6

		Memo and report	13	9.2
		Communication through email	3	2.1
		Others	6	4.2
12	In my opinion, the most important thing I have in terms of speaking skills ...	Have ability in specific job such as trainer, host, announcer, reporter, etc	142	84 59.2
		communicative skill	53	37.3
		Presentation Technique	4	2.8
13	I agree if the form of cooperation between the Department of English Language and Literature with lecturer practitioner is in the form of:	Lecture	142	59 41.5
		Expert lectures	20	14.1
		Tutorial	35	24.6
		Technical Assistance	28	19.7

To learn with lecturer practitioner, the highest percentage of courses chosen by students was speaking (49.3%) followed by entrepreneur subject (40.8%). The last two were writing and drama. The abilities they expected to improve later were speaking skill (48.6%), cooperative skill, leadership (40.8%) and writing (5.6%). In speaking class, they wanted to have ability in specific job such as trainer, host, announcer, reporter, etc. (59.2%) and communicative skill (37.3%). In addition, the students wanted to improve cooperative and leadership skills (40.8%) that they could get from entrepreneur and drama subjects. Furthermore, in writing class they expected to have ability in presenting well- structured ideas (47.9%), writing CV, portfolio and resume (36.6%) and writing memo and report (9.2%). All those students' needs were expected to be delivered by lecturer practitioners through lecturing in the classroom with percentage (41.5%).

Interview Results

Interviews were done to 10 lecturers of the English and Literature Department to find out what lecturer practitioners needed by the Department. Below were compilations of interview excerpts:

Are lecturer practitioners needed to teach in the Department of English Language and Literature? Why?

- *For certain subjects that require special competency, it is necessary!!*
- *Yes it is, because to prepare creativity for their future, so it is not just academics.*
- *It is necessary, to improve the learning experience at University*
- *Yes, so that students are better prepared and equipped with knowledge for the work field by practitioners who have been in the industry.*

In your opinion, does lecturer practitioner also have to have certain competencies? If yes, what kind of competence does the lecturer need?

- *Yes, pedagogic competence*
- *Yes, for example for ESP practice, practitioner lecturers must have work experience in their field, such as banking, science and technology, maritime, tourism, etc.*
- *Yes, for example the competence to develop entrepreneurship*
- *Yes, such as the competence to communicate in public*
- *Regarding writing competence, for example*

(Interview excerpts)

From the interview results, the lecturers had known about lecturer practitioners. All of them agree that a lecturer practitioner is needed to teach students in the English and Literature Department. They expected the existence of lecturer practitioners to enrich students' practical experiences. So, the lecturer practitioner should have pedagogic competence, and specific competence to the subject for instance competence to develop entrepreneurship, communication in public and able to write properly.

In your opinion, in the Department of English Language and Literature, what subject is appropriate for lecturer practitioner to teach?

- *Writing*
- *Speaking*
- *Entrepreneurship*
- *ESP*

In your opinion, what material is appropriate for the lecturer practitioner to present at the second meeting about writing?

- *Determining the idea of writing*
- *Determining the title of writing*

In your opinion, what writing material is the most difficult for students to understand?

- *Determining idea/topic*
- *Coherence and cohesion*
- *Application of genre in daily life*

In your opinion, what genre is important to be taught to students through lecturer practitioner?

- *Exposition*
- *Explanation*
- *Narrative*

What output do you expect from lectures on writing with lecturer practitioner?

- *Compilation book*

(Interview excerpts)

Various answers came from the lecturers about what subject needed to be taught by the lecturer practitioner. They were writing, speaking, entrepreneurship and ESP. What they expected to be taught in the class of writing for the second meeting were about determining ideas and title of writing. It was one of the difficulties faced by students. The others were about coherence and cohesion, and application of genre in daily life. Of many genres, three were chosen by the lecturers namely exposition, explanation and narrative. As the real result of learning with lecturer practitioner, it is expected the students have a compilation book of their own writing.

What are the important materials taught by practicing lecturers about entrepreneurship?

- *Gives motivation for entrepreneurship*
- *How to determine a business opportunity*
- *Business management*

What results are expected to be practiced by students after learning entrepreneurship with lecturer practitioner?

- *Able to have independent/joint business*
- *Able to manage business properly*

(Interview excerpts)

In teaching entrepreneurship, the lecturers considered important materials to be taught by lecturer practitioners. They were motivation for entrepreneurship, how to determine a business

opportunity, and business management. Further, the expected result of the learning were the students had independent/joint business and were able to manage business properly.

In your opinion, what material is important to be taught about speaking at the second meeting by the lecturer practitioner?

- *Personal communication*
- *Transactional communication*
- *Interpersonal communication*

What are the important speaking materials for lecturer practitioners to teach?

- *Conversation*
- *Fluency*
- *Substance*

What abilities are expected after carrying out learning about speaking with a lecturer practitioner?

- *Able to communicate properly*

(Interview excerpts)

In speaking class with lecturer practitioners, the important materials to be delivered were about personal, transactional and interpersonal communication. Those materials were expected of the students to be able to communicate properly especially for their future in the work field. Practicing speaking could be in conversation with focus on fluency and substance.

Conclusion

Universities as higher education must meet the KPIs where one of them is practitioner teaching on campus. The practitioner came from the industrial and business world and will teach students of the English and Literature Department. This showed collaboration between university and the industrial and business world in the form of teaching and learning. This study found out what lecturer practitioners needed by the students and lecturers of the English and Literature Department. The students needed a lecturer practitioner who can enrich their practical experience because most of them realized they got lectured theoretically and did not have sufficient ability to enter the work field. The subjects they wanted to be taught by lecturer practitioners were speaking, entrepreneur, and writing. Speaking class should cover activities such as conversation, hosting, announcing etc. while entrepreneur class should lead the students to have business and leadership skills. Further, writing class covered how to write starting from determining ideas into a compilation book.

This research contributed to the program held by the English and Literature Department as the way to fulfill the KPIs of University, namely practitioners teaching on campus. By conducting this research, it is known what practitioners need to be invited.

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DESIGNING ENGLISH MATERIALS FOR UNIVERSITAS PAMULANG (UNPAM) PROFESSIONAL MANAGERS

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Article History	Abstract
Submitted date: 2021-11-27 Accepted date: 2021-12-04 Published date: 2021-12-28 Keywords: English materials, EOP, ESP, needs analysis, professional	Universitas Pamulang (UNPAM) which is one of the biggest universities in Indonesia has got many International cooperations with foreign universities and has conducted many international conferences to meet its vision and mission. Some of them are from the United States of America, Korea, and Malaysia in collaboration with University College of Yayasan Pahang. In addition to this, UNPAM managers who manage the university who are the board of directors have to be professional to communicate and negotiate in English, especially to embrace this industrial revolution (ir 4.0) Descriptive Qualitative research was applied by conducting direct observation, interview and distributing questionnaires. The data were collected to get a clear picture of the current situation. Therefore, designing English Materials is a need to prepare the group of professional managers to be good at using English in their job setting. Needs analysis was done by interviewing them to see their specific needs. The result of the research has shown that (93,3%) of participants said they need English in order to build networking and discussion with foreign guests. Some 86,7% participants need to speak English fluently, and 76,7% said they need English in their Job. Interesting topics related to the managers' needs such as using language functions in formal situations, in meetings, and in giving presentations are designed to fulfill their needs. In a meeting managers deal with giving and asking questions, expressing ideas, interrupting in using polite language. Hence, the materials for speaking class can propose to the professional managers in using English very well which is called English for Occupational Purposes (EOP).
Kata Kunci: materi bahasa Inggris, EOP, ESP, analisis kebutuhan, profesional	Abstrak Universitas Pamulang (UNPAM) yang merupakan salah satu universitas terbesar di Indonesia telah banyak menjalin kerjasama Internasional dengan universitas luar negeri dan telah melakukan banyak konferensi Internasional untuk memenuhi visi dan misinya. Beberapa diantaranya dari Amerika Serikat, Korea, dan Malaysia bekerjasama dengan University College Yayasan Pahang. Selain itu, pengelola UNPAM yang mengelola universitas yang menjadi jajaran direksi harus profesional berkomunikasi dan bernegosiasi dalam bahasa Inggris, terutama untuk menyambut revolusi industri ini (ir 4.0). Melakukan penelitian deskriptif kualitatif dilakukan dengan melakukan observasi langsung, wawancara dan penyebaran kuesioner, pengumpulan data untuk mendapatkan gambaran yang jelas tentang situasi saat ini. Oleh karena itu, merancang Materi Bahasa Inggris adalah kebutuhan untuk mempersiapkan kelompok manajer profesional agar mahir menggunakan Bahasa Inggris dalam pekerjaan mereka. Analisis kebutuhan dilakukan dengan mewawancarai mereka untuk melihat kebutuhan spesifik mereka. Hasil penelitian menunjukkan bahwa 93,3% peserta mengatakan bahwa mereka membutuhkan bahasa Inggris untuk membangun jaringan dan diskusi dengan tamu asing. Sekitar 86,7% peserta memerlukan berbicara bahasa Inggris dengan lancar, dan 76,7% mereka mengatakan membutuhkan bahasa Inggris dalam pekerjaan mereka. Dalam melakukan penelitian ini, wawancara dan kuesioner digunakan untuk mengumpulkan data. Topik-topik menarik yang berkaitan dengan kebutuhan manajer seperti penggunaan fungsi bahasa dalam situasi formal, dalam rapat, dan dalam memberikan presentasi. Dalam rapat manajer berurusan dengan memberi dan mengajukan pertanyaan, mengungkapkan ide, menyela dalam menggunakan bahasa yang sopan. Oleh karena itu, materi untuk kelas berbicara (speaking) mengusulkan

	manajer profesional dalam menggunakan bahasa Inggris dengan sangat baik yang disebut English for Occupational Purposes (EOP).
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Introduction

Universitas Pamulang (UNPAM) which is one of the biggest universities is fast growing to anticipate the challenges faced by UNPAM' professionals in this modern era including the use of English for specific needs. UNPAM professionals graduated from many different disciplines and different universities, national and international as well. UNPAM has its own vision and mission to be the number 40th level of national university in Indonesia. Therefore Unpam' professionals are facing a huge challenge to reach the goal which is stated in its vision and mission in 2024.

In order to reach its vision and mission, the officials do some comparative studies by visiting national and international universities such as for discussing and signing memorandum of understanding, attending important meetings, and entertaining the guests of professional levels. Those jobs need English proficiency, but the English needed is specific one for professionals. In UNPAM context is English for Occupational Purposes (EOP). Estimanje (2012) states that: "English for Specific Purpose is the language used for a utilitarian purpose, whether occupational, vocational, academicians or professional". Benchmarking is one of the ways to get a clear picture of developed institutions, therefore UNPAM professionals are challenged to develop UNPAM. They can not stop learning to improve their English knowledge and skills, mastering English as one of the ways to be successful in their job. Professionals need English to communicate professionally, asking and sharing information, negotiating, hosting a meeting or paying visits to overseas institutions. It is clearly the case that it is necessary to develop the professionals' English knowledge and skills for the occupational and professional needs. Similar research to find the needs of English for professionals, particularly in Unpam was not found. Need analysis must be conducted to be able to serve them with the right English materials they need in EOP classes. English materials are designed based on the learners' needs.

English materials are the key in running an English course. In this study, what learners want and what topics that are necessary for them have to be designed with varied topic related to their job, varied fluency practices, regarding real-life situations, and integrated skill. A great deal of the most important work and activities very often start with the course materials in which learners do spontaneous interaction in the class (Hammer, 2007). Different activities of the lesson usually focus on different grammar points which are the knowledge of the rules or patterns. Whereas, certain lessons and activities consist of language functions. Activities in the classroom in EOP class should be a truly learners-centre environment (Phanom, 2008). Hutchinson and Waters (1987) states that "ESP is an approach to language learning in which all decisions on contents and methods are based on specific disciplines, occupations and activities. In this industrial revolution 4,0 or the era of communication and technology, the need for English grows very fast as there is no border among nations to communicate. Hutchinson and Water (1987) also define "course design is a process of interpreting the raw needs analysis data to produce "an integrated series of learning experiences to lead learners to a particular state of knowledge".

Professionals have their own experiences which can be formalized into learning materials that will lead them to the target they want to achieve. Block (1991) says: "An important advantage of teacher-produced materials as conceptualization". From the current situation in UNPAM, there is a problem encountered by professionals.

Identified problems regarding the mastery of English such as: English is still a foreign language for Indonesian, they never practise using English, even in formal meetings. It is also seldom used as a means of communication to study other subjects. Culture differences between English and Indonesian cause them difficulty to learn English grammar and understand English culture. On many occasions, professionals are required to use English with correct grammar.

It was often that Indonesian participants tend to speak Indonesian instead of English since using Indonesian is allowed and they did not try to learn English as professionals. English is also known as a culture, therefore it must be practiced and it needs time for learners to speak good English, otherwise it remains strange to them. Many learners in Indonesia tend to find translations of scientific books that they have to learn, and avoid reading source books because they did not master English. As we all realize that as professionals, English is a must. Lots of differences between Indonesian and English grammar, structure including cultural aspects of both languages make it difficult to learn English. Indonesian grammar seems easier to learn as it does not have tenses, and also culture which influences the usage of the language in particular English. Professionalism can be proved by the language he used. Formal, structured and correct grammar are the identity of professionals' language.

Research Questions that the researchers try to find the answers to are: What English competence and functions do UNPAM' professionals need? Besides, what English materials are designed to fulfil the professional needs. The study tried to find the kinds of English competence and functions needed by Unpam' professionals and propose the EOP materials designed for UNPAM' professionals. This study developed the writers' knowledge and skills in designing EOP materials and provided a clear picture of Unpam' professionals needs for English so that they can reach their target of studying English. This study hopefully can be one of references for other researchers in designing English materials.

ESP and its Branches

English for Specific Purposes (ESP) has been discussed since many years ago until the 21st century by many scholars, not only in conferences but also in journal articles. In the late 1960's new development in using language that focused on the learners needs and their attitudes toward necessities and interest caused the rise of ESP (Hutchinson and Waters, 1987). In this industrial 4.0, the rapid development of science and technology has great impacts on the use of English for ESP that has its branches; English for Occupational Purposes (EOP), English for Vocational Purposes (EVP), English for Business Purposes (EBP), and English for Science and Technology (EST).

Learners who study English in a language study program for four years at university, they study English in Academic context (EAP). Whereas, learners who study English in a computer science study program, they study English for Science and Technology (EST). Managers and staff who study English in their job setting, they study English for Occupational Purposes (EOP).

Needs Analysis for Adult Learners in EOP context.

Needs analysis in the first step to be done in terms of designing an English course for adult learners. The learners' data have to be gathered; who are the learners? Why do they need to study English? What are their problems in using English in their job setting?. Hutchinson (1991) states that a need to analyze data with target needs and learning needs of learners. What target the learners have to achieve in the learning process and what they need to do in learning English. Those two types of a need analysis are their ways in conducting an English course in the job setting for adult learners.

In conducting an English course for waiters in an expensive restaurant in a five-star hotel. The ages of the waiters may be around 20 to 30 . They learn EOP to solve their speaking ability problems such as how to entertain customers, how to handle complaints, and how to give responses in handling telephone calls from the customers who stay in the hotel where the waiter works.

The following examples are lots of dialogues:

1. **Dialogue one**

Entertaining restaurant customers.

Waiter 1 : Good morning Sir and Madam

Customer : Good morning

Waiter 1 : Can I help you ? Where would you like to sit?

Customer : We need a table, for two near the window facing the garden (man)

Waiter 1 : All right, Sir..... please follow me. This is your table and please take a seats.

What would you like to order Sir and Madam?

Customer : I'd like to have chicken salad for a starter

(lady)

Customer : What 's your special starter for today?

(man)

Waiter 1 : We're terribly sorry Sir, for today we don't have, but for tomorrow we will have fish soup

2. **Dialogue Two: Handling Complaint**

Customer : Waiter.....waiter (Customer is shouting)

Waiter 2 : Yes, Sir. Excuse me. What is the matter Sir?

Customer : I didn't order fried chicken. What I ordered was fried rice, but you sent me this fried chicken. (customer with a bit angry)

Waiter 2 : We're very sorry Sir. We'll send you fried rice immediately Sir, This is our fault.

Customer : That's all right. We will wait for it.

3. **Dialogue Three: Handling Telephone Calls at the Restaurant**

Waiter 3 : Grand Hyatt Restaurant, Good Morning May I help you?

A lady : Good Morning. We would like to book 5 tables forpeople for dinner tomorrow, facing the live music.

Waiter 3 : Certainly, we will prepare those 5 tables for your discussion and what time your group will become tomorrow madam?

Those three short dialogues are examples of communicating in a restaurant. The next dialogue example is the language for interacting among managers in the office.

1. **Dialogue one: Asking and giving opinions. (Manager A is as Chairperson)**

Manager : Good morning everyone. Well let's start our meeting.

(Chair/Mr Today's topic is " Opening a New Branch "

Fairlane)

Manager B,C : Good Morning, Interesting topic Mr.Fairlane and E.

Manager B : Yes, I think so (Bona)

Mr.Fairlane : Bona, Any ideas on which we should open?

Bona : Well, If you ask me, Why don't we find an area near Merak which is still in Banten

Mr.Fairlane : Adnan, What do you think about Bona's opinion?

Adnan : Well, I don't agree with Bona because Merak is too far from our main office. Besides, we need a strategic place for this new branch

Mike : Excuse me, May I interrupt ?

Mr.Fairlane : Yes, please do.

Mike : I do agree with Adnan, strategic place is needed, especially if it can be near the main office, so, at the same time, the place is not only for the office but also as a store to sell our products

Mr. Farlene : Bona, What is your reaction to Adnan's and Mike's opinion

Bona : it is a great idea, so, I agree with them

Tommy : Excuse me, Mr. Farlene. It 's really a great idea

Mr.Fairlane : Well. I agree with all of you. Shall we close the meeting for today and to be continued tomorrow afternoon after lunch time.

Bona, Adnan : All right Mr. Farlene Andre and Tommy

Mr.Fairlane : Thank you for coming to the meeting and seeing you again tomorrow in this room at 13.00.

2. Dialogue two: Asking and Giving Opinions (Continued)

Mr.Fairlane : Good afternoon everyone. Sorry I am late.

Bona, Adnan : Good afternoon Mr. Farlene, a new client came to meet you this morning, didn't he ?

Mr.Fairlane : Yes, Mr. Key from Malaysia came to discuss the possibility for doing mutual cooperation in marketing our products.

Mike, Tomy : Really, That's a good opportunity

Tomy : I Think so, Mr. Farlene

Mr.Fairlane : Well, everyone, let's start the meeting. As we all know, our main office is in Serpong, South Tangerang. We have to find an area in Tangerang, which is still in Banten.

Adnan, "what's your opinion about this" ?

Adnan : It seems, it is the right place to choose because it's not so far from the main office

Mr.Fairlane : Bona, " What do you think about finding an area in Tangerang"?

Bona : I totally agree, but we have to ask Tomy who is the finance manager about the budget to rent two offices in Tangerang

Tomy : Yes, regarding our budget, don't worry, we still have a lot of money for having another branch, so, tomorrow we can go to Tangerang to find the location

Mr.Fairlane : Mike, "What is your reaction to Tomy's idea"?

Mike : Well, Yes....I agree to go to Tangerang to find the location tomorrow.

The examples of those dialogues can be practiced and developed in ESP classes as EOP learners' needs are to meet the goal of the EOP course and the learners need to complete the target. In addition , the communication in the learning process in practicing English has to be based on the needs of the parent organization or company. Thus, the needs analysis of the course participants working in a restaurant is different from managers or professionals who work in government, in universities and in industries. In EOP courses, therefore, course design is based on the learners' needs and interest to be applied in real life needs (Handoyo, 2011).

Course Materials for EOP Course

Teaching English for adult learners in the job setting regarding the materials usually

involves the need to use English for specific topics for expressing their own needs. Therefore, teaching materials are the key to achieve the goal of the course program. In addition, the materials for EOP classes have to be authentic and deal with real-life needs of the learners. Materials for EOP class can be some extracts taken from a course book, for example, a teacher can choose some topics that are suitable to the needs of learners.

There are many textbooks sold for EOP courses that provide the content of the lessons, the balance of skills taught, and the kind of language practice of students take part in classrooms, for example the Course Book of Longman Business English Skills. This course book provides language appropriateness and fluency in typical business interaction in typical business interaction. This book is designed for use in class, particularly on short intensive. This course book aimed at business and professional people. Some topics in this course book are such as; introducing people in business contact, talking on the phone (discussing business), company trend, company systems, jobs and responsibilities, time management, and leading the group at the meeting. The course materials using textbooks have advantages as it has a planned selection of language that covers texts and learning tasks (Ur,2012).

For many EOP courses, some materials are designed by course designers which are based on learning needs analysis. Crawford proposes a number of principles for the designed of effective teaching materials:

- a. Language is functional and must be contextualized
- b. Language development requires learners' engagement in purposeful use of language
- c. The language use should be realistic and authentic
- d. Learners need to develop the ability to deal with written as well as spoken genres
- e. Effective teaching materials foster learners' autonomy
- f. Materials need to be flexible enough to allow for individual and contextual differences
- g. Learning needs to engage learners both effectively and cognitively

Therefore, in EOP courses, what learners want to study has to be given in the learning process through materials that are necessary for them, related to their job. If an EOP course focuses on speaking, the fluency activities can make learners' speaking skills become much better.

Communicative Competence

In the learning process in teaching English, learners are guided to achieve communicative competence, Parere (1993) points out communicative competence the ability to use language correctly and to know when, where, with whom, about what, and how to use language. Communicative competence covers the following rules:

- a. Knowledge and ability in grammar rules, practices, and vocabulary in a language learned
- b. Knowledge and the use language rules in speaking (to know to start and to end a conversation, to know the topics to discuss
- c. Knowledge and ability to give responses using language functions such as apologizing, inviting and offering.

In terms of communicative competence in teaching a language in the classroom either in General English (GE) or in ESP (EST, EOP, and other) ESP branches, a teacher, a lecturer, and a language instructor has to develop learners' competence to participate actively to practice and express their ideas. Learners can become autonomous language learners in choosing topics for their group, especially if they are good at grammar knowledge and vocabulary.

Teaching English in EOP Course

Teaching English in an EOP course depends on the needs of learners. A group of EOP

learners want to study such as report writing, giving presentations in English and speaking or conversation only. Therefore, EOP course designers can focus on the topic of the EOP learners want with regard to their specific needs. For example, an English course for managers in Pertamina (Perusahaan Tambang Minyak Nasional). The managers only want to improve their speaking skill. To make the classroom and the learning process of speaking class interesting, integrated skill can be included in this EOP course book though the skill focuses much in speaking. Integrated skills cover writing tasks, reading, listening, and speaking activities. For listening, some extracts from the text book and video can be included in the course book. By watching the video, course participants can learn the pronunciation of different accents from different countries used by the speaker. Besides, the more participants can learn body language as well.

In the process of teaching English, a teacher is very important. One of the teacher roles is as a participant. He can take part in speaking activities. Students enjoy having the teacher with them, not only as a resource who gives feedback to correct mistakes (Hammer, 2007). In improving reading comprehension, source text extracts from other textbooks related to learners' specific needs usually are given before they discuss the content of the reading text with a partner or in a group. In the presentation section, the writing task to prepare the presentation must be done by learners. Each student is free to choose his or her own topic. This writing task can make learners become autonomous language independently and they are free to express their ideas.

In teaching English in the EOP course, the materials need to be flexible enough to individual contextual differences related to what learners' responsibility in this office. Whatever the topics, the activities, and tasks given the learning process, they must deal with fluency and accuracy. The teaching speaking, oral fluency plays important role as the aim of teaching speaking is to improve learners' fluency in expressing their ideas, what vocabulary the learners use, have to pronounce the words chosen when speaking. In doing fluency activities, students should express themselves by using language that is relevant to the topic of the lesson. When producing a language, a teacher is not allowed to correct learners because it will discourage them from trying to express themselves freely. (Ur, 2012). In producing ideas, learners have to use correct grammar points which is called accuracy. On the other hand, if the learners make grammatical errors, a teacher should take notes and can give feedback after speaking activities.

Therefore, a learner who is good at speaking is also strong in grammar. Besides, this learner is also good at writing because in writing skill the learner has also to be able to express his ideas which deals with fluency in writing. Overall, materials to be taught in EOP class should give enough opportunities for fluency practice with the approach of communicative language teaching. The task given in using materials has to encourage learners to be communicative (Nunan, 1989).

Methodology

This study deals with the qualitative method in designing the issue of EDP and materials used to be implemented in the classroom for personal managers. The materials are designed with different topics according to the needs of the professional managers. The topic given in the speaking class, for example: Meetings and Discussions, Describing Jobs and Projects, Entertaining Guests and Negotiating. In addition to this, Communicative Language Teaching (CLT) has to be applied while practising the topics in the classroom. In CLT the students can express ideas, firstly focusing on fluency.

This study also investigated the communicative needs of UNPAM professionals in their professional level with survey based research. The data were collected, analysed and

interpreted quantitatively by administering interviews and questionnaires among UNPAM professionals. This study tries to find out what English skills and knowledge are needed by UNPAM professionals in order that they can conduct effective communication. Besides, this study is also potential to see if there is a gap between the acquired competencies of UNPAM professionals in using English. Further, the result of this study is expected to fulfil their communicative needs in an effective way. For this purpose, this study focuses on needs analysis of the English usage by UNPAM professionals

Needs analysis is the process of identifying what requirements do they need, in order to perform their job so that they can give optimum service in their job setting. To analyse the needs of UNPAM professionals in terms of English as their communication tools, there are some basic methods that most businesses use: surveys, focus groups, personal interviews, observation, and field trials. The type of data, financial allotment, and time limitation determined which technique is chosen.

This study employs qualitative methods in both collecting and analysing the data. According to Cresswell (1994) "A qualitative study is defined as an inquiry process of understanding a social or human problem, based on building a complex, holistic picture, formed with words, reporting detailed views of informants, and conducted in a natural setting. Qualitative researchers are primarily concerned with practice and process rather than outcomes. That is, they focus on the process that is occurring instead of the outcome of that process. The focus is on participants' perceptions and experiences and the way they make sense of their lives. Qualitative research, also called field research, typically involves fieldwork in which the researcher observes and records behaviour and events in their natural setting. The researcher physically goes to the people, setting, or site in order to observe the subject as it normally and naturally occurs or behaves.

The three most common qualitative methods are participant observation, in-depth interviews, and focus groups. Each method is particularly suited for obtaining a specific type of data. As the type of data in this study is textual, that is, some comments and responses from an interview, some notes taken during observation, and some documents taken from the company as evidence, a qualitative method is suitable to be used in this study. Qualitative method is also suitably used in phenomenological research. The use of language for special needs, in this context, for UNPAM professionals could be categorized as one of the language phenomena as the language they use in their daily communication has its own characteristics. The English language that is used in such a job setting is called EOP (English for Occupational Purpose). It is a part of English for Specific Purpose (ESP) in a wider scope. This study uses data which were taken directly from the real setting, that is, by interviewing UNPAM professionals directly as the language users, and analyzing their need on what language functions are used.

This study used observation to see how the UNPAM professionals use English in many different occasions or meetings or when they conduct their daily communication in their job setting. Besides, an interview with the UNPAM professionals is also done to identify any possible problems concerning their difficulties and expectations with the use of English in their office. To strengthen the analysis, survey technique by giving questionnaires to professionals is also given.

The approach used in this study is qualitative in order to get a comprehensive and real description of the objects of the study. Data collection was done by direct interaction to the UNPAM professionals as the research target. Creswell (2014:32) states, "Qualitative research is an approach for exploring and understanding the meaning of individuals or groups ascribing to a social or human problem". From the statement it can be stated that qualitative research deals with investigating human's problems including their behaviour or attitude and their social

life. According to Sugiono (2017) the qualitative method is said to be a new method since it is based on post-positivism philosophy. This method is also called an artistic method because the process of research is likely to be artistic (less- patterned), also called interpretative method because the data as the result of research in the form of interpretation of the data found in the field.

This research will produce the following outcomes;

- a. The research final report (result and discussion as the research report);
- b. Proceeding (be presented in national or international seminar /conference)
- c. National Research Journal
- d. Appropriate syllabus or materials that will be useful for UNPAM professionals.

The materials which will be written based on the needs analysis are potential to be the outcome in the form of a book or module for learning, especially for professionals. There were 10 questions asked to the participants which responded to the needs of English for UNPAM professionals to be asked to get a clear picture of the professionals' needs of English. From the analysis above there are some partial conclusions to the needs of English by UNPAM officials or managers. Almost all agree that English is needed in their job, and as the managers they need the mastery of specific English for managers which is shown by three important activities, they are presentation, discussion and conferences.

The English they need is not general English but more specific as they are professionals. As it was mentioned at the background and also at the literature review, English for Specific Purposes has two main branches, they are English for Academic Purposes (EAP) and English for Occupational Purposes (EOP). EAP is meant for students who study at vocational schools, those who study science or technology, medical, pharmacy or economic and management who need specific English based on their job setting. While EOP is English for those who work in various fields of work. Most professionals do not talk about general English anymore rather than talking about their business. Therefore, specific business English must be designed to fulfill their needs.

At the verbal communication there were lots of grammatical matters are left behind or forgotten but as professionals, language used shows ones' background, personality and education, etc. Good impression may come from one's appearance or performance or language use including choices of words. Many people can speak English but not only understood by the listener but it should impress the listener that you use the correct grammar and you understand the English culture which are shown by structured sentences, grammatically, and can use English idioms based on their culture.

Finding and Discussion

English Materials for UNPAM Professionals

English Competence and English Function

The researchers found some potential key to design materials to be taught to Unpam' professionals from the interview and questionnaires. The following are the examples of questions and answers from questionnaires which indicates the needs of English for their job, as follow:

Table 1.
Findings from Questionnaire

No.	Questions	Answers	Result
1.	Do you need English in your job?	yes	76,7 %

2.	Do you need to speak English fluently with foreign visitors from overseas	yes	86,7%
3	Does Unpam have some network programs with International institutions	yes	93,3%
4.	Do you need English for presentation?	yes	75,9%
5.	Do you need English for discussion?	yes	63,3%
6.	Do you use English to participate in International Conferences	yes	93,3

After analysing data collected from interviews and questionnaires, the researchers conclude partially that English is really needed by Unpam Professionals. In particular to support human resources development among Unpam professionals and to build strong relationships with many developed foreign institutions.

The English that they need is very specific since they only need English for certain purposes. Handoyo (2011) states that the EOP course is designed based on the learners needs and interest to be applied in real life.

As a professional, they must have communicative competence as it was mentioned in the result from questionnaires that 86,7% participants need English fluency. Parere (1993) points out communicative competence in the ability to use language correctly and to know when, where, with whom, about what, and how to use language. Therefore not able to speak but they must use correct English which involved: knowledge of grammar rules, language rules in speaking, vocabulary, and able to reponses using language functions
The materials to be taught and with the ability in knowing and understanding the grammar points and for the following purposes:

- Describing office, job, experiences, time management, advantages, and disadvantages, job definition using the grammar points, simple present tense, present perfect tense, and passive sentences.
- Dealing with the key language of instruction: operating machines; explaining how to use, sequencing, instructions, job instructions, general truth-less, warnings, directives using the grammar points; leave to, models, if, gerund.
- Dealing with the key language of process : complaints; using make and do, (make a compliment), a staff training process, a production process, etc, using sequences; First(Ly), Second (Ly), and Finally..., explaining purpose; in order to, so that, in order that, and because
- Designing System: classifying (There are two types of.., there are two kind of..) giving examples (for example ...,such as)
- Describing places, using the grammar points; a lot of, muchany, adjectives that can be turned into nouns (spacious ---> space, comfortable --> comfort)
- Dealing with product range: The range (we have a wide range of), use and purpose (it's used for, it's used as, it's suitable for...), comparing products (it's kind of, it's similar to, selling the product (it sells well in..., it's popular with.., it costs), construction (it's made of...,it consists of...)
- Dealing with comparisons: better and best, to give opinion (comparing two things and three different things), comparing three or more things (x is the...est, is the most..., is the least....) opportunity (There's more opportunity for, large companies are a bit

slower to adopt)

- Talking about past time: activities in the office during parties (conferences, mutual cooperation, etc) using simple past tense with regular and irregular verbs (eg: when did you last travel on business?)

- Dealing with “company forecast”: Forecast a company’s future. How will a company’s future be affected by modern technological/ by present manager- what strategies/by your productions and costs, then gave opinion, using these phrases; I expect I feel confident that, I doubt if/ I don’t doubt that, I would. I’d be surprised if..., is sure something happen. (eg. It's ..likely that wages will risein inflation, there’ll be a lot of technological advances in this field, finding skilled staff probably won’t be a problem)

- Planning a new research and development project in a workplace: Describing how it could be organized with reference to: the aims and goals of the project, staffing, space, etc.

- Stating preference using the phrases: Would you prefer to.... , I’d prefer(to do) and I’d rather....(do), for example:

Would you prefer to have males or female staff?

Would you prefer to work in a large company or small company?

- Using the language of “ Supposing”:

For example: Suppose you could have a large sum of money to invest in your department or company, what would you do with it?

What would you try to improve? Supposing you were offered another job at twice your present salary but in another country, would you take it? What would you need to consider?

- Stating conditions and second conditionals:

It’d depend on...., I’d have to know, and I’d have to consider (stating conditions)

If I were 10 years younger, I’d take the job

If I could take my family with me, I’d work abroad (the second conditional)

using If + Did + would do.

- Dealing with “ Unusual circumstances”:

Example of using these circumstances; it’s unlikely to happen, but in what situations might you send food back in a restaurant, it’s unlikely to happen, but in what situations might he postpone that important meeting?

- Dealing with “Conditional type 3”.

For Example:

A : What would you have done if they had happened to you?

B: I’d have run away

C: What would you have done if you had had a lot of money?

D: I’d have bought a new car to go to my office

If I’d had a lot of time, I would have visited him in Singapore.

- Dealing with the language of “giving Presentations: Making a speech of Welcome; Good morning Ladies and Gentlemen, welcome to, it's very nice to see you all here today, introducing a speaker; it gives me a great pleasure to introduce Miss Hanna (clapping), Miss Jane has kindly agreed to come along today to speak to us about...., ladies and gentlemen, Miss Grace(clapping), Finishing (Thank you very much/ thank you for being attentive), questions (if anyone has any questions, please free to interrupt/ if you have any questions, please feel free to interrupt/if you have any questions I’ll do my best to answer them (later), Thanking a speaker (on behalf of everyone here, I’d like to thank Miss Diana for the most interesting and entertaining informative talk, Thank you very much indeed Mr. Frazer. I’m sure I am speaking for all whom I say how much we’ve appreciated your being here today.

