Proceedings of the 1st ICEL International Conference on Advances in Education, Humanities, and Language

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Malang, East Java, Indonesia

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Preface

We are delighted to introduce the proceedings of the first edition of the 2019 International Conference on Advances in Education, Humanities, and Language (ICEL). The aim of ICEL (International Conference on Advances in Humanities, Education and Language) is to provide a platform for researchers, professionals, academicians as well as industrial professionals from all over the world to present their research results and development activities in Education, humanities, and Language. The theme of ICEL 2019 was “Mainstreaming the Influences on Higher Order of Thinking Skills in Humanities, Education, and Language in Industrial Revolution 4.0”.

The technical program of ICEL 2019 consisted of 78 full papers, including invited papers in oral presentation sessions at the main conference tracks. Aside from the high quality technical paper presentations, the technical program also featured six keynote speeches, Hamamah, Ph.D (Univeritas Brawijaya, Indonesia), Prof. Dr. Nuraian binti Mat Daud (UIIM, Malaysia), Dr. Edith Dunn (Conservator/Cultural Specialist, USA), Prof. Yoshihiko -Sugimura (University of Mizaki, Japan), Prof. Park Yoonho (Sunchon National University, Korea) and Prof. Su Keh Bow (Soochow University, Taiwan).

Coordination with the steering chairs was essential for the success of the conference. We sincerely appreciate their constant support and guidance. It was also a great pleasure to work with such an excellent organizing committee team for their hard work in organizing and supporting the conference. In particular, the Technical Program Committee, who have completed the peer-review process of technical papers and made a high-quality technical program. We are also grateful for everyone support and all the authors who submitted their papers to the ICEL 2019 conference and workshops.

We strongly believe that ICEL conference provides a good forum for all researchers, developers and practitioners to discuss various advances that are relevant to education, humanities, and language. We also expect that the future ICEL conference will be as successful and stimulating, as indicated by the contributions presented in this volume.

Dr. Ive Emaliana, M.Pd.
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Minangkabau Oral Tradition Performer and Social Media Usage

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Abstract. Speakers of oral tradition are one of the determinants of the continuation of the tradition in the community. At present various aspects of people's lives cannot be separated from the internet and social media. Then what about the speakers of the oral tradition? Can they bring oral traditions to exist and be enjoyed by society in this era? For this reason, this paper will explain various forms of social media use by speakers related to the expertise of their oral traditions. The object of research is Minangkabau oral tradition and three speakers on social media Instagram and youtube which have indeed been active and exist on both social media. The research method used is qualitative with data collection techniques in the form of observations on social media and interviews with some speakers of oral traditions. Based on the research, the speakers use social media is not currently aimed to bring oral traditions to be enjoyed by the people who use social media. This means that the presence of the internet, multimedia, and social media technology has not become a means of strengthening and inheriting oral traditions in the Minangkabau.

Keywords: Minangkabau, Oral Tradition, Social Media, Speakers, Use, Digital Era

1 INTRODUCTION

Minangkabau ethnics administratively inhabit the area of West Sumatra Province. But Minangkabau ethnicity can also be found in various parts of the world because of the tradition of marantau (merantau) which has also been carried out for generations. Besides marantau, Minangkabau people are also famous for their proficiency in speaking. Oral tradition is one of the manifestations of the Minangkabau's proficiency in speaking.

Lots of oral traditions that developed in Minangkabau. One of them is the Pasambahan tradition. Pasambahan is a tradition of expressing respect or telling one purpose with respect to those who are glorified. This notification is compiled in poetic words, full of figurative expressions, wisdom, verses, and sounds rhythmic because of the pattern of sound equations. This tradition was carried out by Minangkabau people in various processions. In a wedding ceremony, start an event, death ceremony, batagak gala, and so on [1].

Adriyetti Amir and her friends have mapped and found at least thirty types of oral traditions spread across various regions. But some of these oral traditions are no longer displayed, such as iriak onjai in the Rao area, Pasaman. This tradition is a tradition of pantun recitations performed by a group of men when they harvest rice. This tradition is no longer performed because the activities of harvesting rice in a row have rarely been done. Amir also
added in his writing that at this time the younger generation was no longer interested in the tradition [2].

Nowadays people’s lives have entered a period referred to by Walter J. Ong [3] as a period of secondary orality. That is when people have known printing (the tradition of writing), telephone, radio, television, and various electronic technologies. Then since the middle of the last century, society also entered an era known as the digital era by facilitating all forms of human work with the help of the internet, digital technology, and social media [4]. During this time, some oral traditions were lost, not inherited, and no longer functioning in the community. One reason is that there is no longer inheritance from active speakers to the younger generation. Such as the tradition of *dendang sampelong* (narrative rhyme accompanied by rhythms of wind instruments, *sampelong*) in Lima Puluh Kota Regency, West Sumatra. from Nagari Talang Maua. In 2019 this is the Islamic age of 78 years. After Islamidar, the content of the sample is feared to be lost along with other oral traditions which have already disappeared.

In this regard, the presence of digital technology and social media can be said to be a threat to the sustainability and inheritance of oral traditions in the community. However, Min Xu [5] explained that the technological developments that are present in society today can actually improve the economy and the quality of human life. Of course with new ideas and the use of existing technology. That is, the problem will be lost and no longer inherited oral traditions can be overcome through the use of digital technology.

Based on this, this paper will explain the use of digital and multimedia technology that is developing at this time to preserve and inherit Minangkabau oral traditions. Specifically to be discussed is the use of social media (Instagram, YouTube) which is already very familiar to most people everywhere. Social media, in this case, is considered as a means of conveying ideas, ideas, and communicating between users. Therefore, speakers of oral tradition are members of the community who actually have the potential and opportunity to use social media as a means of sustainability and inheritance of oral traditions.

Several previous studies have shown the use of digital technology in oral traditions in various countries. Among these are Tshering Dorji's research [6] which explains the efforts to save and promote oral traditions from Bhutanese society through the use of digital technology. Then the study of Muhammad Zaffwan Idris and friends [7] concerning various problems and challenges in saving the culture of things that happened in several cases in various countries. Also research by Mohd Izani Zainal Abidin, Aishah Abd Razak [8] and Lopanudra Maitra [9] on the use of digital technology and multimedia as learning tools for children based on oral stories.

### 1.1 Research Method

This research is a qualitative study with social media account data sources from three active speakers of the Minangkabau oral tradition. The three active speakers were chosen based on their activeness on Instagram social media, and YouTube which is currently popular among the younger generation. In this case, the three speakers were recorded as active in the tradition of *bagurau, salawat dulang*, and *tuturan adat* (*pasambahan, pantun, pituah*).

YouTube and Instagram social media, in this case, are not just a means of communication between users. Both of these accounts have also been actively used to make money. A variety of creative content is uploaded by users with the ultimate goal of improving community welfare. This is also in line with government programs to encourage the creative industry sector. Oral tradition is one of the main objects that can be developed to produce creative
products. The creative industry is intended as a system and economic practice based on knowledge and creativity [10]. Therefore, YouTube and Instagram social media were chosen for this study.

Data collection is done through observation and interview. Observation aims to get an overview of the activities of these speakers on social media. While the interview serves to obtain additional data. Then the data will be presented descriptively.

1.2 Result and Discussion

There are various terms to refer to people presenting performances of oral traditions. Albert B. Lord [11] called it the term "guslar", Adriyetti Amir [12] called it "the performer", and Pudentia [13] called "speaker". In this case, the author uses the term "speaker" which specifically refers to people who speak oral texts in one show of oral tradition. In a more specific scope, speakers of this oral tradition have different titles according to the oral tradition genres that are displayed. For example, speakers of the pasambahan tradition are called "tukang sambah", "tukang salawat" for the tradition of salawat dulang, and "tukang dendang" for the bagurau tradition.

Speakers of this oral tradition inherit the expertise to speak through several stages. Lord [11] describes these stages in three parts. The first stage is when prospective speakers who are used to watching and like a genre of oral tradition begin to have an interest and desire to learn. At this stage young speakers actually, recognize and have memories of some texts that they often hear. The second stage is to meet and ask senior speakers directly to become teachers or reduce their skills. Senior speakers will usually give some conditions and then provide some texts to memorize. Young speakers will be trained to have sufficient mastery of the oral traditions they are learning. The final stage is when young speakers are brought in by senior speakers to appear in support or replace in several sessions. It is at this final stage that the skills of young speakers will continue to be honed so that eventually they can become independent performers.

The stages of inheritance as stated by Lord above also occur in oral traditions in Minangkabau. Such research has been conducted by the researchers themselves towards the tradition of salawat dulang [14]. Salawat dulang is one of the few oral traditions in Minangkabau that still survives. The speakers are still quite a lot, even from the younger generation. In contrast to other oral traditions, the speaker has an average age of 40 years or over 50 years. There is even an oral tradition where the speaker lives only one person and his age is over 70 years. Here it can be seen that the intergenerational inheritance process in some oral traditions still occurs, and some of it no longer exists.

Based on previous studies, speakers of senior oral traditions have been able to survive and adapt to the times and also technology. Especially radio and television. Speakers of the oral tradition in Minangkabau as explained by Suryadi [15] are partly "artists" who enter the commercial recording industry. Among them are Sawai Sutan Mudo or also known as Mak Sawir. Mak Sawir was a drummer (speaker of the saluangan dendang or bagurau oral tradition) born in 1942. Mak Sawir not only appeared directly in front of a lover's audience but also filled the Dendang program at RRI Bukittinggi every Sunday night. Mak Sawir's proficiency in creating rhymes (songs) dendang also brought Mak Sawir into the recording industry since the 1970s. According to Ediwar's record [16], more than 100 saluangan dendang tape tapes were circulating in the community. Likewise, the classic all-around VCD presented by Mak Sawir, including "Tangih Kaki Limo", "Ratok Balingka", and "Siriah Langkok".
Mak Sawir is one of the speakers of the oral tradition that is consistent with the tradition. Mak Sawir was able to improvise with the pantun he delivered according to the conditions and demands of the audience. But the tradition is still chosen by Mak Sawir while many forms have been created with pop music, dangdut, or even remix have emerged.

When Mak Sawir was consistently on the track, young speakers were sprung up. Among them, Uria Novita, who is currently a student at one of the Arts Institute, appeared as a drummer through the YouTube and Instagram applications. Uria Novita pretty much uploaded a video of her song in the application. One of them was kicked off, insinuating the following @minanglipp Instagram account admin.

Hari nan sadang da pukua limo
Iyo hari nan sadang da pukua limo
Kok banyak bana oi pitih da lip
Kok tak babini apo gunonyo
Kok tak babini apo gunonyo

This upload has more than 18,000 views. Uria Novita itself with an @urianovita Instagram account that has 48 thousand followers. While the YouTube account is followed by 3000 followers.

Speakers of other oral traditions who also use contemporary applications and keep up with the development of the internet era are Jon Cakra. Jon Cakra is a salawat artisan (speaker of the salawat dulang tradition) who also released several hilarious Minang albums. With an Instagram @jhoncakra.sabanamanggalitiak account, Jon Cakra publishes his daily activities and also art. Meanwhile, Raja Record's YouTube account was used as a means of publishing his albums, whether they were Minang Kocak songs or salawat dulang albums. Followers for this Jon Cakra Instagram account and YouTube account have also exceeded 3000.

It's different from Jon Cakra on his Instagram account with the number of posts 281. Of all the posts, the tradition of salawat dulang was not displayed and appeared by Jon Cakra besides the documentation of the show in several places. Likewise with youtube accounts that publish more albums. Likewise with the Mak Katik Instagram account which has 310 posts. These posts are general documentation of activities and activities to various places and also meet with many figures. Even so, Mak Katik has 18 posts on his pantun text.

Speaking of the two speakers mentioned above is actually talking about the younger generation who have adapted to the current technological developments. It is rather difficult to find senior speakers who are able to follow this internet era. Even so, Musra Dahrizal is one of those found suits. With a more popular vocation, Mak Katik, he is a speaker of oral traditions who has quite a lot of expertise. Katik Mak is adept at dancing, pasambahan, bagurau, also silek. His knowledge is also very broad, so he is often invited to give custom lectures or even give lectures to students at several universities. Interestingly, Mak Katik, who is currently 69 years old, is able to keep up with the development of internet technology. Mak Katik has a Facebook account and Instagram. Through the application, Mak Katik uploads pantun or rhymes. In this case, Mak Katik uses the media to introduce poetry and his skill. Especially for YouTube, until now Mak Katik does not have its own account. But the art activities and also the Mak Katik custom lectures are pretty much shared on youtube by various accounts. The uploads were also quite popular is "Mak Katik Salingka Nagari Basamo Niniaq Mamak 7 Suduik Nagari Sungai Rumbai" by Bhinneka Pro. It's seen 27,272 times within 4 months of uploading.
In the industrial era 4.0, cassettes and CDs were being abandoned. The public's attention began to be diverted to the internet. Through the internet, various forms of entertainment can be obtained by the community. Here is also a challenge that must be faced by speakers of oral tradition. Speakers of oral tradition are the determinants of bringing oral traditions among the entertainment choices that appear on the internet. One of them was carried out by Uria Novita, who made bagurau appear more contemporary. Of the 90 posts on his Instagram account, 28 is a video of the song poetry. Although brief, the bagurau tradition, in this case, appears in the form of new packaging, namely on social media. But for youtube accounts, Uria Novita only has 11 posts and no one single post that specifically displays the tradition of Bagurau.

It's different from Jon Cakra on his Instagram account with the number of posts 281. Of all the posts, the tradition of salawat dulang was not displayed and appeared by Jon Cakra besides the documentation of the show in several places. Likewise with youtube accounts that publish more albums. Likewise with the Mak Katik Instagram account which has 310 posts. These posts are general documentation of activities and activities to various places and also meet with many figures. Even so, Mak Katik has 18 posts on his pantun text.

Based on these data, oral traditions have not yet become interesting content to be displayed and created on social media by two of the three speakers. While one speaker, Uria Novita, has proven that the bagurau tradition content that he displays has been able to attract the attention of other social media users. This can be seen from the number of followers on Instagram, the number of comments that appreciate their uploads, and the advertisements they get. This means that in addition to lifting the bagurau tradition to be enjoyed in the form of new packaging, the content is also a financial source for Uria Novita. This success is also in line with Min Xu's explanation of the opportunities and challenges that must be faced by society in the era of industrial revolution 4.0.

The presence of social media basically has made many changes in various aspects of people's lives. Among them is the ease of obtaining information and communicating without being blocked by time and place [17]. The research of Siti Ezaleila Mustafa [18] was explained that the use of social media, especially in Indonesia is to watch videos, share photos, and interact between users, and display new innovations. This was also done by speakers of oral traditions in Minangkabau. But innovations related to oral traditions have not been popular.

In the era of the cassette and VCD recording industry, Suryadi [19] explained that several genres of oral tradition had adapted and adapted to these developments [20]. Therefore in the market, we can find forms of tapes and commercial VCDs of oral traditions in Minangkabau. The community accepts these changes and becomes part of its consumers. But in today's internet and multimedia era, Minangkabau oral traditions have not been highlighted to compete with other entertainment. On social media specifically, the Minangkabau oral tradition has not been considered as interesting content or profitable for creation.

2 CONCLUSIONS

The Minangkabau oral tradition has passed through the era of the recording industry and made it through it. This can be seen from the appearance of cassettes and commercial VCDs of several genres of Minangkabau oral tradition. Entering the era of industrial revolution 4.0 which was marked by the use of the internet and its supporting applications for various activities, the Minangkabau oral tradition again tried to survive. Speakers of the oral tradition have also adapted themselves through the use of social media accounts that are currently popular.
Based on the research that has been done, the social media used by speakers of the Minangkabau oral tradition is used for several things. First is as a means of self-existence. Various activations and daily activities are published on social media. Including art activities that they do. But specifically, their skill on oral traditions have not been the content uploaded and published. Only one account has shown that oral traditions can be used as interesting content, attracting more followers. It also eventually became a source of income through advertising.

Strengthening and inheritance of oral traditions can basically be done through social media which is currently popular. Likewise, the utilization of other digital technology developments is ongoing. It has been proven in several countries through several studies on the use of digital technology for the sustainability of the tradition. On the contrary, both in Indonesia and Minangkabau in particular, the development of digital technology has not been fully utilized. As a result, the current development is still considered as one of the factors that cause the loss of oral traditions from the community.

REFERENCES


Relationship Between Strategies and Maxims Combination Pattern With Malay Politeness in Radio Talk Show

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Abstract. This study was conducted in order to explore and identify the use of Strategies and Maxims Combination Pattern (SMCP) by participant of talk show titled “Celik Mata, Reset Minda Orang Yang Tenang” aired by IKIMfm radio and its relation with The Features of Malay Politeness (FMP). The analysis focuses on the host (P), invited guest (TU) and callers (PG) and facebook respondent (FBR) dialogues in the content structure of talk show. Some methods are applied such as text analysis, transcription, encoding and others. The study evolved around two different theories; Brown and Levinson’s Politeness Theory (1987) and Grice’s Maxims (1975) that produce a SMCP while FMP is a result of merging and modification process of Asmah (2000), Awang (2007) and Tenas (2011) model. The four patterns of combined strategies that contain P1, P2 and P3 as the core patterns and optional patterns have been formed, namely Pattern A, Pattern B, Pattern C and Pattern D. P1 represents the Off Record sans match which was seen as optional, whereas P2 (a Politeness strategy, both positive and negative) was observed to be used as a core pattern. P3 (Off Record strategy) is used as an option in phrases that involved a certain combination that can be deemed as a core pattern. The findings show that all the participants have applied Pattern A second variation to achieve conflict-free situations. It’s also shows a significant relation with the variation of features in FMP, namely RPSS+TF+RI and incomplete FMP - involving two FMPs and one FMP.

Keywords: Malay Politeness Theory, Strategies, Radio Talk Show, Non-Conflicting Situations, Discussion in Context.

INTRODUCTION

Radio talk show programs have significantly developed in recent years. It simply can be heard through the newly emerging programs in any radio stations nowadays. One of them is phone-in motivational talk show (Celik Mata Reset Minda - Orang Yang Tenang) aired by IKIMfm, every Wednesday at 10.00 to 11.00 AM. IKIMfm is the one and only Islamic radio station in Malaysia. This show represents a form of integrated motivational talk and Islamic concepts by a prominent invited Guest speaker, Prof. Muhaya Mohamad; a well-known eye and lasic specialist in Malaysia. In this program, the listeners are invited by the host to raise their concerns (ask for advice) by contacting the radio station and speak to guest speaker or via IKIMfm social facebook page. For callers, questions are discussed by invited guest (giving advice) immediately after they have finished asking the question and when
conversation ended. While queries from the FB respondents, the discussion was only done after the host finished reading their questions to the guest.

This talk show was selected due to the fact that IKIMfm is the only radio station that is 90% interactive. The producer of this programme was very much in tune with a diplomatic interactive approach that is mindful of not being too insensitive or overbearing. This programme is also very much oriented to the concept of edutainment where education and entertainment are integrated. Its objective is to educate the listeners with information that are spiritually beneficial and Islamically inclined. In relation to this objective, the language use has to be polite which is seen imperative for the host of this talk show to observe and be very mindful of. According to [7] cited from Heritage and Drew (1192); Have Ten (1993, 1999), interactions, that occurred in a radio talk show where it is very much inclined towards taking call ins, do have a very significant differences with regards to the complexity of its nature compared to the normal conventional conversations. In this case, some acts done by the host can possibly do the Face Threatening Act (FTA) which is an act that inherently threaten the face of the hearer or the speaker by acting in opposition to the wants and desires of the other, furthermore it may be offensive to the guest’s positive face [5], p.60. Hence, based on this theory, this study aimed to analyze and identify the Politeness Strategy used by the respondents who are the host, invited speaker, the caller and queries sent by FB respondents, in asking and giving advice in a very conducive and conflict free environment.

It is very crucial to maintain a conflict free environment when asking and giving advice in the Malay society as it is very much in line with the practices and believes of the religion and culture. The act of giving advice according to the Malay culture has to been done with utmost care because the repercussion would involve a misunderstanding amongst families and acquaintances. This is supported by [8] who stated that in the Malay community, advice is handed out in a gentle manner, full of care and love. Therefore, this study is hoped to discuss the Politeness Strategy opted by the participants of this study and at the same time would contribute a new insight to the field of Pragmatics. In brief, this study is aimed at identifying 1) the used of strategy and maxim ‘politeness’ combination patterns by participants in talk show, and 2) the relationship between strategy and maxim politeness’ combination patterns applied with FMP.

1.1 Research Method

This study applied a number of methods; 1) library research, 2) downloading the materials, 3) transcription, 4) text analysis by structuring the talks, classifying dialogues and conversations’ context, labeling and coding. The total number of 135 dialogues from host (P), invited guest (TU), callers (PG) and Facebook respondent (FBR) in the content structure of talk show were analyzed. This study also highlighted the amount and percentage of data in the form of scheduling and qualitative methods.

The analysis applied two Western (B&L and Grice) and three local theories; Asmah (2000), Tenas Effendy (2011) and Awang Sariyan, 2015. Both Western theories are combined to form a Strategy and Maxim Combination Patterns while both local theories formed the FMP. The strategy and maxim combination pattern is then linked to the FMP to form a model of SMCP for a more precise and comprehensive finding. The details of the SMCP’s model formation are as shown in Figure 1 below.
1.2 Result and Discussion

The study found that there are four pattern variations applied by the participants in the content structure of talk show i.e., Pattern A first variation, Pattern A second variation, Pattern B first variation, and Pattern B second variation. Analysis also found that the use of Positive Politeness, Negative politeness, Off-record strategy, and Bold on-record strategy by the participants in each pattern variation showed the difference in the selection of sub-strategies, maxim match, and frequency of use. The findings that emerged from this data set are situations where the respondents are found to use the same pattern and variation as well as different patterns and variation within the same context of conversation, either opting for one of the variation or both. Details of the situations described are shown in Table 2.

In Table 2, the guest speaker showed a dominant application with 54 (48.21%) dialogues and four pattern variations. Pattern A second variation (a combination of core pattern P2 - matched to the four PK maxims), has the highest frequency of 35 (25.92%) dialogues; Pattern A first variation (core pattern P2 with optional pattern P1 followed by matching Quantity maxim), 8 (5.92%) dialogues; Pattern B first variation (combination of core pattern P2, P3, and optional pattern P1 without a matched with any PK maxims), 6 (4.44%) dialogues; and the Pattern B second variation (combination of the core pattern P2 and P3 – a clear matched with the Manner Maxim), 5 (3.70%) dialogues. This finding proved that discussions in the talks are based on utterances by guests as the experts in providing information and solving the problem of listeners. Therefore, the use of variation patterns proved a great deal of invited guest’s effort to avoid conflict during the conversation.
Table 2: The Use of Strategies and Maxims Combination Pattern Based on Participant in Talk Show

<table>
<thead>
<tr>
<th>SST</th>
<th>CC</th>
<th>Participants</th>
<th>Patterns/ Variation</th>
<th>Variations of Core Pattern A and Maxims</th>
<th>Σ DLG</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Host</td>
<td></td>
<td></td>
<td>Pattern A/1V</td>
<td>Positive (&lt;P1), Negative</td>
<td>3</td>
<td>2.22%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Pattern A/2V</td>
<td>Positive (&lt;P2), Negative</td>
<td>48</td>
<td>34.07%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Pattern B/2V</td>
<td>Positive (&lt;P2), Positive +P3, Negative</td>
<td>1</td>
<td>0.74%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Guest</th>
<th>CS 5, 7, 9</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pattern A/1V</td>
<td>Positive (&lt;P1), Negative</td>
</tr>
<tr>
<td>Pattern A/2V</td>
<td>Positive (&lt;P2), Negative</td>
</tr>
<tr>
<td>Pattern B/1V</td>
<td>Negative, Positive +P3, Negative</td>
</tr>
<tr>
<td>Pattern B/2V</td>
<td>Positive (&lt;P2), Negative</td>
</tr>
<tr>
<td>RLV (Relevant Maxim)</td>
<td></td>
</tr>
<tr>
<td>Σ (Total Dialogue)</td>
<td></td>
</tr>
<tr>
<td>% (Percentage)</td>
<td></td>
</tr>
</tbody>
</table>

2V 2nd variation of Pattern A RPSS Role, Power and Social Status features
FMP The features of Malay Politeness TF Adhere to to the topic of the show and field of interaction
QNT Quantity Maxim RI Adherence to the rules of interaction
QLT Quality Maxim FBR Facebook Respondent
RLV Relevant Maxim Σ Total Dialogue
MNR Manner Maxim % Percentage

The host has applied three variations of pattern without having a match with any of the PK maxims, total dialogues 50 (44.64%). **Pattern A second variation** (core pattern P2 - positive and negative politeness strategies), showed the highest frequency of 46 (34.07%) dialogues; **Pattern A first variation** (combination of core pattern P2 and optional pattern P1), 3 (2.22%) dialogues; **Pattern B first variation** (combination of core pattern P2 (positive politeness only) and P3 (off-record strategies), 1 (0.70%) dialogues. The number of dialogues and the application of pattern variations by the guest and hosts are not significant in this context, 54 dialogues (48.21%) and 50 dialogues (44.64%) based on the number of dialogues and percentages have indicated that both of them have a similar role in the show.

The Callers and FB respondent have opted for only one pattern, ie **Pattern A second variation**. The Callers used three variations of Pattern A second variation, ie **core pattern P2** (positive politeness without any matches with the PK maxims), has shown the highest frequency of 20 (14.81%) dialogues; **core pattern P2** (positive and negative politeness) which are found to match the two PK maxims (Quantity and Quality), 5 (3.70%) dialogues; **core pattern P2** (negative politeness only) without any matches with any PK maxims, 5 (3.70%) dialogues. FB respondents applied **core pattern P2** (positive politeness only) without having any matches with any of the PK maxims, 1 (0.74%) dialogue. These quantitative findings proved that callers have even more opportunities to communicate than senders but they are
still governed in terms of time and topic of the questions. The use of Pattern A second variation also proved that they still consider politeness as the basis of utterance.

The study proved that each participant has the tendency to apply Pattern A second variation compared to other pattern variations; the host, 46 (34.07%), guest 35 (25.92%), callers, 20 (14.81%) and FB respondent, 1 (0.74%). The study also showed that there were overlapping between two or three different pattern variations when applying the first variation of Pattern B in CC5, 7 and 9. It was proven that the need to be polite towards audience and to minimize conflict over the ongoing conversation leads to variation and overlapping of the patterns. Clearly, multi-variant pattern applied by participants in analyzed cases are capable of reflecting politeness in discussions that have taken place although there are also certain utterances that contain FTA through optional pattern P1 (bold on-record strategies) applied in Pattern A first variation. The same situation is also emphasis by [5]; advice contains FTA that can threaten the listener’s face. In this regard, the FTA is regarded as an acceptable act of the listener and it is unavoidable for the role and power of the guest and host. However, the number is small compared to the core pattern P2 which existed in each pattern including Pattern A second variation. In addition to that, the high tendency of Pattern A second variation used among participants showed a very significant relation with the FMP. The details about this relation will be discussed in the next sub-topic.

The study found that Pattern A second variation was used by all participants of the content structure in talk show (CC5, 7 and 9) and has shown the highest frequency of 112 (82.96%). The situation proved that it has a very significant relation with the FMP. FMP contains three features ie role, power and social status (RPSS), adherence to the topic of the show and field of interaction (TF), and adherence to the rules of interaction (RI). This relation is found to occur in three variations, which is (i) a combination of three features in one dialogue, (ii) a combination of two features in one dialogue, and (iii) one feature in a dialogue. The findings are shown in Table 3.

Table 3 showed that the host dominated the used of FMP which occurred in three variation of relation. Relation to one of the features - TF, has shown the highest frequency of 27 (24.17%) dialogues; RPSS+TF, 3 (2.67%); RPSS and RI, 2 (1.78%) each; RPSS+RI, 1 (0.90%) dialogue. These findings justified that her role as a host who has the control and ensures the talk show conforms to the format required by the producer.

The guest has shown the relation with one features, TF as a highest frequency of 24(21.42%) dialogues; RPSS, 5 (4.46%) dialogues; RPSS+RI, 3(2.67%) dialogues; and RPSS+TF and RI, 1 (0.90%) dialogue each. These findings have justified the guest’s expertise and role as a credible speaker in discussing the callers and facebook respondents’ questions. This situation proved that the guest was striving to balance the role, power and at the same time observed the needs to comply with forecasts setting to achieve the communication goal as set by the producer.

In the context of callers, they applied TF, as a highest frequency of 15 (13.40%) dialogues; RPSS+TF, 7 (6.25%) dialogues; RPSS+RI and TF+RI, 3 (2.67%) each; and RI, 2 (1.78%) dialogues. This situation is related to the producer’s goals so that the callers only asked questions that meet the discussion topic which has been set up earlier by the producer. While facebook respondents have shown the application of RPSS+TF, 1 (0.90%) dialogue. The situation was indeed expected because the facebook respondent’s question has been filtered by the host or producer first before being read/aired. Then they will only ask for something that has met the requirements of the discussion topic.
Taking into account a rather complex findings and analysis, the examples of findings are discussed below by simply highlighted the most significant examples of utterances of three conversational contexts (CC 5, 7 and 9). It can be seen that host is being compliant to the rules as a moderator of the talk show which demonstrated through agreeing with directly or indirect utterances (using Positive strategy; related to RI feature), i.e. Ya and backchannel signals, hmmm and mmm. It was highlighted that the high courtesy features employed by the host is in line with the order to preserve harmony throughout the communication. [2] (p.9-10) stated that compliance with the rules contained in certain language events whether oral or written may protect the face and prevent the hearing from being offended.

The findings from the guest’s dialogue (CC7) indicated that the relationship between Negative strategy, matched with Quantity maxim with the TF feature through the act of giving advice was in line with the Facebook’s respondent’s question (regarding her calm attitude when confronting a particular situation is often misinterpreted by the husband), through the expression of “jenis orang yang tak tenang, bahagikan manusia kepada tiga jenis” - (TF); utterance. Caller 1 (CC5) and 3 (CC9) - indicated that the relation between Negative strategy, matched with Quantity maxim with TF feature through the act of giving more information about their question, “…keluarga-keluarga memanglah menyayangi (TF) tetapi perkataan yang keluar dari mulut-mulut diorang” utterances. FB respondent (CC7) - indicated that the application of Negative politeness strategy, matched with the Maxim of Quantity showed a relationship with the combination of the three features (RPSS+TF+RI).

<table>
<thead>
<tr>
<th>Pattern</th>
<th>Core Pattern P2 and Maxims</th>
<th>Variation of Role, Power and Social Status features</th>
<th>FMP</th>
<th>Participants (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pattern A/ P1</td>
<td>Positive + Negative</td>
<td>QNT, QLT, RLV, MNR</td>
<td>RPSS+TF+RI</td>
<td>Host (0.00), 1 (0.99)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Caller (0.00)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>FB (0.00)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>2 (100)</td>
</tr>
<tr>
<td>Pattern A/ P1</td>
<td>RPSS+TF</td>
<td>QNT (1.00), 1 (0.99), 7 (0.25)</td>
<td>Caller (0.00)</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td>FB (9.92)</td>
</tr>
<tr>
<td></td>
<td></td>
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<td></td>
<td>19 (100)</td>
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<tr>
<td>Pattern A/ P1</td>
<td>RPSS+RI</td>
<td>QNT (1.00), 1 (0.99), 7 (0.25)</td>
<td>Caller (0.00)</td>
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<td></td>
<td>FB (9.92)</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>19 (100)</td>
</tr>
<tr>
<td>Pattern A/ P1</td>
<td>TF+RI</td>
<td>QNT (1.00), 1 (0.99), 7 (0.25)</td>
<td>Caller (0.00)</td>
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<td></td>
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<td></td>
<td></td>
<td>FB (9.92)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>19 (100)</td>
</tr>
</tbody>
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Taking into account a rather complex findings and analysis, the examples of findings are discussed below by simply highlighted the most significant examples of utterances of three conversational contexts (CC 5, 7 dan 9). It can be seen that host is being compliant to the rules as a moderator of the talk show which demonstrated through agreeing with directly or indirect utterances (using Positive strategy; related to RI feature), i.e. Ya and backchannel signals, hmmm and mmm. It was highlighted that the high courtesy features employed by the host is in line with the order to preserve harmony throughout the communication. [2] (p.9-10) stated that compliance with the rules contained in certain language events whether oral or written may protect the face and prevent the hearing from being offended.

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which is shown by the act of acknowledging the role of guest as advisors, keeping questions in line with the topic and complying with the talks’ rules; eg the expression of “Prof, bagaimana (PRSS) kita nak tenang (TF) dan sentiasa ingat Allah (RI) utterances.

2 CONCLUSIONS

The study showed that five participants in CC5,7 and 9 have applied Pattern A second variation, with the highest frequency of 112 (75.60%) out of the total dialogues. Clearly, the situation showed that positive and negative politeness strategies are applied to reflect the efforts of participants to avoid conflicts throughout communication. The maxims matched to the B&L strategies reflected the highest cooperation by the participants to increase the level of audience’s understanding, in order to handle the problem discussed. Another interesting observation made by this study is that the application of Pattern A second variation by the participants is very much related to the Features of Malay Politeness (FMP) with the highest frequency of TF and RI features, 41 (36.60%) each. The participants are more inclined to observe Politeness when adhering to the topic and rules of the show throughout the interaction. This is in-line with the findings of [1] study, that participants will always strive to make their utterance understandable and relevant to the context to be considered adhere with the topic and rules of the show. While [8] stated that in Malay culture, everyone is required to uphold the noble values of culture in their conversation and action. Hence, it can be deduced that the combination of the two theories of the West used in this study; B&L (1987) and Grice (1975); which includes FMP by three experts of Malay politeness, namely Asmah (2000), Tenas (2011) and Awang (2015) have been proven to reflect a comprehensive justification in the choice of politeness strategy used by the participants in the talk show “Celik Mata Reset Minda Orang Yang Tenang” aired by IKIMfm.

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Local Wisdom in Suwuk of Javanese Spells: Ethnolinguistics Studies

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Abstract. Suwuk (baby spell) is an alternative healing method carried out by dukun suwuk (healers) in traditional Javanese society. This healing method uses a spell text recite with massage. Suwuk serves to ward off spirits that are considered disturbing the baby, while massage is useful for relaxation. This research uses the text of suwuk from Mbah Monah, dukun suwuk from Nanggungan Village, Pacitan, East Java. Data collection using observation method. Data analysis uses language analysis at Phonology, syntax, and semantics. The results show there are inconsistencies in the phonological and syntactic levels. The suwuk is more concerned with the aspect of meaning (semantically) than the beauty of the sound since this mantra is not recite aloud, but whispered. In the institutional structure of society, suwuk shaman is equivalent to an elder. He inherited the skills of massaging the baby from generation to generation from his parents. Arabic and Javanese language marks a blend of Islamic and Javanese cultures. Islamic texts are present to avoid shirk (associate with God). The dukun suwuk profession is also useful in the solution of family problems.

Keywords: Suwuk (baby spell), Dukun Suwuk (baby healers), Pacitan, Ethnolinguistics

1 INTRODUCTION

In Javanese society, mantra (spell) have opposites functions: positive and negative. In a positive, the mantra is used to repel pests, bring rain, drive away spirits, and bring fortune. Granting mantra, santet (harmsomeone with the help of spirits) are a kind of mantra for negative things. In positive things, one form of mantra use is suwuk (baby spells). Suwuk is an alternative healing method that is well-known in traditional Javanese society, especially East Java. This method is usually combined with a ritual spray (blowing or spitting on a patient’s body with a target forehead, face, or hair) and combined with massage. Suwuk also aims to expel spirits that are disturb someone, usually a small child.

In the Nanggungan village, Pacitan, East Java, there is a healing method by using suwuk which are usually used to cure fever in infants. Although in modern era, people still believe in this method. For them, suwuk is the most effective technique in treating babies who are fussy or crying. They assume fussy babies or crying for a long duration are considered to be disturbed by spirits.
**Suwuk** is usually practiced by a *dukun suwuk* (traditional healers). In traditional Javanese society, *dukun suwuk* have a central role as guardians of cultural heritage. They are considered to have the ability of *linuwih* (expert associated with the invisible things of metaphysics). They have the power to communicate with spirits so that *dukun suwuk* can control the creature whether to bring it or drive it away.

Even though it is considered ancient, in fact until now *suwuk* is still used even though it has been modified. This modification is due to a mixture of cultures, for example with Islamic and Javanese culture so that this modification is considered necessary to touch the religious Islamic community who rejects mysticism and is not considered ancient. For some traditional Javanese, throughout his life, there have always been incantations that have started from the womb, born, grew up, married, to death. It can be said that *suwuk* are always present in the period of traditional Javanese society.

Many experts different view about *dukun suwuk*. The difference lies in who gives the *suwuk*. In Javanese society, *suwuk* can be done by parents (father or mother), people who are elder in the family (such as grandfather, grandmother, uncle, aunt or who have blood offspring with patients), or *dukun suwuk*. The second difference lies in the media. There are several media that are used, such as water (usually to be sprayed into the patient's body), or using blowing on the patient's body, and there are also using traditional medicine.

Shamans based on [1] research are divided into 13 types. In this category, *dukun suwuk* is included in the shaman massage because it combines using massage techniques in the healing process. Regarding the shaman, this means that people who are experts in healing use *suwuk* media. The context of meaning is then run away because *suwuk* can be done by people who are not considered shamans. However, it is more for people who can heal and trusted by using *suwuk*. The lexical meaning of the phrase *dukun suwuk* then experiences a generalization to the contextual meaning, namely the person who is trusted to be able to cure the disease. So, *suwuk* is not limited to shamans (dukun), but it can be people who are trusted to be able to cure diseases, especially by using *suwuk*.

Related to cultural meanings, especially in traditional Javanese society, *suwuk* is still entrusted to a healer because suwuk is not only limited to spell shipping, but also to massage techniques. Related to the limbs blown with *suwuk*, it depends on the local wisdom of the local people. There is a place that blows the suwuk spell on the head, on the forehead or a sick limb.

Several studies related to health spells have been carried out. However, these studies focus more on the study of form, function, and meaning, such as [2], [3], [4], [5], [6]. The research focuses less on suwuk spells, especially its linguistic studies. There are two recent studies on suwuk spells, namely [7] and [8]. Both focus on suwuk spells, especially on the cultural anthropological aspects. The study also focuses on suwuk spells that are not focused on baby patients. There is also less discussion about language aspects. These studies provide space to be equipped. This study focuses on the ethnomusicological aspect by focusing analysis on the linguistic aspects of phonological, syntactic, and semantic analysis, and local wisdom that emerges in *suwuk*, including its social and cultural aspects.

### 2 RESEARCH METHOD

The data in this study is the text of the suwuk baby spell. The data source was taken from a baby healer, namely Mbah Monah. Mbah Monah is one of the most famous baby healer attendants in Pacitan having his address at Nanggunngan Pacitan Village, East Java. Data is collected through observation. Data were analyzed by analyzing phonological, syntactic, and
semantic aspects, and uncovering aspects of local wisdom. Mbah Monah opens practice every day, except Friday. The following is the data on the suwuk baby spell.

“ASSALAMUALAIKUM WANGALAIKUM SALAM,
ASYHADU AN LAA ILAHA ILLALLAH, WA ASYHADU ANNA MUHAMMADAR
ROSULULLOH.”
TIR ITIR
SI JABANG BAYI KADADIYAN SAKING BANYUNE PELI,
DIPARINGI SIREP LEREK SAKING KERSANING ALLAH,
ALLHUMMA SAYYIDINA MUHAMMAD WA’ALA SYAYIDINNA MUHAMMAD.”

3 RESULTS AND DISCUSSION

The phonological analysis here serves to see the number of words and syllables used in the structure of the mantra text. This is related to how these words and syllables form cohesiveness, mainly associated with sound harmony.

Table 1. Number of Words and Syllables in the Suwuk Baby Spell

<table>
<thead>
<tr>
<th>Structure</th>
<th>Line</th>
<th>Number of Words</th>
<th>Number of Syllables</th>
</tr>
</thead>
<tbody>
<tr>
<td>Greeting</td>
<td>1</td>
<td>7</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>9</td>
<td>25</td>
</tr>
<tr>
<td>Content</td>
<td>3</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>7</td>
<td>16</td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>6</td>
<td>15</td>
</tr>
<tr>
<td>Closing</td>
<td>6</td>
<td>8</td>
<td>21</td>
</tr>
</tbody>
</table>

The number of words and syllables above does not reveal a standard structure. There is no coherence and harmony in the number of words and syllables (inconsistencies) so that when viewed from the element of beauty, the suwuk spell is less visible. This could be due to the fact that it focuses more on the meaning built in it than the form itself. It is possible, in a larger analysis (syntactic level) something similar will happen.

In addition, taking into account the number of lines that appear (6 lines), that suwuk spell includes the short category of mantra. This indicates that suwuk spell is recited with no need for a long duration and depend on the massage process. In addition, there is incoherence in its structure, namely greeting, content, and closing. The unity of meanings is "detached". When viewed from the type of meaning, the greeting in Arabic, the contents contain prayer and hope (in Javanese), and the closing contains shahadah (in Arabic). This indicates that each structure is recited out not directly, but gradually.

The syntactic analysis serves to see the use of clauses and sentences in the row of suwuk spells. Syntactic analysis is very useful to see how the power of a mantra appears in its lingual form.
Tabel 2. Sintactic Analisys and Number of Clauses and Sentences

<table>
<thead>
<tr>
<th>Text</th>
<th>Structure</th>
<th>Clauses</th>
<th>Sentences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assalamualaikum Wangalaikum salam</td>
<td></td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Peace be upon you</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ashadu alla ilaha illallah wa ashadu anna muhammadarrasullullah</td>
<td>Greeting</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>I bear witness that there is no god but Allah and I bear</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>witness that Muhammad is the Messenger of God</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TIR ITIR (phonestemic word: meaningless)</td>
<td></td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Si jabang bayi kadadiyan saking banyune peli</td>
<td>Content</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>The baby created from semen</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Diparingi sirep lerep saking kersaning Allah</td>
<td></td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Hopefully quickly be healed from fever because of God</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Allahumma sayyidina Muhammad wa'ala sayyidina Muhammad.</td>
<td>Closing</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>O God, give mercy to our Lord Prophet Muhammad and his family</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The table above shows the syntactic pattern between structure and ideational sentences, namely greeting, content, and closing, which show less unified patterns. The sentence pattern shows a pattern (2-2-1), while the clause pattern shows (2.2-0,1,1-1). This pattern looks messy. This is different from the mantra patterns in general. Ideational sentences between greeting, content, and closing as disconnected and less comprehensive. This indicates that the baby spell is more concerned with the power of meaning than form. Besides that, suwuk spell is recited in a whisper so that beauty is not too considered.

3.1 Semantic Analisys

Semantic analysis is used to see the relation of meaning that is built between structure and sentences.

Assalamualaikum Wangalaikum Salam
Salam is not intended for patients, but for "spirits" that disturb the patient's body. Salam also serves as a prayer of salvation to patient.

Ashadu alla ilaha illallah wa ashadu anna muhammadarrasullullah
Syahadah is the witness of Muslims to God. The recitation serves as a notification to spirits residing in the patient's body that the healer is a Muslim. If these spirits are also Muslim, they will "help" the healer to get out of the patient's body. However, if these spirits are not, this creed serves as a "threat" to get out of the patient's body.

Tir-itir
Tir-itir refers to the indirect meaning, namely water dripping from a small hole. It is analogous that the semen dripping from the male genitals is tyrannical. The use of this phonesthetic word is more about the function of euphemism. In Javanese society, matters related to sex are taboo so that the use of taboo words will be replaced by other, more subtle words.
The text above shows the beauty of rhythm, namely –yi in babies and –li on peli. The word peli is male genitalia. In Javanese, the word peli is a taboo word. In the text, it is still used to show the beauty of sound. This is a little contrary to the previous text.

Diparingi sirep lerep saking kersaning Allah
Sirep lerep phrase is a form of affirmation to expect the recovery of patients from spirit disturbing. This activity is blessed by God. This indicates the intention that if spirits still disturb the patient, he has resisted God.

Allahumma sayyidina Muhammad wa’ala sayyidina Muhammad
It also serves as an affirmation that disturbing the patient also means disturbing his gods and his prophets that it is a big sin. There is nothing else that the spirits do to get out of the patient's body.

3.2 Local Wisdom in Suwuk

The majority of the Pacitan people are Muslim. The suwuk spell is a form of language creativity so that this tradition can still be trusted. The salam, syahadah, and salawat is a way to convince people that this practice is not animism, dynamism, and shirk. With that situation, the practices of non-Islamic shamanism will be abandoned. So, this suwuk culture follows the changing times from non-Islam to the Islamic era in order to survive.

The presence of inconsistencies in the form of both phonological and syntactic structures indicates that the power of this spell is actually not the recite, especially in loud readings, but to instill suggestion. Suwuk spells are not the main media like spells in general that the mantra serves to "invite" spirits to help the healers (dukun suwuk) in practice. Healers and patients perform special rituals before reciting the spell, whether fasting, providing media, such as seven flowers, slaughtering an animal (usual livestock), or other activities, such as bathing in the middle of the night. This is not done in a suwuk. The healers must also understand and master massage techniques. Suwuk spell is intended to enlighten suggestions or add confidence, or more to prayers offered to the Creator. Therefore, Mbah Monah did not hold a special ritual before the massage.

Being a dukun suwuk is a mandate from the Creator to help others. Because traditional birth attendants are trustworthy professions, traditional birth attendants do not attract tariffs. Giving from the community is accepted as is, whether in the form of money or groceries. If the people in need do not have these abilities, the dukun suwuk will be very sincere to help. In addition, the acculturation of Islamic + Javanese culture in the eastern Mataraman people is still exalted. People still cannot leave the Javanese tradition, but also mediates Islam tradition. Things that are related to people's needs are always associated with these things, whether it is a selametan event, Thanksgiving, treatment, or building a house.

This profession cannot be learned outside the descendants of posterity. Being a dukun suwuk is a mandate to help others (usually because of wangsit (inspiration from God or ancestral spirits trough dreams), and sudden expertise. This profession does not consider market and economic principles so that service competition does not occur. This profession is also not disseminated in the form of training.

In the institutional structure, the dukun suwuk is an informal sector that has no structural, but functional position (same as traditional elders (pinisepuh). The profession of dukun suwuk in
Javanese society can be equated with other social functions, such as kyai (Islam leaders) or traditional elders.

The *dukun suwuk* profession is a manifestation of local wisdom. This *suwuk* massage technique gets a place in the hearts of traditional Javanese people. This is a local genius that is different from other regions, especially people outside Java. This difference can be seen from the text, massage techniques, and also the massage process. The specificity of knowledge possessed by the people is very useful in supporting the sustainability of life. From that, the healers is a legacy of local wisdom that needs to be preserved both its oral traditions, massage techniques, and intimacy and hospitality are woven between healers, patients, and their families.

In this era, people still need an alternative in medical decision making. The initial advice from a *dukun suwuk* is needed to determine how the process of handling the disease, whether it can be handled by a healers or following the medical process. *Dukun suwuk* is also useful for solving family problems. During the healing process, communication was carried out between the *dukun suwuk* and the patient's parents. If patient parents feel there is a problem, usually family problems, advice and guidance from the *dukun suwuk* are also heard. So, *dukun suwuk* also functions as an "imromptu psychologist". They must also understand the social conditions faced by the community. They become a source of social information. This social relationship makes they become 'elder' to the community. This condition makes *dukun suwuk* become healer, elders, psychologist, and local wisdom preserve.

4 CONCLUSIONS

In general, the spell has an order of sound patterns and clauses in shaping beauty when the spell text is recited, especially with a loud voice. In phonological and syntactic analysis, *suwuk* baby spell text in Nambangan, Pacitan, East Java has a sound pattern and an uncluttered clause pattern. This indicates that the spells were recited not loudly or even sounded like a mantra in general, but whispered. In addition, the incoherence of meaning in greeting, content, and closing indicates that this mantra is recited not together, but in parts, according to the stages of massage. From this, the message spells are actually considered more skill in massaging than the *suwuk* mantra itself. The presence of this mantra is more about raising the suggestion of the dukun in handling patients.

The *suwuk* baby shaman is a derivative profession. Expertise is obtained from parents or ancestors. In the community structure, a *suwuk* baby shaman is equivalent to a community leader. The shaman also receives medical treatment from the doctor or paramedic when the patient is not treated. There is no competition between the shaman and modern medicine, it works together. Local wisdom in massage techniques should be maintained as medical functions, familiarity, and family problem-solving.

REFERENCES


Developing An Interactive Digital Linguistic Game for Foreign Language Teaching

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Abstract. The study aims at developing an interactive digital linguistics game which can improve both grammatical and communicative competences in foreign language learning. The research approach used was Borg and Gall’s Educational Research and Development. The development of the manual version of the game was in 2016 and the transformation to its digital version is still in an ongoing process. This article reports parts of the process of the development of the game by explaining the steps based on Borg and Gall’s approach. During the development, the participants were French Department students, therefore the game was developed to improve the grammatical and communicative competence of French foreign language learners. The game is named GoGrammar. It focuses on morpho-syntax activities with which students can practice both grammatical knowledge and communicative skills in a fun way with direct feedbacks.

Keywords: Digital, Linguistic Game, Foreign Language Teaching

1 INTRODUCTION

Foreign language learning is a challenging process because learners are required not only to communicate using the foreign language, but also to use the correct grammar of the language. It is little wonder that language teachers might be tempted to disregard grammatical matters in favor of communication in language teaching or vice versa. However, it must be noticed that structure and communication are inseparable features of any language. As claimed by [1], language serves not only as a tool for communicating thoughts and emotions but also as a systematic set of rules and patterns. In fact, efficient communication cannot take place without correct grammar [2].

It is then necessary for teachers to maintain the balance between structural and communicative approaches in language teaching. This can be done by incorporating structural approach through linguistics and communicative approach, through games in language teaching. Linguistics will help students to develop their metalinguistic knowledge about the structure and patterns of the foreign language and to communicate in the language more accurately [3]. Games can be used to strengthen the communicative approach in language teaching since it can help teacher to create a meaningful context for students to communicate in the second language. Moreover, as digital gaming becomes part of everyday lives today, it can be an alternative in making language learning more enjoyable and practicable [2]. This study aims at developing an
interactive digital linguistics game which can improve both grammatical and communicative competences in foreign language learning.

1.1 Research Method

1.1.1 Related Research

Not much has been done on how to incorporate linguistics games to grammar classes. The first study is from [5] who investigated the perceptions of grammar instruction of six college level teachers who taught Spanish as a second language in a communicative language teaching (CLT) setting [5]. The study also examined how the teachers incorporated grammar in their CLT classrooms. The finding showed that there is a mixture of feelings and perceptions regarding grammar instruction in a CLT classroom. Some teachers believe that despite the advantages of teaching communicatively, having a variety of teaching methods with grammar is necessary. Half of the teachers involved in the study do not agree with the idea of including grammar explanations in a CLT classroom but the rest of them believe that adding grammar is necessary for their teaching [6]. To conclude, half of the teachers support the notion of engaging students in communication, but feel that teaching grammar is necessary since students need grammar to communicate [5]. However, the study does not discuss the solution on how to incorporate grammar in the CLT setting. This gap is closed in the current study which offers a teaching design incorporating both structural and communicative approaches.

The research approach used was the Educational Research and Development approach by adapting the Borg and Gall model [7]. This research approach is used to design, develop, test, and validate educational products to achieve the expected competencies [7]. The Borg and Gall models consist of the following ten main stages: (1) information collection or needs analysis; (2) and (3) consist of planning and initial development of product forms; (4) validation; (5) revision; (6) limited scale trial; and (7) product revision, (8) main field testing; (9) improvement of educational product based on main field testing; (10) dissemination and implementation. The study was firstly conducted in 2016 that is for the development of the manual form of the game. It was conducted at the Faculty of Cultural Studies, Universitas Brawijaya for 155 days (6 months). There were 20 student participants of the class 2015 from the French Study Program. The study also involved 2 teachers teaching the 2015 class. The steps of the research and the findings in each step are discussed in the findings section.

1.1.2 Product Development Process

1.1.2.1 Information Collection or Need Analysis

The information collection (need analysis) was conducted by doing interviews and questionnaires. The initial interviews with teachers and students were done in May, 30-31 2016 and June 1-2, 2016. The interviews were conducted with 20 French students and 2 French teachers in the Faculty of Cultural Studies, Universitas Brawijaya. Preliminary-questionnaire was then developed based on the results of initial interviews with teachers and students. The questionnaires for teachers and students were distributed in early September 2016. The preliminary questionnaires for students each consist of 3 questions with multiple choice answers and one open-ended answer ‘others (please mention)….’ as the last choice in every number. For
each question with multiple choice answers, the students were allowed to choose more than one answers. The questions are: (1) which grammar points you consider difficult to master?, (2) what barriers do you have when you are joining grammar class?, and (2) what difficulties do you have when you have to study grammar autonomously outside class? On the other hand, the preliminary questionnaire for teachers only consists of two questions with multiple choice answers and one open-ended answer: (1) which grammar points you consider difficult to teach?, and (2) what difficulties do you have when you are teaching grammar class? The difficulties in teaching and learning grammar shared by teachers and students are summed up in Table 1.

<table>
<thead>
<tr>
<th>No</th>
<th>Teachers’ difficulties</th>
<th>Students’ difficulties</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Difficulties in teaching how to conjugate the verbs</td>
<td>Difficulties in conjugating verbs and to choose the correct tense, implementing tenses and constructing grammatical French sentences because of the differences between French and Indonesian morpho-syntax</td>
</tr>
<tr>
<td>2</td>
<td>Difficulties in teaching vocabularies used in the grammar classes to the students</td>
<td>Lack of vocabulary to construct grammatical French sentences</td>
</tr>
<tr>
<td>3</td>
<td>Grammar classes tend to be monotonous and lack of variation</td>
<td>Grammar classes are monotonous.</td>
</tr>
<tr>
<td>4</td>
<td>There is a limited amount of time to do class exercises</td>
<td>Teachers move to another grammatical subject before students understand the previous materials.</td>
</tr>
<tr>
<td>5</td>
<td>Students lack of motivation and interest to study French.</td>
<td>Classmates lack of motivation to study grammar, several friends are lazy. Students are affected by this.</td>
</tr>
<tr>
<td>6</td>
<td>Students are reluctant to discuss their difficulties in learning grammar with their teachers.</td>
<td>Students are reluctant to ask questions to their teacher.</td>
</tr>
<tr>
<td>7</td>
<td>Lack of facilities to teach grammar</td>
<td>The library does not offer adequate collection of grammar books.</td>
</tr>
</tbody>
</table>
1.1.2.2 Planning and Initial Development of Product

Based on the need analysis, the researchers planned the form of the game. Mainly the game must consist of parts of speech and then the students have to make sentences out of the parts of speech. The first design of the game consists of four packs of cards (see Figure 1) and a cardboard (see Figure 2). The four packs of cards are for a set of nouns, a set of verbs, a set of adjectives, and a set of adverbs. The cardboard consists of five slots to fit the cards in. Below are the pictures of the initial designs of the game.

![Figure 1. A set of noun cards.](image1)

![Figure 2. The cardboard to compose sentences.](image2)

1.1.2.3 Validation of the Product

At this phase, the validation process was done with the teachers and the students. The content of the game was revised as discussed with the teachers as the language expert. Then the initial design of the game was piloted to the students to see the clarity of the instructions. When playing the game, the students can take two cards from the noun set and a card from each of the three other sets [8]. Hence they have two nouns, a verb, an adjective and an adverb to begin the game. Afterwards, they can place the cards in the slots of the board game to create a grammatical sentence. The students then can write their sentences by using the correct conjugation and tense on the whiteboard so that their teacher and classmates can evaluate their mistakes and make
suggestions to improve the sentences [9]. During the game, the teacher takes note of the mistakes made by students and decides the winner of the game from those who make the least mistakes.

After the pilot of the draft of the game, the researcher distributed a questionnaire to the students to assess the game. The questionnaire consists of four questions and one question with open ended answer. As many as 14 students indicated that the game was enjoyable as seen by their choice of point a. Moreover, 16 students pointed that the game helped them to discuss grammar problems and they thought that the game helped them to compose grammatical sentences. The majority of the students, as many as 18 of them, indicated that the game helped them to recognize French word classes. As many as 14 students thought that the game helped them to learn to compose sentences and 17 indicated that they learnt how to conjugate verbs from the game. The majority of them also indicated that the game helped them to learn using adverb and adjective. In addition, they also indicated that the game made the lesson more varied and less monotonous [10]. The last question with open-ended answer resulted in the following answers: (1) The rule/mechanism of the game need to be made clearer. (2) Lecturer needs to provide rewards for the winner. (3) Sometimes there is a group member who does not know the rules of the game and it is annoying. (4) There are new vocabularies which makes the students have to memorize. (5) The competition in the second round was not conducive. (6) The look of the game can be improved to make it more interesting.

2.1 Results and Discussion

Based on the feedbacks as stated in the previous section, the researchers then improved the design of the first game. The revision was made by considering the look and the ease of playing the game. The revised game then was developed into the form of a board game. The look of the revised game is presented in Figure 3.

Figure3. GoGrammar Board Game

*GoGrammar* Board Game consists of list of verbs. It is accompanied by verb cards and prepositional cards that have been developed in the planning phase of the game (*GoGrammar*). The sample of the cards are presented previously in Picture 1. The rules of the games were also
revised. Based on the analysis of the questionnaire in the validation phase, the researchers revised the procedure of implementing the game as well.

In the limited scale trial, the participants were the same as those in the pilot phase. In the trial of GoGrammar Board Game, the implementation of the game was as follows. First, the researchers put the GoGrammar Board Game on the whiteboard. Then the researchers explain the rules of the game by showing the accompanying cards to the students. Additionally, the researchers write the main rules of the game on the whiteboard as the reference for the students during the game. The researchers also demonstrate the way to play the game. After that, the students are given chance to ask questions about the game and the rules. Then the researchers divide the class into two groups. Every time one team has a turn to play, two students come forward and play as the representatives from each group.

The players are to make sentences out of the verb from the board game, and noun and prepositions from the cards. The way to play the game is similar to the way to play snake and ladder game. The players start by rolling a dice. The dice is only used at the start of the game. The next steps are decided based on the score the team get from their answer. The one who get the higher number from the dice can start the game first. The player then takes a number of steps on the board game based on the number they get from the dice. When the player stops at one point, the player must make a sentence (a past tense) by using a verb that they get from the point at the board where they stop, two noun cards, and one preposition card.

They have to write down the answer on a piece of paper. The researcher then look at their answers and the players is given score. The score is used as the base for deciding how many steps they can take in the following turn. If a team get the score of 100 they can move forward 4 steps. If a team get a score of 75, they can move forward for 3 steps. If a team gets a score of 50, they can move forward for 2 steps. Finally, if a team gets a score of 25, they can move forward for 1 step. The winning group is the one who can reach the finish line first.

After the trial of the game, the researchers distributed a questionnaire. Students responses are positive towards GoGrammar Board Game. In responding to the first question in the questionnaire on their opinions about the game, 16 students think that GoGrammar Board Game encourages discussions with friends. This might be because they have to work in pairs in working on the sentences. 14 students stated that the game is fun, 12 students stated that the game helps them to understand the grammar rules in easier way, and 11 of them stated that the game train them to write sentences correctly.

Answering to the second question in the questionnaire about their difficulties in learning French Grammar they overcame by playing the game, 16 students stated that the game helps them in overcoming their difficulties in making sentences. 14 of the students stated that the game helped them to practice more about conjugating verb. 12 students stated that the game was useful for them in understanding more on the use of preposition.

The students’ responses to question number 3 about their difficulties of learning grammar in the class were also positive. 12 students stated that the game improve the classroom situation because it can vary the way the lecture deliver the grammar lessons so that the lessons are not monotonous. 11 students stated that the game can help them overcome the difficulties to learn in the class. There are also 11 students stated that this game can overcome the problem of inadequate exercises. After getting feedback from the trial, the researchers started the work in transforming the game into digital version.
2 CONCLUSIONS

It can be concluded from the research that the difficulties teachers experience in teaching French as a foreign language, especially in balancing grammar and communication are: (1) difficulties in conjugating verbs and using tenses, (2) difficulties in dealing with vocabularies, (3) the monotony of the class, (4) limited amount of time to do class exercises, (5) lack of motivation to study grammar, (6) lack of motivation to consult with the teachers, and (7) lack of facilities for teaching grammar. To solve the above problems, the researchers are developing a Linguistics interactive game focused on morpho-syntax called GoGrammar boardgame which will be digitized. The results of the pilot and trial of the manual version of the game helps students to practice conjugation and increase their vocabularies in a fun and enjoyable manner while at the same time providing access for feedbacks. The game can be applied in the class by adjusting it to the grammar focus of a particular lesson. The rules of the game can be tailored by the teachers to accommodate the condition and the need of the class. The digital version of the game is in process of development.