- Preparing a visitor to a company:
Preparing the topics to discuss, thinking about what they are interested in..., who they should meet/ what parts of the building/factory/site they should see. (...what map showing where you are going to go. When they come: Meet them (the visitor) and greet them /explain their itinerary to them
- Show them round/ give a short presentation on the company history/profile, etc, answer any questions that arise, say goodbye to your visitor (preparing farewell dinner, etc).
- Dealing Chit-chat: Introductions; introducing two friends at an informal party, introducing your husband/wife to your Managing Director at a formal social event, introducing yourself at a conference, introducing yourself to the secretary at the reception desk.
- Dealing with language functions; Requests; Asking people to do things (Could you ..., pleaseWill you ? I wonder if you'd mind ...(--ing)? - Can you please? - Would you mind...(--ing)?, Agreeing (...Yes, certainly - Yes, of course - No, not at all.), Refusing (I'm sorry but, I can't. - I'm afraid..... I'm terribly sorry but ...
- Dealing with Language Functions: Offering help - Shall I....? - Can? - Do you want a hand? - Would you like me to? , Accepting help(yes please. Thanks a lot. - oh that'd be great - Thank you .That's very good of you), Refusing help.
- Dealing with Permission in using language functions such as asking for permission (Do you mind if I/ _ May I?- Could I possibly ...? - Can I - I wonder if I might?
- Dealing with invitations using language functions such as inviting (Do you feel like(--ing) ? - how about ...(--ing). Do you fancy ...(--ing) ? _ Would you like to ...? - I was wondering if you'd like to...?, Accepting invitation (Yes, I'd love to , That'd be great. Thanks. Refusing invitation (I'd love to but... That's very kind of you, but/ unfortunately - Well, actually
- Dealing with “ Fixing a time” : Suggesting a time; when would suit you? - Would Thursday be convenient for you ? Are you free on Wednesday? / at 2 o'clock ?/ in the afternoon (What about 1 o'clock on Wednesday , then?/ Shall say 2 c'clock on Monday, then ?
- Leading the group at the meeting: Expressing opinions:
- Many staff are weak in speaking. What do we have to do about this problem?
- I think we have to send some of them to intensive English Course
- I believe that's a great idea
- My impression is that each department has to send one staff only
- Well, I am thinking of that..

Materials designed for UNPAM' Professional Managers

The materials consist of 20 (twenty lessons):

1. My New Office
2. Jobs and Responsibilities
3. Instruction
4. Processes
5. Systems
6. Descriptions
7. Comparisons
8. Past Time
9. Describing Trends

10. Planning ahead
11. Future Possibilities
12. Company Forecast
13. Fluency Practice (grammar Review)
14. Presentation
15. Social chit-chat
16. Polite situations
17. Offering of help and Permission
18. Making Arrangements
19. Fixing time
20. Leading the group

Some examples of Task and Exercises in EOP Course:

1. My New Office

Model dialogue:

Practice the dialog below with a partner

Fitri :	Good morning Jane!
Jane :	Good morning Fitri. What's your new office like?
Fitri :	It's great . The managing director is very nice and smart. My room is next to his room
Jane :	You're lucky. So you can see him almost everyday. What are you in charge of in this office?
Fitri :	: I'm in charge of marketing activities regarding new products of our company
Jane :	Jane : So, you bare marketing manager, aren't you?
Fitri :	Yes I am and I like my job very much. How about you Jane? I've heard you just came back from Singapore, didn't you?
Jane :	Yes, I did. Every month I'm responsible for exhibitions to introduce our product in other countries. Next month I am going to Brunei with the production manager from my office
Fitri :	Really! I haven't been to Brunei yet. But I'm planning to attend an international conference in Japan next week. I enjoy travelling. My office activities are interesting and we are meeting our new clients next week.

Fluency Practice

With your partner, create a dialogue about the achievements of your career, what have you got regarding knowledge and professional experiences, what you did these few months, what you enjoy doing, what you are hoping to do in your life , etc.

2. Jobs and Responsibilities

Organization Structure

- explain your company's structure
- Draw Organization Chart for your company, then
- Describe the organization of the different department
- Say what people do and who they responsible to

- Be prepared to answer question about:
- Which departments performed well/badly
- Which departments work the hardest
- Where communications are good/poor
- Which other parts of the organization your department has close links with
- Which other parts of the organization your department has close links with:

Responsibility

- ✓is responsible for the day to day running of
- ✓is in charge of the Accounts Department
- ✓run the agency in Paris

Job

- ✓ looks after the machinery
- ✓ takes care of special accounts
- ✓ sees the repairs
- ✓deals with new customers

Position

- ✓ Over him there are
- ✓ There are under her
- ✓ He reports to
- ✓ She is responsible

Time Management

Think about your typical working day:

1. How long do you spend:
 - Talking with people ?
 - On the phone a lot of ?
 - Working on your own ?
 - Working with a computer ?
 - Travelling?
- A lot of time
 - Not much time
 - Around half my time
 - About half my time
 - Less than an hour a day
 - More than two hours a week
2. How often do you:
 - Work over time ?
 - Use English at work ?
 - Travel abroad on business?
 - Have a holiday?
- Every day ,

- Once a week
- Twice a fortnight,
- Three times a month
- Three time a year

3. What time do you start working in the mornings?
4. And when do you finish?
5. How do you get to work?
6. How long does it take?
7. What do you do to relax in the evenings?

3. Instructions

A. Operating Machines

Explain how to use :

- A public telephone
- the photocopier at work
- the automatic cash dispenser at your bank
- A video tape recorder

B. Sequencers

- Firstly
- Then
- Next
- After that
- Finally

C. Instructions

- You have to (It's necessary)
- You mustn't (It's wrong)
- You needn't (it 's not necessary)
- You don't have to (it's not necessary)

D. Job instruction

- Think of a job you do regularly at work. Explain how to do it to a new number of staff.
- Explain why it has to be done in a particular way.

E. General truths:

- If you press this key, the computer prints out the reading
- If you open the door, the power is automatically cut off If
- Subject + DOES + DO

Fixing a Time

Caller:	You need to arrange a business meeting with your partner, Phone him/her to fix a time . Here is your diary for next week.
Receiver:	You need to arrange a business meeting with your partner. He/She phones to fix a time

Model dialogue:

- A : Hello Mike, let's talk about our meeting. When will it suit you?
 B : Yes, on Monday would be fine.
 A : Yes, on Monday would be fine. Suit on me

Be convenience**Saying “ No”**

- I'm afraid I can't make it on Monday. I'm afraid, I am busy
- I'm afraid, I have another engagement I'm afraid, I have got something else
- Could we make it tomorrow?
- I'm sorry about this, it's unavoidable

Expressing Opinions

Give an instant opinion on of the topics below, then ask the other members of the group what they think: eg. It seems to me that private schools are a bad thing because they give the children of the rich a huge advantage ! What is your reaction to that, Michael?

- Private School
- Football hooligans
- Nuclear power
- Computers
- Smoking in public places
- Military Services
- Capital Punishment
- Banks
- Unemployment
- Marriage

Look at these phrases and decide how strongly the speakers asserting his or her views. Put them in the appropriate box.

I think I don't think I'm quite certain that I would have thought	Weak
I don't doubt that I believe I feel sure that My impression is that	Medium
As I see it It seems to me that It strikes me that	Strong

Asking an Opinion

- ✓ Michael, what is your reaction to that ?
- ✓ Terry, How do you feel about this
- ✓ Any comments, Merry ?

How would you change these phrases if You were directing them at a group rather than an individual?

Leading a discussion

Prepare to give a short informal talk to the group and lead a discussion. Follow it. Question must be provocative. The group will interrupt your talk as often as possible to ask questions and express their views.

Some ideas topics as follow:

- Housing
- Energy conservation
- Sport
- Crime
- An event in the news
- Driving rules and habits
- privatization
- Health and fitness
- Family problems faced by hard working executives

Conclusion

After conducting some research activities such as observation, interview and distributing questionnaires to UNPAM Managers, it can be concluded that the managers need English for their job and develop networking nationally and internationally as well. They did not have enough chances to study English and practice it in their office so that course is needed by them. The module has included communicative skill that is given in the form of appellative dialogues on the job setting. It has also contained vocabulary building use to talk, discuss or present etc, based on the needs analysis. Some important points such as grammar, have been covered by the exercises and learning activities in some examples made and shown. The exercises are meant to build self-confidence to express their ideas and willingness to speak. The learners were also asked to develop the example given so that they could improve their English competence. (listening, speaking, reading, writing), they could also see teaching methodology which aims at developing their competence as the materials are prepared contextualized. The outcome of the research can be in the form of book or modul which can be used by professionals to improve their English

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CIJECT-BALE: INOVASI PEMBELAJARAN BAHASA INGGRIS BERBASIS KREATIVITAS DALAM MENCIPTAKAN CONTENT CREATOR MUDA INDONESIA

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Article History	Abstract
Submitted date: 2021-11-27 Accepted date: 2021-12-04 Published date: 2021-12-28	<i>The Effectiveness of Ciject-Bale in Creating Young Content Creators Through Creativity-Based English Learning Innovation</i>
Keywords: English learning; creativity; technopreneurship	Since being introduced by the Minister of Education and Culture, the Curriculum Merdeka dan Merdeka Belajar program has become a trend at higher education levels in Indonesia. On the other hand, the trend of the industrial world today is starting to touch the virtual world with several systems. The purpose of this study is to describe the implementation steps of Ciject-Bale as a creative project-based English learning method, the advantages of the Ciject-Bale method, and the effectiveness of this method in learning English. This research used descriptive qualitative and quantitative research methods with experimental research design. The results were that the Ciject Bale could be implemented through determining the theme and location, making the draft, doing a lot of practices, doing live reports, editing and uploading. Ciject Bale has many advantages as an integrated English learning method and ICT. Through t-test analysis which showed that sig. (2-tailed) of all = 0.000 and the probability less than 0.05, Ciject Bale was an effective method to be used in English learning. The conclusion was that the learners will become young content creators in English by implementing this method and it needs more focused and high creativity.
	Abstrak
Kata Kunci: Pembelajaran bahasa Inggris, kreativitas, technopreneurship	Sejak diperkenalkan oleh Menteri Pendidikan dan Kebudayaan, program Kurikulum Merdeka dan Merdeka Belajar telah menjadi tren di tingkat pendidikan tinggi di Indonesia. Di sisi lain, tren dunia industri saat ini mulai menyentuh dunia maya dengan sistem digitalnya. Tujuan dari penelitian ini adalah untuk mendeskripsikan langkah-langkah implementasi Ciject-Bale sebagai metode pembelajaran bahasa Inggris berbasis proyek kreatif, kelebihan metode Ciject-Bale, dan keefektifan metode ini dalam pembelajaran bahasa Inggris. Penelitian ini menggunakan metode penelitian deskriptif kualitatif dan kuantitatif dengan desain penelitian eksperimen. Hasil dari penelitian ini adalah <i>Ciject Bale</i> dapat diimplementasikan melalui penentuan tema dan lokasi, pembuatan draft, latihan, <i>live report</i> , <i>editing</i> dan <i>uploading</i> . <i>Ciject Bale</i> memiliki banyak keunggulan sebagai metode pembelajaran bahasa Inggris yang terintegrasi dengan TIK. Melalui analisis uji-t yang menunjukkan bahwa sig. (2-tailed) = 0,000 dan probabilitas kurang dari 0,05, <i>Ciject Bale</i> adalah metode yang efektif untuk digunakan dalam pembelajaran bahasa Inggris. Kesimpulannya adalah dengan pengimplementasian <i>Ciject Bale</i> dapat memunculkan content creator muda baru yang menuntut fokus yang lebih dan kreativitas tinggi.

Pendahuluan

Indonesia merupakan salah satu negara yang menyadari peranan strategis pendidikan sebagai tonggak peradaban sebuah bangsa. Sejak diperkenalkan oleh menteri Pendidikan dan Kebudayaan, program Kurikulum Merdeka dan Merdeka Belajar menjadi tren di jenjang perguruan tinggi di Indonesia. Mahasiswa diperkenankan untuk mengambil kuliah sesuai

peminatannya di program studi lain yang sudah disusun oleh jurusan mereka sendiri. Hal ini sangat relevan dengan era revolusi Industri 4.0 dimana segala sesuatunya terkoneksi dengan sistem siber dan internet yang saat ini sudah mulai menjadi kebutuhan.

Arah kebijakan industri telah mengalami perubahan yang signifikan yaitu menuju revolusi industri 4.0 yang digagas dan dikemukakan oleh Klaus Martin Schwab melalui bukunya “*The Fourth Industrial Revolution*” (Schwab, 2016). Revolusi industri tersebut merupakan penggabungan teknologi otomatisasi dengan teknologi *cyber*. Perkembangan industri saat ini sudah mengarah pada teknologi virtual yang berhubungan dengan sistem cloud, cyber, dan internet of things (IoT) (Suwardana, 2018). Tentunya, hal ini akan mengubah umat manusia bila teknologi tersebut dilakukan dengan cara yang fundamental digabungkan dengan dunia fisik, digital dan biologi (Tjandrawinata, 2016). Secara singkatnya, revolusi industri 4.0 mengedepankan teknologi cerdas yang dapat dihubungkan dengan berbagai bidang dalam kehidupan secara cepat tanpa batas ruang dan waktu. Namun, di sisi lain sebagai dampak negatifnya adalah hilangnya nilai-nilai sosial humaniora yang terjadi dalam interaksi dengan sesama (Prasetyo & Trisyanti, 2018).

Melihat kondisi lulusan perguruan tinggi yang mampu diserap oleh dunia industri masih relatif kecil. Berdasarkan data Badan Pusat Statistik tahun 2018, pengangguran terdidik jumlahnya mencapai 630.000 orang. Angka yang masih tinggi dan harus ditekan agar semakin berkurang dengan dibukanya akses mendapatkan pekerjaan seluas-luasnya. Para lulusan perguruan tinggi sangat menantikan munculnya lapangan kerja baru atau berkembangnya industri yang sudah ada agar bisa turut berperan aktif perputaran roda ekonomi Negara dan meningkatkan pendapatan perkapita.

Di era revolusi industri 4.0 ini, keterampilan yang harus dimiliki oleh setiap individu muda juga mengalami perkembangan. Adapun keterampilan masa kini yang sepatutnya dimiliki oleh individu muda adalah *complex problem solving, critical thinking, creativity, people management, coordinating with other, emotional intelligence, judgment and decision making, service orientation, negotiation, dan cognitive flexibility* (Dauletbekova et al., 2020). Kreativitas menjadi salah satu kunci utama untuk bertahan di era tersebut. Dengan kreativitas, individu akan semakin tumbuh dan berkembang akan potensi yang dimiliki. Dulunya hanya ada *entrepreneurship*, saat ini berkembang menjadi *techno-preneurship* bahkan *creative-preneurship*. Dengan kata lain, pembelajaran yang kreatif akan memberikan dampak yang positif kepada para pembelajar.

Dari uraian tersebut di atas, peneliti mengusulkan salah satu metode alternatif pembelajaran bahasa Inggris berbasis kreativitas yaitu CIJECT-BALE dalam menciptakan lebih banyak lagi *content creator* muda Indonesia meski di masa pandemi. Adapun rumusan masalah dalam penelitian ini adalah bagaimana langkah-langkah implementasi Ciject-Bale dalam pembelajaran Bahasa Inggris?, apa saja keunggulan metode Ciject-bale ini?, dan sejauh mana tingkat efektivitas metode Ciject-bale ini dalam pembelajaran Bahasa Inggris?

Adapun tujuan dari penelitian ini adalah mendeskripsikan langkah-langkah implementasi *Ciject- Bale* sebagai metode pembelajaran bahasa Inggris berbasis kreativitas, keunggulan metode *Ciject-Bale*, dan sejauh mana efektivitas metode tersebut dalam pembelajaran bahasa Inggris. Selain itu, melalui *Ciject-Bale*, generasi mahasiswa mendatang juga diharapkan mampu tak lagi sebagai pencari kerja melainkan menjadi pencipta lapangan kerja yang menyerap puluhan, ratusan bahkan ribuan tenaga kerja. Di era revolusi industri 4.0, meski di saat pandemi, sudah sepantasnya kita bisa berdiri di kaki sendiri.

Ciject-Bale merupakan akronim dari *Creative Project-based Learning* adalah metode alternatif pembelajaran yang bersifat aplikatif tentang pembelajaran bahasa Inggris berbasis kreativitas. PjBL merupakan pendekatan pembelajaran yang efektif dan kreatif yang banyak diimplementasikan oleh para pengajar abad 21 (Suhroh et al., 2020). Selain itu, PjBL juga

sangat mempengaruhi tingkat kreativitas seseorang (Anazifa & Djukri, 2017). Pembelajaran Berbasis Proyek adalah sebuah metode pembelajaran yang menggunakan sebuah proyek/kegiatan sebagai media pembelajaran.

Ciject-Bale diciptakan berdasarkan temuan/ hasil riset yang menyatakan bahwa pengajaran bahasa Inggris harus memperhatikan umur dan sifat peserta didik serta tantangan dunia sekarang dan masa depan. Pembelajaran akan sangat mudah diterima dan dipahami apabila disampaikan sesuai dengan kondisi dan peminatan siswa (Hussin, 2018). Dengan adanya pembelajaran bahasa (inggris) yang spesifik, hal ini akan berdampak positif bagi perkembangan kemampuan berbahasa peserta didik dan semangat belajarnya (Chairiyani, 2013). Hal ini juga dipaparkan oleh Leonardi (2009) yang menyatakan bahwa belajar bahasa Inggris akan lebih mengena bila pembelajarannya diintegrasikan dengan ilmu lain yang menjadi minat belajar siswa terlebih yang berkaitan dengan dunia pekerjaan/ bisnis.

Revolusi industri 4.0 merupakan perpaduan antara teknologi otomatisasi dengan *cyber*. Segala hal yang berkaitan dengan kebutuhan manusia dapat dikerjakan dengan mudah, terstruktur, pengulangan yang sama (otomatisasi), dan digitalisasi melalui sebuah sistem fisik cyber, internet dan cloud. Syarat mutlak dalam menghadapi revolusi industri ini adalah inovasi tak terkecuali dalam dunia bisnis. Apalagi bisnis yang berkaitan langsung dengan kemajuan teknologi (*techno-preneurship*).

Techno-preneurship merupakan suatu bisnis yang memanfaatkan kemajuan teknologi mutakhir yang membutuhkan keberanian untuk mengambil risiko. Pelaku bisnis ini mempunyai intuisi bisnis yang mumpuni dalam melihat peluang sebuah usaha disertai kehati-hatian dalam menentukan sikap dan keputusan berbisnis. Angka pengangguran terdidik yang masih tinggi dapat diturunkan secara signifikan melalui berwirausaha yang mampu menyokong perekonomian Negara (Maryanti et al., 2020). Hal ini sejalan dengan program pemerintah melalui Kementerian Perindustrian dalam mendukung aktivitas para pebisnis muda. Dengan demikian, pengajaran keterampilan berpikir dan berperilaku seperti pebisnis kepada generasi muda Indonesia saat ini merupakan hal yang sangat penting dalam membentuk generasi wirausaha masa depan (Özdemir, 2015).

Content creator adalah seseorang yang membuat materi (konten) yang memiliki nilai edukasi dan hiburan serta bertanggung jawab untuk setiap informasi yang ada di media, terutama media digital dan berbagai *platform* media sosial yang tersedia, seperti YouTube, Instagram, atau Facebook. *Seorang content creator* biasanya memiliki target audiens tertentu sehingga materi (*content*) yang dibuat juga kelak disesuaikan dengan keinginan atau ketertarikan dari audiens.

Selain media sosial seperti Facebook, Instagram, atau YouTube, mereka juga memakai blog, infografik, maupun ebook untuk menyebarkan konten. Dengan kata lain, siapapun bisa menjadi seorang *content creator* tanpa harus menjadi *public figure* terkenal maupun menjadi artis papan atas terlebih dahulu. Yang dibutuhkan hanyalah kreativitas yang selalu terasah secara komprehensif. Kreativitas adalah alat bagi seorang *content creator* untuk membuat orang-orang mau melihat konten yang dibuat karena tingkat kreativitas seseorang sangat mempengaruhi semangat berwirausahanya (Rosly et al., 2015).

Penelitian sebelumnya yang dilakukan oleh Anazifa & Djukri (2017) fokus pada korelasi PjBl dengan kemampuan berpikir kritis siswa. Kemudian Suhroh et al. (2020) yang memusatkan penelitiannya dalam kreativitas penggunaan whiteboard animation pada PjBl. Ada gap dalam penelitian ini yaitu tidak memunculkan produk apa yang digunakan dalam PjBL, sehingga *ciject-bale* hadir untuk mengisi gap yang kosong tersebut.

Metode

Penelitian ini menggunakan *mixed research design* yaitu metode penelitian deskriptif kualitatif dan kuantitatif. Menurut Sugiyarto & Kusmayadi (2009), metode kualitatif bertujuan untuk menggambarkan suatu keadaan nyata yang terhubung dengan fenomena yang diteliti secara sistematis, faktual, dan akurat. Lebih lanjut Sudaryanto dalam Heriyanto & Khudlori (2020) menjelaskan bahwa metode deskriptif dalam penelitian bahasa berarti mempelajari fenomena bahasa secara empiris dan hanya berdasarkan fakta-fakta penutur sehingga hasil metode ini berkaitan dengan menjadi potret/kondisi/paparan menurut apa yang ada di lapangan. Data primer meliputi dokumentasi berupa video implementasi *Ciject Bale*. Data sekunder meliputi referensi/literatur/jurnal/buku yang berkaitan dengan pembahasan.

Penelitian ini menggunakan *one group pretest-posttest design* untuk mengukur efektivitas metode pembelajaran tersebut. Desain tersebut juga dikenal dengan *pre-experimental research*. Menurut Mohamad (2003), penelitian eksperimen ialah pengamatan kondisi buatan yang dibuat dan dikelola oleh peneliti yang digunakan untuk mengetahui ada tidaknya pengaruh sebab akibat dan mengukur hubungan sebab akibat tersebut pada kelompok eksperimen dengan memberikan beberapa *treatment*.

Pengumpulan data menggunakan teknik rekam dan observasi. Asesmen dilakukan dengan menggunakan rubrik penilaian yang sudah dimodifikasi antara kemampuan berbicara dan kreativitas. Untuk menentukan tingkat efektivitas, maka digunakanlah aplikasi komputer SPSS untuk menganalisis data yang diperoleh.. Adapun populasi dalam penelitian ini adalah mahasiswa Program Studi Sastra Inggris Universitas AKI yang mengambil mata kuliah *English for Media Enterprise*.

Hasil dan Diskusi

Tahapan Implementasi Ciject-Bale

Berikut ini adalah cara mengimplementasikan *Ciject Bale* dalam pembelajaran Bahasa Inggris (khususnya mata kuliah Speaking):

a. Tentukan tema yang sesuai dengan *passion*

Tema merupakan kunci dari segala kegiatan baik akademik maupun non-akademik. Demikian halnya dalam implementasi *Ciject Bale*. Tema dapat berupa fasilitas umum (tempat ibadah, lapangan olah raga, trotoar, taman kota, dan lain lain), fasilitas layanan umum (loket pembayaran terintegrasi, layanan kesehatan, layanan investasi dan lain-lain), tempat wisata, tempat bersejarah, kuliner dan lain-lain. Peserta dapat memilih tema yang ingin mereka liput sesuai keinginan masing-masing.

b. Tentukan tempat/ lokasi

Setelah menentukan tema, maka tentukan tempat/ lokasi yang akan diangkat. Di masa pandemi seperti saat ini, tempat tidak harus yang jauh dan bagus. Cukup tempat/lokasi yang ada di sekitar saja. Namun, yang pasti adalah tempat tersebut mempunyai nilai lebih menurut peserta dibandingkan tempat lain yang sama.

c. Siapkan/ buatlah draf (konten yang ingin diungkap)

Untuk pemula, pembuatan draf merupakan hal yang harus dilakukan agar lebih sistematis ketika berbicara di depan kamera nantinya. Jika sudah merasa mahir, paling tidak ada semacam bagan/ catatan yang akan diungkapkan. Draft ini berisikan berita atau informasi dari tempat/lokasi yang dipilih yang berisi 5W1H (*what, where, who, when, why, how*) dapat juga ditambah berapa harga tiket masuknya, fasilitasnya apa saja, bagaimana menuju lokasi, dan lain-lain tergantung kreativitas peserta. Sebelum masuk berita utama tersebut, awali dan akhiri dengan kalimat pembuka dan penutup agar lebih sistematis.

d. Latihan

Setelah draf selesai, maka diperlukan latihan agar semakin lancar. Latihan ini fokus pada sisi pelafalan, intonasi, gestur/ mimik, dan angle. Latihan dapat dilakukan dimana saja dan

kapan saja. Peserta dapat mengecek pelafalan kosakata di kamus oxford, Cambridge yang sudah bisa dinikmati dan dilengkapi dengan suara secara daring di *google play store*. Intonasi, gestur/ mimik dapat disesuaikan dengan situasi dan kondisi lokasi yang diliput. Angle dapat dipelajari lewat pengalaman menonton televisi, Youtube atau media lainnya.

e. Siapkan peralatan

Peralatan yang digunakan tidak perlu mahal dan berteknologi canggih seperti para reporter sungguhan. Namun, dapat menggunakan peralatan yang kita punya, misalnya handphone, kostum, tripod/tongsis, mic clip dan seterusnya. Artinya, peralatan disesuaikan dengan kebutuhan saja.

f. *Take on camera / live report*

Sesi ini merupakan inti dari *Ciject Bale* dimana peserta melakukan reportase langsung (*live report*) di lokasi yang dipilih. Agar lebih leluasa, peserta dapat meminta bantuan dari teman, saudara, kolega untuk menjadi kameramen dengan arahan dari peserta sendiri. Bila tidak memungkinkan, peserta dapat melakukannya sendiri dengan berbantuan tripod atau tongsis.

g. *Editing (opening dan closing video)*

Editing diperlukan untuk memperhalus dan mempercantik video yang sudah dihasilkan dengan menambahkan video pembukaan dan penutup. Bisa juga ditambahkan backsound, atau nada khusus dalam bagian tertentu agar lebih menarik dan video tersebut tidak terkesan monoton.

h. *Uploading*

Peserta mengunggah hasil karya mereka di laman Youtube yang sebelumnya peserta sudah mendaftar/ registrasi akun. ikuti langkah-langkah pengunggahan dan berikan data yang diminta oleh Youtube. Simpan alamat URL videonya untuk diserahkan kepada pengampu untuk dilakukan asesmen.

Pembelajaran Bahasa Inggris melalui *Ciject-Bale*

Seperti yang sudah dijelaskan di atas bahwa *Ciject Bale* merupakan integrasi pembelajaran bahasa Inggris dengan ICT. Oleh karena itu, *Ciject Bale* mempunyai beberapa keunggulan bila dibandingkan metode lainnya, yaitu:

- a. Melatih kemampuan berkomunikasi di depan publik meskipun dalam sebuah video pembelajaran.
- b. Meningkatkan kreativitas dan kemandirian belajar. Hal ini dapat dilihat dari langkah-langkah implementasinya yang mengedepankan kreativitas dalam membuat konten-konten yang menarik.
- c. Pembelajaran bahasa Inggris yang kreatif serta aplikatif yang sesuai dengan *passion* pembelajar meski harus diarahkan. Kreatif- aplikatif yang berarti bahwa pembelajaran diajarkan dengan cara yang tidak membosankan dengan memanfaatkan keterbaruan teknologi. Aplikatif berarti mudah diaplikasikan/disimulasikan. Pembelajaran seperti ini sangat cocok di abad ini seperti yang dinyatakan oleh Goodwin et al. (2009) bahwa dengan melakukan performa/ pertunjukan/ simulasi merupakan strategi/ metode pembelajaran yang memiliki potensi besar yang cocok untuk diterapkan pada pembelajaran pedagogi bahasa Inggris di abad 21.
- d. Pembelajaran masa kini dengan lebih adaptif dengan perkembangan sosial dan ICT. Perkembangan teknologi yang begitu pesat harus dapat dimanfaatkan dengan baik. Segala bentuk kemudahan seharusnya mampu memberikan efek maksimal dalam pemahaman maupun implementasi pembelajaran.
- e. Bibit unggul sebagai *English techno-preneurship/ content creator*. Dengan adanya simulasi yang berkesinambungan akan mampu menumbuhkan sikap-sikap positif dasar berwirausaha antara lain memiliki kepercayaan diri dan leadership yang tinggi,

komunikasi bisnis yang mumpuni, kreativitas dan orisinalitas yang terasah dan sikap tahan banting.

Efektivitas *Ciject Bale* pada Pembelajaran Bahasa Inggris

Penelitian ini menggunakan desain *pre-experimental research*. Maka, setelah data penelitian terkumpul yaitu berupa video, dilakukanlah asesmen. Asesmen dilakukan dengan menggunakan rubrik penilaian. Rubrik tersebut menilai *pronunciation, fluency, gesture, dan creativity*. Data penilaian pretest diambil dari uji awal di beberapa tugas *speaking* yaitu *delivering idea of some important cases* dan *problem solving*. Berikut adalah hasil analisis pretest, posttest, dan t-test:

	N	Minimum	Maximum	Mean	Std. Deviation
Pronunciation	25	50	80	65.35	15.624
Fluency	25	50	80	65.35	15.624
Gesture	25	50	75	62.50	16.179
Creativity	25	50	65	57.55	9.852
Total Score	25	50	75	62.88	12.149
Valid N (listwise)	25				

Tabel 1: deskripsi statistik dari pretest

Dari setiap aspek yang diujikan, skor minimal adalah 50 dan maksimal dengan nilai 80. Dari tabel tersebut, nilai pengucapan dan kefasihan peserta didik tergolong baik. Namun kemampuan menggunakan gestur dan kreativitas masih perlu ditingkatkan melihat skor skor 65 dan 75. Gestur merupakan aspek penting dalam berkomunikasi dengan orang lain agar lebih mudah dipahami dan terlihat menarik. Begitu pula dengan kreativitas, aspek yang mampu mendukung ketiga aspek lainnya dengan memanfaatkan kemajuan teknologi yang ada.

	N	Minimum	Maximum	Mean	Std. Deviation
Pronunc.	25	50	85	67.88	13.720
Fluency	25	50	85	67.88	9.393
Gesture	25	50	80	65.82	14.951
Creativity	25	50	80	65.06	18.630
Total Score	25	50	85	67.41	11.843
Valid N (listwise)	25				

Tabel 2: deskripsi statistik posttest

Pada tabel nilai posttest di atas, terlihat bahwa kemampuan pengucapan dan kefasihan peserta didik meningkat secara simultan, mencapai nilai 85 serta gerak tubuh dan kreativitas juga mencapai nilai 80. Hal ini menunjukkan bahwa perkembangan yang baik dialami oleh siswa. Berikut adalah hasil uji-t untuk mengukur keefektifan *Ciject Bale* dalam pembelajaran bahasa Inggris.

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 Post-test	67.4118	25	11.84303	2.87236
Pre-test	62.8824	25	12.14950	2.94669

Tabel 3: deskripsi uji-t pretest dan posttest

Nilai rerata post-test yang diperoleh sebesar 67,41, dan nilai rerata pretest sebesar 62,88. Jika dilihat dan dibandingkan nilai standar deviasinya, maka akan diperoleh nilai post-test lebih kecil daripada nilai pre-test yaitu 11,84 dan 12,14. Hal ini berarti bahwa proses pembelajaran tersebut linier dan memiliki perbedaan yang signifikan. Seluruh peserta secara bersama-sama dapat meningkatkan kemampuannya dalam keterampilan berbicara linier dengan mengimplementasikan *Ciject Bale*.

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 Post-test - Pre-test	8.52941	3.85872	.93588	6.54544	10.51338	9.114	16	.000

Tabel 4: deskripsi hasil uji-t

Tabel tersebut merupakan hasil dari uji-t untuk menentukan efektifitas *ciject-bale* dalam pembelajaran bahasa Inggris dengan asumsi bahwa:

H_0 : nilai rerata populasi pretest dan posttest sama.

H_1 : mean populasi pretest dan posttest tidak sama.

Jika tingkat probabilitas $> 0,05$ maka H_0 diterima. Dan jika nilai probabilitas $< 0,05$, maka H_0 ditolak.

Dari sajian data tersebut terlihat bahwa sig. (2-tailed) = 0,000. Artinya bahwa probabilitasnya lebih kecil dari 0,05, sehingga H_0 ditolak dan nilai pretest dan posttest tidaklah sama. Dengan kata lain, implementasi *Ciject Bale* dalam pembelajaran bahasa Inggris khususnya pada mata kuliah *Speaking* dinilai efektif.

Simpulan

Simpulan dari penelitian ini adalah *Bale Ciject* dapat dilaksanakan melalui penentuan tema dan lokasi/tempat, membuat draft, melakukan banyak latihan, melakukan *live report*, *editing* dan *uploading*. *Ciject Bale* memiliki banyak keunggulan sebagai metode pembelajaran bahasa Inggris yang terintegrasi dan *Internet and Computer Techonogy* (ICT). Peserta diharapkan menjadi *English Technopreneurs* seperti halnya *content creator* juga. Melalui analisis uji-t, metode *Ciject Bale* memiliki efektivitas yang signifikan untuk diimplementasikan dalam pembelajaran bahasa Inggris.

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ANALYSIS GRAMMATICAL ERROR ON THE STUDENTS' WRITING SENTENCES AT THE FIRST SEMESTER OF UNIVERSITAS PAMULANG

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Abstract

Patterns of English are important for the students. It consists of all the elements of language, such as content, grammar, punctuation, spelling, vocabulary, and sentence pattern. Writing has a complex process. The students have to connect their ideas coherently with the writing when they are writing. In fact, not many of them can connect their ideas with the content easily. Regarding the problems above, the researcher did the research of grammatical error on the students' writing sentences, entitled "Analysis Grammatical Error on the Students' Writing Sentences at the First Semester of Universitas Pamulang". This study aims to know and analyze the students' errors in writing some sentences. The errors focused on the tense, preposition, and sentence pattern. The research used a descriptive qualitative method in which the data was taken from students' sentences. The result of the research showed that every student made an error. The biggest error was an error in sentence pattern.

Abstrak

Kata Kunci:

analisis kesalahan,
kesalahan tata bahasa,
menulis.

Mengenal pola atau formula bahasa Inggris penting bagi mahasiswa. Pola bahasa Inggris mencakup tentang isi, tata bahasa, tanda baca, pengejaan, kosa kata, dan pola kalimat. Menulis memiliki proses yang kompleks. Mahasiswa harus menghubungkan antara ide dengan tulisannya dengan jelas. Kenyataannya, tidaklah mudah bagi mereka untuk menyelaraskan antara ide dengan isi tulisan. Berdasarkan permasalahan di atas, peneliti melakukan penelitian fokus pada *grammatical error* berjudul "Analysis Grammatical Error on the Students' Writing Sentences at the First Semester of Universitas Pamulang". Penelitian ini bertujuan untuk mengetahui dan menganalisa kesalahan pada kalimat-kalimat mahasiswa. Diutamakan pada *tense*, *preposition*, dan *sentence pattern*. Peneliti menggunakan *qualitative method* dimana data diambil dari kalimat-kalimat mahasiswa. Hasilnya menunjukkan bahwa setiap mahasiswa memiliki kesalahan dalam menulis kalimat. Prosentase kesalahan yang tertinggi yaitu pada bagian *sentence pattern* (*pola kalimat*).