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“Authentic” Culinary Experience in YouTube Travel(V)log: Eating the “Other”

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Abstract. YouTube travel vlogs have been transformed into a medium of sharing experiences in visiting countries around the world while tasting the local food as a part of seeking the authentic thrills. In this paper, a YouTube video from 4 European, American and Australian couple Travel(V)loggers broadcasting the vloggers’ experiences in tasting Indonesian food is analyzed. The main issue of the analysis is how young “White” or “First World” couple travelers are depicting the “Third World” countries. However, in the practice of representation in these vlogs there is an ambivalence because what is being presented is not independent of cultural ideologies within which the vloggers are situated. In other words, their own social, cultural and political context affecting what they consider as familiar taste in food. This article highlights how this symbolic gesture of eating the “other” further problematize the hierarchical dichotomy of “self” and “other” particularly as they travel to Indonesia

Keywords: Travel Vlogs, YouTube, Culinary Practices, Authenticity, Self and Other

1 INTRODUCTION

Tourism, social media and culinary practice are substantial in the global and modern everyday lives of the urban dwellers. On one hand, as tourists travel around the world, they create narrations and images which they circulate online through their social media posts [1]. These cultural texts are then available for consumption by other tourists which eventually construct new and sometimes alternative imaginations on touristic aspects. In other words, by sharing their images and narrations, tourists are active agents in this ongoing consumption and production process. The development of digital media has transformed the landscape of how touristic experiences are imagined particularly those related to culinary experiences. If in the past, we rely heavily on television tourism programs or tour guides in a form of books or brochures to know about what kind of food we could taste in a particular country, social media and other digital media, such as YouTube, have provided a different way of disseminating this type of information.

YouTube has been discussed in many academic debates ranging from research focusing on its historical trajectory in the development of digital technology. Existing research looks at the site’s first stages towards popularity in 2005 and the initial criticism or contestations by big media companies resulting copyright claims between 2006 and 2007. Most recent discussions on YouTube is the recent use by both content creators such as how it is used for tourism
purposes. Digital technology is changing the way touristic spaces are presented to the potential tourists that will visit that place [2]. They are now able to watch a video of someone swimming in the blue ocean in the Maldives, island hopping in Greece or diving in Raja Ampat, Indonesia, without having to leave home. “Through sites such as YouTube, tourists can now get an immediate and a very real sense of where they want to go by viewing videos that other tourists have uploaded” [2, p. 3]. There is a growing power of individual consumers in tourism marketing and YouTube travel vlogs produced by real tourists are claimed to be more effective in comparison with videos by official tourism organizations.

The chosen case study exemplifies this very idea of how YouTube as a user generated content digital technology is now utilized as a medium for travelers from “First-World” countries to share their experiences in visiting other countries around the world while tasting the local food as a part of seeking the authentic thrills. As a researcher, I understand that the dichotomy of first-world and third-world needs to be critically examined as if we are trapped within this dichotomy, we are actually affirming the binary opposition and the hierarchy between the developed and developing countries. The vloggers, in my research, also often use this term in showing how sometimes the problem they sometimes choose to talk about in their vlogs are “First-World problems.” For example, when Flying the Nest was having problems with their camera and they choose to divert their travel plans to make sure they are able to fix their camera before they continue their travel. Furthermore, categorizing the travel vloggers as “White” is indeed used to show the intersectionality of the travel vloggers positioning or in other words, where they come from, their social class, their nationality and their race have categorized them differently from the individuals they encounter when, for example, they visit Indonesia. I found it necessary to identity these travel vloggers as “first-world” and “white” travelers to, first and foremost, contextualize them in this discussion even though I am always reflective in not characterizing them with constructed attributes of, for example, “white privilege.”

1.1 Research Method

In this article, YouTube a video from 4 British, American and Australian couple Travel(V)loggers broadcasting the vloggers’ experiences in tasting Indonesian food are analyzed by treating the videos as audio-visual materials. The main research method is digital ethnography and textual analysis. First of all, the research has been a participant observation of the four travel vloggers by following them on their YouTube channel. The chosen vlog is then analyzed by watching it several times and dissect it according to the main issue. Selected parts of the vlog are further analyzed in accordance to the idea that there is an imbalanced power relation between them as “white” travelers and the culture they are experiencing, in this case Indonesian culture. Furthermore, in line with the digital ethnography method, the comments on each vlog and how these travel vloggers respond to these comments are also analyzed. Comments that reflect the interaction between the vloggers and the commentators and followers are interpreted. This is similar to conducting a participant observation in ethnography.

In conducting textual analysis, images and dialogs are analyzed in accordance with the main research problem: how these YouTube travel vloggers are depicting the Indonesia through their culinary adventures. Food, in this sense, is used as a signifier of the Indonesian local culture even though arguably, to find the authentic in local food is no longer feasible due to the rapid transformation of culinary practices all over the world in response to the global-local dynamics. Food, in this sense, is used as a signifier of the local culture even though arguably, to find the authentic in local food is no longer feasible due to the rapid transformation of culinary practices all over the world in response to the global-local dynamics. This search of authenticity in local
food that the vloggers insist upon is due to vlogs’ popularity as a more authentic medium since they bridge or even narrow the distance between whoever producing the media (the vlogs) and the audience. The article highlights the depiction of what these vloggers consider as authentic and representative of the local culture from the food they eat. Findings reveal that their symbolic gesture of eating the “other” by videoing their experience in tasting local Indonesian food further problematize the hierarchical dichotomy of “self” and “other.” The article is divided into two sections of analysis: self-representation of YouTube vloggers as global travelers who leave their well-established lives to experience the world and the adventures in tasting unfamiliarity that leads to the process of “othering.”

1.2 Results and Discussion

The four YouTube couple vloggers represent themselves in their YouTube channels as global travelers that leave behind a steady income job to travel full time and vlog their travels exemplifying a new-fangled craze because there are so many similar couple vlogger. The back stories are quite similar as narrated by The Endless Adventure in their about us section on their channel page: “We've traded in our steady paychecks and permanent home for a life of travel and adventure. Come along and see the world with us!” This whole notion of leaving home, in the case the United States, and trying a new life as a traveler shows how the significance of adventure is constantly underlined as the main motivations of young travelers. For young tourists, their main motivation was to explore other cultures and also by experiencing excitement [3]. Going into the unknown and embracing the unfamiliarity of the places that are going to visit become the main premise of their adventures. Furthermore, this adventure needs to be recorded, disseminated and archived via YouTube vlogs to enhance the experience and excitement.

Vlogs are indeed becoming more popular as we often encounter amateur vlogs in YouTube daily, such as beauty vlogs, travel vlogs or even educational vlogs. YouTube’s slogan, “Broadcast Yourself,” definitely has encouraged vlogging, which could be explained as a user-created form of online video production. There are minimum requirements for a video to be categorized as a vlog [4]. First of all, there has to be “the head-on close-up” in which the vlogger talks to the camera (audience) and this is the most popular common visual perspective of a vlog, which is the point-of-view of the vlogger. Meanwhile, vlogging as a combination of “webcam culture and personal blogging” and the product is an audio visual archive discussing the “real” depiction of the vlogger’s everyday lives [5]. This is arguably could be hand-in-hand with reality television which focuses on the observations of a person’s daily life experiences. Therefore, vlogging and YouTube in away encapsulate television production methods.

There are a number of motivations for vloggers to pick up the camera and record their everyday lives, but one of the biggest motivations is that for content creators, their YouTube channel is practically an income generator. These vloggers earn their living and are able to travel all year long without having steady income because they earn money from this “recreational” activity. First of all, the great source of income for them is through a Partner Program and signing up for AdSense. When the vloggers have at least 1000 subscribers and more than 4000 watch hours in the 12 months, they are able to make money out of their YouTube channels which they have used as one of the ways they can support their travels. They receive an amount of money based on the number of views and also when there are ads that are being shown and how many times the audience/viewers click the ads. The travel vloggers have also gained quite a large number of subscribers and they started making and selling merchandises, such as shirts or other items with their logo on it.
Besides addressing themselves as global travelers who leave their comfort zone to seek on new adventures, in their narrations they also emphasize how they want to embrace the different cultures and going beyond exoticizing the others. Way Away on their about us page states that:

“We're Josh and Ashley, an American couple who've appointed themselves as the US' unofficial cultural ambassadors. We believe that people around the world are more similar than we tend to believe. It is our goal to inspire you to travel and experience other people and cultures around the world. Let's celebrate our similarities and enjoy our differences!”

(taken from https://www.youtube.com/channel/UCxn5zB_-_HOiBzMSRiq_HA/about)

By stating that they are “cultural ambassadors” from the US, they are pre-mediating viewers or subscribers view on them and how they position themselves as more than just tourists. By stating that they want to celebrate similarities as they believe that people in the world, which could be translated people from first/third world countries or developed/developing countries are basically human beings with a lot of similarities. All four vloggers in the videos reflect on this idea that they are not merely tourists who want to see and observe, but they want to experience and engage actively with the unfamiliar.

Besides portraying themselves as global travelers, in their vlogs, one type of adventure they do is to try to local dishes or meals and this will be the moment when the unfamiliar becomes a big challenge in their adventurous and cultural ambassador spirit. I would argue that in their other vlogs, for example when they visit local villages and non-mainstream tourist spots in one country and their “low maintenance” travel style in which they rarely complain about for example the dirty streets or the low quality sanitation in the poorer countries they visited. However, when it comes to food adventures, at least in the videos that are chosen as the corpus of this research, the sense of “othering” could be vaguely seen in the vlogs.

First of all, many scholars have argued that in intercultural interactions, food is considered as a language of solidarity and an innocuous tool to interact with the other culture. However, we should always question this seemingly easy acceptance of other (different) culture by using food [6]. There will always be power dynamics involved in any form of intercultural interactions or exchanges. “A contribution to the shared feast might be acceptable because it doesn’t speak, to make demands or criticisms of the host culture. Like music, it is readily appropriated because it is sensuous, not intellectual. Food is offered/offers itself for consumption, appropriation” [7, p. 321]. In the surface, it might look harmless and do not have any ideological underpinning because as we enjoy a feast, one would not “made demands” or throw criticism to the host culture. However, as findings in this research have uncovered, culinary practices are not free from ideological stance and imbalanced power relations.

In culinary tourism, which is a term used in reference to exploratory eating by a tourist in a new place or country, eating unfamiliar food is basically a cultural interaction with “Otherness.” In consuming this “Otherness,” these travel vloggers are consuming something very distance with what they usually consume in their home countries [7]. Flavors become a signifier or the unfamiliar, for example when the travel vloggers constantly say “Wow, that’s spicy” or “Oh good it’s not that spicy” on their vlogs as they try Indonesian food. Their culinary adventures become more than knowing or experiencing another culture, just like they write in their vlog description or what they narrate in their vlogs. It is more on how they perform “a sense of adventure, adaptability, and openness to any other culture.” In “Indonesian STREET FOOD TOUR! - Feat. Flying the Nest, Kinging It and The Way Away! (Ubud, Bali)” vlog, the four couple vloggers were shown to have gone to a local market where there are no tourists in Bali and all of them were sent to buy food. One of the vlogger from Flying the Nest said “She did
grab all with her hands, so I’m kind of scared to eat it” (11:38-11:49). The mixed rice she bought was from a market food stall and the lady who sold the food use her bare hands to prepare the food. The Endless Adventure vlogger replied “We got to eat adventurously” (11:50-11:51). Once again, as mentioned earlier, their culinary adventure is representing their sense of adventure, being able to adapt to different and unfamiliar contexts and wanting to try new things. Therefore, “... privileged cultural perspective translates eating abroad into a cosmopolitan status for these travellers” [8, p. 78].

Furthermore, in the same video I analyzed in the previous paragraph, the vloggers navigate themselves through the local market found it difficult to find the food they are able to consume. Kinging It vloggers, who are vegan, said that it was difficult for them to find any vegan options particularly because of the language barriers and no one was able to explain to them the ingredients of the food. The same goes to Flying the Nest vloggers who also do not eat meat. In the comments section, there were several viewers who were frontally questioning the vloggers:

“Dear Flying The Nest couple. Indonesian here. I personally think that the language barrier is almost unavoidable when you go to foreign country, Balinese people is on the other hand the most advance when it comes to speaking english compared to other region here in Indonesia, so hearing you guys complain abt how these food seller didn’t speak english at all making it harder for you to find vegan food is quite depressing like you can just google how to say frikkin vegetables in Bahasa and asked them whether they sell vegetable-based food. You went to our country, frikkin adapt to it instead of expecting all people to speak your language.” (taken from https://www.youtube.com/watch?v=mLTv_CwIbw0)

As explained earlier, one of the significant features of YouTube that differentiates it with other medium, such as television, is the direct interaction with the viewers. The comment above show how the Indonesian viewers expect the vloggers to use google translate instead of making a point that nobody speaks English in the local market. Another viewer wrote that the vloggers are “guests” and they should not complain that nobody speaks English. According to this viewer, the problem is: “... it's you the one who doesn't 'speak Indonesian.”

My analysis on the vlogs show that trying local food does not have anything to do with how food could make the travel vloggers feel like they belong or not belong to another culture. I would argue that as “first-world” travelers, they are culinary tourists that have a privileged position where they could play with estrangement and belonging through the food they eat in their travels. “In this sense, culinary tourism is always relative and what counts as “Other,” “different,” “exotic,” or “novel” can only be named in relation to what it is “Other” or “different” from. In this sense, culinary tourism is also always specific, depending on who is eating, who is feeding, the cultural context of consumption, and the kinds of power relations that are produced across the table”[8, p. 78]. In other words, feasting on the unfamiliar food, which might be too spicy or not hygienic enough for these travel vloggers, their culinary adventures are all about “eating the Other” or consuming something very different with their own culture as a part of the aforementioned excitement in their global travels.

2 CONCLUSION

By looking at how YouTube travel vloggers represent their take on tasting and eating unfamiliar food in their vlogs, research findings show that the exotization of the “other” is still a re-occurring theme in YouTube travel vlogs. The culinary tourism these vloggers did in Indonesia exemplifies how being adventurous in trying very local dishes and how adaptable
they are in eating food with very different flavours with what they are used to. As a part of the
global trend, travelling full time and archiving their travels via YouTube while earning money
from their vlogs are alternative spaces for intercultural dialogs and interactions which is an
inevitable result from globalization. However, even though food is often considered as a safe
zone in which cultural interactions will lead to nothing but acceptance and solidarity, this
research shows that even food will never be free of any ideological underpinning. The power
dynamics are yet to be overturned in the dichotomizing force between the “self” and the
“other.”

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Traditional Knowledge of Medicinal Plants among Sellers of Jamu Gendong in Wonolopo, Indonesia.

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Abstract. This study focuses on knowledge of medicinal plants that are used as raw materials by the sellers of jamu gendong. In addition, this study explores the types of jamu that are produced from those medicinal plants. The qualitative method was applied in this research because it can reveal the phenomenon of informants' knowledge and experiences especially concerning on medicinal plants utilization in producing jamu gendong. The research was conducted in Wonolopo Village, Mijen, Semarang, in 2018. There were 20 jamu gendong sellers volunteered in this study. There are 26 species of medicinal plants and 16 plant families are usually used as raw material in making jamu gendong.

Keywords: Jamu, Medicinal Plant, Semarang, Traditional Knowledge

1 INTRODUCTION

Indonesia is one of the mega biodiversity countries that has around 20,000 plant species [1]. There are about 1,180 species of plants have the potential to be medicine [2]. However, only about 300 species have been used for traditional medicine [3].

Plants are known to be a significant source of medicines used in the treatment of various categories of human diseases. Historically all medicinal preparations originating from plants, whether in simple forms of plant parts or in more complex forms of raw, mixed extracts. At present, a large number of drugs are developed from plants that are active against a number of diseases [4]–[8].

The utilization of plants as raw material for medicines has been carried out by humans since the process of concocting. Even though modern medicine has developed to remote areas, the use of plants as medicine is still in demand by the public. The use of this medicinal plant is believed by people because it has relatively small side effects and is cheaper compared to conventional drugs [9], [10]. Traditional medicine has enormous potential benefits in the development of public health. Medicinal plants have been used for centuries by the Indonesian people as traditional medicine which is usually in the form of herbs.

This research is an ethnobotanical study which aims to reveal local knowledge related to medicinal plants owned by the community. This is very important because the ignorance of the potential of medicinal plants could trigger the loss of natural resources that have an impact on decreasing biodiversity.
As known that the tradition of treatment of a society is inseparable from the connection of local culture. Perceptions about the concept of sickness, health, and the diversity of medicinal plant species are formed through a process of socialization which is inherently trusted and believed to be present [11], [12]. Community in a particular area must have a way of maintaining their health or maintaining their quality of life, which they obtain from generation to generation. The use of medicinal plants as ingredients of traditional medicine is also implemented in quite diverse ways. Treatment of certain diseases can be done differently or with different plants and different rituals [13]. The formulation of the problem of this research are: what types of plants species used in jamu as herbal drinks, what types of jamu are produced by the herbalists.

2 RESEARCH METHOD

The research method applied in this research project is qualitative. This research was conducted in Sumbersari Hamlet, Wonolopo Village, Mijen District, Semarang City. The research location is one of the thematic villages (kampung jamu) that raises the theme of jamu as its uniqueness for tourism purposes. Some residents in this hamlet work as sellers of jamu. The study conducted between March-October 2018.

The focus of the study is about the knowledge of medicinal plants that are used as ingredients of herbs and plant parts used. In addition to this matter, this study explores herbal products produced in each production, manufacturing process, and how to obtain the herbal ingredients. The informants were the sellers of jamu gendong as members of the herbal medicine group.

3 RESULT AND DISCUSSION

3.1 Overview of research site

Wonolopo Village is one of the urban villages that is included in the administrative area of Mijen District, Semarang City. This village is a division of the Mijen Urban Village. Mijen Sub-district currently administers 14 urban villages. From the geographical side, Wonolopo Village shares regional boundaries with four villages, namely Mijen Village on the east side, Jatisari Village on the south side, Wonoplumbon Village in the west, and Ngadirgo Village on the north.

This hamlet is known as Kampung Jamu because of the 115 heads of families who live in this area nearly 40 percent of the residents work as sellers of jamu. The profession has been occupied by people from generation to generation from their ancestors. The profession as a jamu gendong seller has become the primary source of peoples' income.

3.2 Medicinal plants used for jamu

Producers and sellers of jamu in Sumbersari hamlet have the knowledge of various kinds of plants that are used in making jamu. There are 26 species of plants that are commonly used to concoct herbs. The following is a list of names of plants commonly used as herbal ingredients based on scientific names of uses and parts of plants used:
<table>
<thead>
<tr>
<th>No.</th>
<th>Vernacular name</th>
<th>Scientific name of species</th>
<th>Family</th>
<th>Use</th>
<th>Parts</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Kencur</td>
<td>Kaempferia galanga</td>
<td>Zingeiberaceae</td>
<td>- Treating cough</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>- Treating sore throat</td>
<td>Rhizome</td>
</tr>
<tr>
<td>2</td>
<td>Kunir (Kunyit)</td>
<td>Curcuma domestica Vahl.</td>
<td>Zingeiberaceae</td>
<td>- Antibiotic</td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td>- Menstruation</td>
<td>Rhizome</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td>- Strengthen bones</td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td>- Wound healing</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Temulawak</td>
<td>Curcuma xanthorrhiza Rxb.</td>
<td>Zingeiberaceae</td>
<td>- Healthy liver</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>- Strengthen teeth</td>
<td>Rhizome</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>- Treating typhus</td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td>- Increasing appetite</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Jahe emprit (Jahe putih kecil)</td>
<td>Zingiber officinale</td>
<td>Zingeiberaceae</td>
<td>- Warms the body</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>- Treating flatulence</td>
<td>Rhizome</td>
</tr>
<tr>
<td>5</td>
<td>Sirih</td>
<td>Piper betle L.</td>
<td>Piperaceae</td>
<td>- Cleanse vaginal discharge</td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td>- Antiseptic</td>
<td>Leaf</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>- Strengthen teeth</td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td>- Healthy eyes</td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td>- Eliminate body odor</td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td>- Woman’s skin rejuvenation</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Asem (Asem jawa)</td>
<td>Tamarindus indica</td>
<td>Fabaceae</td>
<td>- Treating cough</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>- Reduces excessive appetite</td>
<td>Fruit</td>
</tr>
<tr>
<td>7</td>
<td>Sambiloto</td>
<td>Andrographis paniculata Ness.</td>
<td>Acanthaceae</td>
<td>- Treat itching</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>- Blood circulation</td>
<td>Leaf</td>
</tr>
<tr>
<td>No.</td>
<td>Name</td>
<td>Genus</td>
<td>Family</td>
<td>- Treat allergies</td>
<td>- Prevent diabetes</td>
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<tr>
<td>8</td>
<td>Cabe Ceplik</td>
<td><em>Piper retrofractum</em></td>
<td><em>Piperaceae</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Kates</td>
<td><em>Carica papaya</em></td>
<td><em>Caricaceae</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Brotowali</td>
<td><em>Tinospora crispa</em></td>
<td><em>Menispermaceae</em></td>
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</tr>
<tr>
<td>11</td>
<td>Lempuyang</td>
<td><em>Zingiber zerumbet</em></td>
<td><em>Zingiberaceae</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Beras</td>
<td><em>Oryza sativa</em></td>
<td><em>Gramineae</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>Adas</td>
<td><em>Foeniculum vulgare</em></td>
<td><em>Apiceae</em></td>
<td></td>
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</tr>
<tr>
<td>14</td>
<td>Kayu Manis</td>
<td><em>Cinnamomum burmani</em></td>
<td><em>Lauraceae</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>Manjakani</td>
<td><em>Quercus injectoria</em></td>
<td><em>Fagaceae</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>Kayu Rapet</td>
<td><em>Paramecia laevigata</em></td>
<td><em>Apocynaceae</em></td>
<td></td>
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</tr>
<tr>
<td>17</td>
<td>Kunir Putih</td>
<td><em>Curcuma zedoaria</em></td>
<td><em>Zingiberaceae</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td>18</td>
<td>Temu (kunyit)</td>
<td><em>Curcuma mannga</em></td>
<td><em>Zingiberaceae</em></td>
<td></td>
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<tr>
<td></td>
<td>Mangga</td>
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<td></td>
<td>- Dengue fever</td>
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<td></td>
<td></td>
<td>- Mother's breast milk</td>
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<td>- Diabetes</td>
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<td></td>
<td>- Increase appetite</td>
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<td></td>
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<td></td>
<td></td>
<td>- Overcoming constipation</td>
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<td></td>
<td>- Treating diabetes</td>
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<td></td>
<td>- Treating hypertension</td>
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<td></td>
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<td></td>
<td>- Overcoming tired bodies</td>
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<td></td>
<td>- Removes belly fat</td>
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<td></td>
<td></td>
<td></td>
<td>- Lower blood sugar/diabetes</td>
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<td></td>
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<td></td>
<td>- Adds delicious aroma</td>
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<td>- Increase stamina, uterine muscles</td>
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<td>- Tighten Woman's sex organs</td>
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<td>- Treat and prevent cancer</td>
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<td>- Treating cysts</td>
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<td>- Treat uterine cancer</td>
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</tr>
</tbody>
</table>
19  Sirsak  Annona maricata L.  Annonaceae - Lowers cholesterol - Overcoming gout  Leaf
20  Luntas (beluntas)  Pluchea indica Less  Asteraceae - Mother's breast milk  Leaf
21  Dadap  Erythrina variegata  Fabaceae - Complete the efficacy of jamu  Leaf
22  Jambu  Psidium guajava Linn  Myrtaceae - Treating diarrhea  Leaf
23  Salam  Syzygium Polyanthum  Myrtaceae - Overcoming hypertension - Lowers cholesterol  Leaf
24  Sere (serai)  Cymbopogon citares  Poaceae - Add herbal flavor  Leaf
25  Jeruk Nipsis  Citrus aurantifolia  Rutaceae - Add herbal flavor  Fruit
26  Mahoni  Swietenia macrphylla  Meliaceae - Treating diabetes  Fruit/seed

In addition, there are some additional herbal ingredients or products from plants such as sugar from palm trees (Arenga pinnata) and sugar taken from Saccharum.

3.3 Types of jamu

Generally, there are 9 types of jamu where the herbal ingredients have their respective properties. The list of jamu types below explains the plant species used in jamu and their properties.

<table>
<thead>
<tr>
<th>No</th>
<th>Name of Jamu</th>
<th>Medicinal plants</th>
<th>Properties</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Beras Kencur</td>
<td>- Beras (Oryza sativa), Kencur (Kaempferia galangal), Kayu Manis (Cinnamomum), Jahe Emprit (Zingiber officinale) Additional plants: - Serai (Syzygium Polyanthum), Jeruk Nipsis (Cymbopogon citares)</td>
<td>- Treating colds, flatulence, coughs, sore throat, Increase appetite</td>
</tr>
<tr>
<td>2</td>
<td>Kunir (kunyit) Asem</td>
<td>- Kunyit (Curcuma domestica), Asam Jawa (Tamarindus indica) Additional plants: Kayu manis (Cinnamomum)</td>
<td>- Launch women’s period, Preventing ulcers, Reduces excessive appetite, Cleanse body skin</td>
</tr>
<tr>
<td>3</td>
<td>Gula Asem</td>
<td>Asam Jawa (Tamarindus indica)</td>
<td>- Refreshes the body, Suppresses excessive appetite,</td>
</tr>
<tr>
<td></td>
<td>Plant</td>
<td>Additional/Related Plants</td>
<td>Benefits</td>
</tr>
<tr>
<td>---</td>
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<td>------------------------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------</td>
</tr>
<tr>
<td>4</td>
<td>Temulawak</td>
<td>Temulawak (<em>Curcuma xanthorrhiza</em>), Sambiloto (<em>Andrographis paniculata</em> Ness), Kunyit (<em>Curcuma domestica</em>)</td>
<td>Treat coughs, Treating canker sores, Increase appetite, Healthy liver, Prevent ulcers, Strengthen teeth, Promotes metabolism,Treating typhus, Prevent the growth of cancer cells</td>
</tr>
<tr>
<td>5</td>
<td>Cabe Puyang</td>
<td>Cabe jamu (<em>Capsicum frutescen</em> L), Lempuyang (<em>Zingiber zerumbet</em> Smith), Adas (<em>Foeniculum vulgare</em>)</td>
<td>Treating diabetes, Overcoming tired and achy body, Increase appetite, Increase blood platelets, Treating dengue fever, Launches mother's breast milk, Defecation, Treat flatulence</td>
</tr>
<tr>
<td>7</td>
<td>Sirih</td>
<td>Daun Sirih (<em>Piper betle</em> L), Kunyit (<em>Curcuma domestica</em>) Additional plant: Manjakani (<em>Quercus infectoria</em> Gall), Kunyit Mangga (<em>Curcuma mannga</em>), Kayu Rapet (<em>Parmecia laevigata</em>), Daun Beluntas (<em>Pluchea indica</em> Less)</td>
<td>Overcoming body odor, Treating vaginal discharge in women, Cleaning the skin, Increasing stamina, Antiseptic, Eyes, Strengthen teeth, Treating canker sores, Treating cysts, Preventing acne</td>
</tr>
<tr>
<td>8</td>
<td>Sambiloto</td>
<td>Sambiloto (<em>Andrographis paniculata</em> Ness), Brotowali (<em>Tinospora crispa</em> L), Temulawak (<em>Curcuma xanthorrhiza</em>) Additional plants: Mahoni (<em>Swietenia macphylla</em>)</td>
<td>Treating itching, Blood circulation, Prevent from diabetes, Treat allergies, Treating hypertension</td>
</tr>
<tr>
<td>9</td>
<td>Kunyit Kental</td>
<td>Kunyit (<em>Curcuma domestica</em>)</td>
<td>Treat abdominal pain, Antibiotics, Wound healing, Strengthens bones</td>
</tr>
</tbody>
</table>
Furthermore, there are also other types of jamu which are formulated by the seller according to the customer's request. This customer demand usually refers to the treatment of certain illnesses or only to maintain fitness and health of the body. The types of herbal medicine are jamu kunyit putih (\textit{Curcuma zedoaria} Rosce.), daun sirsak (\textit{Annona muricata} L), kencur jahe, (\textit{Zingiber officinale} and \textit{Kaempferia galanga}) and daun salam (\textit{Citrus aurantifolia}).

4 CONCLUSIONS

The producers/sellers of herbal drink of jamu gendong in Wonolopo Semarang have traditional knowledge of medicinal plants as ingredients in decoction of jamu gendong. There are 26 species of medicinal plants and 16 plant families are usually used as raw material in making jamu gendong. Some parts of species are mixed and made into nine types of regular or common jamu gendong. However, the rest of species are used into special herbal drinks or base on consumers request.

REFERENCES

Learning Strategy and Cognitive Style: The Effect on Students’ Writing Ability

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Abstract. This paper investigates the effect of learning strategy and cognitive style on students’ ability in writing Indonesian narrative writing text. It was conducted on the VII grade students at MTs Ibnu Taimiyah Bogor, West Java. This experimental study applies treatment by level design and two-factorial ANOVA analysis with α = 0.05. The sample was 80 students grouped into experiment and control classes. Writing test and GEFT instruments were used in collecting the data. The findings showed the students’ ability in writing narrative text taught by inquiry-based communicative learning strategy was higher than those taught by expository-based communicative learning strategy.

Keywords: Inquiry-Based Communicative Learning Strategy, Expository-Based Communicative Learning Strategy, Writing Narrative Text, Cognitive Style

1 INTRODUCTION

In a learning process, considering teachers’ experience in class, the principles of a teaching approach should not be rigid. The approach can or should be changed and adapt to the findings in class. A teaching approach is not a set of static and rigid principles which cannot be changed. As stated by Brown, an interaction between the approach and practice of teaching in class is a key to the creation of dynamic and spirited teaching [1]. A communicative approach, as stated by Kumaravadivelu, is an approach with authenticity, acceptability, and adaptability values [2]. In this study, a communicative approach was adapted with inquiry and expository teaching methods. According to Bruce Joyce and Marsha Wei, an inquiry teaching method is a method which makes students as the center of learning (child-centered learning) whereas in an expository method, teacher is the center of learning (teacher-centered learning) [3]. The adaptation of communicative approach with inquiry method is called an inquiry-based communicative language learning and the one with expository method is called an expository-based communicative language learning.

The study of writing narration, currently, interst many researchers. A number of research report publication has been published in om journals. Fahey et al from the University of California, Irvine, examined the narrative writing in digital form entitled Narrative Writing in Digital Formats: Interpreting the Impact of Audience. This experimental study, the type of writings of the subjects ar inspected when they write in online social media forums for their teachers and peers. Some aspects assessed are writing ability, mechanical errors, academic word
use, and writing organization. One of the research findings is the research participants are more likely to write narrative texts when writing to peers [4].

One of the results of studies on communicative strategy was published in a journal by Giuseppina Scotto Di Carlo. In that study, Pathos was used as a communicative strategy in the dissemination of knowledge through online. Di Carlo described how the speaker the used Pathos technique in discussing, entertainment, and design to develop direct connection with the audience. The speaker tried to involve emotion during interaction with his audience. It was found that the success of direct discussion on technology, entertainment, and design through internet depended mostly on how the speaker was heard, remembered, and perceived as a trusted promoter of knowledge dissemination. However, there was another important thing namely how the speaker and technological device gave contribution to the audience. Scientific approach should be something shared by both professional elites and public, not something distanced and separated [5].

One’s internal factors affect the success of his/her learning process and a cognitive style is an one of these internal factors. Herman A. Witkin was one of the pioneers of the theory of cognitive style and a learning style by using the field-dependency and field-independency concepts [6]. Compared to field-dependent learner type, learners with field-independent type are considered to be independent in developing their skills. In this study, the instrument developed by Othman, Raskin, and Witkin, known as a group embedded figures test (GEFT), was used as the instrument to develop the cognitive style. This instrument was used to measure students’ ability to find a simple form hidden in a complex pattern. The test consisted of three parts containing 7 problems in the first part, 9 in the second part, and 9 in the third part. Through this test, students were grouped into field independent and field dependent cognitive style learners.

A study on the relation between cognitive style and writing ability titled A Study of Cognitive Style Effects on ESL Students’ General Writing Ability was conducted by Faezeh Shojaei and Kedutso Kapfo. The objective of their study was to assess the effects of field independent and field dependent styles on the writing ability of ESL students. The subject of the study was 80 Iranian students studying at an international ESL class in Mysore City, India. Two groups of ESL students which were grouped based on GEFT were assigned to write an essay. Based on the results of a descriptive analysis and a t-test, it was revealed that cognitive style had significant effects on general writing ability of students of both field independent and field dependent cognitive style. It was shown that students with field independent cognitive style were superior to those with field dependent cognitive style [7].

Learning strategy becomes one of the issues in the teaching of writing narration unconsidering the learners’ cognitive style. Teacher uses a single teaching strategy to students who have different cognitive styles when teaching narrative essays in the class. Therefore, it is necessary to improve teaching strategies in the teaching and learning process. The teaching strategies that fit with the cognitive style of students in orther that the learning objective is improved. In this study, the researcher conducted a study using inquiry-based communicative language learning strategies and expository-based communicative language learning strategies.

In this study, an inquiry-based communicative language learning strategy was implemented in experimental classes. Cognitive style of students was determined before the learning process started. The narrative writing ability of students with field independent cognitive style was expected to improve after they received narrative writing materials by using an inquiry-based communicative language learning strategy. Likewise, that of students with field dependent cognitive style was expected to improve after they received narrative writing materials by using an expository-based communicative language learning strategy.
This research concerns in the writing skills of junior high school learners either grade 7, 8, or 9, and equivalent taught both in grades VII, VIII, and IX. Writing narration is one of the subject taught continuously for the three grades. The genre mapping of Indonesian language subject carried out based on the basic competencies of KI-3 and KI-4 of Junior High School Curriculum 2013, the narrative writing materials focus on narrative stories and local fables/legends for grade 7, drama narration for grade 8, and inspiring story narratives for grade 9.

There was a different ability in narrative writing in Bahasa Indonesia between students studying using inquiry-based communicative language learning strategy and those studying using expository-based communicative language learning strategy. The hypothesis which stated that the ability to write a narrative writing in Bahasa Indonesia of students in the field independent cognitive style group is higher than that of students in the field dependent cognitive style group was accepted significantly. This was indicated by the higher mean score of the skill to write a narrative writing in Bahasa Indonesia of students having field independent cognitive style than that of students having field dependent cognitive style.

2 RESEARCH METHOD

An experimental method in a 2 x 2 factorial design was used. John W. Creswell stated that an experimental research is conducted to assess whether an idea (practice or procedure) affects the results or dependent variables. There are many and varied steps in conducting an experimental research. However, as stated by Creswell, there are several core steps as follows. First, the researcher should have an idea to be tested in the experiment. Second, the researcher selects individuals as the subject of the research (and share different experience to other individuals). Third, the researcher determine whether the subjects of the study experiencing the idea (practice or procedure) have better performance on certain parameter compared to those who do not have such experience [8].

A 2 x 2 factorial design was used and the layout of the experiment is shown in Table 1.

<table>
<thead>
<tr>
<th>Cognitive Style (B)</th>
<th>Learning Strategy (A)</th>
<th>Result of Narrative Writing in Bahasa Indonesia</th>
</tr>
</thead>
<tbody>
<tr>
<td>Field Independent</td>
<td>Inquiry-based</td>
<td>A1B1</td>
</tr>
<tr>
<td>Field Dependent</td>
<td>Expository-based</td>
<td>A2B1</td>
</tr>
<tr>
<td>Ability to Write a</td>
<td></td>
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<tr>
<td>Narrative Writing in Bahasa Indonesia</td>
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<td></td>
</tr>
<tr>
<td></td>
<td>Learning Strategy (A1)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Learning Strategy (A2)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Result of Narrative Writing in Bahasa Indonesia</td>
<td></td>
</tr>
</tbody>
</table>

Notes:
Dependent Variable: Ability to Write a Narrative Writing in Bahasa Indonesia
Treatment Variables:
A = Learning Strategy
A1 = Inquiry-based Communicative Learning Strategy
A2 = Expository-based Communicative Learning Strategy

Attribute Variables:
B = Cognitive Style
B1 = Field Independent Cognitive Style  
B2 = Field Dependent Cognitive Style  
A1B1 = Students participating in learning process using an inquiry-based communicative strategy and having field independent cognitive style  
A2B1 = Students participating in learning process using an expository-based communicative strategy and having field independent cognitive style  
A1B2 = Students participating in learning process using an inquiry-based communicative strategy and field dependent cognitive style  
A2B2 = Students participating in learning process using an expository-based communicative strategy and field dependent cognitive style

The population in this study was all 180 students of Grade VII in odd semester, academic year of 2017/2018 in MTs Ibnu Taimiyah, Bogor. These students were divided into six learning groups, namely VII A, VII B, VII C, VII D, VII E, and VII F. All students had equal chance to be selected as samples in this study.

Samples were taken by using a cluster random sampling method. Wibisono stated that in a cluster random sampling method, all elements of a population share equal chance and are known to be selected as subjects. For example, if there are 1000 elements and the researcher needs to select 100 subjects, each element will have a 0.1 chance to be selected as subject. This sampling method is known as a simple random sampling which has the smallest bias and offers a good generalizability.

Four of six classes of Grade VII including VII A, VII B, VII D, and VII E in MTs Ibnu Taimiyah, Bogor were selected by using a drawing method. Then, another drawing was taken to select 2 classes as experiment and control classes. The drawing was conducted by using ballot paper. Each ballot paper was identified as either experiment or control class. Results of the drawing showed that classes VII A and VII D were selected as experiment classes and classes VII D and VII F as control classes.

Twenty of 59 students in the experiment class had a field independent cognitive style and 20 students had a field dependent cognitive style. Nineteen students were excluded from the subject of the study. These students followed a narrative writing in Bahasa Indonesia by using an inquiry-based communicative strategy. Twenty of 58 students in the control class had a field independent cognitive style and 20 students had a field dependent cognitive style. Eighteen students following a narrative writing in Bahasa Indonesia by using an expository-based communicative strategy were excluded from the subject of the study.

In grouping the students into field independent cognitive style and field dependent cognitive style in both experiment and control classes, 33% of students of high score group and 33% of students of low score group were selected. This was in line with what was stated by Dali S. Naga that subjects of the study could be divided into three parts which should not be equal in number. The top part was called the highest group and the bottom part, which was usually as big as the top part, was called the lowest group. No attention was given the middle part.

The experiment class was the one followed by students who became the samples of the study. These students were given a learning process by using an inquiry-based communicative language learning strategy in a narrative writing class by considering the students’ field independent and field dependent cognitive styles. Meanwhile, students in the control class were sample students who followed a narrative writing learning process by using an expository-based communicative language learning strategy by considering the students’ field independent and field dependent cognitive styles.
The cognitive style of students in experiment and control classes was determined by using a general embedded figure tests (GEFT) developed by Raskin and Witkin in the form of pictures containing instructions to find the simple forms of complex pictures. Results of this test showed the style tendency the students had whether it was field independent or field dependent.

3 RESULTS AND DISCUSSION

Discussion was done on descriptive data of students’ ability in narrative writing in Bahasa Indonesia and results of the hypothesis test described previously. The followings are the results of the test of the study hypothesis. There was a different ability in narrative writing in Bahasa Indonesia between students studying using inquiry-based communicative language learning strategy and those studying using expository-based communicative language learning strategy. This was shown by the results of two-way ANOVA test with Fcalculated (18.531) > Ftable (3.97) at significance level of $\alpha = 0.05$.

This might be caused by the finding that inquiry-based communicative language learning strategy helped students fully develop their imagination in writing their narrative texts in Bahasa Indonesia. In general, students were found to have difficulty in developing their imagination which made it not easy for them to pour their ideas down in the a narrative form. Inquiry-based communicative language learning strategy helped students develop their own narrative ideas so that they needed to write independently. This had resulted in more varied narrative ideas and more interesting narrative organization.

In addition, in the inquiry-based communicative language learning strategy, students were led by their teacher to lead the students to find the intrinsic elements of narrative text, formulate the problems, develop hypothesis, and think to seek for information needed in hypothesis test, and draw conclusions independently by themselves.

In contrast, expository-based communicative language learning strategy was found to give students a lot of examples and guidance in the process of narrative text writing. Students received exercises and assignments in the process of narrative text writing. Teacher played a role as the center of the learning process. Based on the above explanation, students in the inquiry-based communicative language learning group received higher scores than those in the expository-based communicative language learning strategy group.

Based on the above data, the following hypothesis test was conducted. There is a different ability of narrative writing in Bahasa Indonesia between students following a learning process through an inquiry-based communicative language learning strategy (A1) and students following a learning process through an expository-based communicative language learning strategy (A2). The tested statistical hypothesis was: $H_0 : \mu_{A1} \leq \mu_{A2}$ and $H_1 : \mu_{A1} > \mu_{A2}$.

Results of two-way intercolumn analysis of variance showed that $F_{calculated} (18.531)$ was higher than $F_{table} (7.39)$ at a significant level of $\alpha = 0.01$. This meant that $H_0$ was rejected and $H_1$ was accepted. Following this significant difference, the ability of students in these treatment groups was tested. It was found that the mean score of the ability to write a narrative text in Bahasa Indonesia of students in the inquiry-based communicative language learning group (A1) (86.60) was higher than that (73.85) of students of the expository-based communicative language learning group (A2). Therefore, students of the inquiry-based communicative language learning group had a better ability to write a narrative text than those of the expository-based communicative language learning group.
4 CONCLUSIONS

Based on the results of data analysis described previously, the following conclusion was drawn. The ability to write a narrative writing in Bahasa Indonesia of students following a learning process through an inquiry-based communicative language learning strategy was higher than that of students following a learning process through an expository-based communicative language learning strategy.

REFERENCES

Hermeneutic in Indonesian Classic Literature

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Abstract. The issue of religion is one of the ideas of the creation of works that are always rife to be discussed, especially in literary works. Literary work is a document that records the past reality according to the author's observation, scrutiny and subjective thinking. Short story "Collapse of our Surau" is a symbol of the Minang people who have a philosophy. This type of research is qualitative with the content analysis method with a hermeneutic approach. The data source of this research is the short story "Collapse of Our Surau" by A.A. Navis. Based on the results of the discussion, it was concluded that this short story hermeneutically has the implicit meaning of the text. In this short story that collapsed is not surau. Surau is only a symbol used by A.A. Navis as a substitute for the fading of human understanding of the essence of life. As a symbol, this short story describes the attitudes and behavior of human beings who do charity without knowledge.

Keywords: Study, Hermeneutics, Short Stories

1 INTRODUCTION

Literature is not just a work of fiction that juggles facts into fiction, but also notes a testimony or a series of events that occur at certain times and times. The record sometimes results from an interpretation and evaluation of one or various events that occur in life. Therefore, there are not a few literary works that hint at signs, clues, predictions or just portraits in the future. Literature is a kind of historical record, a historical fact of author subjectivity. In addition, literature also records and records social situations at certain times and then tries to interpret them for life, so hermeneutic science is an interpretation of the general problems in understanding texts including literary texts. [1]The interpreter not only possesses the art of exegesis [Auslegung]; he or she also knows how to justify the exegesis theoretically.

The world in literature is a mimesis of events that occur in everyday life (imitation of reality). Therefore, literature is a document that records the past reality according to the author's observation, scrutiny and subjective thinking. Likewise, the short story which is one of the literary prose genre serves as the shape of the character of the reader. Similar things [2], namely "This is in accordance with the purpose in the creation of short stories or other literary works which in the end is to foster the personality of society, especially teenagers from all things that can damage and influence their image as heirs of the nation". Thus, the reality is present for the sake of thought itself.
The issue of religion is one of the ideas of creating works that are always warm to talk about. One of them is the short story "Breaking Our Surau" by A.A. Navis will be analyzed from a hermeneutic point of view. Hermeneutics is an important element in understanding or giving meaning from a text. Short Story "Robohnya Surau Kami" by A.A. Navis is a symbol of the Minang people who have the philosophy of "adat basandi sarak, sarak basandi Kitabullah". This short story is a symbol of the Minangkabau community far ahead when this short story was made. The philosophy that rooted religion as the foundation of life began to fade in this short story. Imbalance has occurred in humans in interpreting life. Surau which collapsed is not a literal meaning that signifies the loss of a place of worship. But it is a symbol of the collapse of human morals which only understands one concept of divinity. Thus, the collapse of the Surau We are a symbol of a culture in this case is the culture of the Minang community. Hermeneutics is a theory of the workings of understanding in interpreting texts that interpret them through a symbol. In line with [3] The hermeneutical reading of the text means dialogue with the text itself. According to Gadamer, to obtain the meaning closest to a text is to dialogue with the author's fusion horizon, text horizon and interpreter's horizon. In this case, the formulation of the problem of this research is "How do short stories "Robohnya Surau Kami" by A.A. Navis with a hermeneutic approach? "

Etymologically, the word hermeneutics comes from Greek, hermeneuein, which means to interpret. In Greek mythology, this word is often associated with a character named Hermes, a messenger who has the task of conveying Jupiter's message to humans. The task of conveying a message also means transferring the words of the gods into a language that can be understood by humans.

According to Paul Ricouer (in Rafiek, 2010: 3-4) hermeneutics is a theory of the workings of understanding in interpreting texts. In other words, hermeneutics is a decomposition process that moves from content and meaning that looks toward hidden and hidden meanings. The object of interpretation is that it can be a symbol in a dream or even myths of symbols in society or literature. In his study, Recouer distinguishes between univocal and equivocal symbols. Univocal symbols are signs with one meaning that is marked, such as symbols in logic. While the equivocal symbol is the real focus of hermeneutics, relating to symbolic text has a multimantic meaning and can form a semantic unity which has (as in myth) a surface meaning that is truly coherent and at the same time contains deeper significance.

Palmer (in WM., 2008: 24) summarizes six hermeneutic definitions, namely first, hermeneutics as the theory of Biblical Exegesis (interpretation). Second, hermeneutics as a philological methodology, third, hermeneutics as a science of linguistic understanding, fourth, hermeneutics as the basis of social-humanities methodology, fifth, hermeneutics as Dasein's phenomenology and existential understanding. Sixth, hermeneutics as a system of interpretation; find meaning vs. iconoclasm. Meanwhile Mircea Eliade defines hermeneutics as the art of interpretation, in which there are three important components that cannot be separated, namely the text, interpreter, and reader.

Ricouer (in Rafiek, 2010: 7) describes the hermeneutical work procedure as follows: the first step, is the symbolic step from symbol to symbol. The second step is giving meaning by symbols and careful excavation of meaning. The third step, is a truly philosophical step, namely to use symbols as a starting point. These three steps have a close relationship with the steps of understanding language, namely semanti (level of pure language), reflexive (higher
Hermeneutics is closely related to structural analysis. Structural analysis is a logical means to decipher the text (the object being interpreted). Then hermeneutic analysis moves further from the study of structure, hermeneutic analysis involves a variety of relevant disciplines that allow interpretation to be broader and deeper. However, various structural elements that are symbolic cannot be dismantled by only the relations between these elements. Therefore, hermeneutic interpretation includes knowledge which is possible to participate in forming it; psychology, sociology, politics, anthropology, history, etc. This is what is meant by the distortion of the world of text (object) and self-understanding. In other words, if the text is understood through an analysis of the relations between the elements (structural), other fields that have not been touched can be understood through the fields of science and other methods that are relevant and possible. The same thing was said by. The hermeneutic method which includes verstehen, erklären, and reflection tries to put literature in its place as art which is a tool to perfect human existence.

According to Ricoeur (in Rafiek, 2010: 10), there is no structural analysis without a hermeneutic understanding of the inheritance of meaning without metaphor, without translation, without giving indirect meaning that creates semantic fields, namely the basis of observable structural homologies.

2 RESEARCH METHOD

This type of research is qualitative research which focuses on content analysis. According to Semi (1993: 23) "Qualitative research is research carried out by not using numbers, but using depth of appreciation of the interaction between concepts that are empirical." Content analysts' best guarantee against the contamination of texts by the takes their sources have in how their texts are analyzed is to focus on textual karues of which their sources are unconscious, or to apply categories the sources of their texts are unable to control. Then Hasanuddin WS. (1998: 3) "Content analysis is analyzing the contents of literature as a product of communication from an author to the reader". Manuscripts that are sampled are described and explained based on the relationship between the information contained in them. The process of deciphering and explaining is continued with interpretation.

3 RESULTS AND DISCUSSION

The story in the short story Robohnya Surau Kami by A.A. Navis portrays humans who attach importance to relationships with their creators, while relationships with humans are ignored. This is illustrated by the figure of the grandfather who became garin at a surau.


Based on the above quote can be explained the side of human life. The grandfather figure in the quote is not willing to be said to be a damned man. This is narrated through a text which states that grandfather's life had been intended only for God. He always worshiped obediently,
always echoed the call to prayer, and read the scriptures. Because that form of love for God is what makes grandfather neglect worldly life that should not be forgotten.

Grandfather has no desire for his worldly life. Naturally, humans must have the desire to have a wife, have children, and an established life in financial terms. Grandfather is a symbol of man who has complete obedience to God. However, fear of damage to obedience was due to worldly factors that made the grandfather choose not to settle down.

..."Pisau siapa, Kek?"
"Ajo Sidi."
"Ajo Sidi?"

Ajo Sidi, this is a call that is very familiar to the Minang people. Ajo Sidi is a call for the people of Pariaman. As a cultural symbol, certainly A.A. Navis has the intention of choosing a name that represents the culture of one of the Minang communities. Pariaman people are known to be good at speaking (symbolized by the character Ajo Sidi who boasted a story to grandfather). Bragging proficiency represents the character of some Minang people known as the gadang ota. Boasting is a contentless conversation that is sometimes sought to be conveyed to others. Sometimes the boasting teases people around and harms others.


Humans are basically servants who are always tawadh u. However, that nature changed because of the negligence that made them become arrogant. Feeling the best and most true self that is done by Haji Saleh is a human symbol that only justifies the logic that makes him sure he can enter heaven. This is what many people do, do something without returning it to the true teachings in accordance with the rules of religion.

... Lalu Tuhan mengajukan pertanyaan pertama.
"Engkau?"
'Aku Saleh. Tapi karena aku sudah ke Mekah, Haji Saleh namaku.'
'...'
apa kerjamu di dunia?'
'Aku menyembah Engkau selalu, Tuhanku.'
'Lain?'
'Setiap hari, setiap malam. Bahkan setiap masa aku menyebut-nyebut nama-Mu.'
'Lain.'
[...]
Tidak. Kamu semua mesti masuk neraka. hai, Malaikat, halaulah mereka ini kembali ke neraka. Letakkkan di keraknya!'
The dialogue between Haji Saleh and God depicts humans who are only concerned with personal interests. Haji Saleh's protest against God's decision to put him in hell was a form of human dissatisfaction. The protest did not have a strong foundation. The thing that is relied on to appeal is the worship they do. When God made them aware of the arguments that were in accordance with religious teachings, then Haji Saleh realized his mistake.

In Islamic teachings, two main elements must be fulfilled by a servant. Relations with creators (habluminallah) and relations with fellow humans (habluminannas). Thinking only by multiplying worship to God and then being able to reach God's heaven is something wrong. In the teachings of Islam, humans must balance between worship to God and social relations with humans. Habluminallah is a human relationship with God. This relationship basically covers habluminannas and habluminal'alam.

Every worship ordered by God is to increase vertical and horizontal relations equally. Vertical relationship is our relationship to Allah (Habluminallah), while horizontal relations are our relationship to fellow creatures of Allah (Habluminannas). Therefore, practicing religion must be with science so that what we do is right.

The above quote is a symbol of the community that A.A. wants to convey. Surau without guards, whose wood is sometimes taken as a substitute for firewood for women. Based on the work of [1] hermeneutics In contrast to this, when we use the term ‘hermeneutics’ today we stand in the scientific tradition of the modern era, 'Robohnya Surau Kami' is a symbol of the collapse of human faith and the meaning of the fading of the Minangkabau indigenous culture affected by foreign culture. This is also relevant to the results of the study [3] stating that, Gadamer's hermeneutical theory was applied to the Ikhtilas novel by Hani Naqshabandi, the reader became aware that a cultural revolution movement was taking place in Saudi Arabia. This movement, among others, was marked by the emergence of awareness of people's freedom of understanding religion and tradition. Religious practice is demanded as something in accordance with justice and rationality [13]. This began with the awareness of the need for redefinition of humans themselves, especially women. However, the difference in this research with research [3] is based on the short story hermeneutic theory The collapse of Suarau We invite readers, especially men, to always protect and protect their people, especially women to avoid immoral acts and acts that violate the customary rules applies in Minangkabau. This is based on the hermeneutic definition proposed by Palmer (in WM., 2008: 24), that hermeneutics is the basis of social-humanities methodology which is reflected in the relationship between men and women based on traditional rules in Minangkabau.
4 CONCLUSIONS

"Robohnya Surau Kami" is a symbol of social, cultural and religious. As a symbol, this short story describes the attitudes and behavior of human beings who do charity without knowledge. Understanding something is not accurate. If humans understand the true essence of life, they will understand that there must be a balance between creator and human.

Hermeneutic studies examine this short story in the process of interpretation. Dismantle the implicit meaning of the text. In this short story that collapsed is not surau. Surau is only a symbol used by A.A. Navis as a substitute for the fading of human understanding of the essence of life. Surau which represents the divine life with prayer in it, and represents the social essence of society by gathering there. Because the Minangkabau community used to be, Surau is not only a place of worship but also a place for deliberation.

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Media Alignment: Information Reproduction Patterns of Middle East Conflict in Indonesian Media

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Abstract. This study aims to uncover the information reproduction pattern of Middle East conflict in Indonesian online mass media. The study model is descriptive qualitative model. The data was taken from the reports on Syrian conflict in Indonesian online mass media i.e. Republika, Kompas, and Tempo. In accordance with the orientation of the study, the data must be conducted on the news from January to October 2018. Data were analyzed by using Miles and Huberman stages of qualitative analysis models. The findings of the study indicate that each media from the data source taken has different ways and perspective in reproducing information and news related to the Middle East conflict. Republika tends to take the point of view against Syrian government, which bring the United States and its allies to be the central of the news. In the other hand, Kompas is departed from the point of view of the Syrian government and allies by dwarfing the United States and its allies in the news. As the third axis, Tempo takes a chronological perspective and highlights many humanitarian issues in the news.

Keywords: Information Technology, Online Mass Media, Middle East Conflict

1 INTRODUCTION

Derived from the latest development data released by the Press Council, it was found that Indonesia owns 43,300 online mass media that routinely publish news on various lines and existing sectors [1]. This high number is in line with the intensity of public access to online news, where one of the studies conducted by UC Browser stated that 95 percent of Indonesian citizens get news from their smartphones [2]. By relying on internet connection speed, the mass media presents international news features, so that various events that occur in parts of the world can be easily accessed by the public. Middle East Conflict is one of the news accessed by Indonesian readers. The conflict began with the momentum of the Arab Spring as well as various issues of terrorism and other religious radicalism that have attracted world attention over the past few years [3]. The strategic position of several subjected Middle Eastern countries in the world political and economic crossings has sparked the interest of other countries to participate in the turmoil that occurred in the internal sphere, one of which is online mass media. This intervention at a further stage proved the effectiveness in extending the conflict occurred in various countries involved.
World political issues that dragged the Middle East as a line of state with a strategic position have politically triggered many Western countries to do military aggression in order to seize power [4]. Foreign media have begun to discuss and report on the existences and severity of events in the Middle East. The gas pipeline, which plays an important role in the flow of the economy and world oil trade, has also triggered the passion of Western countries to invade various related countries [5]. Also, the existence of sociocultural issues and prolonged conflicts between religious groups has given some impacts of chaos in many internal lines of various countries [6]. In several studies, there were mentioned that the media have successfully established the Islamic world e.g. in digitalization, social online, contributed to new forms of social, cultural, economic and political capital [9], some media said that the opposition forces sought to make themselves as the potential allies for the foreign interventions who oppose both for Islamic countries and the Syrian government, while others reject the idea of the foreign intervention by starting to invade Islamic countries in the east [4] [10]. The idea is then actualized in various media of creation [17]. These various interests had caused differences in some media in informing one and the same event. Media takes a subjective angle in reporting events according to the values they believe and to the readers’ demands [7]. Some values that have become the fundamental ideology adopted have made it impossible for the media to be in the equilibrium of neutrality in delivering the information to their respective readers. The action is politically aimed at legitimizing the power of a party and the oppression of the others [8].

In the context of the events of the Middle East conflict reported by Indonesian media, the politicization appeared in slightly different forms. This condition is happening because of the difficulty for the people in many counties to access the real events in their original material of news that brings not all media can get the real events their main source of information. The majority of the media obtained the information through other media that had previously reported the occurrence of events. Accordingly, this condition is also happened in Indonesia’s media that also reproduce news from the existing media e.g. by reprocessing the information obtained from the first source and presenting it back to the reader so that it can be seen as what the Indonesian media views about the news in the Middle East.

2 RESEARCH METHOD

This research is a language research into interconnected is language applying various language theory which in common parlance is known as discourse analysis. Language research is included in qualitative descriptive research within the analysis method which is using content analysis method. Content analysis method use Van Dijk’s theory with several step, first, from the dimensions of text, social cognition, and the social context that supports one another.

3 RESULT AND DISCUSSIONS

3.1. Van Dijk’s Text Dimensions: Media Discourse Analysis

Discourse can be seen from the dimensions of text, social cognition, and the social context that supports one another. Discourse as a basis for understanding text is very necessary for the language community in communication with complete information [11]. The essence of discourse analysis is to combine these three dimensions into one unit [12]. In the text dimension the structure of the text and discourse strategies are examined which are used to
confirm a particular theme. At the level of social cognition the discourse production process is examined which involves the individual cognition of the discourse writer. At the level of the social context, the building of discourse is developed in the community.

In the text dimension, Dijk divides discourse into three elements i.e. macro structure, superstructure, and micro structure. Macro structure (thematic) refers to a general description of a text. Devices that are dissected on a macro structure are the themes used by the creator of the text as a Superstructure process (schematic) pointing to the flow from the introduction to the end to form one meaning. Discourse according to Van Dijk [12] has two major schemes: a summary represented through headlines and leads, and a story which is the overall content. Micro structure refers to the local meaning of a text that can be observed from the choice of words, sentences, and styles of language used in the text.

The framework of the Van Dijk text discourse elements can be seen in the following table [12]:

<table>
<thead>
<tr>
<th>Discourse Structure</th>
<th>The matter observed</th>
<th>Elements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Macro Structures</td>
<td>Thematik</td>
<td>Theme</td>
</tr>
<tr>
<td>Superstructures</td>
<td>Schematic</td>
<td>Scheme</td>
</tr>
<tr>
<td></td>
<td>Schematic</td>
<td>Background, details, intentions, presuppositions, nominalization.</td>
</tr>
<tr>
<td>Micro Structures</td>
<td>Syntax</td>
<td>Sentences, coherence, pronouns.</td>
</tr>
<tr>
<td></td>
<td>Stylistic</td>
<td>Lexicon</td>
</tr>
<tr>
<td></td>
<td>Rhetorical</td>
<td>Language style, metaphor</td>
</tr>
</tbody>
</table>

3.2 Data Analysis

News of the American attack on Syria was reported in Inab Baladi on April 14, 2018 with the headlines that tended to be neutral and flat [13]. The Syrian media chose the title in the form of the following sentence:

روسيا: لا أضرار بشرية في الضربة العسكرية

Russia: There are no fatalities in military attacks

The news then provided information related to the events of the American attack on Syria. It was reported that the attack occurred at dawn in Damascus, a suburb, Homs, as well as a scientific research center in Barza. The attack was carried out to respond to the use of chemical weapons by the Syrian government which killed 60 people in East Ghouta a week earlier.

News of the American attack on Syria on April 14, 2018 were reported by Republika with the title The US Althogether with France and Britain Bombarded Syria (AS Bersama Prancis dan Inggris Gempur Suriah) [14]; by Kompas with the title US and its Allies Firing More than 100 Missiles to Syria (AS dan Sekutunya Tembakkan Lebih dari 100 Misil ke Suriah) [15]; and by Tempo with the title Again, United States and Allies Attacked Syria (Lagi, Amerika Serikat dan Sekutunya Serang Suriah) [16]. The analysis of the tendencies of the three mass media in the news is as follows:
3.3 Macro Structures

The headline of Republika is the following sentence:

\textit{AS Bersama Prancis dan Inggris Gempur Suriah}  
\textit{(US Altogether with France and Britain Bombarded Syria)}

The headline selection projected a weapon attack launched against Syria which manifested itself through the choice of the Bombarded Syrian clause. The weapons attack was not only carried out by one country's military, but was carried out in cooperation. The attack was fronted by the United States which took France and Britain as allies of attack, as reflected in the US phrase with France and Britain.

The headline of Kompas is the following sentence:

\textit{AS dan Sekutunya Tembakkan Lebih dari 100 Misil ke Suriah}  
\textit{(US and its Allies Firing More than 100 Missiles to Syria)}

The headline selection projected a massive gun shooting launched against Syria. The awesomeness manifested through the phrase 100 Missiles to Syria. The weapons attack was fronted by America and its allies which were not stated concretely. As perpetrators, America and its cooperation partner countries are reflected in the US and Allied phrases.

The headline of Tempo is the following sentence:

\textit{Lagi, Amerika Serikat dan Sekutunya Menyerang Suriah}  
\textit{(Again, United States and Allies Attacked Syria)}

The headline selection projected the attacks conducted by the US and its allies against Syria. Cooperation in the attack was reflected in the phrases of the United States and its Allies, so that the country was not explicitly mentioned. The attack was described as an attack which was a series and was the continuation of the attacks that had been conducted before. This is reflected in the word \textit{Lagi} (Again) which contains repetitive meanings. Intentionally, each discourse has a different perspective in compiling news. Republika highlighted the role of France and Britain, which in addition to the United States, was also no less active in the Syrian attack cooperation; Kompas stressed the awesomeness of the attack through the number of 100 missiles fired by the United States and its allies into Syrian territory; Tempo stressed that there had been many attacks carried out by the United States and its allies against Syria. Based on the analysis the headline intentions of each discourse can be seen in the following figure:

\begin{center}
\begin{tabular}{|c|c|c|}
\hline
\textbf{Media} & \textbf{Theme Meeting Point} & \textbf{Theme Intention} \\
\hline
Republika & & The existence of France and Britain as American allies in the event of an attack. \\
\hline
Kompas & America and its allies attacked Syria & The amount of 100 missiles fired as ammunition. \\
\hline
Tempo & & The attack that was conducted was not for the first time, but was a series of attacks that had been conducted before. \\
\hline
\end{tabular}
\end{center}
3.4 Superstructures

The news lead-in of Republika is the following sentence:

Presiden Amerika Serikat Donald Trump pada Jum’at (14/4) memerintahkan pelaksanaan serangan dengan menargetkan fasilitas senjata kimia Presiden Suriah Bashar Al-Assad.

(US President Donald Trump on Friday (14/4) ordered the implementation of the attack by targeting Syrian President Bashar Al-Assad's chemical weapons facilities.)

From the data, it appears that the lead-in chosen by Republika to initiate its news structure is the order to attack Syrian chemical weapons facilities by Donald Trump. As the main framing, these leads have an influence on the news orientation that is built through cohesion and coherence between sentences and paragraphs in the news. One of the effects of these leads is the tendency of news stories that globally highlight the significance of Donald Trump’s role in attack.

The news lead-in of Kompas is the following sentence:

Dalam serangan pertama ke Suriah, Sabtu (14/4/2018), Amerika Serikat dan sekutunya sudah melepaskan lebih dari 100 misil penjelajahnya.

(In the first attack on Syria on Saturday (4/14/2018), the United States and its allies have released more than 100 explorer missiles.)

From the data, it appears that the lead chosen by Kompas to initiate its news structure is the release of more than 100 explorer missiles by the United States and its allies against Syria. This lead then becomes the basis of the overall news development by the discourse producers. In the story on the news, the 100 explosive missiles launched by America became the starting point for an explanation of the superiority of Russia capable of crippling these missiles through its sophisticated defense system technology.

The news lead-in of Tempo is the following sentence:


(The United States and its allies launched an attack on Syria on Friday, April 13, 2018, US time. The attack was aimed at President Donald Trump to punish Syrian President Bashar al-Assad, who was allegedly the mastermind behind the chemical weapons attack in the city of Douma on April 7. The attack on the Douma killed more than 40 people.)

From the data, it appears that the lead chosen by Tempo to initiate the news was the launch of a US attack which was based on attacks on chemical weapons in Douma City on April 7 by the Syrian government, Bashar Al-Assad. The lead is then a point that has been developed and is much touched on in the news paragraphs.

By paying attention to the lead and story analysis of the three discourses above, analysis of the superstructure can map the reproductive tendencies of each news reflected through the compilation of ideas in sentences and paragraphs. Republika has a tendency to stand out the American leadership in initiating attacks on Syria. Kompas has a tendency to stand out the
superiority of Russia which can fend off more than 100 American missiles. Tempo has a
tendency to show off the significance of the attacks launched by the United States as an effort
to protect Syrian civil society and maintain the stability of its own national security.

The different tendencies of each news in the lead and story can be seen in the following
figure:

<table>
<thead>
<tr>
<th>Media</th>
<th>Lead dan Story Intentions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Republika</td>
<td>American leadership in conducting the military attacks.</td>
</tr>
<tr>
<td>Kompas</td>
<td>The power of Russia in fending off the attacks.</td>
</tr>
<tr>
<td>Tempo</td>
<td>The manifestation of humanity behind the attacks of the United States and its allies.</td>
</tr>
</tbody>
</table>

3.5 Micro Structures

Semantically, each discourse puts forward their respective backgrounds in an effort to
construct the meaning to the readers’ minds. Background status in the meaningful process is
very important, because it functions as a tool as well as a medium to lead readers' opinions.

Republika proposes the background in the following sentence:

Perintah itu sebagai tanggapan atas terjadinya serangan gas beracun pekan lalu, yang
menewaskan setidaknya 60 orang.
(The order was in response to a toxic gas attack last week, which killed at least 60 people.)

The background of the incident in the form of sadistic chemical weapons attacks
conducted by the Syrian government a week earlier was in the first paragraph. The strategy of
laying down the background is intended to limit the readers’ interpretations not to assume too
far about the motives of the attacks conducted by the US. The readers’ opinions which are
expected to justify and support the US actions as a counter-attack slowly begins to be
constructed through the discourse.

Kompas proposes the background in the following sentence:

Kementerian Pertahanan Rusia Mengklaim, sistem pertahannya berhasil merontokkan sejumlah misil sekutu.
(The Russian Ministry of Defense Claimed, the defense system managed to knock out a
number of the allied missiles.)

The setting is the claim of the success of the Russian defense system in fending off the
United States missile attack placed in the initial paragraph. Setting the background is intended
to limit the readers’ interpretation of the attack. The discourse constructs the readers’ minds
that the attack is not effective in the destruction mission that is conducted so that the next
paragraph is only additional and not too important.

Tempo proposes the background in the following sentence:

Serangan itu ditujukan Presiden Donald Trump untuk menghukum Presiden Suriah Bashar al-Assad, yang diduga kuat dalang penyerangan senjata kimia di Kota Douma pada 7 April lalu. Penyerangan di Douma tersebut menewaskan lebih dari 40 orang.
(The attack was aimed at President Donald Trump to punish Syrian President Bashar al-Assad, who was allegedly the mastermind behind the chemical weapons attack in the city of Douma on April 7. The attack on the Douma killed more than 40 people.)
The background for the attack was in the form of punishment to Bashar Al-Assad as the mastermind behind a chemical weapons attack which killed more than 40 civilians who were positioned in the first paragraph. The strategy of positioning the background is an attempt to direct the meaning process in the mind of the reader that the attacks conducted by the United States and its allies were based on sadistic humanitarian events conducted by the Syrian government, in this case Bashar Al-Assad. This background is expected to be able to construct meaning in the readers’ minds that the attack is normal and reasonable in order to provide the punishment. Semantically the orientation of each discourse can be seen in an effort to construct meaning in the readers’ minds. Through Bashar Al-Assad’s cruel image, Republika wants the legitimacy of the reader against the attacks carried out by the United States and its allies against Syria. Kompas wants readers to acknowledge that the attacks launched by America and its allies were ineffective and less sophisticated with Russia’s defense system. Tempo wants the readers’ judgment that the attacks carried out by the United States and its allies are normal and reasonable.

From the stylistic aspect, the three discourses above have different expressing styles in narrating events. The differences can be seen in the choice of words in the following headlines:

<table>
<thead>
<tr>
<th>Media</th>
<th>Word Choice</th>
<th>Meaning Intention</th>
</tr>
</thead>
<tbody>
<tr>
<td>Republika</td>
<td>Gempur (Bombarded)</td>
<td>Terrible attack; the impact of large-scale damage.</td>
</tr>
<tr>
<td>Kompas</td>
<td>Tembakkan (Firing)</td>
<td>Medium attack; smaller scale damage impact.</td>
</tr>
<tr>
<td>Tempo</td>
<td>Menyerang (Attacked)</td>
<td>General meaning; potential damage is not reflected.</td>
</tr>
</tbody>
</table>

Republika uses an explosive verb to describe the attacks launched by the United States along with France and Britain against Syria. The use of these verbs is in line with the selected news leads. With the American affirmation orientation as a superpower, the gempur verbs reflect major attacks that can cause severe damage to the target of the attack. Verb gempur also explicitly contains the intention of the meaning of the power of the subject who launches the attack.

On the other hand, Kompas uses firing verbs which have a smaller intensity of meaning than the bombard (gempur) verb. Fire (tembak) verbs have relatively smaller attack intentions and less potential damage to the target of the attack. This is in line with the orientation of the leads built, in which Kompas seeks to emphasize the greatness of Russia in crippling the attacks of the United States and its allies. Meanwhile, Tempo used attack (serang) verb to describe the activities of America and its allies against Syria. The word attack is a general term or parent that covers the word gempur and fired. The use of the term attack symbolizes Tempo’s neutrality in seeing the attacks launched by the United States with its allies and prevention conducted by the Russian military. This is in line with the orientation that is built on news leads where Tempo focuses the narrative on motivation and the purpose of attacking the United States and its allies against Syria.

Based on the analysis of the text dimensions in Van Dijk’s discourse structure, there are differences in each media in reproducing the issue of the involvement of the United States in the Syrian conflict. These differences make the three media have specific perspectives and emphases, so that they do not fully refer to and are based on the proto media chosen by the researcher. The results of the analysis indicate that Republika has a perspective that tends to
be gentle towards America – if it does not want to be called sympathetic. This is reflected in the diction, language style, and reporting flow used. In contrast to Republika’s view, Kompas actually shows an effort to minimize and minimize the power of the United States. The attacks and attacks carried out by the United States were aired in their usual form and could even be easily defeated by Russian military technology. In line with the perspective and orientation of news related to America, Kompas shows a tendency to bring Russia as a superior power. Unlike Republika and Kompas, Tempo can be referred to as the third axis of media in viewing the Syrian conflict. The involvement of the United States and its allies in the conflict is displayed flat and as is. Tempo regulated the rhythm of the news, so that in one frame, American aggression was displayed as something ordinary and not large in the military world, but on the other hand Tempo acknowledged that humanitarian motives made the US and its allies’ aggression to be acceptable and justifiable. That is, Tempo did not broadcast the United States in a superior form through an astounding diction. On the other hand, he also did not negate the existence of logical and rational reasons for the United States and allies to carry out such attacks. Thus, Tempo viewed the involvement of the United States and its allies in the Syrian conflict as a natural thing. This is limited by the existence of rational reasons in the form of humanitarian motives behind the involvement.

4 CONCLUSIONS

Based on the data analysis conducted, it was concluded that each media has their own reproductive pattern in the form of framing and perspective in looking at and re-informing the events that occur. Republika tends to reproduce information that describes a contradiction with the Syrian government and its allies, Russia. The consequence of this attitude was the emergence of a tendency to defend against the Americans who clearly stated their hostility towards the Russian government. Kompas tends to reproduce information that describes a pro attitude with the Syrian government and its allies, Russia. The consequence of this attitude is the emergence of tendencies in the form of the destruction of the United States and its allies. In contrast to Republika and Kompas, Tempo tends not to show political alignments. Tempo chose an angle that emphasized more on the series of conflicts that occurred in Syria, without ignoring the facts surrounding the conflict.

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Teacher Perception toward Thematic Learning of Indonesian Curriculum at First Class of Elementary School

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Abstract. This study aimed to determine a teacher's perception of first class of elementary school toward thematic learning. Data collection used in-depth interview techniques for elementary school teachers in Luhak Tanah Datar and Luhak Agam. Data was conducted qualitatively. The results of the interview indicates that the teachers do not understand thematic learning comprehensively. Teachers assume that new thematic learning models can be applied if students have already been good at reading, writing, and counting. This condition affects on the thematic learning process conducted by teachers requiring prospective first-class elementary school students to be able to read and write.

Keywords: Thematic, Curriculum, Teacher Perception, Elementary School

1 INTRODUCTION

Ages of Elementary School ranges generally from 7 to 12 years old. In Indonesian like in Japan, elementary school lasts for six years, almost all children also attend one or more years of preschool before they enter elementary school [1]. Elementary Schools usually serve children from seven to twelve years old. Basic education is very important for students because at that age students are taught discipline, skills, and behavior and aware the environment. Those students are expected to interact and socialize with teachers, friends, and their community [2]. At the elementary school level, affective domain must be more introduced, taught, or exemplified to children compared to the other domain such cognitive and psychomotor.

Focus of education of Elementary School students is on the building the student attitude and character. Character education is an attempt to optimize students' ethical behavior [3]. The right time to develop and character education that is good from an early age is through elementary school [4]. Strengthening character habituation needs to be done so that students fully understand what is right and wrong, schools should also choose a character education model tailored to the student's age and condition of the student [5]. Therefore, the Indonesian curriculum tries to inform a thematic approach in elementary school learning.

Thematic learning or theme-based learning is to learn an integrated knowledge by defining a central “theme” at the very start and compose related knowledge surrounds the central theme from various aspects [6]. This thematic approach views learning activities holistically and reflects the real world interactively. The implementation of this thematic learning approach departs from a topic or theme chosen and developed by the teacher together with the
pupils [7]. According to [8] "Thematic learning emphasizes the theme as the union of various subjects preferred with the meaning of learning and the relevance of various concepts. Thematic learning provides direct experience to students ". [9] State that thematic learning is developed based on research activities, where students are faced with facts, physical, social and interaction phenomena, to build relationships between their context and their knowledge.

The rising problem in the application of thematic learning is teacher readiness. The teacher does not understand the philosophy of thematic learning. As a result, the application of thematic learning in the classroom becomes problematic. [10] states that teachers are not ready to apply thematic learning methods. Universities in Indonesia have not designed generally thematic learning, so students are not ready to apply thematic learning methods. The purpose of this study was to find out more about the teacher perception implementing Indonesian curriculum at first class of elementary school

2 RESEARCH METHOD

This research was a descriptive study aiming to determine the teacher's perception of elementary school implementing thematic learning. Data were collected by Teacher in-depth interviews at first class of elementary school. The subject of this study was the first class teacher at SDN 01 Mandahiling Pagaruyung, SDN 15 Pagaruyung, SDN 20 Lubuk Alung, Ampek Nagari, and SDN 11 Pudung, Agam Regency. Technique of analyzing data from interviews used triangulation techniques, namely reducing data, presenting data and drawing conclusions [11]. Reducing data was an activity of selecting, focusing, abstracting and transforming raw data.

3 RESULT AND DISCUSSION

Based on the results of in-depth interviews with first class of Elementary School teachers at SDN 01 Mandahiling Pagaruyung, it shows that the implementation of thematic learning is very creative in guiding first class students, especially in building character values. However, the application of thematic learning has not been done in an integrated manner. Teachers still tend to separate teaching material based on subjects in the thematic learning process. The teachers also does not understand the achievements of learning for first class elementary school students. This condition is seen where the teacher separates the process of reading, writing, and counting from thematic learning. The teacher still demands them to be able to read, write, and count before doing thematic learning. Students who have not been able to read, write, and count are given additional lessons by the teacher and parents are also asked to teach students to read, write, and count at home.

Teachers of SDN 20 Lubuk Alung say that they are still in the learning stage to teach themes and even the learning time is not sufficient to teach each sub-theme. In this school, the teachers also assumes that being able to apply thematic learning, students must be able to read, write, and count. Therefore, prospective first-year students are also required to have to be able to read, write, and count. Some students who are not able to read, write, and count are given an additional study schedule after finishing school for the material to read, write, and count by the teacher.

Those conditions that are not much different at SDN 11 Pudung. The teachers still teach the ability to read, write, and count outside of the theme. Schools provide special study hours outside of school hours to teach students to read, write, and count. Yet, different conditions are found in SDN 15 Pagaruyung. The first class teacher said that thematic learning is mutually
integrated or connected to each field of study. The ability to read and write of students is taught through thematic learning. The teachers carry out the thematic learning process through telling stories and playing. There are more activities carried out in thematic learning. Students learn to read, write, and count through storytelling and playing activities applied by the teacher. Interviews conducted with first class teachers at SDN 15 Pagaruyung shows that the teacher deeply understand the nature of the thematic learning applied at the school. Thematic learning can involve skills such as reading, thinking, remembering and writing real-life contexts could encourage creative explorations. By implementing a learning model that is integrated with the learning process with careful planning, integrated implementation, and objective learning outcomes, by considering aspects of competence, knowledge and skills, will collect learning processes and outcomes that are in accordance with educational goals [12].

Those observed Elementary Schools show different teacher perceptions and insufficient of teacher knowledge into thematic learning. As stated [10] that teachers in Indonesia are not ready to implement thematic learning. In [13] it is stated that the teacher's understanding of Indonesian curriculum is still weak. Based on the results of interviews with teachers in the four elementary schools, it can be concluded that the implementation of learning in the first grade of Elementary School has sought the use of thematic learning models but the perception and understanding of teachers have not related to the Indonesian curriculum requirements.

The principal of SDN 11 Pudung say that first class teachers are not able to understand the learning outcomes where it is actually expected for first class students of elementary school. The teachers teach the first class students to be able to read, write and count. Therefore, there should be training for teachers on thematic learning strategies, so that the learning outcomes are achieved. The same thing is also expressed by the principal of SDN 20 Lubuk Alung stating that there is a need for formal training for teachers so that teachers could review the requirement of Indonesian curriculum. It would be better if there is a learning model that can be a reference for teachers to teach reading, writing and counting with thematic concepts. In [14] stated that the implementation of the Indonesian curriculum has not been balanced with the readiness of teachers who are required to be more creative and innovative, in fact still far from expectations, for example the interest of educators to make teaching materials independently is still very lacking. Character education is an inclusive concept regarding all aspects of how families, schools, and related social institutions support the positive character development of children and adults [15]. Therefore, when character education is questioned, the role of the teacher becomes more important [16] [17].

4 CONCLUSIONS

Based on the results of the interview, it is concluded that the perceptions of first class elementary school teachers on thematic learning are not appropriate to the requirements of Indonesian curriculum. In-depth training and socialization are needed to provide the teachers in implementing thematic learning in the classroom, so that learning objectives could be achieved. Teachers need to be introduced to various learning models with thematic approaches, so that teachers have proper understanding and perceptions that are related into the requirement of Indonesian curriculum.
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Abstract. The tendency of local languages to be used in news content is because of the nuances of meaning that emerge as the effect of using a word. The use of various regional languages is the desire of the mass media (journalists) to popularize local language terms. In addition, the purpose of using the local languages in the news is to sharpen the meaning of a word, because not all Indonesian languages can represent the meaning of a local language. The purpose of this study is to describe the use of local languages in the news in print media. This type of research is qualitative research with descriptive analysis method. The results of this study indicate that the use of local languages on the news has several objectives, namely as a form of defense and empowerment of local culture. By continuing to insert local language in every published news media, the public will increasingly love the local culture and wisdom (popularizing the term local language in the mass media).

Keywords: Local Language, News, Print Media, West Sumatra

1 INTRODUCTION

The development of mass media is now a necessity, in supporting various community activities. In this global era, developing technology makes it easier for people to get information quickly and keep up with developments. Mass media, as well as oral and signaling messages have become an integral part of human communication. Technological developments have led to the emergence of various uses of language in accordance with the media used. Information technology is a new chapter in the world order and the development of human communication.

In line with this, the development of technology and science triggers the development of language and mass media. The development of mass media is parallel to language because the language is the main object of mass media. Language, especially diction, is used by the mass media to construct events into news. This topic is interesting to analyze. The jurisdiction is important because it contains a psychological burden behind which can affect the attitude and character of the reader.

The effect can be seen from the public's response to the existence of mass media. Today, mass media is easily accessible to people from various groups. Otherwise, mass media also easily to access for community life into private space. Everything in the mass media is often a reference and way of life for the community. In short, mass media has become a "new teacher" in community life. The existence of mass media is sometimes also able to defeat the existence and popularity of the real teacher.

Mass media is the official channel for disseminating news and messages to the public using language as the main media (KBBI, 2008: 892). This is in accordance with the opinion
of Widjono (2012: 25) which explains that one of the main functions of language as a means of communication, information transmitter, and means to build intelligence and national character. As a business that is engaged in communication and information services, mass media uses language, especially diction, to develop business.

Each of the diction used by news writers has different objectives. The changes of the concept or the value of the taste occur when a news writer uses the word. For example, when the author conveys the meaning to mention a place that is used by Muslims to worship, the words might be used such as a mosque, “musholla”, or “suraü”. All synonymous words can be chosen to be used in a sentence according to the intent to convey. Each synonymous word is sometimes irreplaceable except in one particular context. This is caused by five factors including, the first factor is time. The use of synonymous words has developed a shift in meaning based on time. The second is place and region. The use of two synonymous words is limited to certain places and regions. Third factors is formalism. The use of two synonymous words depends on the level of formalism of the situation. Fourth, social factors. The use of two synonymous words is adjusted to the social level. Fifth, activity factors. The use of the same two synonyms depends on the variety of language uses. Sixth, the nuance factor of meaning. The use of two synonymous words cannot be exchanged because they have nuances of meaning (Chaer, 1995).

News writers try to provide in-depth messages from each diction used. So that the written and implied messages can be accept the reader well. One form of diction selection used by news writers in printed newspapers in the city of Padang, West Sumatra, is to use diction in the local language (Minangkabau language). For example is the regional newspapers that tend to use regional language as a way to preserve local wisdom on the West Sumatera. In order for several reasons (1) expanding the meaning, (2) narrowing the meaning, (3) changing the total, (4) smoothing the meaning, (5) targeting the meaning, (6) emphasizing the meaning, and (7) transferring meaning (Manaf, 20018: Keraf, 1996).

The ability to choose attractive words is the key to the success of mass media. Words can influence the behavior, thinking, and orientation of the reader. Therefore, the choice of words is deliberately formulated to suit the needs of the reader, influence the emotions of the reader, and attract readers. Not all meanings of local languages can be represented by Indonesian. This statement is perhaps the reason for the newspapers in West Sumatra to highlight the language of the Minangkabau region. Locality on the news is reflected in several West Sumatra daily newspapers such as the Singgalang Public Daily, Padang Ekspress, Metro Post, and Haluan. The use of various regional languages is the desire of the mass media (journalists) to popularize local language terms. The goal is that the language of the Minangkabau region can develop better and more universally.

In addition, the prominence of regional identity or locality on the content of the news is one of the efforts to convey the values and meanings that the local language has different sense values and meaning values than Indonesian. Local languages have emotional values that can directly affect the reader. The interpretation of the influences of mass media sees the meanings people hold for various words as strongly influenced by their exposure to the content of mass communications. (Itine & Olusegun, 2015).

For example, in the news column in the “Posmetro newspaper” there are diction with Minangkabau language diction. “Ayah Kebelet saat Antrean BBM, Mobil Disetir ABG Rabah Kudo” (Posmetro, 18 Maret 2019), the news title is one example of the use of regional languages, Rabah Kudo. By this diction, the reader can immediately imagine the car driven by ABG collapsing like a horse. The use of diction is certainly to sharpen the intention in the
news submitted by journalists. Therefore, the explaining of the using local language on the news in regional newspapers is important.

2 RESEARCH METHOD

The type of this research of qualitative research because it not only to examine the pieces of information but examine the connection each information in the news. Qualitative research for journalistic writing begins with selecting news that fits the needs of the study, interpreting the data in depth by showing it in different contexts, and finally reporting it in a different perspective frame according to the subject of the report (Iorio, 2004). The qualitative research methodology for media is research that combines many different paradigms to avoid biased results. Qualitative research for media is a theoretical screening of the concept of reality from realism to relativism. Research on the media tries to explain, predict, and supervise the causal relations between the media and their social societies (Brannen, 2013).

3 RESULT AND DISCUSSION

The use of the Minangkabau regional language in news writing is one form of defense and empowerment of regional languages conducted by news writers. The use of the Minangkabau language as part of journalistic writing is also used to aim at highlighting more precise intentions, because Indonesian is considered fewer representatives describing the purpose of the news. The use of the Minangkabau language in journalistic writing tries to build meaningful relationships that are in accordance with the context of the Minang community as the news reader.

The relation of meaning in linguistic studies is related to the ability of diction in expressing the meaning desired by the communicant. The word synonym is not necessarily interchangeable to convey an intention. Semantics is the area of linguistics that deals with the study of meaning. The ways in which words and sentences of various grammatical constructions are used and understood by speakers of a given language are explained in semantics. Semantics, therefore, is the science of meaning. Although it deals with the meanings of different words and sentences of various grammatical (Itine, S., & Olusegun, O, 2015).

The meaning of two words that are synonymous in two different languages is certainly related to the context of the use of the word. The ability of a word to form a meaning is related to the context in which the word is used. The same words if used in different contexts will give rise to different meanings, moreover the synonymous words are in two different languages, namely Minang and Indonesian (Ozturk, 2017).

The use of the word Surau (Minangkabau language) on the news "The Baiturrahmah Foundation in the City of Padang, in commemoration of its anniversary, handed over a donation of Rp. 50 million, to support the Smart Surau program "for example, synonymous with Mushala (Indonesian) has two different meanings. These differences in meaning are caused by regional factors and the nuances of meaning factors. Judging from regional factors, the word surau for the Minang community has a broader meaning than the place of worship. Surau for the Minang community is a place for all activities related to religion. Among them are recitation, dawn education for children, a place to carry out wirid for teenagers and mothers, a gathering place for Islamic organizations for young people. All activities related to the religious field are generally carried out in surau, except Friday prayers. Friday prayers are usually held in the mosque. The use of the word mushalla is considered to be less
representative of the intention to be conveyed in the news quote. Furthermore, crew phrases are phrases found in news content using phrases in the Minang language. The word urang means someone or human while the word crew means yourself.

The word urang is often paired with the word crew so that it becomes the urang crew phrase which means indigenous people. The phrase used by the news writer to convey information about the West Sumatra football team, namely Semen Padang was able to reduce the lagging score when competing against the Bali United team.

Another factor that causes the tendency of local languages to be used in the content of the next news is because of the nuances of meaning that emerge as the effect of using a word. Characters contained of the local language is a desire to highlight the elements of regional identity or locality (local wishdom). The desire to accentuate the locality is an effort to convey the others values than the meaning of words from local language. Local language have the value taste and value different meaning than diction of Indonesian language (Delfia, 2017). Although the words *surau* and the word *mushala* are the same two synonyms, but these two words cannot be mutually substituted, especially if they are related to the context of the news that will be read by the Minangkabau community. The meaning of the word *surau* becomes more superficial or experiences a narrowing of meaning when replaced with the word *Mushala*.

Social factors are also one of the factors found in the news content in the Posmetro Padang newspaper. The word *nan tuo* which means *the old* in Indonesian which means people who are old or people who are over 40 years old. The word *tuo* has synonyms, namely, the word aging. But in the news entitled Tempest of the Traders of Bukittinggi, the word *nan tuo* is used for female traders who sell in the market of Aua Bukittinggi. The word *nan tuo* is more appropriate than the old words because the sense values raised from the two synonymous words are very different [10].

Another example of the use of the Minang language in the news is said galodo or in the Indonesian language synonymous with flood. The use of the word *galodo* is more appropriate to describe the intent that the news writer wants to convey to his readers. This can be seen based on the following factors. First place factor, *galodo* for the Minang community is a major disaster that is not only limited to the overflow of water as meant by the word flood. *Galodo* is a disaster that is not only a flood of water but also other disasters caused due to the presence of relatively large amounts of water, for example causing landslides or fallen trees and so forth. The flood for the Minang people is only in the form of water overflowing in the river. But *galodo* for the Minang community is a natural disaster that can cause various other natural events that are very dangerous.

4 CONCLUSIONS

Based on the discussion it can be concluded that the use of local varieties, especially the Minang language on print media published in the Minang area, became a separate strategy for the mass media to attract public reading interest in the published news. The use of the Minang language that is close to people's daily lives makes the results of print media products easier to read and understand. With the use of local languages that are close to the reading community, the purpose of the information in the news that is written is correctly interpreted by the reader. In addition, the use of local varieties in the news is also a form of defense and empowerment of local culture. By continuing to insert local language in every published print media, the public will increasingly love the local culture and wisdom.
REFERENCES


Module of Writing Proposal Based on Problem Based Learning

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Abstract. This study aims to develop a valid, practical, and effective learning module based on Problem Based Learning for writing proposals in achieving learning goals for students of class XI SMA/MA. This type of research is research and development (R&D) with 4-D model. In this study, the development model is modified into a 3-D which includes the step of define, design, and development. The type of this research is quantitative consisting of three kinds of data, namely data from validation results by experts, evaluations by practitioners, learning outcomes and student activities. The results showed that the learning module based Problem Based Learning developed was valid, practical, and effective. This can be seen in the module validity is 95.53 with very valid criteria. Module practicality by teachers is 85.46 with very practical criteria and module practicality by students is 82.1 with very practical criteria. The effectiveness of the module, which consists of student learning outcomes has a classical average is 81.9 with good qualifications and student activities have a value is 78.31 with active criteria.

Keywords: Module, PBL, Writing Proposal

1 INTRODUCTION

Proposals are important documents to convey ideas, ideas, thoughts, and plans to other parties to get support, permission, approval, and so on. The first impression that greatly influences the success of a plan can be determined based on the proposal submitted. The proposal is the entry point for achieving success in the future [1]. Therefore, it can be said that the proposal is the key to success.

The proposal is a form of bid submission, both in the form of ideas, thoughts, or plans to other parties to get support, permission, approval, funding, etc. [2]. Something will go well, if planned properly. So that everything goes according to plan, you will need a tool. Activities will be well planned with the proposal being made. The proposal is a framework, plan, and description of the activities to be carried out. One type of proposal is an activity proposal. The activity proposal is an activity plan prepared by the committee to get help and approval from third parties and related parties [1]. Activity proposals are submitted to individual and institutional sponsors because of the limited funds that the organizers have to obtain aid funds so that the planned activities can run smoothly. Examples of this activity proposal are proposals for seminars, training, and competitions. In the activity proposal, the
contents/elements that must be written, namely the name of the activity/title of the proposal, rationale, purpose of the activity, benefits of the activity, theme of activity, scope of activities, schedule, time and place of activity, executive committee, budget, and cover.

Thus, the ability to write proposals is an important ability and must be mastered by students. In the Kurikulum 2013 of Indonesian language subjects at the SMA/MA level, it was stated that the ability to write proposals was one of the learning materials in class XI. The expected learning outcomes are so that students are skilled at writing proposals in accordance with the format and logic of the contents of the proposal. Proposal writing skills are able to form a creative and critical generation because they have the ability to systematically express ideas, thoughts, and feelings to others to carry out useful activities in life [3]. In addition, the language elements in writing proposals must also be considered by students. These linguistic elements include the use of spelling, diction, and sentence structure.

However, the reality found in the current class, shows that students proposal writing skills are still low. This is evidenced from the results of observations of proposals that have been written by students of class XI IPA in SMA N 1 Padang Ganting. There are many errors in the proposal. The errors are as follows. First, the mistakes in writing the elements of the proposal. In other words, the elements of the proposal are not written completely by students. In addition, the elements of the proposal are also not written correctly by students. Second, errors in applying spelling rules. Third, mistakes in terms of choosing words have an impact on students' sentence ineffectiveness.

The results of writing proposals are very concerning [4]. Based on preliminary studies conducted on the results of writing proposals on class XII Pemasaran on Entrepreneurship subjects. The results of the observation indicate that students in writing proposals still have difficulty writing. Difficulties experienced by students in compiling the resulting proposal can be identified several weaknesses, namely (1) students have not been able to develop proposals in accordance with the characteristics of the proposal, (2) students have not been able to formulate the contents in accordance with the systematic proposal, (3) students' ability to use language (the accuracy of choosing words and the use of sentence structure, spelling writing is still low, (4) student learning motivation is low.

The low skill of students writing this proposal is caused by the unavailability of quality teaching materials in schools. The class XI students of SMA N 1 Padang Ganting, concluded that students only use one Indonesian language textbook that they can borrow from the school library. The textbooks used by these students only include an outline of the explanation of the learning material. The language used in the book also less communicative with students because many use terms that students don't understand. This causes often feel bored and not interested in reading the source book used. As a result, students' motivation to learn independently and actively becomes reduced. The variety of teaching materials currently in the school is only textbooks and worksheets that have not been integrated so there is a need to develop other teaching media, one of which is a module to encourage students to learn independently [5].

Therefore, one way that teachers can do to facilitate students is by providing teaching materials as one of the learning resources that will help students in achieving predetermined learning goals. One of the teaching materials that can be provided by the teacher is the learning module. Module is a book written with the aim that students can learn independently without or with the guidance of the teacher. The module is a package of teaching and learning relating to one unit of learning material [6].

Modules are learning packages that are related to a unit of learning material, and can be studied independently. Module embodiment can be in the form of printed material to be read
subject learning and printed material plus assignments [7]. With modules, students can reach the level of mastery (complete) by learning individually. Students cannot proceed to the next unit of study before reaching complete level.

In making learning modules [8], the teacher must pay attention to the advantages of the learning module and adapt it to the characteristics of the material, students, and the potential of the school.

In preparing the learning module, the teacher needs to pay attention to the model of compiling or organizing the learning material that will be delivered. One model for organizing or organizing the learning material is to use the Problem Based Learning (PBL) model. PBL is a learning model that starts from a problem as a focus [9]. The use of problem oriented module will guide students to search for problem solving independently and this will provide a concrete experience in problem solving so that it fosters and trains high-level thinking skills including critical thinking skills [10]. The application of problem-based learning models that have been carried out in Indonesian language lessons KD writes a single cycle proposal and the second cycle shows an increase in student learning outcomes in terms of mastering the proposal writing material, and students are more courageous in arguing while discussing [11].

Thus, the problem-based learning model is a learning model by exposing students to practical problems as a foothold in learning. In other words, students learn through problems that are contextual or actually occur in their real life. The PBL model uses learning with environmental exploration that is used in the form of daily experiences of students so that they can lay real foundations for thinking [12]. Therefore, this study aims to develop learning modules based Problem Based Learning in writing proposals that are valid, practical, and effective for use in class XI SMA/MA.

2 RESEARCH METHOD

This type of research is the development of research (R&D). In this study, development was carried out using a 4-D development model (four-D models) [13]. 4-D model of the development consists of four stages, namely the define, design, develop, and dissemination. In this study, only done through the development stage. In the definition phase, carried out the determination of the terms of the learning by analyzing the material standards of competence and learning materials based on the Kurikulum 2013. Phase define done through three steps, namely the curriculum analysis, concept analysis, and analysis of the students. The design phase aims to create a learning module based Problem Based Learning model. Stage of development aims to produce Indonesian learning modules that can be used in the trial. This stage consists of the following. First, module validation test. Validation aims to examine the feasibility of module content, language, presentation and graphics. Module validation is carried out by experts from this field of study. Suggestion validator is used to improve the module developed. Second, the module practicality test. After the module is validated by the validator and declared valid, the next step is to test the module's practicality. This activity was conducted to determine the ease of use of the module and the efficiency of the use of modules by the teacher along with the students. Third, test the effectiveness of the module.

The subject of field trials in this study was limited to students of class XI IPA 1 in SMA N 1 Padang Ganting, amounting to 21 students. The type of data in this study is quantitative data. The data is obtained from the results of the validation sheet by experts; practicality sheet of problem based learning modules given to practitioners, namely teachers and test subjects. In addition, quantitative data also comes from the results of performance tests writing proposals by students and observation sheets.
Data groups analyzed by descriptive statistical in the study were divided into validation sheet data, practicality sheets, student learning outcomes, and student activities in the form of observation sheets using the learning module based PBL to write proposals. In this study, data analysis was divided into three, namely as follows. First, analysis of the validity and practicality of the product. In analyzing the validity and practicality of the product, it is done by analyzing the questionnaire data sheet validation and practical sheets. This questionnaire for validation and practical sheets was analyzed using a Likert scale. Second, analysis of product effectiveness test data. Data on student learning outcomes in the form of performance tests, analyzed by steps, namely examining the results of proposals that have been written by students in accordance with predetermined indicators of proposal writing; give scores based on proposals written by students using the assessment rubric to write a proposal; process value [14], qualify data, namely grouping data on the ability to write proposals; and calculate the average.

In addition, data obtained through supporting instruments, namely in the form of observation sheets, are analyzed by the following steps. First, calculate the percentage of student activity in each aspect observed using the percentage activity formula [15]. Second, calculate the average. Third, qualifying the average percentage.

3 RESULTS AND DISCUSSION

The first stage of this research is to define. At the defining stage, curriculum analysis, concept analysis, and student analysis are carried out. The following will explain the three stages of the analysis. In terms of curriculum analysis, in this study, curriculum used as a reference was Kurikulum 2013. In its implementation, this material was divided into three learning activities or three meetings. Each meeting stipulates several learning indicators. The indicators that have been developed are used as a reference in the formulation of learning objectives. From the results of the analysis of KI, KD, and indicators, the learning objectives set are as follows. First, after studying learning activities 1, students are able to describe the understanding, purpose, and types of proposals appropriately. Second, after studying learning activities 1, students are able to describe the elements of the proposal correctly. Third, after studying learning activities 2, students are able to describe the things that must be considered when writing the proposal appropriately. Fourth, after studying learning activities 2, students are able to write activity proposals by paying attention to matters that must be considered in writing the proposal appropriately. Fifth, after writing proposals in groups, students are able to present proposals that have been written in front of the class and other students are able to comment on the results of the proposals that have been presented correctly.

Learning objectives 1 and 2 are learning objectives found in learning activities 1 or at the first meeting. Learning objectives 3 and 4 are learning objectives found in learning activities 2 or at the second meeting. Learning objectives 3 are learning objectives found in learning activities 3 or at the third meeting. Based on the results of the analysis of the indicators and learning objectives, it can be concluded that to achieve Basic Competence, students must first master the nature of the proposal. After students are able to master the nature of the proposal, students are assigned to write proposals. After that, the written proposal was presented to the front of the class to get input from the teacher and friends.

After curriculum analysis, the next step is to carry out concept analysis. Concept analysis aims to identify, detail, and formulate the main concepts that will be presented in the material writing the proposal on the module. Based on the indicators and learning objectives that have been developed, the main concepts of the proposal writing material can be determined. The
main concepts of the proposal writing material include the understanding of the proposal; the purpose of proposal writing; types of proposals; elements of the proposal; things that must be considered when writing a proposal; and examples of activity proposals.

Next, an analysis of students is carried out. Student analysis aims to determine the characteristics of students who are the subjects of research. Student analysis is also used as a basis for developing learning modules that are appropriate to the conditions and characteristics of students. Students who are the subject of research are students of class XI IPA 1 SMA N 1 Padang Ganting which has a range of ages 16 to 18 years. According to Piaget's theory, students aged 16 to 18 or during high school are at the formal operational stage [16]. At the formal operational stage, students have been able to think abstractly, reason logically, and draw conclusions from available information. At the formal operational stage, students are able to integrate the things they have learned with challenges in the future and make plans for the future. At this stage, it can be said that students already have problem solving that is truly scientific, and it is possible to conduct hypothesis testing with certain variables.

Students of class XI IPA 1 who were the subjects of this study were students who were quite smart students. This can be seen from the class average obtained by this class. When compared to other classes of the same level, this class is the class that has the highest average. In addition, this class is also a class that has high learning motivation. Based on the results of observations of student writing, namely proposals that have been written by students, it can be said that students in this class are students who have not been skilled at writing proposals. Students in this class feel happy and excited when discussing lessons related to numbers and formulas, but not learning that requires writing skills. The characteristics of science students who like to solve a problem make the researcher choose the Problem Based Learning model to be used as a model in creating learning modules.

The second phase of this research is the design phase problem based learning modules. At this stage, arrangements are made starting from the start page to the end of the learning module. The design of problem-based learning modules in this study, namely module cover, introduction, table of contents, instructions for using modules, KI, KD, indicators, and learning objectives (competencies to be achieved), learning materials, supporting information, learning summaries, test exercises understanding, feedback, and reference list.

The third stage of this research is the develop stage. In this study, modules that have been designed, validated by 4 experts. In this study, the number of validated aspects is 4 aspects, namely the aspects of feasibility of content, language, presentation, and graphics. From the results of the analysis that has been done on the expert validation questionnaire, it can be obtained that the overall module validation scores an average is 95,53 with very valid categories. The description of the validated aspects is as follows. First, on the aspect of content eligibility, the average percentage is 94,21. Second, in the aspect of linguistic feasibility, in the aspect of linguistic feasibility, the average percentage is 98. Third, in the aspect of presentation feasibility, the average percentage is 95,24. Fourth, on the aspects of graphics, the average percentage is 94,67. The four average values of the validated aspects fall into a very valid category.

After validity testing, the next step is to test the practicality of the learning module. The trial took place for three meetings. Implementation of this trial was conducted to determine the practicality and effectiveness of the modules developed. The practicality test is divided into two, namely practicality by teachers and students. The results of the module practicality analysis by teachers and students cover two aspects, namely aspects of ease of use and conformity with time. The results of the module practicality analysis by the teacher are as follows. First, for aspects of ease of use, obtain a value is 90,91 in a very practical category.
Second, for the conformity aspect with time, get a value is 80 in a very practical category. Thus, the average value of module practicality by the teacher is 85,46 with a very practical category. The results of the module practical analysis by students are as follows. First, for aspects of ease of use, obtain a value is 85,63 with a very practical category. Second, for the conformity aspect with time, the score is 78,57 in the practical category. Thus, the average value of module practicality by students is 82,1 with a very practical category. Then, it can be concluded that the module developed has been categorized as very practical.

After analyzing the module validity and practicality, the next step is to test the effectiveness of the learning module. The effectiveness test of the learning module is divided into two things, namely the results of the effectiveness of the module seen from the learning outcomes and the effectiveness of the module seen from the activities of students. Based on the results of the analysis of student learning outcomes, namely an analysis of the scores of proposals that have been written by students, we can conclude the following. First, of the 21 students who were the subjects of the study, there were 7 students who had very good qualifications; 11 students who have good qualifications; and 3 students who have grades with more than enough qualifications. Second, of the 21 students who were the subjects of the study, there were 2 students who did not meet the minimum learning completeness criteria with the module, which was 75. This can be seen from the values obtained by the two students. Both students only obtained scores of 67,3 and 71,3. Then, it can said the percentage of students who complete, which is 90,48% and the percentage of students who have not completed, which is 9,52%. Third, based on the average value obtained classically, it can be said that the class which is the subject of the study has been completed classically even though there are still 2 students who have not met the minimum completeness criteria. This can be seen from the class average value, which is equal to 81,9 which is in the good qualification.

To analyze student activities during the activity, it was carried out using an observation sheet. In this study, the observer were two people, namely the Indonesian language teacher class XI IPA 1 in SMA N 1 Padang Ganting and the researcher as the second observer. In this study, the technique used to observe student activities is to divide students into two groups. Observations are made at each meeting, starting from the first meeting to the third meeting. The activities observed were 9 activities. Based on the results of the analysis of the observation sheet of student learning activities for three meetings, the average value of overall student activity was 78,31 with the active category.

Based on the results of the research that has been conducted, it can be said that the learning module based Problem Based Learning for writing proposal for students of class XI SMA/MA that has been developed, classified as valid, practical, and effective. In addition, the Problem Based Learning model can generate student problem solving skills. This can be seen from various problems as outlined in the learning module. These problems can be solved by students to have improved students' critical thinking skills.

Using PBM (Problem Based Module) can help improve learner's problem solving skills and their achievement in the subject. The level of problem-solving abilities, achievement, and learning products can be seen as higher in the experimental group compared to the control group. PBM is focused on problem solving, in which students try on their own problems and information in order to solve the problems [17].
Problem based learning requires students to be more very active. In problem based learning, students are involved directly in investigations and find solutions to problems so that eventually students are helped to become autonomous learners who are able to help themselves, in solving problems they face. Besides learning based on problems that involve students in their own choice of inquiry, it allows students to interpret and explain real world phenomena and build their understanding of the phenomenon [18]. Problem Based Learning model use constructivism theory as the basis. Students are able to identify and even be able to solve the problems given in accordance with students brain abilities so that this learning model is able to improve students critical thinking [19]. This is also supported by the results of Oktaviana’s research that critical thinking skills and learning achievements of class XI IPA 2 SMA 1 Gondang in 2014/2015 students can be improved by applying constructivism learning approaches through PBL models equipped with a problem based learning module [20].

Based on the results of the research, found difficulties from the development of learning modules based on PBL. The difficulties experienced are in terms of presenting the problems contained in real life students into the learning module. The problem presented must be a complex problem and be able to demand students to do the problem solving process. With this problem solving, the model is Problem Based Learning only suitable for students with high levels of problem solving. In other words, the model is Problem Based Learning suitable to be applied to students who are capable of investigating the problems given. In this case, the teacher must be able to guide students in carrying out the problem solving process [21].

If the teacher will use the PBL model, then the learning material must be chosen which is much related to the real life every day. So, the teacher will easily arrange the problems to be proposed. The problem is in the form of non routine questions so that it can provide opportunities for students to conduct investigations to solve problems. If the teacher will use the PBL model, it will be more suitable for high-class students [22]. One of the shortcomings of the PBL model preparation of learning (tools, problems is the complex, concepts)

4 CONCLUSIONS

Based on the discussion, the following matters can be concluded. First, the learning module developed is classified as very valid. This can be seen from the value of module validity which is equal to 95,53 with a very valid category. Second, the learning module developed is classified as very practical. This can be seen from the practicality value of the module by the teacher which is equal to 85,46 with a very practical category and the practicality of the module by students that is equal to 82,1 in the very practical category. Third, the learning module developed is classified as effective. This can be seen from the results of the analysis of student learning outcomes, namely the learning outcomes of writing proposals, it can be concluded that classically, the average student learning outcomes is 81,9 which is in good qualification and based on the results of the observation sheet students, obtained an average is 78,31 in the active category. Thus, the module that has been developed is a module that is valid, practical, and effective and can be used in the process of learning writing proposal material for class XI students of SMA/MA.

REFERENCES


Collaborative Writing Against the Ability to Write Explanatory Texts in Discipline Learning

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Abstract. The ability of students to write explanatory texts is still low. First, students tend not to pay attention to the structure and language of the explanatory text in writing. Secondly, students are weak in writing explanatory texts because students have difficulty communicating the material into written form. Third, it is difficult for students to develop ideas in written form. Fourth, students are still not able to make effective sentences and use punctuation that is not right. The results of data processing on the ability to write explanatory texts First, the ability to write explanatory texts before using students' collaborative writing technique is 54.46. Second, the ability to write explanatory texts after using collaborative writing techniques. Third, there is a significant influence on the use of collaborative writing techniques on the ability to write explanatory text of students. This is evidenced by the results of research that show that the value of tcour (5.74)> ttable (1.71), so that H₀ is rejected and H₁ is accepted.

Keywords: Writing, Explanatory Text, Collaborative Writing

1 INTRODUCTION

Literacy shapes attitudes in writing writing and reading skills so that concepts that are embedded in students can be systematically conceptualized. Reading and writing activities are collaborative activities between writers and readers. The author will understand the text of the work based on what is read. While the reader will understand interpreting the writing of the knowledge that is read. It should be stressed that literacy does not mean that everyone who reads will write. Therefore, it needs to be bridged between literacy literacy and the reproduction of science. The process of the author is carried out many times to process the knowledge obtained from other sources obtained from reading then poured in writing. It is clear that reading has a close relationship with writing where it will determine the quality of someone's writing. The process of writing in school can be done in learning activities that are in accordance with the curriculum used in every level of education. 2013 curriculum, writing activities are always accompanied by reading activities so that it indirectly shapes literacy in students.

The 2013 curriculum in Indonesian language learning is directed at improving students' ability to think critically. This curriculum requires that learning Indonesian is not sakadar using Indonesian to deliver learning material, but must learn the meaning and selection of the right words. Indonesian language learning competency standards serve as a measure of students' ability to describe mastery of language knowledge and skills. In this curriculum, Indonesian language learning is text based. Text is interpreted as a unit of language that
expresses meaning contextually. Text can be either written text or oral text which is an expression of the human mind. The more types of text mastered by students, the more the structure of thinking that can be used in social and academic life. Therefore, Indonesian language learning requires skilled students to communicate both orally and in writing. The more skilled a person speaks, the brighter and clearer the thinking.

In the 2013 curriculum in Indonesian language lessons, there was a change in the terms used in the teaching and learning process. The term change is found in the word producing. In the previous curriculum, the term used was writing. The term used is different but has the same purpose. [1] Producing is an activity to produce or issue results in the form of writing. The application of producing this in learning is making or writing a good and correct writing that aims to train students' abilities in writing.

One form of writing skills that must be mastered by students is to write explanatory texts. Students who sit in high school should be able to write explanatory texts. Writing explanatory text is an activity to write about the process of occurring natural and social phenomena. Then in writing explanatory texts, students are required to understand the structure and language of the explanatory text he will write. [2] One of the causes behind the students is not yet skilled in writing as follows. First, students tend not to pay attention to the structure and language of the explanatory text in writing. Secondly, students are weak in writing explanatory texts because students have difficulty communicating the material into written form. Third, it is difficult for students to develop ideas in written form. Fourth, students are still not able to make effective sentences and use punctuation that is not right.

2 RESEARCH METHOD

This type of research is quantitative research. Quantitative because the data to be collected is in the form of numbers and analysis using statistical formulas. This is in accordance with the opinion of [3], that quantitative research is a study whose research data is in the form of numbers and analysis using statistics. In this study, the research data came from the score of the influence of collaborative writing techniques on the ability to write explanatory texts. The research method used is the experimental method type pre-experimental design. According to [3], experimental research of the type of pre-experimental design has not been a real experiment, because there are still external variables that influence the formation of the dependent variable. So the experimental results which are the dependent variables are not solely influenced by independent variables. This can happen, because there is no control variable. [10] The reason for using the experimental method is because you want to know the effect of the treatment of collaborative writing techniques on the ability to write explanatory text.

3 RESULT AND DISCUSSION

3.1 Writing the Student Explanation Text Before Using Collaborative Writing Techniques

The steps taken to analyze the data in this study are as follows. First, analyze the ability to write explanatory text before using the technique of collaborative writing. Second, analyze the ability to write explanatory texts after using collaborative writing techniques. Third, see the presence or absence of the influence of collaborative writing techniques on the ability to write
explanatory texts. For more details about the level of mastery in writing explanatory texts before using the technique of collaborative writing and after using the technique of collaborative writing.

The ability to write explanatory texts before using collaborative writing techniques was analyzed based on each learning indicator. Analyzing data based on indicators of learning and assessment of data on students' writing ability based on assessment indicators. Each indicator is given a score. The highest score gets a score of 3 and the lowest gets a score 1. Based on table 6 which has been described it can be seen the value of the ability to write explanatory text before using the technique of collaborative writing. Scores are obtained from the results of analyzing the data, then changed in value. The calculation of the value of the ability to write explanatory texts is based on the percentage formula. This value is interpreted into a scale conversion table 10. The overall value of writing explanatory text of students can be seen in table 1 below.

**Table 1. Distribution of Frequency Ability to Write Explanation Text Before Using Student Collaborative Writing Techniques**

<table>
<thead>
<tr>
<th>No</th>
<th>X</th>
<th>F</th>
<th>FX</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>33,33</td>
<td>3</td>
<td>99,99</td>
</tr>
<tr>
<td>2</td>
<td>40</td>
<td>3</td>
<td>120</td>
</tr>
<tr>
<td>3</td>
<td>53,33</td>
<td>7</td>
<td>373,31</td>
</tr>
<tr>
<td>4</td>
<td>60</td>
<td>5</td>
<td>300</td>
</tr>
<tr>
<td>5</td>
<td>66,67</td>
<td>3</td>
<td>200,01</td>
</tr>
<tr>
<td>6</td>
<td>73,33</td>
<td>4</td>
<td>293,32</td>
</tr>
</tbody>
</table>

| Sum | 25   | 1386,63 |

3.2 Writing Student Explanation Text After Using Collaborative Writing Technique

The ability to write explanatory text after using student collaborative writing techniques can be seen from the test analysis table writing explanatory text based on each assessment indicator. Analyzing data based on assessment indicators can be explained as follows. Each indicator is given a value. The highest score gets a score of 3 and the lowest gets a score of 1. Based on the table that has been described, it can be seen the value of the ability to write explanatory text after using students' collaborative writing techniques. Scores are obtained from the results of data descriptions, then changed in the form of values. The calculation of the value of the ability to write explanatory texts is based on the percentage formula. The overall value of explanatory text writing ability of students can be seen in table 2 below.
Table 2. Distribution of Frequency Ability to Write Explanatory Text After Using Collaborative Writing Techniques

<table>
<thead>
<tr>
<th>No</th>
<th>X</th>
<th>F</th>
<th>FX</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>53,33</td>
<td>1</td>
<td>53,33</td>
</tr>
<tr>
<td>2</td>
<td>60</td>
<td>4</td>
<td>240</td>
</tr>
<tr>
<td>3</td>
<td>66,67</td>
<td>2</td>
<td>133,34</td>
</tr>
<tr>
<td>4</td>
<td>73,33</td>
<td>3</td>
<td>219,99</td>
</tr>
<tr>
<td>5</td>
<td>80</td>
<td>4</td>
<td>320</td>
</tr>
<tr>
<td>6</td>
<td>86,67</td>
<td>6</td>
<td>520,02</td>
</tr>
<tr>
<td>7</td>
<td>93,33</td>
<td>5</td>
<td>466,65</td>
</tr>
<tr>
<td>Sum</td>
<td>25</td>
<td></td>
<td>1953,33</td>
</tr>
</tbody>
</table>

3.3 Test Data Analysis Requirements

Based on the ability to write explanatory texts before and after using student collaborative writing techniques, there are also test requirements for data analysis divided into two as follows. First, the data normality test is done to find out whether the data is normally distributed or not. The normality test of the data is done by liliefors test. Based on the tests performed, L0 and Lt were obtained at a significant level of 0.05 for n = 25, as in the following table.

Table 3. Data Normality Test

<table>
<thead>
<tr>
<th>No</th>
<th>(N)</th>
<th>Sum (N)</th>
<th>Real Level</th>
<th>L0</th>
<th>Lt</th>
<th>Light</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Pretest</td>
<td>25</td>
<td>0,05</td>
<td>0,1249</td>
<td>0,173</td>
<td>Normal Distribution</td>
</tr>
<tr>
<td>2</td>
<td>Posttest</td>
<td>25</td>
<td>0,05</td>
<td>0,1222</td>
<td>0,173</td>
<td>Normal Distribution</td>
</tr>
</tbody>
</table>

Based on the table above, it can be concluded that the data are normally distributed at the 0.05 level, for n = 25 because L0 is smaller than Lt. Data homogeneity test was conducted to find out whether the data of the two sample groups had homogeneity or not. This data homogeneity test is done with the comparison formula of the largest variant with the smallest variant. Based on the homogeneity test conducted, obtained F count and F table at the 0.05 significance level for N = 25, as in the following table.

Table 4. Data Homogeneity Test

<table>
<thead>
<tr>
<th>No</th>
<th>N</th>
<th>N</th>
<th>Real Level</th>
<th>F count</th>
<th>F table</th>
<th>Light</th>
</tr>
</thead>
<tbody>
<tr>
<td>(N)</td>
<td>(N)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Pretest</td>
<td>25</td>
<td>0,05</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Posttest</td>
<td>25</td>
<td>0,05</td>
<td>1,02</td>
<td>1,98</td>
<td>Homogen</td>
</tr>
</tbody>
</table>

Based on the table, it was concluded that the data of the two sample groups had homogen at a significant level of 0.05 for the numerator dk = n-1 = 25-1 = 24 and for the denominator n-1 = 25-1 = 24 because F count <F table (1, 20 <1.98). Based on the research and data processing carried out above, students' writing skills will be made if reading skills are often possible.
Knowledge will be accumulated based on reading activities, writing will play a role in expressing ideas, opinions (knowledge in writing or work. Using collaborative writing techniques in powerful spell bidding writing activities for writing activities for students. This writing activity is done in writing explanatory texts. students have a large influence on writing activities carried out by students.

Disciplinary learning is knowledge that integrates knowledge and perceptions of existing phenomena. For example, knowledge is a process that is formed by a scientific method, while technology is a form of something formed. With the disciplinary learning process able to integrate knowledge and technology used in the learning process in the era of technology age, educators are required to master technology as forming learning activities in schools in accordance with the curriculum used, namely the 2013 curriculum.

Implementation of writing learning will be seen from reading activities carried out by students. Literacy which is the process of learning to read and write requires high motivation and motivation. Therefore, reading and writing is a disciplinary learning that can shape creativity in students in literacy so that students can grow willingness to read and write. In learning Indonesian literacy activities are not only enough to be done for 15 minutes in the learning process, but require extra guidance. The culture of reading and writing has been formed since it was written in addition to the literacy culture that can be integrated in the activities of using methods, class mastery strategies. Learning in schools is not a sacrament to see the abilities of students, but also shapes the character of the students. Discipline learning does not provide learning with the use of other sciences such as technology in providing learning material, but can shape the character in students.

4 CONCLUSIONS

Based on the research findings and the discussion of the ability to write explanatory texts three conclusions were obtained. First, the ability to write explanatory texts before using collaborative writing techniques is 55.46 with almost moderate qualifications in the range of 46-55%. Second, the ability to write explanatory texts after using collaborative writing techniques is 78.13 qualifying well at a range of 76-85%. Third, there is a significant influence on the use of collaborative writing techniques on the ability to write explanatory texts. This is evidenced by the results of research that show that the value of tcount (5.74)> t table (1.71), so that H0 is rejected and H1 is accepted.

With the results of the above research that the hypothesis is accepted, it can be interpreted by using collaboration writing in the writing process, students can help the process of students' creativity in writing according to the stage of writing activities. The four-dimensional writing activity is literary, linguistic language), cognitive, sociocultural and the focus of affective development. Writing is an important part of teaching and learning where the reproductive process of science is more developed. With collaborative writing in writing activities can help students in writing so that there will be feedback in the learning process

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The Effect of STAD-Based Module Used on Writing the Report Text of Observation Results

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Abstract. The problem found in this study is that the students have difficulty in developing idea(s) in writing. The purpose of this study was to determine the effect of the use of observation report writing text skills through the modul berbasis STAD-based STAD cooperative learning model on the tenth grade students of SMAN 3 Padang. This quantitative research uses a post-test only control group design design in which the samples are gotten by using simple random sampling technique. The data in this study was the scores of writing the observation report. Those data are gathered by using performance text as the instrument. Then, after collecting the data, they were analyzed. The results of data analysis are that: (1) The level of skill in writing the observation report text before using the STAD type modul berbasis STAD-based cooperative learning modul obtained an average score of 65.24, it means that the scores are in the level 55-65% mastery with “Enough (C)” qualification. (2) the level of skill in writing the observation report text after using the STAD type modul based STAD-based cooperative model gained an average score of 72.62, which was at the 65-75% mastery level in More than Enough (Ldc) qualifications. (3) It can be concluded that the STAD type modul berbasis STAD-based cooperative model influences the writing skills of observation reports text with t count> t table, namely (3.41> 1.67).

Keywords: STAD Based Module, Writing, Observations’ Report Text

1 INTRODUCTION

Indonesian is one of the subjects that must be studied in every education level, one of them is in High School (SMA / MA). The language skills of students demanded to include interpreting, constructing, recreating, developing, and analyzing. One aspect of language that must be mastered by students in the 2013 curriculum is to construct, and lower it down to indicators of writing text. Writing is one of the main cognitive challenges because this skill requires an examination of the ability to remember, speak, and think at once.