Introduction

Writing is one of the skills of English which students have in a classroom, beside listening, speaking, and reading. Writing is an ability for the pupils in order to show or communicate their idea or opinion on paper into statements and paragraphs that will be known by a reader. It consists of all the elements of a language, such as content, grammar, punctuation, spelling, vocabulary, and sentence pattern. The element language is not easy to master. Grammar and sentence patterns are commonly considered as the most difficult. As a result, they have some difficulties writing sentences. It can be understood because writing has a

complex process. In writing, the students are asked to know a word first. Then, write a simple sentence. After that make the sentences into a paragraph. Absolutely, it is not as easy as the students think. They have to connect their ideas coherently with the writing when they are writing. The ideas must be in accordance with the element's language use. In fact, not many of them can connect their ideas with the content well. Therefore, this is a teacher's role to be active in a class room while he is teaching writing skill. The teacher should be able to guide the students in writing, so the grammar can be avoided effectively. In this study, the researcher focuses on the students' writing using tenses, prepositions, and sentence patterns. They still have problems with those elements' language. The researcher would like to know and analyze the students' errors, the percentage of errors, and also the cause of errors.

Grammatical error is words applied on prescriptive grammar to convey a sample of having a fault, unusual, or contentious usage, suchlike an incorrect verb tense, error on capitalization, or preposition. Students who want to write a sentence in foreign language have to know about the grammar rules in the language first. Grammar is a set of rules in a language that allow a person to combine several words into larger units (Greenbaum and Nelson, 2002, p. 1). It means grammar has an important role in a Language if a person wants to create understandable sentences. According to Burt and Kiparsky (in Putri & Dewanti, 2017, p. 2), grammatical error is an error that violates grammatical rules in a language and it makes someone's writing not good to be seen by readers. Someone's writing sometimes looks bad because it lacks grammatical rules, such as part of speech. It can make someone's writing not appropriate enough to be read and seen by the reader because error breaks all the grammatical error in language. It should be considered by writers or students in this case when they want to write sentences. Based on the experience of the researcher, Indonesian students have difficulties in applying grammar rules of the English language. It is because of limited knowledge about grammar and rare occasions to use it. They sometimes write sentences freely without regard to the grammar or pattern of sentence. That's why grammar is able to make students have an error in writing. For example, error in tense can be one of the student's problems.

An error analysis ought to be executed by teachers not only to explain the errors done by the students but also to understand the causes of errors. Error analysis is a way to gather errors found in students' sentences. Teachers try to identify and clarify the errors which the students made. It helps students to know the reasons behind the errors found. To do an error analysis in writing, a person should decide on what kind of written sentences that he or she wants to analyze using error analysis. The research focuses on tense, preposition, and sentence pattern errors. There are sixteen tenses in English which the students should know and learn until they are in a university. Here, the researcher has mainly focused on simple present tense, past tense, and present perfect tense, preposition, and sentence pattern will follow the tense usage. For example, she drank it last night. The sentence is not right because of the wrong tense. From those indicators, the students can make errors in different indicators. Corder in Ellis (2003, p. 56) mentioned five ways in doing error analysis. They are (1) collecting samples; (2) identifying error; (3) describing error; (4) explaining error and (5) evaluating or correcting error.

The terms of mistake and error sometimes are considered as the same categories. Actually, they are not the same things. The students can make mistakes and errors in their learning process. As Brown (2000, p. 257) said that learning is a process which consists of the making of mistakes. Commonly, a mistake is a way of doing something wrong unintentionally. It is usually accidental and can be corrected soon. For example, a student could miss a letter or mistype when writing. On the other hand, error is the wrong action that is caused by the lack of knowledge or something the students haven't studied before. For instance, the students have

a lack of tenses, sentence patterns, and prepositions, consequently they can make an error. There are several types of errors made by someone in learning the language (Rosani, 2009, p. 75-76), namely Referential Error, Register Error, Textual Error, and Productive Error. In English, especially writing skill, a common error is Textual Error. Textual Error is an error in the use of grammar rules. For instance, she went to school yesterday. The sentence is supposed to be that she went to school yesterday.

There are some previous researches that have conducted the research about writing. One of them is taken from Nugraha Panji Kusuma (2019) stating that the most error of students' writing is verb tense error, then add a word error, punctuation, word choice, capitalization, etc. It could be concluded that the students do not pay attention to English Grammar rules. The researcher considers that every student has their own problems and errors while they are writing some sentences in English. The problems or errors should be corrected by teachers in order to decrease the next errors in the future.

Regarding the problems above, the researcher wants to do research on grammatical errors on the students' writing sentences, entitled "Analysis Grammatical Errors on the Students' Writing Sentences at the First Semester of Universitas Pamulang". It focuses on error in tenses, Error in preposition, and error in sentence pattern. The aims of the study are to comprehend the students' ability in writing sentences using different tenses and analyze the grammatical errors on the students' sentences when they write sentences by using simple present tense, past tense, and present perfect tense. The researcher has three research questions that want to be identified: the grammatical errors' occurrence, the percentage of the errors, and the causes of the error in writing sentences.

Methodology

In this part, it will be shown the details of research design, setting of time and place, population, the instrument for the study, technique of collecting and analyzing the data.

Research Design

Error analysis is considered as qualitative research. The research carried out descriptive qualitative studies. Descriptive qualitative is research that asks questions about nature incidence, or distribution of variables; it involves describing but not manipulating variables. Descriptive qualitative data are collected in the form of words or pictures rather than numbers. Johnson and Christensen (2007) said, "Qualitative research is research that relies on the collection of qualitative data."

Qualitative research analyzes data that rely on words from a small amount to individuals so that the participants' view is gained. Furthermore, it is a process of step used to collect and analyze information to increase our understanding of a topic or issue (Creswell, 2012). According to the statements, it can be concluded that qualitative research is a method mostly taken from data of the samples that is explored and also analyzed.

The Population and Sample

Population is related to data of the research itself. It is not related to the person or amount of objects. As Margono (2004, p. 180) said: "*Populasi adalah seluruh data yang menjadi perhatian kita dalam suatu ruang lingkup dan waktu yang kita tentukan. Jadi populasi berhubungan dengan data, bukan manusianya.*" The researcher took the students' writing sentences as the population of the research. "*Sampel adalah bagian dari jumlah dan karakteristik yang dimiliki oleh suatu populasi tersebut.*" (Sugiyono, 2012, p. 80) It means sample is related to the number of participants in research. There were 25 students of Faculty of Letters, Universitas Pamulang, South Tangerang as the population in this study. They were in the first semester.

Technique of Collecting the Data

To gain the expected result, the researcher used data and information which could assist the research. There are two types of data in this research; they are primary and secondary data. Primary data which was obtained and collected directly from the students. Further, the primary data were processed by the researcher to generate the data analysis. First, the students were given the material by the researcher. They learnt about simple present tense, past tense, present perfect tense, and preposition. Then, they tried to make some sentences with those tenses and prepositions by using their own words. The researcher gave explanations and corrections to their beginning writing. After that, they wrote sentences which were adjusted to the topic given, as a post test. Finally, the researcher did analysis on the students' writing.

It focused on the grammatical errors which the students made. Meanwhile, the Secondary data collection was collected from searching literature research or library research. The researcher browsed the internet and read some books. This data made the research more complete. The theory or the analysis from some experts were important to support the research which could run smoothly.

Technique of Analyzing the Data

Before analyzing the data, the researcher collected the data, then classified it into three types or categories of grammatical errors. They are error in tense, error in preposition, and error in sentence pattern (Subject +Verb +Object +Adverb). Those categories would be the assessment for the researcher in order to analyze the students' writing.

The research was about grammatical errors in tenses and part of speech on the students' writing sentences. The researcher took the data by asking the students to write sentences in English as the clues given. It was the instrument of this study.

Grammatical error was the focus on the research. The data was analyzed based on the categories of errors, three categories:

1. Error in Tenses

Students sometimes use a tense without considering the function or the time of tenses. They do it because they do not know about the tenses well. Error in tenses considered in the analysis of students' errors when they made a mistake in using the right tense in a sentence. For example, Susan drinks a cup of tea yesterday. It should be corrected referring to the adverb of time. It should be Susan drank a cup of tea yesterday. It is a past tense case. \

2. Error in Preposition

Preposition is needed in a sentence. It can describe a relationship between a word and another word in a good sentence. In another word, it indicates where or when something is in relation to something else. This type can make students confused or misplace a preposition. For example, I will go to Bandung in December 15th, 2020. It should be I will go to Bandung on December 15th, 2020.

3. Error in Sentence Pattern

Sentence pattern is made up of phrases and clauses. A phrase is a group of words, but it is not a complete sentence because it does not have a subject or verb. It just has one component which can develop a perfect sentence. Meanwhile, a clause contains a subject (as an actor) and a verb (doing an action) at least. Beside a subject and a verb (transitive or intransitive verb), there is a mistake that the students made. It was about complement. For example, Today, she appears. It should be she appears calm today.

Based on the analysis, there were 10 out of 25 students who did error in tenses, 9 students did error in preposition, and 12 students did error in sentence pattern. It showed that students made some errors in three categories studied.

Finding and Discussion

Descriptive qualitative was used in this research. It was achieved by collecting data in a class. The students were asked to write sentences in simple present tense, past tense, and present perfect tense. The sentences then are analyzed based on the patterns given. The samples were the students of English Literature of Universitas Pamulang. The data were found from the students' writing. The steps that the researcher took the data were making sentences, identifying sentences, and analyzing sentences.

First, the researcher asked the students to write sentences using three tenses, such as simple present sense, past tense, and present perfect tense. Before writing some sentences, the researcher gave the materials several times. Then, the students wrote some sentences with those tenses given. The researcher kept watching them while they were writing.

After writing some sentences, the researcher identified and analyzed the sentences based on some categories. The main point, the researcher focused on the errors which are in the students' sentences. The errors were focused on error in tenses, error in preposition, and error in sentence pattern. The students sometimes make mistakes in those categories. Having errors in tenses often occurs because of lack of comprehensive understanding, meanwhile errors in prepositions can happen if the students don't know the function of the preposition. Moreover, errors in sentence patterns mostly exist in sentences.

Third, as the last step the researcher analyzed the students' sentences. Then the sentences were analyzed. The research's result was presented in descriptive qualitative. The data calculation was done upon the errors occurred. First step, the errors presented on the table were counted to find the common errors. Next, each type of error was calculated by using a simple formula in order to gain the percentage of errors occurring. The formula Is described as follows:

$$X = \frac{n}{nt} \times 100\%$$

X (percentage of errors type)

n (the number of a particular type of error)

nt (the total number of all types of errors)

In fact, there were two steps of data analysis that had to be done by the researcher. To identify the problems was the first step to be done. This step was done by investigating the students' sentences and distinguishing the errors they made. Secondly, classifying what kinds of errors showed. Finally, evaluating and correcting the sentences. From the data taken, there were some errors from the 25 students' writing. The errors were classified into errors in tenses, error in preposition, and error in sentence pattern. The study mainly focused on errors in simple present tense, past tense, and present perfect tense. The whole of the data are not shown in this part, but only represented by some representative data. In the analysis, the findings showed the types of error, the sample of students' sentences with errors, the corrected of the sample sentences, and the percentage of the occurrence of errors. The result from the analysis showed that there were 40% errors in tenses. There were 36% errors in prepositions in the 25 students' sentences. Then, 48% error in sentence pattern.

The students made errors in tenses, such as she comes to school every day; in eight months, the virus has happened. Error is a preposition such as they have written it on the whiteboard; I arrived there on Sunday morning. The last, error in sentence pattern occurred when the students misplaced the words in orderly or incomplete sentences. Beside a subject and a verb, there was an error that the students made. It was about adverb position. They wrote adverbs at the beginning of the sentence or without an adverb.

For example, you diligently read it every day; she irons every afternoon.

Table 1. The Amount of the Students' Error

Types Of Error	The Amount Of Students Error	Percentage
Error in Tenses	10 students	40%
Error in Preposition	9 students	36%
Error in Sentence Pattern	12 students	48%

Table 2. The Sample Sentences of the Students

Category	Formula	Students' Sentences	Corrected Sentences
Simple Present Tense	S+Verb Base (s/es) + O + Adverb of Time	She come to school everyday	She comes to school everyday
		At night, my brother and I am reading the books at night	My brother and I read the books at night
Past Tense	S + V2 + O + Adverb of Time	He sent a cake	He sent a cake last night
		I withdrew money yesterday	I withdrew money yesterday
Present Perfect Tense	S + Has/Have + V3 + O + Adverb of Time	She has left the room a few minutes ago	She has left the room for a few minutes ago
		Geese has eaten them	Geese have eaten them recently
Preposition	In, on, at, because of	They have written it at the whiteboard	They have written it at the whiteboard
		You come to my house at Sunday	You come to my house at Sunday
Sentence Pattern	S + Transitive verb + Direct Object	You iron every afternoon	You iron every afternoon
		Kinanti gave a pen to her	Kinanti gave her a pen
	S + Transitive verb + Indirect Object + Direct Object	She appears at night	She appears calm
		S + Linking verb + Subject Complement	

Conclusion

The improvement of knowledge should be increased in order to achieve a better understanding. Understanding the pattern of tenses, prepositions, and sentence patterns are more efficient and effective for the students in order to make the sentences. By knowing them, the students are capable of writing the sentences easily. If they don't know them, they will get confused. From the result given, it can be concluded that the students have error in tenses about 40%, error in preposition about 36%, and error in sentence pattern about 48%. From the data,

the highest error is sentence pattern. There were some causes of error, like the students' carelessness. It also happened because the students had some difficulties in writing sentences, for they didn't know the right pattern of sentences. The students sometimes forget to put word by word orderly or they are used to using Bahasa Indonesia in English. In addition, they have a lack of knowledge.

For the teacher should give any right patterns and correct the students' sentences. Moreover, sentence patterns should be one of the best things to be learnt. Don't ignore it hopefully. From the mistakes or errors that have been made, teachers have a responsibility to analyze and correct the students' errors. Students should be given more exercises to write some sentences. Lastly, positive thinking and encouraging them in studying are the best ways to improve their abilities.

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THE EFFECT OF APPLYING DIARY-WRITING ON JUNIOR HIGH SCHOOL EFL LEARNERS' ACHIEVEMENT IN WRITING RECOUNT TEXT

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Article History	Abstract
Submitted date: 2021-11-27 Accepted date: 2021-12-04 Published date: 2021-12-28	This study aims at examining and finding out the effect of applying Diary-Writing on EFL learners' achievement in writing Recount text at grade nine of SMP Negeri 2 Siantar. The study was designed as a quantitative method with quasi-experimental design. Forty students of IX 5 and 4 were selected as the participants. The experimental class was treated using Diary-Writing while the control class was not treated using Diary-Writing. The data were gained from pretest, treatment and post-test. The pre-test was conducted in order to identify the students' basic ability and value before giving treatment. Temporarily, the post-test was conducted in order to identify the learners' achievement and significant effect after they were taught using Diary-Writing. The data shows that the difference or the improvement as the whole learners achieved in post-test from experimental to control class is 445 or 12,71 points of its average. The score of t-test (3,31) is higher than t-table (1,68) at the level of significance 5% of two tailed test. Hence, Null Hypothesis is deniable and Alternative Hypothesis is acceptable.
Keywords: diary-writing; recount text; writing	
	Abstrak
Kata Kunci: menulis diari; menulis; teks <i>recount</i>	Pengaruh dari Penerapan Menulis Diari Terhadap Capaian Belajar Siswa SMP dalam Menulis Teks <i>Recount</i> Penelitian ini bertujuan untuk menguji dan mengetahui pengaruh dari penerapan menulis diari terhadap capaian pembelajaran siswa SMP non penutur asing dalam menulis teks <i>Recount</i> pada kelas sembilan di SMP Negeri 2 Siantar. Penelitian ini dirancang sebagai metode kuantitatif dengan desain quasi-eksperimen. Empat puluh siswa IX 5 dan 4 terpilih sebagai peserta. Kelas eksperimen diajar menggunakan strategi menulis diari sedangkan kelas kontrol tidak diajar dengan menerapkan menulis diari. Data diperoleh melalui <i>pre-test</i> , <i>treatment</i> dan <i>post-test</i> . <i>Pre-test</i> dilakukan untuk mengetahui kemampuan dasar dan nilai siswa sebelum diberikan <i>treatment</i> . Sementara, <i>post-test</i> dilakukan untuk mengetahui capaian dan pengaruh signifikan siswa setelah mereka diajar dengan menerapkan menulis diari. Data menunjukkan bahwa perbedaan atau peningkatan yang dicapai siswa secara keseluruhan pada post test dari kelas eksperimen ke kelas kontrol adalah 445 atau rata-rata 12,71 poin. Nilai <i>t-test</i> (3,31) lebih tinggi dari <i>t-tabel</i> (1,68) pada taraf signifikansi 5% untuk uji dua sisi. Oleh karena itu, Hipotesis Null ditolak dan Hipotesis Alternatif diterima.

Introduction

Since English as a foreign language in Indonesia has an important role in the improvement of almost any aspect of life, then writing is an essential skill to master. It channelizes one's knowledge and brain to the point of value. However, it is complex because one needs to pay attention to the rules and organization. Meyers (2005) said that writing is an activity, a process

of establishing and organizing your thoughts, laying them down on paper and correcting as well as revising them. Moreover, Bitchener (2008) also said that in order to be capable in proper writing, one needs to master all elements related to it involving vocabulary mastery, grammatical knowledge, and the mechanics of writing. Nevertheless, learning to write entails being able to communicate and convey thoughts and messages meaningfully. More and more learners write, the more their writing skills develop.

In relation to writing performance, there were some problems observed during teaching writing skill to the grade nine junior high school EFL learners at SMP Negeri 2 Siantar. Most of them, in fact, still had low motivation in writing. Speaking of problems in writing, Maharani (2017) found that junior high school learners often lack ideas and had limitations in knowledge on something new and even they found little enthusiasm to write. In support of that, Toba, Noor & Sanu (2019) noted that learners had difficulties in exploring and developing relevant ideas and they lack the transition of words, inconsistency of whole-to-whole and point-by-point structural composition as well. Similarly, Amalia, Abdullah, & Fatimah (2021) faced the same problems in teaching writing to junior high school EFL learners. They said that learners had the inability to generate new concepts for writing English passages and inadequate knowledge of English vocabulary. Those three findings represent the problems faced while teaching grade nine junior high school EFL learners at SMP Negeri 2 Siantar. Demotivation in writing, difficulties in constructing ideas, as well as the loss of best moments to put into writing were the main problems faced when teaching the learners.

Departing from the phenomenon above, Diary-writing, as a significant and perhaps most interesting process of writing, enables learners to write freely and continuously (Taqi et. al., 2015). Fulwiler (1982) argued that this manner of expressing feelings and uncovering eagerness to write helps learners enjoy the interaction with the process of writing so they devote themselves to writing class. In addition, Kosasih (2005) defined that a diary is a book containing the records of an individual nature, such activities will channel memorable experiences every day in the form of outpouring minds and hearts. Brown, Kristine & Hood (1989) added that diaries can be like a record of daily events, a holiday or a journey, a record of what has been learned, life issues, and a reminder note. Thus, diary is particularly related to Recount text. Recounting itself is an activity of telling people about something which has happened in someone's life (Mutslihah, 2016). It might be about what happened during the whole weekend or fascinating things that happened during holiday from the previous year or else. Moreover, Anderson and Anderson (2003) added that a Recount text is a piece of text that retells past events, usually in the sequence in which they happened. By writing a diary, in which the date and events are chronologically constructed, one has implicitly written a Recount text as well, because both texts are basically identical with the events told chronologically from the beginning until the end.

Moreover, when it comes to free writing and self-exploration, Diary-writing is the best choice. It allows us to make notes of what we have in mind and put it into a piece of writing. Arslan (2014) also mentioned that this kind of writing gives many writers a lot of satisfaction. Writing a diary is excellent because in a diary someone will be able to acknowledge who we are. It is also important to keep track of what happens in our lives, both the exciting and routine events, as well as our thoughts and feelings about both.

Recount text, like all good English texts, has its own schematic structures. Anderson and Anderson (2003) pointed out three schematic structures of a Recount text, namely: orientation, series of events, and reorientation. The 'orientation' part provides all the necessary background information of what happened, who was involved, when and where the events happened, and why it happened. In 'series of events' part, the author tells how the characters react to the complication. The events can be told either chronologically or with flashbacks. In the end of the text, 'reorientation' part concludes the recount by summarizing the results of the events,

evaluating the importance of the topic, and suggesting personal comment or opinion. Besides the three schematic structures, Recount text, added by Gerot and Wignell (1995) and supported by Anderson and Anderson (2003), has several linguistic features as well. They are namely; specific participants, first person, material process, circumstance of time and place, additive conjunction, and past tenses.

By looking at the structures and elements above, it is obvious that a diary can be applied as a teaching strategy in order to teach Recount text to EFL learners in junior high school level. Both of them are basically and physically similar. Many related researches have been conducted recently by several researchers such as Barjestes et. al. (2011) who assumed that Diary-writing as a productive and creative writing activity for a writing classroom. Taqi et. al. (2015) pointed out that Diary-writing can be considered as one of the effective ways to increase learners' writing skills, it was useful to enable them to work in a free, unmonitored situation. Similar to them, Fauziah and Lestiono (2015) said that after applying Diary-writing learners were able to expand their ideas due to Diary-writing focused on their own experiences. In support of the previous studies, Baene, Harapan & Irmayana (2021) stated that Diary-writing can give significant improvement on EFL learners' writing ability because their research finding showed 'very good' results after applying Diary-writing.

The urgency of conducting the current study lies upon the importance of capability to write properly for junior high school EFL learners. It was found out that the more learners express their thoughts and ideas into writings, the better their knowledge gained. Luo (2019) supported the statement by saying that a large number of comprehensible language input can improve learners' selective attention and activate their cognitive process at the same time. Hence, the study covers the following research question: "*What is the effect of applying Diary-writing on the achievement of grade nine junior high school EFL learners' in writing Recount text?*". Thus, in connection to the research question, the objective of the study is to examine and find out the effect of applying Diary-writing on the grade nine junior high school EFL learners' achievement in writing Recount text.

Method

This study used quantitative design. According to Creswell (2008), quantitative research is a method in purpose to test the validity of theories by examining the correlation among variables. In turn, these variables can be quantified, particularly on instruments, so that the numbered data can be analyzed through statistical procedures. Meanwhile, the data were obtained through experimental design. Ary, Jacob & Sorensen (2010) explained that experimental research deals with systematic manipulation of one or more variables which is examined to see what influence it has on another variable. The manipulated variable is called the independent variable or the experimental treatment. While the variable being observed and measured is called the dependent variable.

Table 1. Research Design

CLASS	PRE-TEST	TREATMENT	POST TEST
Experimental	X1	E	X2
Control	Y1	C	Y2

Note:

- X1 & X2 : Pre and Post-Test in experimental class
- Y1 & Y2 : Pre and Post-Test in control class
- E : Teaching by applying Diary-Writing in experimental class
- C : Teaching by applying conventional strategy in control class

Population and Sample

Population and sample are two connected terms in research. They are required as the step and part in conducting the research. Population is all members of well-defined class of events or objects, meanwhile, sample is a portion of population (Ary, Jacob, & Sorensen, 2010). The population in this study is 188 junior high school English as a foreign language (EFL) learners of SMP Negeri 2 Siantar, Simalungun regency.

As for the sample was chosen by occupying purposive sampling. Cohen, Manion, & Morrison (2000) said, in purposive sampling, the cases are handpicked by the researchers to be included in the sample on the principle of the judgement of their typicality. The purposive sampling was used because the study aimed to give an improvement to the class whose learners' writing achievement and ability were low. The class then became the experimental one. Learners of IX-5 were as experimental class and learners of IX-4 were as control class. Each consisted of 20 students.

Data Collection and Analysis

The data were obtained through a test. The test was to write and construct a Recount text which was held two times. The first was applied as a pre-test and the second was applied as a post-test. After the data were completely obtained, they were then analyzed through a statistical analysis following the theory of Hatch & Farhady (1982):

Finding mean score of each class:

$$\bar{X} = \frac{\sum fx}{N}$$

\bar{X}	= the average score
$\sum fx$	= sum of the raw score
N	= number of students

Finding standard deviation of each class:

$$S = \frac{\sqrt{\sum d^2}}{N-1}$$

S	= standard deviation
$\sum d^2$	= sum of mean deviation
N	= number of students
1	= constant number

Finding standard error of difference of mean:

$$SE (\chi_e - \chi_c) = \sqrt{\left(\frac{se}{\sqrt{N1}}\right)^2 + \left(\frac{sc}{\sqrt{N2}}\right)^2}$$

$SE (\chi_e - \chi_c)$	= standard error
se	= standard deviation of experimental
sc	= standard deviation of control
$N1$	= number of students of experimental
$N2$	= number of students of control

Testing hypothesis:

$$t_{test} = \frac{\bar{X}_e - \bar{X}_c}{SE (\chi_e - \chi_c)}$$

\bar{X}_e	= Mean of Post Test in Experimental
\bar{X}_c	= Mean of Post Test in Control
$SE (\chi_e - \chi_c)$	= standard error

Results and Discussion

Total Score of Pre and Post-Tests

The total score in the pretest of the experimental class was 1301. Here, it can be calculated that the score (mean) achieved by the learners was 65,5 on average. Then, in post-test, the total score they achieved was 1844 where the score (mean) was 92,2 in average. While the total score in the pretest of the control class was 1348. Here, it can be calculated that the score (mean) achieved by the learners was 67,4 on average. Then, the total score they achieved in post-test was 1586 where the score (mean) was 79,3 in average.

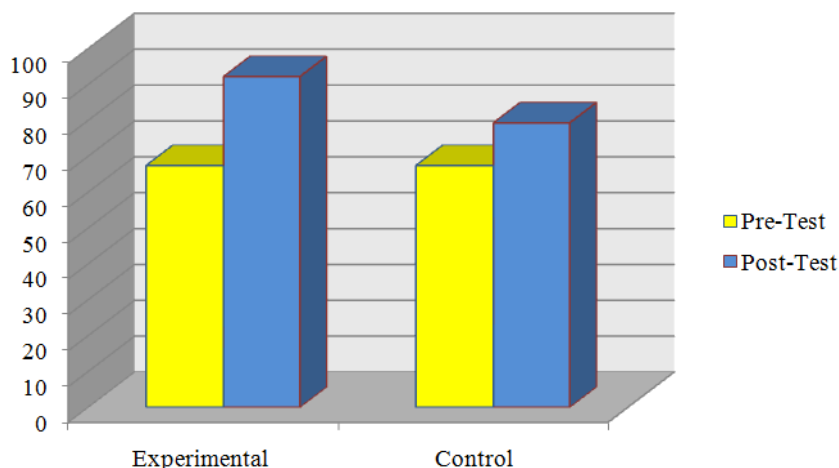


Figure 1. Chart of Progress of Students after Treatment

Experimental and Control Class: Difference of Post-Test Score

The total value achieved by the learners in experimental class was 1844 and the average value was 92,2. In control class, the total value achieved by the learners was 1586 and the average value was 79,3. The modification or the improvement as the whole learners is achieved in post-test from experimental to control class with 302 or 15,1 points on average.

Experimental and Control Class: Variance and Standard Deviation

The total sum of the respondents in applying the post-test were administered in the experimental class was 845,2 points. The points were necessarily involved in order to define the standard variation for post-test in experimental class which was compared in turn with the similar data at post-test in control class. The following was the standard deviation of post-test in experimental group:

$$\begin{aligned}
 S^e &= \sqrt{\frac{\sum d^2}{N-1}} \\
 S^e &= \sqrt{\frac{845,2}{20-1}} \\
 S^e &= \sqrt{\frac{845,2}{19}} \\
 S^e &= \sqrt{44,48} \\
 S^e &= 6,66
 \end{aligned}$$

While the total sum squares of the respondents at the time of the post-test were administered in control class was 5.046,55 points. The points were necessarily entailed in order to settle the standard variation for post-test session in control class which was, in turn, compared to the similar data at post-test in experimental group. Here was the standard deviation in the post test of control class:

$$\begin{aligned}
 s^c &= \sqrt{\frac{\sum d^2}{N-1}} \\
 s^c &= \sqrt{\frac{5.046,55}{20-1}} \\
 s^c &= \sqrt{\frac{5.046,55}{19}} \\
 s^c &= \sqrt{265,61} \\
 s^c &= 16,29
 \end{aligned}$$

Testing Hypothesis

Standard Error of the Difference of Mean:

$$\begin{aligned}
 SE(\chi_e - \chi_c) &= \sqrt{\left(\frac{se}{\sqrt{N1}}\right)^2 + \left(\frac{sc}{\sqrt{N2}}\right)^2} \\
 SE(\chi_e - \chi_c) &= \sqrt{\left(\frac{6,66}{\sqrt{20}}\right)^2 + \left(\frac{16,29}{\sqrt{20}}\right)^2} \\
 SE(\chi_e - \chi_c) &= \sqrt{\left(\frac{6,66}{\sqrt{4,47}}\right)^2 + \left(\frac{16,29}{\sqrt{4,47}}\right)^2} \\
 SE(\chi_e - \chi_c) &= \sqrt{(1,48)^2 + (3,64)^2} \\
 SE(\chi_e - \chi_c) &= \sqrt{15,43} \\
 SE(\chi_e - \chi_c) &= 2,14
 \end{aligned}$$

Finding out T-Test

$$\begin{aligned}
 t_{test} &= \frac{\bar{X}_e - \bar{X}_c}{SE(\chi_e - \chi_c)} \\
 t_{test} &= \frac{92,2 - 79,3}{2,14} \\
 t_{test} &= \frac{12,9}{2,14} \\
 t_{test} &= 3,31
 \end{aligned}$$

Finding out Degree of Freedom

$$\begin{aligned}
 df &: (N_e-1) + (N_c-1) \\
 &: (20-1) + (20-1) \\
 &: 19 + 19 \\
 &: 38
 \end{aligned}$$

T-table at 5% of level of significance is **1,68**

In accord with the hypothesis formula designed before, Null Hypothesis is excluded on the condition that the t-test was higher than t-table. Concerning with this phenomenon, the hypothesis can be constructed as below:

t-test > t-table of 5%

3,31 > 1,68

Since the score of t-test (3,31) is higher than t-table (1,68) at the level of significance 5% for two tailed tests, Null Hypothesis would be excluded and Alternative Hypothesis is recognised.

Discussion

Following conducting research at SMP Negeri 2 Siantar, it can be shown that there was a considerable difference in learners' achievement in writing Recount text between those who were taught by the application of Diary-Writing and those who were taught by applying conventional teaching strategy. The finding of the research points out that the learners taught by applying Diary-Writing have better achievement on their abilities in constructing their own Recount texts than the learners taught by applying conventional teaching strategy. After applying Diary-writing, there were some things that EFL teachers needed to pay more attention to. First, most learners have difficulties to develop the content (Sadeq, 2015; Anggraini, 2018). They got confused about what story they would write. Secondly, learners could not express what they have experienced and felt (Februansyah et.al, 2020). They hardly chose the best moments to write. Last but not least, learners had no interest in English subjects and often got bored in the writing process. In those cases, it is the obligation of teachers to always remind them that learning English is basically fun and essential for them. Teachers should encourage them to get completely involved in the writing process and learners' perception on English should be enlightened well.

Conclusion

The study found that the average value (mean) in the pre-test of the experimental class presents satisfactorily good with the score: 71,28. Thenceforth, the average value (mean) in the pre-test of the experimental class turns into a 'very good' result as the value or score is 92,85. It can imply that the average values are upgraded to 21,57 points. Therefore, it can be evaluated from the case that the learners' writing achievement in the experimental class is improved. The average values (mean) in the pretest of the control class show that the result is sufficiently 'good' as well and the score is 75,57. Later, the average values in the post-test shows that the result is 'good' with the score: 80,14. It resulted in the average values being increased to 4,57 points. Thenceforth, it could also be concluded that the learners' achievement in control class is improved in near minimum after training. The average result in the post-test presents that the experimental class could be higher than that of the control class with the score: 92,85 in the experimental class and 80,14 in the control class. Then, the difference or the improvement as the whole learners got from both experimental and control class is 445 or 12,71 points on average. It can be concluded that the hypothesis alternative (Ha), "there is a significant effect of applying Diary-Writing on the grade nine learners of SMP Negeri 2 Siantar's achievement in writing Recount text" is accepted. The process in applying Diary-writing can help encourage the learners' habit of writing. It is useful for them to memorize every moment as well as help them focus on their personal goals. The more they express their thoughts and ideas into writing, the better their knowledge gained. Thus, Diary-writing can improve junior high EFL learners' achievement and ability in writing Recount text especially the grade nine learners of SMP Negeri 2 Siantar, Simalungun regency, North Sumatera and it is suggested for EFL teachers to apply the strategy in teaching Recount text not only to junior high school level but also the senior high school one.

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TASK-BASED LANGUAGE TEACHING: INDONESIAN EFL TEACHERS' PERCEPTIONS

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Article History	Abstract
Submitted date: 2021-11-27 Accepted date: 2021-12-04 Published date: 2021-12-28	TBLT (task-based language teaching) has received little attention in the Indonesian EFL context, and just a few studies have investigated teachers' perspective of this approach. This study adds to closing the gap by exploring EFL teachers' perception of TBLT. The study used a case study design, and it involved four teachers in an Islamic Junior High School in Indonesia. Data of the study were gathered through face-to-face interviews. Then the data were analyzed thematically. The findings indicated that EFL teachers in Indonesia had a good understanding of TBLT. Furthermore, TBLT was perceived positively by the Indonesian ELT teachers interviewed. Additionally, they all reported encountering obstacles that made it challenging to implement TBLT in their classrooms. Teachers, schools, and students were identified as the main factor of difficulty. Indonesian EFL teachers are required to implement TBLT properly despite the problems they have faced, as long as they have a positive perception of the approach.
Keywords: Task-based language teaching, EFL teacher, perception, Indonesia	
	Abstrak
Kata Kunci: Pengajaran bahasa berbasis tugas, guru EFL, persepsi, Indonesia	Pengajaran Bahasa Berbasis Tugas: Persepsi Guru EFL Indonesia Task-based language teaching (TBLT) atau pengajaran bahasa berbasis tugas telah mendapat sedikit perhatian dalam konteks EFL Indonesia, dan hanya sedikit penelitian yang menyelidiki perspektif guru tentang pendekatan ini. Studi ini melengkapi kesenjangan tersebut dengan mengeksplorasi persepsi guru EFL tentang TBLT. Penelitian ini menggunakan desain studi kasus, dan melibatkan empat guru di sebuah <i>Madrasah Tsanawiyah</i> (MTs) di Indonesia. Data penelitian dikumpulkan melalui wawancara tatap muka. Kemudian data dianalisis pendekatan tematis. Temuan menunjukkan bahwa guru EFL di Indonesia memiliki pemahaman yang baik tentang TBLT. Selanjutnya, TBLT dipersepsikan secara positif oleh guru-guru ELT Indonesia yang diwawancarai. Selain itu, mereka semua melaporkan bahwa mereka menemukan kendala yang membuatnya sulit untuk menerapkan TBLT di kelas mereka. Guru, sekolah, dan siswa diidentifikasi sebagai faktor utama kesulitan. Guru EFL Indonesia dituntut untuk menerapkan TBLT dengan baik terlepas dari masalah yang mereka hadapi, asalkan mereka memiliki persepsi positif terhadap pendekatan tersebut.