One of the Writing skills that must be mastered by class X students at the level of High School (SMA) is writing observations’ report text. Based on the above problems, efforts need to be made to improve students’ skills in writing observation report texts, including learning models that can stimulate students’ thinking ability. One of the efforts is by implementing the Student Teams
Achievement Division (STAD) learning model. By using STAD model, students are more active in discussing the text of the Observation Results Report. Previous research has proven that the STAD method is able to improve student learning outcomes. The research was conducted by Fauziah, Hudallah, & Supraptomo, 2015; Tatalia, 2016; Winarsih 2015; Lubis, 2012; Pujianto, Nuryatin, & Subyantoro, 2015. The results of the study showed that the STAD (Student Team Achievement Division) learning model is performed well according to the planned learning syntax [1]. The ability of each student in learning and teaching the material / subject matter to other friends in the group can take place well, so that his friend is able to understand and solve problems well. STAD type cooperative learning makes students interact and discuss each other in generating effective problem solving strategies, fostering the ability of cooperation, critical thinking, and developing students' social attitudes [2]. Based on the results of Nugroho's research, through cooperative learning several findings were obtained including teachers in managing learning well enough, and can increase the activity of teachers and students during learning, teachers are able to practice process skills well, turning teacher-centered learning into student-centered learning. The ability of each student in learning and teaching the material / subject matter to other friends in the group can take place well, so that he can understand and solve problems well [3].

The STAD learning model is a learning model that forms students in groups, each group consists of 4-5 students who have various abilities ranging from low to high, the teacher gives a quiz to students and the teacher gives rewards or awards to the group that wins or gets the highest score. Working together in groups can make students more active in learning. This is certainly in accordance with the nature of learning based on constructivist views in cooperative learning. That, according to constructivist views in cooperative learning, students will more easily understand and find difficult concepts when they talk to each other about these problems [4].

The use of the STAD type cooperative learning model can be helped by using STAD-based modules. By using STAD-based modules it is hoped that it can provide variations in the application of the STAD type cooperative model and arouse students' interest in the skills of writing observational report texts. In general the text of the observation includes in the form of description and factual texts that can be scientific or informative. The form of the text of the observation results in the form of reports of events or events, activity reports, observation reports, travel reports, and interview reports. Text that contains factual form of expressing experiences, knowledge, feelings, and sensations through written language to be read or understood by others and has its own motivation for readers is called the text of observation [5].

The formulation of the problem in this study is as follows. First, how is the skill in writing an observation's report text in the 2013 curriculum before using STAD-based modules? Second, how is the skill to write observation report text in the 2013 curriculum after using STAD-based modules? Third, how does the influence of the use of STAD-based learning modules on learning to write text on observational reports on the 2013 curriculum?

Observation's report text is one of the teaching materials that can improve students' writing skills. The text of the observation results is a form of report from the results of observations made by students in learning activities carried out in the classroom. Each text has its own structure that is different from each other. This is in accordance with the opinion of Gultom which states that each text has its own structure which is different from each other. The text structure is a reflection of the thinking structure.

Report text or report text is a text whose contents describe something as it is as a result of systematic observation or analysis. The text of the observation report [6] is also referred to as classification text because the text contains a classification of the types of things based on certain criteria. In an effort to teach students to be more critical in observing objects around them, then learning the observation report text needs to be done in schools. Learning the text of the observation report aims to improve students' cognitive abilities. Increased cognitive abilities will also trigger an increase in affective and psychomotor aspects if realized in the right learning concept.

Planning learning to write observational report text needs to pay attention to the details of pre-writing, writing, and post-writing activities. In prewriting activities, it is necessary to pay attention to observation or writing activities based on student observation of the observed object. Selection
of the topic of observation, direct writing in class or indirect, and editing of individuals or groups, need to be considered to achieve maximum writing results [7].

The text structure of the report is an observation that is a general definition, a section description, and a description of benefits. The linguistic characteristics of the report text are observations, that is, using nouns, verbs, copula, words that state groupings and technical words. Student Teams Achievement Division (STAD) is one method or approach in cooperative learning that is simple and good for teachers who are just starting to use a cooperative approach in class, STAD is also an effective cooperative learning method. All students exchange ideas and help each other's members to get the best score and get an award from the teacher.

Research on the writing skills [8] of the report's observation text using modules in cooperative learning type Student Teams Achievement Division (STAD). Thus, a study was conducted with the title "The use of STAD-based modules on learning to write text on reports on observations".

2 RESEARCH METHOD

This type of research is quantitative. The research method used is the experimental method with the true experimental method in the form of a post-test only control group design. The development of post-test only control group design is the simplest design of the actual experimental design, because the respondents were actually randomly selected and treated and there was a group of controllers [9] [10].

The selection of research samples was carried out by simple random sampling technique. Simple random sampling is done because the taking of sample members from the population is done randomly regardless of the strata that exist in that population. The variables in this study are two variables, namely the independent variable is the module-based cooperative model Student Teams Achievement Division (STAD), STAD-based, and the dependent variable is the skill of writing the observation report. The research instrument used was performance tests. This test is useful for measuring the level of writing skills of a student's observation report before and after using a STAD-based module [11].

Data collection techniques in this study were conducted in the control class and experimental class. In the control class, one meeting is carried out in the following steps: First, students are given material about writing the text of the observation report. Second, students working on the initial test (pretest) write the text of the observation report with the theme "Animals", after completion of the work sheet students are gathered and examined according to the indicators assessed.

In the experimental class carried out by the following steps. First, students are given material about writing a report report text. Secondly, students were given treatment by practicing writing the report text of the observation results using a cooperative model based on STAD-based Student Teams Achievement Division (STAD). Third, students working on the final test (posttest) write an observation report text with the theme "Animals". Fourth, after completion of the sheets of student writing collected and examined based on indicators.

The data analysis technique used is as follows. First, read the text of the observation report written by the students. Second, give a score on the report text of the observation based on the aspects studied. Third, processing scores into values using the percentage formula. Fourth, present the value obtained in the frequency distribution table. Student grades are written and sorted from highest to lowest. Fifth, determine the average value of the skill in writing the report report text before and after using the module based on the Sixth STAD, classifying the skill of writing report text on the observation results of class X SMAN 3 Padang by using a module based on Student Teams Achievement Division (STAD) using a scale of 10 Seventh, make a diagram of the skill in writing report text on the results of observation of class X students of SMAN 3 Padang before and after using the STAD-based Student Teams Achievement Division (STAD). Eighth, test the normality and homogeneity of data. Ninth, discuss the results of data analysis and make conclusions.
3 RESULT AND DISCUSSION

Text Writing Skills Reports on Observation Results Without Using Cooperative Models Student Teams Achievement Division (STAD) Assisted by Module X Grade Students of SMAN 3 Padang. Based on the data obtained an average of 65.24. Then it was concluded that the level of mastery of writing report text skills of observation results without the use of cooperative learning Student Teams Achievement Division (STAD) type assisted module X grade students of SMAN 3 Padang were at the mastery level of 56-56% with sufficient qualifications (C). Furthermore, the classification of report writing skills in the results of observation of class X students of SMAN 3 Padang without using the cooperative learning model type Student Teams Achievement Division (STAD) assisted by modules based on the scale of 10. Obtained a picture of learning outcomes of students who qualify perfectly, very well, less, bad, and very bad. Students who get good qualification scores are 2 people (5.71%). Students who get grades with more than enough qualifications are 20 people (57.14%). Students who obtain grades with sufficient qualifications are 7 people (20%). Students who get grades with almost enough qualifications as many as 6 people (17.15%).

![Diagram 1](image)

**Diagram 1.** Skills in Writing Text of Report on Observation Results without Using Cooperative Learning Model Student Teams Achievement Division (STAD) Assisted by Module X Class Students of SMAN 3 Padang. Text Writing Skills Reports of Observation Results Using Cooperative Model Student Teams Achievement Division (STAD) Assisted by Module X Grade Students of SMAN 3 Padang.

Based on the data above, the calculated average is 72.62. Then it was concluded that the level of mastery of the skills in writing the text of the observation report by using cooperative learning type Student Teams Achievement Division (STAD) assisted by module class X SMAN 3 Padang was at the level of 66-75% more than Enough (LdC). the classification of report writing skills in the results of observation of X grade students of SMAN 3 Padang by using cooperative learning model Student Teams Achievement Division (STAD) assisted by a module based on scale 10 obtained an overview of student learning outcomes using assisted cooperative learning model Student Teams Achievement Division (STAD) module, for all indicators of qualified students get less, less, bad, and very bad grades. Students who get perfect qualification scores are 1 person (2.86%). Students who obtain excellent qualifications of 2 people (5.71%). Students who get good qualification scores are 8 people (22.86%). Students who obtain grades with more than enough qualifications are 18 people (51.43%). Students who obtain grades with sufficient qualifications are 3 people (8.57%). Students who obtain grades with almost enough qualifications as many as 3 people (8.57%).
Diagram 2. Skills in Writing Text Reports on Observation Results Using Cooperative Learning Models Student Teams Achievement Division (STAD) Assisted by Module X Grade Students of SMAN 3 Padang. The Influence of Cooperative Learning Model Type Student Teams Achievement Division (STAD) Assisted by Modules in Learning Writing Text Report on Observation Results of Grade X Students of SMAN 3 Padang

The results of data analysis in this study indicate that in general the skills of writing report text on the observation results of class X SMAN 3 Padang without using the cooperative learning model of the student-assisted team achievement division (STAD) module obtain a calculated average of 65.24 at the mastery level 56-56% are sufficiently qualified (C). Meanwhile, the skill of writing report text as a result of observation of class X SMAN 3 Padang by using cooperative learning model type student assisted team achievement division (STAD) obtained an average of 72.62 is at the mastery level 66-75% qualifies More than Sufficient (LdC).

Based on the results of the t-test it can be concluded that there is an influence on the use of cooperative learning models of the Student Teams Achievement Division (STAD) type assisted by modules of class X SMAN 3 Padang because of tcount > t table (3.41 > 1.67).

Based on the results of data analysis can be described the skill of writing the text of the observation report without using a cooperative model of the First Assisted Team Achievement Division Student type, for indicator 1 (general definition) is quite sufficient, because the calculated average is 60 in the range of 56-65%. Second, for indicator 2 (description section) is more than enough, because the average calculation is 67.62 in the range of 66-75%. Third, for indicator 3 (decryption of benefits) is quite sufficient because the average count of 61.90 is in the range of 55-65%. Fourth, for indicator 4 (verb) is classified as more than enough because the average count is 71.42 in the range of 66-75%.

Furthermore, the text writing skills of the observation report using the cooperative model of the First Student Team Achievement Division Help module, for indicator 1 (general definition) are sufficient, because the average calculation is 59.04 in the range of 56-65%. Second, for indicator 2 (description section) is more than enough, because the average count of 67.62 is in the range of 66-75%. Third, for indicator 3 (decryption of benefits) is quite sufficient because the average count of 61.90 is in the range of 55-65%. Fourth, for indicator 4 (verb) is classified as more than enough because the average count is 71.42 in the range of 66-75%.

4 CONCLUSIONS

Based on the results of data analysis and discussion, the following three points can be concluded. First, the skill in writing the report text skills of the observation results of class X SMAN 3 Padang without using the cooperative learning model type Student Teams Achievement Division (STAD) assisted by the module obtained an average score of 65.24 which is at the mastery level of 55-65% in the Enough qualification (C).

Secondly, the report writing skills of the results of observation of class X students of SMAN 3 Padang using the cooperative learning model type Student Teams Achievement Division (STAD)
assisted by the module obtained an average score of 72.62 which is located at 65-75% mastery level in qualifications More than Enough (LdC).

Thirdly, based on the t-test it was concluded that there was an influence on the use of cooperative learning models of the Student Teams Achievement Division (STAD) type assisted by modules of class X SMAN 3 Padang because of tcount> t table (3.41> 1.67), so the null hypothesis was rejected and alternative hypothesis accepted.

REFERENCES


The Potential of Circ’s Model in Poetry Learning at Higher Education

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Abstract. Understanding poetry is at the stage of enjoying poetry in the activity of appreciating poetry. From the stage of enjoying this poem, poetry lovers can determine their attitude towards the poetry that is read or heard. By integrating reading and writing, poetry readers can enjoy poetry in depth. Therefore, this study aims to describe the potential of the CIRC learning model in influencing the ability to understand poetry. A total of 28 male and female students were selected as participants in the study. The instrument used to collect research data is a multiple choice test understanding poetry. The method used was pre-experiment with the design of one group pretest-posttest study. The CIRC model in this study is used in the process of poetry learning. This model is used by the way the lecturer places students in cooperative learning activities according to the learning objectives, students understand the subject matter together in groups by way of reading to each other and finding keywords according to the learning objectives and presenting the results of group collaboration in the form of class discussions. Group discussions and class discussions provide opportunities for students to voice their opinions about the contents of poetry. Students who have low abilities are motivated to learn because of teamwork. The CIRC model has the potential to improve student language skills, improve social skills among students, and have a positive impact on reading comprehension, especially understanding poetry.

Keyword: Cooperative, Reading, Composition, Poetry

1 INTRODUCTION

Cooperative learning has been used as the most powerful learning model in several countries and has proven effective used in the learning process. In Turkey, cooperative learning is applied to help improve reading comprehension of English [1]. In Taiwan, cooperative learning is used to reduce the level of anxiety of learning foreign languages for American and Taiwanese students [2]. In addition, cooperative learning is also used in the science classes and has been shown to have an impact on increasing group collaboration because learning is done in teams ([3], [4]), so that students are actively involved in the learning process. In the language class, cooperative learning is applied in the process of reading comprehension learning and proven to have a significant impact on the results of
reading comprehension of students ([5], [6], [7], [8]). In general, cooperative learning models have an impact on teamwork and reduce students' anxiety levels in the learning process. Some of the cooperative learning models are applied in the learning process. One of them is the Cooperative Integrated Reading and Composition (CIRC) model (For the next written and read CIRC). The CIRC model is an integrated learning model between reading and writing in the learning process. For example, in Korea, learning by integrating reading and writing has an influence on the ability to read and write students [9]. As with other cooperative learning models, the CIRC model also influences the quality and achievement of students in understanding reading [10]. In addition, the CIRC model also has an impact on structuring and content in writing, for example in writing recount texts [11] and writing narrative texts [12]. With the CIRC model, students have the opportunity to share ideas in producing writing.

To realize the quality’s of learning, the CIRC model is aligned with various factors, such as reading interest [13], motivation to learn [14], reading habits [15], and the level of anxiety in language learning [5]. Students who have high interest and motivation to read show good sensitivity in the learning process, whereas students who have an interest and low reading motivation are increasingly motivated in the learning process. The CIRC model is able to grow students' reading habits and reduce students' anxiety levels in learning, especially those who have low interest and reading motivation.

Learning with the CIRC model has been applied in College Education. One of them is in Biology learning. The results show that the CIRC model has the potential to improve the quality of Biology learning at College Education [16]. Unfortunately, there are not many who apply this CIRC model at College Education, especially in language learning. During this time, teachers and lecturers were too bound by the assumption that CIRC was only applied in learning at the elementary and secondary levels. In fact, the cooperative model that integrates reading and writing in the learning process provides benefits in improving students' language arts [17], besides improving thinking skills, communication skills, and social skills. Students are taught to understand and appreciate language art directly so that the teacher will have comfort in teaching poetry to students [18]. Problems related to literature learning, especially poetry can be overcome. One of them is by choosing a learning model that can improve language arts and literary students. Therefore, in this study CIRC models will be applied assuming that this model has good potential in improving the quality of poetry learning.

2 RESEARCH METHOD

This research was an experimental study using a pre-experimental design, one group pretest-posttest study [19]. This design is also called pseudo-experimental because this study follows experimental research procedures, but no control conditions or control group are used [20]. This research was only conducted to investigate the relationship of sample groups to the phenomena or treatments given and changes that occurred in the group, namely changes in learning outcomes understanding poetry in one group before and after the CIRC learning model was used.

The group observed as participants in this study were the students of Indonesian Language and Literature Education Study Program who studied at STKIP PGRI Sumatera Barat. A total of 28 people from 124 male and female students were selected by choosing one class that had the lowest Poetry Appreciation ability among the other classes to be used as the research sample. These students are students who take a poetry class on the subject of ”Apresiasi Puisi Indonesia.”
The instrument used as a tool to collect data in research is a multiple choice question of understanding poetry. Multiple choice test questions are arranged based on the physical structure and inner structure of poetry. The questions tested consist of 50 items. These questions have been compiled, validated and tested [21]. To make it easier for students in the learning process to understand poetry with the CIRC model, they are facilitated with the book "Memahami Puisi". The book contains material on the introduction of poetry, understanding the elements of form and content of poetry, understanding the elements of sound in poetry, understanding the elements of language in poetry, understanding the elements of imagery in poetry, understanding aspects of figurative language in poetry [22].

This study used the pre-experimental with one group pretest-posttest design. During treatment, a CIRC model was applied with three basic components, namely: basic activities related to cooperative learning, reading comprehension, and integrated writing activities: (a) the basic activities related to cooperative learning carried out by students are to provide material for activities to understand and analyze poetry in the learning process, both in pairs and groups, (b) understanding poetry given by identifying key ideas related to the structure inner and physical structure of poetry, and make conclusions, (c) Students write of short essays about poetry [23]. After treatment with the CIRC model was completed, students were given multiple choice tests to understand poetry. Data analysis was performed using the SPSS 23 data processing application.

3 RESULT AND DISCUSSION

In this section, the results of learning to understand poetry, both before and after the application of the CIRC model will be explained. These results are presented based on statistical testing. The frequency distribution of poetry learning results before applying the CIRC model is as follows. There were 28 valid participants and none of them were lost. Central data tendencies, namely: the mean is 38.71; the median is 38.00; mode is 30.00; and the total score is 1084.00. Data dispersion, namely: the minimum score is 24.00; the maximum score is 52.00; the range is 28.00; the data variant is 59.02; the standard deviation is 7.68; and the standard error of the mean is 1.45. Furthermore, the distribution of data is seen based on the value of the skewness ratio and the value of the kurtosis ratio. Skewness ratio value is obtained from the results of the skewness value with the standard error of skewness value. The skewness ratio obtained is 0.03. The value of the kurtosis ratio obtained is -1.03. Skewness ratio value and kurtosis ratio value are between -2 to +2, meaning that the distribution of data is normally distributed. The data distribution is visualized in the form of Figure 1 below.
The frequency distribution of poetry learning results after applying the CIRC model is as follows. There were 28 valid participants and none of them were lost. Central data tendencies, namely: the mean is 73.36; the median is 68.00; mode is 60.00; and the total number of scores is 2054.00. Data dispersion, namely: the minimum score is 54.00; the maximum score is 92.00; the range is 38.00; the data variant is 150.53; the standard deviation is 12.27; and the standard error of the mean is 2.32. Furthermore, the distribution of data is seen based on the value of the skewness ratio and the value of the kurtosis ratio. Skewness ratio value is obtained from the results of the skewness value with the standard error of skewness value. The skewness ratio obtained is 0.22. The value of the kurtosis ratio obtained is -1.86. Skewness ratio value and kurtosis ratio value are between -2 to +2, meaning that the distribution of data is normally distributed. Data distribution is visualized in the form of Figure 2 below.

**Table 3. The testing t-test Learning Outcomes**

<table>
<thead>
<tr>
<th>Pair 1</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Posttest</td>
<td>Pretest</td>
</tr>
<tr>
<td>Mean</td>
<td>73.3571</td>
<td>38.7143</td>
</tr>
<tr>
<td>N</td>
<td>28</td>
<td>28</td>
</tr>
<tr>
<td>Std. Deviation</td>
<td>12.26925</td>
<td>7.68287</td>
</tr>
<tr>
<td>Std. Error Mean</td>
<td>2.31867</td>
<td>1.45193</td>
</tr>
</tbody>
</table>

**Paired Samples Test**

<table>
<thead>
<tr>
<th>Pair 1</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Posttest – Pretest</td>
</tr>
<tr>
<td>Paired Differences</td>
<td>Mean 34.64286</td>
</tr>
<tr>
<td>Std. Deviation</td>
<td>5.07875</td>
</tr>
<tr>
<td>Std. Error Mean</td>
<td>.95979</td>
</tr>
<tr>
<td>95% Confidence Interval of the Difference</td>
<td>Lower 32.67353 Upper 36.61219</td>
</tr>
</tbody>
</table>
Based on the results of data analysis the results showed that the posttest score mean to understand poetry was 73.36 higher than the mean pretest score understanding poetry which was 38.71 with a difference of 34.65. The results of the analysis of different tests (t-tests) posttest scores understanding poetry and the pretest score of understanding poetry were 36.09 (p = 0.00). These results indicate that there is a significant difference between posttest scores understanding poetry with a pretest score understanding poetry (p <0.01). It can be concluded that there is a (rising) influence on the use of the CIRC model on the skill of understanding poetry. The research hypothesis formulated in the form of: "there is the influence of using the CIRC model on the skills to understand poetry" was accepted.

The CIRC model is a cooperative learning model that is carried out with three basic components, namely: basic activities related to cooperative learning, reading comprehension, and integrated writing activities [23]. The basic activities related to cooperative learning according to the purpose of learning are understanding and analyzing the poetry given by the lecturer. The activities carried out by students are aimed at applying theory according to the learning objectives, namely analyzing the inner structure and physical structure of poetry. The final goal of learning is that students can understand and interpret the poetry they read. After the lecturer explains the learning outcomes and introductory material to understand poetry, students are given a poem titled "Tentang Seorang Penjaga Kubur yang Mati" by Sapardi Djoko Damono. These poems are discussed in pairs or in groups. In heterogeneous groups, each student together reads each other's poems, finds keywords in poetry that show the building elements of poetry, namely the physical structure and inner structure of poetry. Students in groups work together and given the response. The collaborative results are presented in writing in the form of the results of the analysis of understanding poetry. Then the students carry out class discussions. Class discussions are conducted with the aim that they can give input to each other on collaborative results in each group. Each group gave input on the collaborative results. The lecturers together with students reflect on the activities carried out by testing each student in understanding poetry to find out that students have been able to understand and interpret the poetry they read.

The activities carried out have an impact on improving the learning outcomes of understanding poetry. Improving student learning outcomes is influenced by the learning model used. Students who at first had difficulty understanding poetry in terms of the physical structure and inner structure of poetry became more skilled at understanding poetry. In heterogeneous study groups, they are directed to be able to understand poetry step by step. They came to understand how to find keywords that showed the building blocks of poetry. In terms of interpreting the meaning or content of poetry, student interpretation varies because they have different experiences and knowledge. Poetry learning is prioritized on the affective development of students, to enrich their experience [24], and serves as a creative practice of students [25]. In general, their learning outcomes provide enough evidence that they are skilled at understanding the building blocks of poetry, namely the physical structure and inner structure of poetry. This is consistent with the theory that the constructing element of poetry consists of the physical structure and inner structure of poetry. The physical structure of poetry consists of typography, imagery, concrete words, figurative language, and verification and the inner structure of poetry consists of themes, feelings, tones, and messages[22]. Students
understand poetry in terms of the element of the poem, then interpret the things contained in the poetry they read.

Unlike previous learning, students make a summary of the material of learning and discuss them in front of the class. Student written reports tend to be mere copies of theory without training and practice in understanding and interpreting poetry. It turned out that this did not have a significant effect on student learning outcomes. Students are not skilled in interpreting poetry. When they are faced with different poems they find it difficult to determine the things contained in the poem. This even affected their skills in writing poetry. They can produce writing but it cannot be said as a poem. That in writing poetry also must be considered the elements that make up the poem. In terms of the process, there is no student enthusiasm for learning. This is evidenced by the results of the pretest that student grades are far below the average. They are not skilled at understanding poetry from the physical structure and inner structure of poetry.

After learning with the CIRC model, student learning outcomes are statistically increased. Learning outcomes before and after learning with the CIRC model show significant differences. Students in the process also seemed enthusiastic in the learning process. This is evident from the results of observations made on the poetry learning process, both when discussions in heterogeneous study groups and when class discussions take place. Students in their study groups discuss each other, all group members are actively involved in learning. The CIRC model is proven to effectively improve student learning processes and outcomes in understanding poetry. In addition to improving the process and learning outcomes, the CIRC model has a long-term effect on students in developing reading skills, even children who have academic disabilities can increase their level of understanding in reading [26].

Student learning outcomes are increasing because of the learning pattern that makes the relationship between lecturers and students more mediated in the classroom [27]. Students have collaboration in groups and teachers can comment on student performance results more organized. In other words, the verbal behavior of lecturers in the classroom is influenced by students of class organizations [28]. One of them, the application of discussion in heterogeneous groups so that students who have a high ability can work together with students who have the low ability. Group learning makes students more enthusiastic about voicing and debating their ideas, accepting and sharing responsibility for their own learning, reflecting on their own thinking and being more aware of their own decision-making and problem-solving skills [4]. With collaboration in groups, in addition to improving the learning outcomes of reading and writing, cooperative learning also enhances student social skills [17].

4 CONCLUSIONS

The use of the CIRC model has a significant influence on the learning outcomes of understanding poetry. Learning in heterogeneous groups provides more opportunities for students to discuss poetry given by lecturers. In study groups, they read to each other, find keywords, and conclude the elements of poetry according to the learning objectives. Students are taught to understand poetry step by step starting from understanding poetry, finding elements of poetry, and interpreting poetry. Students can express their opinions on the content of poetry according to their experience and lecturers can comment on the performance of students according to the stages of learning. Thus, the purpose of literary learning, especially poetry to enrich student experience can be realized by applying the CIRC model in the learning process.
REFERENCES


Remote Sensing Technology: Vegetation Index Analysis Based On Landuse

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Abstract. This study aims to determine: 1) Land use classification in 2016 in Solok Regency, 2) vegetation density (NDVI) and 3) vegetation density (NDVI) in the research area. The data used in this research is the density data of vegetation and the area that is taken from the Landsat 8 OLI image in 2016. The method used in this study is Landsat 8 OLI image interpretation by calculating the index of vegetation density or Normalized Difference Vegetation Index (NDVI) obtained by the calculation of near infrared with red reflected by the plant. The NDVI value is obtained by comparing near-infrared (NIR) and Red data. NDVI is the value of Normalized Difference Vegetation Index, NIR is band 5 and Red is from band 4 in Landsat image 8. Technique of analysis using Geography Information System (GIS), by determining value of vegetation canopy density using the result from NDVI calculation, then the NDVI class values are reclassified into three classes, which are rare, medium and tight density. The results showed: In 2016 identified there are as many as 9 types of land use. The land uses are Primary Forest, Secondary Forest, Paddy Field, Settlements, Mixed Plantations, Crop Fields, Water Bodies, Bushes, and Plantations. The most widespread use is Primary Forest. The level of vegetation density in Solok Regency ranges from rare, medium, and tight density levels. Water Bodies have an area of 6,690 ha (1.98%), vegetation having a rare density of 79,208 ha (23.49%), vegetation with a medium density of 77,098 (22.86%), and for density the meeting has an area of 174,223 ha (51.66%).

Keyword: NDVI, Landuse, Remote Sensing, Landsat 8 OLI

1 INTRODUCTION

Increased concentrations of greenhouse gases (GHGs) resulting in an increase in Earth's surface temperature and climate change is one of the global environmental problems [1] [2] [3]. Based on the World Bank's report in 2012 that if the citizens of the earth do nothing (Business As Usual) in order to reduce the rate of GHG concentration will be an increase in earth surface temperature of 4°C [4] [5]. The main source of GHG emissions in Indonesia comes from the forestry sector due to deforestation. Based on the GHG inventory conducted by the Ministry of Environment in 2009 that the GHG emissions from deforestation in 2000-2005 amounted to 1,089,000 hectares per year. The amount of emissions from peat fires amounts to 172,000 million tonnes of CO2-eq in 2000 or 12% of Indonesia's total emissions[6].
The GHG emissions of West Sumatera Province come from three areas: 1) Agriculture and forestry (land-based), 2) Energy, transportation and industry (energy based) and 3) Waste management with total emissions of about 106 million tons CO$_2$-eq in 2010. The projection result using BAU scenario of West Sumatera Province in 2020 will contribute 96.4% of GHG emissions from land-based [7]. The Regional Action Plan for GHG Emission Reduction in West Sumatera Province has been prepared based on action plans for land-based group mitigation, energy and waste management[8].

Biomass is highly relevant to climate change issues and plays an important role in the carbon cycle [9]. Biomass estimation can be done with three approaches namely modeling, direct measurement in field and Remote Sensing [10][11]. Of the three approaches, the approach with Remote Sensing is preferred because it can be used for large areas[12]. One of the utilization of remote sensing technology is through Landsat image. The estimation of biomass through Landsat Imagery is done by vegetation index approach [10].

The vegetation index is one of the parameters used to analyze the vegetation state of a region. The index has a variety of algorithmic variations [13]. A number of NDVI reductions and alternatives have been proposed by a number of researchers to refine these parameter deficiencies, such as the Perpendicular Vegetation Index (PVI), the Atmospherically Resistant Vegetation Index (ARVI) and the Global Environment Monitoring Index (GEMI), the Enhanced Vegetation Index (EVI) [14]. As the name implies, each index is calculated by including a correction factor on one or more of the factors that are NDVI deficient [15][16].

Identification NDVI used Landsat 8 OLI imagery [17]. The Landsat 8 satellite has Onboard Operational Land Imager (OLI) and Thermal Infrared Sensor (TIRS) sensors with 11 channels. Among the canals, 9 channels (bands 1-9) are in OLI and 2 others (bands 10 and 11) on the TIRS. Most canals have similar specifications to Landsat 7. The vegetation index is a mathematical combination between bend red and NIR bends that have long been used to identify the presence and condition of vegetation [18].

### 2 RESEARCH METHOD

The research location was conducted in Solok Regency, West Sumatera Province, Indonesia. Geographically, Solok regency lies between 00 ° 32' 14" and 01 ° 46' 45" South Latitude and 100 ° 25' 00" and 101 ° 41' 41" East Longitude [19]. The topography of the region varies greatly between plains, valleys and hills, with altitudes between 329 meters - 1 458 meters above sea level [20]. The method in this research is Quantitative descriptive, locate in Solok regency, remote sensing visual/digital image interpretation, and fieldwork. The materials used in this research are:

a. LANDSAT 8 OLI Image (Solok Regency, 30 m resolution, recording in 2016) to create a mapping unit and field checkpoint determination, LANDSAT 8 OLI image is used because
it has the better spectral resolution to display landuse. Landsat 8 OLI image is presented in

Figure 1: Solok Regency Landsat 8 OLI Images

b. Topographic maps scale 1: 50,000 include Solok Regency (Bakosurtanal, 2006).

Image Geometric Correction
The Landsat 8 OLI image used in this study has not undergone any geometric correction so geometric correction is required by using image to image by using geometrically corrected LANDSAT 7 ETM + image.

Image Processing
Data processing in this research includes Masking (image cutting), visual image interpretation (Vegetation Type and Land Characteristic) and digitally (Density Heading using NDVI vegetation index transformation):

1. Masking (cutting image)
   Masking process is done to separate the research area, in this case Solok Regency [21].

2. Preparation of land use maps
   Land use maps are used as an approach in determining the checkpoint of the field. Three approaches to land use are used: vegetation type, land characteristics [22], and vegetation density. Type of vegetation, the different types of vegetation seen in image recording represent different types of vegetation, different types of vegetation will produce different biomass, this is because the difference in volume density between each species is different [23]. In this process different features are assumed to have different types of constituent vegetation, different types are assumed to be different types of vegetation.

   Interpretation of vegetation density, the more density vegetation carbon content will be greater [24]. The rate of photosynthesis in closer vegetation areas is also higher so that the rate of CO2 changes becomes faster biomass in areas with more dense vegetation. Determination of vegetation density by using the index value of NDVI transformation, NDVI transformation has a range of values between (-1) to (+1). Index values smaller or equal to 0 indicate clouds, water and other coverings other than vegetation. Values representing vegetation are in the range 0.2 to 0.7 and above these values illustrate the health level of vegetation cover.

c. Vegetation index
   Digital image processing in LANDSAT image after radiometric and geometric correction is transformed Vegetation Index, where the value obtained is a combination of spectral band specific from image to highlight the appearance of vegetation. The Vegetation Index is a greenness measurement of the vegetation canopy, the composite properties of leaf chlorophyll, leaf area, vegetation canopy structure and cover [25]. The NDVI value is obtained by the calculation of Near Infrared with Red reflected by the plant. The NDVI value is obtained by comparing the data of Near Infrared and Red [26], with the following formula:

   \[
   \text{NDVI} = \frac{(\text{NIR}-\text{Red})}{(\text{NIR}+\text{Red})}
   \]  

   From the equation number 1, NDVI is the value of Normalized Difference Vegetation Index, NIR is band 5 Image of Landsat 8 OLI and Red is band 4 of Landsat image 8 OLI [22]. To determine the value of vegetation canopy density using result from NDVI calculation, then the value of NDVI class is reclassified into three classes, low density, medium density and high density [11][24].
3 RESULTS AND DISCUSSION

Based on the results of remote sensing data analysis with GIS obtained the following results:
In 2016 identified there are 9 types of land use. The land uses are Primary Forest, Secondary Forest, Paddy Field, Settlement, Mixed Plantations, Crop Fields, Water Bodies, Bushes, and Plantations. The following table will explain the area of each land use. Presented in Table 1:

<table>
<thead>
<tr>
<th>No</th>
<th>Landuse</th>
<th>Area (ha)</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Primary Forest</td>
<td>159,544</td>
<td>47.31</td>
</tr>
<tr>
<td>2</td>
<td>Secondary Forest</td>
<td>14,679</td>
<td>4.35</td>
</tr>
<tr>
<td>3</td>
<td>Paddy Field</td>
<td>45,591</td>
<td>13.52</td>
</tr>
<tr>
<td>4</td>
<td>Settlement</td>
<td>3,963</td>
<td>1.18</td>
</tr>
<tr>
<td>5</td>
<td>Mixed Plantations</td>
<td>76,478</td>
<td>22.68</td>
</tr>
<tr>
<td>6</td>
<td>Crop Fields</td>
<td>27,489</td>
<td>8.15</td>
</tr>
<tr>
<td>7</td>
<td>Water Bodies</td>
<td>6,690</td>
<td>1.98</td>
</tr>
<tr>
<td>8</td>
<td>Bushes</td>
<td>2,165</td>
<td>0.64</td>
</tr>
<tr>
<td>9</td>
<td>Plantations</td>
<td>620</td>
<td>0.18</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>337,220</td>
<td>100</td>
</tr>
</tbody>
</table>

Source: Data analysis, 2017

Seen in 2016, most land use is the Primary Forest area of 159,544 Ha (47.31%), then Mixed Plantations with 76,478 ha (22.68%). The third largest landuse is paddy fields, rice field is land use cultivation which also brings the most income to Solok Regency. Solok Regency is famous for its rice production. This regency is always self-sufficient in rice every year. Rice production averages 4.7 tons per hectare. This large rice production is then distributed to meet the needs of rice in West Sumatra Province. People in West Sumatra Province are people who make rice as their staple food. This makes Solok District one of the districts that support food sources in West Sumatra. The land use of Solok Regency in 2016 for each type of land use can be seen in the following Figure 2:

Distribution of each type of land use in Solok Regency in 2016 still forms a typical pattern of land use types of Regency (rural) areas where the highest percentage of land use is forest land and another agricultural land. Desa or Nagari is the smallest administrative area in Indonesia.
Desa is an area that has certain characteristics. Based on the pattern, the village has the characteristics of a more traditional place, generally, the population has a livelihood that is directly related to nature. This was also seen in Solok Regency when field checks were carried out, the land use model characterized rural areas. Based on the results of remote sensing analysis and field checks, land use for agricultural cultivation has a large area. In addition to rice fields, in Solok Regency, the land use like a Mixed Plant, Crop Fields and Plantations. In Mixed Plant landuse the most planted crops such as rubber and coffee, in crop fields land use was planted with corn and vegetables. In the Plantations, planted with tea plants. Tea in Solok Regency, in the Alahan Panjang area, is a fairly extensive state-owned plantation. Then, for dry land in Solok Regency, it is generally processed and developed as land fisheries such as ponds, ponds and irrigation channels to irrigate paddy fields. While some other landuses are bushes, the landuse cattle pens and grasslands for animal feed such as cattle and buffaloes. In addition to land use related to agricultural and economic activities, some rural land in Solok Regency is also used for public facilities such as places of worship, graves, schools, village offices and health facilities such as health centers. The distribution of land use of Solok Regency in 2016 can be seen in the following map. Figure 3:

Based on data analysis with GIS, the yield of vegetation density in Solok Regency ranged from the density of rare, medium, and meeting. Water Bodies have an area of 6,690 ha (1.98%), vegetation having a rare density of 79,208 ha (23.49%), vegetation with a medium density of 77,098 (22.86%), and for density the meeting has an area of 174,223 ha (51.66%). Based on the calculation of Normalized Difference Vegetation Index (NDVI) can be seen briefly in Table 2:

<table>
<thead>
<tr>
<th>No</th>
<th>NDVI Value</th>
<th>Class</th>
<th>Area (Ha)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>-0.232-0.022</td>
<td>Water Bodies</td>
<td>6,690</td>
</tr>
<tr>
<td>2</td>
<td>0.022-0.188</td>
<td>Low density</td>
<td>79,208</td>
</tr>
<tr>
<td>3</td>
<td>0.188-0.398</td>
<td>Medium Density</td>
<td>77,098</td>
</tr>
<tr>
<td>4</td>
<td>0.398-0.593</td>
<td>High Density</td>
<td>174,223</td>
</tr>
</tbody>
</table>

Source: Data analysis, 2017

Based on the results of data processing from 8 OLI Landsat about the level of vegetation density in Solok Regency known that landuse dominated by the green color of primary forest and secondary forest. Reclassification process with geographic information system obtained
three classes of vegetation density level. Areas with vegetation are rarely indicated by light purple, the color indicates that the area has little vegetation with a vegetation density index of 0.022 - 0.188. Areas with medium density vegetation are indicated by light green color, with a vegetation density index of 0.188-0.398. Areas that have dense vegetation density levels are shown in dark green, with density indexes ranging from 0.398 to 0.593. The old greenishness shows that the area still has a lot of vegetation. The vegetation index itself actually describes the greenishness of the plant. This index is a mathematical combination between the red band (Red) and NIR (Near Infrared Radiation). Blue color indicates that the object is a body of water and clouds with an index value of -0.232-0.022.

When viewed from the appearance of the image, the area with the vegetation density is rarely characterized by light colors, this is due to the reflection of the small vegetation canopy, so the impression that appears in the image is brighter. Conversely, areas with dense vegetation density levels are indicated by darker / greener color because the reflection of the vegetation canopy is high.

4 CONCLUSION

Based on the result of research, it can be concluded that: (1) in 2016 identified there are 9 types of land use. The land uses are Primary Forest, Secondary Forest, Paddy Field, Settlements, Mixed Plantations, Crop Fields, Water Bodies, Bushes, and Plantations. The most widespread use is Primary Forest (2) the level of vegetation density in Solok Regency ranges from rare, medium, and tight density levels. Water Bodies have an area of 6,690 ha (1.98%), vegetation having a rare density of 79,208 ha (23.49%), vegetation with a medium density of 77,098 (22.86%), and for density the meeting has an area of 174,223 ha (51.66%).

ACKNOWLEDGEMENTS

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Students’ Misconceptions On Mathematical Issue: A Study at The Pre-Service Student Teachers Program

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Abstract. Basic mathematics is one of the compulsory courses for the pre-service student teachers particularly for those who are prepared to teach science and mathematics for middle and high schools. Based on the test results which were obtained from the students at one of the teachers’ education programs in West Sumatra province, Indonesia, there were still many students who had misconceptions in answering the given mathematical problems. The purpose of this study was to reveal the types and causes of the student misconceptions in solving the mathematical problems. This research is a descriptive study using quantitative data. The subject of this study was a small cohort of students majoring in Biology education department with 30 participants. The instruments were a test consisting of 9 description questions. The data were analyzed quantitatively and the types of their errors were classified. The results of the study showed that the students’ misconceptions were found regarding the real number system problems, the inequalities and absolute values, the functions and graphs of functions, the systems of linear and nonlinear equations, the sequences and series which are divided into three, namely conceptual errors and principle errors and operating errors.

Keywords: Misconception, Mathematical Problems, Pre-service Student

1 INTRODUCTION

Mathematics is a science that is very important to be studied by every student, both from elementary school to university level. It is also learnt by the students who take mathematics as their major and for the students other than mathematics major. This is indicated that the students in the Biology Education at Teacher education programs offer basic mathematics as one of the courses that must be taken by the first-year student teachers. [2] also state that mathematics is a universal science that underlies technological development and has an important role in various disciplines. Therefore, it is not surprising if the curriculum particularly in Indonesia includes mathematics at every level of education ranging from basic education to tertiary education. The higher the level, the more complex the knowledge received so that it can support students’ abilities to deal with various problems encountered. This is in line with [8] which states that mathematics is a field of life studies, which needs to be studied because the essence of mathematics is understanding the patterns of change that
occur in the real world and in the human mind and the interrelationships between patterns holistically.

The basic mathematics course materials in the biology education program at the teacher education programs includes the real number systems, the inequalities and absolute values, the functions and graphs of functions, the systems of linear and nonlinear equations, the sequences and sequences, the trigonometry, the opportunities, the statistics, the geometry, the limits, the derivatives, and the integral. The test that had been carried out on the Biology Education department students indicated the students' problems in answering the mathematical problems, especially in real number system material, inequalities and absolute values, functions and graph functions, systems of linear and nonlinear equations, rows and rows. According to [5], the learning environment activities that take place are not always in the same situation, there are things that are smooth, some are not smooth, there are students who quickly understand what is delivered by the lecturers and there are students who find it difficult to understand by lecturers. Students have high learning motivation and some are difficult to concentrate and do not have motivation, this is often the case in the learning process. As stated by [1] of the various fields of study taught in schools, mathematics is a field of study that is considered the most difficult by students, both for those without learning difficulties and especially for the students who have learning difficulties. This assumption continues at every level of education, so that this condition causes mathematics to become unpopular or being disliked by students, ignored and even ignored, then students experience learning difficulties.

According to [15], errors (misconceptions) of students can be used as guidelines to determine the extent to which students master and understand the material given. [11] states that "Misconceptions are generally accepted by students, apart from concepts scientifically accepted as true, and that are acquired by students by the end of the educational process". In addition, [6] state that "misconceptions result from the student's understanding of their previous experiences result from their interaction with their environment and they must be taken into account in educational practices to design appropriate instructional strategies that will impulse their evolution into more scientific-academic concepts". To this end, the researchers were interested in revealing the types and causes of the student misconceptions in solving mathematical problems in the basic mathematics course.

There have been a number of studies that have examined the difficulties and misconceptions of the material in basic mathematics course. To name a few, the study by [3] on the inequality materials that the research subjects were the prospective PGSD [Elementary schools teachers program] teachers at the Muhammadiyah University of Sidoarjo consisting of 37 students. The instrument used was a description test consisting of 4 questions in one variable the linear inequality. According to the data obtained by the mistakes which were made by the students, it includes the conceptual, principle, and the operational errors. The factors that cause the errors were that the students did not understand the materials of the linear inequality prerequisites, the students did not understanding and solved the questions. The students were embarrassed to ask questions and express their opinions to the lecturers when interacting in class.

Furthermore, [3] also conducted a misconception study for absolute value materials in the form of equations and inequalities with the subject of research consisting of 138 PGSD UMSIDA students. He concluded the types of student difficulties including the inability to
fully apply the concept of distance and the definition of absolute value so that the completion step is not complete; experience misunderstanding of absolute value terms; experiencing misconceptions in the form of assuming absolute values are always positive; experiencing difficulties in terms of conceptual, procedural, and algorithmic. The factors of causing the difficulties are the students memorizing formulas and theories without understanding the basic concepts of distance and definitions of absolute value; the students are accustomed to use the fast formulas as a provision to enter college. It is suggested for the lecturers of the basic mathematics course to instill the importance of basic concepts and make constructive learning habits.

Then the research of [9] where the study surveyed 73 students of the Sriwijaya University mathematics education program by giving several questions to test students' understanding of the concept of limits. Based on the results of the analysis of the student answers, it was concluded that most students had problems with conceptual understanding and the students also had misconceptions about limits. The first misconceptions identified was that students always use substitution methods to determine function limits at a point, but they did not check whether the function continues or not at its core. This means that they only used the substitution theories partially, because they did not assume that the substitution theory \( f(x) = f(c) \) works only if \( x = c \). Another misconception was identified that some students always think that there must be an available variable \( x \) in the function to determine the function limit. The study by [7] for integral materials concluded that students had difficulty learning in terms of mastering the concepts, skills and solutions.

The study by [12] on the mathematics courses for the students at the D2 PGSD UPI regarding the mathematical reasoning material, similarities and inequalities, relations and functions, permutations, combinations and opportunities, and data processing. It was found that there was a small number of students experienced difficulties, whereas for geometry transformation material and mathematical problem solving almost half of the students experienced difficulties. Followed by the study of [10] based on the test results of the mathematics students at Great Zimbabwe University in calculus course on the function material and function graphs, trigonometry, limits, derivatives and integrals, It was found that most errors were caused by the knowledge gaps in the basic algebra. We also note that the errors and the misconceptions in calculus are related to students' lack of advanced mathematical thinking because concepts in calculus are interrelated [14]. Also in this study, we highlight some common mistakes / errors that lecturers can make during the teaching process. Students who learn calculus often make the same mistakes and also lecturers who teach calculus have a pattern of errors.

Despite of number of studies on the students misconceptions on mathematical problems, there have been no studies on the misconception of basic mathematics course for the pre-service student teachers who are prepared for teaching science such as Biology, thus this study has an aim to describe the misconceptions amongst the biology education students in the basic mathematics course, especially on the real number system material, inequalities and absolute values, functions and graphs of functions, systems of linear and nonlinear equations, sequences and sequences.
2 RESEARCH METHOD

This study is a descriptive one using a quantitative data. The participants of this study were 30 pre-service student teachers of the biology education department at one of the teacher education programs in West Sumatra province, Indonesia. The instrument used for obtaining the data was a description test consisting of 9 description questions. 9 questions were prepared on the mathematical problems, namely the problems which related to the material of real number systems, the inequalities and absolute values, the functions and graphs of functions, the systems of linear and nonlinear equations, the arithmetic sequences. Those students were asked to answer the given questions and then the researchers analyzed the students' answers. The percentage of the students answers were counted in order to describe on what problems that the students make most of. After that, the type of errors in solving the mathematical problems were classified into three types i.e. Errors in concepts, errors in principles and errors in operation.

3 RESULT AND DISCUSSION

After analyzing the data, it was found the percentage of the categories regarding the correct answers, the answers to fewer errors, the answers to many errors, the answers not according to the concept from the 30 students. The distribution of the percentage of the answers can be seen in table 1.

<table>
<thead>
<tr>
<th>Category</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
</tr>
</thead>
<tbody>
<tr>
<td>True (%)</td>
<td>50%</td>
<td>6.7%</td>
<td>3.3%</td>
<td>0%</td>
<td>0%</td>
<td>10%</td>
<td>13.3</td>
<td>6.7%</td>
<td>43.3</td>
</tr>
<tr>
<td>Few errors (%)</td>
<td>16.7</td>
<td>40%</td>
<td>16.7</td>
<td>6.7%</td>
<td>10%</td>
<td>20%</td>
<td>6.7%</td>
<td>30%</td>
<td>16.7</td>
</tr>
<tr>
<td>Many errors (%)</td>
<td>23.3</td>
<td>23.3</td>
<td>23.3</td>
<td>16.7</td>
<td>50</td>
<td>26.7</td>
<td>50%</td>
<td>30%</td>
<td>13.3</td>
</tr>
<tr>
<td>Answers not according to concept (%)</td>
<td>10%</td>
<td>30%</td>
<td>56.7</td>
<td>76.7</td>
<td>40</td>
<td>43.3</td>
<td>30%</td>
<td>33.3</td>
<td>26.7</td>
</tr>
</tbody>
</table>

From Table 1, it is evidence that the total percentage of the ‘true’ answers for numbers 1 to 9 is 14.8%. Then for the ‘few errors’ answers, the total percentage is 18.2%. The next one is the ‘many errors’ answers with the total percentage of 28.5%. Finally, the total percentage of the ‘answers not according to the concept’ is 38.5%. These results indicated that the students having a problem in understanding the concepts. It can be seen that the percentage of the answers does not match with the highest concept. The errors are classified into three types. They are errors in concepts, errors in principles and errors in operation. Each type of the errors are describes as follow.

The first one is the errors in concept which means that the errors in addition, subtraction or multiplication in non-like term. The errors occurred when the students did not understand the concept of adding the non-like term. The students were wrong in operating the non-like term form example the students summed two different terms of the variable by changing a constant
into a group variable. It was also evidence that the respondents replaced the concept of variable by summing with the variable multiplication.

The next errors are in applying additive properties inequality. This error occurs when the respondent incorrectly applied the additive inequality as seen in Figure 1. The student did not change the negative sign on the variable to move the different segments.

![Figure 1. Student’s answer on the additive inequality](image)

The errors also occurred in completing the settlement sets when the respondent misinterprets the completion of an inequality. The student made a mistake in writing an inequality without defining variables $x$ in real numbers. Then the errors in writing number lines occurred when the students could not write down the real number line. The students made mistakes in the concept of making a real number line by determining the test point on the real number line.

Other errors were found in determining the boundaries by using the test points. This type of error occurred when the students make mistakes in taking the test point. They also made mistakes in the concept of taking the test point by taking the root as a test point. These data suggested that the students do not understand the intent of taking the test point. The errors in determining the area of origin and area of results were found when the students made mistakes in interpreting the denominator in a fraction. The errors also occurred in multiplying two negative numbers when the students made mistakes in multiplying the two negative numbers. They made mistakes in the concept of multiplying 2 negative numbers by adding the two numbers as well. However, the sign was correct.

It was also found the errors in applying the elimination and substitution method in which the students misunderstood the concept of a tribe which had been eliminated as seen in Figure 5. It is seen that the student made a mistake in the concept of eliminating a variable with the number $x$ in the answer (a) and the variable $y$ in the answer (b).
The last but not the least, the errors in using arithmetic formulas was occurred when the students did not interpret the arithmetic sequence formula. They made mistakes in writing the arithmetic sequence formula to find the first and different term values. The type of errors in the principle were in addition, subtraction or multiplication occurred when the students made mistakes in interpreting an operator when eliminating a variable with a variable $y$ as an example seen in Figure 6. The example of the error in the principle was made in determining the marks so that the term with the variable $y$ can be eliminated.

The type of errors in operation was in addition, subtraction or multiplication operations. This type of error occurred when the students were not careful in completing an operation as seen in Figure 7. The students were assumed doing the operation carelessly in two term multiplication and subtraction operations.
4 CONCLUSION

Based on the results of this study, it can be concluded that the misconceptions made by the students are in the conceptual, principle and operating errors. Possible reasons could be the causes of the errors such as intrinsic motivation. This could lead the students dislike mathematics. They might think mathematics is a scary subject, or the students are not careful enough in completing an addition, subtraction operation, multiplication and division. They might also do not understand the material holistically. Further qualitative study is suggested to be done in order to reveal the students problems in solving mathematical problems in basic mathematic course in teacher education program.

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Lost in the ‘Buzzword’: Pre-service Student Teachers’ Perceptions of Critical Thinking Instructions

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Abstract. Critical thinking (henceforth CT) has become one of the buzzwords among modern society as one of the human survival skills. Therefore, critical thinking instruction (henceforth CTI) should be inculcated in English language teaching as they may increase the English learners’ competence and performance. However, little is known regarding the teachers of English perceptions regarding CTI particularly within the pre-service student teachers’ instructions in the Indonesian context. In terms of perception, it may influence teachers’ behaviors in the classrooms. To this end, this study was conducted to identify the patterns of pre-service student teachers’ perceptions of CTI in their teaching practices. A small cohort of pre-service student teachers, who had just finished their teaching practices at schools around West Sumatra province, Indonesia, became the participants of this study. The data were collected using a “perceptions of critical thinking instruction” questionnaire that the list of its questions were proposed by [3] and then revised and added by [14]. The results showed that the pre-service student teachers, perceived CT is essential for students’ development in learning. However, in their roles in CTI, their responses were varying. It is suggested that English language teaching program should enhance the concept of CT and the principles of CTI so that pre-service student teachers’ knowledge of CT and how to inculcate CTI in their classroom practices could be developed.

Keywords: Critical Thinking, Perception, Pre-service Student Teachers

1 INTRODUCTION

It has been known that in a learning process, especially in English language teaching and learning, the teachers duty do not only implement learning activities to achieve the objectives of learning at the level of knowing, understanding and using, but also able to grow the process of critical thinking- actively conceptualizing, applying, analyzing, synthesizing, questioning, and/ or evaluating. Every teacher who teaches in the classroom needs to realize it. They should provide the students with significant information or activities that automatically guide them to think critically. In reality, the phenomena are quite the opposite with the critical thinking theory which requires students to think effectively to solve the problem and to decide, [5]. As the effect, teachers often meet with the passive students during the learning process. They tend
to receive whatever the teachers given without trying to build their critical thinking by arguing, criticizing and analyzing the materials.

According to [5] that CT should be enhanced by the teachers through teaching materials. In this approach, it needs the teachers’ attentions and efforts in order to make the students fully engage in the learning process. The teachers should implement their teaching in considering the level of students’ acceptance. It is clearly can be seen from the students’ feedback through the questions given by the teachers. Moreover, teaching techniques should also be used to stimulate the students for achieving the set of learning objectives. It becomes an alternative way to make the students involve in any activities so that they obtain the knowledge and the skills by their own efforts, while the teachers just facilitate them to gain the learning objectives. Regarding to the statement above, for all the teachers, they are strongly suggested to make the students have willingness to learn and develop their thinking skill not only to be able to answer all the questions orally or in written test. [6] in [1] claim that all teachers should ensure that classroom assessment and training focus on the elements of higher order thinking skills (HOTS) and not only the answer all the questions. It is widely known that asking a question is proposed only to explore what the students have known. It is not enough by using the classical view to check the students’ achievement by proposing some questions. However, the teachers should ensure the students using their power, knowledge and materials to think, analyze and others. This situation can train them become decision-maker and autonomous learners because they are internally motivated to seek out new learning method, insight and skills.

Critical thinking is not a novel term for the teachers and practices. However it can be defined either in a broad sense and narrow one. In the broad sense, critical thinking is a way of thinking using cognitive skills, can be rooted from Bloom taxonomy or other taxonomy, involving deep analysis, synthesis and reflection, evaluation, to get as close as possible to the truth to foster understanding, decision-making and guide action [10]. In this situation, a student who used to stop at the level of understanding the material began to analyze, synthesize and ultimately able to evaluate and even judge. The first is analyzing which is a skill to describe a concept into a detailed form. This is the same as explaining the problem systematically with the logical steps in the thinking process to arrive the conclusion. For example, in language learning the students are not only able to speak in English but also they can analyze the discourse and semantics. The second is synthesizing. It is highly believed that synthesizing skills is the skill of incorporating parts into a new form or arrangement. In this case, students are required to integrate all the information obtained to create new ideas. The last is evaluating and judging. At this domain, students are required that he or she is able to synergize other cognitive aspects in assessing a fact or concept. As a result, the purpose of teaching and learning process to elaborate the students are able to think critically can be gained maximally if the teacher can provide their teaching and learning activities which lead to the critical thinking development.

In a narrow sense, it is restricted that critical thinking is a type of reasonable, reflective thinking that is aimed at deciding what to believe or what to do and they need something to think critically about [2] [8]. The problem is that learning process does not represent the critical thinking domains. In general cases, they students may do the tasks or assignment just to fulfill the teachers’ requirements. Some students may tend to cheat during the learning or they think that learning process is unimportant for them so that they avoid learning. Ideally, in critical thinking concept, there are several efforts that can be done to develop this critical thinking activity based on the explanations of previous experts. First, the students clarify the statement received, and seek for additional information. Furthermore, they try to analyze the
information and create it into a new logical idea. Finally, the student is asked to give an explanation and to evaluate his or her statement.

Critical thinking is very crucial in teaching and learning especially for the students’ achievement but also to their future demand. According to [11] critical thinking skills play significant roles not only in learners’ academic achievements but also in their dynamic life of workforce after graduation. It clearly indicates that the development of critical thinking skills related to student life is very important. This awareness needs to be a foothold or foundation for teachers and practitioners in designing lessons. This is the main reason for teachers who should arrange the teaching program based on the concept of critical thinking. In the context of English language teaching, there is little information empirically established regarding the perceptions of the teachers of English and the pre-service student teachers about critical thinking instruction. It is necessary to study those teachers’ perceptions about critical thinking and critical thinking instruction. To this end, this study has tried to identify the patterns of the pre-service perception of critical thinking instructions. The results could informed the preparation program which could be given to the pre-service teachers prior to their teaching practices.

2 RESEARCH METHOD

To accomplish the purpose of the study, a survey design was employed and qualitative method was used to obtain the response from participants. The study employed a survey design. It is argued that this approach is appropriate for such a study because it’s developmental nature. Content analysis method was applied in analyzing the data in responses of participants. A number of respondents were the students who were enrolled in English teaching education program at one of the teacher collages in West Sumatra, Indonesia. They were selected using a purposive sampling and the number of students who become respondents were fifty students. List of questions which were proposed by [3] and then revised and added by [16] was used as the instrument for collecting the data. The questions were comprised by Likert-scale and it used scale of strongly agree (5) to strongly disagree (1). The number of question lists in questionnaire were fourteen questions which composed by close questions. The respondents gave their responses by answering the questions on the available online survey.

3 RESULTS AND DISCUSSION

To identify the patterns in the pre-service student teachers’ perceptions of critical thinking instruction, the questionnaire was distributed online to a cohort of pre-service student teachers at one of the teacher collages in West Sumatra province, Indonesia. They have just finished their teaching practice at the schools around the province. 50 pre-service student teachers out of 105 gave their responses of the online survey. The questionnaire consists of 14 statements which are categorized two themes i.e. the students development of critical thinking and the pre-service students teacher’s roles of the critical thinking instructions. The results of the pre-service student teachers’ perception toward the teacher’s roles of critical thinking instructions can be seen in table 1.
Table 1. Responses of the pre-service student teachers toward the teachers’ roles of critical thinking instruction

<table>
<thead>
<tr>
<th>No</th>
<th>Statements</th>
<th>Strongly disagree (1)</th>
<th>Disagree (2)</th>
<th>Neither agree and disagree (3)</th>
<th>Agree (4)</th>
<th>Strongly Agree (5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>I believe that it is my responsibility to cultivate CT in my courses.</td>
<td>0 (0%)</td>
<td>0 (0%)</td>
<td>7 (14%)</td>
<td>31 (63%)</td>
<td>11 (22.4%)</td>
</tr>
<tr>
<td>2</td>
<td>I am conscious when students use CT in my courses.</td>
<td>0 (0%)</td>
<td>0 (0%)</td>
<td>5 (10%)</td>
<td>34 (68%)</td>
<td>11 (22%)</td>
</tr>
<tr>
<td>3</td>
<td>I look for specific evidence of CT by students in my courses.</td>
<td>0 (0%)</td>
<td>0 (0%)</td>
<td>10 (20%)</td>
<td>32 (64%)</td>
<td>8 (16%)</td>
</tr>
<tr>
<td>4</td>
<td>If required, I could implement CT into my courses.</td>
<td>0 (0%)</td>
<td>0 (0%)</td>
<td>6 (12%)</td>
<td>34 (68%)</td>
<td>10 (20%)</td>
</tr>
<tr>
<td>5</td>
<td>In order for me to fully implement CT into my courses I would need additional support.</td>
<td>0 (0%)</td>
<td>0 (0%)</td>
<td>2 (4%)</td>
<td>26 (52%)</td>
<td>22 (44%)</td>
</tr>
<tr>
<td>6</td>
<td>I have the skills necessary to promote CT by students in my courses.</td>
<td>0 (0%)</td>
<td>2 (4%)</td>
<td>9 (18%)</td>
<td>31 (62%)</td>
<td>8 (16%)</td>
</tr>
<tr>
<td>7</td>
<td>I think that students have barriers to CT, regardless of the strategies I use.</td>
<td>2 (4%)</td>
<td>1 (2%)</td>
<td>12 (24%)</td>
<td>30 (60%)</td>
<td>5 (10%)</td>
</tr>
</tbody>
</table>

Based on the data in table 1, it showed that the responses of statement no 5 had the higher percentage in the category of strongly agree. This statement is about additional supports for implementing the critical thinking into the pre-service students teachers’ classrooms. This suggested that they eagerly need additional trainings and coachings on how to conduct the critical thinking instruction. In addition, only statements number 2 and 4 had the highest responses on agreement indicating they support the implementation of CTI in their teaching practices. On the other hand, the statement number 7 stating that had various ranging responses indicating that these the pre-service student teachers perceived a limbo toward their students ability to think critically. Overall, these students teachers perceived that their roles for CTI is crucial and the need of guidance to implement it.
Table 2. Responses of the pre-service student teachers toward the students development of critical thinking

<table>
<thead>
<tr>
<th>No</th>
<th>Statements</th>
<th>Strongly disagree (1)</th>
<th>Disagree (2)</th>
<th>Neither agree and disagree (3)</th>
<th>Agree (4)</th>
<th>Strongly Agree (5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>CT engages students’ higher order thinking (analysis, synthesis, and evaluation).</td>
<td>0 (0%)</td>
<td>0 (0%)</td>
<td>0 (0%)</td>
<td>27 (54%)</td>
<td>23 (46%)</td>
</tr>
<tr>
<td>2.</td>
<td>CT encourages students to be an active learner.</td>
<td>0 (0%)</td>
<td>0 (0%)</td>
<td>0 (0%)</td>
<td>27 (54%)</td>
<td>23 (46%)</td>
</tr>
<tr>
<td>3.</td>
<td>CT can be used to archive better learning outcomes.</td>
<td>0 (0%)</td>
<td>0 (0%)</td>
<td>3 (6%)</td>
<td>21 (42%)</td>
<td>26 (53%)</td>
</tr>
<tr>
<td>4.</td>
<td>CT should always include a reflective component.</td>
<td>0 (0%)</td>
<td>0 (0%)</td>
<td>7 (14%)</td>
<td>28 (56%)</td>
<td>15 (30%)</td>
</tr>
<tr>
<td>5.</td>
<td>CT encourages students to be an independent thinker.</td>
<td>0 (0%)</td>
<td>1 (2%)</td>
<td>0 (0%)</td>
<td>26 (52%)</td>
<td>23 (46%)</td>
</tr>
<tr>
<td>6.</td>
<td>CT will allow students a better understanding of course topics.</td>
<td>0 (0%)</td>
<td>1 (2%)</td>
<td>1 (2%)</td>
<td>30 (60%)</td>
<td>18 (36%)</td>
</tr>
<tr>
<td>7.</td>
<td>CT is a method of thinking which would help students enjoy the learning process.</td>
<td>0 (0%)</td>
<td>3 (6.1%)</td>
<td>4 (8.2%)</td>
<td>32 (65%)</td>
<td>10 (20%)</td>
</tr>
</tbody>
</table>

The table 2 shows an intent responses either "agree" or "strongly agree" on the student development of CT. The responses of the statement number 3 for strongly agree was 53% and it was the highest percentage than other statements. It is an evidence showing that the pre-service student teachers have positive opinion regarding critical thinking which could enhance better learning outcomes. Furthermore, statement number 7 showed "agree" on critical thinking is a method of thinking which would help students enjoy the learning process. It can be assumed that by using this method, the pre-service students teachers percieved that CT could make their students be active on the learning process. The pre-service student teachers also showed a greater variance in giving responses on either "disagree" or "neither agree and disagree" on the statements concerning the student development of CT. None of them provided responses on the strongly disagree level suggesting that they perceived CT is deeply needed for developing students ability in achieving the learning outcomes.