Introduction

In the late 1980s, task-based language instruction (TBLT) became increasingly popular when the focus of second language acquisition shifted to communicative competence. TBLT, derived from constructivist theory of learning and developed in the communicative approach, is considered an extension of the Communicative Language Teaching (CLT) approach. This teaching strategy is believed to have improved the quality of the teaching and learning process (Shabani & Ghasemi, 2014; Mustafa, 2010) while simultaneously hindering the flaws of CLT, primarily students' low English language skills in Indonesia. Because of its focus on message delivery rather than learners' grammatical skills, CLT is seen as the basis of the common

proficiency problem. If you compare it to CLT, TBLT is more concerned with developing meaning in real-life settings. This kind of teaching gives students the chance to apply their grammatical knowledge to a variety of tasks. It has been shown that TBLT has a significant impact on the proficiency of English language learners.

Students in task-based language learning are more concerned with communicating their meaning through interacting with the task (Cutrone & Beh, 2018). When utilizing language for legitimate purposes, students in TBLT must think about language form as a whole, rather than just one particular form. The goal of TBLT is to move from fluency to accuracy while integrating all four skills (Hishan, 2020). According to Ellis and Shintani (2014), the effectiveness of TBLT in boosting L2 learners' skill appears to be mostly due to its ability to promote natural learning in the classroom setting. In other words, this approach aimed at increasing learners' communicative competence by engaging in meaningful dialogue while completing tasks.

Despite the efficacy of TBLT as demonstrated in numerous studies, the challenges associated with conceiving and developing a task-based lesson remain considerable from the teacher's perspective. Some teachers believe that developing a task-based lesson is extremely difficult (Shintani, 2011). The complexity here is divided into four components: (1) comprehending the nature of a task (Willis & Willis, 2007), (2) designing a sequence that incorporates an effective scaffolding technique (Révész & Gurzynski-Weiss, 2016), (3) a distinct approach to teaching forms (Tan, 2016), and (4) conducting assessment (Douglas & Kim, 2014). When it comes to those elements of complexity, some teachers lack confidence and are hesitant to incorporate TBLT into their instruction.

In task-based classrooms, the role of the teacher is more complicated than in conventional classrooms (Samuda & Bygate, 2008). Instead of dominating and controlling students, teachers should facilitate, monitor, and advise them in their language learning and use. Participants in task-based learning environments must assume greater responsibility rather than simply waiting for spoon-fed information (Nunan, 2004). As long as it's task-based learning theory (TBLT), learners are expected to actively participate in learning activities organized around tasks, preferably with peers. The standard transmission or lecture-based style is familiar to Asian students, but this role adoption is unfamiliar. It's possible that because they're paid to teach, the teacher has lost control and isn't taking responsibility for their actions. As the main actor in the success of TBLT implementation, teachers must have a clear understanding of the theory behind it. For teachers to successfully implement TBLT, they must be familiar and have adequate knowledge of the instructional framework, covering its plan, procedures, and assessment. This follows Branden's advice (2006). According to him, the ability of teachers to generate and implement language learning tasks is critical to the success of task-based language teaching that is challenging enough for their students to engage with and learn from.

A teacher's perception is critical, as it significantly impacts the teacher's decision to use a particular teaching approach or method. Perception is even more vital for teachers, who are the subject of this study. Everything is new to the teacher, and their perceptions during their training may inform every aspect of their subsequent teaching practice. A distinct view of language and a coherent theory of learning have led to changes in teaching methods (Juhji, 2016). All teachers may believe the same thing, but they may put their beliefs into practice in different ways, leading to various classroom activities.

There have only been a few studies looking at how teachers perceive TBLT's suitability in English as a Foreign Language (EFL) setting. A task-based approach was found to motivate students and be appropriate for group work by Jeon and Hahn (2006), who interviewed Korean secondary school teachers. Researchers McDonough and Chaikitmongkol (2007) talked to EFL

teachers at a Thai university who said their students had grown more self-reliant in their studies. According to their instructors, the student's academic skills improved, and they could apply them in future classes (McDonough & Chaikitmongkol, 2007). Despite their positive feelings about TBLT, these educators had reservations about some of the task-based approach's features. For example, Korean secondary school teachers believed that task performance assessment was a problem (Jeon & Hahn, 2006). According to the teachers interviewed for the study, giving all students the same grade was unfair. Different aspects of group work needed to be considered when determining a grade (Jeon & Hahn, 2006). Some teachers expressed concern over how much and what kind of grammar instruction students would receive in the task-based course.

In the Indonesian context, TBLT has not yet been adequately researched to be effective. The TBLT has not yet been studied or proven empirically in Indonesia (Hutagalung and Purwati, 2014). The TBLT was applied in an EFL context but not in teachers' perceptions of EFL teachers' practice. Meanwhile, how teachers view the language-teaching process significantly impacts what they do in practice. Accordingly, this study aims to learn how Tanjungpinang EFL teachers think about task-based instruction by looking at their understanding of TBLT ideas, opinions on how it should be implemented, and some reasons to use or avoid the approach in the classroom.

This study examines how EFL teachers perceive task-based language teaching in an Indonesian Islamic junior high school. The topic was chosen due to its relevance to implementing Indonesia's 2013 Curriculum (Kemendiknas, 2013). Teachers' perceptions of TBLT help them reflect on their teaching methods and increase their awareness of the significance of reflections in ESL teaching (EFL). The first step toward assessing and reflecting on the application of TBLT to EFL instruction appears to be understanding teachers' perceptions of TBLT (Hui, 2004).

The gaps left by previous studies include issues about teachers' understanding of TBLT, teachers' perceptions of TBLT, and teachers' challenges in implementing TBLT. Using this gap as a starting point, this research seeks to address the following three research questions: (1) examine EFL teachers' understanding of task and TBLT; (2) explore teachers' perceptions of TBLT implementation; and (3) investigate EFL teachers' challenges or difficulties with TBLT implementation.

Methodology

This research was concerned with how teachers view language instruction that is based on tasks. When looking into Indonesian EFL teachers' views on TBLT, this study focused on their understanding of TBLT concepts and their views on TBLT's implementation in the classrooms. It was a case study in qualitative research. Four Indonesian Islamic junior high school teachers took part in this study. Teachers who had previously used the approach in their own classrooms were chosen by the researcher as research participants. The researcher conducted face-to-face interviews to gather data for the study. He completed four in-depth interviews with teachers using the interview guide he had created. It was developed in response to three research questions, including teachers' understanding of TBLT, teachers' perspective of TBLT, and the challenges of implementing TBLT. The interview data were analyzed using Braun and Clarke's (2012) thematic analysis. The first step was reading the transcriptions to familiarize the data. After that, the information was sifted through to find the most important details. The data was then organized into themes and discussed using previous research.

Finding and Discussion

This section presents the study's findings regarding teachers' understandings and perceptions of TBLT. In addition, this section discusses the challenges or difficulties associated with implementing TBLT in EFL classrooms.

Teachers' Understanding of TBLT

During the interview, the interviewees were asked to describe the fundamental principles of TBLT. Here are some interview responses:

Regarding their understanding of task-based language teaching, the teachers had a good understanding. They gave a clear definition of TBLT and emphasized some essential points.

I think TBLT is an approach that focuses on students' activities that encourages group members to work together to do language input and output in the real world. (Interviewee A)

In my opinion, TBLT is a learner-centered teaching approach in which students collaborate in pairs or groups to reach a common objective. (Interviewee C)

Students are given authentic materials and themes to work with and then asked to meet particular objectives. Furthermore, students must deal with a few tasks that they may come across in the real world. (Interviewee D)

The teachers brought forward many important TBLT principles (e.g., learner-centered, authentic material, pair or group work, goal-oriented). Furthermore, each of the four interviewees had heard about TBLT before they came in for an interview. The following are their detailed descriptions:

TBLT asks students to perform a task that is given to them. The task should be relevant to the student's daily life in some way. (Interviewee A)

In my opinion, TBLT refers to a class task that students must complete. (Interviewee B)

TBLT teaches intending to make real-world connections. Because it should be goal-oriented instruction that includes language usage and communication (Interviewee C)

TBLT is a task-oriented method of instructing students. It might be a case of students working together to complete tasks. (Interviewee D)

Furthermore, while discussing the concept of a task, it can be shown that they were able to identify task features. According to the interviewees, a task is an activity that focuses on meaning and communication. Additionally, the respondents stated that the work should be realistic and relevant to real-world events. Here are some of the examples:

I think tasks are any activities that students are required to perform during class. Tasks should be real and meaningful. (Interviewee A)

For me, tasks are any assignments that help students understand how the language works and how to communicate successfully in the target language. (Interviewee B)

In this approach, students are given tasks to accomplish in a classroom. Many tasks require students to communicate in their target language with classmates or teachers. (Interviewee D)

This finding is in line with earlier research showing that teachers have a positive understanding of the fundamental principles of TBLT (Jeon and Hahn, 2006; Ansari and Shahrokhi, 2014). Jeon and Hahn (2006) investigated EFL teachers' opinions toward TBLT in a Korean secondary school and discovered that teachers had a good attitude toward TBLT principles. This could be because the current Korean national English curriculum has shifted toward TBLT, which attempts to increase learners' conversational skills. The findings also

support the conclusions of Ansari and Shahrokhi's (2014) study, which looked at the attitudes of 40 Iranian English teachers from high schools and language institutes. Teachers were found to have a thorough comprehension of TBLT principles. This could be because the current Iranian national English curriculum has a clear trend toward TBLT, which attempts to increase students' communicative skills. This finding backs with the findings of a study conducted in our setting by Tagesse (2008), who investigated the practicability of task-based instruction in higher education.

Teachers' Perceptions of TBLT

According to the interview data, the teachers recognized numerous benefits of using task-based language teaching in an English classroom. Concerning the benefits for teachers, the respondents agreed that task-based language education allows teachers to be facilitators who make ideas for students. Following are some examples:

TBLT allows teachers to be more than just teachers. Teachers can instruct, monitor, and provide suggestions to students. (Interviewee B)

TBLT gives teachers a sense of being the facilitators who control the classroom, supervise pupils and assist them in completing tasks. (Interviewee D)

Furthermore, most interviewees believed that task-based language teaching helps language learners improve their communicative abilities since it puts them in real-world settings to utilize the target language. Here are a few examples:

In TBLT, since students may communicate in a real-world context through tasks, they have the opportunity to improve their communication skills. (Interviewee A)

In my mind, TBLT is particularly beneficial for students because it is authentic context. Students can use what they have learned in the classroom in their daily lives. (Interviewee B)

Moreover, interviewees noted that group or pair work provides more opportunities for learners to communicate with friends. Below are some examples:

Students have the opportunity to work in groups. They can discuss their thoughts with their peers. (Interviewee C)

TBLT enhances learners' interaction skills as well as their academic development. It encourages students to do tasks with their friends. (Interviewee D)

The interviewees also noted that task-based language instruction encourages learners to take their time when learning a foreign language. Some instances are as follows:

In TBLT, learners have a better time in the classroom because of the atmosphere. Because of this, they will have a greater sense of involvement. (Interviewee B)

In my opinion, when students are communicating in English in a classroom, they feel more relaxed because the environment is authentic. (Interviewee C)

The findings demonstrated that teachers have good perceptions toward a task-based approach because they can see the benefits of task-based language teaching for both teachers and learners. TBLT allows teachers to expand their professional development options. TBLT gives chances for teachers to be effective facilitators. The triangulated results of the current study from the in-depth interview further support the premise that TBLT allows teachers to be

more than just instructors. They instruct, supervise, and make suggestions to the students. This is consistent with the findings of Tabatabaei and Hadi (2011), who discovered that TBLT offers teachers a great deal of psychological responsibility as facilitators. As a result, in this learner-centered approach, teachers appeared to be more adaptable and dynamic in the classroom than in teacher-centered approaches. This commonality indicates that teachers in both the prior study and the current research could appreciate the benefits of a task-based language teaching approach. Teachers are confident that task-based language teaching will help students learn English more effectively.

The findings also revealed that TBLT is a practical approach to help develop learners' communicative skills since it can drive learners to communicate with friends and teachers. Furthermore, TBLT can provide a peaceful environment for students to practice their language skills. Similarly, Hui (2004) discovered that, in teachers' opinions, TBLT can improve learners' communication skills since they must communicate in the target language as often as possible in order to work with their group and accomplish assignments. As a result, it enables individuals to communicate in English in their daily lives effectively. This is also consistent with the findings of Hadi (2012), who discovered that task-based language education is excellent for learners since it motivates learners to communicate with peers and gives them more opportunities to work in groups. The fact that task-based language instruction emphasizes learning through communication in the target language and learners can integrate language information obtained in the classroom with language use outside the classroom could be a significant component that contributes to this similar advantage for learners (Nunan, 2004).

The Challenges in Implementing TBLT

To collect data for the study, four participants were interviewed individually to ascertain the challenges encountered during the implementation of task-based language education. The findings are separated into three categories: teachers' aspects, students' aspects, and school's aspects.

Teacher's aspect

Teachers' knowledge about TBLT

All of the teachers interviewed said that teachers' understanding of TBLT is critical. They stated that before applying to the TBLT, teachers should thoroughly understand the approach. In other words, if they understand the TBLT principles, they will be able to execute TBLT in their English lesson. Understanding TBLT in detail enables teachers to plan, carry out, and adapt tasks to their students' English proficiency levels.

To my mind, knowledge of TBLT is critical. This assists teachers in organizing their language acquisition and language pedagogy lessons. (Interviewee A)

If teachers are unfamiliar with TBLT, they will be unable to create or carry out tasks effectively in the classroom. (Interviewee C)

Having a strong understanding of TBLT enables teachers to provide varied and relevant tasks in class that support the lesson's objectives and stimulate students' work. (Interviewee D)

Teachers' English proficiency

The majority of interviewees believed that teachers' proficiency was the most critical component in assisting teachers in implementing TBLT in their English lessons.

To me, language competency is the most critical feature of a competent teacher. It may assist the teacher in fulfilling the TBLT's pedagogical requirements. (Interviewee A)

I believe that a teacher's proficiency in the English language enables them to meet the needs of students of varying levels. To attain his or her objectives, the teachers can use several structures and explanations. (Interviewee C)

I'm baffled as to why some of my students don't understand what I say,, so I have to clarify in my mother tongue. (Interviewee D)

Teachers' training

Among the four teachers interviewed, only one had received TBLT at the university level. The others were not taught in university by TBLT. As a result, they encountered difficulties doing TBLT.

Although I did not receive TBLT at university, I have participated in various training or workshops since 2010. (Interviewee A)

Because I was taught by TBLT at my university and practiced teaching through TBLT after graduating, I find it enjoyable to teach my students through TBLT, and the students are also motivated. (Interviewee C)

Limited preparation time

Some interviewees mentioned that having little preparation time was a hurdle because they had multiple tasks to accomplish every day, such as administrative work, extra-curricular activities, and supplying lessons, which took away time from preparing task-based materials.

At my school, I had a lot of administrative tasks. In addition, I was given the responsibility of overseeing after-school events. (Interviewee B)

I lack the time necessary to arrange pre-task, task activities, and post-task. The load of the work is really demanding. (Interviewee C)

The findings revealed that teachers' understanding of TBLT is critical. Teachers who are unfamiliar with TBLT will be unable to plan or carry out tasks in the classroom in a comprehensive or effective manner. Furthermore, teachers' English ability might assist teachers in meeting the TBLT pedagogical standards. Teachers that are fluent in English will offer a positive example for students to emulate. Teachers with limited English proficiency, on the other hand, will struggle to carry out instructions, particularly in TBLT. Teachers' training is another aspect that teachers believe influences their implementation. A teacher who received TBLT training at university has fewer problems in their classroom than those who did not. In-service training courses, according to the interviewees, help teachers improve their knowledge of TBLT and pedagogy. Furthermore, the interviewees believed that one of the most difficult aspects of implementing TBLT was a lack of preparation time. This was not a major challenge among teachers (Jeon & Hahn, 2006; Liu & Xiong, 2016; Tan, 2016). According to the interview data, teachers indicated that the time given for preparing TBLT was limited due to the high burden associated with numerous types of duties, such as administrative work, extra-curricular activities, and assignment grading. Additionally, teachers' training is viewed as a component that influences their implementation. A teacher who received TBLT training at university has fewer problems in their classroom than those who did not.

Student's aspect

Students' low proficiency in English

Some interviewees acknowledged that students' limited English ability posed a problem to the TBLT application.

My students' competency was really limited. They were unable to communicate in the tasks' required language. They were completely confused about carrying out the assigned tasks. (Interviewee B)

I believe that TBLT was created specifically for students with exceptional abilities, as students are required to communicate and produce in English. (Interviewee D)

Large gap of students' learning abilities

Some interviewees said that a significant disparity in learning abilities was a challenge because it had a significant impact on the success of TBLT implementation. To the detriment of students with varying learning capacity, students with higher abilities tend to dominate group activity, diminishing the educational benefits of TBLT in an unbalanced way.

I believe that TBLT was unsuccessful in my class because several of my pupils mastered the material quickly and completed all of the tasks assigned by the teacher. (Interviewee A)

TBLT would not be beneficial to my class's low-ability students. (Interviewee B)

Classroom disciplinary problem

Some interviewees explained that one of the problematic elements in implementing TBLT was the classroom disciplinary problem. They said that using TBLT in the classroom created an abnormal amount of noise, which interfered with the quality of teaching and learning.

When they were assigned group tasks, they were quite boisterous. It was intolerable. Then I came to a halt, pleading with them to be a little quieter. (Interviewee C)

In implementing TBLT, I was scared that other instructors or the headmaster would assume that I was incapable of maintaining order in the classroom if they happened to pass by. (Interviewee D)

Students' motivation

The interviewees claimed that students who are more motivated study better than those who are less motivated.

Many students of my class are unable to participate in class discussions. It appears as though they are unwilling to learn. (Interviewee A)

Some students in my class lack motivation; they paid little attention to the teacher's demonstrations and never completed assigned work. (Interviewee D)

In terms of students' perspectives, interviewees noted that students' English competence and motivation play a significant role in their performance in completing tasks. Additionally, students who are good at English do better on tasks. Meanwhile, less capable students experience anxiety when participating in discussions or presentations. Moreover, all interviewees agreed that some students were not motivated in the task-based lesson. Therefore, they felt unwilling to do the tasks. As a result, more motivated students will learn more effectively than those who are less motivated. If kids are motivated, they will attempt to participate in tasks.

Additionally, the result regarding classroom disciplinary problems is instructive in that teachers view noisy classrooms as disciplinary problems, resulting in a sterile learning environment. In addition, qualitative data from interviews revealed that teachers in Indonesia considered the noise generated during group assignments inappropriate since it disrupted the learning environment. The other difficulty in implementing TBLT from a student's perspective is the significant gap in students' learning ability. Mixed proficiency classes are prevalent in

Indonesian contexts due to the possibility of students being streamed based on their age rather than their ability. Tinker-Sachs (2007) suggests increasing cooperative learning, in which students with varying competency levels can assist one another.

Schools' aspect

Limited lesson time for TBLT

Some interviewees claimed that implementing TBLT on a large scale was difficult due to restricted instructional time. Because TBLT is divided into three parts, they believed it would be impossible for them to complete a task in a single 40-minute lesson.

The class duration was very short for me because it was only 40 minutes. So, my students were not unable to complete the tasks. (Interviewee C)

I was allotted only 40 minutes for a class, which was absurdly short. TBLT was performed more than what was necessary and must be repeated over time. (Interviewee D)

Large class size

Most teachers stated that their classrooms have roughly 30-34 students and that this number of students is insufficient for TBLT.

My class is too big for me. Class size is anywhere from 30 to 34 students. My students can't have presentations at the end of a task. (Interviewee A)

There were too many students in each group for me to verify that they all participated in the conversation. (Interviewee B)

Concerning the challenges that arise from the school's perspective, respondents stated that a large class was one of the difficulties in implementing TBLT (Mustafa, 2010; Nahabandi & Mukundan, 2012; Tabatabaei & Hadi, 2011). The course time allotment is insufficient for teachers to give an effective session replete with learning tasks. They felt that projects should be time-consuming and that pupils should have adequate time to work in groups to express their ideas or resolve problems. Furthermore, respondents suggested that class size can influence teachers' application of TBLT. If the class size is small, teachers will find it easier to adopt TBLT since it is easier for teachers to plan group work. According to Littlewood (2007), applying TBLT in big classes is especially challenging due to logistical challenges connected with students communicating in groups. However, it should be highlighted that many of the challenges associated with extensive courses are only meaningful when using interactive pair- or small-group tasks.

Conclusion

The research offered some findings regarding Indonesian EFL teachers' understandings of task-based language teaching and their perceptions. It may be inferred that EFL teachers possessed a good understanding of the concepts underlying task-based language teaching. Based on the interviews, teachers defined key terms for task definition and mentioned essential features of task-based language teaching theory.

Furthermore, the study's findings indicated that most teachers viewed task-based language teaching positively in terms of its benefits. They unanimously agreed that task-based language teaching is an excellent and successful instruction approach since it enables teachers to be great facilitators and allows for easy assessment of learners' performance. Additionally, participants believed that this type of instruction allows students to converse and communicate with their classmates and teachers. Additionally, TBLT can assist learners improve their level of language proficiency by focusing on four key language skills.

However, the participants agreed that it is difficult to implement task-based language teaching in the classroom due to challenges or problems with using TBLT in three aspects, including teacher aspects (teachers' knowledge about TBLT, teachers' English proficiency, teachers' training, limited preparation time), student aspects (students' low proficiency in English, large gap in students' learning abilities, classroom disciplinary problem, students' motivation) (limited lesson time for TBLT, large class size).

Some recommendations are made for Indonesian EFL teachers and the educational system in light of the findings. First, teachers should have opportunities to participate in educational programs, training, or workshops related to that teaching method, such as developing teaching materials, to gain additional knowledge and experience with TBLT, from basic principles to specific techniques. Second, it may be worthwhile for schools and governments to consider adjusting certain aspects of the educational system, such as lesson plans, or how to address issues related to limited teaching hours and teacher workload to provide teachers with more opportunities to implement task-based learning language teaching. As the study indicates that Indonesian EFL instructors' perspectives of TBLT were favorable in terms of its benefits, further research into the perceptions of other EFL teachers, including primary and secondary school teachers, as well as teachers in public and private schools, would be beneficial.

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EDUGAME DESIGN BASED ON TRADITIONAL GAMES TO STIMULATE EARLY LITERACY IN CHILDREN

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Article History	Abstract
Submitted date: 2021-11-27 Accepted date: 2021-12-04 Published date: 2021-12-28	Literacy skills of Indonesian students is still very low compared to the students among Asian countries. Therefore, comprehensive steps are needed to overcome this issue. One of the strategies is the development of literacy skills from an early age at the kindergarten level, since the golden period of acquiring language skills is at an early age. The development of literacy skills from an early age at the kindergarten level can be done with interesting media such as mobile games. Mobile games are media that children like and easy to use, including for learning occasions hence they grow and develop in a very fast technological development. Since birth, children have been immersed in a world rich in media. Therefore, this study aims to develop mobile games media based on traditional games to develop early literacy skills of children. The method in this study uses mix method research. Meanwhile, the game developed uses a life cycle method. The research participants involved two kindergarten future teachers. It is ongoing research that will only focus on describing the design of mobile games. The results of this study is a design of mobile games based on traditional games for children to develop literacy skills. In the process, the participants go through some steps, namely, analyse the learning goals, choosing the traditional games that are suitable for mobile games, design the game, FGD with the game developer. Moreover, there are some difficulties in the process, especially in choosing the traditional games which can be changed into mobile games platforms.
Keywords: language; literature; culture	
	Abstrak
Kata Kunci: bahasa; sastra; budaya	Rancang Bangun Edugames Berbasis Permainan Tradisional untuk Menstimulas Literasi Dini Pada Anak Kemampuan literasi siswa Indonesia masih sangat rendah dibandingkan dengan siswa di negara-negara Asia. Oleh karena itu, diperlukan langkah-langkah komprehensif untuk mengatasi masalah ini. Salah satu strateginya adalah pengembangan kemampuan literasi sejak usia dini di tingkat taman kanak-kanak, karena masa emas pemerolehan keterampilan berbahasa adalah pada usia dini. Pengembangan kemampuan literasi sejak dini di tingkat taman kanak-kanak dapat dilakukan dengan media yang menarik, salah satunya adalah mobile games. Mobile games merupakan media yang disukai anak-anak dan mudah digunakan oleh anak-anak untuk belajar. Apalagi anak-anak saat ini tumbuh dan berkembang dalam perkembangan teknologi yang sangat pesat. Sejak lahir, anak-anak telah tenggelam dalam dunia yang kaya akan media. Oleh karena itu, penelitian ini bertujuan untuk mengembangkan media mobile games berbasis permainan tradisional untuk mengembangkan kemampuan literasi dini anak. Metode dalam penelitian ini menggunakan metode penelitian campuran. Game yang dikembangkan menggunakan metode life cycle. Partisipan penelitian ini melibatkan dua calon guru TK. Penelitian ini masih berlanjut dan pada artikel ini hanya akan mendeskripsikan design mobile game saja. Hasil penelitian menunjukkan bahwa mobile game dapat dimodifikasi dengan permainan tradisional untuk merangsang literasi dini pada anak. Dalam pelaksanaannya, partisipan melakukan dalam beberapa tahapan, diantaranya, penentuan tujuan pembelajaran, pemilihan permainan tradisional yang akan diubah dalam bentuk mobile games, tahapan mendesain mobile games dan FDG dengan game developer. lebih lanjut, terdapat kesulitan yang dihadapi partisipan terutama dalam menentukan permainan tradisional yang memungkinkan untuk diubah dalam platform mobile games.

Introduction

The illiteracy rate in Indonesia is still very high. Based on data from the Ministry of Education and Culture of the Republic of Indonesia in 2020, the percentage of illiteracy in 2020 is in the position of 1.71 percent or as many as 2,961,000 people (Kemendikbud.go.id, 2021). Including in West Java, the number is still high. For example, in one of the largest regencies in West Java, namely Bandung Regency, the number reached 35 thousand people. In addition to the number that is still very high, literacy problems can be one of the causes of dropping out of school, so many are unable to complete 9 Years of Basic Education. In addition, illiteracy can bring other social problems (Hidayah & Rosleny, 2015). The inability to read and write makes the quality of life of an illiterate low (Jessica et al., 2017). They are considered negative in their environment because of their social status due to difficulty in getting formal jobs. As a result, this can impact their psychology, and the rate of unemployment and crime may also increase.

Given the large number of illiteracy rates, and the high probability of social problems that will arise, comprehensive steps are needed to overcome them. One of them is the development of literacy skills from an early age at the kindergarten level. Because the golden period of acquiring language skills is at an early age (Sulaiman, 2020). Language acquisition in early childhood is a golden period that greatly determines the psychological development of children. So that in the process the right method is needed and according to the level of children's needs (Sulaiman, 2020). According to Zaini (2019) the learning process for children must be done through the play method. Playing has an important role in strengthening exploration and mastery, exercising muscles and mindset, and connecting with others. One of the media that is preferred and makes it easier for children to play is through mobile games that can be accessed using gadgets, because currently gadget users are not limited to adults who can afford to buy or use it, but teenagers and even children who are still at an early age, interested in using gadgets. Lestari et al (2019) in their research explain that the use of gadgets by early childhood is based on a great curiosity about gadgets as new things that are found by children around them. This is as stated by Piaget that there is an internal drive from children to approach and experience directly whatever is around them. So that education is believed to stimulate early literacy in children.

Currently, there is much research on mobile games for children. Research conducted by Octavino and Prakos (2021) which explains that with the Mobile-based Learning Media Educational Game Application, it can attract children to learn the subjects, because the packaging of the material is not boring. With the Mobile-based Learning Media Educational Game Application, the public's perspective on games begins to turn into a positive view, because if used properly, games will become a very helpful media for student learning. This is in line with research conducted by Mulyatun et al (2021) which states that today's games are not just games to fill spare time and hobbies. But also by playing games can increase creativity and intellectuality for the players. When playing games, it also significantly sharpens the analytical power of its users to process information and make the right decisions. So the game can also be used as a learning tool. However, these studies do not specifically explain that mobile games can also be used to stimulate literacy skills in children.

Based on the above background, the research problems to be studied are:

1. How is the mobile game program that can develop the early literacy skills of kindergarten children?
2. How effective are mobile games in developing kindergarten children's early literacy skills?

So this paper will explain two phases of the whole research process, namely mobile game design and mockup design. Two respondents who are prospective PAUD teachers were involved in both steps through interviews and focus group discussions. The game focuses on stimulating two aspects of early literacy, namely logographic and alphabetic skills (Laely, 2013). These skills are considered to be developed effectively through games because the principle of early childhood education is playing (Silawati & Abidin, 2019).

With this statement, it is hoped that this research can achieve the following objectives:

1. Develop a mobile game program that can develop the early literacy skills of kindergarten children.
2. Analyzing the effectiveness of mobile games in developing early literacy skills of kindergarten children.

Gadgets and mobile games are interesting things for children and are now popular games among children. However, not all mobile games have educational value. Many of them contain elements of violence and pornography which are very harmful to their character development. Therefore, efforts are needed to develop mobile games that have educational value, especially in improving children's literacy skills which are currently very much needed. With these considerations, traditional games were chosen as educational game designs because traditional games have been proven to be effective in developing children's skills and are free from elements of violence and pornography (Silawati & Ardiyanto, 2014). So that it is different from other studies, in this study the traditional game of *Congklak* will be used as a reference in the design of mobile games that will be made. With the traditional game of *congklak*, it is hoped that children can get to know one form of Indonesian culture in the form of traditional games while increasing the development of children's early literacy to help children at the next level of education so that they can complete 9 years of education, or even 12 years to come. Then it hoped to improve West Java's human resources in the future, so that by 2025 West Java can become the leading province in Indonesia.

Methodology

Mix method is employed in this study by combining the positive aspects of qualitative and quantitative approach (Miftakhuddin, 2020). However, since it is ongoing research, this paper will only describe the first stage of this research which is the qualitative approach used in describing the design of the mobile games based on participants' perspectives. The identification of the data applies a descriptive method. To identify emerging patterns, the raw data are grouped by the process of data reduction, coding, so that they show in some categories and themes (Parjaman & Akhmad, 2019).

Moreover, the quantitative approach which will be used in identification of mobile games effectiveness in developing literacy skills of children will not be described in this paper. Whereas mobile games development applying Software Development Life Cycle (Dwanoko, 2016) which describes below.

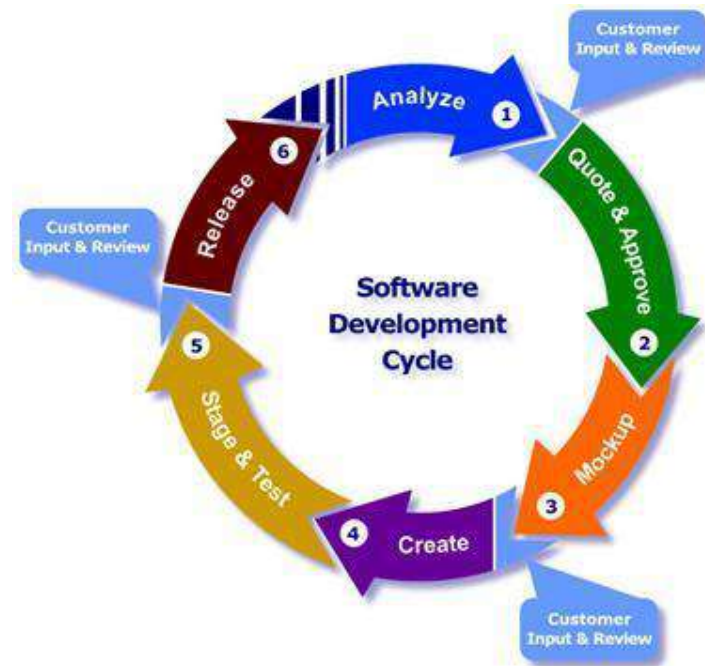


Figure 1. Software Development Life Cycle
[Source: Dwanoko, 2016]

The following are the explanation of each step:

1. *Analyze*. In this step feature analysis, which is needed in game development is conducted
2. *Quote & approve*. The next step is evaluating features from the analysis step to choose which features will be used.
3. *Mockup*. Developing interface and module design to make the implementation more integrated.
4. *Create*. This is the coding process from each mockup.
5. *Stage & Test*. The next step is a testing process based on a functional program.
6. *Release*. The last step is packaging and releasing games.

The six stages are cyclic to produce continuous improvement of the developed games. At several steps, a review by prospective users is also carried out so that the results are more in line with what is needed by the user.

The participants of this study are 2 kindergarten future teachers who will have an interview and FDG forum in designing the mobile games.

Furthermore, some instruments were used in this study, such as: (1) observation (2) field notes, (3) pretest and posttest sheets, (4) interview guidelines, (5) video tape and camera.

This research was carried out for 10 months with details of the implementation stages as follows:

1. Literature Study
2. Game/program needs analysis
3. Design the stages of the game in the game
4. Game/program development consisting of Game/program Design Development, Game display design (Mockup) and pictures, Game/program Coding, Testing, Debugging and Releasing games/programs,
5. Trial games for kindergarten students,
6. Data processing and Conclusion Drawing,
7. Writing papers and submitting to international conferences
8. Evaluation and Reporting

However, this research is still in the on-going project stage and in this paper will be explained about the first stage, namely the pre-research stage which consists of literature study and analysis of game/program needs.

Finding and Discussion

In planning game design, the respondents analyzed the learning goal of language development for children aged 4 to 6 in the Indonesian ECE national core curriculum 2013 since the mobile game will be used in kindergarten learning activities as the learning media. Those goals will be the main consideration in developing the mobile games. The next stage is choosing the traditional games that are suitable for mobile games. Moreover, designing the game was the next step. After that, the participants discussed with the game developer.

Congklak games apply the Software Development Life Cycle method. Since kindergarten students are the target users in this game, therefore the interface design must be developed as attractive as possible and focus on the needs of the user. According to the Breadth-First Search (BFS) algorithm which is a process or set of rules to be followed in path searching that will be used in this game. The search procedure with the BFS algorithm is to conduct searches by visiting each node systematically at each level. (Rahim, 2018).