Almost all of the responses on those statements showed that the pre-service student teachers’ perception of critical thinking and critical thinking instructions were still on the position of agreeing (level 4). The higher percentage for showing agreeing were available on the statements: *I am conscious when students use CT in my courses and If required, I could implement CT into my courses.* Both statements focus on the teacher’s roles of the critical thinking instruction. These pre-service student teachers were aware of the idea that it is the teacher’s role to implement the critical thinking to their students as it is needed by the students.
in their future life. It is supported by [14] that critical thinking of students will appear if it was needed in a particular situation. Other responses on the statements concerning the roles of the teachers in critical thinking instructions were varying indicating the needs for more exposure on their courses which discuss and explore the teachers roles to develop their students critical thinking.

Regarding the students development of critical thinking, these pre-service student teachers have began to recognize the importance to critical thinking as the evidence showed on the high percentage of the „agree and strongly agree“ responses. However, there were still a varying responses on all statements indicating there was still lack of knowledge on how to include critical thinking components on their instructions. [11] claims that the roles of critical thinking in students can enhance academic achievements. [12] claim that to develop critical thinking skill in learning activity can be regarded as a common issue of education. By giving the current issues, it helps the pre-service student teachers to think creative and critical in developing their ability in learning [13]. Therefore, further study is needed to be done to investigate the pre-service student teachers’ knowledge and their skills to implement critical thinking instructions.

4 CONCLUSIONS

After analyzing the data on the questionnaire which was fulfilled by 50 respondents, it showed that the perception of the pre-service student teachers toward the critical thinking instruction were still varying. However, the higher one was on the level of agreeing and not extremely high in the strongly agree level. The results indicated that in the teacher training and education program, there is a call for efforts to be done in order to instill the importance of critical thinking for students and the ways to implement it in the instructions provided by the teachers. It is hoped that the pre-service teachers also need to develop their learning on critical thinking skills so that their level of understanding on critical thinking can be improved. Further study is suggested to be undertaken for exploring more information regarding pre-service student teachers understanding of critical thinking and investigating their teaching practices during the program at the schools so that suitable program could be developed and be given for the pre-service student teachers prior to their teaching practice.

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The researchers would like to express our gratitude to the pre-service student teachers at STKIP PGRI Sumatera Barat, Indonesia for giving their responses to the online survey. We also thank to “anonymous” reviewers for their so-called insights.

REFERENCES


Abstract. The number of foreign students moving to Japan from abroad has increased. At the same time, there are many Japanese language teachers who move around the world. Not only foreign students, Japanese language educators also experience migration for various reasons such as domestic transfer, overseas movement, and returning back to Japan. Therefore, this research will clarify what kind of things can be specifically mentioned as the influence of the movement of Japanese language teachers on research and education. Also, it will clarify the process of change of the influence and "the relationship between research, education and movement" in time series. By clarifying the narrative experienced by the moved teacher, sharing the influence on the new affiliation organization, the viewpoint of the research and the contribution to the practical education, and so on, it is possible to know the transformation of Japanese language educators’ research and education. In addition, we aim for a multicultural Japanese society that is becoming more complex and diversifying daily by obtaining narratives on how research and education are affecting the difficulties, historical backgrounds and social norms that are hidden in the movement, and is also possible to send out various messages. Then, it can be decided to clarify the transformation process and importance of research and education that "the influence of migration" can make recommendations to the Japanese language education world in the future.

Keyword: Life Story, Narrative, Qualitative Research, Research And Education Change, Japanese Language Education

1 INTRODUCTION

The purpose of this research is to clarify how the movement of Japanese language teachers at their home country as well as abroad affects the perspective of research and education, and to clarify the change of research and education that the influence has brought. In Japan, as of the end of March 2019, the program to accept 300,000 foreign students has also been achieved, and not only the number of foreign students moving to Japan is increasing but at the same time, there are many Japanese language teachers who move around the world for various reasons.

It is not possible to rely solely on ordinary research achievements and oral presentations to understand the impact and transformation process of the movement. It is necessary to have a new “narrative” that has never been revealed. Therefore, in this research, we adopt qualitative
research methods of life story and pay attention to "movement of Japanese language educators" and see from the viewpoint of humanity, overseas experience, reflection, growth and experience of teacher to narrate "viewpoint of research and education and its transformation". The interviewee is a Japanese language educator who has experienced multiple movements so far, has a perspective on research and education and its transformation, who narrated his own experience and made clear about impact and transformation process of the movement.

Moreover, another aim of this paper is, although the author also experienced the movement inside and outside Japan, the writer felt the need to respond flexibly to the new environment appropriately each time. It can be said as a turning point of life where one got a lot of learning, but at the same time also experienced different cultural experiences, differences, and difficulties in relationships. Japanese language educators, like foreign students, have "movements" and experience various things in the new environment. In particular, in recent years, it is not common to say that there are not many cases in which the same affiliation institution reaches the retirement age, and it is certain from their own experience that travel experience has affected research and education, affiliation institutions and colleagues.

Life story research in Japan is actively conducted in the sociology domain represented by Nakano (1977, 2002), Yamada (2007), Sakurai (2002, 2005, 2012) and Kobayashi (2005). In addition, life story research for school teachers is also carried out in Western countries as well as in Japan by Takaira (1994, 1996) et al. And, even in the Japanese language education world, especially in the 2000's, there are many research methods of the Japanese language education scholars, such as Kawakami (2010, 2011, 2015), Sandai (2009 a, 2013, 2014, 2015) and so on. It has been adopted and widely implemented for younger students and foreign students. Furthermore, when it comes to life story research for Japanese language educators, Pang and Eguchi (2003), Eguchi (2008), Iino (2009, 2010, 2011, 2012a, 2012b, 2015, 2017), conducted actively, but the number of studies is only a few.

Kawakami (2011) uses the term "youth’s movement" in life story research for foreign students, and advocates a new concept of distance from foreign students’ Japanese language. Iino (2017) associates the change brought by “teachers’ movement” with “change in the position of educational practice”, “change in the practice community”, “interaction/dialogue with other people” and so on. However, life story research itself in the relation between teacher's movement and research has not been conducted yet. In addition, it has not been very clear how the teacher's movement experience affects the position as a researcher and educator.

Iino (2017) talks about movement and teaching practice as a change in the position of teaching practice that views the growth of Japanese language teachers from life stories. It is stated that the movement of teachers from the initial position of Japanese language teachers will bring about a change in the position of teaching practice. The process of change is developed with five teachers as an example, and it can be seen that teacher's movement between educational institutions is considered to be movement between practical communities. It also points out that developmental transformation of the practical community formed by teachers is born. Furthermore, it mentioned that changes in the teacher's own position, which is an understanding of the position in practice, examination, changes, also appear in the view of learning, the purpose of teaching practice, and so on, caused by the interaction and dialogue with another party. After that, by defining the teacher's own change as an identity and making the teacher's identity negotiation and awareness by association with the community, it is linked to the development of the teacher himself, the Japanese language education, and brings about growth not only to the Professor As an individu. However, Iino develops life stories from the perspective of "Japanese language teachers and practical education", and does not observe the movements of teachers in the concept or perspective such as "Japanese language education and
research”. From the viewpoint of Japanese language education in universities, it is realistic that researcher = educator, and generally the same person practices research and education. Therefore, in this research, a large category of "research" is added to teacher's movement and education, and the research target is narrowed down to one Japanese language educator, the narrative is developed, and the influence of the movement on the research is clarified.

Professor A is a Japanese man, to whom the writer has been very grateful for the past four years. An experienced Japanese educator in his 70s with a title of 30 years teaching Japanese language in Japan as well as overseas. In this paper, Professor A's life was classified into 4 classes: 1) Study Abroad Period, 2) Education Period, 3) Research Education Period, and 4) Teacher Training Period. Furthermore, the research period was set to 1, 2, 3, 4 in the sub-classification.

<table>
<thead>
<tr>
<th>Period</th>
<th>Occupation</th>
<th>Research period</th>
<th>No. of Years</th>
<th>Information</th>
<th>Additional position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Study abroad</td>
<td>Student</td>
<td>—</td>
<td>4</td>
<td>Left hometown to a metropolitan area as a student of social science in a Japanese university. Met foreign students and actively carry out international exchanges such as language exchange.</td>
<td>—</td>
</tr>
<tr>
<td></td>
<td>Foreign student/T A</td>
<td>—</td>
<td>9</td>
<td>Study abroad in English-speaking “country A” with the inter-university exchange program. Studied psychology and linguistics and moved to three cities and three universities (A, B, C). Took charge of Japanese language related classes, was accepted as a foreign student, and worked as a teaching assistant (TA) as an</td>
<td>—</td>
</tr>
<tr>
<td>Education</td>
<td>Part-time Japanese language teacher</td>
<td>2nd</td>
<td>12</td>
<td>full-time Japanese language teacher. The main research area is learning and misuse of learners.</td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td>Education</td>
<td>Full time Japanese Language Teacher</td>
<td>3rd</td>
<td>9</td>
<td>At E university in Japan, focusing on language acquisition and multicultural environment, advocated the need for educational support.</td>
<td></td>
</tr>
<tr>
<td>Research Education</td>
<td>4th (abroad)</td>
<td>4th</td>
<td>7</td>
<td>Advocates and practices a new curriculum and learning method in two cities and two</td>
<td></td>
</tr>
</tbody>
</table>

---

Returning home, part-time Professor At A university, assistant, other jobs, full-time English teacher at B university, also in charge of Japanese.
2 RESEARCH METHOD

2.1 Professor A’s Notice

Earned before the interview, it can be considered as one of the factors that influence the formation of Professor A as an educator. From an early age, more than half relatives around were educators, but no memory in particular and parents didn’t teach strongly about education. On the other hand, he is said to be a very active student who was very good at studying and always had the best leadership in his class. If we come across alumni in recent years, he is often addressed as “A the genius”, Professor A himself seems to be not aware about this, but his surroundings recognize him as genius.

2.2 Interview Method

Carried out 3 times in total, the first and the second was about 120 minutes, the third for approximately 60 minutes. The interviews were conducted in the writer’s laboratory to ensure privacy, a quiet environment, and a relaxed and talkable environment while drinking tea. Also, prior to the interview, interview purpose and six questions were explained in advance verbally, written in a document, then sent by e-mail. As a result, the purpose of the interview was clear, the writer was able to smoothly cooperate with the recording permission and the research agreement. The interviews were conducted semi-structured as prior questions were set. Also, on the day of the interview, Professor A prepared carefully about his own narrative, went from the past to the present, took events and experiences on a chronological flow, and spoke fluently.

2.3 Analysis Method: Life Story Research

This research needs understanding and interpreting the movement background, teachers’ ideology, research motives, research background, methods of reducing research results, methods of use, methods of learning, teaching methods, methods of teaching, and the relationship with teaching practice. And above all, it is important to see the change in humanity that the teacher’s movement has exerted. Therefore, qualitative research methods are needed, and it was judged that it would be best to adopt life story research method. By using the life story research method, various questions in Japanese language education have become clear, and valuable data are beginning to be accumulated. Accumulation of such data serves as a proposal for the Japanese language education community in general, educational items related to new Japanese language teacher training, teaching methods, coaching methods, class contents, and influences research as well. Interviews and narratives are valuable living materials.
3 RESULT AND DISCUSSION

Due to character limitation, dialogue between the writer and Professor A will not be written in this paper. Instead, explanation from the narration of Professor A will be given.

3.1 Study Abroad Period as Foreign Student / Deputy Teacher: From Minority to Majority

In order to develop his own future path, Professor A experienced the hardship of such a time when his home school didn’t have a study abroad system when he was a student, so he built up his own system and advanced to overseas, experienced the so-called first overseas transfer. There, in the 1970s, Professor A experienced racial problems of majority and minority, which he had never felt before. It was also a time when he has taken the first step as a Japanese language educator, as well as an important time that leads to the formation of the philosophy and philosophy of later education.

After all, Professor A in his twenties moved to three cities (A, B, C) in Country A for almost nine years during the 1970s and early 80’s, enrolled in bachelor’s, master’s, and doctoral courses, and studied psychology, Japanese, and English. However, as a TA (teaching assistant), it was an opportunity for teachers to go into the practice of Japanese language education. In other words, it is the birth of a Japanese language teacher led by the overseas movement of the teacher. There is also a time in which he experienced various cross-cultural societies in terms of life and gain a glimpse of the diversity of races. Continuing, Professor A sees a multicultural society in the “city C” of Country A.

The roots of multilingual and multiculturalism, which is the research area of Prof. A later, probably prove to this experience that was cultivated in his 20’s. And it turns out that it is related with the research item mentioned later that it was influenced by subsequent research. It was also found as a valuable time which created viewpoint of the research and the method of returning the research results as the basics of multilingual culture, that is becoming the philosophy of Professor A, who feel from both viewpoints of Professor And learner while being student / Japanese TA position.

3.1.1.1 Education period: New Part-time Japanese Language Teacher, Encounter with Former Teacher, Fight Against Social Norms

While studying abroad in City B at University B, Mr. Yamada (a pseudonym) who is Professor A’s former teacher recommended him to study abroad in the third place, City C University C. However, while studying abroad at C university, he was urged to return home and work for a Japanese university. He has been active for nearly 10 years while having multiple jobs as a part-time lecturer in English, Japanese, and other jobs. Here, the writer would like to focus on the relationship with the former teacher that is the turning point. In addition, we can see the conflict with the monoculturalism of Japanese society and the norms of society in the 1980s after returning home. It is time to read the connection with society in such movement, the humanity in the personality of Professor A, the strength to some kind and the research attitude. It can be seen that Japanese society in the 1970s and 80s was a period of poor respect for the originality and individuality, judging humanity by appearance. Under such a background of the
times, the humanity of the Professor A who respects his teacher can be seen without giving down the invitation of the Professor As a language lecturer. However, in exchange for that, he experienced the suffering of conflict and cross-cultural understanding that bends for life. Discrimination and reverse-culture shock, such experiences will construct the attitude and research attitude towards the Japanese language education of Professor A later. Here you can feel the researcher's soul and the essence of Professor A. He seems to have a good sense in reading the trend of the times. He analyzed the situation calmly and read the needs of the times. This leads to misuse analysis, which is the first research phase of the next 4.3③ Research Education Period.

3.2 ③ Research Education Period. 1st Research: Full-time Japanese University Language Teacher, Language Acquisition and Analysis of Misuse

Through the experience of teaching Japanese as a full-time lecturer at A university and a full-time English lecturer at B university, Professor A selected the way of becoming a full-time Japanese lecturer as a researcher by the appearance of his former Professor Again. It seems that the exchange, the process, and the respect for the teacher have made Professor A make a decision. At his 40’s, Professor A was in charge of research and educational activities as his first full-time Japanese language lecturer carrier. He explored research motives, and the experience gained from the movement was utilized there, where the importance of research and the hints of language acquisition that could be felt from the educational scene were hidden.

As a result of focusing on the language acquisition in the short term of the learner on the educational field where Professor A feels by himself, misuse analysis that was not focused much at that time in Japanese language education was started and attracted attention. By taking advantage of the ESL education that he learned while studying abroad (at University B in Country A), he incorporated experience of other fields into Japanese language education. The fact that the experience of moving abroad started research that was applied to domestic Japanese language education in reverse movement mode is also a result that could be achieved from the experience.

The writer could understand that Professor A is a Japanese language teacher who has both educational practice and research activities. In addition, practical research that incorporates experiences from other fields is carried out, and it is important for other Japanese language teachers to make experience in different fields, experience abroad, and attribute "movement". It becomes clear that it can be a hidden keyword.

3.3 ③ Research Education Period. 2nd Research: From Second Language Acquisition to Nature Acquisition Theory

After that, Professor A is appreciated for language acquisition research and misuse analysis research, and positioned at D University in the city center. The target of research shifts from language acquisition and misuse analysis to second language acquisition, and is launched to the academic society. It is a universal thing, and it is also the start of a research group that has made a great contribution to Japanese language education. Even in new places where change is taking
place, cross-cultural experiences in overseas experiences, and experiences of majority and minority cultures are also very useful for research. After all, he has been at D University for more than 10 years, and will form the foundation of multilingual cultural education.

From this time on, Professor A particularly places importance on the learner's point of view, respect, and reduction and feedback of research data. This is consistent with his philosophy as a teacher. With the environment of the city center, the increase of foreign residents in the background of the 1990s, nature and the environment outside the classroom, he realized that in fact his experiences when moving to Country A is actually occurring in Japan. In a sense, we are experiencing social change and acceptance change. Also many foreign residents are "Japanese users" who live using Japanese, not for learning Japanese, made Professor A shifted his research object to the natural acquisition of language outside the classroom.

It is a transition period in which the research object was shifted to minority Japanese users and non-class Japanese users who exist in the community, with a focus on foreign Japanese users who naturally learn languages. The humanity of Professor A is reflected, and the perspective of the philosophy and research of the educator and consistent researcher can be confirmed.


This time coincides with the time when Professor A moved from D University in city center to E university in a local city. It is also a transformation period of research that new migration produces. The narrative here shows the transformation of Professor A's research, and the link between natural acquisition of languages and multilingual acquisition. He feels the necessity of the environment to support it, and decided to establish the field of Japanese language support education.

3.5 ③ Research Education Period  4th Research: To Asia

After that, in the 2010’s, Prof. A taught in Country B, University B and C in Asia for a total of about 6 years. It is said that the move to Country B was a natural flow of the results of working hard at research and education while having the title of visiting professor at Country B University A while working at Japan’s D and E universities. It is the first time that this C university is able to curricularize as well as the realization of a revolutionary curriculum for country B. The impact on universities, departments, departments, colleagues, and students given to three universities (A, B, C) in country B is extremely large, and the achievements of Professor A are immeasurable. "Movement" in the same overseas B country eventually became a curriculum acceptance type that can be called a compilation of research.
3.6 Teacher Training Period: Launch of Japanese Language Teacher Training Course, Advice for Japanese Language Education

After that, Prof. A returned to Japan and started to set up a Japanese language teacher training course based on E university, and received a law bill for accepting foreign personnel starting from September 2019, staying up to 340,000 people in 5 years. For the Japanese language teacher training project corresponding to the diversity and diversification of foreigners aimed at, the importance of creating a curriculum and practical education that has made use of the experience of movement has been devoted.

The movement of Professor A has had a strong influence on Japan as well as country B. There is an influence that leads the research trend of society, and many research student guidance and dissertation guidance are performed. In addition, he will take the initiative leadership and share his experienced research methods with his fellow and young researchers, teach methods based on his research philosophy, and the influence also brings change in education. Thanks to the move of the faculty members of the affiliated institutions and related institutions, the development of research generated by the further movement will be continued forever. As for the perspective of movement and education, from Professor A's philosophy, which always concerns about the surroundings as well as about the learners, with the learner-centered, it can be understood that he is in contact with the student with as supporter’s position. An attitude that has changed from educators to supporters may appear here.

4 CONCLUSION

It is the accumulation and sharing of experiences, and the "narrative" of experiences. In this way, it became clear that the "talking" had an influence on the university and community as well as the experience of the Japanese language teacher who was an individual, and also established a position to support Japanese language and a place for education. The changes in research that could not be obtained only by the research achievements of the Japanese language teachers, the ideas for education, etc. were clarified, and as a result, the relationship between the research results and the practical education that the movement had was also clarified. Therefore, it is thought that the narrative in this research obtained from the life story of Professor A that is not usually told is also very useful in teachers' reflection, position and growth. In addition, it was also found that it is important to look at the benefits from the application from other fields, the change of the age, the change of the environment, the idea of education, the attitude of teachers, and the movement effect in the conception and implementation of research. And it turned out that it is possible for the teacher to change in pursuit of continuity without sticking to one research item or field, even if the diversity and times of learners are changing. In this way, life story research has shown that teachers can learn to be flexible by moving, become sensitive to various diversity, and use their corresponding abilities and experiences in research and education.

The experience gained from this research’s narrative is also an accurate advice by Prof. A, who advocates the acceptance of multiple languages and multiple cultures, and advocates not only a task that can be completed by only Japanese language education but a major theme of language education. It may be an issue that Japanese language education personnel should listen to in the future through experiences such as domestic and foreign movements, differences in places, times, environments, social backgrounds, and acquisition of a wide variety of languages. Also, it is clear that the teacher's experience of moving is a very meaningful action for learners around the world who want to study in Japan, making the most of the accumulated experience, which is also useful for the learners and teachers. Therefore, it may be desirable to
introduce a system that incorporates teachers' overseas training more actively, and to further promote short-term programs that can be realized by universities and related institutions.

In this research, the writer narrowed the research target to Professor A who has been active as a Japanese language educator for 40 years, conducted interviews, and obtained narratives using the life story research method. As future tasks, the writer feels an urgency to conduct similar questions for multiple teachers, clarify similarities and differences obtained from them, and conduct more detailed analysis and data collection. In addition, it is expected that research subjects and educational methods will differ depending on the time background and moving places, so interviews with teachers of different nationalities, genders, regions and ages can be done to collect and share more diverse data. Furthermore, how to use the personal information data obtained this time for Japanese language education, and how to accumulate data as research of life story in the Japanese language education field is the issue. It can be said that it is urgently desirable to go beyond the framework of personal research and to discuss not only the Japanese language education field but also other fields and other languages.

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Apologetic Expression in Japanese “Sumimasen” and Indonesian “Maaf” —A comparative review—

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Abstract. The purpose of this study is to compare apologetic expression in Japanese and Indonesian language, identify in what kind of situations do the native speakers of both countries make apologies, as well as difference between them. This research used a survey method which took time between May 20th to 25th, 2016. Survey questionnaires are distributed and collected directly to 30 Japanese people, and through LINE application to 30 Indonesian people. Both questionnaire surveys are conducted with exactly the same 10 questions. Each question is further investigated while comparing the figures of the questionnaire results of both Indonesia and Japan. The results showed that (1) Generally, when Japanese people do something wrong with their friends, they often use "gomennasai, gomen" rather than "sumimasen." However, Indonesian people say "Maaf" as it is in the same scene. (2) In the scene of a crowded train, when someone gives you a seat, there are relatively few Japanese and Indonesian who say "sumimasen" and "MAAF". (3) As predicted, "sumimasen" is considered to be a polite language by the Japanese. On the other hand, "MAAF" is considered to be a very polite word by Indonesians, and it can be used to anyone regardless of the relationship between them. (4) While Japanese people are saying "sumimasen", they express a request to others, but unlike that, Indonesian people express that they have done a bad thing to others so they say “maaf”. In the future, when researching the same subject, the next researcher needs more than 50 questionnaires from Japanese and Indonesian, and in many cases, the survey results will be spread and get further understood.

Keywords: Apologetic Expression., Sumimasen, Japanese Apology, Indonesian Apology.

1 INTRODUCTION

As an Indonesian, the writer discovered various things while living in Japan. The most inspiring one is the Japanese’s politeness. The reason is because in daily life, Japanese people don’t want to cause trouble to others, so they greet, appreciate, and apologize, regardless of gender. One has to apologize immediately when causes trouble or is being bad to others. Otherwise, there will be misunderstandings, and that is considered not good for human relations. From such a thing, an apology act is performed. In fact, apologetic word which is used for apologizing is considered an important word. Kindaichi Haruhiko (2001) wrote about apologetic word “sumimasen” as “We really like to apologize. We respect apology more than gratitude.In following situation, there is an elderly lady in a bus full of passengers, and one passenger stands
and invites her to have a seat. To express gratitude, some will say “arigatou gozaimasu”, but most of the people prefer to use expression of apology, “sumimasen”. The feeling of the elderly lady explains that “If I do not take the bus, you will likely be still sitting there. You stand when you see me getting on the bus, I have made you in difficulty. I have to apologize.”. With this logic, Japanese people feel happier to apologize.

So far, there have been many studies on apology in previous research. However, there seems to be little research comparing Japanese "sumimasen" with Indonesian apology. So, in what situations do native speakers from both countries make apologies? Also, are there any differences between them? In this research, based on the investigation of the Japanese apology expression "sumimasen" and the Indonesian apology expression "MAAF", the writer will clarify in what situations these words are used and whether they are used differently.

So why does the word "Sumimasen" have various meanings? According to the Dictionary of Word Origins, "Sumimasen" is a word that expresses feelings of apology, gratitude, and request to the other party. "Sumimasen" was born from the verb "済む(Sumu)". Since "済む(Sumu)" is the same as "澄む(Sumu)", from the meaning of澄む, "clear", "does not cause turbidity or mixing", while the meaning of済む “finish” has the meaning of "work is finished" or “to finish”, therefore it also expresses the meaning of "feels calm", or "we feel good". In the negative form, the usage “sumimasen” means "I don’t feel calm" or "I can not feel good." An apology to the other party "Sumimasen," as well, indicates that doing something rude to the other person makes one’s heart is not clear in this way. Then, "Sumimasen" which has the meaning of gratitude, means "I'm sorry I can't give something back to you" or "I'm not clear on my mind," and it became an apologetic expression. "Sumimasen" has the above meaning, but the writer feels the difference between Japanese apologies and Indonesian apologies. Japanese apologies appear to be more convenient.

According to Indonesian National Language Dictionary, “maaf” is a word to express apologize or regret, to request for permission. It is commonly use in Indonesian daily life. Similar to Japanese, Indonesian has some apologetic expressions, but Japanese "sumimasen" seems to have the same degree of politeness as Indonesian "MAAF". However, the writer will consider and investigate the politeness in this research to see if it is actually the same.

In response to the apology in Japanese, Kindaichi Hideo (1987) explains the word "sumimasen" as “apology and gratitude” expression as follows. As it is often said, "Sumimasen" is also used as an expression of gratitude. Especially when used for gratitude, it seems to be problematic. The condition is basically that it is simultaneous with "Gomennasai" where something one did (or did not do) disadvantaged the other party, but when it is used to express gratitude or request, it seems to mean that the original act caused the disadvantage to the other party, but at the same time, bring advantage to the speaker.

1.1 Research Method

This research was conducted to clarify in what situations apologetic expressions in Japan and Indonesia are used and the differences between them. The outline is as follows. Survey method with anonymous questionnaires distribution, participants answered on the spot. Questionnaires distribution through LINE application (for Indonesians).

<table>
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<th>Table 1. Research Outline</th>
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2 RESULTS AND DISCUSSION

The followings are questionnaire results for native speakers of Japanese and native speakers of Indonesian. Both questionnaire surveys are conducted with exactly the same questions. Each question is further investigated while comparing the figure of the questionnaire results of both Indonesia and Japan.

Q : What do you say if you accidentally step on your friend’s foot?

Figure 1

Figure 2

Figure 1 and 2 above show the scene where you have stepped on your friend's foot. First, in Figure 1, 27 persons of the Japanese group answered "gomen". And the remaining 3 answered "sumimasen". Figure 2 is the result of the same question asked to the Indonesian group. There are 25 people who say "MAAF (Indonesian language of ‘sorry’)")" and 5 people answered "SORRY (in English)". In terms of scenes, Japanese people tend to use apologetic expressions “gomen”, because the situation does not occur in formal places. On the other hand, although the apologetic expression of "MAAF" in Indonesian language has the same meaning as "sumimasen", Indonesian people use polite words even in informal situations such as the above. Indonesians sometimes use English word "SORRY", but it is often used when they want to make friends with the other person or want to apologize with a slight feeling.

Q : In a bus full of passengers, what do you say if someone offers you his/her seat?

Figure 3.

Figure 4.

Figure 3.
Figure 3 and 4 show a scene where someone gives you a seat in a full bus. In Figure 3, there are 18 people from the Japanese group who answered “Arigatou gozaimasu (Thank you)”. Answer for “Sumimasen, arigatou gozaimasu (sorry, thank you) is fewer, with only 8 people. And there was only one person who said "Sumimasen (I'm sorry)". It turns out that the Japanese don’t use apologetic word very much in such a scene. In Figure 4, there are 27 Indonesians who answered "TERIMAKASIH (thank you)”. And there are three people who answered "MAAF (I’m sorry)", which is slightly more than Japan. This indicates that Indonesian tend to express gratitude immediately rather than apologizing when given a seat by someone.

Q : What do you say if you receive a souvenir from your teacher?

Figure 5. 

Figure 6.

Figure 5 and 6 show that both results are almost the same (28 Japanese, 29 Indonesian), one immediately say "Thank you" when receiving a souvenir from the teacher. There is no custom of saying "MAAF" apologies in receiving a present. There is one person in the Indonesian group who answered "I'm sorry", but immediately followed by "Thank you".

Q : Suppose that you’re losing your way and trying to ask for directions to an unknown High School student. What do you say to call out that person?

Figure 7. 

Figure 8.
Figure 7 shows the result of expressions used to call a high school student when one’s getting lost. From the figure, there are 24 Japanese people who answered “Sumimasen”. However, as shown in Figure 8, only eight Indonesians say "MAAF". Next, there are seven people who use "PERMISI". The expression "PERMISI" is a commonly used word, and its meaning is similar to "Ano", but when the meaning of "PERMISI" is translated into Japanese, it becomes "Sumimasen". What I learned from this result is that many Japanese say "sumimasen" when speaking to people, and on the other hand, only few Indonesians who say "maaf".

Q: Suppose that you're visiting a friend’s home and his/her mother is serving you a cup of tea. What do you say to your friend’s mother?

The above figures show a scene where a friend's mother made tea for you when visiting a friend's house. In figure 9, most of the Japanese with 22 people answered only with "Thank you". In the same scene of figure 10, the case of Indonesian is also the same as in Japan. There are many who answered only "Thank you", with 19 people. The difference is that only one Japanese says "Thank you, I'm sorry," but there are 8 people in Indonesia saying "I'm sorry, thank you", more than Japan. According to Indonesian custom, when one visits someone's house, you always say "Thank you. I'm sorry for the inconvenience" to those who serve a tea. We can see the difference from this.

The next question is as follows.

Waiter: Could you please move to the table over there? This table is already booked.

Customer: Ah, sure.

Waiter: __________________________

The situation in a restaurant in Japan and Indonesia, where a person to be surveyed plays a role as a waiter. This is a scene that bothers people, so the Japanese and Indonesians clarified how they say when they bothered people. When apologizing to the customer, as a waiter, 9 Japanese people said "Moushiwake gozaimasen (sorry, in the polite language)". Still, some Japanese answered, "Sorry, thank you." It is nine people. In the case of Indonesia as shown in figure 12, the answers are almost the same. However, most of Indonesians, with 9 persons, answered “Thank you (TERIMAKASIH)” instead of “MAAF (Sorry)” or “MOHON MAAF (Sorry, polite language)”.

Q: When you say “sorry”, what kind of feelings do you express?

For Japanese, as shown in figure 13 about the feeling they express when they say “sumimasen (I'm sorry)”, 25 people answered that it means “I did something bad to others.” There were 28 people who answered "I'm bothering others", 27 people answered "I disturbed others" and 15 people answered "I was helped by others". The number of people who answered the last option, "When requesting something to others" is the highest with 29 answers. On the other hand, among the survey results of Indonesians in Figure 14, the most common one reached 26 people with the option of "(did something bad to others)". And the second most frequently appeared with 22 people is "bothered others", the third with 21 persons answered "disturbed people". In other words, when requesting something to others, the word “sumimasen” is
considered important by the Japanese, while for Indonesian, “MAAF” is considered an important word when one did something bad to the others.

Next, looking at the results of the question “Who do you say sorry to?”, the writer’s surprise, when apologizing to the parents, Japanese people do not say “sumimasen” too much. For the superiors and strangers, 30 Japanese answered “sumimasen”. However, very few people answered “sumimasen” to the inferiors, friends, or even best friends. It turns out that there is no one who uses “sumimasen” either for the family or for the parents. On the other hand, Figure 16 shows that for Indonesian, apologetic expression “MAAF” is always used to everyone. This is because all the options were selected in approximately the same number. Six people who chose “others” in Chapter 16 answered “God”, “people”, “people who reproved”. Furthermore, 3 people answered that they use “MAAF” to everyone regardless of their superior or inferior relationship. This may be because in Indonesian customs, parents are considered superior and should be respected.

**Q**: On average, how many times do you say “sorry” in one day?

There are 19 persons from the Japanese group who answered “less than 5 times” in a day, while there are 14 persons from the Indonesian group who answered so. Then, the number of Japanese people who answered “5-10 times” is 10, while it is fewer in Indonesian with 7. However, only one Japanese person who says “sorry” more than 10 times in a day, while there are 5 Indonesians, which is more than the Japanese.

**Q**: Please choose one politeness degree of apologetic expression “sorry”.

When comparing the politeness of both apologetic expressions in this question, there are 18 people, which means most Japanese answered that the Japanese language “sumimasen” is polite, and as for Indonesia, most answer was with 16 persons who said “MAAF (sorry)”. From here, it’s clear that many Japanese think that “sumimasen” is a polite word, and that Indonesian people think that the apology expression “MAAF” is very polite. In terms of the level of politeness, the writer thought that Japanese “sumimasen” will be considered very polite more than Indonesian “Maaf”, but it was in fact otherwise. This shows that “MAAF” is more polite than “sumimasen”.

### 3 CONCLUSIONS

In this article, the writer examined situations in which apologetic expressions from Japanese “Sumimasen” and Indonesian “MAAF” are used. The following is a summary of what has become clear from the above. (1) Generally, when Japanese people do something wrong with their friends, they often use “gomennasai, gomen” rather than “sumimasen.” However, Indonesian people say “Maaf” as it is in the same scene. (2) In the scene of a crowded train, when someone gives you a seat, there are relatively few Japanese and Indonesian who say “sumimasen” and “MAAF”. (3) As predicted, “sumimasen” is considered to be a polite language by the Japanese. On the other hand, “MAAF” is considered to be a very polite word by Indonesians, and it can be used to anyone regardless of the relationship between them. (4) While Japanese people are saying “sumimasen”, they express a request to others, but unlike that, Indonesian people express that they have done a bad thing to others so they say “maaf”.

The writer thought that Japanese will answer “sumimasen” in each scene, but after actually distributing and collecting the questionnaire, the results show that Japanese don’t use
“sumimasen” very often. They use it in the following situations: (1) When calling a person. (2) When causing trouble to others (3) When requesting something to others. (4) When disturbing others (5) When doing something bad to others. (6) However, in the scene where one stepped on friend's foot, more Japanese people say “gomen” rather than “sumimasen”. When this is compared with the result of the Indonesian, it is slightly different. Here is the scenes that Indonesians say "MAAF". (1) When doing something bad to a person as well as when you step on your friend's foot. (2) When causing trouble to people. (3) When disturbing others. From this, we know that there are more scenes to say "Sorry" in Japan than in Indonesia. Furthermore, Japanese think "Sorry" to be a polite word, but Indonesians think "MAAF (sorry)" to be a very polite word.

As mentioned above, in this research, it clarified about the difference of the scene where the apologetic expression of Japanese and Indonesian is used, as well as the situations. In the future, when researching the same subject, the next researcher needs more than 50 questionnaires from Japanese and Indonesian, and in many cases, the survey results will be spread and get further understood.

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A Corpus-Driven Discourse Analysis of Metaphor in Climate Change: A Preliminary Study

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Abstract. This paper calls an attention to the critical analysis of discourse in climate change with special focus on metaphorical language about how it is discussed in the media. The topic is under discussion as climate has been found changing in an extended period making it a complex issue that involves the whole earth and nature. Besides, climate change is seen as results of natural variations and human activities, and therefore it is crucial to be aware of and to find solutions to deal with it. To carry out the study, the data were obtained from British National Corpus and analysed in term of their metaphorical expressions and persuasive effects. By using model of metaphor by Lakoff and Johnson (2003), the way metaphors affect how human think and their central role in the construction of social and political reality is known. As one example of metaphors in climate change, in the expression Climate change could lead to starvation, the movement words such as lead is used to reflect particular ways of thinking about climate change either positive or negative ways.

Keywords: Corpus Linguistics, Discourse Analysis, Metaphors, Climate Change

1 INTRODUCTION

The climate of the earth has drastically changed leading to a considerable effect on human beings and environment. For example, climate change can result in more floods, droughts, and wildfires disturbing the ecosystems. People’s health has been affected through malnutrition and diseases as well [7]. It is thus a complex issue in its nature as it includes various ecosystems and human civilization. In consequence, climate change has become an important political issue all around the globe, and an issue frequently discussed in the media. Through media, the public learns about environmental and scientific issues such as climate change.

More people put concerns on this crucial phenomenon resulting in more researches having been carried out to explore discourse on environment as represented in media. This is in line with previous works [5] and [3] which are among those writing books on the environmental discourse. The other former study [1] on the cultural circuits of climate change in UK broadsheet newspaper gives a valuable contribution in the field of social issues. The substantial attention given in those publications calls a need to investigate metaphors in climate change discourse. This is because metaphor is regarded integral to language and
thought as a way of experiencing the world [16]. In such, metaphor is far from being a mere linguistic device, but it helps to shape the way people think and [9].

It is common to make a distinction between literal and metaphorical use of a word. It is accepted that the literal use of words is the straightforward way of using them and the metaphorical use may involve tension. For example:

(1) Standing forests are a tremendous carbon storehouse.

In this case, the word storehouse is used metaphorically since forests cannot really be storehouse. The example indicates that there is a non-literalness in the meaning of the word forests and the word to describe it namely storehouse. Therefore in order to determine the metaphorical use of a word, it is necessary to pay attention to word meaning in a certain context. Metaphor thus is seen as central to language, thought or cognition and our experience of the world.

The establishment of metaphor theory is contributed by Lakoff and Johnson’s *Metaphors we live by* [9]. The list of linguistic expressions as evidence of conceptual metaphors is used such as argument is war, time is money, happy is up, inflation is an entity, the mind is a brittle object, theories are buildings and ideas are plants. The conceptual metaphor Argument is war is expressed in Your claims are indefensible, He attacked every weak point in my argument, I demolished his argument, I’ve never won an argument with him, and He shot down all of my arguments. Those expressions provide evidence that people understand arguments in terms of war. Therefore, the sentences are a linguistic realisation of the conceptual metaphor of Argument is war where argument is the target domain and war is the source domain [10].

Since metaphor is used cognitively by a speaker to invite the hearer to evaluate the speaker’s intention, it has a hiding effect [9]. This effect underlines that one of the reasons that we talk about something in terms of something else is it enables us to emphasise certain aspects or qualities of that something. Accordingly, talking about something for example arguments in terms of war can possibly affect our way of thinking about arguments.

In such a case, a study [12] reports that metaphors have an ability to stir emotion as contributory to persuasion. For example, if we do not understand a certain issue and metaphor helps us to understand it, we will experience a relief from tension resulting in an enlightenment.

Works on environmental discourse pay attention to metaphor are of [15] examining the role metaphorical thought plays in the scientific and popular discussion of global warming and loss of biodiversity. Her article discusses the use of different conceptual metaphors used in the environmental discourse and how they are ideologically loaded. The other work is [5] raising the critical awareness of the way environmental matters are presented. This is important because the world is facing environmental crisis. However, these works refrain from stating what kind of methodology and criteria in identifying the metaphors. Accordingly, as little is known in metaphors within the climate change discourse, this paper is to evaluate the phenomenon as presented in one of English corpora namely British National Corpus. In this case, the linguistic metaphors are considered in the context in which they occur and also involve their classification and evaluation as part of a broader discourse perspective.

2 RESEARCH METHOD

The discourse sample of climate change investigated in this paper has been taken from British National Corpus (BNC). BNC has been created as a general language corpus which means that a lot of planning went into deciding what text types and how much of each of them should go into the corpus [14]. It is a 100million word collection of samples of written and
spoken language from a wide range of sources produced by different kinds of language users. To search or to query the data contained in the BNC, a user-friendly web-based named BNCweb is used [6]. This allows the researcher to get further information about the search results that are retrieved, such as the type of speaker or writer, the kind of context in which it is produced, etc. Therefore, a broad variety of climate change topics may be obtained and it is not limited to one particular style of texts as it includes spoken and written texts. In order to collect the articles, the clue ‘climate change’ was searched on the respective website [18].

In identifying the metaphors, the method used is of [9]. The steps are 1) reading the whole articles, 2) scrutinizing the articles to identify metaphor candidates, 3) determining whether the individual occurrence of metaphor candidates is metaphorical or not by examining the context. In step 3, Macmillan English Dictionary for Advanced Learners and henceforth MED [11] and to identify historically older meanings the online version of Oxford English Dictionary and henceforth OED [13] were used, and 4) determining the target domain and source domain.

3 RESULTS AND DISCUSSION

In this part, aspects of the metaphors are discussed along with their classification. That is, the classification is a presentation of the linguistic metaphors as realisations of one particular conceptual key.

3.1 The Identification of Linguistic Metaphors

In the corpus, words describing movement, such as reverse, start, stop, slow, and fast were used to describe climate change. The use of the movement words enables an analysis of what aspect of the target is highlighted in the sentences.

3) But concern for the vulnerability of land threatened by erosion and climate change is spread across much of the country.

4) Britain’s wild flowers threatened by climate change...

5) This programme sets an example of how nations can work together now to cut emissions, but a much bigger deal is needed urgently to stop runaway climate change.

6) And: It could completely end human civilization, and it is rushing at us with such speed and force.

The movement words have several meaning, but if the meaning have to do with movement, it may be considered more basic meaning than that having to with for example development. In other words, as climate change is not a physical entity, a semantic tension occurs when movement words are used to describe climate change. In short, the kind of changes that climate change involves generally does not include movement, such as a rise in the global mean surface temperature or changes in precipitation patterns. On the other hand, movement involves some kind of change. Moving a leg or an arm results in a change of body position. It thus seems reasonable to assume that since change is an obligatory result of any movement, it becomes possible for human to understand change in terms of movement of the pace of climate change, runaway climate change, etc.

It is stated in [10] that ‘manner of action is manner of motion’ is an entailment of the event structure metaphor. Therefore, if we believe that global temperature has increased substantially, we describe climate change as ‘rushing at us’ as in datum 6. Moreover, if we
judge the temperature does not change substantially, we describe it as moving relatively slowly as in datum 4.

Looking at datum 5, containing the adjective runaway, it is known that the adjective has meanings: 1) a runaway vehicle or animal is moving fast without anyone controlling it, 2) increasing more quickly than expected, runaway success/inflation/growth and 3) a runaway person has left their home or has escaped from somewhere. Meanings 1 and 3 are more basic than meaning 2; meaning 3 is somewhat older historically based on [13] and therefore is considered as basic. It is obvious that climate change is a complex phenomenon that cannot literally runaway as what a person can do. As a result, meaning 2, which says that runaway can be used about success, inflation, growth is used to describe a condition which are out of control.

In sum, describing climate change as moving slowly, accelerating and as having speed represents the use of movement words to talk about change. In such a case, movement metaphors may contain evaluation in which people may be persuaded without realizing that they are. Mentioning that climate change is runaway can imply that climate change is out of control and that we should stop it. In the next session, the discussion of key concept of metaphors is further given.

3.1.1 Environmentalism is movement

The linguistic metaphor describes the achievement of an environmental goal, either the desired or actual one as illustrated in the following data.

7) ‘We need to move rapidly for a clean energy future,’ said Charlie Garlow.
8) However, on the whole, the industry has been sleepwalking toward a low-carbon economy.
9) And in the EU and New Zealand we have seen some good movement on renewable energy targets

In datum 7, the verb move and the adverb rapidly are used to suggest how the environmentalist goal of a clean energy future should be obtained. The speaker meant to use move in its literal meaning to suggest that people should move quickly to do certain things, for example to establish policies favouring clean energy future as soon as possible. Besides, in datum 8, the verb sleepwalk and the preposition toward are used to talk about how industry is dealing with the goal of achieving a low-carbon economy. The lexical meaning of sleepwalking as derived from the dictionary is the action of walking and sometimes doing things while you are sleeping. Adding some intuition to that lexical meaning of sleepwalking, a person who is sleepwalking is typically unconscious and walking slowly without having any specific goal. This may be part of the concept sleepwalking that is used to highlight something about the behavior of the industries mentioned in datum 8. It is thus possible to understand the contextual meaning of lacking the motivation to achieving in term of unconsciousness. Furthermore, toward expresses direction of movement and underlines that a low carbon economy is a purpose. It may be regarded as a realization of ‘purposes are destinations’.

3.1.2 Environmentalism is a journey

The following data illustrate the use of environmentalism talked of as a journey.

10) This is the first important step on a long journey to reduce both countries greenhouse gas emissions.
11) Most importantly, it is the year in which the international community, meeting in Copenhagen in December, must agree on urgent and dramatic action to avert the looming climate disaster and define the path toward a more sustainable, more survivable future.

A real journey is about moving from one place to another physically, for example afoot or by means of some kind of vehicle, in order to reach a destination, or a goal, while in datum 10, the word journey is used to talk about all the efforts and planning that needs to be done in order to reach the environmental goal of reducing greenhouse gas emissions. Meanwhile, in datum 11, path is used to talk about the political decisions that needs to be made in order to secure ‘a more sustainable future’.

Since journey metaphors are also movement metaphors, the same point that was made about movement metaphors above is also valid for journey metaphors; that they serve to reify the target domain. Journeys are more concrete than environmental politics. To most people, it is easier to imagine being on a path and moving towards a certain destination than to imagine all of the political decisions and efforts that must be made to achieve a certain aim. Besides, journeys are something that many people think of as something positive. Reaching the final destination may be associated with relief, a feeling of success and excitement. Thus, talking about climate change politics in terms of journeys may help people understand the issue as well as perhaps encourage them to contribute to reaching the goal.

3.1.3 Environmentalism is construction

In the following examples, some of the linguistic metaphors categorized as environmentalism as construction are presented:

12) The blueprint for a clean energy future shows how the EU can reduce its carbon footprint through phasing out nuclear power and coal, and instead investing in clean energy.

13) Of the Clean Development Mechanism, a United Nations program that helps poor countries battle global warming, he said, “Things like the CDM are unfortunately very small, marginal tools.”

14) Siberian larch forests, under threat from the hydro-electric dam project, play a crucial role in carbon balance maintenance and global climate change control.

In the data, blueprint has been used to talk about different plans for how to prevent climate change, for example by reducing carbon emissions, through phasing out nuclear power and coal, as in datum 12. According to the dictionary, the most basic meaning of blueprint is ‘a drawing that shows how to build something such as a building or a machine, often printed with white lines on blue paper’. Further, tools as used in datum 13, and maintenance as used in datum 14 are linguistic metaphors that involve talking about climate change initiatives in terms of construction. Some of the pragmatic effects that environmentalism is construction metaphors may have is that they may encourage people to think that we can indeed influence climate change, by convincing people that we do have tools to fix it and repair it.

3.1.4 Personification in climate change discourse

There are several target domains that have been personified in the material, namely CO2, climate change and fossil fuels. The words are used as follow:
15) Not only is coal the single greatest contributor to the greatest crisis facing our planet – climate change; but it is also responsible for air pollution, illnesses, human rights abuses, forced displacement of communities, blowing up mountains, contaminating water, drying up lakes, reducing crop yields and killing people.

16) Climate change is happening now and threatens everyone.

17) The existing program covers a much wider variety of energy projects, including "advanced nuclear" power plants, plants that "gasify" coal or turn it into liquid form, and plants that capture and bury carbon dioxide, a greenhouse gas produced by coal power plants.

As stated in [10] definition of personification, when words that have a basic meaning dealing with human or possibly animal behaviour were used to talk about climate change issues, which are inanimate, they were identified as personification.

The basic meaning of to face is ‘to be opposite someone or something so that your face or front is towards them’ [11], i.e. it is typically persons, and possibly animals, that face something. The meaning of threaten, this verb means to tell someone that you will do them harm. In other words, you need to have the intention of threatening and you also need to know how to threaten in order to actually do it. Only animate things can have intentions of and be in the state of knowing how to threat someone else. Further, the basic meaning of for example capture is ‘to catch someone so that they become your prisoner’. Thus, ‘capturing’ typically involves that something animate captures some other animate entity, for example that an animal captures another animal. CO2 is inanimate, and therefore this use of capture was identified as a metaphor. Tyranny also necessarily involves such intentional and elaborate action.

In datum 15, capture is used in the sense ‘to gather’ carbon dioxide. This basic meaning of to capture is to catch someone in order to make them your prisoner (MED). Therefore, talking of capturing carbon dioxide implies talking about the gas as a ‘someone’, i.e. as a person. As known that, carbon dioxide, or rather, the increased amount of carbon dioxide in the atmosphere, is the main cause of climate change, it is possible to see the personification of carbon dioxide as related to the higher-level conceptual metaphor event is action. That is, an increase in the amount of carbon dioxide in the atmosphere can be seen as an event, and this event can be regarded as caused by carbon dioxide, or, metaphorically, the increase in the amount of carbon dioxide can be seen as the result of an action performed by carbon dioxide

3.2 Discussion

The findings show that the great majority of the metaphors used in climate change discourses are about environmentalism. Looking at the source domain, most of the linguistic metaphors are movement metaphors. The environmentalism is movement metaphor may be regarded a reification of the target domain. Environmentalism, like most political issues and phenomena, is complex and abstract. movement, on the other hand, is a more concrete concept that is easier to relate to. As Semino points out, this may contribute to explain the motivation for this kind of metaphor [17]. It seems reasonable to assume that such metaphors may function as a cognitive heuristic for the reader, as they make it easier for the reader to understand the target issue.

Furthermore, in environmentalism is a journey, Semino suggests that we typically think of journeys as being composed of the following elements: starting point, a destination, a path connecting the two, and a direction of movement. She presents the source domain of JOURNEY as a dominant source domain within Western politics. However, she also
mentions, referring to Kövecses, that it is a wide-scope source domain that can be used about a large variety of issues [17]. According to Lakoff, ‘long-term, purposeful activities are journeys’ is a conventional metaphor [8].

Meanwhile, in the environmentalism is construction, the construction metaphors may be seen as expressing the view that we are capable of controlling nature. Construction of buildings and machines are not only complex matters, they are matters that are unquestionably human businesses. It involves that we, human beings, are in control; that we are the ones who decide what is going to happen, for example as concerns which materials to use, the function of the building/machine, etc. As mentioned above, [5] claim that machine metaphors used about nature involve the human desire of controlling and improving nature; to make nature a ‘better machine’. Thus, environmentalism is construction may seem somewhat anthropocentric. Certainly, it is a convenient idea that we may be able to be in control and be in charge of the maintenance of the climate just like we are in control as concerns the buildings and machines that we construct [19].

Eventually, the personification used allows us to understand a wide variety of nonhuman things in terms of our own motivations, characteristics and activities [9]. Further, personification may be seen as related to a conceptual metaphor called ‘events are actions’, which involves that we understand external events as actions. That is, we understand events as produced by an active, wilful agent.

4 CONCLUSION

This paper is on the analysis of metaphorical expression to talk about climate change issues in real discourse that is on online media. It is shown that regarding the aspects of metaphor namely source domain and target domain, the metaphors used about climate change and environmentalism are movement, construction, and personification metaphors. This study can be seen as the preparatory study of a larger-scale study on metaphors in climate change discourse. That is, it can be seen as a study on a smaller corpus carried out before concordancing from a large corpus in order to make more generalisable linguistic observations by using the method suggested by Deignan (2005).

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Designing a Mobile Application for Autonomous Learning of English

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Abstract. Despite its prominent role, university students encounter problems in progressing themselves in learning English. The situation gets worse when the allocated time of learning English in the classroom is not adequate. Several solutions can be proposed including the use of appropriate teaching and learning strategies as well as the implementation of autonomous learning. This study was aimed at developing a mobile phone application for autonomous learning of English. This study employed design and development research method, which was a product and tool research. Respondents were 166 students of State Polytechnic of Malang. Research methods used included questionnaires, interviews, and focus group discussions. Findings in the preliminary study showed that respondents needed additional time to learn English while mobile phones and computers were believed to be the most effective media. Findings from the field test revealed that the developed English mobile learning was considered interesting, motivating and useful to improve English.

Keywords: Autonomous Learning, Mobile Application, English Learning

1 INTRODUCTION

In addition to written communication skills, oral communication skills in English have become one of the main skills that must be mastered by students in Indonesia, and this has become the target of learning English in Indonesia. Studies show that some of the main objectives in learning English for students in Indonesia are oral communication in English, including 'talking with native speakers in work situations' and 'talking with native speakers in social situations' [1].

However, a lot of research reveal that the majority of Indonesian students are struggling in producing English spoken utterances. Despite this hindrance, skills in communicating in English are even considered as one of the most difficult skills to master. Most university graduates in Indonesia are unable to communicate verbally in English appropriately [2, 3].

Effective oral communication skills are vital for learners of English as a foreign language [4]. To support the effectiveness of oral communication 3 elements are needed, namely language, knowledge, and strategy supports [4]. For language support, learners need to be given adequate vocabulary mastery that can be given through reading or listening activities. With sufficient stock of lexicons, learners will more easily convey their intentions in their oral communication. Furthermore, knowledge support can be provided by providing sufficient knowledge about the topics to be discussed; this can also be done through reading or listening.
The importance of mastering adequate vocabulary to support the smooth running of oral communication is also confirmed by Leaver, Ehrman, and Shekhtman [5]. It was stated that there were 2 things that inhibited the ineffectiveness of an oral communication: first, the learner did not have sufficient vocabulary mastery, and second, the learner did not know how to use the vocabulary in his spoken language. Meanwhile, the two barriers can be solved by giving many reading activities to learners [6-8].

The learning process will be effective by paying attention to the supporting factors such as learning methods or strategies. Learning materials that are interesting, challenging, and motivating for students, and the use of appropriate learning media. This is of course not separated from the use of technology.

Technology changes. Technology changes what we do and what we can do. People change on account of technology. Technology in support of learning and instruction is no different. Instructional technology changes what teachers and learners do and can do [9]. Therefore, the provision of learning materials must update to the latest technology.

The results of a review of the English system in all study programs at State Polytechnic of Malang (Polinema) conducted by Rohani et al [10] illustrate the lack of media use in the teaching and learning process in the classroom, especially those utilizing the advancement of technology. The learning materials provided are considered not really motivating students to further improve their English skills.

Next, the allocation of time for learning English in Polinema, especially for engineering students is considered insufficient. This was conveyed by both Polinema students and alumni. One of the solutions to this problem is providing media for independent or autonomous learning for Polinema students; independent learning that can be done outside the teaching and learning process in the classroom. Therefore, the development of learning materials in Polinema should consider the use of the latest technology that can be accessed by students outside of class hours and which can be accessed independently, of course with the supervision of lecturers.

Currently the use of advanced technology in learning English has been widely implemented, including the use of mobile phones. A lot of studies have been conducted to research or develop English language learning media using mobile phones [11-13]. Most of these applications are with reading, vocabulary, pronunciation content, which are not related to each other. However, the application content is not integrative. These applications are also very common, cannot be applied to help the process of learning English in Polinema. Therefore, it is necessary to do a design and development research, designing and developing a mobile learning application that supports independent English learning. This application should include materials to improve the four language skills, namely reading, listening, speaking, and writing skills as well as the two language components, namely pronunciation and intonation. All of these will lead to improved oral communication skills. All parts of this application should be made integrative, interesting, motivating, and adapted to the learning objectives.

This study was directed to respond the research problem of “how can a mobile learning application for autonomous learning of English be designed and developed to improve students’ English skills?”

Learning foreign languages is a learning process to acquire four skills in foreign languages, namely reading, listening, speaking and writing skills, and the acquisition of four sets of language components, namely vocabulary, grammar, pronunciation, and cultural understanding [5]. Independent learning, also known as autonomous learning, began to be echoed since 1975 by Disick. Autonomous learning is interpreted as a learning approach that offers students free choices for four dimensions, namely goals, time, methods, and learning content [14]. The level
of independence of learning varies, does not have to cover all dimensions, can also be adjusted to the conditions of students.

In line with Disick, Benson [15] defines autonomy as a capacity to take charge of, or take responsibility for, or control over your own learning. Autonomy also includes learners' abilities and attitudes that are adjusted to their level of autonomy. Likewise, Holec in Smith [16] highlights learner’s autonomy as the learner’s ability to control or regulate his own learning, which includes goals, material, syllabus, methods or techniques, time and place, and evaluation procedures. However, autonomous learning does not have to be total because it can be adapted to the conditions and needs of the learner.

Autonomous learning that allows to be applied in Polinema can include goals, material, time and place, to suit the needs of the students. Research by Rohani [8] proves the effectiveness of independent learning in extensive reading and individualized vocabulary learning in improving vocabulary skills, reading skills, and speaking skills. However, the application of autonomous learning is indeed need to be explored since there are obstacles, especially with the constraints of Indonesian culture [17], it is necessary to adjust the application of autonomous learning, which does not need total application. In this study, it is this adapted autonomous learning that was designed and developed, not total autonomous learning.

Mobile learning can be interpreted as learning using mobile media or learning by mobile learners [18]. More precisely, mobility must be understood not only as a displacement but also as a movement that can change time and across borders. Learner mobility will have an impact on the ever-changing learning environment:

...the mobile technology, while essential, is only one of the different types of technology and interaction employed. The learning experiences cross spatial, temporal and/or conceptual borders and involve interactions with fixed technologies as well as mobile devices. Weaving the interactions with mobile technology into the fabric of pedagogical interaction that develops around them becomes the focus of attention. [19]

The use of the latest technology as learning media, especially for independent learning, is absolutely essential. The use of this latest technology-based learning media has proven effective. There have been many studies in this field so that there is one particular field in language learning, known as Computer Assisted Language Learning (CALL). Some research examples in the field of CALL are those carried out by Chen & Chung [20] and Golonka et al. [21].

The mobile learning media developed can use the latest programs such as automatic speech recognition (ASR) that can display pronunciation of one word or phrase and intonation of one sentence correctly and assess the results of the learner's voice recordings based on the criteria set in the application. The effectiveness of ASR has also been demonstrated in many studies [for example, 22]. Some development research is carried out by applying ASR to the application. Examples of these studies are those carried out by Bain & Wald [22], Chiu & Yeh [23], and Shadiev et al. [24]. The use of mobile phones in language learning also attracted the attention of many researchers. Thornton [13] and Cavus [12] are two examples of research in this field.