Congklak games are designed to be played by two players facing each other using one mobile device. A *congklak* board will be displayed containing 2 large holes on the left and right of the player and 14 small holes filled with stones in front of the player. The rules of the game are (1) if the seed is ending in any opponent's empty hole is inside, then the player loses his turn and gives the opponent's turn, (2) if the player is finishing in the empty hole, the player takes all the seeds in the entry hole, endmost the last hole, (3) if the last stone stops in the big hole (Rahim, 2018). If the player wants to repeat the game, he can select the menu to repeat the game, otherwise the game will be finished. Since the main aim of this game is developing literacy skills of children, then there will be literacy games included in the main game. following is the detail design of each step



Figure 2. Prototype User Interface of the Mobile Game *Congklak*
[Source: own screenshot]

Every time you enter a new page or click a button there will be an audio explanation.

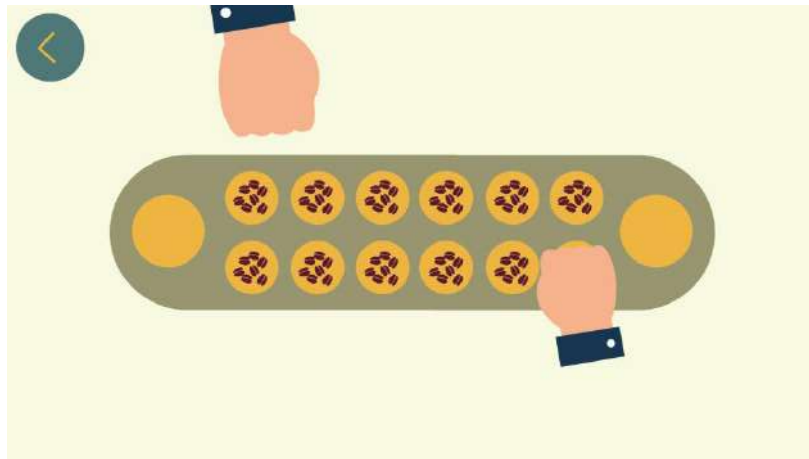


Figure 3. Prototype of the Mobile Game *Congklak*
[Source: own screenshot]

How to Play *Congklak* Traditional Mobile Game:

1. Children can choose to play in pairs with their peers (2 people) can also play alone with the computer.
2. Each of the small holes is filled with 7 seeds and leave the "house" of both players empty, each player has 1 home each (the big holes on the right and left of the board).
3. Then the two players face each other and make a suit, to determine who will play first.
4. The winner can choose one hole and take all the seeds in the hole on the side of the row.
5. The player moves clockwise around the *congklak* board and places 1 seed in each small hole (including his own "house").
6. When the last seed falls in a hole that contains seeds there will be a game that appears (training the logographic and alphabetic) that the child must complete such as the illustration below:

a. Letter Bread



Figure 4. Prototype of the Mobile Games Design 1 : Letter Bread Games
[Source: own screenshot]

Game rules :

- 1) Children are given instructions to follow the letter pattern.
- 2) The child chooses the color he likes.
- 3) The child follows the pattern of the letters on the bread.
- 4) When finished, the child imitates the sound of the letter.

b. Finding Letters

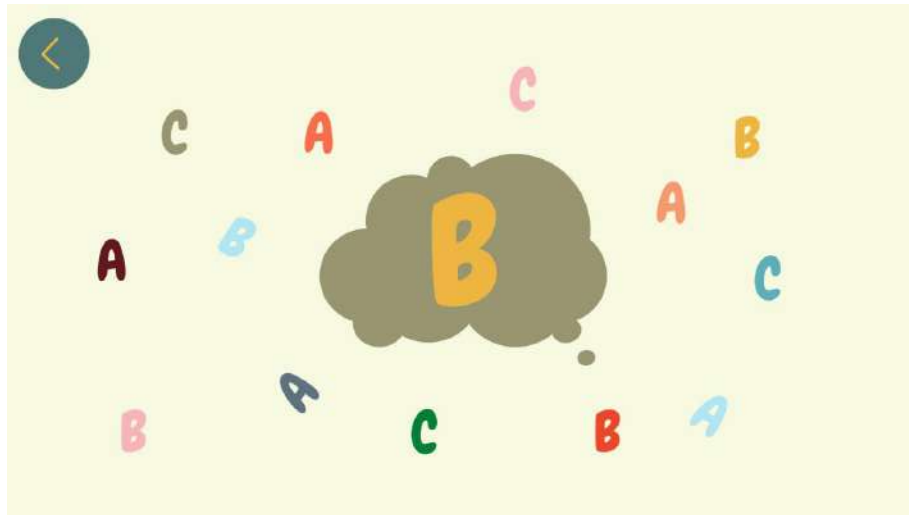


Figure 5. Prototype of the Mobile Games Design 2: Finding Letters
[Source: own screenshot]

Game rules:

- 1) Children are given instructions to look for letters that have the same shape, for example B.
- 2) The child looks for and presses / clicks the letter B that has the same shape.
- 3) Then after success the child must follow the sound of the letter.

c. Letter Pattern



Figure 6. Prototype of the Mobile Games Design 3: Letter Pattern
[Source: own screenshot]

Game rules:

- 1) Children are given instructions to arrange letter patterns using bottle caps / shells / stones.
- 2) Children may choose to use bottle caps/shells/stones as they wish.
- 3) Children make patterns based on the examples listed.
- 4) When finished, I will mention the letter.

d. Animal Initials



Figure 7. Prototype of the Mobile Games Design 4: Animal Initials
[Source: own screenshot]

Game rules :

- 1) Children are instructed to find animals based on their initials.
- 2) The child chooses a picture of an animal based on its initials
- 3) After success, the child must mention which animal the child has chosen based on its initials.

e. Letter Spoon

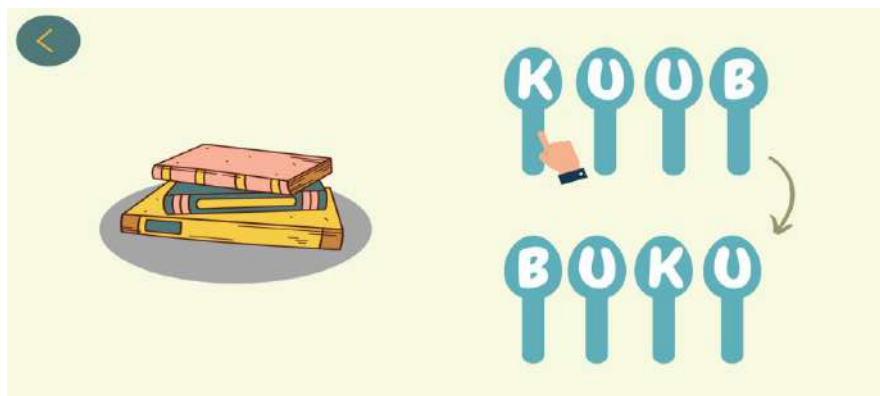


Figure 8. Prototype of the Mobile Games Design 5: Letter Spoon
[Source: own screenshot]

Game rules:

- 1) The child is given instructions to arrange the letter spoons according to the name of the object.
- 2) After that the child must say what the letters are.
- 3) After the child finishes the game (training the logographic and alphabetic) the child can continue the game of *congklak* by continuing or taking back the hole containing the last seed and continuing to put one seed in each hole.
- 4) If the seed held by the player ends up in an empty hole, the player dies or has to take turns with his friend.
- 5) When a player dies in his own row, all seeds on the opposite row side will become the property of the player and the seeds will go to his "home".
- 6) The winner of this game is the player who gets the most seeds in his "house" and the game ends when all the small holes are empty.

Conclusion

Mobile games are something viral in the children's world nowadays. This paper describes the games developed to stimulate two aspects of early literacy, which is logographic and alphabetic skills. Those skills assumed could be effectively developed through games since the principle of early childhood education is playing. Moreover, traditional games are chosen as the medium because it has proved effective to develop some skills of the children. In the developing process, the participants have made some modifications to the games. There are some sub parts of the games to stimulate literacy skills of children such as games of "Letter Bread", "Finding Letters," "Letter Pattern," "Animal Initial," and "Letter Spoon."

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ADVERSITY QUOTIENT AS DETERMINANT FACTORS INFLUENCING THE COMPLETION OF STUDY OF THE ENGLISH DEPARTMENT STUDENTS

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Article History	Abstract
Submitted date: 2021-11-27 Accepted date: 2021-12-04 Published date: 2021-12-28 Keywords: Adversity Quotient; thesis; obstacle	One of the obstacles of students in completing their study in higher education is writing a thesis. The writing of a thesis requires perseverance, motivation, ability to write scientific paper, and Adversity Quotient. The study aims to determine the Adversity Quotient and students' constraints in writing the thesis. The study was conducted in a qualitative approach and survey methods at English Department students. Data collection techniques used were online questionnaires and purposive sampling. The collected data is analyzed using Adversity Response Profile (ARP). Data analysis shows that the Adversity Quotient of students who are undergoing the thesis consultation are in the camper category with an average value of 132.5. Meanwhile, the students' obstacles in writing a thesis are intrinsic motivation and ability to write scientific papers. The determinant factor influencing the students' completion of study is in writing thesis are relatively low intrinsic motivation, and their ability to write scientific paper as well. This factor can be further elaborated into some activities, namely: (1) determining the research topic, (2) exploring ideas and relevant theoretical concepts, (3) looking for references, (4) overcoming laziness, (5) communicating with the lecturers, (6) understanding the lecturer explanations (7) managing available time to read and write, and (8) mastering the scientific writing skills and English structure. Thus, the Adversity Quotient and the ability to write scientific papers are needed to improve and support students' acceleration in completing their education.
Kata Kunci: Adversity Quotient; skripsi; kendala	Adversity Quotient Sebagai Faktor Penentu yang Mempengaruhi Penyelesaian Studi Mahasiswa Jurusan Bahasa Inggris Salah satu kendala mahasiswa dalam menyelesaikan studi di perguruan tinggi adalah penulisan skripsi. Penulisan skripsi membutuhkan ketekunan, motivasi, keterampilan menulis karya ilmiah, dan Adversity Quotient. Penelitian ini bertujuan untuk mengetahui Adversity Quotient dan kendala mahasiswa dalam penulisan skripsi. Penelitian dilakukan dengan pendekatan kualitatif dan metode survey pada mahasiswa Jurusan Bahasa Inggris. Teknik pengumpulan data yang digunakan adalah kuesioner online dan purposive sampling. Data yang terkumpul dianalisis menggunakan Adversity Response Profile (ARP). Analisis data menunjukkan bahwa Adversity Quotient mahasiswa yang sedang menjalani konsultasi skripsi berada pada kategori camper dengan nilai rata-rata 132,5. Sedangkan kendala mahasiswa dalam menulis skripsi adalah motivasi intrinsik dan kemampuan menulis karya ilmiah. Faktor penentu yang mempengaruhi ketuntasan studi mahasiswa dalam menulis skripsi adalah motivasi intrinsik yang relatif rendah, dan kemampuan menulis karya ilmiah yang juga rendah. Faktor ini dapat dijabarkan lebih lanjut ke dalam beberapa kegiatan, yaitu: (1) menentukan topik penelitian, (2) menggali ide dan konsep teoritis yang relevan, (3) mencari referensi, (4) mengatasi rasa malas, (5) berkomunikasi dengan dosen, (6) memahami penjelasan dosen (7) mengatur waktu yang tersedia untuk membaca dan menulis, dan (8) menguasai keterampilan menulis ilmiah

	dan struktur bahasa Inggris. Dengan demikian, Adversity Quotient dan kemampuan menulis karya ilmiah sangat dibutuhkan untuk meningkatkan dan mendukung percepatan mahasiswa dalam menyelesaikan pendidikan.
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Introduction

Recently, higher education is in great demand by high school graduates. The increasing interest of graduates to study in universities is suspected, they want to get knowledge and skills, better jobs and social status in society. In addition, most of the world of work requires more Strata 1 (S1) graduates.

In Indonesia, there are about 3.7 million high school graduates every year. About 1.9 million went on to college. As many as 1.8 million graduates compete with 1.3 million university graduates, both undergraduate and diploma, in finding work (CNN Indonesia, 2020). Meanwhile, the number of students reached 7 million people (2.5 million in PTN and 4.5 million in PTS) in 2018. Then, in 2019, the number of students rose 5.01%. So, the number is 7.3 million people (2.9 million in PTN and 4.4 million in PTS) (Lokadata, 2019).

Due to intense competition to study in college and the demands of economic needs, many high school graduates take shortcuts to be able to work directly with competencies that do not meet the requirements for work. Consequently, many high school graduates work in the informal sector (Rivalina, 2017). Then, most of these high school graduates who have worked continue their education in private universities. This condition often occurs in several developing countries. Surprisingly, it has also occurred in America where students study after getting a job (VOA Indonesia, 2020).

Their motivation for continuing their education to a higher level can be appreciated because they realize their limitations (Rivalina & Setyowati, 2021). They hope by going to college, they can improve their knowledge, skills and competencies. Furthermore, it will be easy to apply for better jobs than they have at the time.

The fact is, students who are also working have a double workload. Psychologically, physical and mental fatigue will affect the learning process in achieving skills and competencies. This condition can impact the quality of graduates and the education completion time. Whether it realizes or not, the hope of improving the ability in their field is slightly affected.

Education in college is more on adult education or andragogy where the active role of students is a priority. Unfortunately, many students continue their learning style in high school. They tend not to be maximally active and dependent. It can also happen because of fatigue as a worker. The quality and learning methods of experienced lecturers and the curriculum are used to inspire students to learn more independently and actively. So that higher education can prepare and produce graduates who have competencies in accordance with world work and are able to develop their potential.

Based on research, one of the causes of delays in completing education in higher education is writing a thesis (Andani, Maria, & Oktaviani, 2018). Thesis is a final project in the form of scientific writing as a requirement for graduation at the undergraduate level. Writing a scientific paper is relatively difficult because there are several processes that must be done. It requires focus, seriousness, perseverance, contemplation, motivation and skills as well. In addition, the education system at previous levels does not prioritize reading and writing activities for students. So, the ability of reading and writing do not become a habit and necessity nor honed well.

Meanwhile, in Indonesia, the main problem faced by university graduates is there are still many college graduates who do not work according to their competencies. It means the

universities have not been optimal in synchronizing the needs of the world of work with the competence of graduates. Ideally, after students graduate from college, they are free to earn a living, fulfill their dreams, and realize their passions or talents, ready to be productive and have character in the Indonesian economy (MetroTV News, 2021).

Universities as educational institutions, providers of competence, character, strong-willed and creative human resources must be able to answer these challenges. So that college graduates can work according to their competence. The role of the campus and the academic community is required to be more optimal in making breakthroughs in order to minimize the existing gap. This fact is very interesting to study.

When students are in the process of writing a thesis, they are usually in a state of high stress. Stress conditions can have a bad impact, or just the opposite, depending on the resilience of the individual. The difference is caused by intelligence. Having a superior IQ and EQ alone is not enough to solve the problems. The relevant intelligence in facing obstacles or difficulties is Adversity Quotient (AQ).

AQ was first introduced by Paul G. Stoltz. He is a consultant in the world of work and skills-based education in his book entitled *Adversity Quotient: Turning Obstacles into Opportunities*. There are three concepts of adversity quotient, including a conceptual framework for understanding and increasing success, a measure to determine the response to difficulties, and equipment to improve responses to difficulties (Juwita, Roemintoyo, & Usodo, 2020; Stoltz, 1997).

The results of studies, AQ is defined as intelligence owned by individuals, to achieve success based on the response to the problems they face [10]. AQ is the ability to survive facing difficulties in life and efforts to solve them. Therefore, AQ can be said as a person's response to survive difficulties or problems in his efforts to achieve success by utilizing his potential. Hence AQ is often used to determine job performance (Tripathi, 2011), or job performance stress (Singh & Sharma, 2017).

AQ is known as intelligence that appears when individuals face obstacles. This intelligence can play a role in turning difficulties into challenges for success. On the other hand, this intelligence arises because of the pressure, difficulties and suffering that a person faces. For individuals who have a high AQ, obstacles or difficulty can be a challenge, and an opportunity for success.

AQ can be used as an indicator (1) how far the individual is able to endure adversity and overcome it; (2) who will be able to overcome the difficulties and who will be crushed; (3) who will exceed expectations for their performance and potential and who will fail; and (4) who will give up and who will endure. To find out the resilience or level of adversity quotient in facing difficulties, an assessment is carried out using four main dimensions of adversity quotient, namely CO₂RE (Control, Origin, Ownership Reach, Endurance). CO₂RE is also known as an AQ measuring instrument (Juwita, Roemintoyo, & Usodo, 2020; Stoltz, 1997).

The explanation of CO₂RE is as follows: 1. Control is the individual's ability to control his circumstances and himself when facing problems. 2. Origin is the individual's ability to see where the source of the problems is. 3. Ownership of an individual's ability to recognize the consequences arising from the problem and are responsible for improving and playing a role in overcoming these problems. 4. Reach is a person's perspective on problems and aspects of his life. Endurance is the resilience, speed and accuracy of individuals in solving problems. (Huijuan, 2009; Juwita, Roemintoyo, & Usodo, 2020; Stoltz, 1997) Huijuan, Z. (2009).

Then, the results of this assessment will determine a person's position, whether that person is included in the group of quitters, campers, or climbers (Stoltz, 1997). Quitters (those who stop) are groups of people who tend to have no desire to face challenges or problems that produce an opportunity. Campers (those who camp) are groups of people who accept and are

willing to face problems, but they do not like to take risks and give up easily in dealing with existing problems. Meanwhile, the climbers (those who climb) are a group of people who are brave and willing to face the risk of the problems they face. The climber does not look at the abilities or skills he has but instead strives to achieve his goals in solving the problem.

Quitters have some characteristics such as having little or no control over the situation and giving up easily. Quitters tend to be less enthusiastic and give up easily in the face of problems. b) Ignoring responsibilities. Quitters do their job only as necessary, just to reduce the existing task. c) Feeling like a victim and feeling helpless. Quitters tend to feel inferior and see themselves unable to solve existing problems so that they often complain. d) Allowing failures that occur so that it becomes destructive. Quitters usually prefer to avoid challenges and, if they face a problem, they tend to fail but there is no desire to fix it. e) Seeing adversity as an infinite/permanent burden. Quitters negatively view difficulties as burdens they cannot overcome so they always depend on others (Juwita, Roemintoyo, & Usodo, 2020; Stoltz, 1997).

Campers have characteristics such as a) Having good enough control. Campers have enough ability to understand the situation/problem they are experiencing and can determine the right course of action in overcoming it. b) Having responsibilities. Campers begin to realize the task and have a sense of responsibility in completing the task/problem. c) Having the will to try to overcome the difficulties that exist. Campers have the enthusiasm and willingness to overcome problems even though sometimes they also give up quickly in dealing with the problem. d) Seeing adversity as something that needs to be overcome. Campers realize the problems they face will not disappear if they are not dealt with, so they begin to determine ways to overcome each existing problem (Juwita, Roemintoyo, & Usodo, 2020; Stoltz, 1997).

Climbers have the following characteristics: a) Having great control and influence in a difficult situation. Climbers have a good ability to understand and deal with problems and can determine the best way to overcome the problem. b) Influencing other people. Climbers can direct people around to follow them, contribute to solving problems. c) Having a great responsibility in dealing with difficult situations. Climbers view problems as something that must be resolved so that they will not stop before the problems they face are finished. d) Viewing failures and challenges as something that must be surpassed. The failure faced by climbers does not break their spirits but encourages them in trying even harder. e) Not letting health affect aspects of work and life. Because of his high enthusiasm for solving problems, climbers never stop trying even in a state of poor health. f) Having the ability to see and get through difficulties. Climbers can see how much difficulty they face, see the opportunities that exist, and determine the right steps in overcoming the difficulty. g) Able to maintain hope and optimism. Climbers respect themselves well so that they have confidence and an optimistic attitude in dealing with various problems (Juwita, Roemintoyo, & Usodo, 2020; Stoltz, 1997).

In the field of education, several studies on AQ whose respondents were nominated by students. The adversity quotient can provide a promising role. Adversity quotient can be used to determine the response and ability to survive in the face of difficulties in those related to education fields. The role of AQ is shown in many skills learning outcomes (Stoltz, 1997). The result of the study states that there is an effect of individual achievement on the level of AQ they have. Several studies conducted on students showed adversity quotient related academic performance (Huijuan, 2009), to achievement motivation (Cornista & Macasaet, 2012). Most students who excel in academics are students with high AQ Academic achievement, significant effect on self-efficacy and AQ (Kuhon, 2020; Suryadi & Santoso, 2017). Students who have a high AQ are able to face mathematics learning in various materials and with different learning models (Hastuti & Riyadi, 2017). AQ really needs to be improved so that individual achievement both in the learning process and in life can be maximized. The support from

parents, friends, even the students self could influence the students' effort to increase their Adversity Quotient or Academic Achievement (Rosmelinda, Erlina, & Hayati, 2020).

Intelligence will take humans to a higher level and civilization. For that, intelligence needs to be improved. According to neuroscience experts and researchers in the field of medical science, intelligence is identical to the brain or intelligence center in humans (Ikrar, 2015). A person's success is often associated with his intelligence.

The development of research on intelligence such as, (1) Intelligence Quotient (IQ), (2) Emotional Quotient (EQ), (3) Spiritual Quotient (SQ), and (4) Adversity Quotient. At first, the world thought that cognitive intelligence alone made people successful. Some research results on human intelligence. The result of research on human intelligence show that the quality of graduates is determined by EQ of 25.2%, SQ of 21.4%, IQ of 20.7%, and AQ of 17.5% (Puspitacandri, Warsono, Soesatyo, Roesminingsih, & Susanto, 2020).

IQ becomes the support as it affects the development process of the others Intelligence. This means that all human intelligence must be optimized to produce quality graduates. There is a positive significant relationship between IQ, EQ and academic performance. However, there are a negative significant relationship between SQ, AQ and academic performance of students (Villagonzalo, 2016).

The development of IQ intelligence in the form of cognitive, intellectual, rational thinking, and talent abilities is strongly influenced by genetics and the environment. Psychologists and researchers in the medical field state that the intelligence center develops very quickly and even reaches 2 times the overall brain development when children are 1-5 years old (golden age). Its development will continue until the child is 22 years old. After that, cognitive development will decline (Sousa, 2012). In contrast to EQ intelligence, SQ and AQ development is not limited by age. EQ and AQ are often given to adults as training for employees in the world of work.

All Intelligences (IQ, EQ, SQ and AQ) play a role in the learning process, one another contributes to each other. According to Gardner, in multiple intelligences, each person has more than one intelligence and one is more dominant. Achievement in education is strongly influenced by the intelligence of the individual. The process of increasing individual intelligence lasts quite a long time from birth to the end of life, both formal and informal. The schools that have a good curriculum, teachers, and environment will sharpen the intelligence of their students. One of the goals of education is to develop the cognitive, affective and psychomotor domains. The concept of this realm was first introduced by Benjamin S. Bloom, known as Bloom's taxonomy (Bloom, 1956; Direktorat Jenderal Pendidikan Tinggi Kementerian Pendidikan dan Kebudayaan, 2014). Bloom's taxonomy is known as C1-C6. To know a person's achievements can be seen from the ability of the realm he has.

Bloom's taxonomy is implemented in the education system at elementary to tertiary levels. It consists of 3 domains, namely (1) cognitive, which produces the domain of mastery of knowledge; (2) affective, which produces an attitude domain; and (3) psychomotor, which produces physical skills (Bloom, 1956). The category of knowledge developed moves from the concrete to the abstract. Specific knowledge refers to tangible and concrete phenomena. Over time, some experts criticized Bloom's taxonomy.

In Bloom's knowledge mastery aspect there is confusion with the knowledge aspect itself so that mastery of abilities is converted into active verbs, namely remembering and adding one cognitive type, namely metacognitive known as Bloom's revised taxonomy (Anderson & Krathwohl, 2001)

Furthermore, Marzano further simplifies Bloom's taxonomy by redesigning 3 learning domains and categorizing learning activities into 6 levels of the knowledge process (Marzano & Kendall, 2007). The simplification is done, namely dividing 2 main domains, (1) the learning

process domain which consists of 6 (six) levels of the process, and (2) the knowledge domain which consists of 3 kinds of knowledge models. In the domain of the learning process, it is divided into 3 levels of the system. In the simplest cognitive system, the learner is directed to master cognitive abilities. In this cognitive system, there are 3 levels of thinking ability, namely (1) retrieval/memorization; (2) comprehension, (3) analysis, and (4) knowledge utilization. Learners are able to implement the knowledge they master.

At the second system level, learners are invited to master the metacognitive system. This system has begun to involve the affective side, where learning begins to be able to reflect the learning process that has been mastered. In this system, the learner will be able to identify which things he has mastered and which he has not. In addition, at the level of the metacognitive system, learners are able to identify their strengths and weaknesses. Metacognitive is what affects students' learning motivation/learners.

The last system level that the learner will master is the self-control system. At this level, it is strongly influenced by the affective domain, where in learning at this level, learners are able to recognize and develop themselves. When the learner arrives at this level of self, he has been able to learn independently and sustainably (lifelong learning). The Indonesian higher education system has adopted 3 (three) major taxonomic models, starting from Bloom (1956), Anderson and Krathwohl (2001) and Marzano (2007).

This study is a follow-up study. In the first study, the author limited the respondents to only students of Regular C. The difference between this study and the previous one is that the respondents and the techniques of data collections. Both of them used an online questionnaire in google form. The respondents of this study include students of the Regular English Department A, B, and C. Furthermore, in this study, the author examines and analyzes more deeply the difficulties of students in writing a thesis. Besides, an interview was conducted with several thesis consultants.

AQ is interesting to study because this intelligence will lead someone who has problems not to give up but keep fighting until he succeeds. Moreover, AQ includes intrinsic motivation that can be developed to adult people as students in college.

The research question in this study is how is the AQ of students writing their thesis?, and what are the obstacles faced by the students writing their thesis? The aims of study determine (1) the influence of AQ of students in completing their education, and (2) the obstacles faced by the students in completing their education. The benefit of this study namely, for (1) Unpam, an opportunity to produce qualified, tough, hardworking, and timely graduated students, (2) lecturers, an opportunity to develop better courseware as well as learning process, and writing thesis or other scientific papers, and (3) students, an opportunity to develop better self-confidence, optimism, learning strategy, and timely-completed stud

Methodology

The research was conducted at Pamulang University (UNPAM), South Tangerang. The reason for choosing UNPAM as the research location is because it has a big number of active students, most of the students are workers. The population of this research is the Regular English Department A, B, and C students are in the process of writing a thesis as a final project. Sampling techniques are conducted online through Google form with purposive technique. The number of students who succeeded as respondents were 102 students. Data collection is carried out for 14 days, starting from May 23th to June 5th, 2021.

This study uses a qualitative approach with a survey method. The variables of this research are the adversity quotient and students' obstacles in writing a thesis. Data analysis begins by examining all available data. Then reduce the data, arrange them in units or groups

according to the research objectives and interpret the data described in the form of descriptions of results and discussion.

To determine the AQ level of students, the data were analyzed using the Adversity Response Profile (ARP) measuring instrument developed by Paul G. Stoltz. This measuring instrument has been widely used and tested in various similar studies. The level of validity has been tested. First, the data were analyzed to find out the value of each CO2RE dimension. Second, analyzing the results of the CO2RE dimension to get an ARP score of 102 students and grouped them into individual characters. Finally, find the student's average ARP score.

Meanwhile, to find out the obstacles faced by students in the thesis writing process, the data collected were analyzed descriptively and displayed in the form of percentages. To obtain accurate data, triangulation of student answers was carried out by conducting interviews with several thesis supervisors who are also teaching staff

Findings and Discussion

To answer the first research question about students' AQ of writing thesis, there are several steps that must be taken. First, analyze the results of the CO₂RE dimensions. Second, analyze the results of CO₂RE to get ARP scores from 102 respondents to be grouped into individual characters. Finally, find the average ARP value. The data processing in this study refers to Rivalina's previous study [5]. The following table about the number of respondents

Table 1. The Number of Respondents

Students	F	Students	Semester	
			8 th	7 th – 9 th
Reguler A	37	Regular A, B, C	92.2%	7.8%
Reguler B	30			
Reguler C	35			

Table 1 indicates the number of the respondents. Most of the respondents are in the 8th semester. There is no significant difference in number between Regular A, B, and C. We deliberately prioritize students in semester 8 because they have completed their studies. They will conduct research and continue to write scientific papers.

The following tables are an overview of students' AQ based on the CO₂RE dimension. To see students' achievement in each dimension of CO₂RE, the authors provide a category limit with the middle score of the lowest and highest scores achieved by students. In Dimension C, the lowest value is 11 and the highest value is 25. The category delimiter value is at 18. Then 11-18 is categorized to be low and 19-25 is categorized to be high. The achievement of the Dimension C value is presented in Table 2.

Table 2. Achievement Dimension C Value

Category	Value	Frequency	%
Highest	25	3	
Lowest	11	1	
Range	11-18	48	47

19-25	54	53
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Table 2 presents the Achievement Dimension C Value. The results show that only 3 students have the highest scores and a student gets the lowest one. That means 53% of students have the ability to control, manage and overcome all difficulties that occur and 47% students do not. Noticing the result, there is no significant difference between the low and high categories. In Dimension C results show that students who have the ability to overcome difficulties are slightly more.

Furthermore, in Dimension O, the category delimiter value is at 17 so that the value of 9-17 is categorized as low and 18-25 is categorized as high. A more detailed explanation can be seen in Table 3.

Table 3. Achievement Dimension O Value

Category	Value	Frequency	%
Highest	25	2	
Lowest	9	1	
Range	9-17	33	32.4
	18-25	69	67.6

In contrast to the results of the Achievement Dimension C Value, in table 3 indicates that the achievement Dimension O Value is a fairly obvious difference for the low and high categories. Most of the students 67.6% have the ability to find the cause of the problems faced and are responsible for improving and playing a role in overcoming these problems. This condition is understandable because most students are already working so they are used to finding and solving problems they face.

In Dimension R, the category delimiter value is at 15, so that the value of 5-15 is categorized as low and 16-25 is categorized as high. A more detailed explanation can be found in table 4 below.

Table 4. Achievement Dimension R Value

Category	Value	Frequency	%
Highest	25	1	
Lowest	5	5	
Range	5-15	64	62.7
	16-25	38	37.3

Observing the results of the Achievement Dimension R in table 3 is inverted with the Achievement Dimension O value. In addition, there are 5 students in the lowest category in the Achievement Dimension R value. There is a very significant difference between the low and high category. Students who are in the low category are about 62.7%. Most of the students don't have the ability to adapt to problems and have a positive influence on other activities carried out. However, only about 37.3% of students have the ability to adapt to problems and affect their activities.

Then, In Dimension E, the category delimiter value is at 15. Then 5-15 is categorized to be low and 16-25 is categorized to be high. A more detailed explanation can be seen in table 5 below.

Table 5 Achievement Dimension E Value

Category	Value	Frequency	%
Highest	25	5	

Lowest	5	1	
Range	5-15	51	50
	16-25	51	50

Noticing the results of the Achievement Dimension E Value, there are 5 students in the highest category otherwise the lowest value is very low. The table 5 shows that there is no difference between low and his category. 50% of students are categorized as low and as well as high. That means 50% of students are able to solve problems quickly and precisely and vice versa. In other words, students having speed and accuracy in dealing with issues are quite balanced. After looking at the results of the CO2RE dimensions, we can see at a glance the abilities, strengths and weaknesses of students in each dimension. Based on the theory, as explained by Stolts, the formation of an individual's AQ is based on the value of the dimension. The higher the dimension value, the better the student's AQ. [9]. The result of the CO₂RE dimensions do not show the high value. Most students' dimension values are categorized as standard. In general these weaknesses can be improved.

In conclusion, for dimensions C and E did not show a significant difference between the low and high categories. In Dimension O, about 67.6% of students are in the high category. Whereas the R dimension shows that 62.7% of students are in the low category. It can be predicted that the achievement of the ARP value is still relatively low. Furthermore, the results of the CO₂RE dimensions were analyzed using the ARP measuring instrument to get the AQ level of 102 students. In this regard, this student's AQ level is categorized into individual characters as shown in table 6 below.

Table 6. ARP Scoring Results

Score	Categories	Frequency
≤ 59	Quitter	-
60 - 94	Quitter switch to Camper	2
95-134	Camper	57
135-165	Camper switch to Climber	35
≥166-200	Climber	8

Table 6 presents that only 7.8% of the 102 students who are in the Climber category (Regular A 4, B 2 and C 2 students). The climbers can influence other people, they consider the difficulties and obstacles that exist as opportunities for further progress and development. The Climbers who are thinkers and able to reach the top. In addition, they are very persistent, tenacious, steadfast and constantly working hard, and have high motivation. They have initiative, creativity and don't give up easily. Unfortunately, the number of Climber groups is very small. It is difficult for them to make changes and self-development for their environment, Thus, they cannot have a positive influence on their environment on campus.

Camper category (Regular A 25, B 17, and C15). The Campers are individuals who have enough control, ability to understand the problems and responsibilities to overcome the difficulty. Unfortunately, they enjoy and prefer to climb rather than to climb to achieve success. They sometimes also give up quickly in dealing with the problem. This research states that 34.3% of students in Camper switch to Climber (Regular A10, B10 and C15 students). Both Campers and Camper switch to Climber characters need mentoring and coaching to become Climbers. The last category 2 Regular C students are Quitters.

Then, there are 55.9% students in the Camper category (Regular A 25, B 17, and C15). The Campers are individuals who enjoy climbing more than to climb to achieve success. This

research states that 34.3% of students in Camper switch to Climber (Regular A10, B10 and C15 students). Both Campers and Camper switch to Climber characters need mentoring and coaching to become Climbers. The last category 2 Regular C students are Quitters.

Based on the results of the ARP scoring can be seen the average ARP value of students, which is 132.5. This value shows that most of the students are in the Camper category. Campers are individuals who have the motivation to climb but when they encounter more difficult obstacles they do not continue climbing. In other words, Camper types are not yet fully capable of dealing with obstacles.

According to AQ theory, AQ is not permanent but can be improved, or optimized, for example from Camper to Climber. For this reason, students' AQ should be known early. Students with Camper category even though they will graduate, without coaching will be static. Thus, inspiring students is as important as imparting knowledge, skills to them. So that they are more motivated to improve and develop their potential because science is always evolving. Answering the second question in this study about the obstacles faced by students in the thesis writing process. Thesis feels difficult and very boring with students because students do not master writing techniques. Researchers try to explore any obstacles faced by students in the process of writing a thesis. The results of descriptive data processing can be seen in more detail in table 7 below.