1.1 Research Method

This study was a design and development research, focusing on product and tool research [25]. There were four stages of the research followed as presented in Figure 2. Main respondents of the study were 166 students of State Polytechnic of Malang (Polinema) for the preliminary study. The try-out was done by involving students and lecturers to try out the application. Methods of data collection included questionnaire, interviews, and focus group discussion.
2 RESULT AND DISCUSSION

2.1 Preliminary Study

Table 1. Students’ Responses on the Questionnaire in the Preliminary Study

<table>
<thead>
<tr>
<th>Statements</th>
<th>Strongly disagree (1)</th>
<th>Disagree (2)</th>
<th>Agree (3)</th>
<th>Strongly agree (4)</th>
</tr>
</thead>
<tbody>
<tr>
<td>The learning material is easy to understand.</td>
<td>0.60%</td>
<td>9.04%</td>
<td>66.87%</td>
<td>23.49%</td>
</tr>
<tr>
<td>The learning material is interesting.</td>
<td>1.20%</td>
<td>9.04%</td>
<td>60.84%</td>
<td>28.92%</td>
</tr>
<tr>
<td>The learning material is challenging.</td>
<td>0.00%</td>
<td>7.23%</td>
<td>39.76%</td>
<td>53.01%</td>
</tr>
<tr>
<td>The time allotment for in-class activities is adequate</td>
<td>4.09%</td>
<td>18.71%</td>
<td>56.73%</td>
<td>20.47%</td>
</tr>
<tr>
<td>Learning English is useful.</td>
<td>0.60%</td>
<td>1.81%</td>
<td>21.69%</td>
<td>75.90%</td>
</tr>
<tr>
<td>I need to learn English out of the in-class activities.</td>
<td>0.00%</td>
<td>7.02%</td>
<td>31.58%</td>
<td>61.40%</td>
</tr>
<tr>
<td>The lecturers teach in a way that is easy to understand.</td>
<td>0.00%</td>
<td>6.63%</td>
<td>61.45%</td>
<td>31.93%</td>
</tr>
<tr>
<td>The lecturers teach interestingly</td>
<td>0.60%</td>
<td>12.05%</td>
<td>51.20%</td>
<td>36.14%</td>
</tr>
<tr>
<td>The in-class activities are challenging.</td>
<td>0.00%</td>
<td>7.23%</td>
<td>46.39%</td>
<td>46.39%</td>
</tr>
<tr>
<td>The lecturers motivate me to improve my English skills.</td>
<td>0.00%</td>
<td>6.63%</td>
<td>43.37%</td>
<td>50.00%</td>
</tr>
<tr>
<td>The lecturers use the learning media appropriately.</td>
<td>0.60%</td>
<td>8.43%</td>
<td>46.99%</td>
<td>43.98%</td>
</tr>
<tr>
<td>Put the order of the skills from the least mastered (1) to the most mastered (4)</td>
<td>reading</td>
<td>writing</td>
<td>listening</td>
<td>speaking</td>
</tr>
<tr>
<td>Put the order of the skills from the least mastered (1) to the most mastered (3)</td>
<td>vocab</td>
<td>pronun &amp; intona</td>
<td>grammar</td>
<td></td>
</tr>
<tr>
<td>Put the order of the learning methods from the least effective (1) to the most effective (4)</td>
<td>teachers’ explanation</td>
<td>reading</td>
<td>computer &amp; mobile phones</td>
<td>watching movies</td>
</tr>
<tr>
<td>Put the order of the learning media from the least favourite (1) to the most favourite (4)</td>
<td>books</td>
<td>TV &amp; radio</td>
<td>mobile phones</td>
<td>computer</td>
</tr>
</tbody>
</table>

As seen in Table 1 above, most respondents believed that the teaching materials were easy to understand, interesting, challenging, and motivating. Responses regarding the lecturers, in general, also show positive voices. Lecturers taught interestingly. Majority of the respondents
believed they needed more extra time to learn English; they needed to have autonomous learning of English. The use of media during the teaching and learning process was considered not really high.

Regarding the English language skills and components needed to be mastered, respondents reported that speaking was the most difficult to master. This was in accordance with the previous study by Bradford [1]. Furthermore, grammar was considered the most difficult components to master.

### 2.2 The Development of Mobile Application

The mobile application designed went through several times process and try-outs. The software used to develop the application included Adobe Photoshop CC, Android Studio version 3.1.4, Sublime Text Editor 3, and XAMPP. For use, the hardware should be a mobile smartphone with minimum RAM of 1GB and 100MB free space. The mobile phone should be an android of version 4.1 Jelly Bean (API 16).

English@Polinema can be accessed by multiusers simultaneously from their Android devices (smartphones and tablets). The materials presented to the users were updated, corrected, and improved by a team of administrators consisting of application developers and subject matter experts in English learning material development.

What makes the application different from the application publicly published is that this application can be managed by the lecturers themselves. The learning materials that the users access in the application were adjusted to suit their needs and directed towards the attainment of specific learning outcomes. Therefore, when a certain learning outcome has been achieved, the contents of the application can be changed to suit the new learning outcomes to be achieved. The use case of the application is presented in Figure 1.

![Figure 1. The Use Case of the Mobile Learning Application](image)

There are four skills and two language components inputted as the content of the application. They included listening, reading, speaking, and writing skills as well as vocabulary and structure.
components. In the vocabulary section, for example, there are categories of vocabulary, equipped with pictures and the pronunciation. Users can also try to test his/her pronunciation and the application can determine the correctness of the pronunciation. Another example of description is in the speaking section which is divided into two parts, namely words and sentences. In each part, users can test the pronunciation and intonation of a certain word or sentence. The application will respond, determining the correctness of the pronunciation or intonation. Figure 2 shows the display of vocabulary and speaking sections.

![Vocabulary and Speaking Sections](image)

**Figure 2. Displays of Vocabulary and Speaking Sections**

After the application was developed, the phase was to try-out the application. Questionnaires were distributed to users, including students and lecturers. All respondents or application users were satisfied with an attractive, easy-to-understand interface, and the appropriate size and type of font. They also stated that application content was easy to understand and interesting. However, 18% of respondents stated that the application of the writing section was not useful while 9% of respondents stated that the application of speaking
parts was less useful. In general, respondents stated that mobile learning applications were useful and interesting.

Respondents reported that watching movies was the most effective method to learn English. Making use of computers and mobile phones positioned the second, and listening to teachers’ explanation in the classroom was the least effective one. These findings show respondents’ preference to learn English in a more relaxed situation and more autonomously. This supports findings of previous studies, for example those conducted by Chen and Chung [20] or Golonka et.al. [21]. It is expected that the use of mobile learning can accommodate students’ preference to learn autonomously, highlighting the effectiveness of autonomous learning as proven effective in previous studies (for example, Kweldju [7, 26] and Rohani [8]. Finally, findings that computers and mobile phones were selected as the most favored media of learning English support hundreds of previous studies on the successful use of computers and mobile phones in teaching and learning process (for example Bain & Wald [22], Chiu & Yeh [23], and Shadiev et al. [24]).

The combination of independent or autonomous learning by using computer learning media or mobile phone calls such as those designed in this study was responded positively by students. The survey results responding to mobile phone applications for self-learning are declared attractive, easy to understand, and useful for students (users). This supports previous studies such as the study by Cavus & Ibrahim [12] which examined the use of SMS on mobile phones as a medium for learning vocabulary. Likewise, this study supports the study by Sandberg et al. [27] which proves a significant increase in English language skills of students who do learning outside the classroom by using mobile technology in addition to following classical learning in the classroom. Several other studies are in line, such as those conducted by Thornton & Houser [13] which prove the effectiveness of mobile phone to improve students’ English language skills in Japan. This is also in accordance with a research by Basoglu & Akdemir [28] which prove that students’ vocabulary improvement was significantly better when using mobile phone than using flash cards.

The results of this study also support Hsu [29] who examined the perception of mobile assisted language learning (MALL) users in learning English. Hsu’s respondents from various countries in the world generally expressed the potential of MALL in constructivism in learning English. This is in line with the element of independence in learning the language that was carried out in this study.

What can be underlined in this study is that by facilitating student learning style preferences in learning English that tend to be relaxed, more independent, and use updated technology as learning media, it is expected that the English learning reveal effective. The output of this research which is mobile phone applications (android) for independent learning of English is one of the answers. By facilitating student learning style preferences, it is hoped that constructivism in learning English will also be fostered. In the end, in addition to increased English language skills, independent learning will foster the spirit of long-life learning.

3 CONCLUSIONS

This study reveals that autonomous learning of a foreign language can be done through using learning media favored by students. Learning English is a quite a long process of acquisition which cannot be done only through in-class activities, yet this should be accompanied by independent learning that can assist students to process the learning themselves. Teachers should facilitate this condition and should look at students’ favored activities and media in order that the learning take place effectively.
REFERENCES


Implementing Higher Order Thinking Skills in Teaching of Arabic Sociolinguistics

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Abstract. Higher Order Thinking Skills should be one of important competencies in modern world. This thinking ability must be owned by students studying in the university level. HOTS is characterized by the ability to think critically, the ability to communicate and resolve problems, as well as the ability to use technology. Thinking skills will be divided into curricula which aim to enable students to solve problems in good education. The lecturers should have a strategy of teaching which is relevant to the need of such higher level of thinking. The literature review that has been carried out in depth mentions that nowadays lecturers are facing some problems on how to prepare and teach such high-level of thinking skills and how to implement the technology in teaching Arabic Sociolinguistic learning. The results of this study, a schema strategy that can be used by the method in teaching Arabic-based sociolinguistics with HOTS abilities.

Keywords: HOTS, Sosiolinguistik Arab, Kritis, Kreatif

1 INTRODUCTION

Lately there is an idea mentioning that the 21st century students are also called as millennial generation that is a generation which is born in the rapid development of the digital age. This generation becomes so overwhelmed by many forms of social media communication, cellular technology, technology in the form of rapid search engines and the use of life using technology [1]. Jackson (2011) first connected this idea with the learning process in the classroom [2]. He mentioned that 21st century students are very close and proficient in technology, and it is usual for them to expect the conditions of learning in class to be as easy as using technology as they usually do their everyday life using their technological devices. Eggen and Kauchak (2012) also emphasized that the standard of digital age education is related to the application of technology in learning. Lecturers must be able to prepare their students to live in the digital age, one of which is to use their knowledge in subject matter, learning and technology to facilitate learning experiences, creativity, and innovation in face-to-face situations[3].

Technological advances change the way of thinking. If it is not balanced with the ability of the lecturer to implement technology in the learning process, it can lead to a gap between the conventional learning model commonly used by lecturers and digital learning that is favored by students [4]. If students can find whatever they want to know through a fast search engine, then what is the duty of the lecturer?
Pana & Escarlos (2017) mentioned that 21st century learning skills are very closely related to Higher Order Thinking Skill (HOTS), which is a high-level thinking skill that is needed in the digital age [5]. Today's students need to "think" nonstop to be able to respond to real world demands [6]. In an era of open information today, learning is directed towards meaningful learning for life skills, namely having knowledge and having the skills to apply that knowledge in the form of communication. The emphasis of current learning is on observing the development of student thinking processes and learning skills using technology. Thus, the task of the lecturer is to become a facilitator between the process of providing knowledge in the classroom and the use of technological tools as a medium to assist the process of thinking. In addition, the task of the lecturer is to become a mediator to raise student skills in thinking and implement the process of thinking in real life.

In second language teaching, the traditional method separates between cognitive language learning and communicative language learning. Sociolinguistics is the study of how language functions are used in society both individually and in groups. In real life, people use language to talk about what they know and what they want to know more about, not to talk about the language itself. So there needs to be a bridge that connects cognitive learning with communicative in the sociolinguistic domain. The development of communication media today has the effect of providing easy access to provide examples or models for students on how to use the most effective language for communication in a social and academic context that is meaningful and purposeful.

According to Rajendran and Idris (2008), students who are taught how to develop creative thoughts and insights are able to solve more complex problems than those who do not [7]. HOTS is a major component of critical, creative and pedagogical thinking. Creative thinking can help students develop more innovative ideas, ideal perspectives and imaginative insights. HOTS focuses on developing the ability of students to be able to analyze effectively, evaluate by drawing conclusions from existing information and creating (synthesizing) something new. When students are able to utilize the skills of thinking with the help of technology in Sociolinguistic learning activities, and linking to their experience, they have been able to demonstrate high-level thinking skills (HOTS).

2 RESEARCH METHOD

This study uses a literature study methodology (literature research methodology). The research was conducted in 3 stages, namely the first stage of gathering information from relevant research sources and scientific developments to find a new knowledge; second stage of identification and exploration of learning needs of high-level thinking skills in the Arabic Sociolinguistic class; the three stages build the link between information and needs by designing HOTS-based learning strategies. The difference between this research and other types of research is that this methodology is not directly related to objects under study, but accesses information from various literature to form a relationship. Yuan mentioned that this research accesses and processes information contained in the literature from various places and perspectives, so the researcher tends to use logical reasons to explore logical relationships between objects [8].
3 RESULT AND DISCUSSION

Higher order thinking skills (HOTS) were first introduced at the top three levels of Bloom's Taxonomy, namely analysis, synthesis and evaluation. In 2001, Anderson and Krathwohl revised this Taxonomy into analysis, evaluation and creation. Although in reality this taxonomy can serve many learning purposes. But HOTS was built beyond Bloom taxonomy.

HOTS has a very close relationship with the competencies and expertise that must be owned by 21st century humans. Yen and Halili (2015) mentioned that HOTS produces four dimensions, namely critical thinking, creative thinking, problem solving and decision making [9]. 21st Century Partnership Learning Framework states that learning competencies that must be possessed include: a) critical thinking skills and problem solving skills, the ability to think critically, laterally, and systemically, especially in the context of problem solving. b) The ability to communicate and cooperate (communication and collaboration skills), the ability to communicate and collaborate effectively with various parties. c) The ability to create and renew (creativity and innovation skills), the ability to develop one’s creativity to produce innovative breakthroughs. d) information and communications technology literacy, the ability to use information and communication technology to improve performance and daily activities.

HOTS teaching is generally accepted as one of the educational goals. The problem is, there is a fact that nobody knows exactly what the concept means. Many people wonder whether high-level thinking can really be taught? The ability to think is indeed something that has been given since birth and we do not know the extent of the capacity of thinking abilities. Rajendran (2000) stated that thinking is not obtained automatically, but thinking needs to be trained [7]. Puchta (2012) mentioned the same thing, that thinking is not natural but it is a skill that needs to be developed [10]. If taking into an analogy, students who really think tend to have intelligence and get better grades, than those who don't sharpen their thinking skills as their intelligence will remain the same.

Sociolinguistics teaching in higher education aims at introducing the use of language in society. For students who are learning languages, understanding linguistics and grammar is not enough. It is also important to study it in terms of how the language is used by the community in the student environment. Thus, Sociolinguistics learning is not only an understanding of its theories but how language functions and means in a society.

According to Muklis, Sociolinguistics in language teaching has a role to link language skills (grammatical competence) and the ability to use language in communication (communicative competence) [11]. Language ability is the ability to form language units according to grammar rules, while the ability to use language is the ability to choose and use language units in accordance to the rules and norms inherent in that language.

Hulme revealed that language is communal [12]. That is, language is a sense based on regional ties, loyalty, origin, descent, kinship, and belief in certain inner beliefs. Therefore language is not something that is always right, but needs to be compromised or agreed upon and generally accepted by all parties. Thus, by studying Sociolinguistics, we indirectly learn the culture of the language being studied.

Before implementing HOTS in Arabic Sociolinguistic learning, lecturers should determine what they want to teach to students. This HOTS concept reminds lecturers that there are many things students can learn in the digital era, rather than just memorizing facts and grammar. Ivie (1998) mentioned that HOTS reflects three related criteria: a) Use abstract structures to think since all knowledge has a structure. Therefore, if you want to think abstractly then you must understand the structure of knowledge. b) Organizing information into an integrated system. There is a difference between the thinking of low achieving students and high achieving
students. Slow students see most of the material presented to him as a series of random, unrelated pieces. Students with extraordinary abilities see things as systems, relationships, and analogies. c) Applying logical thinking and through careful consideration, the habit of thinking logically can be grown in a psychological way, that is, with certain teaching tactics based on an understanding of human behavior [13].

3.1 Strategies Used by Lecturers

Here are some strategies that can be used to improve HOTS (Higher Order Thinking Skills) in Arabic Sociolinguistics learning. They are:

3.1.1 Teach students to think conceptually

There are many terms and theories that will be taught in Arabic Sociolinguistics for the elementary level for example the term or theory of code switching, code mixing, types of variation and variety of languages, diglossia. Conceptual thinking can be done by dismantling theoretical formations and rearranging them in other forms, for example by grouping the theory into their minds, determining which are abstract and concrete, or which are verbal and non-verbal. Thinking strategies like this can hone students critical thinking skills such as analyzing and synthesizing theories, not memorizing theories. Students are involved in finding and finding examples of these theories in their daily lives interacting using language.

3.1.2 Teach students to make conclusions

In addition to conceptual thinking, in developing logical thinking skills, students need to be trained to make logical conclusions. Lecturers can present evidence or facts, then play a role in guiding the student's process of connecting concepts with evidence or facts one of the examples is concluding temporal dialect concept. Temporal dialects are variations of language that develop in certain periods. Lecturers can present communication video footage from time to time. From this thinking activity, students are directed to connect the concepts that have existed in their minds with what happened in the example of communication that was aired through video. In this way, a deeper network of knowledge and clarity will be created.

3.1.3 Teach students productive and creative thinking

Moseley, Elliot, Gregson and Higgins (2005) mention three frameworks of cognition, namely gathering information, building understanding and producing productive thinking [14]. Someone who can produce a productive mind must go through a phase of gathering information and building understanding. But not everyone is able to reach this third phase as most students stop in the first phase, which is only gathering information. Thinking skills will not be honed if the information received only in the form of raw/abstract without being processed by the brain becomes an understanding. Students who are honed through three phases can create creative ideas or views.

3.1.4 Perform Effective Questions and Answers

Thomas and Thorne (2009) identified two main categories of question and answer relationships (1) questions where answers can be obtained from facts documented in the text (book questions) and (2) questions that require own experience (head questions) [15]. This
allows students to be aware of the relationship between textual information and prior knowledge that helps them determining what strategies will be used when looking for answers to questions. Keengwe (2014) stated that active constructivist learning is characterized by students who ask questions and this is highly valued and students are seen as thinkers and especially when they work in groups [16]. Students learn more when they are responsible for their own learning. Constructivist theories view learning not as sequential and linear, but it is seen in such integrated and complex way. Learning is a process that involves students in sensemaking activities shaped by prior knowledge. The activity is structured so that students make and control the development of their own learning from beginning to end.

3.1.5 Brainstorming with group learning

The relationship between cooperative learning and high order thinking skill cannot be separated. Kang (1999) noted that students in the class with the lecture method often become passive because information is only transmitted, while thinkers learn by asking questions, reflecting ideas and exchanging ideas with others [17]. This means that a cooperative learning environment provides opportunities for students to engage in high-level thinking skills and to develop upper-level linguistic and cognitive abilities. One of the strategies that can be applied for example is dividing students into several groups. In this group, they are allowed to exchange ideas and reflect solutions to certain problems. When a student produces ideas, other students are also challenged to think and develop better ideas similarly so that they are involved in higher thinking [18]. The purpose of doing this is that students are accustomed to being faced with three levels of higher level of thinking, namely analysis, evaluation and creation.

3.1.6 Make situations and design problems

Lecturers teaching Arabic sociolinguistics are frequently faced with problems regarding language and culture. Responding to this challenge, lecturers can create a situation and design a form of language permissions to build student involvement in finding solutions to the problem, building initiatives by students or groups of students. In addition, lecturers can apply project-based learning. Project-based learning (PBL) is one of the most effective ways to engage students with their learning content. PBL gives students the opportunity to solve real world problems.

4 CONCLUSIONS

This study reviews the concepts and practices of learning using HOTS. Many other studies have explained the importance of HOTS in the teaching and learning process, but there is no literature discusses strategies or ways in which lecturers can use HOTS to teach Arabic Sociolinguistics in Arabic or other language classrooms that also study Sociolinguistics. Therefore the results of this study will add to the literature on HOTS implementation and some strategies that can be adopted by lecturers in teaching.

The following recommendations provide information for lecturers in designing Arabic Sociolinguistics learning by promoting HOTS (high Order Thinking Skills). They are: (a) Training students to be involved in the evaluation process because critically they will be involved in the analysis, evaluation and creating an argument and idea about the assessment; (b) Using instructional learning strategies such as problem-based learning so students are actively involved in solving problems with high-level thinking; (c) Involving students in brainstorming
to get ideas and solutions that are suitable for their generation; (d) Getting students used to using cooperative learning to build linkages between students.

REFERENCES

The Analysis of the Questions of Suncheon University's Students Majoring in Japanese in SRN (Self-Reflection Note)

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Abstract. This study introduces a method of learning using "SRN, Self-Reflection Note", which was conducted by Suncheon University's students majoring in Japanese. Also, the writer considered the questions raised by students and how to provide feedback during the SRN course.

Keywords: Self-Reflection Note, Japanese Language, Questions and Feedback

1 INTRODUCTION

The writer observed a typical classroom situation in the universities in Korea, which shows a cycle of process. When one enrolls in a major different with what have been wished for, one tends to avoid graduation, and instead, spends too many times in acquiring a foreign language-related certificate as well as overseas language training. This situation leads to a change in education point of view, from "How to Teach Easily," to "How to Get Students to Study on Their Own.". It then causes the emphasis on employment-related subjects, an increasing number of students doing part-time job during the school year, and finally, lack of basic knowledge, which will again lead to enrolling in a major different with one’s wish. And this cycle goes on.

Yeom mi lan stated in his research that The crisis in the field of Japanese language education is getting worse. In middle and high school, (1) As part of the university's specialization project in 2014, (2) Recently in Japan related academia. In addition, efforts are being made to recognize the above problems and seek solutions. On April 15, 2017, at the symposium of the Japan Research Federation, Taiwan and other Japanese and humanities crises. Chung Ki Young (Busan University of Foreign Studies), Luo (The Department of Japanese Language at Taiwan University of Applied Sciences), Kazuhisa Toda (the Graduate School of Informatics, Nagoya University). And that the current crisis must be overcome through changes.[4] The subject of the study is the subject of the study of the Japanese language course of the college which is a majors. It is suggested that the class using 'SRN' is applicable to the Japanese language education,

I would like to suggest that 'SRN' can be one of the effective teaching methods for foreign language education.[5]
1.1 Research Method

This research examined the effectiveness of Japanese education in Korean universities and aims to create a better educational environment by focusing on the development of teaching methods to practice in the field of lecture rooms. It introduces learning method using ‘SRN’ (Self-Reflection Note), which was conducted in Japanese education in Korea. The writer also considered how to provide feedback of questions raised by students in the course of SRN learning.

2 RESULT AND DISCUSSION

2.1 Learning method of “SRN (Self-Reflection Note)”

2.1.1 Development and Implementation of SRN

Named the Self-Reflection Note, this learning method has been operated by the desired subject (professor) since 2015 with the supports of the Suncheon University.

2.1.2 Definition of SRN

Learning tool that contains learners' understanding of learning, thinking, questions, and efforts. It provides self-reflective learning tools that enhance learners' self-directed learning skills and teaching assessment tools to observe learners.

'SRN' refers to observing and explaining one's own thoughts, feelings, and understandings. In other words, Study notes'. Students study weekly self-paced 'SRN'. It becomes a study for understanding and acquiring such as reviewing. And a sentence that expresses a concept or idea. In the case of Japanese and Japanese, you will be able to learn on your own, there is also a point. The instructor will check the students' academic status through the weekly 'SRN'. Interaction (feedback) efforts that identify the state and reflect it in the next lesson are very important.[7]

2.1.3 Characteristics of SRN.

The learners will write their own lessons. The learners will focus on the reflections. Professor provides feedback on understanding, concepts and learning.

2.1.4 SRN Utilization Method

Once every two weeks, students fill out and submit SRNs for the contents of study. Professor reviews the SRN, writes a review note, and uses it in class.

2.1.5 Evaluation Method of SRN

Evaluation methods are developed by professor according to subject’s characteristics. There are research results of Park Sung-Hoon and Park Dong-guk (2015) using 'SRN'. However, it is about the major class. Especially, there is no study on foreign language education. The purpose of this study is to introduce 'SRN' and its effectiveness in Japanese language education. Japanese I Motivate learners to learn, and improve their ability to communicate. It is a very important issue.[6]

In this trend, each university has a variety of teaching methods centered on the Center for Teaching and Learning Development (CTL) We are looking for and inducing change, but the number of participants has not increased significantly. This is because it is because the
problem of the academic ability of the students is a problem rather than the recognition that it is the problem of the teaching method. Therefore, and to improve the teaching method of teaching guidance.[8]

2.1.6 The Function of SRN

Followings are the functions of SRN that can be elaborated from this research. (1) Function as an instrument of observation (2) Function as a tool for interactive feedback (3) Function as a learning tool (a tool in writing training) (4) Function as an assessment tool (5) Improving the ability to learn

2.2 Examples of “SRN” for Japanese Language Education

2.2.1 Subjects and durations

Subjects and durations of SRN in Sunheon University given as an example on this research is from September 2017 - December 2018, with the following details:
1) 2nd semester of 2017 and 1st year of major (executed once), on the topic "Japanese Daily Conversation"
2) 1st semester of 2017-8 and 2nd year of major (executed twice), on the topic "Practicing Kanji in Japanese"
3) 2nd semester of 2017-8 and 2nd year of major (executed 2 times), on the topic "Japanese Animation"

Professor collects "SRN" paper in each class and categorizes it by the same content or type, and gives feedbacks on high frequency and important matters about the contents of the lecture, and that the student could not understand. Feedback is provided on the submission form (SRN paper) to students who specifically need to get feedback. Feedback to the entire class (questions of high frequency and matter most) is provided in a presentation. Lectures for more than 20 people are difficult. Since the distribution, collection, content analysis, creation and performance of feedback (individual, overall), personal consultation, and content organizing of the report paper are complicated, it should be conducted with care.

2.2.2 Content of SRN

There are 8 submissions of SRN papers in each semester. Questions written as a content of SRN, such as: (1) How far did you study this week? (2) How long have you spent time studying this subject this week? (3) Write more than one keyword from your self-study this week. (4) What is the most important thing you learned from this week's study? (5) If you don't understand anything about this week's study, write it down. (6) Write the points that the learners felt and realized during learning. (7) Write down your wishes for this week's class/environment/teacher, etc. (8) Write the most difficult part (or the core) of the Japanese language (such as grammar, words, interpretation, etc.) that you have attempted to resolve on your own this week. (Make sure to fill in.)

The key question is number 5, in which the students can elaborate their answer on what they don’t understand about the lesson. One of the questions from the student is “Which one is correct, writing “出来る” in Kanji (Chinese characters), or “できる” in Kana word? The answer for this question would be: The original form “出来る” is correct. However, in official texts, textbooks, newspapers and broadcasts, it is only in the case of nouns (出来上が
り) written completely in Kanji. While in the case of verbs and adverbs(できる限り、できるだけ), it is the principle to write "できる" in KANA.

In this study, the problem-solving ability and the communication learning ability are strengthened. How to improve? How will you transition to learner-centered, creative and active education? In particular, I want to lay the groundwork for the new Japanese teaching methodology. The goal of research is to learners, demand Introduced 'SRN', a self-centered teaching and learning method, into Japanese language education and specifically business Japanese courses. And discusses its effect. [5]

In this situation, lecturers not only give the answer itself, but also drawing up a schematic table and give more examples on the same category of question. Example: When used as an example of ( ), the following words are, in principle, written in KANA.

Based on Kyodo News, Reporter Handbook, 11th Edition of Newspaper Glossary:

1. Case for "出来", written in Kanji when in form of Noun, such as:

   依頼、出来合い、出来上がり、出来上がる、出来、出来事、出来過ぎ、出来損なう、出来高(払い)、出来たて、出来値、出来のよい作品、出来、不出来、出来具合(新聞協会統一表記)

2. When in form of Verb and Adverb, basically written in Kana:

   すの出来、出来することができる、できる限り、できるだけ、橋ができる、勉強がよくできる、用事ができる、理解ができる、利用できる

2.3 Example of “SRN” Question and Feedback

2.3.1 Questions from ‘SRN’

   For the second purpose of this research, the writer thought about a questions ('SRN') from a Korean native speaker's Japanese learner and its teaching method. In particular, this research thinks about specific teaching methods of words or usage that correspond to Korean by putting together the types of synonyms that make up most of the questions.
A basic word survey was based on the premise that this synonyms teaching method is applied for Korean native speakers who learn Japanese. And conducted the basic word survey using the “Self-Reflection Note” first. According to the survey, 100 significant words were found and 85 items were required by learners more than two times.

The details contained 60 significant terms for nouns, verbs, adjectives, and adverbs. And auxiliary verbs, investigations, conjunction and usage were 25 items. In particular, there were many cases where there were no Korean equivalent to Japanese and Chinese characters. Of course, there were many objections. As a future task, there remains the question of how to establish each significant language as an easy-to-understand language for native speakers of Korean and how to create conceptualized teaching methods.

2.3.2 Examples of Feedback

Example 1
For question 1 about synonym: How is ‘用意’ different from Korean ‘準備’? There are 3 words in Japanese, but only 1 word in Korean. To explain this question, lecturer made following methods:
1. Pre-survey, is a method using a variety of materials such as professional books, papers, videos, sites, and YouTube.
   **pre-survey 1** [Usage] 準備・用意 - In the examples meaning to prepare in advance, 「食事の準備（用意）が整った」, 「外出の準備（用意）をする」, 「研究発表の準備（用意）をする」, etc. both can be used.
   ◇ 「準備」 in sentences like 「大会の準備をする」 does not mean just to prepare necessary materials (things), but includes the idea that you are managing an organization (event), and can be considered more general (encompassing).
   ◇ 「用意」 as seen in 「大震にそなえて十分な用意をする」 and 「当日は上履を御用意ください」 puts the focus on collecting (preparing) the necessary goods (materials) in advance.
   ◇ Also the very similar 「支度」 is used for the specific action you are doing in order to prepare the necessary materials (things). 「支度金」 is the money used to buy the necessary goods (materials) > and 「食事の支度をする」 means to collect the necessary goods and prepare food.
   **pre-survey2** • Between 準備 and 用意, they’re both used for preparing in advance, but 用意 puts emphasis on preparing things in advance so they can be used when the time comes, so is used more when e.g. baking a cake in advance, and 準備 is used in a more general way, like preparations for an athletics carnival or something. 準備 is also used in the expression 心の準備はできている, which is used for mental preparedness in a similar way that 覚悟がでている is. • 覚悟 is used when bracing oneself for something which is going to be unpleasant, or preparing for something that will be dangerous/difficult etc. • 支度 is particularly used in reference to meals e.g. preparing dinner (夕飯の支度をする), and preparing for the execution
of something that’s planned/done as a matter of course e.g. preparing for a trip (旅行の支度をする) or preparing for school (学校へ行く支度をする). I believe 夕飯の用意をする is also used, so I think there's a bit of overlap. 备える is used for preparing for a disaster etc, or for preparing furniture or electrical appliances and whatnot so they can be used whenever they need to be. できている can often mean something is in a prepared state ("ready", "completed" or "done" etc), and X できている means that something is made of X.

2. Drawing up a schematic table (screen feedback), easy and clear material tailored to the beginning and intermediate levels.

When the grade goes up, advanced grammar and vocabulary are naturally solved.

Example 2
For the question: There are two ways of reading Japanese "何" and I don't know what it means.

<table>
<thead>
<tr>
<th>なん</th>
<th>なに</th>
</tr>
</thead>
<tbody>
<tr>
<td>무엇 (=what)</td>
<td>무엇 (=what)</td>
</tr>
<tr>
<td>수리에 들어간 것이 다. 담배, 담배, 담배의 삶으로 둔다면 'なん'</td>
<td>수리에 들어간 것이 다. 담배, 담배, 담배의 삶으로 둔다면 'なに'</td>
</tr>
<tr>
<td>뭐라고 하면서도 '가라나'</td>
<td>뭐라고 하면서도 '가라나'</td>
</tr>
<tr>
<td>왜라고 하면서도 '가라나'</td>
<td>왜라고 하면서도 '가라나'</td>
</tr>
<tr>
<td>'いくつ' (=how many)</td>
<td>'どんなもの') (= what kind of, which)</td>
</tr>
<tr>
<td>何個 (만약), 何本 (나무), 何節 (나무)</td>
<td>何個 (나무), 何本 (나무), 何節 (나무)</td>
</tr>
</tbody>
</table>

Example 3
Question: What is the difference between 開く (あく)、開く (ひらく)?

Explanation: 開く(あく) is an intransitive verb. ドアが開く (どうが あく) The door opens. 開く (ひらく) is used as an intransitive verb and also used as a transitive one. ドアが開く (どうが ひらく) The door opens. (intransitive) 彼はドアを開く (かれは どあを ひらく) He opens the door. (transitive)

Picture 4: explanation for 開く
Example 4

Question: What is the difference between ぐらい、ほど? Lecturer explained by using YouTube and Yahoo Japan Chiebukuro. Picture 5. explanation from YouTube Channel:

Picture 5. explanation from YouTube Channel: Nihongo No Mori

Picture 6. SRN feedback screen

3 CONCLUSIONS

This research concluded the effects and suggestions for 'SRN' classes, which focusing on eliciting changes in students’ attitudes toward subjects. The application of SRN Learning Method gives some effects, such as: 1) Self-Oriented Learning Guidance; 2) Induction to private consultation; 3) The improvement of one’s basic education; 4) Overcoming the difficulties of learning Japanese. Meanwhile, feedback-oriented lecture can give effects as following: 1) Interest in the learner's related subjects and motivation to learning; 2) The formation of a foundation to achieve the level of knowledge required for a major; 3) Focus on students who are passive in learning; 4) Improve the proficiency of students at higher levels. In order to develop of teaching method of synonyms (more than drawing up schematic table), For future tasks, researchers and lecturers need to create a method of teaching and also develop conceptualized teaching, in which synonyms are settled in a language that is easily understood.
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Interweaving EFL Learners’ Speaking, Reading, Writing Strategies and Epistemic Beliefs to Language Achievement through E-Learning

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Abstract. The use of strategies in learning is believed to lead the way for success among students. Thus, there have been various learning strategies that surface from several causes such as the ones triggered by the teachers through the teaching techniques employed in the classroom and/or the ones owned by the students themselves. In the context of EFL in Indonesia, learning strategy is an interesting issue to discuss especially the ones dealing with the language skills with the notion that good language skills mastery might affect students’ success in other areas as well. Albeit, the strategy of learning can be triggered by their beliefs in learning which is under the theory of epistemic beliefs. It is the belief that the students hold concerning their understanding in defining learning English and ways to learn English. In a bid to expand the body of research on learning strategies for English achievement, this study investigated speaking, reading, and writing strategies and their relationship with EFL epistemic beliefs, for little research has specifically explored the dynamic nature of learning beliefs. To address this gap, robust theoretical framework to develop a causal model hypothesis needs to reveal. Through library research causal relationships among speaking, reading, writing, epistemic beliefs and achievement are formulated. In the light of these findings, the researchers propose pedagogical implications for EFL teaching and learning theory, method, and practice.

Keywords: Speaking Strategy, Reading Strategy, Writing Strategy, Epistemic Beliefs, E-Learning, Achievement

1 INTRODUCTION

It is inevitable that strategy plays a focal role in learning as it offers help to learners to be able to succeed in their learning especially in the digitalized era when learning can be done online or with the assistance of technology. Strategy in learning has long been a focus of investigation as it serves as one of the contributors as to whether the language learning is successful or not[1]. Oxford [2] states that strategies in learning are crucial for the learning of a language because they serve as tools which facilitate active and self-triggered involvement. It is then evident that learning strategy is able to initiates autonomy in learning a language and in turn it will promote achievement in language proficiency.

Nowadays there has been quite a shift in the education where learning is no longer traditionally done where teachers are dominant in the teaching and learning process. It is to say
that learners were somewhat spoonfed and relied heavily on the presence of teachers. Since the trends have changed, technology has somehow provide a lot of assistance both to teachers and learners. Thus, it is necessary that learners are aware of their needs in response to the development of technology in education. Each individual learner must then have their own strategy. Unfortunately, some learners do not seem to realize they have their own so that they are not yet able to maximize theirs so that their learning is not yet efficient.

Learning strategies can be the ones which are triggered by the teachers who introduce them to learners by employing certain techniques during the teaching and learning process. Learning strategies are also closely related to students’ beliefs which are best known as epistemic beliefs which are ‘individual’s beliefs about knowledge and knowing’[3]. Then, epistemic beliefs can be used, among others, to determine learning strategies which in turn will affect the achievement in language learning.

Various studies have previously been conducted in shedding the lights on strategies of language learning in many aspects especially language skills such as reading, writing, and speaking. Yet, the research was done in discrete. Thus, this current research was intended to propose possible relation among reading strategy, writing strategy, speaking strategy, epistemic beliefs, and language achievement through e-learning.

2 RESEARCH METHOD

This paper is a literature review by design. Thus, it was conducted by investigating books and several scholarly journals which presented summaries, descriptions, and overview in regards with the research problems being studied. Literature review is specifically intended to provide overview over sources on particular topics being investigated in order to reveal the contribution and correlation of current research with a larger field of study.

3 RESULTS AND DISCUSSION

3.1 Reading Strategy

Reading is one of the receptive skills in language that is perceived as very important. It is through reading that learners are much exposed to new knowledge of language. Consequently, learners are expected to have good proficiency as an attempt to avoid misunderstanding of texts which are caused by several factors such lack of vocabulary mastery and cultural differences. There have been many research conducted to investigate learners’ problems in reading and the strategy used or that can be employed by learners in overcoming the problems.

Experts have formulated solution to those reading problems. One of them is on the use of reading strategies which improve comprehension on reading and make reading activity more effective. Sheorey and Mokhtari [4] indicate that reading strategies fall into three classification, they are metacognitive, cognitive and supportive. Metacognitive strategies in reading are defined as techniques which are intentionally employed by learners in order to check and manage their reading. Cognitive strategies refer to the actions taken or procedures done by learners when they are working with a reading text. Meanwhile, support strategies are strategies in involving tools such as by using dictionary, or other devices for highlighting text or in taking notes in a quest to comprehend the text.

Mokhtari and Reichard [5] have been working further with the strategies in reading. They add more classifications on reading strategies by including global reading strategies (GLOB), problem-solving strategies (PROB), and support strategies (SUP). GLOB are strategies that
incorporate determining purposes of reading, activating schemata, investigating the congruence of purpose and content of the text, and making prediction on what the text is about.

3.2 Speaking Strategy

As one of productive skills, speaking in English has also been considered as another crucial skill to master. Moreover, the world has witnessed the importance of communication, be it in oral or written forms, that the spotlight has directed to the investigation on strategies used by learners in speaking. It is somewhat in response to the shift in the approach being held currently in education when communicative approach has become the main references in the teaching of English in Indonesian context.

Some learners find that speaking is not an easy task to do. Teachers have identified the problems as well as they have the experiences of being in the classroom teaching the subject. Thus, strategies are needed. Similar with the case in reading, strategies have also been identified and formulated by experts. Huang [6] indicates that speaking strategies are categorized into three which are cognitive strategy, communicative strategy, and affective strategy. In cognitive strategies, learners are processing the information inductively, performing the analysis, and organizing thoughts when learning to speak. Meanwhile, communicative strategies are done by elaborating and reducing the information when necessary, as well as restructuring the information in order to be able to get the message across. The third is affective strategies. As its name suggests, affective strategies deal with affective factors. In applying the strategies, learners tend to encourage calm, and comfort themselves when problems occur.

3.3 Writing Strategy

Strategies in writing play important roles for learner striving to master writing skill. Writing might be challenging as it takes more than one stage to complete as writing emphasized more on the process than product especially in the area of academic writing. Basically, the strategies are somewhat similar to the ones implemented in other skills. Hwang[6] indicates that writing strategies consist of metacognitive, cognitive, and affective. Those three strategies are employed when learners are in the mids of working on their writing which consist of several stages which are pre-writing, whilst-writing, and post-writing.

Writing strategies come into use when learners are exposed to problems in writing. Those problems range from finding ideas, to organizing ideas because writing is bound to certain genres which require specific organization as well. Having the problems in

3.4 Epistemic Belief

Epistemic beliefs which was originated from the word epistemology essentially falls into the area of educational psychology. In this area of educational psychology, there have been two bases of study concerning on epistemic beliefs that can be correlated to Piaget’s work on consideration of epistemology on genetic and also that of Pery concerning epistemological development identified to be prevalent on students of higher education [7]. Piaget has revieved a lot of attention on his works and many of them become the references for many studies. Muis [8] believe that Piaget’s theory on cognitive development was driven by problem of knowledge that is commonly called as epistemological problem. This problem is somewhat closely related with and cannot be taken off of the development of intelligent. Meanwhile, Perry identified that there are manifold probabilities for knowledge to be perceived by students after several years
being exposed to diverse intellectual and social settings of higher education [7]. Muis [8] believes that those two notions were focused on the knowledge’s nature and beliefs’ justification, which represent epistemology, as an offshoot of philosophy. Philosophy and educational psychology have become concern for some parties that numerous research have been conducted which involved different definitions, theoretical frameworks, and methodologies in a pursuit of exploring epistemic beliefs held by learners.

However, Bräten & Strømsø [9] state that epistemic beliefs have not been the only focus in educational psychology. Instead, the attention was also given to other disciplines such as higher education [10], reading and literacy [9], science education [11], and CALL [12]. Each of those previously mentioned research employed different methods and paradigms. Consequently, the results of the research reflected the condition of different locations and have been exploited for different constructs [8].

Related to the research on epistemic beliefs and the learning of English language, there has not been any specific theoretical framework used as reference. Whether or not the research on epistemic beliefs has correlation to the first language learning (such as the one found in Fujiwara et al. [10], Chen [13], and Franco et al. [14]), the empirical findings resulted from those studies have indicated that university students hold specific epistemic beliefs concerning the target of foreign language learning especially when it comes to the EFL setting. Those beliefs signify that better EFL learning proficiency is somewhat resulted from higher epistemic beliefs held by those learners. Yet, it is worth noting that the previous studies were not specifically concerned on the learning of English.

In view of that, general epistemic beliefs should be adjusted with EFL’s beliefs in order to accommodate EFL epistemic beliefs. Theories on epistemic beliefs which explain two variables, which are what the knowledge is and how to acquire knowledge, specify that there are some dimensions constructing epistemic beliefs of EFL. There are three dimensions under the first variable which is what knowledge is. Those dimensions are certain knowledge, simple knowledge, and nature of language learning. Meanwhile, the second variable which concerns how the knowledge is acquired, is comprised on seven dimensions which are fix ability, quick learning, omniscient authority, the language learning difficulty, foreign language aptitude, strategies in learning and communication, and motivation and expectation. Emaliana [15] developed those EFL epistemic beliefs constructs.

Figure1. Model hypothesis of causal relationship among Reading, Writing, Speaking strategies, EFL Epistemic Beliefs, and English achievement.

Having all the strategies of reading, speaking, and writing, and epistemic beliefs explained, the proposed model hypothesis of causal relationship among the elements are described as above. EFL epistemic beliefs have significant contribution to learners use of strategies in
reading, speaking, and writing. The students beliefs on how they learn certainly trigers learners to find ways out whenever they are in difficulties. This is done by utilizing any strategies matching their need and personalities. When strategies are employed at their best, the learners will earn abundant benefits in learning. Thus, they will get good achievement in language learning that is proven by the ability to comprehend and use it for all forms of communication [16].

4 CONCLUSIONS

Learning strategies have great impact in learning. Learners need strategies to be able to succeed in learning and have great achievement. Learning strategies can be introduced and promoted by teachers by means of teaching technique employed during the teaching and learning process, and they can also self-inflicted. The use of learning strategies is much affected by the beliefs that the learners own. It is wellknown as epistemic beliefs which is the beliefs of the learners on knowledge and knowing. Their beliefs determine what strategies to use and to eliminate based on the needs. In turn, strategies can further lead learners to achieve success in learning as strategies help learners deal with difficulties they encounter. It is then evident that epistemic beliefs, learning strategies for reading, speaking, and writing, along with learning achievement are closely related and affect one another.

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International Students in Indonesia: A Study on Academic and Socio-Cultural Adjustment

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Abstract. Increasing numbers of international students in higher education sector in Indonesia urges the institutions to pay attention to the students’ adjustment process into academic and non-academic matters. Quality of services and facilities provided by institutions, quality of education and social groups in which they interact become key success of their assimilation. A cross sectional survey toward international students at a prominent university in Indonesia revealed unique obstacles during their transition in both academic and socio-cultural lives. Challenges were mainly due to communication as there was a gap between the students’ and lecturers’ language competence and use. Other difficulties are related to different academic workload, teaching processes, and assessment procedures. As for sociocultural adaptation, the students are still highly dependent on their country's community groups assistance as integration programs, services, and facilities that support their life especially outside the university needs major improvement.

Keywords: International Students, Adjustments, Academic, Sociocultural, Language, Communication

1 INTRODUCTION

The interest of international students studying in Indonesian universities continues to increase. Ministry of Research Technology and Higher Education Republic of Indonesia (‘PerguruanTinggi Indonesia Diminati MahasiswaAising’, 2017)[1] informs that throughout the year 2016, as many as 6,967 License of Learning had been published by the Directorate of Institutional Development of Higher Education. The ministry targets 20,000 international students to enroll in Indonesian universities in 2019 (Widyawati, 2016)[2]. The increasing number of international students is one of the aspects used by Ministry of Research Technology and Higher Education Republic of Indonesia to measure readiness and reflect the ability of universities in organizing internationalization programs to face the global competition.

In order to meet professional commitments of Indonesian universities and to compete with other centres of university learning, it is essential that delight and quandaries of the international students in coping with different socio-cultural and academic lives are well responded whenever evaluation to improve the quality of the institutions is conducted. Ellis &
Van Aart (2013) in Krishna (2016) [3] confirmed that three of the most important concerns about studying abroad are (1) the academic which include professors, lessons in different languages and methods used; (2) the city and culture including the location and its atmosphere; and (3) university services including accommodation, counselling, information desk, and integration activities. De Wit, et al. (2011)[4] also argued that support services for international students can be achieved if all stakeholders at the university work together to enhance the campus internalization process. It means universities need to appropriately facilitate international students’ adjustment to their system by taking the three aspects into consideration. This process has become an indicator for quality in higher education. If lecturing staff have an understanding on the students’ academic, language, and cultural background situation, it will be a good position to prepare inclusive curricula which enable students to use their background to their advantage. Cultural diversity thus enables greater participation by the students in integration activities be it of the academic matter or social need in which exposure to host language presents in most contextual practice.

Challenges for international students in their adjustment process pertinent to socio-cultural life in its relation to language and communication in Indonesian context is something interesting to be researched as Indonesian is rich with traditional culture and vernacular languages practiced in everyday life. Mastering Indonesian language may not be enough for the international students as in many areas in Indonesia it can serve as a second language. This study, thus, explored academic and socio-cultural lives of international students at a prominent university in Indonesia to identify what the university needs to prepare and improve to enhance its quality. Focus was given to the service, supports and assistance needed by international students to have a smooth adjustment to life in Indonesian context. The university was chosen due to the fact that it is among the top 10 universities in the country which holds many national and international certifications as one of the guarantees of its quality. Hundreds of international students are now actively studying at the university as more and more provision of scholarships and international collaborations are available. In order to support the study activities of the students, it is committed to provide the best service (Denok, 2015 September 10)[5].

1.1. International Students Adjustment Process

International students often face an array of challenges in the process of adapting to an environment which differs significantly from their prior socio-cultural and educational experiences. Previous studies have consistently identified domain of engagement in the acculturation of foreign students, namely 1) environmental, such as adjusting to cuisine, housing environments and transportation, 2) socio-cultural, such as interpersonal relations, intergroup interactions and social contact, 3) academic, such as different assessment system and difficulty meeting deadlines of assignments, and 4) psychological, such as experiencing stress, homesickness, loneliness, and problems with self-esteem and identity (Alavi & Mansor, 2011)[6].

A study by Wang & Xiao (2014)[7] revealed that research has identified that ease of socio-cultural adaptation of higher degree research students often has a major bearing on academic outcomes and psychological well-being. With regards to international higher degree research students in Australia, the key issue raised in the existing literature is English language proficiency. A lack of English language skills has been consistently identified as a major barrier to academic adjustment in Australia (Son & Park, 2014)[8]. In particular, international students without English as their mother tongue have been frequently shown to struggle with
academic reading, writing and oral presentations. The studies indicated that language can be a problem for international students in adapting to their academic life.

Many host institutions have focused on providing language and academic skills support as an important resource to international students, given the potential impact on academic success. Yet, mixed findings have been reported regarding the relationship between host language skills and international students’ personal life satisfaction. For example, a positive relationship was found in a national survey in New Zealand (Ward & Massogret (2004) in Newton (2015)) [9], but no relationship was found in survey with Chinese international students in Australia (Mak (2009) in Yu & Wright (2016)) [10]. However, it is possible that host language proficiency could play a relatively more important role in international students’ satisfaction with university life, as opposed to their personal life.

In addition, research has suggested that international students in Australia often struggle to integrate into society (Abdullah, 2011) [11], (Wang et al., 2015) [12]. This literature points to international students experiencing problems in understanding socio-cultural norms, and often having limited opportunities to interact with domestic students. Instead, international students are more likely to seek support from those within their existing socio-cultural group. In the absence of such networks, a concern is that international students may become socially isolated.

2 RESEARCH METHOD

Quantitative approach using cross-sectional survey design was employed in this study due to its effectiveness in gathering data on attitudes and preferences, beliefs and predictions, behavior and experiences (Dornyei, 2007) [13], (Weisberg et al., 1996) [14] at one point in time (Creswell, 2011) [15].

As this study works on the adjustment experiences of international students in a university in Indonesia, a survey questionnaire was adapted from Kukatlapalli (2016) [16] on the adjustment experiences of Indian International students in New Zealand Universities. This questionnaire was adapted in this study for of two reasons: (1) the topic of the study conducted by Kukatlapalli (2016) [16] is similar to the topic of this present study, and (2) the questionnaire that is used in Kukatlapalli’s (2016) [16] study had been reviewed.

The questionnaire was meant to seek quantifiable descriptive responses, thus it consisted of 53 multiple choice and short open ended questions that covered the topics on: background information, educational experiences, experiences with service and facilities, social life experiences, and cultural experiences. The questionnaire was then made in online and printed versions, tried out, revised and modified further for the ease of the respondents. The population in this study is all international (non-Indonesian nationality) students who study at the university. Data collected are focused on the international students’ adjustment process both in their academic and social lives by taking their personal information into consideration to give background to the adjustment process.

3 RESULTS AND DISCUSSION

The international students participating in this study were male and female students age between 18 years-old to 41 years-old. They were citizen of 11 different countries; Gambia, Libya, Thailand, Malaysia, Timor Leste, India, South Korea, Russia, Tajikistan, Germany, and Madagascar.
Studying in Indonesia was the first experience of studying outside of their country to 69.6% of the respondents and to 39.1% of them it was their first time living away from the family, while only 18% were accompanied by their family. 65% of the respondents had only been staying in Indonesia for 2 months when they participated as in this study, while 23% other had been staying for 1 year or more.

The participants’ academic qualification before coming to Indonesia were varied, starting from high school graduates up to Master degree (Figure 4.1). This leads them to join various academic programs, namely international doctorate program, graduate, undergraduate, and exchange students programs.

![Figure 4.1 Academic qualification before coming to Indonesia](image)

This various programs made the respondents had numerous situations in regard to their education financial issue. 54.5% of the respondents did not have any difficulty at all in paying their tuition, while 22.7% said it was slightly difficult, 9.1% argued that it is very difficult, and 9.1% were not sure whether they have difficulties.

a. Adjustment Experience in Academic Life

Most of the respondents stated the excellent quality of their lecturers, and good content of the courses they were taking. Although they added that the assessment procedure was only average and that the feedback they received was either good or average, they were very satisfied (30.4%), satisfied (30.4%), and slightly satisfied (30.4%) with their academic progress. 9.1% of the respondents even claimed that they were excellent in their study, while equal number of respondents (45.5% respectively) believed that they were doing good and average in their studies.

Although most respondents stated that they had differences in the academic workload, teaching process, and assessment procedure, interaction between students and lecturer as well as interaction between students were similar. As for academic workload which comprises academic load, teaching practices, assessment procedure, interaction between students and lecturer, as well as interaction between students and other students, 85.7% of the respondents rated that it is just about right, while 9.5% stated that it was too little.

It is expected that the respondents have English competency needed to support their academic life while they are living abroad. In this study the respondents believed that their reading, writing, listening, and speaking skills are excellent for their study, while overall, their language skills were good (Figure 4.2).
The fact that some lecturers and staff cannot speak fluent English made the respondents in difficulties to adjust with the academic life. The lecturers cannot explain the content of the lecture clearly, and even worse, some use sometimes Javanese as the language of instruction in the classroom. Ballard and Clanchy (1991)[17] argued that individual students quite often regard their lack of proficiency in English as the single cause of difficulties in their studies in English speaking country. It means that international students needs to master the host country language well to be successful in their study. In this study, however, it is not only the international students lack of Indonesian language mastery, but the lecturers’ lack of proficiency in English topped up with the use of vernacular language also becomes a main cause of international students escalating challenges in their studies. To cope with the difficulties, the respondents asked and got helps from their friends and some lecturers. The availability of materials and their persistence and hard work also helped them a lot. Provision of language classes should be the first and upmost importance of help needed by both the international students and lecturers teaching them.

Figure 4.3 shows that the respondents’ academic activities pertinent to understanding lectures and taking notes were not all difficult, while academic activities related to writing assignment and completing assignments on time were slightly difficult.

Despite all the hardships, the respondents found many enjoyable academic lives. The university good infrastructure, kind and accommodative nature of lecturers, staff, and students made them adapt with the academic environment fast.

Most respondents chose excellent for accommodation services, language laboratories, ‘Buddy” or mentor programs, sports and recreational facilities. As most of them opted that
student orientation program was either excellent or good, they stated that students association, international student office, health, computing, and additional services were good. While, financial advice services, vocational or educational guidance, and learning support center were claimed to be average. Some respondents voted excellent for clubs and societies, yet equal number of respondents believed that it was average. This contradictory finding might be caused by the fact that only 25% of the respondents moderately used the services. 25% other respondents did not even use the services and facilities available. Overall, 47.6% of the respondents thought that the quality of the services and facilities at UB was average. Only 14.3% of the respondent argued that it was excellent.

Despite all the difficulties faced by international students, various enjoyable academic life during their study such as experiencing a better infrastructure, services and facilities, new academic environment, various activities and new knowledge related to the culture of the host country, and having many friends from different countries made 81% of the respondents recommend the university as a place to study.

Argument that international student look more satisfied with the stay in the country abroad than with the quality of their studies abroad (Fellinger et al. in ESN Survey, 2013)[18] seems to be not entirely true. This research found out that academic background of lecturers as well as the university high standard becomes the reasons of choosing the university. It leads to 60.8% satisfaction in academic progress. Zhao (2012)[19] asserted that student satisfaction has a strong relationship with the quality of higher education perceived by the student, and that this perception will be influenced by many factors concerning the educational service, including expectation of service and image of the institution.

In this study, the respondents chose Indonesia and the university as a place of study because of (1) academic concerns such as the university’s high standard in academic matters, its international programs and collaborations that facilitated them in many ways, academic background of lecturers and the availability of program delivered in English and Indonesian language, (2) the city and culture concerns as Indonesian is located close to their home countries and it has nice weather, interesting culture, and beautiful tourism attractions, (3) university services concerns including excellent accommodation services, and excellent ‘Buddy’ or mentor programs. Other reason was language concerns as expressed by respondents from Malaysia and Timor Leste who stated that similar language used in Indonesia and their countries becomes one of their main considerations. Those reasons reflects three of the most important concerns about studying abroad namely (1) the academic which include professors, lessons in different languages and methods used, (2) the city and culture including the location and its atmosphere, and (3) university services including accommodation, counseling, information desk, and integration activities (Ellis & van Aart, 2013)[20].

b. Adjustment Experience in Social Life

Housing convenient to the respondents is not an easy thing to find as it needs to closely resemble the place they usually lived in. Studying at the university gives benefit to the
respondents as there are many options of housing available in the city. Thus, it is not a surprising finding to know that most of the respondents were staying at Kos.

The respondents believed that their English ability was good to be used to socialize. Most respondents argued that they have excellent reading skills, while their listening, writing, and speaking skills were just good (Figure 4.4).

**In socializing, How would you Rate your English language ability?**

![Figure 4.4 English language ability in social life](image)

Some respondents realized that their leisure time activities and habit were somehow changed since they arrived in Indonesia. They started to wake up early, did more indoor activities or stayed at home more as they did not know much about places in the city. Some other respondents started to travel and tried new things more frequently than before.

As foreigners, most of the respondents never experience racial issues from Indonesian and other international students. Even, their Indonesian friends were as many as friends they had from their own countries. Most of the respondents also made friends with other international students from different countries.

In regard to practicing their religious belief, the respondents can maintain their religion and carry out their religious observances as free as when they were in their home country. Some argued that it was because the people are open minded, tolerant and quite liberal in perceiving religious beliefs.

During their adjustment in Indonesia, 71.4% of the respondents got support from their country community group, while 28.6% did not (Figure 4.5).

**Do you get any support from your country community groups?**

21 tanggapan
As satisfaction helps students to build their self-confidence leading to the development of useful skills and the acquisition of knowledge (Letcher and Neves, 2010)[21], provision of programs and facilities supporting international students to cope with their social and psychological challenges are needed. These programs are then combined by the availability of host community which refers to the local community groups related to a particular institution in which a student lives, along with other local and international students (Arambewela & Hall, 2013)[22] will help international students’ social adjustment process in a more meaningful way.

4 CONCLUSION

Both academic and socio-cultural aspect play role as key success to international students’ adjustment process in a host universities. Deciding to study abroad means that the students are ready to also live in a new country in which its socio-cultural aspects may differ from their home country. Adaptation not only to academic but also social lives inside and outside campus becomes unavoidable consequences that potentially cause problems to the success of their study.

It is revealed in this study that language still becomes the main obstacles for the international students to get through their assimilation process. Although most of them are aware of the importance of English and are confident with their English proficiency to survive in their academic and socio-cultural lives, many do not pay significant attention to the importance of mastering the host country language. While, academic staff and most people in the society in which they are living in during their study mostly use the host country language (and even vernacular languages) instead of English.

Aside of language, the international students adjustment in academic life showed that there are differences in the academic workload, teaching process, and assessment procedure. Yet, most of the international students admitted that they were satisfied with and enjoy their academic progress because the university’s good infrastructure, accommodative nature of lecture, academic staff and students helped them to adjust with the campus life relatively fast.

Although there is a ‘Buddy’ program which provides assistance to the international students during their adaptation process, most of the students still depended on their home country. It might be caused by the limited service of the ‘Buddy’ who cannot really be with the international students outside campus.

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Generational Differences Related to Linguistic and Discourse Features of WhatsApp Users of Texting

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\textbf{Abstract.} The aim of this study is twofold: 1) to find out what aspects of linguistic and discourse features are contained in WhatsApp conversations 2) to investigate WhatsApp used by different generations. WhatsApp analysis tertiary level students, Indonesia was conducted to analyse the language elements used in WhatsApp groups. WhatsApp chat collected through mobile devices is fully analysed and then categorized into linguistic and discourse features. The results shown in this study are that there are several differences between the WhatsApp language used by generation X and generation Y in linguistic and discourse features. WhatsApp's message to Generation X is more likely to use letters that are omitted, logograms, and initialism, while Generation Y uses non-standard spelling, shortening, and pictograms. The features of discourse in both generations produce the same number of mixed languages. Whereas generation Y uses fewer letters for emphasis in conversation while they using WhatsApp than generation X.

\textbf{Keywords:} WhatsApp, Gender-Based Differences, Multilingual, Linguistic Aspects

1 INTRODUCTION

In the Twenty-First Century, the global importance of using WhatsApp has been increasing through the use of the internet. WhatsApp is a texting application that uses the internet to send and receive content, pictures, videos, sound, and media messages to a user’s mobile phone [1]. In addition, WhatsApp is a free application, easy for everybody to use, and personal setting for private or group communication. It is an easy gadget to used by group or private communications [2]. Most importantly, it can be seen as a social network that enables individuals to get to a lot of information quickly. Therefore, it offers a unique opportunity to study how it may affect the use of language of its users.

In an analysis of generational differences, [3] found that they can be divided into four types: Traditionalist, Baby-boomer, Generation X, and Generation Y. Traditionalist consists of individuals born before 1946. Traditionalists are the oldest group and are in retirement. Baby-boomers consists of individuals born between 1946 until 1946. Baby-boomers are biggest in number, impact, and scope. The Boomers, as they are often known, continue to have a great influence all areas of society. Generation X are groups of individuals that born
between 1965 and 1980. Thus this generation is the smallest number and is perceived as having a lack of a social identity. Generation Y consists of individuals born between 1981 until 2000. This generation tend to be technologically advanced and eager to learn.

Using the categories outlined above, the participants in this study were users of WhatsApp from Generation X and Generation Y, as it was felt that they have experienced events and formed their world view through rapid technological advancement and globalization. In addition, it was felt that there may well be generational differences, also known as generation gaps which show themselves in the way they use language when texting.

Based on the background above, this research seeks to focus on the development or change of language use through an analysis of the discourse and linguistic features across generations X and Y in Indonesian context, within the highly interactive and rapidly change environment of those using texting on the WhatsApp.

Numerous studies have attempted to explain generational differences, linguistic and discourse features in communication tools. The scope of this study is focused on generational differences related to linguistic and discourse features. Past research sought to examine linguistic and discourse features in male and female language in SMS. In line with more recent studies, thus study focuses on the use and generational differences related to linguistic and discourse features of WhatsApp. A popular and more current communication application.

According to [4], there is a noticeable difference between the language of SMS text messages sent by men and women in Iran. The results of their study showed that Iranian women made complex sentences, used formal openings, closings, expressions of thought, feelings, and emotions in their texting. It was describing as a much higher level than men who created simple, short and strictly to the point texts.

Later in 2016, [5] found that female university students used various linguistic and discourse features in their use of SMS. The study focused on text messages from female students’ in the 20 – 23 age range. The study was also limited to certain language aspects. Culture and belief used in communication as a symbols which were unavailable on their device or gadget to show a mutual relationship, and express their emotions and actions. The main limitation of this study is that it only focused on female students in the age range of 20 - 23. Thus, different results may be found when collecting data from other groups from age ranges, background or gender.

Following an extensive search, it was only possible to find no studies on linguistic and discourse features that sought to explain generational differences. Therefore, this studies aims to fill that gap and investigate the linguistic and discourse features in a WhatsApp group created by doctoral degree students in the Indonesian context. As a result, the following research questions are addressed in the present study:

- What are the linguistic and discourse features of WhatsApp messenger language created by Generation X and Generation Y?
- What are the generational differences found in linguistic and discourse features created by Generation X and Generation Y?

2 RESEARCH METHOD

We collected WhatsApp messages that were written from 10 doctoral degree students (ages 28-50) who are majoring English in the Graduate Program, Universitas Negeri Malang, Indonesia. We selected the data from WhatsApp group namely “Stronger Together” based on their consent form and availability of corpus data. To obtain data for this study, WhatsApp group of doctoral students who were preparing themselves for the dissertation examination
process, then, collected their conversations to be selected based on linguistic and discoursal features. Subject 10 in number: 6 male and 4 female. Their age ranges from 28 to 50 years.

In February 2018 the doctoral degree students of Graduate Program, Universitas Negeri Malang, Indonesia created a WhatsApp group name “Stronger Together”. Group recruitment is not forced, and members can maintain groups if they feel useful or leave the group if they do not want to stay. Members used different smartphones, and WhatsApp Messenger for Android was used updated by February 2018. Languages used for messaging were Indonesian, Javanese and English as preferred by Users (fig.1)

We manage to collect 4,109 posts. We had employed discourse analysis to analyse the linguistics and discoursal features in the texts. This methodology is reasonable since "the talk of content informing is formed as much by individuals' attention to whom they are messaging and how they need to run over" (Tagg 2012, p. 3). This implies messaging likewise has talk markers of facial pictures framed using joined accentuation images that unequivocally demonstrate individuals' mentalities and emotions, for example, those found in talking styles. The information was then examined and arranged into the classes of phonetic and discoursal highlights of SMS by Crystal (2008) Heidari and Alibabae (2013) and ) and Yusuf et al [7]. In the parts of phonetic highlights, we alluded to Crystal's (2008) and [7] characteristics; they are logogram, pictogram, overlooked letters, nonstandard spelling, initialism, shortening, and certifiable oddities. In the wake of dissecting the measures of semantic highlights by Qualitative Data Analysis Software, we utilized an unassuming factual equation to change over the recurrence of sum into a type of a rate.

![Example of one of the conversations](image.jpg)

**Figure 1.** Example of one of the conversations

### 3 RESULTS AND DISCUSSION

In the form of linguistic features, the frequency and percentage for each feature are presented in Table 1 and table 2.
As it can be seen from table 1, that genuine novelties have never been used in WhatsApp conversation both in Generation X and Generation Y. In the collected data generation X and generation Y used zero cases of genuine novelties.

### 3.1 Logogram

The feature of logogram emotions is using signs to express meaning. Logograms are represented features which from single letters, numerals and typographic symbols became words, parts of words or even associated words with actions. These kind texters reveal are popular on generation X than generation Y. In our data, generation X used 190 cases (19.8%) and generation Y used 52 cases (7.9%) of logogram in their messages. Following data show some our examples:

1) a. “Tip semangat buat tmn2 yg akan menuju kelayakan selanjutx” (Generation X)
   b. “Keep spirit for friends who are going to kelayakan examination for next.”
   c. (Keep spirit guys for who are going to kelayakan examination.)

2) a. “hmhmhmhm Mengingat besok pak dani ujian,besok rencana qt kasih surprise a kali bagaimanakah” (Generation Y)
   b. “(mumbling)Remember tomorrow is Mr. Dani examination, tomorrow our plan gives surprise Mr. Ali, how?”
   c. (mumbling) Don’t forget tomorrow is Mr. Dani examination! Our plan give a surprise to Mr. Ali tomorrow, how about that?)

From the data analysis, we found selanjutx for next and hmhmhmhm for mumble as the most frequently used forms in the data. Generation X often produces x for the next and possessive pronoun in their WhatsApp conversation. Data 2 that produced by generation Y used some form of mumble such as hmhmhmhm for opening and sometimes to make sense of a statement. The finding is in line with [7] which states that logogram was to condense words. By using a logogram, it can be concluded that both generations (Gen-X and Gen-Y) want to convey the same message as when they delivered it when communicating face to face. Thus, the written text such as: selanjutx and hmhmhmhm of logograms is considered as orthographically speaking of daily conversation [8].

### 3.2 Initialism

Words are reduced to their initial letters. Initialism contributes when some words are reduced into their initial letters. In our data, it revealed that generation X is use more often initialism than generation Y. The results showed that generation X contributes 151 cases
(25.7%) while generation Y was 63 cases (9.6%). Here, the following examples of initialisms data:

1)  
   a. “**BTW Take ur time Bund...**” (Generation X)  
   b. “**By The Way take your time, Ma’am!**”  
   c. (Please take your time, Ma’am!)  

2) a. ““**Siap menunggu BF dg empek2... pesan duluan nih “**(Generation Y)  
   b. “**Ready waiting to break fasting with pempek – pempek... order first!**”  
   c. (We are waiting to break fasting with pempek – pempek Please make an order!)  

From the data above, initialism indicated that the texters tended to employ this feature in English instead of bahasa Indonesia. Data 1 and data 2 for initialism showed in English. This was due to the background of the texter as a doctoral degree student in English and Education. [9] had conducted similar research that their research is focused on initialism. In line, the data of this study is represented simplified intialisms which the elements on conversation in mix or half part of the lexical.

### 3.3 Omitted Letters

Omitted letters in our data are much more used in among generation X. They represent as 392 cases (40.9%), while the generation Y only are 92 cases (14%). These following data are representing example omitted letters:

1) a. “**Stngh merdeka pak....**”(Generation X)  
   b. “**Half free Sir.**”  
   c. (I almost feel free, Sir!)  

2) a. “**Tapi blm dibalas ini”** (Generation Y)  
   b. “But not get any replied message!”  
   c. (I don’t get a replied message.)

The data shows that most forms of omitted letters involved the omission of vowels (i.e. stngh for setengah (half), blm for belum (not yet),klr for kelar (finished)). The generation X (40.9%) tend to produce more omitted letters than Generation Y (14 %). This happened because they tried to condense the words in their WhatsApp message in order to fit their messages to the space available. This omitting is frequently used in message text. As the result, it is lead to creative lexical reductions in terms to save time, space and effort [10].

### 3.4 Shortening

The user eliminates or omits an important part of words. Shortening have happen when some letters are getting deletion in a word. These shortening letters are represented among generation Y. In this data, it revealed that generation Y has 143 cases (21.8%) while generation X represents 135 cases (14.1%). Here, the following are example data:

1) a. “**kalau dibutuhkan siappp Capt**” (Generation X)  
   b. “ready, Capt!”  
   c. (we come immediately, Captain!)  

2) a. “**Perpus pasca**” (Generation Y)  
   b. “library pascasarjana”  
   c. (I am at library pascasarjana.)

All the data above showed common shortening which are known in the same background knowledge among the doctoral students in their academic life. Therefore, no confusion would occur between them. The shortenings are such as Capt for Captain, Perpus for Perpustakaan (library) and pasca for pascasarjana for (Graduate School). Others found in data were Bro for
Brother and Sept for September. Other shortened names of the month were also often found in the students’ daily communication. [11] also supported similar cases that teenagers communication is very common to do shortening in terms of text messaging.

3.5 Non-Standard Spelling

Words which are manipulated by texters.

1) a. “Palagi sy blg good news dr mas Dani n belau jg sdh ksh feedback artikel sy”. (Generation X)
   b. “Palagi, I’ve told good news, bro, Dani, and he hasn’t received any feedback”.
   c. (Moreover, I told (him) about the good news from Dani, and he also gave feedback on (my) article)

2) a. “Mantabss pak dani”. (Generation Y)
   b. “Great sir Dani”
   c. (Great Job Mr. Dani)

We found some several different forms of non-standard spelling as shown in the corpus data above which modifications were based on the word’s pronunciation and the WhatsApp texter’s style. Generation Y tend to use more on non-standard spelling than Generation X. When non-standard spelling arouse between messaging text, [12] thought it might be violated of phonological awareness. Moreover, their result in adult case is no effect since they already developed in reading literacy.

3.6 Pictogram

The use of visual shapes or pictures to represent objects or concepts.

1) a. ”侮辱 dokter koplak. Perlu kuliah pragmatics”. (Generation X)
   b. “侮辱 koplak doctor. Need to study pragmatics”
   c. (侮辱 (smiling face with the open mouth) stupid doctor. Need to get pragmatics lectures)

2) a. “Hahaha iya mbak pipit pokoknya ༼ つ つ つ ganbate” (Generation Y)
   b. “Hahaha, pipit, the important thing is to keep it up ༼ つ つ つ”
   c. (Haahaha (foolish laugh),(the most) important thing is still trying to be passionate ༼ つ つ つ (muscle))

From the information above, every sort of pictogram is made to speak to different feelings. We further perceive that the texters' way of life and conviction likewise assumed a critical job for imaginatively making more images that are not accessible in the cell phone's application to express more feelings and activities. The signs of emoticons are also representative between supplementing verbal content and also semantic properties of sentence structure [13]. Pictogram, or in short is emoticon, certainly uses by woman and young age people to show their nonverbal cues [14]

3.7 Genuine Novelties

Based on the data comprises that the genuine novelties in Generation X and Generation Y didn’t show the occurrences. The second part of the results of this study comprises the analysis of using discourse features as mixed language and capital letters for emphasis on the content of the text messages created by Generation X and Generation Y. The obtained results are shown in the following table (Table 2)
Table 2. The frequency and percentage of the discourse features in WhatsApp messenger

<table>
<thead>
<tr>
<th></th>
<th>Generation X</th>
<th></th>
<th>Generation Y</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Frequency</td>
<td>Percentage</td>
<td>Frequency</td>
<td>Percentage</td>
</tr>
<tr>
<td>Mixed language</td>
<td>908</td>
<td>95.3</td>
<td>572</td>
<td>99.5</td>
</tr>
<tr>
<td>Capital letters for emphasis</td>
<td>45</td>
<td>4.7</td>
<td>3</td>
<td>0.5</td>
</tr>
<tr>
<td>Total</td>
<td>953</td>
<td>100</td>
<td>575</td>
<td>100</td>
</tr>
</tbody>
</table>

3.8 Mixed Language

Mixed words have happened in a text when the message has contained several languages. In this data, the generations Y are recently used mixed words. The percentage of generations Y showed 99.5% (572 cases), while generations X collected 95.3% (908 cases). These following are example data:

1) a. “Kami skr otw FS” (Generation X)
   b. “we’re now on the way FS”
   c. (We are heading to Fakultas Sastra)
2) a. “Y ditunggu sj nggih” (Generation Y)
   b. “Yes, just wait there”
   c. (Yes, we are just waiting yeah)

From the 572 cases or 99.5 % occurrences in Generation X, there were 6 different languages recorded by the researcher. The sixth languages were Indonesian, English, Arabic, Javanese and Sundanese.

From the 908 cases or 99.3 % occurrences in Generation X, there were 6 different languages recorded by the researcher. The sixth languages were Indonesian, English, Arabic, Javanese, Japanese and Palembangnese. The participant in generation X and generation Y tend to use mixed language in their WhatsApp communication.

3.9 Capital Letters for Emphasis

In this data, the percentage of generation X is large which gained 4.7 % for 45 cases, while generation Y gained only 0.5% (3 cases). This also shows that generation recently more used capital letters for emphasis during sending a text than generation Y.

1) a. “SEMANGAAAAT…..” (Generation X)
   b. “FIGHTING…..”
   c. (Keep spirit!)
2) a. “HBD mbak Shirley…” (Generation Y)
   b. “Happy Birthday Shirley…”
   c. (Happy birthday Shirley)

From the data above Capital letters were used for emphasis a total of 45 occurrences for Generation X and 3 occurrences for Generation Y throughout all WhatsApp messages.

4 CONCLUSIONS

The study concludes that the Generation X and Generation Y employed various linguistic and discourse features in their WhatsApp Messenger. From the total messages available, there were 4109 messages. In generation X of the total 959 linguistic features produced and 953 cases in discourse features while the generation of Y total linguistic features produced were
and 575 in discourse items. For the further study, the data taken must be in a large number, various generations and employed gender differences.

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REFERENCES

Authentic Reading Materials in Storybirds for Reading to Write: The Students‘ Voices

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Abstract. The purpose of the study is to describe the students‘ opinion on the use of storybird for writing narrative in classroom context. The design of the study was case study design. The subjects of the study were the students who join creative writing class in a private university in Pasuruan. The instrument used to collect the data was mainly interview and documentation. The result of the study shows that (1) most of the students learn how to create short stories in the storybird from reading the stories published in the platform, (2) the problems the students encounter were technical problem and writing problem. (3) the solutions were among others, making use of the best way of free the trial version, writing a draft before writing, and checking grammatical issues by using grammar online application as well as classroom feedback. The students believed that storybird is suitable to be used for creative writing course.

Keywords: Authentic Materials, Short Story, Storybird, Writing

1 INTRODUCTION

With the advancement of technology nowadays, language teaching has undergone a revolution in the teaching and learning process. In this 21st century, books are not the only source of learning as internet has provided abundant sources for language teaching and learning which are accessible for almost everyone. Internet has provided a lot of authentic materials [1] which can be used in the classroom. Storybird is a web application for artful story telling. As a web-based application, storybird offers a lot of feature which are engaging for its users. In the storybird, there are many short stories written by other writers, students and teachers which are readable and accessible for any level of students. These stories (comic books, flash fiction, long form stories) and poems are considered literature in its sense and authentic in terms of its creation.

Putting ideas on the paper is not alwasy easy. To write well, it is not enough for a student writer to have only ideas. To be able for a student writer to write a story, he/she needs to have sufficient practical knowledge how to write them. When one wants to tell stories to somebody else in writing mode, there are many things to consider to make the writing readable and comprehensible for the readers, among others are the topic, the creation the storyline or the plot as well as the creation of the character. Thus, having a model story can help students writer to write the story themselves. Storybird offers this opportunity since it has reading feature in its menu. The reading feature in the storybird gives not only the overall description of how a story should be created, but also step by step guidance to write a well-created story. As
an online storytelling platform, storybird is believed to be able to enhance the students’ literacy skill as it offers the users to read stories, create stories, and share stories [2]. She further states that with a wide variety of stories genre, ranging from mysteries, tales, adventures, among others, storybird does give its users to experience different journey.

[3] states that storybird supports both the students and the teacher in learning storywriting for classroom context. Furthermore, in comparison to other storytelling website, storybird was found to be the most appropriate both for young language learners and the teacher [4]. Until today, the use of storybird for language classroom has attracted many researchers and practitioners. [5] conducted a study to find out the students’ opinion toward the use of storybird for their writing class. The subjects of their study were diploma students of a private university in Malaysia. The finding shows that most of the students being studied show positive opinion toward storybird for their writing course. Within Indonesia classroom context, storybird was found to be able to improve the students’ ability in writing narrative text. [6] conducted a classroom action research study for vocational high school students in writing narrative text. They found out that storybird was able to enhance the students’ writing skill in writing narrative text. It can be concluded that, no matter what language the students learn, storybird is suitable and beneficial for the students of all ages and all level of education.

Many of the previous studies have investigated the students’ opinion toward the use of storybird platform. Yet, research has not adequately investigate the problems the students might encounter when they use storybird and how to solve the problems. This present study is considered worth doing because more information needs to be acquired to help learners to be a better writer by identifying their problems and its solution as seen from their point of view. Thus, this research is aimed at to find out the students’ perception on the use of storybird for their writing course. The research questions are formulated as follow. (1) What do the students learn from reading in the storybird platform? (2) What are the students’ problems in using storybird platform for writing short story? (3) What are the students’ solution to overcome the problems they may encounter in using the storybird platform? (4) What are the students’ opinion toward storybird suitability to be used in creative writing class?

2 RESEARCH METHOD

This study uses qualitative approach focused on cases study design. As stated by [7], a case can be individuals, a group of people or an organization. The subjects of the study are the fourth students who joined creative writing course in the academic year 2018-2019. The data was collected from March to April 2019. The instruments used were interview and document analysis. During the interview, the researchers asked the students one by one about their feeling in using the storybird platform for writing short story in creative writing class. The data collection was stopped when the researchers got similar answers from fifteen students. To help the researcher analyze the data, some simple codification was used. The data was coded by using the students’ name initials, and the class. For example if the student’s name was Fitrotul Khodijah from 2016 A, the codification would be FK/2016A. Since the data form were words and sentences, qualitative data analysis was employed.

3 RESULT AND DISCUSSION

3.1 What the Students Learn from Reading in the Storybird
Based on the interview result, most of the students confessed that they read the stories in the storybird first before they started to write their own. They read the stories in picture story books, and flash fictions to get the general idea what to write and how to write it.

*I read some stories in the storybird to find out how to write the plot, and how to make the picture story book. I learnt that we have to adjust our stories in mind with the pictures available.* (M/2016B)

*I read some stories in Storybird too. Because Storybird gives random pictures, I want to know how other writers created their storie. I learn that we have common difficulty.* (Mas/2016B)

*I read the stories written by other writer in the storybird. It becomes my reference of how to write good stories.*

Most of the students gave almost similar answers. The stories that they read in the reading feature of the storybird gave them a few things to learn. Firstly, they learned that other writer who used the storybird has similar difficulties as them. As a result the students did not feel ‘alone’. Secondly, they learned that they had to adjust their storyline with the pictures available in the storybird. And thirdly, they learned how to write their own stories well, both for the picture story book and flash fiction. For a student writer to write well, he/she needs to have sufficient background knowledge and a model from the existing texts [8]. She further states that as the students get more familiar with a particular genre, they can be more autonomous in writing their own. In addition, [9] states that when one studies other person’s writing, he/she can get many things to learn in terms of organization, words, and its structure. The reading feature in the storybird promotes its authenticity as its creations are not meant for teaching purposes. As stated by [10], the use of authentic materials for language learning is very important to enhance the students’ language skill. This means that, the storybird stories can be applied in both in reading class and writing class so that the students can learn the idioms, vocabulary and grammatical structure which are used by the native speaker of the language.

### 3.2 The students’ problem in using storybird

The result of the interview shows that some problems were found during the implementation of storybird for short story writing. Based on the data, the problems were classified into technical problem and writing problem. Technically, the problems are identified as follow. Firsty, storybird has 30 days free trial mode which gave difficulties for the students to keep on writing when the free trial mode was over. Second, storybird offers artful and beautiful pictures, yet the pictures are random and ‘limited’. Thirdly, the pages in pictures storybook are limited to 20 pages at the maximum. Fourthly, storybird requires online network to be able to use it. Fifth, the storybird lacked of the ‘undo’ button and ‘autosave’ software. This cause problem because when the application was used too long in one day, it would refuse to save as the screen would say ‘save failed’. And finally, the storybird application can be used only with laptop or personal computer (PC).

*If I want to write picture storybooks in the storybird, I must use my laptop or my computer. It is impossible for me to use my smartphone because the application is not intended to be open for smartphone.* (MDR/16A).
The pictures provided in the storybird are many, yet limited. In the end, we must write
the story creatively with the limited pictures provided. The second problem lies in the
limited pages provided by storybird. My storybird version is different from my friends’.
So, some of us have 16 pages at the maximum, some other have 20 pages at the
maximum. The limited pages provided by storybird make us difficult to improve the
storyline, so we often stucked in 16th or 20th slide. (D/16B)

The students’ problem with the pictures were quite irritating. They confessed that
sometimes the storyline they have in mind did not match with the expectation after they
searched the pictures in the storybird. ‘The pictures are many yet limited’ was the phrase that
the students often said to one another. In term of the writing element, the problem mostly laid
in the choice of words and syntactical structure.

My problem lays in grammar. Sometimes I got confused what type of tense I should use.
And I’m not sure if I used correct grammar. (F/2016A)

Instead of the writing element problem, the data shows that most of the students had
technical problems in using storybird for their narrative writing. They thought that these
technical problems gave them interference in writing, but it did not discourage them to
continue writing the story.

3.3 The students’ solution to overcome the problems

There are some steps that the students took to overcome their technical problem. First, to
overcome the free trial mode which lasted only in 30 days, the students made use of its time
for 30 days maximally if they did not want to use the paid application.

So far, the best way is touse the free trial as best we can and write in it as often as we
can for 30 days before the site update itself dan we lost the free trial mode. (Ma/16B)

Based on the data, the ‘limited pictures’ problem was solved by using the drafting
technique prior they wrote in the storybird. The first thing to do was to carefully choose the
topic, then they studied the random pictures provided in the storybird. After that, they select
the pictures, they created the storyline. When they were ready, they wrote in the storybird
pages.

For those who have difficulty to create the story in the storybird, it is better to choose the
pictures first, then make the draft or the storyline. After that, write them doen on the
storybird. (S/16B)

To solve that problem, we need to select the pictures first, then write the story. Not the
other way around. To avoid failed save, we need to save regularly everytime we have
finished writing in each slide. (As/16A)

Similarly, to cope with the problem of the limited pages provided by the free trial version,
the students needed to select the pictures carefully for at least 16 pages. Then if they still had
a chance to write more, they could expand the story to more pages. The next problem that the
students encountered was the inavailability of the ‘undo’ button and the ‘auto save’ feature in
the application. To solve this problem, the easiest way is to save the work often so that they
would not lose their work. But in case they faced the problem, the students suggested to copy paste the writing in every page, and imported it into Microsoft word. If they by accident faced the ‘ save failed’ problem, they still could copy their writing in MS word, and reomported in the storybird.

To cope with ‘save failed’ problem, I copy paste after every page in the storybird, and import it to Ms word. So, if suddenly I faced the ‘save failed’ problem, I just copy paste from Ms Word and put it back again in the storybird. (F/2016A)

And the last technical problem the students’ face was the requirement for being online to use the storybird. The solution for this problem is actually quite easy. The students can find free internet hotspot in cafes or the campus area. Better yet, they can go to internet provider offices which offer free internet connection or go to a friend’s houses who owns wifi connection. In terms of the writing element problem, the students faced with vocabulary choice and grammar problem. Storybird does not provide features to automatically check grammar problem, although it has the feature of spelling automatic checker if the composition is written in English. To cope with the vocabulary and grammar problems, the writing teacher could establish peer feedback, teacher-student conference, or introduce other software application to check the grammatical issue, such as grammarly.com.

To recheck my grammar, especially in spelling, and the use of preposition, I use grammarly.com. This online application helps me a lot. (F/2016A).

Grammarly.com is an online software which can help the writer to check grammatical problems, usually in spelling, the use of articles, preposition, tenses, and paraphrasing. Using this application can trigger the students autonomous learning as they can learn independently outside the classroom.

3.4 The students’ opinion toward storybird suitability to be used in creative writing class

The data shows that all students agree that storybird is useful and suitable for short story writing. The availability of pictures, although many of them are random and have no connection, forced them to think critically to create a fiction worth to read.

Storybird is very useful for us. It makes us creative in making a story. It does have some challenges but the pictures are undeniably very appealing and motivate us to create stories and to write something (S/2016B).

Of course it is very suitable for us. Story bird required us to write narrative text by adjusting the images provided. This makes us become more creative and have more expanded imagination. (F/2016A)

All the data shows that the students have positive view on the use of storybird for creative writing activity. Although they had problems in using the storybird, they could manage the solution themselves and continue writing to finish the writing task. The students’ opinion that storybird is suitable to enhance their narrative writing skills are similar to the research result conducted by other researchers or practitioners. [6] states that storybird is able to improve the
students’ skill in writing narrative text for senior high school students as well as younger students [4]. Meanwhile, the students’ positive opinion on the use of storybird for their writing course confirms previous finding on similar issue [5]. As stated by [2] digital story telling platform has a big opportunity to improve the students literacy skills. All in all, the result of this present study shows that storybird give advantageous for student writer to sharpen their reading skill as well as their writing skill.

4 CONCLUSIONS

The result of this present study shows that the challenges in using the storybird for creative writing activity mostly lay in the technical problems. Writing in any language context is not always easy. It requires continued practice to create a skillful writer. Storybird gives opportunities for any language learners to sharpen their writing skills and to continue learning outside the classroom.

This research, however, has some limitations. Firstly, the result of this study cannot be used as generalization. To find out the effectiveness of storybird for writing, further studies need to be conducted by using experimental design. Secondly, this study does not explore the students’ linguistic problem in writing the short stories. Thus, future researchers are suggested to investigate the grammatical problems the students make for their writing through storybird platform. Thirdly, this present study also does not explore the students’ ability in fictional story writing seen from the generic structure of narrative text. Therefore, future researchers are encouraged to have a content analysis study to find out whether the students have adequate ability to write their story with acceptable generic structure. Despite of the limitation of the research, this present studies does give insights for any language teachers about the problems the students might encounter when storybird is used for classroom teaching. As authentic reading materials, storybird creates a bridge that connects the gap between what students learn in the classroom and what they can find outside the classroom. The invention of storybird platform as digital storytelling does help both teachers and students to promote autonomous teaching and learning in the 21st century.

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REFERENCES


Pragmatic View on The Inscription Heritage of Tarumanegara Kingdom

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Abstract. This research aimed to describe the type and function of speech acts in the Tarumanegara kingdom inscriptions from a pragmatic point of view. This research was conducted in Bogor, Banten, Jakarta, and Cirebon, the places where the inscriptions discovered. The data collection in this research used observation technique, interview, and documentation. Furthermore, the advanced technique of this method is note-taking. Data were analyzed and explained through a reliable and balanced method. The findings of this research were the types and pragmatic functions described as various categories and sub-categories of speech acts. Those are (1) assertive illocutionary speech acts (TTA) manifested in sub-TTA: informing, explaining, telling, and showing something; (2) expressive illocutionary speech acts (TTE) which was manifested in sub-TTE: pride.

Keywords: Pragmatic, Speech act, Inscription

1 INTRODUCTION

The socio-cultural-historical context of a community can be seen from the existence of cultural relics in the kingdom. It can be traced from Hindu-Buddhist kingdoms in Indonesia until the 10th century. The presence of a Hindu kingdom in West Java can be analysed through the inscriptions. Those are written on the stone or metal. The inscriptions in a foreign language are named glory, laudation, direction, or guidance. They are praise, flattery, majesty, instructions, guidelines or prayers that express a request (the desire for peace in the kingdom; or encryption in beautiful or rhythmic language). One of the interesting inscriptions to study from linguistic landscape is an inscription found in the Sundanese community. The Sundanese inscriptions are indeed a reflection of Sundanese culture. It is proven by the existence of the inheritance of the Tarumanegara kingdom. The relic inscription of Tarumanegara kingdom is known as the embodiment of the relationship between human and another human being in the society in accordance with the views of the Sundanese people, as well as folkways, social solidarity, family functions and social values in Sundanese society.

Every civilized society always has language and use language to communicate. In this case, the language becomes a prerequisite to survive, and development of a society and culture because language is one of the bonds reinforcing social and cultural development (Suyitno, 2017). [1]. However, if the visitors and readers of the inscription see the text contained in the inscription without being accompanied by translation texts and other tools, they will have difficulty in understanding the intent of the text. The meaning and purpose of the language
construction from symbols can be traced semantically and pragmatically [2]. The lingual
markers that appear on the inscriptions, combining them with an understanding of the context
of the inscription, and relating it with the history of inscriptions will ease the readers to
understand the intent of the inscription text [3]. Therefore, as a form of experimental method
to understand the purpose of the inscription text, the researcher tried to synchronize with the
inscription of the Tarumanegara kingdom in West Java. Based on the text, it can be seen that
the Ciaruteun inscriptions used Sansekerta and Pallawa letters which pragmatically describing
the assertive functions. The representation is about Raja Punawarman. Based on the purpose
conveyed, it should begin with an understanding of the cultural and situational contexts, as
well as with the linguistic, physical, epistemic and social context. Leech and Mick (2007:9)
said that the use of language in a given context determines style; thus, there are
linguistic habits of acknowledged authors such as Dickens, Proust, or Shakespeare,
etc.[4] The categories refer to Searle are Assertives, Directives, Commissives, Expressives,
and Declaration (Taavitsainen and Jucker, 2008). A study of speech acts in novel is possible as
Busse (2008: 119) stated that the use of speech acts is not only in spoken language, but also
written language.[5].

1.1 Research Method

This field research promoted a synchronic ethnography. The objects in this research were
the Tarumanegara kingdom inscription texts; Ciaruteun Inscription, Kebon Kopi Inscription,
Koleangkak Inscription, Pasir Awi Inscription, Pasir Muara Inscription, Tugu Inscription, and
Cidangiang Inscription. The data collection methods used in this research were observations,
interviews, and documentation. However, the advanced technique used in this research is the
note-taking method. The method used in analyzing the data was the equivalent method with
tools which are in the form of writing or any relevant theories [6].

1.2 Result and Discussion

The inscription definitively can be explained as an expression in the form of writing
which comes from a cultural fragment happened in the past. Inscriptions can contain praise,
flattery, grandeur, instructions, legal provisions, warnings, guidelines, magical spells in
ceremonies, and prayers that state a request. For Sundanese people, historical relics contained
in the inscriptions can be traced to the discovery of the inscriptions inherited from the
Kingdom of Tarumanegara. There are seven inscriptions of Tarumanegara kingdom, those are:
(1) Ciaruteun Inscription (found on the bank of the Ciaruteun River, Bogor); (2) Kebon Kopi
Inscription (found in Kebon Kopi Ciampea, Bogor); (3) Koleangkak Inscription (Bogor); (4)
Pasir Awi Inscription (found in Pasir Awi, Bogor); (5) Pasir Muara Inscription (found in Pasir
Muara on bank of the Cianten River, Ciampea, Bogor); (6) Tugu Inscription (found in Tugu,
Tarumajaya, Bekasi); (7) Cidangiang Inscription (found on the bank of the Cidangiang River,
Punjul District, Pandeglang). Those seven inscriptions were written using the Pallawa script
and Sanskrit.

<table>
<thead>
<tr>
<th>No</th>
<th>Types of Speech Act</th>
<th>Pragmatic Function</th>
<th>Speech Act Strategies</th>
<th>Meanings</th>
</tr>
</thead>
<tbody>
<tr>
<td>(D1)</td>
<td>Ilocution</td>
<td>Assertive</td>
<td>The Way of Delivering: Direct</td>
<td>Informing</td>
</tr>
</tbody>
</table>
The pragmatic identified function in the Ciaruteun Inscription is an assertive illocutionary speech act which intends to inform something. It is one type of assertive speech act that attempts to provide information to others. Assertive illocutionary propositions which are intended by speakers (inscription writers) provide knowledge or things reminding what the hearer already knew and it can also be new knowledge for the hearer. Assertive speech in the Ciaruteun inscription that intends to inform something manifested with the lingual marker pronoun "this."

Further, it seems like the author of the text was not Punawarman King. Since there is an explanation from this construction, 'These two footprints which are like Wisnu's feet belong to the brave king of the world who is famous for Purnawarman ... '. Based on the class category, it is as the pointer words which indicating the place or object located near or far. Thus, the writer tried to explain Punawarman King.

Besides, it is categorized as assertive illocutionary speech which has the function to show something. There is a significant relationship between the word “this” as a pragmatic lingual function and "footprints." Some of the interpretations are; King Purnawarman was the powerful king because he was able to make footprints on a rock. "The footprint is like Wisnu's feet ... ". The word “like” is a comparison of subordinate conjunction. In speech construction, that speech shows the strength or power of Punawarman King is very extraordinary like Lord Vishnu. In Hinduism belief, the religion adhered during the Kingdom of Tarumanagara - Lord Wisnu holds a shiti (guardian) who is in charge of defending and protecting Brahman’s creations (God Almighty). In Waisnawa's Hindu philosophy, Lord Vishnu is considered as holy and highest lord. Whereas, in Adwaita and the general Hindu tradition, Lord Wisnu is considered as one of the manifestations of Brahman and reluctant to be worshiped as a God who becomes the rival or equal with Brahman.

Pragmatically, footprints and spider carvings can also be interpreted as a sign of power [7]. Footprints (signs) which show power signs have a function like "signatures" nowadays. Besides, a footprint is a form of respect to God. Therefore, it shows Punawarman who is linked to the Lord Vishnu considered as ruler and protector of the people. The presence of the Purnawarman inscription in that village shows that the area belongs to his territory.
The process of understanding Kebon Kopi inscription requires a deep understanding of the context. It is because the contents of the inscription explain characters who are not explicitly revealed. However, there are lingual markers which can be used as a basis for translating the meaning. Pragmatically, the text is classified as an assertive illocutionary speech act which intends to explain something. It is one of the types of assertive speech act that seeks to elaborate and to be understandable [8]. The illocutionary propositions from the intention of speakers intent to be easily understood by the hearer. The word “are” in speech construction shows that the speaker is trying to explain further about the subject. The utterance jayavi s halasya tarumendrsaya hastinah airavatabhasya vibhatidam padadavayam “The two footprints are great elephant footprints such as Airawata belonging to the victorious and powerful Tarumanagara ruler’ contains the intention that that is the carving of a stone that depicts an elephant's foot is paired with Airawata. The name of a white elephant, Wahana Dewa Indra, son of Irawati, one of the daughters of Daksa, was an attempt to equalize the ruler of Tarumenegara namely Sri Maharaja Purnawarman and Airawata. In Hindu mythology, Airawata is one of the guardian elephants of the universe. It indicates that the speaker wanted to explain that the people of West Java felt protected while being led by Sri Maharaja Purnawarman. The strength and magic of Sri Maharaja Purnawarman were believed to be able to bring calm, peace, glory and trust to the people or citizens of the Kingdom of Tarumanegara.

(D3) Tugu Inscription

pura rajadhirajena guruna pinabahuna khata khyatam purim prapya
candrabhagarannavam yayau//
pravardhamane dvavingsad vatsare sri gunau jasa
narendrhvajabhutena srimata purnavarmmana//
prarabhya phalguna mase khata krsnastami tithau caitra sukla
trayodasyam dinais siddhakavingsakaith
ayata satsahasrena dhanusamsatasena ca dvavingsena nadi ramya
gomati nirmalodaka//
pitamahasya rajarser vidadryya sibiravanim brahmanair ggo sahasrena
prayati krtadaksina//

‘Once upon a time a river called Candrabhaga had been excavated by the noble emperor who had strong arms namely Purnawarmman, to drain it into the sea, after this river arrived at the famous royal palace. In the 22nd year of the throne of His Majesty Purnnawarmman who was sparkled with his intelligence and wisdom and became the banners of all kings, (then now) he was also ordered to excavate the river that were beautiful and it has clear water named Gomati, after the river channel flowed in the middle of the land in the residence of His Holiness the
Reverend Grandma (Purnnawarmman). This work started on a good day, on the 8th of the dark moon and ends on the 13th of the bright moon of Caitra, so it only lasts in 21 days, while the excavation channel is 6122 arcs long. His salvation was carried out by Brahmins accompanied by 1,000 cows awarded.’

The Tugu Inscription is categorized as an assertive illocutionary speech act which intends to tell and describe. This categorization is based on the intent revealed through speech construction. The speech description usually presents the state of events at a certain age about the person, and give certain impressions to the listener. The determination of telling and describing occur when diachronic languages and functions occur at different times. As like in D3, where the objects depicted are the Chandrabaga and Gomati rivers. Speech markers describe the word “at first/once upon a time” at the beginning of the sentence indicating the efforts of speakers to describe an event that occurred at that time. The utilization of the word “at first/once upon a time” refers to ‘...the command of rajadiraja Paduka Yang Mulia Purnawarman...’ implies that there was an event initiated by Raja Punawarman. Some characteristics of the effort to describe an event on the Tugu inscription also appear in the year that was raised, named the twenty-second year. If we pull it into a chronology, then ‘... after ... begins ... finishes on the thirteenth day ... for twenty-one days ...’, it becomes series of assertive markers.

The effort to describe the event that happened at that time gave highlight to the figure of Punawarman King who was associated with the names of two famous rivers in Punjab namely the Chandrabaga and Gomati rivers. The Chandrabaga River is defined as Bekasi river. The Tugu inscription also mentions the information of the date, although it does not complete with the year. The Phalguna and Caitra moons are thought to be the same as February and April. The Tugu inscription mentions that the salvation ceremony of Brahmanas was accompanied by a thousand cows awarded by the king.

Based on the explicit lingual markers on the inscription, the purpose of describing it is about an excavation in a Candrabhaga river that ordered by the excellency King Purnawarman in the twenty-second year. The excavation of the Candrabhaga river surpassed the famous capital city and before entering the sea. The excavation began on the eighth day of the even Phalguna month, and it was completed on the thirteenth day of the bright moon of the Citra month for twenty-one days. The new canal which has clear water named the Gomati river flows along 6,122 arcs beyond the king's pastor dormitory in Pepundi as a common ancestor with the Brahmins. The priests were given a prize of one thousand cows. It implies that in the contents of the Tugu inscription, the excavation of the river began on the eighth of the dark half of the month, and it was completed on the thirteenth of the bright month. Therefore, it can be concluded that the excavation lasted 21 days and succeeded in digging a river of 6122 sticks/bows. The contents of the inscription also explain the given thousand cows to the brahmins.

(D4) Prasasti Lebak

Vikranto 'yam vanipateh/prabhuh satya parakramah narendra
ddhvajabhutena/srimatah purnnawvarmanah

‘This is (the sign) of the true, majestic, and courage of the king of the world, the Honorable Purnawarman who became the pennant of all kings’
The Lebak inscription characterizes the aristocratic speech assertive for showing. Assertive speech acts intended to show one of a variety of speech acts which logical propositions can be in the form of showing, expressing, explaining (with evidence) that exists. The use of point words usually characterizes this type of speech. The assertive function of the inscription is marked by word "this" which is categorized as a sign of the lingual meaning of the sign. The purpose of the Lebak inscription text is that speakers want to show the hearer that King Purnawarman is very powerful. The presence of Lebak inscriptions indicates it. The Lebak inscription raised several implicatures, namely 1) the speaker wished to inform the hearer that King Purnawarman is an extraordinary king figure, 2) The existence of Lebak inscription is hoped that the enemies of King Purnawarman would be more reluctant, respectful, and afraid of King Purnawarman, 3) King Purnawarman is not only a symbol of Tarumanegara kingdom but is a formidable and commanding officer, 4) King Purnawarman is a representation of a king who is courageous, resilient, and a pennant of all the kings. The rare inscription seems to want to tell about King Purnawarman's courage and greatness.

(D5) Jambu Incription


‘Dashing, admirable and honest concerning his duty is an incomparable leader - The Most Famous Sri Purnnawarman - who once (ruled) in Taruma, and whose great armor cannot be penetrated by enemy weapons. This is a pair of soles that always succeed in pounding enemy cities, respecting the princes, but it is a thorn in the flesh for the enemies’

The content of the text contained in the Jambu inscription is identified as a form of expressive illocutionary speech acts intended for boasting. In the utterance Sriman-data krtajño narapatir-asamo yah pura [ta]r[ta]maya[ma] namna sripurnnavarmma pracuraripusarabhedavyikhyatavarmmo ‘Dashing, admirable and honest with regard to his duty is an incomparable leader - The Most Famous Sri Purnnawarman - who once (ruled) in Taruma, and whose great armor cannot be penetrated by enemy weapons. This is a pair of soles that always succeed in pounding enemy cities, respecting the princes, but it is a thorn in the flesh for the enemies', the expressions of King Purnawarman. Pride lingual markers are shown through 'dashing,' 'awesome,' 'honest,' 'great leaders,' 'famous,' and 'enemy weapons cannot penetrate their famous armor.' The expressive forms conveyed by the adjective word class contain the intention that the speaker is very proud of his king, namely King Purnawarman. As revealed in (D1) that the achievements of King Purnawarman during his time as a king in the Kingdom of Tarumanegara were extraordinary. King Purnawarman managed to bring the Kingdom of Tarumanegara for a golden age.

Further, in the utterance Tasyedam- padavimbadvayam- arinagarotsadane nityadaksam bhaktanam yandripanam-bhavati sukhakaram salyabhutam ripunam ‘This is a pair of soles that always succeed in pounding enemy cities, respecting the princes, but it is a thorn in the flesh for the enemies.’ These are classified as a form of expressive illocutionary speech acts intending to boasting, although the two speech segments in this inscription gave the warning
implicatures to the enemies of King Purnawarman. The speakers want to show all the advantages of the king. The noble intention of this speech segment appears in the lingual marker, namely 'succeed' respect to the prince. King Purnawarman is success in attacking enemy cities. It is one of the important achievements and reputations that must be known by the public so that other kingdoms do not attack the country of Tarumanegara. Meanwhile, the 'respect for prince' representation shows that King Purnawarman is a religious figure, convinced of the Almighty. It belongs to a person who is obedient to his God. 'The thorn in the flesh of his enemies' contains an interpretation that the King will always make his enemies uncomfortable [9]. This lingual marker shows a warning to opponents who want to undermine the harmony of the Tarumanegara Kingdom.

2 CONCLUSIONS

Based on the pragmatic approach, the Tarumanegara Kingdom inscriptions can be described as various categories and subcategories of speech acts, namely: (1) assertive speech acts (TTA), manifested in sub-TTA: informing something, explaining, telling, showing; (2) expressive speech acts (TTE), manifested in the sub-TTE: pride. Therefore, it showed that the Tarumanegara Kingdom inscriptions tell and inform stories about the greatness, superiority, and the glory of king Purnawarman as Maharaja in Tarumanegara.

REFERENCES

Abstract. This article examines the degree to which lexical performance as reflected in accuracy and response time contributes to the L2 reading proficiency. The use of response time as proficiency indicator has been much neglected in L2 reading research. This study argues that lexical response time and lexical accuracy can mirror the development of L2 reading proficiency. One hundred and forty one university students (n=141) in Indonesia voluntarily participated in this study. Online time-yes/no test was used as a measure lexical performance and reading test was to assess L2 reading proficiency. This study revealed that performance for both lexical accuracy and response time significantly predict L2 reading proficiency, indicating that response time as elicited from online time-based testing can be taken into account as one of the L2 proficiency indexs to examine L2 development. Theoretical and practical implication of this study are discussed.

Keywords: Lexical Accuracy, Reaction/Response Time, L2 Reading Proficiency

1 INTRODUCTION

The ability to recognize words and their meaning (known as word recognition as an index of lexical performance) during reading has been widely acknowledged to play significant contribution in reading comprehension in first language setting [1]. It is the first lower level processing the readers should cope with when reading texts. Theoretically, word recognition is a bottleneck or building block in constructing the meaning of texts and latter largely affect reading comprehension [2]. In other words, inability to recognize words and their meaning in a text reading will certainly avoid readers to understand the meaning at word level, phrase level, sentence level and discourse level which overall hamper reading comprehension. Inefficient word recognition is a result of limited reading practice which in turn lead to restricted conceptual growth for individual and eventually continues to poor comprehension [3].

Theoretically, the role of word level knowledge in reading comprehension can be explained from verbal efficiency reading model [4] and the construction-integration reading model [5]. These theories have the same assumption about the role of word level knowledge on reading comprehension that word recognition is the first and basic lower level processing in reading to efficiently and effectively execute the meaning of texts. Although word level knowledge has been argued in terms of word recognition accuracy [6], [7], posits that word level speed processing in reading should be automatic to function...
well in reading comprehension. The automaticity in word recognition is critical in reading to engage in multiple or parallel processes in reading.

Word recognition itself is a representation of the learner’s word knowledge or vocabulary in terms of the number of vocabulary they have (vocabulary size or breadth) and the efficient access to word meaning (vocabulary speed or fluency). This study used these two variables (size and speed) to define word knowledge construct. The construct of lexical facility was introduced by Harrington [8] to explain the two dimensions of vocabulary, in terms of vocabulary size and speed processing, and this construct motivated this study. It is argued that word level processing in reading should be automatic, and certain lexical threshold should be met to function well in reading comprehension. The automaticity in word recognition is critical in reading to engage in multiple or parallel processes in reading. From psychometric perspective, word recognition as assessed by lexical decision task, vocabulary level test (vocabulary size test) or the Yes/No test, and vocabulary speed as assessed from response time (RT) when doing the item test or eye-movement/eye-tracking studies are highly correlated and the most robust predictor of reading comprehension as measured by reading accuracy and reading comprehension in L1 setting either in children [9] and adult native readers [10]. Dealing with vocabulary breadth, certain lexical threshold is required to do certain tasks in L2 condition. It is argued that 8000-9000 word families and 98% lexical coverage is prerequisite for written text comprehension and 6000-7000 word for spoken text [11]. Recently, it was proposed that 98-99% lexical coverage is required for independent reading text for comprehension [12]. These above studies seem to suggest the role of lexical knowledge in text comprehension and generally 98-99% are largely agreed to be prerequisite of lexical coverage for comprehension. In other words, comprehension increases as lexical size increase. However, lexical size level in relation to text comprehension is still mixed and in need of further study.

In L2 setting, the role of word recognition on L2 reading comprehension has been theoretically more important in terms of cross-linguistic processing and word recognition essentially refers to as a bottleneck of reading comprehension [13]. However, L2 reading studies showed partial supports about the role of word recognition on reading performance. For some contexts, word level knowledge as measured from vocabulary size and speed perspective was found correlated and predicting L2 reading. For instance, recent meta-analysis of 59 reading studies in L2 reading by reading scholars [14] reveals that word level skills are the most influential factors in L2 reading proficiency ($r=.79$). In contrast, L2 studies also found zero to moderate correlation with L2 reading. In adult L2 context, low correlation was evident in investigating L2 university learners in Taiwan demonstrating that vocabulary gap-filling was correlated with reading test at $r=.37$ [15]. Similar value was found in [16] suggesting of $r= .35$ for 3K vocabulary level test and reading comprehension test. It was also found that word knowledge (as measured via lexical decision task) did not correlate to reading comprehension at $r= .04$ [17]. Similarly, ESL Japanese university learners were also observed in the absence of correlation between word identification as assessed by sight word reading as to judge an item a real word or not (words and pseudowords) and reading comprehension ($r=-.13$) [18]. It may be that low correlation between word recognition and L2 reading is due to the fact that word identification test and reading test were too difficult for learners. In vocabulary speed studies, word knowledge as assessed from word recognition speed was reported to have high correlation to reading comprehension test (National reading high school
examination) $r = -0.47$, signifying that better comprehension is related to faster reaction times or lexical processing speed [19].

These mixed results demonstrated that more research is needed to explore these issues. One of the interests of the present study was to examine whether the role of word knowledge (vocabulary size and speed) affects L2 reading proficiency. The hypothesis would be that word accuracy and response time will bring contribution for L2 learners, particularly in an Indonesian context.

In Indonesian EFL setting, English is the first main foreign language taught as compulsory subject in school since Indonesia’s independence in 1945 [20]. Since English became an international language at that time, Indonesian government recognized that by learning this language, student can access intellectual and the artistic wealth of the world. English has been taught from secondary school to tertiary level although some schools include English subject at primary school as local choice. Reading has been one of the salient missions of English language teaching and learning in EFL context, particularly the ability to read and learn from English textbooks or references [21]. However, reading comprehension has been a challenging skill in L2 contexts. It has been evident that although reading comprehension has always become the focus in English curriculum in Indonesia, Indonesia still suffers from a low reading and low reading performance in Indonesian university students [17]. There are several factors which contribute to the low reading skills in Indonesian education context such as lack of word level knowledge, inadequate of topic familiarity and linguistic problem [22]. Of such factors, it was argued here that word level knowledge was the most determinant factors making Indonesian learners having low reading ability.

The fact that reading performance in Indonesia was still low might be because reading instruction focused more on higher level processing in reading while learners were not equipped with word level knowledge (having inadequate word level knowledge) so that this reading method seems unsuccessful in developing L2 reading in Indonesia. In this point, this study assesses whether word knowledge as assessed from lexical accuracy (breadth) and lexical response time (speed) did really predict reading comprehension in Indonesia and consequently proposes that language teaching emphasizing on vocabulary development should be put in priority in L2 reading development in Indonesia.

This study is important for a number of reasons. At the level of theory, the results may contribute insights or better understanding of how lower level processes in reading (word level knowledge) contribute to higher level comprehension processes in Indonesian EFL context. The findings of the study could potentially provide support or feedback for Perfetti’s [23] theories of verbal efficiency, and theory of construction-integration model in reading process. On the educational policy making, this study might provide valuable information for English curriculum developers, English reading teachers, or material developers of how L2 reading should be perceived and processed by Indonesian learners. In short, this study examine the degree to which lexical accuracy and response time predict L2 reading proficiency.

1.1 Research Method

This study is quantitative in nature as it scrutinizes the effect of word level knowledge on L2 reading through testing instrument [24]. One hundred and forty one participants ($n=141$) were voluntarily registered in this study. They were Indonesian EFL students enrolled in an Indonesian university English Study Program. Word knowledge
was assessed in terms of receptive lexical decision task using Online Timed Yes/No test [25], a computer-based test consists of a mix of word and non-word prompts presented individually. The learner simply indicates via a keystroke whether the presented item is known. Word items are sampled from a range of frequency of occurrence bands (2K, 3K, 5K, and 10K) and including words occurring with very high frequency to those occurring far less commonly. The nonword items consist of phonologically possible words in generated by substituting or exchanging 1-2 letters of existing words and screened by native readers for English readability. The vocabulary level test version consists of 100 items comprised of 72 words and 28 non-words. The 72 words consist of 18 words each at four levels of frequency of occurrence. Meanwhile, wordlist test containing of words taken from the tested passages consisted of 50 words and 15 nonwords. Order of item presentation in the list was randomized. The words were obtained from words lists drawn from the British National Corpus published on the LexTutor website, www.lextutor.com.ca. Performance was measured by item accuracy and speed of response time (RT). Accuracy was measured by the number of word items correctly identified minus the number of nonwords incorrectly identified, thus providing a means to correct the score for guessing [26]. Reaction time or response time (RT) for individual items was measured from the time the item appeared on the screen until the student initiated the key press. Each item remained on the screen for 5 seconds (5000 milliseconds), after which it was timed out if there is no response. Timed out responses were treated as incorrect. The accuracy response alternatives in the Yes/No test are understood as in previous studies. ‘Yes’ responses to real words (hits) reflect the individual’s vocabulary knowledge, while the rate of ‘Yes’ responses to pseudowords (false alarms) measures the individual’s tendency to guess as what they thought that the pseudowords to be the real words in English. Although both hits and the correct rejections of non-words are correct responses, the number of hits, adjusted by the false alarm rate, is of primary interest. This study used the cfg scoring method which has been used in many studies [27]. The corrected scores were calculated by subtracting the false alarm (FA) from the hits.

Reading comprehension was assessed using material adapted from the reading sections of published TOEFL tests [28]. Reading comprehension tests were projected through online computerized test (online reading). Participants were provided with computer where each of them read the four passages with the constraint that once they read the passages and clicked the next or question buttons, they cannot get back to previous screen or previous text. Since the readers cannot go back to previous screen, it involves memory attention in answering the tasks so that the comprehension questions were only limited to five multiple-choice questions, for instance, excluding questions about vocabulary. This passage reading tasks took place in one session lasted approximately 60 minutes. Overall, participants completed four reading tasks and they were required to answer each set of questions based on memory of what had been read, without the opportunity to look back at the text.

Test scores for the Yes/No test were calculated for hits at each level (2000, 3000, 5000, and 10000) and for an overall corrected score. The corrected score was calculated by subtracting the false alarm rate from the hits rate for each individual. Reliability estimates were calculated from both the Yes/No test and the reading test. Descriptive statistics for the test accuracy and reaction time data results for the word knowledge and reading test are presented. Then, the correlation analysis was conducted to see the effect of word knowledge and reading performance, and regression analysis was calculated to
predict participants’ reading performance based upon their word level knowledge, and reading performance.

2 RESULT AND DISCUSSION

The reliability of the Yes/No lists was calculated using Cronbach’s alpha, a measure of internal consistency. Overall reliability for the Yes/No test accuracy was .84. In addition, reliability for the word and nonword items was calculated separately, as the two sets are assumed to represent different dimensions of knowledge [29]. For the word results, the coefficient estimate was .89 for Vocabulary Level Test while pseudoword performance was .79 respectively. Reliability coefficients of .8 - .9 are considered strong, so the overall word knowledge tests here showed strong reliability [30]. Meanwhile, the reliability of reading performance had a Cronbach’s alpha coefficient of .84. The normality of data set in this study was assessed using skewness and kurtosis principle test. All data displayed normal distribution within the ranges of normal kurtosis and skewness as the values were not greater than 1.96 or 2.58 [24]. Since word knowledge word knowledge were measured through the Yes/No test, the normality of those data accounted for both accuracy and response time was calculated. The accuracy data were all normally distributed; the Yes/No test with skewness of -0.12 (SE=0.20) and kurtosis of -0.46 (SE=0.40). For the Yes/No test response time also revealed normal distributions; the Yes/No test with skewness of 0.82 (SE=0.20) and kurtosis of 0.50 (SE=0.40). Meanwhile, the reading tests containing eight texts were presented for each participant. The reading data were within the range of normality, with skewness of 0.18 & 0.54 (SE=0.28) and kurtosis of 0.36 & -0.29 (SE=0.56). The data were all normally distributed as assessed through the value of skewness and kurtosis based on the idea that the data was normally distributed since the values were not greater than 1.96 or 2.58.

The main focus of this study was to examine the relationships between independent variables (word knowledge accuracy and response time) and dependent variable (reading comprehension). Table 1 presents overall accuracy performance and by frequency levels (2000, 3000, 5000, 10,000) for Vocabulary Level test / the Yes/No test. It reported mean and standard deviation for hits (proportion of ‘yes’ responses to words), the false alarm rate (proportion of ‘yes’ responses to pseudowords), and corrected scores for the whole group. Overall mean accuracy (corrected for guessing) for the Yes/No test was about 67% (M=67, SD=11). The performance approached ceiling for the 2000-3000 level at 78%-98%. Students’ performance declined below 70% at the 5000 level and sharply fell off to 30% at the 10,000 levels. It has been argued in terms of lexical threshold and reading theory that readers were required to have 8000-9000 word level to enable them to read English texts (Nation, 2006, Schmitt et al, 2011). Referring to this point, students’ word knowledge in this study was below the expected threshold to be able to read English text.

<table>
<thead>
<tr>
<th>Frequency levels</th>
<th>Vocabulary level test scores</th>
</tr>
</thead>
<tbody>
<tr>
<td>M</td>
<td>SD</td>
</tr>
<tr>
<td>2000</td>
<td>98</td>
</tr>
<tr>
<td>3000</td>
<td>78</td>
</tr>
<tr>
<td>5000</td>
<td>67</td>
</tr>
</tbody>
</table>

Table 1: The Yes/No accuracy scores by frequency levels for Hits, False Alarms, and Corrected Scores (n=141).
Overall, the study shows that the participants have limited vocabulary especially at the level of 5K and 10K word frequency levels in the test. This suggests that language teachers need to give more attention to developing the needed vocabulary knowledge, either in receptive knowledge or productive knowledge of vocabulary. It has been argued that the more vocabulary knowledge the learners have, the more they can deal with the language, especially to cope with language skills, such as reading, writing, listening, and speaking.

The use of Yes/No format may also be used to develop a better sensitivity to the orthographic and phonological patterns of L2 lexis on the part of the learners. The use of the task for training could facilitate the automatization of lexical processes, especially retrieval. It may also be used for spoken and text comprehension tasks, e.g., as a diagnostic pre-reading test in which the learner’s knowledge of vocabulary in a target text is assessed.

In a global context of performance, the Yes/No must be interpreted within a larger theoretical framework that specifies the role of word recognition in L2 processing and development [31]. Word recognition plays an important role especially in level of L2 sentence processing. It is also assumed here that this word recognition or lexical access performance also relates further global comprehension processes, especially in reading comprehension. In more practical terms, how response accuracy could be the predictive power of global reading comprehension still needs to be addressed.

### Table 2: The Yes/No response times (RT) by frequency levels (n=141).

<table>
<thead>
<tr>
<th>Frequency levels</th>
<th>Vocabulary level test RT (msec)</th>
<th>M</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>2000</td>
<td></td>
<td>896</td>
<td>154</td>
</tr>
<tr>
<td>3000</td>
<td></td>
<td>1002</td>
<td>150</td>
</tr>
<tr>
<td>5000</td>
<td></td>
<td>1099</td>
<td>211</td>
</tr>
<tr>
<td>10,000</td>
<td></td>
<td>1255</td>
<td>337</td>
</tr>
<tr>
<td>Overall</td>
<td></td>
<td>1064</td>
<td>184</td>
</tr>
</tbody>
</table>

The reaction time or response time (RT) data are based on correct responses to words. As word items were timed out after 3000 ms, individual response times were not screened for outliers. A log transformation was performed on the raw response times prior to statistical analysis. The interpretation of reaction times performance is dependent upon the evidence of trade-offs in speed and accuracy by individuals. The existence of speed-accuracy trade-offs (high accuracy – slow response time) indicates that RT is less a measure of lexical proficiency. The descriptive statistics for the reaction time measures for word correct responses are given in Table 2. Reaction times by some word knowledge tests were ranged from 896 to 955 msec at the 2K level (most easy and familiar words) to 1250 to 1263 msec at the 10K level. There was also more variability at the 5K and 10K levels, as reflected in larger standard deviations.

The interpretation of reaction time in relation to accuracy data can be potentially understood from speed-accuracy trade-offs. Trade-offs occurs when there was high positive correlation between accuracy scores and reactions times, reflection high
accuracy scores with large or slow reaction time; low accuracy scores occurring with low RTs [25]. There was a significant negative correlation between accuracy scores and mean RT, $r=-.484$, significant at $p<.001$. This suggests that there was no evidence for a systematic trade-offs in speed-accuracy in this study, indicating that response time data can be considered as good measure of lexical proficiency. Negative correlation between accuracy and response time indicates that the participants maximize their vocabulary knowledge performance; no trade-offs performance.

The study reveals that the overall mean accuracy for reading was about 42 (SD=15.7), indicating that the reading test was too challenging for this context where a number of test received very low scores. In addition, reading performance may have been affected by vocabulary limitations. As above mentioned in the Yes/No test section report, the learners in this study knew as little vocabulary as half of the vocabulary at the 5,000 word level and only 30% of the vocabulary at the 10,000 word levels. This may have limited their ability to do the reading texts. Specifically, a vocabulary of 8,000-9,000 word families is required for 98% text coverage, which in turn is needed for adequate text comprehension [11]. Since the learners in this study possessed limited vocabulary knowledge, they were considered inadequate readers.

A potential association between Yes/No test and overall reading scores was tested by performing a Pearson product moment correlation. The results show significant moderate correlation between reading scores and vocabulary measures (accuracy and response time), ranged from $r=.59$ for accuracy and -.33 for response times. Accuracy scores indicated a slightly higher correlation than response time data. As an independent measure, response time proved to be less sensitive to reading performance as the criterion variable. Thus, there was evidence of relationship between vocabulary performance and reading performance for the individuals in this study.