Table 7. Constraints in Thesis Writing

Proses	Frequency	%
Determining the research topic	63	61.8
Exploring ideas and concepts	77	75.5
Looking for references	70	68.6
Research methodology	58	56.9
Narrating research results	75	73.5
Language	77	75.5

Table 7 shows some of the difficulties faced by students in writing their thesis. The first level of difficulty felt by students was determining the research topic, 61.8%. Thus, many students ignore what should be more explored. This opinion was confirmed by the thesis supervisor (Villagonzalo, 2016). They advised students to determine the research topic by reading a lot and asking the lecturers of the related field of study. In addition, the selection of research topics must be followed by student interest in the field (Sousa, 2012). Unfortunately, many students are not aware of this requirement.

The next difficulty is exploring ideas and relevant theoretical concepts 75.5%. As we know writing is not easy because it requires thought process [29] and skill especially when someone quotes the opinion of other writers (paraphrase) (Sharp, 2016). The authors want to find out in more detail the inhibiting factors in expressing ideas and concepts. The results indicate that students had limited writing skills 64%, found relevant theory 75.4%, and processed and interpreted data 52%.

The third level of students' difficulty is looking at references 68.6%. This answer is relevant to one of the inhibiting factors when students express ideas and concepts. Although there are many journals and e-books on the internet it is not easy to find and download them. A strategy for using technology is also needed to find references.

Still related to poring ideas and concepts, the writer wants to know the students' ability in writing paraphrases. This study revealed that 84.3% students still had problems with scientific writing skills and English structure, and 50% students had limited vocabulary and terms. Logically, this result is acceptable because writing scientific papers in the mother tongue is still difficult, especially in a foreign language.

The following table is to find out the internal barriers of students in writing a thesis.

Table 8. Internal Constraints in Thesis Writing

Types of Constraints	Frequency	%
Overcoming laziness	82	80.4
Communicate with lectures	57	56
Less time to read	57	56
Less time to write	47	46.1
Less friend to discuss	72	71.5
Economy and Technology	68	67

Table 8 shows that there are several internal obstacles in completing thesis writing. The main internal obstacle is overcoming laziness, about 80.4%. This result is in accordance with the opinion of the thesis supervisor who said that Regular A students were more motivated and focused than Regular B and C (Villagonzalo, 2016). In fact, 75% of Regular A students have not worked. Many factors cause individuals to become lazy, such as lack of motivation, procrastination, fatigue, and not knowing what to write. On the other hand, the lack of motivation in students is due to the students' AQ level being in the Camper category.

Meanwhile, the second internal obstacle in the thesis writing process is communicating with the lecturers, about 56% of the students. Researchers try to find out in more detail about this. Our research shows that about 65% of students have difficulty understanding the thesis supervisor advice. Many students often ignore the results of the supervisor's corrections (Villagonzalo, 2016). This means that due to limited knowledge in research and writing thesis explanations, lecturers do not provide solutions. 51% of students felt that the duration of the tutoring time was still lacking, and 72.5% had difficulty adjusting the tutoring time. The third internal obstacle for the students in writing their thesis was the lack of time to read 56% of the students. Reading and writing are interrelated processes. To be able to write scientific papers, students must read a lot of scientific articles in journals.

Conclusion

Achievement in education is strongly influenced by the intelligence of the individual. AQ is a form of intelligence where its development is not limited by age. The development and improvement of AQ for students at the higher education level is one of the strategies that needs attention and priority. The level of difficulty such as writing scientific papers, developing yourself and potential as a preparation to enter the world of work is a challenge faced by students in higher education. A high AQ has an impact on students in achieving their goals, developing individual potential both during lectures and in the world of work and continuing to struggle in accordance with the times and technology.

The difficulty of students in writing scientific papers is because it is something new and lacks practice. Writing is a thought process that requires patience, passion and writing skills. This is where AQ plays a role so that students always struggle, learn and eventually have competence. The higher education system has designed a curriculum to prepare competent human resources and think scientifically. Its implementation must be accompanied by the strength of a solid academic community and always make changes. So that achievement can be pursued and can reduce the gap between the competence of graduates and the world of work. Thus, the Adversity Quotient and the ability to write scientific papers are needed to improve and support students' acceleration in completing their education.

Based on the conclusions of this research, there are several suggestions, namely: (1) the success of a campus is influenced by the intelligence of its learners. Thus, the campus should know the AQ

level of its students at the beginning of the lecture. So that students receive training; (2) writing scientific papers is one of the obligations that must be carried out by students in higher education. Writing requires skill, lots of practice and passion; and (3) structured assignments from lecturers can make students more committed.

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LECTURER'S DESIGN IN ENACTING PROJECT-BASED LEARNING TO ENGLISH LANGUAGE TEACHING

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Article History	Abstract
Submitted date: 2021-11-27 Accepted date: 2021-12-04 Published date: 2021-12-28 Keywords: project-based learning, classroom-based study, English language teaching	Project-Based Learning, known globally as a learner-centered learning process, has been broadly used by teachers in classroom practices. This approach gives freedom to design the project works. This present research aimed to generate the design employed by the lecturers in implementing the Project-Based Learning (PBL) approach in their English classes. The researcher employed a classroom-based study in this present research to generate the design used by three English lecturers to enact Project-Based Learning (PBL) in their classes. The researcher administered in-depth interviews and classroom observations to obtain the data. Findings revealed four major themes from data collection and analysis: PBL integration into English syllabus, PBL design and implementation, PBL objective and assessment, and digital technology integration. At last, this research result adds pedagogical implications to the research related to PBL enactment in terms of its practical design in English teaching classroom implementation.
	Abstrak
Kata Kunci: pembelajaran berbasis proyek, penelitian berbasis kelas, pengajaran Bahasa Inggris	Desain Dosen Dalam Menerapkan Pembelajaran Berbasis Proyek Untuk Pengajaran Bahasa Inggris Pembelajaran berbasis proyek, yang dikenal secara global sebagai proses pembelajaran yang berpusat pada peserta didik, telah digunakan secara luas oleh guru dalam praktik kelas. Pendekatan ini memberikan kebebasan untuk merancang karya proyek. Penelitian ini bertujuan untuk menarik rancangan yang dipakai oleh para dosen dalam menerapkan pendekatan Pembelajaran Berbasis Proyek (PBP) di dalam kelas Bahasa Inggris mereka. Peneliti menggunakan riset berbasis kelas dalam penelitian ini untuk menemukan desain yang digunakan oleh tiga orang dosen bahasa Inggris dalam menerapkan Pembelajaran Berbasis Proyek (PBP) di kelas mereka. Peneliti melakukan wawancara mendalam dan observasi kelas untuk mendapatkan data. Hasil penelitian mengungkapkan bahwa empat tema utama dari pengumpulan dan analisis data: integrasi PBL ke dalam silabus bahasa Inggris, desain dan implementasi PBL, tujuan dan penilaian PBL, dan integrasi teknologi digital. Akhirnya, hasil penelitian ini menambahkan implikasi pedagogis terhadap penelitian yang terkait dengan pemberlakuan PBL terutama dalam hal desain praktisnya dalam implementasi pengajaran bahasa Inggris di kelas.

Introduction

PBL is defined differently from time to time. Iakovos, Iosif, and Areti (2011) highlighted that one teaching method provided the natural teaching process of the four language skills, namely listening, speaking, reading, and writing. Through this approach, the learners are assigned an individual or group project, frequently monitored by a supervisor (Inoue & Bell, 2011). PBL instruction has been demonstrated as a practical instructional model in many studies by many previous research results. Many validated results proved that PBL effectively improved the students' content knowledge (Ke, 2010) and increased low-achieving and less-confident students' performance (Ravitz, Hixson, English, & Mergendoller, 2012; O'Sullivan,

Krewer, & Frankl, 2017). Many positive perceptions were also indicated by the students who taught under PBL instruction (Kanigolla et al., 2014) and changing the teacher and students' culture in school reform programs (Ravitz, 2010). Related to the teaching of English, this PBL instruction has been proved to be effective in developing students' speaking skills (Khoiriyah & Setyaningrum, 2015), promoting EFL learners' writing skills (Aghayani & Hajmohammadi, 2019), and cultivating pre-service English teachers' 21st-century skill (Puspitasari, 2020).

There are many previous kinds of research under the implementation of the PBL framework in education. The topics are varied, starting from the pattern of organization, the teacher and students' interaction (Lestariyana & Widodo, 2018), the experimental online project work (Amissah, 2019), the assessment process in PBL (Usher & Barak, 2018), and also the development of instructional materials using PBL framework. Many research findings also reported the implementation of PBL in a classroom situation. One of them was conducted by Aldabbus (2018) in a primary school in Bahrain. His study aimed to explore the potential use of PBL in certain situations and investigate the problems that could emerge in the actual classroom situation during the implementation of PBL. To collect the data, the researcher used questionnaires and semi-structured interviews. A total of twenty-four teachers in pre-service at eight schools participated in this study. The analysis results showed that more than 3/4 of the participants with their students could not incorporate PBL. They faced problems including selecting factual content, time management, tracking and evaluation, and a lack of facilities. Next, dealing with these findings, some suggestions and recommendations were made to support teachers, schools, and decision-makers in implementing PBL.

In Malaysia, Abdul Khalek and Lee (2012) have studied the implementation of PBL in Taylor's College, which aimed to examine the impact of PBL on students' engagement and enhance the student's teaching and learning experience through PBL implementation. The project was given to the students as part of their ongoing evaluation at the beginning of the term. The students had to discuss, prepare, do information checking, and eventually arrange the information obtained to be submitted in a video and or portfolio format. The result showed that the experience gained in integrating PBL to promote students' involvement in Malaysian and English studies had reached its objective, respectively. Next, student engagement in these findings is categorized into four criteria: responsible learning, strategic learning, collaborative, and energized by knowledge.

Martínez and Fernández (2015) pointed out that in enacting PBL, teachers should carefully select the project materials to fulfill and attract students' needs. It also must be presented in an engaging way, such as triggering the previous awareness of students through a short conversation, questions, video, or tour show. The students should be free to design the project, use materials and information sources, and apply the final product. This situation will let them be more independent and imaginative students. Teachers should ensure that learners have enough time and possibilities to use effective communication techniques and critical thinking skills during the project management process. The teacher then works together with the students to create a positive environment and share feedback.

Nevertheless, although many research results have proved that PBL is quite effective in teaching English, the practical design dealing with its implementation into English language teaching in Indonesia still needs more practice. This design was necessary to be duplicated by the instructors who wished to employ the PBL approach in their classroom activities. Therefore, this research aimed to investigate the design in enacting the PBL approach performed by the English lecturers, which becomes the novelty of this present research. The research question is: How do the lecturers design PBL instruction in English language classrooms?

Method

The researcher employed a classroom-based study with a participatory observation technique. Following this research design, Kral (2014) highlighted that both parties of the researcher and participants become co-investigators in a participatory qualitative method. The instruments used were field notes and in-depth interview protocol (Creswell & Creswell, 2018). The research participants were three English lecturers in a State Islamic University in Banjarmasin, South Kalimantan. These lecturers taught in three different majors and have gotten much experience teaching English using the PBL approach in years. It became the researcher's reason to ask for their consent as the research participants.

The thematic analysis (Braun & Clarke, 2012) was employed to analyze participants' responses during the online interview sessions. The interview was an in-depth interview session using an interview protocol and possible probes. The researcher also observed their attitude on classroom interaction. The document analysis was also undertaken to support the findings. After transcribing the interview and analyzing the field notes, the researcher wrote the notes verbatim based on the participants' responses. Member checking was also administered to gain the trustworthiness of the data. The researcher then modified the initial responses accordingly without changing their essential meanings as it would be helpful to jot down the themes or categories.

Findings

The finding in this research covers the ways the lecturers construct the enactment of PBL into classroom situations. It was further used to draw the design these lecturers used to teach using PBL itself. The way the lecturers implemented PBL in their virtual classrooms starts with designing the PBL instruction itself. This theme was elaborated into four sub-themes: (a) PBL integration in EIS syllabus, (b) PBL design and implementation, (c) PBL objective and assessment, and (d) digital technology integration. The researcher portrayed the themes and sub-themes of PBL design found in this research through the following figure.

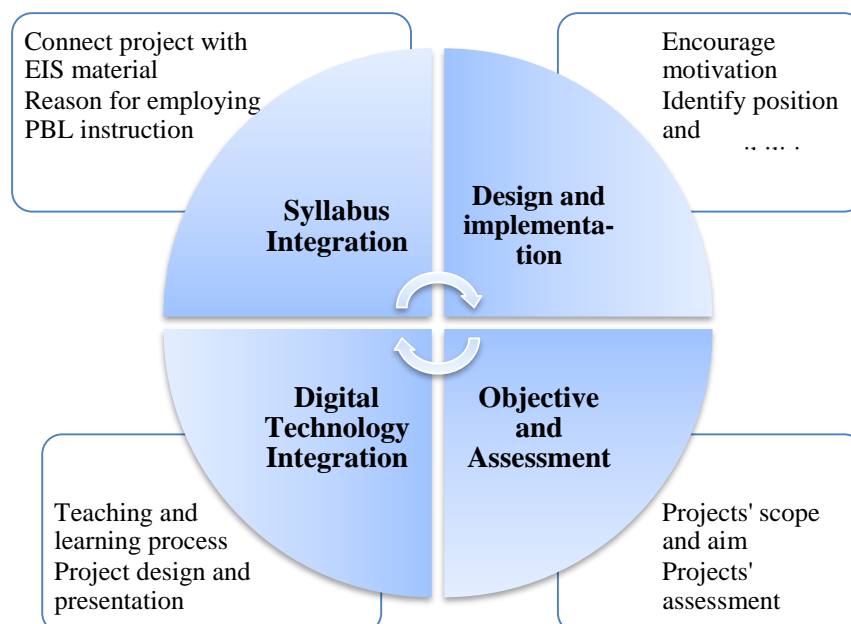


Figure 1. PBL Design

1. PBL Integration in EIS Syllabus

Make a connection between project and EIS material

The data from the in-depth interview with the lecturers indicated that they regularly scheduled the project assignments, and it was written on the course syllabus. The project works were usually assigned prior to the midterm test and one week before the final test of the course. Lecturer A, for example, asserted that:

“In a semester mostly two for the mid-test and final test but they are some also it is increased significantly in this pandemic hehe you know that right?” (A, script 1, line 41, interview data).

The project works were stated clearly in the syllabus of the course. The syllabus is enclosed in the appendix. The topic of the project works was based on the learning material of the syllabus. Lecturer B asked her students to create a video presentation dealing with Islam and its history since it was one topic in the course syllabus. She commented:

“The project is related to the learning material in Language Development Unit.” (B, script 2, line 11, interview data).

Dealing with the project work topic, Lecturer B confirmed that the students were given chances to change their issues prior to the submission deadline. Lecturer B confirmed:

“I give the freedom for my students to change the topic if they felt it difficult to complete. I do not extend the deadline. They must handle the responsibility themselves.” (B, script 2, line 16, interview data)

Next, from the in-depth interview, the researcher noted that Lecturer A assigned a video presentation under the topic “the Prophet.” The students were free to choose from twenty-five famous prophets in Islam literature. This topic was mentioned in this class’s syllabus. The lecturers have encouraged their students to select the topics of project work freely. The types of the project work were also different each year. It was aimed to boost the students’ creativity in exploring new issues. This finding has revealed that the project assignments were closely related to the learning materials of the course.

State reason for employing PBL instruction

The interview data highlighted that all lecturer-participants had reasons for giving the project work assigned to the students. Lecturers A and B asserted:

“The reason is that I want them to know more about what they are going to do (A, script 1, line 31, interview data)

“I have a specific purpose in giving the project assignment to my students; to make them understand the learning material clearly and able to develop the material themselves” (B, script 2, line 30, interview data)

Lecturer C has focused her purpose in implementing PBL in students’ speaking skill development. She mentioned:

“My specific reason for implementing PBL is to improve students’ English skills, especially speaking skills. By implementing this PBL, students can have more practice to speak English in their daily life. (C, script 3, line 9, interview data)

The above statements reflected that the lecturers were aware of their purpose in implementing PBL instruction in their classes.

2. PBL Design and Implementation

Encourage students’ motivation

The three lecturers emphasized that they boosted the students’ motivation in various creative ways. In classroom observation, lecturer A showed an exciting sample of previous project work. In the interview session, lecturer B pointed out the benefit of accomplishing the project works to the students’ soft skill development.

“I notified the students that doing the project work will make them close to each other and build collaborative skills.” (B, script 2, line 22, interview data)

The students are highly motivated by the use of the newest digital technology. For this reason, lecturer A invited the students to employ any digital platforms based on the students’ preferences.

“They may use Instagram, YouTube, Facebook, or any other social media to upload their project work. I want to make them proud of their work and motivate them to do more.” (A, script 1, line 109, interview data)

Identify the group member’s position and responsibility

Lecturers A and B chose the group members while lecturer C let the students decide their own group members. Nevertheless, the three lecturers demonstrated the same characteristics that directly defined the role and responsibilities of each member of the group. It is administered to create harmony in each group and create good project work.

“I started with group formation and let each member understand their position in completing the task.” (C, script 3, line 20, interview data)

“I invite the students to choose the leader of the group soon after they form the group. It is advantageous to decide their roles.” (A, script 1, line 149, interview data)

Lecturer B highlighted that although she decided the formation of the group member, the team leader was chosen personally by the members. The members were also asked to define their own roles and responsibility.

“I encourage them to choose their own team leader and discuss their position and each member responsibility in doing the project.” (B, script 2, line 4, interview data)

3. PBL Objective and Assessment

Establish the projects’ scope and aim

In implementing the PBL instruction, the lecturers declared the scope and aim of the projects being assigned. It was aimed to avoid misunderstanding among each member of the group. The objective of the project works was usually related to the lesson objectives. Lecturer C attested that:

“I design the project based on the teaching objectives in the syllabus. I explain it to my students” (C, script 3, line 51, interview data)

The students needed to know the scope and aim of their project assignment to develop their awareness of its benefits. In the online classroom observation, Lecturer B also clearly mentioned the scope of the projects and the students must cope with them. Knowing the projects’ aim was beneficial to maintain the students’ focus and keep their project completion on the right track.

Establish the projects’ assessment system

Based on the in-depth interview and online classroom observation result, the researcher noted that all lecturers clearly mentioned the assessment system in evaluating the project work. Lecturer A follows the speaking rubric given by the department, and he gives a score of the students’ project work based on their individual performance. He pointed out:

“For the students’ project work, I evaluate their performance individually on the final presentation stage.” (A, script 1, line 200, interview data)

He also added that although the project works were in groups or pairs, each group member would give the score individually. It was so since the students’ competencies were different from one student to another.

Lecturer B pinpointed that she has given a clear, detailed explanation dealing with the assessment system of the project work so that the students have a clear goal of the expected result. Lecturer C emphasized that it was necessary to inform her students of the evaluation system of the project-based implementation, and the students' high involvement in project completion would also be another attribute of her assessment system. She highlighted: "I assess the students started from the pre, while to the post-project activities. For those who are actively involved in the project completion, I will give a higher score." (C, script 3, line 60, interview data).

4. Digital Technology Integration

Integrate technology in the teaching and learning process

The data from online classroom observation of the teaching and learning process of PBL instruction have shown that the lecturers integrated technology in the whole process of learning. This PBL instruction was conducted in the online setting; therefore, digital technology played a vital role. The digital technology integration was performed in synchronous and asynchronous settings through various digital platforms. The most common application was the WhatsApp group, as pinpointed by lecturer B:

"I create different WhatsApp groups for different classes. I choose WhatsApp because the students have already familiar with it." (B, script 2, line 47, interview data)

Lecturer C employed google classroom to communicate in asynchronous mode with her students while she preferred google meet to establish online meetings. She mentioned: "I prefer google meet rather than zoom since it is cheaper and accessible for the students. The network is also more stable when I use google meet." (C, script 3, line 68, interview data)

Lecturer A made use of Instagram social media a lot. He demanded the students to have an Instagram account to upload their work through this platform. He argued that most students have already had an Instagram account, so he chose to use this platform for the asynchronous mode. Instead of WhatsApp, he also employed Hangouts to maintain communication with his students. He also regularly conducted online meetings via google meet every week to check his students' understanding of the lesson.

Integrate technology in project design and presentation

Regarding the projects, the students were mainly assigned to create digital video presentations, write Instagram stories, post the project on their YouTube channels, and draw online posters. As lecturer A and C underlined that:

"I asked the students to write a story in their Instagram and capture their work. Then they upload the captured photo in our google classroom." (A, script 1, line 91, interview data)
 "Most of the students have a YouTube account. Some of them even being active YouTubers in their YouTube channels. So I use this platform to do online project work." (C, script 3, line 24, interview data)

The lecturers assigned the students to upload the project work on YouTube so that it would keep the artifacts for years. Many people would be able to access the project works, and the students would build their self-esteem based on the compliment given. Lecturers A and C pointed out that:

"I asked the students to upload their digital video about Prophet in YouTube, and they may choose whether it is open shared access or not." (A, script 1, line 114, interview data)
 "By uploading their work in YouTube, they don't have to worry just in case it is deleted in their computers. They may download it again from their YouTube channel." (C, script 3, line 76, interview data)

In implementing PBL, the lecturers allowed the students to freely choose their favorable video editing applications, the platform to discuss their work, and other digital technology such as podcast voice recorder, online poster drawing, and many more. The students were encouraged to boost their creativity and push their limits. The students were asked to upload their final product presentation on YouTube and share the Google classroom platform link. In addition, the integration of digital technology here has created differences between online and offline PBL instruction implementation.

Discussion

The findings revealed that the lecturers have already integrated the PBL instruction into the EIS syllabus. They did it on purpose since they believed that PBL might enhance students' self-directed learning. It was consistent with the features of PBL proposed by Larmer and Mergendoller (2010) and Simpson (2011) that PBL served the students to do self-direction in planning, carrying out, and presenting their project works. The online classroom observation showed that the lecturers had informed the students in the first meeting that they would have at least two project assignments in one semester, which has been specified in the course outline. By informing this in advance, the lecturers expected their students to get actively involved in completing their project. They mainly based the topics of the project on the Islamic topics related to EIS learning materials and followed the guidance textbook accordingly. In the findings, it was reflected when the observed students were free to select their favorable subtopics.

Compared with the offline PBL that usually has four projects in an active semester, the lecturers have limited the number of project works into one to two enormous projects in one single semester in this virtual PBL implementation. They usually assigned the project works prior to the midterm test and one week before the final test of the course. They assumed that too many projects would pressure the students and create anxiety in completing the projects. This situation aligned with Amisah's (2019) research findings that too many project assignments in the online PBL would exhaust the students. It was because the students could not meet their group members too often due to the limited geographic distances. The discussion of the projects was conducted online, either in synchronous or asynchronous modes, which sometimes burdened the students with unstable network connections. Therefore, two to three projects would be satisfied in this PBL implementation.

One lecturer highlighted that PBL could make the students understand the learning material easily, while other lecturers acknowledged that PBL might improve the students' speaking skills. This fact was in accordance with the research result by Khoiriyah and Setyaningrum (2015), who studied the effectiveness of implementing PBL to teach speaking skills in their class. The result showed that PBL had given lots of benefits to boost the students' speaking skills, significantly when the instructors could shift from the traditional teacher-centered to student-centered learning process.

Implementing PBL instruction has boosted not only the students' motivation but also the lecturers' curiosity accordingly. The lecturers were curious whether the PBL still has positive efficacy when implemented in the virtual learning environment. They would like to know whether the enactment of PBL may increase the students' achievement or not. In this research, the findings collected from participants' interviews and questionnaires indicated that the students showed positive marks after engaging with PBL. It further connected with the lecturers' effort to encourage the students' motivation to implement PBL in their class. They have designed a lesson that successfully attracted the students' active involvement. This was in line with Astawa, Artini, & Nitiasih (2017) that a good PBL design and implementation might promote the students' motivation and improve their communicative skills. In addition, findings revealed that the students-participants in this present research highlighted that they

have actively taken part in the online discussion and asserted that the discussion conducted in online form had reduced their anxiety to speak.

The result of online classroom observation showed that the students were attracted to the digital-based project works. The students were highly motivated by the use of the newest digital technology. For this reason, the lecturers invited the students to employ any digital platforms based on the students' preferences. Using technology in completing project works has been proved by Smeda, Dakich, & Sharda (2014) and Lestariyana and Widodo (2018) when they assigned digital storytelling project works to their students. The students were excited with the use of digital tools rather than the conventional project with paper works. The majority of the students already had Instagram, YouTube, Twitter, and Facebook accounts; therefore, they were interested in uploading their work on these platforms.

One essential characteristic revealed in the data collection and analysis was that the lecturers managed the PBL instruction by identifying students' positions and responsibilities in accomplishing the project works. It aimed to help the students construct their online project works and make comprehension easier for them. Chandrasekaran, Stojcevksi, Littlefair & Joordens (2012) pointed out that role identification may help students perform successful collaborative work in learning through projects. By dividing the responsibilities at the beginning of the PBL implementation process, each group member would understand that they need to work together and contribute significant effort in doing the project work. Moreover, the in-depth interview findings revealed that the lecturers' purpose in identifying each member's position was to create harmony in each group and produce good project work as well.

Having the students understand what they were going to do during the PBL instruction was essential in managing PBL in this setting. The students needed to know the purpose of completing the project and the benefits they would get. The three lecturer-participants noted that they had explained the aim clearly to their students at the beginning of the PBL stage to build their awareness of project advantages, which was also revealed in the online observation data collection. The students would engage well in the activities and gather the relevant information based on the PBL objectives previously explained (Starobin et al., 2014).

Establishing a comprehensive assessment system was also one attribute identified in this present research. They discussed the assessment rubric at the beginning of PBL implementation steps. The lecturers let the students understand their expectations and encourage the students to go beyond their limits. In assessing the students' project work, the lecturers focused on the individual performance in completing the task. One lecturer also addressed that the students' active involvement during the PBL enactment would be critical in grading their project work. This finding was congruent with Romeu Fontanillas, Romero Carbonell & Guitert Catusus (2016), which studied the e-assessment process's impact on the online learners in Spain. They implemented PBL and the e-assessment technique and found out that it was easier to grade the students using two dimensions of assessment; process monitoring and final outcome assessment. In their study, the students were assessed at the end of each stage of the project enactment and had shown a high level of satisfaction with the process and activities of e-assessment.

The technology integration in the teaching and learning process would be inevitable since the implementation of PBL in this present research was conducted in the online setting. They frequently used Google Meet and Zoom meetings to carry out the PBL instruction in synchronous modes. Meanwhile, they employed the most familiar WhatsApp application and Google Classroom as the asynchronous modes. The lecturers created different WhatsApp and Google Classroom classes to communicate with the students at the very first meeting. Moreover, one of the observed lecturers also used the Hangouts application as a variation of

communication platform. The findings revealed the lecturers asked the students to submit their final product at Instagram, Google Classroom, and YouTube media. The students were interested in uploading their artifacts on this digital social media since this next generation was very familiar with digital technology. Alwehaibi (2015) had managed experimental research to study the impact of using YouTube in an EFL classroom in a Saudi Arabia college. The findings indicated that integrating YouTube into EFL teaching has gained satisfying students' outcomes. Therefore, YouTube was recommended as an effective instructional digital tool in EFL classes.

Integrating digital technology into the teaching and learning process was not a relatively recent issue in PBL instruction (De La Paz & Hernández-Ramos (2013) and Alexander et al. (2014)). Similar to the findings of this research, those studies pointed out to ensure the lecturers' and students' readiness of integrating digital technology as the focal point to start with. Otherwise, the integration would create a damage loss.

Conclusion

It is interesting that these lecturers-participants have shared mostly similar features in enacting PBL. The PBL design is focused on syllabus integration, design and implementation, objective and assessment, and digital technology integration. Project work in PBL will gain its highest benefit when the lecturers and students work together to complete the project. The lecturer will be the one who guides the students as well as motivates them to learn autonomously. Students typically benefit from the project management method in which they review and change their work based on the lecturer's and peers' feedback. The lecturers may also encourage the students to present the final product to parents and community members to a general audience. It will support them for their hard work and be proud of what they have done.

Nevertheless, this research result is limited in terms of the impact of implementing the design itself. Therefore, future researchers are invited to continue this study to investigate its impact and efficacy. Finally, it is expected that this practical design might contribute to PBL instruction in English language classroom situations.

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WUJUD PILIHAN BAHASA GURU BAHASA INGGRIS DALAM INTERAKSI SOSIAL DI SMK NEGERI 1 PRINGAPUS

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Article History	Abstract
Submitted date: 2021-11-27 Accepted date: 2021-12-04 Published date: 2021-12-28 Keywords: language choice; english teacher; SMK Negeri 1 Pringapus	The language choice by English teachers in SMK Negeri 1 Pringapus represents the existence of a bilingual and even multilingual society. The purpose of this study is to describe the form of language choice in the form of a single language, code switching, and code mixing used by English teachers in SMK Negeri 1 Pringapus. The data were gathered using the observation method and document study method, other advanced techniques such as uninvolved conversation observation and note-making techniques. The data analysis used in this is the equivalent-extra lingual method. Based on the speech of English teachers in SMK Negeri 1 Pringapus, the result of the research is the form of choice of language (1) intra language variation, which includes the casual style of Indonesian language; (2) code switching, which includes types of internal code switching, external code switching; and (3) code mixing, which includes types of inner code mixing, outer code mixing.
	Abstrak
Kata Kunci: pilihan bahasa; guru bahasa Inggris; SMK Negeri 1 Pringapus	Wujud Pilihan Bahasa Guru Bahasa Inggris dalam Interaksi Sosial di SMK Negeri 1 Pringapus Pilihan bahasa oleh guru bahasa Inggris di SMK Negeri 1 Pringapus mempresentasikan adanya masyarakat yang dwibahasa bahkan multibahasa. Tujuan penelitian ini adalah untuk mendeskripsikan wujud pilihan bahasa berupa tunggal bahasa, alih kode dan campur kode yang digunakan guru bahasa Inggris di SMK Negeri 1 Pringapus. Data dikumpulkan dengan metode observasi dan studi dokumen dilanjutkan dengan teknik simak bebas libat cakap, catat. Analisis data dalam penelitian ini menggunakan metode padan ekstralingual. Berdasarkan tuturan guru bahasa Inggris di SMK Negeri 1 Pringapus, diperoleh hasil penelitian wujud pilihan bahasa berupa (1) tunggal bahasa, yang meliputi bahasa Indonesia ragam santai; (2) alih kode meliputi jenis alih kode ke dalam, alih kode ke luar; serta (3) campur kode meliputi jenis campur kode ke dalam, campur kode ke luar.

Pendahuluan

Manusia menggunakan bahasa sebagai alat komunikasi dalam bersosialisasi di lingkungannya dengan maksud untuk menyampaikan isi pikiran, gagasan, perasaannya kepada individu lain atau mitra tuturnya sehingga terjadi respon yang diharapkan. Fenomena dari penutur bahasa yang berbeda-beda dan memiliki keunikannya masing-masing akan bertemu dengan penutur bahasa lain, kemudian terjadi saling mempengaruhi bahasa yang digunakan penutur dalam proses komunikasi tersebut. Seperti pendapat dari Sumarsono (2013, p. 7) bahwa setiap penutur bahasa memiliki latar belakang yang memperlihatkan keunikan bahasa dan kemampuan berbahasa yang berbeda dengan kata lain masing-masing membawa bahasanya sendiri. Melihat karakter manusia sebagai makhluk sosial yang membutuhkan komunikasi dengan lingkungannya hal tersebut berpotensi terjadinya kontaminasi bahasa yang digunakan dan memunculkan variasi-variasi bahasa. Pada kondisi

ketika manusia akan berada dalam masyarakat tutur yang heterogen dengan penutur bahasa yang bervariasi tersebut, terlihat bahwa kevariasian bahasa terjadi karena penggunaan dan tujuan penuturnya yang beragam, akan semakin beragam dengan semakin meluasnya wilayah dan banyaknya penutur. Chaer & Agustina (2010, pp. 80–96) memaparkan terkait klasifikasi variasi bahasa yang dilihat dari segi penutur, segi penggunaannya, segi sarana, dan segi keformalan. Penjelasan dari segi penutur mempunyai maksud untuk melihat berdasarkan pengguna bahasa itu sendiri seperti dari jenis kelamin, kedudukan sosial atau status sosialnya, wilayahnya dan pada waktu penggunaan bahasanya. Untuk penjabarannya dijelaskan bahwa variasi bahasa dari segi penutur diketahui ada dialek (variasi bahasa yang bersifat perorangan), dialek (bersifat kelompok penutur), kronolek (memiliki karakteristik di dalamnya yaitu era atau masa, adanya bahasa yang digunakan kelompok sosial yang berlaku pada masa tertentu), selanjutnya ada sosiolek (hal ini menyangkut semua masalah pribadi penuturnya). Selanjutnya untuk variasi bahasa yang berdasarkan segi penggunaannya akan mempunyai arti bahwa memiliki fokus pada kegunaannya, bidang, jalur dan alat bahasa yang digunakan, serta keadaan situasi keformalannya. Variasi bahasa dari segi penggunaan atau pemakaiannya juga dapat disebut dengan fungsiolek, ragam, ataupun register. Selanjutnya variasi bahasa yang berfokus pada segi sarana, hal ini memiliki arti media penyampaian bahasa seperti dengan adanya ragam lisan dan ragam tulisan. Terakhir ada variasi bahasa yang dilihat berdasarkan segi keformalannya yang di dalamnya terbagi dengan tingkat paling formal ada ragam beku, ragam resmi atau formal (tetapkan sebagai standar untuk pola dan kaidah yang sudah disepakati), ragam usaha (bersifat di antara ragam formal dengan ragam informal yang memiliki tujuan atau hasil yang diharapkan), ragam santai atau informal, dan pada tingkat terakhir ada ragam akrab (biasanya digunakan oleh penutur dan mitra tutur yang memiliki hubungan sudah akrab dan erat).

Proses terjadinya komunikasi yang dilakukan penutur dengan mitra tuturnya tersebut terjadi dalam sebuah peristiwa tutur. Didukung dengan pendapat dari Chaer & Agustina (2010, pp. 61–64) yang mengatakan bahwa setiap proses komunikasi di dalamnya ada peristiwa tutur. Peristiwa tutur digambarkan dengan suatu keadaan terjadinya sebuah interaksi linguistik yang masih dalam satu bentuk ujaran atau lebih. Pada keadaan tersebut di dalamnya terlibat beberapa hal penting seperti penutur beserta mitra tuturnya dengan satu pokok tuturan dan di dalam waktu, tempat, situasi tertentu secara bersamaan. Selain itu, menjadi penting bahwa pada suatu peristiwa tutur di dalamnya harus memenuhi komponen-komponen penting untuk dapat dikatakan sebuah peristiwa tutur, komponen-komponen penting disini maksudnya adalah komponen tutur. Subroto (dalam Vinansis, 2011, pp. 23–25) menambahkan bahwa komponen tutur merupakan komponen-komponen penting yang harus ada dalam sebuah tuturan karena akan mempengaruhi terjadinya suatu bentuk tuturan yang penutur gunakan. Dell Hymes 1964 (dalam Chaer & Agustina, 2010, pp. 62–64) menyampaikan faktor-faktor luar bahasa yang mempengaruhi penutur dalam sebuah peristiwa tutur dan tindak tutur diketahui ada delapan komponen, yaitu *setting* atau *scene*, *participants*, *ends*, komponen selanjutnya ada *act sequences*, *key: tone and spirit of act*, komponen lain nya disebutkan ada *instrumentalities*, *norms* dan terakhir ada *genres*. Dari delapan komponen tutur yang sudah disebutkan sebelumnya akan dijelaskan satu persatu, yang pertama dari *Setting and scene*: berkenaan dengan waktu, tempat juga termasuk situasinya, selain itu juga termasuk kondisi psikologis pembicara. *Participants*: pihak-pihak atau orang-orang yang terlibat dalam suatu peristiwa tutur, seperti halnya pembicara atau penutur dan pendengar atau mitra tutur, penyapa dengan orang yang disapa, pengirim pesan dan penerima pesan. *Ends: purpose and goal*: menunjukkan pada tujuan utama, maksud, atau akhir yang diharapkan dari sebuah tuturan yang disampaikan. *Act sequences*: ditujukan pada bagaimana bentuk dan isi ujaran yang disampaikan penutur. *Key: tone and spirit of act*: penyampaian penutur pada nada

berbicaranya, emosi penutur misal terlihat dari tingginya semangat yang disampaikan oleh penuturnya, atau dapat juga ditunjukkan dengan gerak tubuh dari penuturnya. *Instrumentalities*: merujuk pada media atau jalur bahasa yang digunakan penutur dalam menyampaikan idenya. *Norms of interaction and interpretation*: memiliki fokus pada norma ataupun aturan yang berlaku dalam sebuah peristiwa tutur, selain itu dapat diartikan juga pada norma penafsiran terhadap ujaran dari mitra tutur yang berlaku pada masyarakat bahasa (tertentu). Terakhir untuk *Genres*: mengacu pada jenis atau gaya bentuk penyampaiannya, karena setiap jenis memiliki keunikannya masing-masing, seperti pada jenis narasi, puisi, pepatah, doa, pantun yang masing-masing memiliki gaya khasnya.

Seperti yang sudah dijelaskan di atas dalam kegiatan bersosialisasi setiap manusia akan membawa bahasanya masing-masing kemudian akan bertemu dengan penutur bahasa lainnya, sehingga menyebabkan terjadinya kontak bahasa. Peristiwa kebahasaan adanya kontak bahasa tersebut karena penutur merupakan kedwibahasaan atau *bilingualisme*, keadaan ini memungkinkan manusia akan menggunakan bahasa lebih dari satu secara bersamaan dalam peristiwa tutur yang terjadi. *Bilingualisme* atau kedwibahasaan menurut Thesa, Nababan, & Marmanto (2017) merupakan suatu kesanggupan, kompetensi atau kemampuan penutur untuk berdwibahasa. Sedangkan *bilingual* atau dwibahasawan dipakai untuk menyebutkan orang yang memiliki kemampuan kedwibahasaan tersebut. Dari kemampuan menguasai beberapa bahasa ini menjadikan mereka (penutur dwibahasawan) untuk memilih diantara beberapa bahasa yang akan digunakan saat berkomunikasi dengan lawan bicara si penutur. Pengertian pilihan kode diartikan oleh Fasold 1984 (dalam Wardhani, 2018) sebagai suatu keadaan ketika seseorang dengan kedwibahasaannya atau berbicara dengan beberapa bahasa yang dikuasainya dan kemudian harus memilih bahasa yang akan digunakan untuk berkomunikasi. Apriliyani & Rokhman (2016) menjelaskan bahwa pada pemilihan bahasa yang dilakukan masyarakat di dalamnya terdapat keberagaman bahasa yang dikuasai, penyebab peristiwa ini terjadi tidak lain karena faktor perbedaan para penutur bahasa, kegiatan, dan tujuan atau maksud tuturan. Penutur biasanya akan melakukan pilihan bahasa untuk menentukan bahasa yang akan digunakan dalam berkomunikasi dengan maksud, fungsi dan tujuan tertentu. Misalnya pada masyarakat Jawa yang menggunakan bahasa Indonesia (bahasa Nasional) untuk berbicara dengan etnis lain dan menggunakan bahasa Jawa untuk berbicara pada sesama etnis Jawa, hal ini bertujuan untuk terjadinya pemahaman antara penutur dan mitra tuturnya.

Suandi (2014) menyebutkan bahwa ada tiga kategori pilihan bahasa yang dapat penutur gunakan, yaitu pertama dengan memilih satu variasi dari bahasa yang sama atau disebut dengan tunggal bahasa atau *intra language variation*, kedua dengan melakukan alih kode atau *code switching*, dan yang ketiga adalah dengan melakukan campur kode atau *code mixing*. Tunggal bahasa menggambarkan bahwa penutur memilih hanya menggunakan satu bahasa atau satu variasi dari bahasa yang sama dalam tuturannya dengan lawan bicara. Definisi kode menurut pendapat Wardhaugh & Fuller (2010) yang di artikan sebagai salah satu varian dalam hierarki kebahasaan yang memiliki sistem unsur bahasa yang sudah disepakati. Suwito (dalam Rahardi, 2010, pp. 23–24) menjelaskan bahwa alih kode merupakan peristiwa peralihan bahasa yang berbeda, peralihan kode bahasa yang satu ke kode bahasa lain atau peralihan varian yang satu ke varian yang lain. Alih kode biasanya terjadi dan dilakukan secara sadar atau sengaja dengan alasan dan tujuan tertentu dari penuturnya. Faktor yang menyebabkan penutur melakukan peralihan kode secara umum dapat disebabkan dari faktor yang bersifat internal (faktor kebahasaan) maupun eksternal (faktor di luar kebahasaan). Suandi (2014, p. 135) membagi menjadi dua jenis alih kode berdasarkan dari perubahan (peralihan) bahasa yang digunakan penutur, kedua jenis tersebut ada alih kode ke dalam atau dapat disebut *internal code switching* dan alih kode ke luar atau *external code switching*. Jenis

alih kode ke dalam bahasa-bahasa yang dipakai penutur dalam peralihan atau pergantian bahasanya masih termasuk dalam lingkup bahasa nasional yaitu seperti bahasa-bahasa daerah. Selain itu apabila perubahan bahasa terjadi antar dialek di dalam bahasa daerah yang sama, atau antara ragam-ragam dan gaya bahasa dalam satu dialek juga termasuk dalam jenis alih kode ke dalam. Untuk jenis alih kode ke luar merupakan pergantian bahasa yang dilakukan penutur dengan mengalihkan dari bahasa satu ke bahasa lain dan hubungan antara bahasa tersebut tidak memiliki kekerabatan bahasa atau dapat disebut bahasa Asing. Sebagai contoh ketika penutur yang semula menggunakan bahasa Inggris kemudian merubah bahasa yang digunakannya dengan bahasa Indonesia, alih kode yang dilakukan penutur tersebut merupakan alih kode ke luar dikarenakan bahasa Indonesia dan bahasa Inggris hubungan keduanya merupakan bahasa Asing. Sedangkan campur kode merupakan sebuah kebiasaan bercampur kode bahasa satu dengan bahasa lain atau varian satu dalam bahasa utama lain yang dipakai oleh seorang dwibahasawan dalam tuturannya. Dwibahasawan yang bercampur kode akan memasukkan unsur-unsur dari bahasa atau variasi bahasa lain di dalam bahasa utama yang sedang dipakai dalam sebuah tuturan. Pada peristiwa campur kode biasanya penutur melakukannya karena sudah sebagai gaya berbicaranya, terkadang juga karena untuk menambah variasi bahasa yang digunakan, akan tetapi munculnya campur kode sudah menjadi kebiasaan yang tanpa disadari digunakan. Thealender (dalam Suandi, 2014, p. 139) menjelaskan fenomena campur kode merupakan peristiwa percampuran atau penggunaan kombinasi frase-frase dapat juga klausa-klausa dari bahasa-bahasa yang berbeda, masing-masing dari frase atau klausa yang tergabung tersebut tidak lagi mendukung fungsinya. Selain itu dikatakan juga untuk batasan campur kode terletak pada tataran klausa. Ada dua macam jenis campur kode menurut Rahardi (2010, p. 26) yaitu campur kode ke dalam dapat disebut juga *inner code mixing* dan campur kode ke luar atau *outer code mixing*. Dari kedua jenis campur kode tersebut berikut penjelasannya, pertama untuk campur kode ke dalam merupakan campur kode yang terjadi antara penggunaan bentuk-bentuk bahasa asli dengan variasi-variasinya, dapat juga antar bahasa-bahasa daerah yang termasuk dalam bahasa nasional, antara dialek-dialek dalam satu bahasa daerah, antar ragam dan gaya yang terdapat dalam satu dialek, atau percampuran dalam bahasa yang masih serumpun. Selanjutnya terkait jenis campur kode ke luar merupakan jenis campur kode yang bentuk penyajiannya banyak menggunakan bahasa di luar atau bahasa Asing dari bahasa yang sedang digunakan. Campur kode menurut Warsiman (2014, p. 97) berupa penyisipan atau kombinasi dari beberapa bahasa yang dapat berwujud kata, pengulangan kata, frasa, baster (perpaduan dua unsur bahasa yang berbeda dan membentuk menjadi satu makna), ungkapan kata atau idiom, dan juga klausa.

Penguasaan bahasa yang dikuasai guru bahasa asing selain bahasa pertama dan bahasa kedua mereka juga menguasai bahasa ketiganya yaitu bahasa Asing, sehingga memungkinkan melakukan pilihan bahasa dengan penguasaan bahasa tersebut. Peneliti mencoba untuk menganalisis fenomena pilihan bahasa yang dilakukan oleh guru bahasa asing di sekolah, lebih fokus untuk areanya pada sekolah SMK Negeri 1 Pringapus. Pelajaran bahasa asing di SMK Negeri 1 Pringapus ada mata pelajaran bahasa Inggris, kemampuan kedwibahasaan guru bahasa asing yang kemudian menciptakan kondisi dimana mereka banyak menggunakan pilihan-pilihan bahasa. Kemampuan dwibahasa guru-guru bahasa Inggris SMK Negeri 1 Pringapus yang berada dalam masyarakat Jawa diduga akan memunculkan pilihan bahasa dari bahasa daerahnya yaitu bahasa Jawa, bahasa Indonesia sebagai bahasa pengantarnya dan bahasa Asingnya adalah bahasa Inggris dalam tuturannya. Guru bahasa Inggris dapat memilih bahasa-bahasa yang dikuasainya untuk digunakan berkomunikasi disesuaikan dengan situasi dan mitra tuturnya. Seperti dalam buku Suandi (2014, p. 8) bahwa bahasa berfungsi sebagai sarana interaksi sosial di masyarakat sehingga mengharuskan tindak laku berbahasa untuk memperhatikan aspek sosial budaya, kemudian disesuaikan dengan norma-norma yang

berlaku didalam budaya itu. Aspek sosial budaya tersebut seperti melihat dari lawan tuturnya dengan memperhatikan usianya (lebih muda, sebaya, lebih tua), status sosialnya (lebih rendah, sama, lebih tinggi), situasinya (formal atau tidak formal, akrab atau tidak akrab), jenis kelamin, kedekatan (sudah dikenal atau belum dikenal), nada bicaranya dan sebagainya. Maksudnya di sini adalah karena guru bahasa Inggris SMK Negeri 1 Pringapus yang berada pada masyarakat Jawa, sehingga dalam pemilihan bahasa perlu memperhatikan aspek sosial budaya dan norma-norma yang berlaku pada masyarakat Jawa tersebut agar tetap terjadi saling menghormati dalam tuturan yang terjadi. Pemikiran inilah yang kemudian menjadi latar belakang ketertarikan peneliti untuk meneliti terkait pilihan bahasa oleh guru bahasa Inggris dalam interaksi sosial di SMK Negeri 1 Pringapus. Tujuan penelitian ini adalah untuk mendeskripsikan wujud pilihan bahasa berupa tunggal bahasa, alih kode dan campur kode yang digunakan guru bahasa Inggris di SMK Negeri 1 Pringapus. Pada beberapa penelitian sebelumnya terkait tentang pilihan bahasa yang membahas bentuk tunggal bahasa, alih kode, dan campur kode yang muncul juga sudah pernah dilakukan, penelitian-penelitian tersebut ada dari penelitian Tuah, Shin, Gedat, & Mis (2021), Jumaida & Rokhman (2020), dan Wardhani (2018). Akan tetapi untuk penelitian ini memiliki fokus pada analisis wujud pilihan bahasa oleh guru bahasa Inggris dalam ranah sosial di SMK Negeri 1 Pringapus dengan komponen tuturnya, sehingga perbedaan penelitian ini dengan penelitian di atas terletak pada objek dan lokasi penelitian yaitu tuturan guru bahasa Inggris dalam interaksi sosialnya di SMK Negeri 1 Pringapus. Penelitian ini akan membahas wujud pilihan bahasa (tunggal bahasa, alih kode ke dalam, alih kode ke luar, campur kode ke dalam, dan campur kode ke luar) dalam komponen tuturnya pada tuturan guru bahasa Inggris SMK N 1 Pringapus dengan mitra tuturnya.

Metode

Penelitian ini merupakan jenis deskriptif kualitatif yang berlokasi di sebuah sekolah yaitu SMK Negeri 1 Pringapus yang berada di kabupaten Semarang. Penelitian ini memiliki fokus utama pada pembahasan pilihan bahasa dalam wujud tunggal bahasa, alih kode dan campur kode oleh guru bahasa Inggris dalam interaksi sosial di SMK Negeri 1 Pringapus. Sumber data penelitian ini diambil dari percakapan guru bahasa Inggris dengan mitra tuturnya. Guru bahasa Inggris yang berjumlah 5 orang di SMK Negeri 1 Pringapus mereka merupakan subjek dalam penelitian ini, sedangkan objek penelitiannya adalah pilihan bahasa yang digunakannya. Data dalam penelitian ini berupa tuturan-tuturan atau bagian tutur lisan guru bahasa Inggris dan mitra tuturnya saat berkomunikasi dalam interaksi sosialnya di SMK Negeri 1 Pringapus yang akan dibuat transkripsi percakapan.

Metode penyediaan data penelitian ini peneliti menggunakan metode dokumen dan observasi. Penyediaan data melalui metode dokumen atau studi dokumen di ambil dari video seperti rapat di *zoom*, maupun video lainnya yang di dalamnya terdapat percakapan guru bahasa Inggris dengan lawan bicaranya. Seperti pendapat Sugiono (2016, p. 240) terkait teknik dokumen atau studi dokumen yang dijelaskan merupakan cara penyediaan data oleh peneliti guna memperoleh data dan informasi penelitian dengan cara melihat, menganalisis dokumen-dokumen yang sudah ada (bukan peneliti yang memperolehnya), misal dari video pribadi dari narasumber. Didukung juga pendapat dari Moleong (2013, p. 217) yang mengatakan bahwa studi dokumen pada penelitian kualitatif memiliki tujuan untuk menguji dan menafsirkan data-data yang mengambil dari sumber-sumber yang sudah ada baik data-data tertulis atau misalnya dalam bentuk sebuah film. Selanjutnya untuk penyediaan data metode observasi penelitian ini peneliti melakukan pengamatan langsung di lokasi yang kemudian peneliti rekam. Seluruh percakapan yang digunakan sebagai sumber data kemudian peneliti melakukan transkripsi percakapan dalam bentuk tulisan. Sedangkan pengertian observasi

menurut pendapat Santosa (2017, pp. 59–60) merupakan teknik pengamatan pada sumber data peneliti ketika dalam proses penelitiannya, pengamatan dapat dilakukan secara langsung maupun tidak langsung. Pada proses observasi mengharuskan peneliti untuk dapat memahami, melihat, merasakan kejadian yang dialami oleh partisipan yang diamati.

Penelitian ini akan menganalisis data menggunakan metode korelasi atau metode padan dan pada analisis faktor-faktor penentu pemilihan bahasa peneliti menggunakan konsep komponen tutur dari Dell Hymes 1964 (dalam Chaer & Agustina, 2010, pp. 62–64) sebagai dasar analisis. Metode padan ini digunakan peneliti untuk menganalisis pemilihan bahasa pada guru bahasa Inggris dalam interaksi sosialnya di SMK Negeri 1 Pringapus.

Langkah-langkah yang peneliti lakukan dalam analisis data penelitian ini dimulai dari mengumpulkan data-data dari sumber data dan melakukan transkripsi percakapan dalam bentuk teks percakapan, setelah itu dilanjutkan dengan reduksi data. Pada proses reduksi data peneliti melakukan identifikasi keragaman pilihan kode yang dilakukan guru bahasa Inggris (dari hasil transkripsi percakapan yang dilakukan guru bahasa Inggris dengan lawan tuturnya pada interaksi sosialnya di SMK Negeri 1 Pringapus) dengan tujuan untuk mendapatkan data-data yang termasuk dalam kategori penelitian yaitu pilihan bahasa tunggal bahasa, alih kode, atau campur kode. Langkah selanjutnya adalah analisis data.

Peneliti dalam memeriksa keabsahan data sebagai uji reliabilitas pada penelitian ini menggunakan *expert judgement* atau penilaian ahli sesuai dengan bidangnya, peneliti melibatkan ahli yang memahami bidang bahasa linguistik. Penilai ahli untuk tahap validasi data, peneliti melibatkan dua dosen pembimbing yaitu Prof. Djatmika, M.A dan Dr. Henry Yustanto, M. A.

Hasil dan Pembahasan

Kode tutur atau bahasa yang dipilih guru bahasa Asing dalam tuturannya memiliki keunikan masing-masing untuk setiap individunya, pilihan bahasa oleh guru bahasa Inggris di SMK Negeri 1 Pringapus mempresentasikan adanya masyarakat yang dwibahasa bahkan multibahasa. Pilihan bahasa yang digunakan guru bahasa Inggris di SMK Negeri 1 Pringapus diketahui menggunakan bahasa Indonesia, bahasa Jawa, dan juga bahasa Inggris, selain itu terkadang juga menggunakan bahasa Asing lain selain bahasa Inggris yaitu bahasa Arab. Bahasa-bahasa yang muncul di gunakan guru bahasa Inggris SMK N 1 Pringapus dalam pilihan bahasanya sesuai dengan hipotesis awal yang ditemukan bahwa guru bahasa Inggris SMK N 1 Pringapus ini berada dalam masyarakat tutur bahasa Jawa sehingga pilihan bahasa daerah yang digunakan adalah bahasa Jawa. Bahasa Indonesia digunakan sebagai bahasa pengantar karena masih berada dalam lingkungan pekerjaan, sedangkan untuk Asing yang muncul ada bahasa Inggris dan bahasa Arab. Adapun wujud pilihan bahasa yang muncul dalam tuturan guru bahasa Inggris di SMK Negeri 1 Pringapus adalah tunggal bahasa bahasa Indonesia ragam santai, alih kode jenis alih kode ke dalam dan alih kode ke luar, serta campur kode ke dalam dan campur kode ke luar, berikut ini adalah penjelasan:

Tunggal Bahasa

Tunggal bahasa yang muncul dalam tuturan guru bahasa Inggris di SMK Negeri 1 Pringapus dengan mitra tuturnya lebih banyak menggunakan bahasa Indonesia ragam santai. Variasi bahasa dari segi keformalan ragam santai merupakan variasi bahasa yang digunakan dalam situasi tidak resmi dan santai. Ragam santai memiliki ciri khas seperti banyak menggunakan bentuk kosakata yang disingkat (tidak lengkap), bebas, tidak baku, dapat juga bentuk pengulangan-pengulangan kata. Biasanya penggunaan bahasa Indonesia ragam santai oleh penutur dan mitra tuturnya dikarenakan keduanya tidak terlalu memperhatikan tata bahasa dan sopan santun (tingkat tutur). Selain itu ciri khas lainnya adalah banyak

menggunakan kosakata dari unsur leksikal suatu dialek dan unsur dari bahasa daerah. Berikut akan peneliti uraikan contoh mengenai wujud pilihan bahasa berupa tunggal bahasa.

(1) Konteks: Percakapan antara guru (P1) dengan siswanya (P2) yang membahas tentang program pulsa gratis dari sekolah SMK N 1 Pringapus. Pulsa diberikan kepada siswa-siswanya untuk membantu proses pembelajaran dalam jaringan atau *online*. Percakapan terjadi dalam sebuah acara *podcast* sekolah dengan suasana santai.

P1 : “Nanti nggak tak kasih pulsa gratis.”

P2 : “Aduh bu, kita kan juga kemaren kayak belajar di rumah, dapet pulsa gratis dari guru-guru, dari...”

P1 : “Dari sekolah!”

P2 : “Oh iya dari sekolah ya bukan dari guru-guru.”

P1 : “Bukan dari guru-guru, iya, bukan dari kepala sekolah juga.”

P2 : “Buat belajar.”

Peristiwa tutur (1) terjadi di luar jam pelajaran, situasi santai. Partisipan dalam percakapan di atas ada P1 (guru bahasa Inggris yang juga menjabat kepala sekolah) dan P2 (siswa SMK Negeri 1 Pringapus yang menjabat ketua osis) P1 menginformasikan dan menegaskan adanya program pulsa gratis dari sekolah untuk belajar, P1 dengan P2 terlihat mengobrol santai, diantara keduanya terlihat tidak ada rasa canggung dan terasa akrab.

Penggalan tuturan di atas merupakan wujud tunggal bahasa, P1 memakai bahasa Indonesia ragam santai dan begitu juga mitra tuturnya. Bahasa Indonesia ragam santai yang digunakan P1 teridentifikasi melalui bentuk kosakata-kosakata yang dipilih dalam tuturannya “Nanti nggak tak kasih pulsa gratis loh”, diketahui terdapat kata ‘*nggak*’, dan ‘*tak*’ dalam penggalan tuturan tersebut yang merupakan bentuk ragam santai dari kata ragam formal ‘*tidak*’. Selain itu ada kata ‘*kasih*’ dalam tuturan tersebut memiliki arti dalam bahasa baku yaitu ‘*perasaan sayang*’, pada tuturan (1) kata ‘*kasih*’ sering digunakan dalam ragam santai yang memiliki arti ‘*memberi*’ atau ‘*beri*’. Kosakata-kosakata yang teridentifikasi sebagai bahasa Indonesia ragam santai di atas memiliki ciri-ciri dari ragam santai karena kosakata disingkat dan tidak lengkap.

Kemungkinan keduanya memilih untuk menggunakan bahasa Indonesia ragam santai dikarenakan P1 dan P2 menyadari bahwa mereka sedang dalam sebuah acara yang akan ditonton banyak orang, keduanya terlihat ingin mengemas *podcast* dengan ringan dan santai. Akan tetapi peneliti juga melihat keduanya tetap memperhatikan tingkat kesopanan untuk saling menghargai lawan bicaranya, penutur P2 terlihat tetap memanggil ‘*bu*’ kepada mitra tuturnya untuk menghormati lawan bicara yang merupakan gurunya. Melihat kemungkinan alasan mereka yang ingin mempertahankan situasi santai dan nyaman sebagai obrolan bersama, menghindari ketegangan suasana, pemilihan bahasa Indonesia ragam santai cukup tepat dipilih dalam tuturan di atas.

Alih Kode

Alih kode muncul dalam tuturan guru bahasa Inggris di SMK Negeri 1 Pringapus, hal ini karena penutur melakukan peralihan bahasa yang satu ke bahasa lainnya. Pilihan bahasa berupa alih kode yang muncul dalam tuturan guru bahasa Inggris di SMK Negeri 1 Pringapus berupa jenis alih kode ke dalam dan jenis alih kode ke luar, berikut ini penjabarannya:

(2) Konteks: Percakapan yang terjadi antar rekan kerja yaitu (P1) selaku moderator acara diskusi untuk persiapan acara yang akan dilaksanakan beberapa hari kedepan dengan guru bahasa Inggris (P2). Keduanya terlihat sedang mengakhiri dan akan menutup acara diskusi.

- P1 : “Udah. Ada yang ingin disampaikan lagi teman-teman? Cukup teman-teman? Sampun?”
- All : “Nggih. Sudah bu Koor.”
- P1 : “Nggih.”
- P2 : “Bu koor **kon baleke kabeh aku** moderatornya. Ngeri sekarang bu koordinator, tutup kan, gitu aja, seperti kalau saya moderatornya. Oke terima kasih banyak bu Santi dan teman-teman. Tetap semangat, kuncinya adalah komunikasi, **everything will be fine, don't be worry** jadi kalau ada apa-apa silakan berkomunikasi nanti kita cari solusi yang paling baik. Kita masih punya waktu sampai hari senin jadi mohon dipersiapkan yang sebaik-baiknya. Jadi ketika nanti menghadapi meskipun teman-teman kita sendiri senjatanya sudah lengkap. Segitu terima kasih banyak **wassalamualaikum warrahmatullahi wabarakatuh**. Selamat hari jumaat yang jumaat selamat jumaatan.”

Peristiwa tutur (2) terjadi di luar jam pelajaran, melalui aplikasi *zoom*, situasi santai. Partisipan dalam percakapan tersebut ada P1 yang merupakan guru tetapi usia lebih muda dari P2. P1 sedang menjadi moderator diskusi dan P2 merupakan guru bahasa Inggris SMK Negeri 1 Pringapus yang menjabat sebagai wakil kepala sekolah. P1 menanyakan kepada peserta diskusi apabila masih ada pertanyaan, kemudian acara di tutup keduanya karena diskusi sudah berakhir.

Penggalan tuturan (2) terlihat P2 yang merupakan guru bahasa Inggris terlihat melakukan alih kode yaitu jenis alih kode ke dalam pada kalimat “Bu koor kon baleke kabeh aku moderatornya.”. P2 melakukan alih kode dari kalimat bahasa Jawa ‘*kon baleke kabeh aku*’ beralih ke kalimat berbahasa Indonesia ragam santai. Tuturan ini merupakan alih kode jenis alih kode ke dalam, karena terjadi peralihan bahasa yang keduanya masih kategori bahasa daerah di dalam bahasa Nasional bahasa Indonesia.

Selain melakukan alih kode jenis alih kode ke dalam, P2 juga melakukan alih kode jenis alih kode ke luar, terlihat pada kalimat “Tetap semangat, kuncinya adalah komunikasi, everything will be fine, don't be worry jadi kalau ada apa-apa silakan berkomunikasi nanti kita cari solusi yang paling baik.”. Dari tuturan tersebut terjadi peralihan kode dari bahasa Indonesia ke bahasa Inggris ‘*everything will be fine, don't be worry*’, kemudian beralih kode lagi ke bahasa Indonesia ‘*jadi kalau ada apa-apa silakan berkomunikasi nanti kita cari solusi yang paling baik*’. Tuturan ini merupakan alih kode jenis alih kode ke luar karena terjadi peralihan dari bahasa Indonesia ke bahasa Asing yang keduanya tidak dalam satu rumpun bahasa. Selanjutnya pada kalimat “Segitu terima kasih banyak wassalamualaikum warrahmatullahi wabarakatuh. Selamat hari jumaat yang jumaat selamat jumaatan.”, terjadi peralihan kode dari bahasa Indonesia ke bahasa Arab ‘*wassalamualaikum warrahmatullahi wabarakatuh*’ yang kemudian beralih kode lagi ke bahasa Indonesia. Tuturan ini merupakan alih kode jenis alih kode ke luar, hal itu terjadi karena peralihan bahasa Indonesia ke bahasa Asing yang keduanya tidak dalam satu rumpun bahasa.

Biasanya ketika penutur melakukan pilihan bahasa ke bahasa daerah bertujuan untuk menciptakan kedekatan dan keakraban dengan mitra tuturnya. Sedangkan untuk pilihan bahasa Arab ketika penutur memilih menggunakannya biasanya untuk kesan lebih religius, hal ini karena mayoritas penduduk Indonesia muslim. Kalimat salam berbahasa Arab juga secara otomatis digunakan untuk memulai sebuah acara dan mengakhiri acara, misal kalimat salam ‘*wassalamualaikum warrahmatullahi wabarakatuh*’ seperti yang penutur gunakan di atas. Untuk peralihan ke bahasa Inggris biasanya untuk tujuan memperlihatkan kemampuan bahasa Asing penutur, penutur menggunakan bahasa Asing biasanya akan lebih bergengsi dan berpendidikan tinggi.

Campur Kode

Campur kode ditemukan peneliti dalam tuturan guru bahasa Inggris di SMK Negeri 1 Pringapus. Pilihan bahasa berupa campur kode yang muncul dalam tuturan guru bahasa Inggris di SMK Negeri 1 Pringapus berupa jenis campur kode ke dalam dan jenis campur kode ke luar. Berikut penjabaran dari tuturan guru bahasa Inggris di SMK Negeri 1 Pringapus yang mengandung campur kode:

(3) Konteks: Percakapan antara guru bahasa Inggris SMK N 1 Pringapus (P1) dengan siswanya (P2) yang akhirnya dapat bertemu untuk mengobrol dalam acara *podcast* sekolah.

P1 : “Ya, **thank you** ya untuk **the first time** edisi Sniper **Podcast** ini, semoga menjadi gebrakan yang bagus buat kalian semua. **Thank you** banget yang sudah nungguin bu Fa agak lama, karena adanya beberapa kegiatan yang tidak bisa bu Fa tinggalkan. **Sorry** ya.”

P2 :” Iya bu, nggak papa. Dari kemarin juga di tungguin, wah bu Fa kok sibuk terus nih gimana, lagi ngapain ya.”

P1 : “Hahaha”

P2 : “Tadi juga hampir telat kan bu, katanya jam dua kok nggak sampe-sampe.”

Peristiwa tutur (3) terjadi di luar jam pelajaran, di dalam ruangan, situasi santai. Partisipan dalam percakapan tersebut ada P1 (guru bahasa Inggris SMK N 1 Pringapus) dan P2 (siswa). P1 mengucapkan ujaran terima kasih dan harapan baik untuk keberlangsungan program *podcast* sekolah. Selain itu juga mengatakan ucapan minta maaf karena menunggu kehadirannya yang terlalu lama. P2 merespon P1 dengan santai dan sedikit dengan nada menggoda, akan tetapi tetap ada sopan santun, dibuktikan P1 menggunakan kata ‘*bu*’ untuk menyebutkan P1.

Penggalan tuturan (3) terlihat P1 melakukan campur kode pada tuturan “Ya, thank you ya untuk the first time edisi Sniper Podcast ini, semoga menjadi gebrakan yang bagus buat kalian semua. Thank you banget yang sudah nungguin bu Fa agak lama, karena adanya beberapa kegiatan yang tidak bisa bu Fa tinggalkan. Sorry ya.”. Jenis campur kode yang terjadi merupakan campur kode ke luar. Hal tersebut dikarenakan adanya serpihan kosakata dari bahasa Inggris berwujud kata: *thank you* (kata seru), *podcast* (kata benda), *sorry* (kata sifat), *the first time* (kata keterangan) dalam kode utama bahasa Indonesia ragam akrab. Kata *thank you* dalam bahasa Indonesia memiliki arti ‘*terima kasih*’, *podcast* memiliki arti Indonesia yaitu ‘*episode program yang tersedia di Internet yang biasanya merupakan rekaman asli audio atau video, rekaman siaran televisi atau program radio, kuliah, pertunjukan, dsb*’. Selanjutnya kata *sorry* memiliki arti Indonesia ‘*maaf*’, dan kata *the first time* memiliki arti Indonesia ‘*Pertama kali*’.

Nampaknya P1 yang merupakan dwibahasawan yang juga guru bahasa Inggris mempunyai kebiasaan untuk menggunakan penggalan-penggalan kosakata dari bahasa yang dikuasainya. Pada data di atas penutur P1 terlihat melakukan campur kode menggunakan serpihan-serpihan berbahasa Inggris dalam kode utama bahasa Indonesia, hal ini terlihat dari banyaknya kosakata bahasa Inggris muncul dalam tuturan (3). Penutur yang melakukan pilihan bahasa tanpa disadari melakukan pilihan bahasa menggunakan bahasa-bahasa yang dikuasainya, dalam hal ini karena P1 merupakan guru bahasa Inggris sudah menjadi kebiasaannya juga menggunakan dan mencampur dengan kosakata-kosakata dari bahasa Inggris.

(4) Konteks: Percakapan antara Siswa SMK N 1 Pringapus (P1) dengan gurunya (P2) yang membahas tentang kegiatan Masa Pengenalan Lingkungan Sekolah di era normal baru.

P1 : “Terus kan kemaren habis PPDB nih, besok kan pasti akan ada MPLS dari tahun kemarin kan masih normal nggak ada korona, bagaimana MPLS berikutnya ya bu, tahun ini?”
 P2 : **Oke**, untuk MPLS tahun ini karena **this is the new normal** kita juga punya **new rule**, kita punya aturan baru dalam rangka pandemi ini. Jadi nanti MPLS nya kita menggunakan **blended** MPLS. Jadi, lebih banyak kegiatan **onlinenya**. Misalnya untuk kegiatan MPLS hari pertama, hari kedua dan ketiga kita akan memanfaatkan youtube channel **punyae** sekolah kita. Kita kan punya **youtube channel** itu SMK Negeri Satu Pringapus, iya **to**.

Peristiwa tutur (4) terjadi di luar jam pelajaran, di dalam ruangan, situasi santai. Partisipan dalam percakapan tersebut ada P1 (siswa SMK N 1 Pringapus) dan P2 (guru bahasa Inggris SMK N 1 Pringapus). P2 merespon pertanyaan P1 terkait topik MPLS di masa normal baru, P1 menjelaskan kegiatan MPLS yang akan dilakukan dengan serius serta jelas tetapi tetap terasa santai dan akrab dengan juga menggunakan kosakata bahasa daerah. Begitupun juga P1 tetap memperhatikan sopan santun terlihat menggunakan kata ‘*bu*’ untuk menyebutkan P2.

Penggalan tuturan (4) oleh P2 “Oke, untuk MPLS tahun ini karena this is the new normal kita juga punya new rule, kita punya aturan baru dalam rangka pandemi ini. Jadi nanti MPLS nya kita menggunakan blended MPLS. Jadi, lebih banyak kegiatan onlinenya. Misalnya untuk kegiatan MPLS hari pertama, hari kedua dan ketiga kita akan memanfaatkan youtube channel punyae sekolah kita. Kita kan punya youtube channel itu SMK Negeri Satu Pringapus, iya to.” terlihat P2 melakukan campur kode pada tuturannya. Jenis campur kode yang terjadi merupakan campur kode ke dalam dan campur kode ke luar.

Campur kode ke dalam pada tuturan P2 ditandai adanya serpihan kosakata dari bahasa Jawa berwujud kata: ‘*to*’ (kata seru), dan campur kode berwujud baster dari kata ‘*punyae*’ (kata benda) dalam kode utama bahasa Indonesia. Pada tuturan di atas kata ‘*to*’ merupakan kata seru dalam bahasa Jawa yang biasanya berada di akhir kalimat, memiliki arti yang sama dengan ‘*kan*’ di bahasa Indonesia untuk mempertegas suatu pernyataan atau mengukuhkan kebenaran. Selanjutnya kata ‘*punyae*’ yang merupakan hasil dari perpaduan kata bahasa Indonesia ‘*punya*’ dengan unsur bahasa Jawa akhiran ‘*e*’, sehingga memiliki arti dalam bahasa Indonesia yaitu ‘*miliknya*’.

Tuturan (4) juga teridentifikasi terdapat campur kode jenis campur kode ke luar dengan munculnya serpihan kosakata dari bahasa Inggris dalam kode utama bahasa Indonesia. Serpihan kosakata berbahasa Inggris di atas sebagai berikut, ada campur kode berwujud kata ‘*oke*’ yang biasanya digunakan sebagai bentuk persetujuan, ‘*new rule*’ (kata benda), ‘*blended*’ (kata benda), dan ‘*youtube channel*’ (kata benda). Kemudian ada campur kode berwujud kalimat berbahasa Inggris ‘*this is the new normal*’, dan yang terakhir ada campur kode berwujud baster dari kata ‘*onlinenya*’ (kata benda). Pada kata ‘*onlinenya*’ merupakan hasil dari perpaduan kata bahasa Inggris ‘*online*’ dengan unsur bahasa Indonesia ‘*nya*’.

P2 yang merata dalam lingkungan masyarakat Jawa dan merupakan penutur bahasa Jawa (terlihat dari logat bicara P2), sehingga bahasa Jawa merupakan bahasa daerah yang P2 kuasai. Penutur P2 terlihat dalam tuturannya melakukan campur kode dengan serpihan bahasa Jawa dan serpihan bahasa Inggris dalam kode utama bahasa Indonesia. Kode utama bahasa Indonesia dipilih penutur kemungkinan karena penutur menyesuaikan situasi yang sedang terjadi dalam pembahasan topik yang serius. P2 yang merupakan dwibahasawan ketika menggunakan bahasa Inggris dan bahasa Jawa dalam tuturannya kemungkinan sudah menjadi kebiasaan, sehingga sering mencampur bahasa yang dikuasainya tersebut.

Simpulan

Berdasarkan hasil temuan pada penelitian ini, wujud pilihan bahasa guru bahasa Inggris di SMK Negeri 1 Pringapus berupa tunggal bahasa, alih kode, dan campur kode. Pilihan bahasa tunggal bahasa yang digunakan guru bahasa Inggris SMK N 1 Pringapus yaitu bahasa Indonesia ragam santai.

Pilihan bahasa bentuk alih kode yang terjadi meliputi jenis alih kode ke dalam dan alih kode ke luar. Alih kode ke dalam terjadi peralihan dari bahasa Jawa ke bahasa Indonesia ragam santai. Selanjutnya untuk alih kode ke luar terjadi peralihan bahasa dari bahasa Indonesia ke bahasa Inggris kembali lagi ke bahasa Indonesia dan peralihan dari bahasa Indonesia ke bahasa Arab kembali lagi ke bahasa Indonesia.

Bentuk pilihan bahasa campur kode yang dilakukan guru bahasa Inggris SMK N 1 Pringapus meliputi jenis campur kode ke dalam dan campur kode ke luar. Campur kode ke dalam terjadi karena adanya serpihan kosakata berwujud kata bahasa Jawa di dalam kode utama bahasa Indonesia dan berwujud baster perpaduan kata dari bahasa Indonesia dengan bahasa Jawa. Sedangkan untuk campur kode ke luar terdapat serpihan kosakata berwujud kata bahasa Inggris di dalam kode utama bahasa Indonesia dan berwujud baster perpaduan kata bahasa Inggris dengan bahasa Indonesia.

Penutur guru bahasa Inggris SMK N 1 Pringapus yang merupakan dwibahasawan menguasai bahasa Indonesia, bahasa Jawa, bahasa Inggris, dan sedikit paham bahasa Arab sehingga melakukan pilihan bahasa menyesuaikan mitra tuturnya, tujuan, situasi, maupun topik dalam tuturannya. Ketika melakukan pilihan bahasa jenis tunggal bahasa, alih kode, dan campur kode penutur terlihat banyak menggunakan bahasa Indonesia sebagai bahasa utamanya, kemudian sesekali menggunakan bahasa Inggris dan bahasa Jawa, dan muncul menggunakan bahasa Arab ketika memperlihatkan kereligiusannya.

Dari hal ini dapat disimpulkan bahwa kita sebagai penutur bahasa ketika melakukan pilihan bahasa perlu memperhatikan dan menyesuaikan lawan bicara, alasan atau tujuan, maupun topik dan situasi sehingga tercipta komunikasi yang lancar antara penutur dan mitra tuturnya. Sebagai contoh apabila kita berkomunikasi dengan penutur yang tidak dapat berbahasa Inggris tetapi kita menggunakan bahasa Inggris, maka tidak akan terjadi komunikasi yang baik antara kita dengan lawan tutur, hal ini dikarenakan tuturan berbahasa Inggris kita tidak tersampaikan dan tidak dipahami oleh lawan bicara.

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TEACHING SPEAKING BY USING PUBLIC SPEAKING TECHNIQUE (A CASE STUDY AT SMP IT DINAMIKA UMAT)

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Article History	Abstract
Submitted date: 2021-11-27 Accepted date: 2021-12-04 Published date: 2021-12-28	The spreading of COVID-19 pandemic has made the teaching learning process must be altered to be more creative ways. In teaching speaking skill, teachers must think of what teaching technique that can be effectively applied so that the students get fruitful results even though they have to study from home. That is, the objective of this study was to know how the teacher implement the teaching speaking technique by using public speaking during the pandemic COVID-19 and to find out the students' perspectives towards public speaking technique at the eight-grade of SMPIT Dinamika Umat in academic year 2019/2020. Qualitative method was employed in this study. In conducting the study, the data sources are obtained from the recording of students' speaking activity, the teachers' interview and the questionnaire to the teacher and the students. The theory of Zarefsky (2013) was used to analyze the public speaking implementation. As a result, the use of public speaking as the technique for teaching speaking at the eight-grade of SMPIT DINAMIKA UMAT is suitable for students to improve their speaking skills. Based on the techniques used by the teacher, the students give a good response. From the questionnaire, it revealed that the students were so enthusiastic in giving positive responses about the learning process and they agreed with the use of public speaking techniques as a means of learning speaking skill. But there are some students who are less responsive in using the technique because they do not have adequate facilities to record their public speaking activity during the online learning.
Keywords: online learning; public speaking; students' perspective; teaching speaking	
	Abstrak
Kata Kunci: bahasa; sastra; budaya	Pengajaran Berbicara dengan Menggunakan Strategi Berbicara (Studi Kasus di SMP IT Dinamika Umat) Tujuan dari penelitian ini adalah untuk mengetahui bagaimana guru menerapkan pengajaran keterampilan berbicara siswa dengan menggunakan teknik <i>public speaking</i> selama pandemik COVID-19 dan mengetahui perspektif siswa terhadap teknik <i>public speaking</i> di kelas VIII SMP IT DINAMIKA UMAT tahun ajaran 2019/2020. Metode kualitatif diterapkan pada studi ini. Dalam melakukan studi ini, sumber data diperoleh dari rekaman aktivitas berbicara para siswa, wawancara guru, dan angket yang diberikan kepada guru dan siswa kelas VIII SMP IT DINAMIKA UMAT. Teori Zarefsky (2013) digunakan dalam menganalisa penerapan teknik <i>public speaking</i> . Hasilnya menunjukkan bahwa penggunaan teknik berbicara di depan umum sebagai teknik pembelajaran bahasa Inggris yang cocok untuk siswa untuk meningkatkan keterampilan berbicara mereka. Hasil angket menunjukkan bahwa siswa sangat antusias dan memberikan respon yang positif proses pembelajaran dan para siswa setuju bahwa dengan penggunaan teknik <i>public speaking</i> sebagai sarana pembelajaran keterampilan berbicara. Akan tetapi beberapa siswa menunjukkan kurangnya respon karena mereka tidak memiliki fasilitas belajar yang memadai untuk merekam kegiatan <i>public speaking</i> selama pembelajaran daring.

Introduction

Second language acquisition has become the demand of any aspect of life in recent years, whether it is in educational, business, or social life. No wonder the rapid growth in the number of people who learn English as a second language or as a foreign language can be seen significantly. And in Indonesia, English is considered a foreign language. Moreover, it is one of the main subjects which are learned by students from elementary up to university.

According to (Harmer, 2007, p. 343) if students want to be able to speak fluently in English, they need to be able to pronounce correctly, use appropriate stress and intonation patterns and speak in connected speech, but there is more to it than that. Speakers of English language will have to be able to speak in a range of different genres and situations, and they will have to be able to use a range of conversational and conversational repair strategies.

In learning English, the students have to master not only theories of language and grammar knowledge but also language skills: listening, speaking, reading, and writing. And from those four skills, speaking proficiency is the biggest hope to be mastered. Thus, teaching speaking gets tremendous attention from many language experts and speaking activities are designed to gain communicative goals. In order to fulfill the need of learning English, the formal or non-formal institutions competitively carry out special techniques in teaching speaking.

Accordingly, the ability to communicate in a second language clearly and efficiently contributes to the success of the learner in school and success later in every phase of life (Kayi, 2006). Therefore, it is essential that language teachers pay great attention to teaching speaking rather than leading students to pure memorization, providing a rich environment where meaningful communication takes place is desired.

However, getting students to speak is not always easy and runs smoothly. Students are often reluctant to speak because of some reasons, such as the lack of knowledge about the language and the shyness to express themselves in front of other people. The learning process in the middle of COVID-19 pandemic also gives more challenges on how to keep the students have good understanding and sufficient speaking practice even though they have to study from home. Students have to use media and technology to enhance the quality of learning speaking skill in the online learning era (Utami, 2021). In such situations, for helping students acquire their ability in speaking, teachers should find the strategies and techniques to make a good speaking class atmosphere. Students, however, sometimes will find themselves in one situation where they have to speak in front of the public (Dansieh, Owusu, & Abudu, 2021). Public speaking exercises can be used well in teaching speaking. Moreover, public speaking is a continuous communication process in which messages and signals circulate back and forth between speaker and listeners (Zarefsky, 2013). There are seven elements of public speaking (Ghaz, 2019):

1. Speaker

The speech communication process starts with the speaker, the person who initiated the conversation or talk. The success of the talk will be based on the credibility, preparation, and knowledge of the speaker about the topic.

2. Message

The message refers to whatever the speaker is telling the audience about as a certain topic. Speakers should deliver it in a clear way for it to reach the listener in the same way the speaker is trying to convey.

3. Channel

The Channel refers to the thing that makes communication or conversation possible.

4. Listener

The listener is the receiver of the message on the other end of the line. In public speaking, the crowd and everyone who gets to hear your message are the listeners in the process.

5. Feedback

The feedback refers to the response of the listener or the receiver of the message based on the post. It may be verbal or non-verbal.

6. Interference

Interference is anything that affects the communication process. It may be internal or external. The former may include the relationship between the speaker and the listener while the latter may include what's going on around.

7. Situation

In the communication process, the situation refers to the time and place where the conversation happened. It is the physical setting of the event.

Hence, Khayatun (2018) conducted a study MAN 2 Kudus in which the teacher used public speaking techniques and asked the students to make an introduction, describe people or objects, share a novel review, and deliver a speech. Moreover, Radhiyah (2017) conducted her observation on public speaking skill at UIN Ar-Raniry to find out the students' perception on how the students feel and how they cope with difficulties in English Public Speaking (EPS) class. Azizah (2019) focused her study on observing public speaking through presentation techniques for the students of Universitas Muhammadiyah Surakarta. Meanwhile, this study observed the implementation in teaching speaking by using public speaking technique that is recorded in a short duration video to enhance students' speaking skills in eighth grade of SMP IT DINAMIKA UMAT. This study also finds out the perceptions from the teacher and students stand points toward the implementation of public speaking technique.

Concerning the above phenomena, two research questions are formulated. The first is how the teacher implements public speaking techniques in the eighth grade of SMP IT Dinamika Umat. And the second is what the students' perspectives towards public speaking techniques used by the teacher at eighth grade of SMP IT Dinamika Umat. Then, the results of this study are to find out the teacher's implementation when teaching speaking by using public speaking technique at eighth grade of SMP IT Dinamika Umat and to identify the students' perspectives towards public speaking technique used by the teacher at eighth grade of SMP IT Dinamika Umat. Through this study, other researchers who are interested in conducting an observation on language learning can have some insights about public speaking technique. And to the readers, this study can be fruitful to give reference on how to apply public speaking techniques to enhance their speaking skill.

Methodology

The approach of the study used qualitative research. In which Creswell (2007, p.51) states that researchers collect data in natural settings with a sensitivity to the people under study, and they analyze their data inductively to establish patterns or themes. The final report provides for the voices of participants, a reflexivity of the researchers, a complex description and interpretation of the problem, and a study that adds to the literature or provides a call for action. Public speaking technique was chosen as the subject of the study. Meanwhile, the data sources were taken from 28 students' public speaking video recording of the eighth grade at SMP IT Dinamika Umat, the students' and teacher's questionnaires, and the teachers' interview as the case study. Case study research is a qualitative approach in which the investigator explores a bounded system (a case) or multiple bounded systems (cases) over time, through detailed, in-depth data collection involving multiple sources of information (e.g., observations, interviews, audiovisual material, and documents and reports), and reports a case description and case-based themes (Creswell, 2007, p. 73).

Conducting a survey, interviewing the teacher, and giving questionnaires to the teacher and the students were the procedures of the data collection. The instruments used to collect the data were the interview via WhatsApp call and questionnaires in Google form. The data that have been collected were analyzed by describing in detail about the instruction that the teacher gave to the students to share how the teacher implemented the public technique, classifying the

questionnaires result in a form of tables to share the students' perspective towards public speaking technique.

Finding and Discussion

Due to the spreading of covid-19, the teacher used public speaking as a technique to teach speaking skills for students at eighth grade of SMP IT Dinamika Umat. In which, the teacher states in the interview:

“I think public speaking is the courage and confidence of someone in conveying information. This is one of the techniques I use to make the students more active in English speaking. Indeed, speaking in front of many people is not easy because it requires courage and strong self-confidence. Therefore, I took the initiative to use this technique as the way for me to improve the students' speaking ability”.

“Public speaking as a powerful form of communication that includes a speaker who has a reason for speaking, an audience that gives the speaker attention, and a message that is mean to accomplish a specific purpose” (O'Hair, D & Wiemann, M, 2012)

From the elaboration above, it can be assumed that it is beneficial to teach speaking by using public speaking techniques because with public speaking the students will understand more on how they feel about their performance. It is suitable for students to prove their confidence in speaking English.

The teacher implemented the public speaking technique by doing three activities. The activities are opening, preparation, and practice. The opening was given through a WhatsApp group. The teacher greeted the students and asked about the students' condition. Then the teacher explained about the topic they would have in speaking activity using public speaking technique. The topic given was talking about the activities during staying at home due to the spreading of COVID-19 virus. The speaking activity must be recorded and submitted on the next day through Google Classroom platform.

In the preparation activities, the teacher gave some instructions as the following:

1. Introduce yourself
2. Explain some activities that can be done while staying at home to avoid feeling bored.
3. Make the interesting and creative video as possible
4. show your confidence through this video
5. Make a one-minute-talk video
6. Send the videos through Google classroom with the code: fw7dom6.

In the practice activity, the students send their public speaking video to the Google classroom platform and the teacher gave his comment about the students' speaking activities in Google classroom.

Moreover, as part of the observation fulfillment, the writer gave questionnaires to the students to get the responses in speaking activities with public speaking technique. The questionnaires were given by using Google form to 28 students. Part A of the questionnaires is answering Yes/No questions. The following is the result of questionnaires part A:

Table 1. Questionnaires Result for Yes/No questions

Comments	Yes	No
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Do you like speaking skills?	26 students	2 students
Do you like the technique of public speaking that is used by the teacher to learn speaking skills?	26 students	2 students
Do public speaking techniques improve your speaking skills?	28 students	
Has your teacher given a clear explanation before applying the technique?	28 students	
Do you have difficulty in using public speaking techniques?	20 students	8 students

The result of yes/no questions reveal that 26 out of 28 students like public speaking technique. All of the students considered that the teacher has given a clear and they feel the improvement with their speaking skill. However, 8 out of 28 students found difficulties in using public speaking techniques. It can be assumed that the students felt that the public speaking technique is interesting and useful to improve their speaking skill.

Meanwhile, the kind of questionnaire part B is defined as two questions. The question number one is answered by Yes/No and the reasons from the students' response related to their speaking class by using public speaking technique. Meanwhile, question number two is answered by giving the student's opinion about speaking activities with public speaking techniques. The results are as follow:

Table 2. Questionnaire Results for Students Yes/No and the reasons

Question	Yes	No	Reasons
Do you like public speaking? Give your reasons!	19 students	9 students	a. It Is good b. Students like it c. Can improve students' confidence d. It enriches students' vocabulary e. It can improve students' speaking ability f. It made students' brave to speak g. It is difficulties

Table 3. Students' Opinions about Speaking Activities with Public Speaking

Question	Answer	Respondents
What do you think about speaking class with public speaking techniques in your class?	● It is wonderful	1 Student
	● It gives knowledge	1 Student
	● It makes speaking skill better	1 Student

	<ul style="list-style-type: none"> ● It enriches vocabulary ● It is difficult ● It gives more confidence ● Public speaking is a good technique 	3 Students 4 Students 7 Students 11 Students
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After giving the questionnaire to the students, the writer also gave the questionnaire to the teacher to find out about teaching speaking by using a public speaking technique from the teacher's point of view. The response from the teacher's standpoint can be seen on the appendix and also in the table below.

Table 4. The Questionnaires Result from the Teacher's Standpoint

Question for the Teacher	Yes	No
Did you give a comprehensive explanation to the students before speaking class?	√	
Do you think speaking activities with public speaking technique is fun for the students?	√	
Can the students communicate fluently and accurately with public speaking techniques?	√	
Did the students have difficulties in learning speaking with public speaking techniques?	√	

As one of the stages in learning on the problem of this pandemic situation, the students' speaking activity still needs to be tested to improve their speaking ability. Then, the teacher gave comments and scores to the students' speaking activities during the quarantine. The data of the observation was taken from the videos uploaded in the YouTube channel and the teacher's data due to the conditions that do not allow for face-to-face with the students.

Based on the data above it can be pointed out that about some points:

a. The material

Realizing the need to provide suitable material to get the best results in a pandemic situation, the teacher chose the topics that were interesting and suitable to improve their speaking skill. During the activities, the teacher provided the students with public speaking techniques to show their confidence and how to express their skills.

b. Students performance

In practicing public speaking, the students must catch the simulation and show their speaking confidence. Thus, the students can operate with their vocabulary and grammar function accurately and fluently. The meeting between the teacher and the students used Google classroom platform because there was no meeting in the class. And the students were asked to make a video with the topic given. So, the teacher used public speaking as the technique. Public speaking aimed to provide the students with bravery in speaking in a foreign language. And the expression has enabled the students to respond to each other related to the topic. Some students who have the ability and creativity in developing their speaking skills could make a good video with longer duration. On the contrary, some of the students only have a short video duration. Though, most of them performed in front of the camera confidently and without hesitation. However, the students were still confused about how to produce good pronunciation and made a few grammar mistakes. Generally, some grammar and structure errors appeared during the students' performance. Nevertheless, some of them could carry out the performance directly.

c. Students' mistakes in speaking activities

Making mistakes during learning speaking activities cannot be avoided by students. Some grammar and pronunciation appear when they speak the English language. And, the teacher gives motivation to the students.

d. Teacher's feedback during speaking activities

Providing Feedback is part of speaking activities. And, regarding this matter, the teacher gives compliments to the students when they are good in speaking with correct grammar. Moreover, the teacher also corrected the students' mistakes from the aspect of what they are doing correctly or incorrectly in grammar, pronunciation and body language. And told the students with the correct sentence related to their videos.

And then, based on the results of the questionnaires, it can be analyzed that most of the students have good responses to the public speaking technique in the videos they made at home with the same topic. The reason was mostly because public speaking was fun learning and the teacher had given a clear explanation before applying the technique. Furthermore, since they have made the public speaking scripts as their speaking preparation, they have known what they had to say so it is easy for them to perform the public speaking well. Besides, the students also felt the progression with their speaking by using public speaking techniques. On the other hand, a small percentage of students faced problems related to the difficulties in remembering what they had memorized. Also, one of them feels down and insecure when he forgets.

Conclusion

Based on the condition of the pandemic situation, the teacher must have creative ideas to keep the students enthusiastic in the learning process by using online learning from home. Therefore, there are three points that can be summed up. Firstly, the results of applying public speaking techniques to teach speaking skill to eighth grade students of SMP IT Dinamika Umat is suitable and beneficial to improve students' speaking skill. Secondly, the questionnaire results revealed that the students gave positive responses toward public speaking technique because it can build their confidence when speaking in English and the teacher's clear explanation helps them to understand this speaking technique. Though, the students' difficulties also appeared during speaking activities during online learning. The students who felt unwilling with their speaking on the videos become bored and lazy to show their speaking ability. Others who live in the dormitory felt that English subjects became uninteresting. They do not have the facility to make the video recording since they are not allowed to use hand phones in the dormitory. Therefore, this study contributes to describe how teaching technique through public speaking can be a good option for the teacher during pandemic Covid-19. By using and sending video recordings to the teacher for their public speaking activity, students can keep on practicing their speaking skill from home.

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INVESTIGATING PROBLEMS IN ONLINE EFL TEACHING AT INDONESIAN ISLAMIC HIGHER EDUCATION

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Abstract

The rapid development of technology demands awareness from educators from any level of education to adjust their teaching practice including in the EFL classroom learning. Meanwhile, pandemic COVID 19 has dramatically changed all aspects of human life. Freedom of meeting one another is restricted by health protocol. In the context of teaching and learning activity, regular face to face meetings then turn into the virtual one. It means the existence of online learning both synchronous and asynchronous becomes inevitable. Of course, the implementation of online learning potentially leads to several problems. UPB UINSI Samarinda has a duty to organize EFL teaching activities and problems of online teaching are also inevitable. Therefore this study aimed to investigate problems in implementing EFL online teaching. The problems being investigated were taken from both lecturer and students perspective. This study was conducted at State Islamic University (UIN) Sultan Aji Muhammad Idris of Samarinda. One English lecturer and 35 students who took the EFL Course were selected to be the subject of this research. Design of this research is a case study using a qualitative approach. Data was collected by using an observation sheet and interview guide. This study reveals problems in online EFL teaching were mastery of applying the platform, learning interaction, and online supporting system. Online teaching differs from traditional face to face meetings and of course finding this study can be significantly used as the improvement in the future.

Kata Kunci:

Investigasi masalah;
pengajaran EFL online;
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Indonesia

Abstrak

Investigasi Permasalahan dalam Pengajaran EFL Daring di Perguruan Tinggi Islam Indonesia

Pesatnya perkembangan teknologi menuntut kesadaran dari para pendidik dari berbagai jenjang pendidikan untuk menyesuaikan praktek pengajarnya termasuk dalam pembelajaran di kelas EFL. Sementara itu, pandemi COVID 19 telah secara dramatis mengubah semua aspek kehidupan manusia. Kebebasan bertemu satu sama lain dibatasi oleh protokol kesehatan. Dalam konteks kegiatan belajar mengajar, pertemuan tatap muka biasa kemudian berubah menjadi pertemuan virtual. Artinya keberadaan pembelajaran *online* baik *synchronous* maupun *asynchronous* menjadi tak terelakkan. Pelaksanaan pembelajaran online tentunya berpotensi menimbulkan beberapa permasalahan. UPB UINSI Samarinda memiliki tugas untuk menyelenggarakan kegiatan pengajaran EFL dan masalah pengajaran *online* juga tidak bisa dihindari. Oleh karena itu penelitian ini bertujuan untuk menyelidiki masalah dalam menerapkan pengajaran *online* EFL. Masalah yang diteliti diambil dari perspektif dosen dan mahasiswa. Penelitian ini dilakukan di Universitas Islam Negeri (UIN) Sultan Aji Muhammad Idris Samarinda. Satu orang dosen Bahasa Inggris dan 35 mahasiswa yang mengambil EFL Course dipilih untuk menjadi subjek penelitian ini. Desain penelitian ini adalah studi kasus dengan menggunakan pendekatan kualitatif. Pengumpulan data dilakukan dengan menggunakan lembar observasi dan pedoman wawancara. Penelitian ini mengungkapkan permasalahan dalam pengajaran EFL online adalah penguasaan penerapan platform, interaksi pembelajaran, dan

sistem pendukung online. Pengajaran online berbeda dari pertemuan tatap muka tradisional dan tentu saja temuan penelitian ini dapat digunakan secara signifikan sebagai perbaikan di masa depan.

Introduction

The current development of science and technology in the era of industrial revolution 4.0 has great impacts on human life. Many vocations have changed as a result of Industry 4.0. People are required to learn new, everyday duties, but they are also required to use high-tech devices, which are quickly becoming the most significant aspect in their professional lives (Tay et al., 2018). The rapid growth in demand for technology (mostly information and communication technologies) by industrial firms may fuel Industry 4.0's future and have positive spillover effects in several domains (Rabeh Morrar, Husam Arman, 2017).

One of the impacts of the industrial revolution is also dealing with the field of education in general and teaching English in particular. In Indonesia, the use of information and communication technology (ICT) has reached an all-time high. According to Internet World Stats (2018), the growth rate of internet users in Indonesia from 2000 to 2017 showed a very high increase, reaching 143.26 million users, up from only 2 million users in 2000. This growth rate corresponds to a 7.1 percent increase in internet users over the last 17 years. Although Indonesia's internet penetration has reached 63.7 percent, the country's population is estimated to be approximately 266,794,980 people in 2017. This quick increase demonstrates that the Internet is a universal medium for Indonesians seeking knowledge. These findings compel educators to investigate instructional teaching strategies that use information and communication technology right away. The data does not imply that the lecturer's function in front of the classroom, books, and whiteboards should be eliminated, but rather that a mixture, or hybrid, of traditional and virtual means should be established and implemented in light of our current educational scenario (Basri & Paramma, 2019). The use of information technology in education has had a favorable impact on the culture of teaching English as a Foreign Language (EFL) in Indonesian secondary schools. The internet, the World Wide Web, and/or social media can assist English teachers in planning their lesson materials, improving their classroom performance, and expanding their knowledge base (Rosmaladewi, Abduh, 2019). The use of technology then led to the implementation of teaching. EFL does not focus only on traditional patterns by having face to face meetings but it can also be complemented with online or virtual interaction.

Besides its significant impact and benefits, teaching online in general and ELT in particular is believed to lead to potential problems. Throughout its brief existence, technological advancements have called into question various downsides as well as benefits (Yuce, 2019). Furthermore, Many issues arise as a result of the teachers' online EFL learning from both students and teacher perspective (Atmojo & Nugroho, 2020).

Based on theoretical perspectives and previous finding, several Problems related to online teaching include limited experience in technology, past experience, feeling unmotivated, personal cognitions, insufficient support, and technical issues (Akhter, 2021), Furthermore, The introduction of online learning as part of remote

learning during the COVID-19 epidemic poses a number of issues. Teachers confront issues such as a lack of IT knowledge and limited access to student supervision. Students' issues include a lack of interest in learning, a lack of support services, and limited access to the internet network (Efriana, 2021). Moreover, Universities, lecturers, and students were unprepared for the abrupt move to entirely online learning and teaching, but they sought to adapt and meet the new challenges by devising new ways (Coman et al., 2020). Furthermore, teaching online was connected to the issue of IT skill and adequate experience of lecturer and students to the new systems in online teaching (Shirley Bach & Smith, 2007). Another statement argued that one of the keys to developing a successful online learning environment is collaborative knowledge acquisition. Deeper thinking is facilitated through activities that demand student contact and stimulate the sharing of ideas which relate to the theory of social constructivism (Donaldson, 2004). Discussion of problems related to EFL teaching in Islamic University context was rarely found and it needs to be enriched.

Unit Pengembangan Bahasa (UPB) Universitas Islam Negeri Sultan Aji Muhammad Idris (UINSI) Samarinda is an institution which serves English courses for the first and second semester students. The implementation of current EFL online teaching in this institution is also believed to have some potential problems that might influence the process to achieve instructional objectives and they need to be academically identified. Based on the empirical point of view and research gap in the previous section, this study is intended to investigate problems in online EFL teaching at Indonesian Islamic Higher Education and in this case UPB UINSI Samarinda. Then the problem is formulated into following research question, What are problems in Online EFL Teaching at Universitas Islam Negeri Sultan Aji Muhammad Idris (UINSI) Samarinda?

Method

Objective of this research is to investigate problems in EFL online teaching which is implemented in UPB UINSI Samarinda. Then this research belongs to a case study using a qualitative approach. The selection of a research design is based on the nature of the research problem or issue being addressed, the researchers' personal experiences, and the audiences for the study (Creswell, 2013). Qualitative researchers purposefully examine and make note of small cues in order to decide how to behave, as well as to make sense of the context and build larger knowledge claims about the bigger picture. Paying close attention is the key to success (Sarah J, 2020). Much of case study research appears to be oriented toward a realist perspective, which assumes the existence of a single reality that is independent of any observer.

However, case study research also can excel in accommodating a relativist perspective (Yin, 2018). Another statement, a case study focuses on a single unit to produce an in-depth description that is rich and holistic. The underlying question is "What are the characteristics of this particular entity, phenomenon, person, or setting?" Case studies typically include multiple sources of data collected over time. (Donald, 2010).

This research was conducted in one class under UPB UINSI Samarinda. 1 EFL lecturer and 35 students in academic year 2020/2021 were selected to be subjects of this research. The instruments used in this research were an interview

guide and observation sheet. Interview guide was used to collect both lecturer and also students' responses to the questions referring to their problems. Meanwhile, an observation sheet was used to capture EFL online teaching which indicated the problems. Data of this research were analyzed using data analysis model proposed by Miles and Huberman which involves data condensation, data display, and drawing and verifying conclusion (Mathew B, Miles and A. Micahael, 2014)

Finding and Discussion

Based on data collected, this research reveals three major problems related to the implementation of EFL online teaching. Those problems are elaborated as follows,

The first finding is dealing with the mastery of applying or using a platform in online teaching. Data obtained from interviews and observation indicated lecturer and students had difficulty using some features in online teaching platforms. The platforms used in online teaching were Whatsapp, Zoom Conference, Google Classroom, and Youtube Channel. Lecturers and students claimed that they did not have any serious problem using Whatsapp since they were already familiar with the platform in their daily life. Lecturers and students also did not have any problem accessing and downloading related teaching and learning resources from various sites on the internet. Problems occurred when Google classroom and zoom conference applied in online teaching. They had difficulties to operate features of the platform at the early period of online teaching. There were problems in operating a zoom conference which started from scheduling and joining a meeting. At early use of the zoom conference app, students were not familiar with some features like how to get involved in the chat space, to use screen share when they want to share their power point slides presentation, and to activate and disabled both video and sound. As a result, the zoom meeting could not be smoothly done because it was interfered with by unexpected conditions. Similar case occurred when Google Classroom was applied in online teaching. Students had technical problems to operate the platform. They had problems joining the class, accessing material, and posting their assignment. Some of them were not aware when they failed to submit their assignments in Google Classroom since it had been locked if it was late even just a few seconds. They usually had to report personally to the lecturer to submit the assignment and communicate the problem as well. Students did not have any problem when they had to take a certain test using Google Form. Some students had problems submitting their assignments and they were required to save them in Google Drive and share the links in the class WA Group. Some students' links could not be opened because of permission settings. Technical problems of platform mastery happened only at the first or early period of online teaching. After 4 to 5 meetings, teachers and students were already familiar with the platforms and the problems gradually decreased.

The second finding refers to learning interaction. Data of this research indicated the significant difference between conventional face to face meeting and the virtual ones in online teaching. Students said they felt isolated in online teaching since they could not have direct interaction with their lecturer and classmates. In line with the previous section, the lecturer had problems recognizing and monitoring his students since few students did not activate their camera. Moreover, students could not activate mute/unmute properly and it caused two impacts. The

first one is when students wanted to present their assignment, their voices could not be heard because it was still in mute mode. On the other way around, some students were identified and forgot to mute the sound button. As a result, the room was interfered with by unexpected voices in the background and of course it made the instruction, explanation, and material could not be well delivered.

The last one is related to the supporting system. Based on data from this research, there were two problems in this section. The first one students claimed that the internet networks were not always stable. The worst condition occurred to the students who live in the area where the coverage internet signal was weak there. It was very difficult for them to join and access online teaching platforms especially when streaming activity was required as it was done in zoom conferences. It was found that some students were forced to turn off their video in zoom meetings because of an unstable network reason. Another problem was about the data package. Some students were supported by home internet providers (WIFI) but some others were not. Cellular data package was considered expensive especially if it was used to access, download, and upload large size files of learning materials and assignments. Youtube and zoom conference applications also contributed high data usage significantly. The government provided cellular data package aid for lecturer and students to support online teaching but it was not always given in each semester. When students were not supported by internet connection, they could not attend the course and they had to inform and clarify their absence to the lecturer. Based on the data found in this section, a zoom conference or meeting was usually in trouble when it was raining and it affected poor connection of the internet especially in streaming. If this situation happened, the lecturer usually switched teaching activity by using other possible platforms.

On the basis of findings of this research, it is obvious that online teaching in general and EFL in particular lead to some potential problems. It is in line with the previous related theories and research findings which had been discussed in the introduction section. It covered IT skill, adequate lecturer and learners' experience with the online teaching system, learners' enthusiasm and interest, and lack of support system as students have to access and interact with internet connection.

Referring to the finding and discussion above, it could be described that EFL online teaching has a universal problem. It means the problem being investigated in this research is approximately the same as the previous one. As a part of novelty, it is expected finding of this research could be beneficial to enrich the discussion of problems in online EFL teaching in general and Islamic higher educational institutions in particular.

Conclusion

Based on findings and discussion above, it can be concluded that there were three problems in teaching EFL. The first one is a mastery of applying or using certain online platforms. Another problem is about learning interaction which is different from conventional face to face meetings. The last problem being investigated in this research was about supporting systems. This research was conducted in a limited number of subjects. It is recommended for future research to explore more information in larger sizes of research subjects and in different educational settings to enrich the contribution to the body of knowledge in general and particularly in the context of EFL online teaching and learning. To all

educators, it is suggested to improve not only language and teaching skills but also IT skills to support and enhance the quality of online teaching in their classes. Lecturers and all educators also need to be wise to select the appropriate platform in their online teaching to make sure all students can access the platform smoothly and join the courses easily.

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