These accuracy values were similar to the ones reported previous studies, such as [32] with .50, and [33] with .59. In contrast, the accuracy values were lower than other previous studies, such as [14] with .79, [34] with .80, and [35] with .74. On the other sides, the values reported here was higher than the one reported in [16] with .35, [15] with .37, [17] with .04, [18] with -.13.

In regards to the relation of word knowledge response time (lexical processing speed) to reading performance in this study, it has been acknowledged that not many studies examined the role of word knowledge in L2 reading comprehension so that not many studies could be compared to this study. One of the studies examining this issue was [19] who found the inverse correlation of word processing speed and reading comprehension in Netherland with -.47 in which the value reported was slightly higher than that of this study. Harrington and Roche (2014) revealed a negative correlation of -.15 and -.26 for 174 Omani students. These values were lower than the ones reported in this study. In addition, it was also reported that word knowledge speed was moderately correlated with L2 reading performance (correlation value not reported) and yet it did not provide a unique variance in L2 reading comprehension.

Since the all assumptions were met, hierarchical multiple regression was conducted with reading comprehension as dependent variables. The Yes/No test accuracy scores was entered at the stage one of regression, and response time was entered at stage two. The intercorrelations between the multiple regression variables were reported in Table 3.
Table 3 Summary of Hierarchical regression analysis for variables predicting reading performance.

<table>
<thead>
<tr>
<th>Combined vocabulary model</th>
<th>$R^2$</th>
<th>Change in $R^2$</th>
<th>$F$ change</th>
<th>Sig $F$ change</th>
<th>SEB</th>
<th>$\beta$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Step 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Accuracy</td>
<td>.351</td>
<td>.346</td>
<td>75.31</td>
<td>.000</td>
<td>.000</td>
<td>.592</td>
</tr>
<tr>
<td>STEP 2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Response time</td>
<td>.375</td>
<td>.366</td>
<td>5.32</td>
<td>.000</td>
<td>.023</td>
<td>.537</td>
</tr>
</tbody>
</table>

SEB, Standard Error of unstandardized coefficient; $\beta$, standardized coefficient.

The predictive power of Yes/No test accuracy and response times was overall 37% variance of reading comprehension. The beta values were all statistically significant. As explained by the model indicated that both accuracy and response time all serve to some degree to reliably discriminate between individual differences in reading performance. Accuracy accounted for 34% of reading variance, and response time explained 2% of reading outcome. The study showed that contribution of lexical response time lags behind lexical accuracy. This information provide other L2 reading researchers with a direct indication of how word knowledge could measure and classify L2 reading performance. This predictive capacity value was similar to [36] with 36%. This value was lower than [35] with 54% of reading variance, [32] with 56% from 3K VLT, and [34] with 64%. Although lexical accuracy demonstrates a better prediction for L2 reading proficiency, lexical response time as an index of lexical processing speed significantly contribute to the variation of L2 reading performance. In addition, the use of online test for measuring processing speed in word recognition can potentially be used for placement purposes in L2 setting. This finally support the notion of lexical facility construct and its role in L2 proficiency by Harrington [8], and also support the importance of lower level processes in reading comprehension processes by verbal efficiency theory [4] and contraction-integration model [5].

3 CONCLUSIONS

This study investigated the effect of lexical accuracy and response time (processing speed) in explaining the variation in second-language reading outcomes among Indonesian learners of English as a foreign language (EFL). There are several points that can be drawn from the findings of this study. First, higher vocabulary students showed faster processing skill in recognising words when compared to lower vocabulary students. Second, vocabulary size knowledge demonstrated a more significant contribution than lexical processing speed in explaining L2 reading variance. Third, it is evident that the strength of the effect of vocabulary size varied from high lexical frequency to low lexical frequency texts. This ultimately supports the importance of lower-level processing skills in L2 reading comprehension.

REFERENCES


Female Students’ Dilemma of Wearing Islamic Headscarf

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Abstract. Young immigrants in France should attend the school as they are part of citizens of France. However, the female students who wear Islamic headscarf—that are distinctive from their fellows—can potentially cause a problem in relation to the government’s effort in realizing national integrity and enforcing secular principles. Thus, this study uses Van Kaam's Phenomenological Method in order to reveal the purpose and the process of compromising towards the ratification of the French government law dated March 15, 2004. The data was collected through ten-participant observation and in-depth interviews for four months in 2003 with high school Muslim female students of Maghrebi descent who wear Islamic headscarf in the Ile-de-France province. The strong cultural education in their family put them into a dilemma between wearing the Islamic headscarf and taking it off. However, their compromise arises from their hope for a better future through school.

Keywords: Laïcité, Islamic Headscarf, Law Dated March 15-2004, Maghrebi Immigrant.

1 INTRODUCTION

France is a laïcité country settled by residents of various origins, starting from the French until more recent immigrants coming from the number of countries throughout the world, both European countries, and countries in other continents. The majority of immigrants in France have come from its ex-colonies, especially Maghrebi countries [1]. Maghrebi countries are those located in Western Africa, bordered in the north by the Mediterranean Sea, the south by the Sahara Desert, the west by The North Atlantic Ocean, and the east by Libya. Such Maghrebi countries are referred to as Algeria, Tunisia, and Morocco [2].

The immigrants entering the destination countries also bring their own cultures, so do the immigrants from Maghrebi countries with an Arab Islamic culture who entered the country of France. The Arabic language used in the Maghrebi countries began since the conquest of countries on the African continent by the Bani Ummayah government who spread Islam. This government was in power in the African continent for 12 centuries starting from the 7th century to the 19th century. Indirectly, the spread of Islam has influenced the spread Arabic language. In addition to language and religion, holiday celebrations can also reflect the culture of a country. The people of the Maghrebi countries always celebrate their big day along with the Islamic holidays [1].
France’s Muslim population during the 1980s comprised about four million inhabitants. At that time, this represented the largest Muslim community in Europe. The acculturation process of people of Maghrebi origin to the laïcité culture does not run smoothly. One of the problems is when their kids, especially the females, are about to attend school, they would wear a different outfit from those of other girls, that is the Islamic headscarf. That kind of outfit will surely draw attention, both from their friends and the teachers. Some teachers feel disturbed by what their wear, but others have no problems with it. The different opinions among the teachers is not confined to one school. There are many schools dealing with the same problem. This condition disorganized the principal in relation to whether or not the school should meet the teacher’s requirement of not agreeing with Islamic headscarf, by issuing a new regulation on wearing of the school uniform. The Ministry of Education of France therefore proposed the problem to the government, and on 27 November 1989 the government introduced a new regulation to give autonomy to the principals. Surprisingly, the government decree did not overcome the problem, since each principal makes a different decision. To overcome this problem, Luc Ferry, The Minister of Youth Affairs, National Education and Research France in 2003 submitted a draft of law banning the use of religious symbols, including the headscarf, in the school and the government environment validated this draft law into a Law on Laïcité 2004 Law [1].

The introduction of the Laïcité 2004 law or so-called Loi du 15 March 2004 at the beginning of the 2004/2005 school year, the government of France, Francois Fillon who is The Minister of National Education of France in 2004 said that there have been no issues or occasion of conflict. While there are female students who wear and take off their Islamic headscarves in front of the school yard, the government wishes that this phenomenon will not be adopted by many students for families [3]. In fact, after about 10 years of implementation of the laïcité law, there are many high school Muslim female students, especially those coming from Islamic culture countries, including the Maghrebians who wear Islamic headscarf, showing their identity/religion in public spaces and who take off their Islamic headscarf when at school. Some of the researchers have reported that the number of them is getting higher.

Getting along with that issue, this research was conducted. The research was undertaken in Île-de-France Province, Paris. Like many other capital cities in other countries, Paris is the destination city for many immigrants seeking to earn money. In addition, the first Great Mosque, La Grande Mosquée de Paris, the symbol of French government’s recognition of the Islamic culture and religion, is located in Paris, at Place de Puits de l’Ermite. In order to study this phenomenon, this study uses Bourdieu’s (1980, 1994, 2014) social theory [4], because this theory can reveal the process of compromise and the purpose of why respondents put on and take off the headscarf in school. The study was conducted within a qualitative paradigm and reviewed in relation to the meaning for the action of taking off and putting on Islamic headscarf, as practiced by some high school Muslim female students, in particular the immigrants of Maghrebi origin with an Arab-Islamic culture who wear Islamic headscarf at school.

1.1 Research Method

The study further uses phenomenology strategy [5]. The data were analyzed using Van Kaam's Phenomenology Data Analysis method was collected through in-depth interviews with the ten respondents, non-participant observations and participant observations of the respondents’ activities, with data logging through Field Note [6]. Moreover, Kuswono (2009)
stated that in phenomenology research, the selection of respondents was based on those who experienced and felt for themselves the phenomenon that are being studied. Therefore, the High School Muslim female students from Maghrebi origin who take off their Islamic headscarf when entering the gate of the school and putting it on again when they left the school to go home are considered as the respondents. Data collection started by a single respondent who was willing to participate in this research and further helped the researcher contacting other respondents. The number of respondents was not determined by the numbers but based on maximum information acquisition. Besides Creswell in his book entitled *Qualitative Inquiry and Research Design* said that: “Data collection activities can be carried out on more than 10 (ten) respondents” [5] then with 10 respondents, this research has received maximum information.

### 1.2 Results and Discussions

Based on Bourdieu’s proposal [7], Habitus is not formed all of sudden but goes through a long process in the form of individual experiences when interacting with the social world. Furthermore, his concept was supported by Wempi (2012) and Bédard (2003), they confirmed Habitus was built through the education process; Bourdieu divides it into three parts, these being family education, social education, and education at school. From those three steps of process, there are a number of dispositions, intervention schemes or perceptions that individual have accepted through social etiquette. From the various experiences and events they have been through, every individual gradually unites a number of ways of thinking, feeling and behaving that become obvious in the long term.

Dispositions, interventions schemes or perceptions in values, moral, customs, religious culture, lateral thinking and lateral action received by the respondents are; Firstly, through the family environment, values, morals, and customs that are internalized from the original culture of great-grandparents or their parents, namely the Arab-Islamic culture. Even though they might have been born and brought up in France, the values, morals, and custom internalized by their parents and family, are those of the Arab-Islamic culture, since they inherit the belief from their ancestors, even though there maybe one or two of their relatives or parents who practice and do not practice religious rituals. In addition to religion, the language they use to communicate every day is the Arabic language and their closeness to their country of origin is proven by all the respondents who had visited the country of their grandparents, that is Maghrebi. For example, from the results of interviews with Chanez (pseudonym), the one and only respondent who has been married in Algeria, the country of origin of her parents. They returned to Algeria because Chanez’s parents wanted to marry off their children with a traditional wedding ceremony and celebrate the wedding party together with all the family, thenceforth, return to France. From this example, it is seen that the Chanez’s family still strongly holds the customs of their native country.

Secondly, through the home environment; the internalized culture is still remained, namely the Arab-Islamic culture. From the data, we know that the respondents live in a low-cost apartment called HLM (*Habitation à Loyers Modérés*) or a residence with low costs located in a suburb of France. They live in particular regions commonly categorized into ZUS (*Zona d'Urbaines Sensibles*) and form a group according to their country of origin. The government maps out several regions in France into several zones, among other are ZUS which means sensitive urban area. It is called sensitive since it is an area of many criminal acts. Even though they were born in France, the environment in which they live now supports their attitude to keep holding their original culture. Referring to this kind of phenomenon, several
experts of social science refer to them as “living in the ghetto”. The similarity is in relation to the applicable laws and rules in the home environment which tends to be specific, and different from the laws or rules of the country where “ghetto” is located. The real “ghetto” shows that the applicable laws or rules originally come from the Jewish, while even the “ghetto” is in Germany. The rules or laws practiced at HLM are Arab-Islamic laws or rules, even though the HLM is in France. However, other sociology experts in France do not agree with that perception [8].

Thirdly, through the wider environment, that is when they attend school. Almost all respondents come from a pre-prosperous family whose economic status is below the standard of prosperous family. In this context, when the time to enter school comes, they choose to attend a public school since it is free. At public schools, the children of immigrant descent start learning French’s laïcité culture. This is known from the interview results that most of them learnt the term laïcité from school. Laïcité is one of five principles of the public school education system in France, that is: free (La Gratuité), secular (La Laïcité), obligatory (L’Obligation Scolaire), neutral (La Neutralité), and freedom of establishing education (La Liberté d’Enseignement) [9]

Upon returning to their homes from school at the end of the week, the respondents commonly learn to recite Al-Qur’an and Islam as well as its culture in Mosques or Islamic schools in their neighborhood. They also attend Islamic learning forums for women, even though not on a regular basis. Through their teachers at the informal schools and the Islamic learning forum, moral values and the Arab-Islamic culture are strengthened again. Islam development throughout the world is getting higher in recent times especially since 9/11 attack, the series of four suicide attacks have been set against several targets in New York City and Washington, D.C. on September 11, 2001, including in France. In Paris, it is easy to find spaces in an Islamic school, the place for children to learn to recite Al-Quran. In addition, women in the Muslim community often hold Islamic learning forums. This phenomenon started developing since the government verified the Law dated March 15, 2004 [1].

There are many building or spaces that are not resembled to that of a general mosque to be functioned as mosque. Those are not only functioned as the place to practice religious ritual such as praying but also providing space to study Islam and its culture. This development of Islam influences the younger Muslim generations to become motivated to re-learn Islam, its related history, and at the time, practice Islamic cultural rituals. This was observed also in relation to this study’s participants. Commonly, the respondents choose to wear Islamic headscarf after they learn about Islam and its culture, not because of the influence of their parents or another family. This was also known from the interview results.

Even though they are descendants of the third or fourth immigrants and they spend most of their lives in France, the habitus they received is indigenous culture, especially in the first and second stages of the education process. However, only in the third stage of the education process did they get the native French culture of laïcité which is when they started entering official school. Even when they have entered official school, upon returning from school, they re-learn Islam and culture in the mosques closest to their neighborhood. This shows that they have never been separated from their original culture both in the first, second, and third stages of the education process.

Bourdieu describes society as an arena (champ) with intertwined arrangements. Agents, either actors or institutions, do not move in empty space but in a champ. Champ or the arena of struggle is a real social situation organized and controlled by objective social relations. Champ is a network of relationships between objective positions within it. The relationship is separated from the consciousness and will of the individual [10].
The term champ in this study refers to educational arena. There are three ways to analyze champ; firstly, by looking at how the champ and government relationships exist; secondly, by looking at how the positions between agents competing in the arena and it is described through champ and agent’s analysis; thirdly, by looking at how the habitus agent operates [8]. The first analysis: in the champ of education in France, the government is the champ of power because education in France is centralized. It is the government that controls the champ of educational through the Minister of National Education, Teaching of Universities and Research (Ministère de l’Éducation Nationale, de l’Enseignement Supérieur et de la Recherche) [9]. Educational institutions, in France, are one of three important areas (the other two being health-care institutions and civil code) where the French laïcité principle must be upheld. From history, education the younger generation of French was originally the responsibility of the church. Since the French Revolution, it has gradually shifted to become the responsibility of the government. The figures of the France Enlightenment Century teach people to no longer believe in religion, including in educating the younger generation. The government's way of doing this is to abolish religious subjects and replace them with subjects of character and citizenship (instruction morale et civique) and forbid religion to be taught in schools [11].

In the second analysis, maps of objective structures are illustrated by champ analysis of the reality of a Muslim girl students group wearing Islamic headscarf. They are in a subordinate or dominated position in the educational champ whose legitimacy principle is based on the ownership of political capital and symbolic capital. French education is centralized. The hierarchy in government, which is a political capital, has the same structure as the hierarchy in education. On the other hand, laïcité is a very strong symbolic capital and in this study, it is seen in the school area.

In the third analysis, Habitus agents, are high school Muslim girl students who take their Islamic headscarf off when entering the school area and put it on again when leaving school. As mentioned earlier, the first internalized habitus of respondents is Arab-Islamic in nature. Furthermore, the second internalized habitus of the respondents is Arab-Islamic and laïcité because at school they undergo the internalization of laïcité principles.

Based on the results of the champ analysis above, it can be concluded that the interaction of respondents in the educational arena is not a burden to get a position, but to get bigger capital. The educational champ is ruled by the government as the supreme ruler of a country. Therefore, the position of the government in the educational champ is irreplaceable. While in the educational champ, respondents are in a dominated position. They have no bargaining status in term of not having enough capital to be able to fight in the educational champ. Moreover, in addition to public schools, France also has private schools where the Law dated March 15, 2004, is not enacted. Thus, the government assumes that if students in public schools cannot comply with the public law, then they can move to private schools.

Champ which is analogized as a battle champ or game champ, raises the understanding that in the arena there are players, rules, goals, and results. Competitions between players that occur in the champ raise the strategies used to achieve goals. Strategy acts as a way for players to improve and/or maintain their position in the game champ. Champ is also a battleground to fight for a variety of capital items, such as economic, social, cultural and symbolic capital. In principle, the proportion and amount of capital of an agent can provide an opportunity for movement of agency positions within the community. However, the facts in the field indicate that not all agents have all four types of capital at the same time. In this study, the first habitus of respondents is Arab-Islamic in nature, while the second habitus is Arab-Islamic in nature by wearing Islamic headscarf in daily activities and the principle of Laïcité. Through the lessons they learned at an Islamic school, respondents said that the wearing of Islamic headscarf by
adult Muslim women is mandatory. Therefore, they do not want to take it off in daily activities, including when they go to school. However, they have to keep going to school to get an education.

In order to obtain higher capital, in this case, it is the culture of institutionalization in the form of a baccalauréat diploma, by having this diploma, the respondents can continue their education to higher level by taking their Islamic headscarf off in front of the gate before entering the school area and put it on again when leaving school. Two respondents confirmed this.

**Ihsen** (17 years old): «Je suis obligée d’enlever mon voile en entrant dans le lycée et je sais bien que c’est à cause de la loi du 15 mars 2004», elle ajoute: «parce que la loi l’a décidée. Pour garder mon voile, je ne veux me rendre en sortant du lycée, parce que je sais en effet ce que le gouvernement souhaite ; pour que je ne puisse pas étudier»

"I am required to take off my Islamic headscarf when entering the school area and I know for sure, this is because of Law dated March 15, 2004«, she gives an explanation: «since law has established it. In order to defend her Islamic headscarf, "I do not want to be lost by leaving school, because I actually know what the government wants; they want me to not be able to attend school."

**Chanez** (18 years old) also said something similar:

«Je partage l’avis de Ihsen. Les Français ne veulent pas que nous soyons aussi intelligentes qu’eux. Je suis obligée d’enlever le voile en entrant dans le lycée, car la loi française l’impose, le voile est malheureux dans les lycées publics. Nous nous renseignons sur Internet sure Cette loi»

"I agree with Ihsan's opinion. The French do not like us being as smart as them. I am obliged to take off my Islamic headscarf when entering school since the regulation forced it; Islamic headscarf is really pitiful at public schools. We find out via the internet (about the Law dated March 15, 2004) "

Through the statements of two respondents above, it can be concluded that they prioritize education. To get an education they have to go to public school because the tuition is free. Almost all respondents answered that their parents did not have money to send them to private schools. In addition to the ten respondents, there were eight people who will continue their education to higher level. Through this explanation, it is increasingly apparent that the practice of taking off and putting on the Islamic headscarf is their strategy to continue to attend school and achieve a better future.

**2 CONCLUSIONS**

The result of the study confirms that, the praxis of taking off and putting on the Islamic headscarf is a form of compromise on Law dated March 15, 2004, a law that prohibits the use of religious symbols in public school area from elementary school to high school level. This compromise aims to make them stay in school and get a diploma of baccalaureate. The absolute prerequisite for continuing education at universities, where they can study the subject they want and as much as they want, without having to take their Islamic headscarf off because Law March 15, 2004 is not enforced at university colleges. It is a strategic conformity of female students of Maghrebi immigrant to achieve a better future in their new land.
REFERENCES

Sidestream Movie as Media in Generating High Order of Thinking Skills

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Abstract. In the industry of Indonesian movies, the spotlight is mainly on mainstream movies, leaving sidestream movies underlit. Sidestream movies are less popular, yet they provide various themes and creativity more than the mainstream. Sidestream movies also often brought back prior themes from the mainstreams, meaning that they are both parallel. The less popularity of the sidestream movies is mainly affected by unbalanced movies' distribution line in Indonesia, which benefits only the mainstreams. Albeit deprived on the distribution, sidestream movies correspond the mainstream, in this era of industry 4.0, through their themes and discourses. This study aims to investigate two sidestream movies entitled Jumprit Singit and Nunggu Teka as the primary data. The result shows that the discourses of the two movies still rely on the conformity of norms and manner of Indonesian people. This idea is built through the movies' narrative discourses, showing a smaller dimension if they are compared with mainstream movies. Sidestream movies with drama genre show more conservatism and positivism whereas movies with comedy genre deliver more satire. Eventually, the relation between the discourses of mainstream and sidestream films are not always constructed in an oppositional relation as shown by this study.

Keywords: Sidestream Movie, Media, Discourse, Narrative Discourse

1 INTRODUCTION

Sidestream movies have begun to gain viewer's attention in Indonesia. This phenomenon is likely to happen because they presented various themes, compared to the mainstream movies. The themes range from domestic issues to more significant issues such as politics, nationality, etc. These issues are presented in such a way so that it may trigger the viewer’s awareness. While the mainstream movies try to meet the demand of the viewers, sidestream movies are usually made to show the directors (or the producers) point of view.

Based on the research that we have conducted, sidestream movies does not necessarily to be in a different dimension from the mainstream movies. Both kinds of movie can have the same theme and idea but are pictured in a very different perspective. The two sidestream movies that we use in this research are entitled Jumprit Singit and Nunggu Teka. Both movies were created by a local director/producer. Both movies have achieved an international award. Jumprit Singit (2012) is one of the ten Indonesian short movies which becomes the nominee in
Europe On Screen (EOS) in 2012[1]; while Nunggu Teka (2016) is the winner of Festival Sinema Australia Indonesia (FSAI) competition in 2017 which was being viewed in Melbourne International Film Festival (MIFF) from August 9-12, 2017 [2].

Unlike the mainstream movies which are distributed through the chain of theaters around the country, the sidestream movies are being distributed through online media channels. This line of distribution becomes an effective way of promoting movies to the viewers. Using this distribution line, sidestream film has its place in the Indonesian market.

2 RESEARCH METHOD

This research is a qualitative descriptive research, where the primary data is taken from the sidestream movies and the secondary data is taken from interview with the director of the movies, other written reports and articles related to the theme of the movies. The primary data is taken from scenes and dialogues from the sidestream movies.

The analysis is conducted by examining the narrative from the movie using Seymour Chatman (1978)[3] narrative structure. The narrative is obtained by examining the story through events and existents. The visual narrative is taken from the cinematography aspects. The next step in the analysis is interpreting the discourse of the movie and relate it to the High Order Thinking Skills.

3 RESULT AND DISCUSSION

As stated previously, sidestream movies have a wide range of theme which is presented from a certain point of view. This research is conducted to observe two sidestream movies with different themes created by Mahesa Desaga, a local director/producer from Malang. The first movie entitled Jumprit Singit captured a moment in the everyday neighborhood, where a thief stealing some clothes collides with a boy looking for a way to play with his friends. The second movie entitled Nunggu Teka presented a mother who is waiting for her only son to come home during the Idul Fitri holiday. These two movies can be used as a media in generating high order of thinking skills through the discourse presented in it.

3.1 Jumprit Singit Narrative and Discourse

This movie is made with only two main characters, a thief and a boy. The thief is described as a young man dressed in a shirt, jeans, and a dull jacket. He is tall, skinny, and dark-skinned with a mustache and short beard. The boy is pictured as a 10-year-old boy wearing a t-shirt with a logo of the local football club and signatures of the players and uniform pants. He is wearing sandals. The boy is also skinny and dark-skinned. From the two characters, it can be seen that they both belong to mid-low class society.

The social background of the characters is also shown in the location used in the movie. There are some locations which become the central point of the interaction between the characters in this movie. The first location is the field where the children in the neighborhood interact and play some games together. At the opening of the movie, some groups of children are playing together. They look so happy and lively running around the field. Aside from being a playground for children in the neighborhood, the field also serves as a place for political campaign. In the picture, it can be seen that the field is empty, but the wall
surrounding the field is used as a media for the candidates of the chief of the village to post their campaign posters.

The second location in this movie is the PlayStation rental-house where many children in their uniform pants watch their friends playing the game. The children look very serious in watching the game, and the situation is different from the children playing in the field. The physical activity that can be seen in the first location cannot be seen in the second location where children only sit and stare at the monitor. This is a real picture of what happened in society nowadays. Children playing together in the field are rarely found. Instead, children usually play console game after school. In the low mid society, these children will go to a rental-house together and spend hours playing games not doing physical activities.

Another location used in the movie is a post where men usually guard their village during night time. The security post is used as a place for socializing for people in the neighborhood. Here, men are playing chess, card games, and talk about various things. Their activities are somewhat similar to the young boys' activity in the rental house. They group and watch some of them playing games.

The last location which is used in this movie is the alleys in the neighborhood. These alleys are connected and there are some alleys so small that people can hide from others. In this little alley, the two main characters of the movie met and made interaction. The thief hiding from the people chasing him meets the boy who plays alone since he cannot attract his friends to play with him. The boy, who see that the thief attract many people, asks the thief what he is doing.

Boy : Mas sampeyan lapo?
Thief : Sst...
Boy : Lapo sampeyan mas?
Thief : Singitan
Boy : Lha lapo kok singitan?
Thief : Dulinan jumprit singit
Boy : Wis gede kok dulinan jumprit singit?
Thief : Jaman saiki, yo dulinan jumprit singit ngene iki.
Boy : Iku opo mas?
Thief : Yo syarate iki nek ate dulinan jumprit singit

Boy : Sir, what are you doing?
Thief : Sst...
Boy : What are you doing, Sir?
Thief : I’m hiding.
Boy : Why are you hiding?
Thief : I’m playing hide and seek.
Boy : What makes grown man like you play hide and seek?
Thief : Nowadays, everybody plays hide and seek like this.
Boy : What is that, Sir?
Thief : This is the rule for playing hide and seek, nowadays.

(minute: 00:04:50 – 00:05:34)

The dialog shows that the thief is lying to the boy about what he is doing. He said that he is playing hide and seek, and the boy believes what he said. Based on this conversation, the naïve boy tries to copy what the thief is doing by taking the PlayStation controller from his friends. This action leads to the chasing of the boy by the other children who feel disturbed.
*Jumprit Singit* is a movie which presents critics for society. It is delivered with irony which is presented through the locations, the actions and the dialogues between the characters in the movie. The location used in the movie is not explicitly mentioned; this shows that the events might happen everywhere regardless of the city, or the country. The characters in this movie are also nameless, to show that it might happen to anyone. The action and the dialog is a portrait which might occur in any society, where people usually take information for granted. The boy who gets information from the thief thinks that the thief is honest, thus leads him to a crime, which he does not realize.

In the movie, the characters are chosen to meet the actual condition in society. The children are depicted as children of middle-class community in Indonesia, the class with the most population in Indonesia.

![Children are playing PlayStation.](image1)

*Figure 1.* Children are playing PlayStation.

In figure 1, the children are playing games at somebody’s porch. It is a common situation in the mid-low class area called kampong. Because of the limited living space and the character of kampong people, they do not have a specific boundary on privacy. They usually blur the limit of personal and public space, by practicing things usually done inside the house, at the outside of the home (the porch).

Not only the main character (the boy) and his friends, the other character, the thief is depicted as also from mid-low class Indonesia. He wears worn out clothes and sandal similar to the boy. It the figure below, the two are shown talking, even though they do not know each other.

![The thief and the boy.](image2)

*Figure 2.* The thief and the boy.
It is natural in Indonesia to talk to a stranger, typically in the kampong, and it is an Indonesian custom too, to respect elders. In the scene, because the thief is much older than the boy, the boy respects and believes him; then follow him to ‘play’ hide and seek.

After the boy steals the game console, immediately following the children, all people in the neighborhood come together to chase the boy. The strong connection between people in the mid-low class Indonesia creates this kind of system. Mid-low class Indonesia has a unique system of security, performed traditionally, it is under the social system as a way of keeping the people secure.

All the scenes in the movie have a common property: the brochure of the campaign. This situation is also an ordinary thing found in mid-low class areas. The mid-low class people do not have sufficient access to education and funding, which then make them cannot propose a representative from their area. They, on the contrary, usually become the object of the campaign from parties outside the area, making them as the basis to political commodity.

The choice of the characters and the setting and the properties in this movie create the discourse of ordinariness of life in a kampong in Indonesia. The movie brings the idea that it is how ordinary life happens in Indonesia. In the movie, several statements are being criticized; (1) honesty, (2) strong cultural surveillance, (3) sense of respect to elders, (4) connection between people from the same class, and (5) the use of mid-class society as a political commodity. Those are the ordinary things in mid-class social life, and through funny way, the movie criticizes them.

3.2 *Nunggu Teka* Narrative and Discourse

The second movie in this research is entitled *Nunggu Teka*. There is only one character that can be seen in this movie, a mother who is waiting for his son to come home. The cast is pictured as a woman in her 50s, with a tall and skinny figure, wrinkles in her face and grey hair as seen in figure 3:

![Figure 3. Bik Nah](image)

The character, Bik Nah, lives alone in her house. He has one son, whose photos are on the wall and the desk. In her room, Bik Nah keeps a photo of herself together with her son, her daughter in law and her grandson.

Bik Nah is an old woman who lives an ordinary life, shown by the simple meal she cooks and the old furniture in the house she lives. She is also a polite woman who can be seen from her interaction with her neighbor. The language she uses during her interaction with her neighbor shows that she highly respects her neighbor. Bik Nah is also a patient woman, in
terms of waiting for her son to come home, and in terms of her interaction with other neighbours. She is also a loving mother, who prepares her only son's favorite foods to welcome her son, even though he has not given her the exact date of his arrival.

Unlike the previous movie, this movie only uses one location, Bik Nah house. From all the scenes, there are only several rooms depicted, which are the bedroom, the living room, the dining room, and the kitchen. Here, the location is used to strengthen the idea of ‘coming home,’ a place where a mother waits.

This movie pictures the situation taken place during the Idul Fitri celebration when people come home for the celebration of Idul Fitri every year. The ritual is common in a society where people usually work outside the town. They come back and celebrate Idul Fitri with their family. In Indonesia, Idul Fitri is a moment of joy where people gather to celebrate it with family. But it is not only about gathering with family, but it also means the celebration of the new self. Idul Fitri in Islam is a final day after 30 days of fasting to be closer to God, to clean the self from desire, internal sins and external sins (sins developed from interaction with other people). On Idul Fitri day, people gather with family to not only celebrate the coming of the new self but also to ask for forgiveness from other people, especially parents. Thus, for people having the parents outside the town, they have to come home to celebrate the day and to ask forgiveness from their parents.

This annual habit shapes culture in every country with the moslem population. Including in Indonesia, having the most significant moslem population, this culture shoves people to move almost in all parts of the region. Coming home to parent’s house at Idul Fitri becomes not only a habit but also a social regulation called as mudik. Mudik is accepted in Indonesia not only as moslem’s practice, but it has developed to be a custom, a norm that everyone in Indonesia take and exercises it directly or not.

As an important day for Moslems in Indonesia, Bik Nah in the movie is living alone at her home patiently waiting for her son to come home on Idul Fitri. Since the beginning, Bik Nah is hopefully waiting for her son, the hope and joy is shown through the enthusiasm when she prepared her son's favorite dish, and snacks; but eventually, he never comes. The day should be a day of the joyful moment, which is waited hopefully, but in this movie, it turns out to be a fruitless moment. From the movie is the word hope and joy which becomes an irony in the movie. This movie tried to picture a mother who is happily, sincerely and patiently waiting for her son to come home.

3.3 High Order Thinking Skill Through Movie

Understanding sidestream movies can be tools in learning values and people, to learn how people behave and how their behavior is reasoned by ideas. To be able to understand this, people need high order thinking skills. Wegerif states that "Thinking skills’ and related terms are used to indicate a desire to teach processes of thinking and learning that can be applied in a wide range of real-life contexts"[3]. For this reason, thinking skills are always connected to real-life context, people behavior, their culture, and background knowledge. Not only those aspects, Wegerif continues that it also influenced by strategies, habits, attitudes, emotions, motivations, character or self-identity and community; because thinking is an individual and reciprocal social action.

Based on Blooms Taxonomy, the thinking skill has then grown into the higher order thinking skill (HOTS). Brookhart [4] states that HOTS is an ability to think of three aspects: (1) transfer, (2) critical thinking, and (3) problem-solving. The transfer is the ability to remember and recall the idea/ knowledge. Critical thinking is the ability to think critically,
whereas problem-solving is the ability to relate the experience to the problem and to be able to solve the problem accordingly [5].

As the development of technology has improved, the learning activity also developed based on the medium [6]. Prior medium in the use of technology, computers and motion pictures have played a significant role up to nowadays [7]. But alongside the use of those, the film has entered and attended the line rapidly. From the wide range of films, the sidestream films can deliver more values than the mainstreams, because mainstream films are made more to meet the demand of the capital industry [8].

4 CONCLUSIONS

Teaching and real-life learning values are some things that are not easy to do. To be able to achieve this, people have to have a clear picture or the context on the object value. The film, in thinking skill, can be an optimum medium or mind-tool. The character and the scenes provide a clear image of the value, and the setting and the cinematography provide a context for the viewers to learn the value. The real-life illustration in the film is a perfect tool for the mind to relate the value to the personal experience easily.

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Curriculum Evaluation on Pedagogical Courses in Industry 4.0 era: Describing Alumni Views

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**Abstract.** This study is aimed at describing alumni feedback who work as teachers on the pedagogical courses offered at ELEP in their job as a teacher and how sufficient the pedagogical courses offered at ELEP for the alumni to do their job as a teacher. This study employs descriptive qualitative as it attempts at describing ELEP alumni current opinion about how well pedagogical content on ELEP curriculum helps them as a teacher. Interview had done to collect alumni views toward the issue. The result shows that that the content of some pedagogical courses such as *Pengantar Pendidikan* and *Etika Profesi* need to be improved to add more practical knowledge than theoretical knowledge. Students need more exposure on the real view of what happen in the real teaching and learning process in high school. All in all, all pedagogical courses are needed and most of the pedagogical courses are sufficient but there should be improvement on teaching implementation for betterment.

**Keywords:** Alumni Feedback, Pedagogical Competence, Curriculum Evaluation

1 INTRODUCTION

English Language Education Program (ELEP) aims at producing English teachers who master the concept, theory, and the application of teaching pedagogy. A teacher must be equipped with four competences covering (1) pedagogical competence, (2) personal competence, (3) social competence, and (4) professional competence\textsuperscript{[1]}. Therefore, those competences must be covered in the objectives of ELEP to answer the qualification proposed by the government and to accommodate the needs of society in education field or teaching English as a foreign language.

Regarding the need of society in the millenial era, education institutions demand high standard qualifications for the English teachers. To fulfill this, curriculum for the undergraduate students in ELEP designed to provide solid pedagogical knowledge and practical knowledge for individuals who are ready to teach and apply the knowledge in the workplace especially in teaching millenial students who are familiar with technology and gadget. Hence, to keep the curriculum up to date, the evaluation on curriculum should be done continuously. The quality evaluation is done to ensure that the program has already fulfilled the quality assured which cover the nine evaluation areas for quality assurance namely, vision, mission, educational goals and learning outcomes; curriculum design and delivery; assessment of students; students selection and support services; academic staff; educational resources; programme monitoring and review; leadership, governance and administration and continuous
quality improvement[2]. In line with that statement, as education institution, ELEP continuously conduct the evaluation of the curriculum to accommodate the society’s need and the standard of teachers based on the Decree of National Education Ministry no. 16 year 2007.

The program must control the quality assurance of the curriculum. To sustain the quality of curriculum, curriculum evaluation is worth to conduct. Basically, a major concept of curriculum evaluation occurs after the courses have been taught four times[3]. In another words, the curriculum needs to be revised after five years applied. This study focuses on pedagogical curriculum evaluation that is a prominent component in teaching and learning. In this evaluation process, it takes into account stakeholders which refer to the alumni of ELEP who are the key participants of pedagogical curriculum evaluation. In this case, the alumni are as the providing evidence of their outputs in pedagogical competence and the relevance of what they have learned to their needs [4]. Hence, this study attempts to evaluate the pedagogical curriculum offered by ELEP from alumni feedback in their job as a teacher. Taking pedagogical competence as the focus to be examined in this study is based on a consideration that pedagogical knowledge and skills are pivotal aspects of being a teacher. Teachers need to possess a body of knowledge involving, among which, knowledge of subject matter and pedagogy, including pedagogical content knowledge [5]. Thus, teachers have to possess a great deal of pedagogy as they are involved with pedagogy every working day of their life [6].

As a program study which produces English teachers, English Language Education Program designed a curriculum that equips students with pedagogical competence for teaching English. Since curriculum is a dynamic object that is developed based on the needs of society and the individual university [3], it must be evaluated periodically to keep it up to date. To prevent drift and maintain quality, continuous review on curriculum is obligatory. For curricula to be relevant to the needs of society, faculty must be committed to continuous quality improvement, which involves curriculum evaluation, curriculum revision, and re-evaluation after implementation of changes [3]. There are a variety of methods of curriculum review and evaluation which involves both formative and summative evaluation. Formative evaluation assesses the program for the period of development and implementation to find where changes are required and to ensure quality. While summative evaluation controls if the program outcomes were met [3]. This study focuses on the summative evaluation which aims at finding out about how well English Language Education Program equips the students with pedagogical competence. The 5 year process curriculum evaluation is presented in picture below.
In this research, curriculum evaluation is done in the stage of alumni survey to obtain feedback towards the pedagogical courses in terms of to what extent the alumni need them in their job as teachers and how sufficient the pedagogical courses were offered at ELEP for the alumni to do their job as a teacher. The input of alumni is vital to the development and improvement of the program [7]. More precisely, it is very useful in constructing programs in curriculum. In this research, alumni were asked about the benefits of pedagogical courses for their job as teachers to evaluate the materials given in pedagogical courses. This as consideration for lecturers of English Language Education Program review, revise, and develop pedagogical courses for improvement.

Some studies done in the similar area of curriculum evaluation. As it was conducted on a Study of Alumni Feedback on Outcome Based Education in the Faculty of Engineering & Built Environment, Universiti Kebangsaan Malaysia [8]. Survey results show high overall values of alumni perception of program objectives and program educational outcomes. Another also did a similar study on A Study of English Language Curriculum Implementation in 6th, 7th and 8th Grades of Public Primary Schools through Teachers’ and Students’ Perceptions [4]. The results revealed that the implementation process of the English language curriculum showed that majority of the curriculum goals were attained at a moderate level and there were some problems with the selection and ordering of curriculum content. Teachers’ perceptions of curriculum goals and content differed in relation to school location, age, teaching experience and educational background. Students’ perceptions of the curriculum varied in relation to their grade levels, gender, parents’ educational and English level and previous English grade. Similar study concerning about curriculum was done that is Impact of Alumni Feedback on the Curriculum [7]. To be specific, it discusses the use of an alumni survey as feedback for the development and improvement of a mechanical engineering program curriculum. The alumni feedback gave valuable input to the improvement of the curriculum. Knowing the importance of alumni feedback for the improvement of study program curriculum, it is essential to carry out curriculum evaluation on the view of alumni who worked as teacher whether the pedagogical curriculum needed and sufficiently equipped them in the workplace.

2 RESEARCH METHOD

This study employs descriptive qualitative to cope the alumni’s perception. As this study aims at describing ELEP alumni current opinion about how well pedagogical content on ELEP curriculum helps them as a teacher, a descriptive qualitative design using an in-depth interview to collect qualitative data was conducted. The process of research in qualitative method involves emerging questions and procedures, the typically data were collected in the participant’s setting, and the building of the data analysis was inductively come from specific to general themes [9]. In other words, the interpretations of the data were reported descriptively. The qualitative data were obtained from alumni who have already worked as teachers from different area of educational field. The subjects were chosen based on their length experiences of teaching. The final written report had a flexible structure. Here, the researcher used form words to describe the result of the study.

Figure 1. 5 year process curriculum evaluation [3]
3 RESULT AND DISCUSSION

3.1 Results of the Study

Some questions were developed as a semi-structured interview guideline to get qualitative data. Some alumni were carefully selected as informants to reveal intended information. One alumni representing majority response was chosen randomly while three other alumni were appointed as they have the longest experience of teaching from the majority ones. Then, the interview results were transcribed and analysed further to get complete picture of the alumni’s feedback on the pedagogical courses offered at ELEP.

The interview results answer the curiosity by revealing reasons behind the alumni’s response. Among the 13 pedagogical courses listed in the questionnaire, some courses such as Pengantar Pendidikan (Introduction to Education), Psikologi Pendidikan/Pembelajaran (Psychology of Education/Learning), Program Pengalaman Lapangan (Pre-service Teacher Internship Program), Etika profesi (Ethique), Teaching English as a Foreign Language, Curriculum of English Instruction, Instructional/Teaching Media, Language Assessment, Classroom Management, Language Teaching Methodology, English for Young Learners, Micro Teaching, and Instructional Material Development are considered to be good and simple. Thus, it facilitates the alumni to understand the material well.

Some of the pedagogical courses such as Instructional Material Development, Curriculum of English Instruction, Classroom Management and Language Teaching Methodology are considered to really help the alumni in not only preparing teaching material, planning teaching-learning activities, and manage the class. However, one of the alumni argued that Pengantar Pendidikan and Etika Profesi still remain as theoretical knowledge as during the teaching of the courses, empirical phenomena related to the theory were not adequately explored yet.

The extend of which the participants need the pedagogical course are based on specific job description of each alumni as an English teacher. A participant argued that among those courses, 60%-70% are needed in teaching junior and senior high school students, while some other believed that all of them are needed in their job as a teacher in language school whose students’ English proficiency varies. For a participant who has experience in teaching English for young learner, 40% of the pedagogical courses are needed as some courses such as Language Assessment and Teaching English as a Foreign Language are not applicable in Elementary school context.

Though all the pedagogical courses are needed, they do not share the same degree of sufficiency in equipping the alumni with knowledge and skills needed to do their job as an English teacher. All of the alumni being interviewed stated that Instructional Material Development, Language Teaching Methodology, Teaching Media, Psychology of Education/Learning, Teaching English as a Foreign Language, English for Young Learners, and Micro Teaching are pedagogical courses that successfully equipped them well with knowledge and skill that are really helpful in doing their job as an English teacher. Psychology of Education/Learning, for example, equips the alumni with knowledge of how to deal with millenial students to develop their sense of responsibility and awareness. Moreover, teaching millenials is obliged to have more updated strategy related to technology since it increases their motivation in involving in teaching and learning process. Next, Micro Teaching, as another example, gets some feedback that it should be an individual (not a pair) in doing task as teacher, and that it needs to involve more than peer playing role as students. Among the pedagogical courses that are needed, yet in need of some improvement are recommended.
All in all, from the results, it is concluded that most of pedagogical courses offered in ELEP is needed, but few of them such as Pengantar Pendidikan and Etika Profesi need to be taught in more practical knowledge so that the students can get clear picture of their implementation in real teaching process. For the sufficiency of the materials given pedagogical courses, most of them are sufficient in equipping alumni as teachers. Nevertheless, improvement on the teaching technique and scenario in class is highly required since the theoretical knowledge is quite boredom to be given in the classroom, they argue that it is something that they can earn by themselves by reading books and articles. The most valuable thing expected from learning pedagogical courses at college is the exposure of how the theory implemented in the real class or in other words students demands more practical knowledge especially in handling millenial students. Therefore, revisiting the teaching technique and scenario for pedagogical courses in ELEP is vital for curriculum improvement.

3.2 Discussion

Based on the results of questionnaire and interview, most of the respondents agreed that most of pedagogical contents equipped them knowledge and skill as English teachers. A few alumni considered to response differently since the needs of the students are different. The pedagogical content is the compulsory course which must be taken by ELEP students to accomplish pedagogical knowledge. A teacher must be equipped by knowledge and skill and one of the knowledge is pedagogical knowledge [4]. Richards states core competence of teacher knowledge consists of (1) practical knowledge, (2) content knowledge, (3) contextual knowledge, (4) pedagogical knowledge, (5) personal knowledge, and (6) reflective knowledge. Pedagogical knowledge itself can be defined as an ability to plan and construct teaching content by taking into account the learning objectives. This ability must be gained by teachers as it is stated on the Decree of National Education Ministry no. 16 year 2007 as the standard of teachers.

This study is firstly conducted to evaluate ELEP’s curriculum especially on pedagogical content. As the purposes of this study, the results answer the issues to investigate the need of alumni on the pedagogical courses offered at ELEP in their job as a teacher and how sufficient of the pedagogical courses offered at ELEP for the alumni to do their job as a teacher are. Most of alumni really need and they are quite sufficient on pedagogical courses such as Language Teaching Methodology, Curriculum of English Instruction, Classroom Management, and Instructional Material Development since they were involved directly. In another word, they did the plan and applied it at school. This learning experience facilitated them well when they do the job as a teacher. Thus, it can be concluded that the alumni still perceive these pedagogical contents are important and thus may be kept in their current form.

Regarding curriculum evaluation, this study accommodates ELEP to examine the effects of a program at significant end points of an educational cycle [4]. This process can be defined as accountability-oriented evaluation. This evaluation is aimed at measuring in what extent the quality or the benefit of the programs facilitated stakeholders. The result can be used to decide to still perceive the pedagogical courses or to modify even to change the courses. To be specific, the results show modification is suggested on the method of teaching some pedagogical courses. As mentioned [3] curriculum evaluation can be whole or part of the curriculum, and in this study evaluation is segmented in the pedagogical courses. Therefore, based on alumni views on betterment of the curriculum, four themes address curriculum revision: incorporating safety and quality, redesigning conceptual frameworks, incorporating strategies to address content-laden curricula, and using alternative teaching pedagogies [10].
In this study, it is figured out that ELEP need to revise alternative teaching pedagogy in some courses. Alumni proposes that it is more beneficial in equipping their job as teacher if pedagogical courses given in practical not only theoretical. An idea of teaching method and strategy used in pedagogical courses is ICT based since teachers nowadays assist millennial generation who engage with gadget and technology. Educational systems all over world are now highly related with the use of information and communication technologies (ICT) [11], this aims at equipping students the knowledge and skills needed to face digital era nowadays. In short, teaching method which is more practical and involving ICT is highly recommended to be implemented in teaching pedagogical ELEP to equip teachers to be.

4 CONCLUSIONS

From the study done to ELEP alumni, it uncovered that all pedagogical courses are needed for alumni who work as teachers. Though, it revealed in in-depth interview that some of the pedagogical courses, such as Pengantar Pendidikan and Etika Profesi are still remain as theoretical knowledge as they did not explore empirical phenomena related to the theory. Nevertheless, it is suggested that the content of some pedagogical courses such as Language Teaching Methodology and Micro Teaching need to be improved to add more practical knowledge focusing on keeping up with millenial students. ELEP students need more exposure on the real view of what happened in the real teaching and learning process in high school. All in all, all pedagogical courses are needed and sufficient but there should be improvement on teaching implementation for betterment.

It is suggested to ELEP to revisit its pedagogical courses especially on how they are delivered since the result shows that some pedagogical courses delivered in the class still focus on theoretical, while as teachers, they need more practical knowledge. Furthermore, for further researchers are suggested to investigate deeper on what teaching technique/scenario which matches to teaching pedagogical courses and give more horizon about practical knowledge which is valuable for ELEP students in equipping them for their future job.

REFERENCES


Development of Short Movie as Instructional Media to Teach Present Tenses

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Abstract. The development of a short movie entitled “Present Moments” intends to assist English Lecturers to teach English Grammar. It is also based on the fact that the lecturers often find difficulties in explaining the basic concept of grammar and providing concrete examples to the students as English foreign learners. Thus, these facts trigger the researchers to develop a movie as instructional media to teach English Tenses especially Present Tenses. The present research used ADDIE development model. The product is a short movie in DVD format about teaching Present Tenses especially for students who are taking English grammar class in Faculty of Cultural Studies Universitas Brawijaya, Indonesia. This product was validated by media expert and content expert. Questionnaires were used as the instruments to collect the data. The researchers analyzed the data obtained from the media and content experts by describing and categorizing all of the information into comments and suggestions. The result of the validation from the content expert shows that the movie is considered appropriate as instructional media. However, it still needs improvement especially the quality of the pictures. Meanwhile, the result of the validation from the content expert shows that the movie can be used as instructional media but it still needs some revisions. Suggestion for further research is the use of Present Tenses in the scenes of the movie should be more elaborated and optimized.

Keywords: Development, Movie as Instructional Media, Present Tenses, ADDIE Model Development

1 INTRODUCTION

The teaching of English grammar which focuses on the tenses or time create confusion among students when they learn the grammar of their mother tongue which is Bahasa Indonesia. The difference between the two languages causes difficulties for the teacher and students, even in the context of higher education. However, the differences cannot be avoided because there are some fundamental differences among languages in this world. In English, the use of verb is likely influenced by the type of time and activity itself which is significantly different from Bahasa Indonesia Grammar in which the form of the verb does not depend on the time and activity. For instance, the verb “makan” in Bahasa Indonesia will make no change when it is used in different timeline: “Kemarin saya makan nasi goreng.”; “Setiap pagi saya makan nasi goreng.”; “Besok saya akan makan nasi goreng.” If those sentences are changed into English,
there will be significant changes on the verb “eat”: “Yesterday I ate fried rice.”; “Every morning I eat fried rice.”; “Tomorrow, I will eat fried rice.”. Furthermore, the English timeline has its time and activities such as simple, continuous, perfect and the combination of perfect and continuous. In the context of Bahasa Indonesia, all verb is always in the form of present, like the word “makan”. However, in the context of English the form of the verb changes according to the tense use, such as daily activities is in the form present, the ongoing activity at the time of speaking is in the form continuous, the activity which has been done is in the form perfect, and the activity which has been done but still in the progress should be in the form of perfect continuous.

The teaching of grammar in higher education still uses the conventional method such as giving the formula of the tenses and providing examples. However, the lecturers experience some difficulties in teaching grammar, especially when it comes to giving the concrete examples of the grammar use being learnt. Moreover, the differences between the first and target language in concept make things even more difficult for the students. The lack of media uses to picture the concept of grammar triggers the development of the movie as the potential media in grammar teaching, especially the present tenses concept.

For the past few years, movie has been proved to be an effective media in an implicit teaching because these sets of complex scenes can take the viewers to the realm exposed in it. Moreover, students, nowadays, are exposed to the technology such as smartphone and tablets which make them feel not enough to read from the printed version of books and urge the more technology-friendly media.

Based on the result of the previous movie development entitled “Pengembangan Video Pembelajaran untuk Pengajaran English Tenses”, the researcher get some appreciation and feedback to develop another film as media in teaching grammar which focus on the Present Tenses. It is crucial to design the teaching of grammar based on the cluster tenses to make it easier to teach and use it. Thus, the present research is focus on the development of short movie in the teaching of present tenses which cover the past, present, and future tenses and present which indicates future. There are two prominent objectives of the present study. First, it is expected that the movie will help the English lecturers, especially those who teach Grammar focusing on the concept of present tense and the use of it in a formal or informal spoken and written communication. Second, the movie is expected to be a helpful tool for english students to understand the concept of present tense better. Third, the movie development will help the english students to improve their understanding about various kind of grammar teaching methods since they are trained to be teachers.

In Indonesia, English is considered as a foreign language which is learned after first and second language acquisition. English is difficult to learnt although Bahasa Indonesia (Indonesian language) and English have the same orthography in which both of them use the same alphabet. However, English has a different way of pronouncing words from Bahasa Indonesia which makes English difficult for Indonesian learners to master. One of prominent scholars who are expert in understanding a language acquisition especially in second language and foreign language states that there are two independent systems in acquiring a second language [1]. The first system is called “the acquired system” that is a product from a natural process which is similar to how children acquire their first language. The second system is called “the learned system” that is a product from a formal learning in a class where learners and teachers meet in order to learn a language. The learning activity is arranged in order to bring a teaching learning process out with the purpose of learning a desired language.

In line with [1], [2] also argues that grammar is an important language component to support learners in mastering a language. He [2] states that there is a universal rule in a second language
acquisition which is called Universal Grammar. Chomsky and his fellow scientists claim that grammar mastery is very important in the second language acquisition process. An initial knowledge about an understanding of a language which is called Language Faculty is a component of human mind, which is located within a brain and a part of congenital condition of a species [2]. Anything that a language has in common is called Universal Grammar. In 1970s, the disciples of this approach assumed that a language acquisition cannot be separated from a child understanding about a system of a language that is going to be absorbed. Thus, they believe that grammar is very important for language learners if they want to master a language they learn.

Grammar is a very important component to booster English skills because grammar competence of an individual will determine how accurate they use English. Grammar is a part of learning about a structure of a language [3]. The structure here means a sentence structure that lies in a language. Basically, Grammar attempts to outline how a form of a language can be accepted so that it is important for learners to learn forms of Grammar of a language in order to facilitate them in understanding the meaning of sentences in a language.

One of grammar forms that are required to be mastered by language learners is tenses. Tenses are forms of time in English which explain about when things happen so that it gives more accurate information. There are several techniques that can be used in learning tenses such as silent time, reading aloud, correction [4]. Silent time is an activity undertaken to give learners time to ponder the tenses structure in order to deepen their understanding. Reading aloud is the second activity that can be done in learning tenses which aims to train learners to comprehend tenses that have been learned so that they can absorb them well. The last activity is correction as editing. In learning grammar, learners surely make mistakes in the process. As an instructor or a teacher, we are demanded to always give sympathy to learners by giving kinds of feedback such as correction, revision with explanation about mistakes made by learners during grammar learning process.

Learning grammar, especially tenses, is an activity which is quite boring for learners. In this case, a tool is needed to help the process of learning tenses. One that can be used is media. The use of media as a tool for learning grammar is able to facilitate the teaching and learning process done by teachers. The success of learning grammar may not only be obtained by applying several techniques, but also using media to make language learning more fun.

Movie is an artwork and a culture which is a see-listen mass communication medium made based on the cinematography principles recorded in a celluloid tape, video tape, video disc, and/or other technology discovery materials in any forms, kinds, and sizes through chemical, electronic, or other processes with or without sound, which can be presented and/or displayed with mechanical projection systems, electronics, etc [5]. In short, movie is one of see-listen mass communication media which can be presented. When movie is used for the teaching and learning in a class, it is considered as an instructional media. The use of movie as an instructional media has been considerably implemented in the digital era nowadays.

The transformation of how learners study demands teachers to be more creative and innovative in teaching learning process in a class. The ways learners learn in digital era are more into technology based learning [6]. All information that can be accessed through technology has greater chance to be absorbed by learners. This fact thus makes movie become popular as an instructional media. Movie development for instructional media is highly recommended [7]. Sandhya and Bhuvaneswari [8] also reveal that the use of instructional media can promote better environment for learning process. There are several advantages of using movie as an effective learning, such as movie can overcome time and space (time and space manipulation); portray events realistically in a short period; deliver messages which are usually easy to remember;
clarify abstract instances by giving realistic illustration; give strong impact to learners when it is played repeatedly; be suitable for various learners’ characteristics.

1.1 Research Method

Model development used in this research was ADDIE (Analysis, Design, Development, Implementation, Evaluation) model [9]. Analysis. Based on the previous product evaluation and discussion with all related parties, it was found that the materials given was too general and each tenses could not be explained clearly. Thus, the next product developed focus on one specific tenses, so that it could be used for all students who are interested in learning English Grammar. Design and development. Product developed is in form of a short movie entitled “Present Moments” for the students who are taking English class in Faculty of Cultural Studies, Universitas Brawijaya. Implementation and evaluation. The product validation was done by media and content experts. Product dissemination was not done because of time limitation. Instrument used was questionnaires for the experts. Descriptive analysis used to analyze the data which in form of comments and suggestions.

1.2 Result and Discussion

The short movie “Present Moments” was tested by two experts: media expert and content expert. The data resulted from the first evaluation (through questionnaire) is in qualitative. Some components are regarded to connect to these aspects: form, sound, music, narration (script), editing. The result is presented on the following table:

<table>
<thead>
<tr>
<th>Aspect</th>
<th>Indicator</th>
<th>Yes/ No</th>
<th>Comment/Suggestion</th>
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<td>Form</td>
<td>1. Credits on the CD/DVD’s cover</td>
<td>Yes</td>
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<tr>
<td></td>
<td>2. CD/DVD’ Hard Case</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>Sound</td>
<td>1. Clear voices</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2. Clear articulation</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3. Movie uses informative dialogue</td>
<td>Yes</td>
<td>Some words of Mr. Hamdan are pronounced less</td>
</tr>
<tr>
<td></td>
<td>(movie over)</td>
<td>Yes</td>
<td>Hamdan are</td>
</tr>
<tr>
<td></td>
<td>4. Movie uses general terms and instruction</td>
<td>Yes</td>
<td>clearly</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5. The words/vocabulary used is on the same</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td></td>
<td>level of the learners</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>6. Communicative language</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Music</td>
<td>1. Instrumental (backsound)</td>
<td>Yes</td>
<td>Too loud for learning</td>
</tr>
<tr>
<td></td>
<td>2. Low volume (backsound)</td>
<td>Yes</td>
<td>process</td>
</tr>
<tr>
<td></td>
<td>3. Contextual music/backsound</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4. Music credits</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>Narration</td>
<td>1. Narration is compatible with</td>
<td>No</td>
<td>Too much narration</td>
</tr>
<tr>
<td></td>
<td>learning objectives</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2. Narration elaborates present tenses</td>
<td>No</td>
<td>Lack of tenses’ explanation</td>
</tr>
<tr>
<td></td>
<td>3. Clear intonation</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4. Compatible plot</td>
<td>No</td>
<td>The beginning scene is not in line with the script</td>
</tr>
</tbody>
</table>
Editing
1. 5-20 minutes length No More than 30 minutes
2. Text for abstract subject Yes
3. Entertaining, attractive, educating, stimulating Yes

The second questionnaire also resulted in qualitative data. The components were evaluated towards their compatibility to Present Tenses. The result is presented below:

Table 2. Content Expert Validation’s Result.

<table>
<thead>
<tr>
<th>Aspect</th>
<th>Indicators</th>
<th>Yes/No</th>
<th>Comments/Suggestion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Material</td>
<td>1. Equivalent with learning outcomes</td>
<td>Yes</td>
<td>- The material presented in the movie is incomprehensible</td>
</tr>
<tr>
<td></td>
<td>2. Material is explained in sequence</td>
<td>No</td>
<td>- There are many scenes that are not relevant with the material</td>
</tr>
<tr>
<td></td>
<td>3. Material is delivered from easy to hard level</td>
<td>No</td>
<td>- Material should be match with the scenes to make it relevant</td>
</tr>
<tr>
<td></td>
<td>4. Material is presented appropriately and comprehensively</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5. Material considers the learner needs</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td></td>
<td>6. References of information/material</td>
<td>Yes</td>
<td></td>
</tr>
</tbody>
</table>

The short movie “Present Moments” is comprised into total 32 minutes 25 seconds and is recorded on DVD cassette with MP4 format. It also has cover and hardcase as it is usually found in other movie’s DVD. There are screenshots, credits and summary of the movie on the cover. This movie is made to be media to learn English tenses, especially to comprehend the present tenses (present simple, present continuous, present perfect, and present perfect continuous) for college students in early semester.

Harmer (2004) explains that movie as instructional media has some benefits. First, movie accommodates the learner’s need to comprehend the target language by presenting them through movie scenes in everyday conversation context. “Present Moments” tells about an English teacher named Mr. Hamdan. The life story of Mr. Hamdan is mostly about his teaching activity to Indonesian students in early semester of college. The plot focuses to his discussion about English tenses, more precisely, present tenses. However, his Indonesian students still face the same trouble in comprehending the concept of tenses, though they had been learning English for years. After his conversation with his wife, Mr. Hamdan inwardly looks into his conventional teaching method in delivering the explanation. He then decides to change his teaching styles to become more creative and innovative. Some ways that suits the millennials.

The second benefit of movie is that, it is able to provide fun and entertaining media for language learners because they do not only watch but also hear the movie scenes wrapped in interesting plot. Through this activity, audiences absorb many elements in the movie and they unconsciously learn many things. By inserting some lesson and explanation about English grammar inside the plot and scenes, the movie media aims to entertain and educate the students in the same time.

Third, the use of movie as instructional media also suits the learner’s characteristic in digital era, in which, teachers are required to innovate their ways of teaching more creatively inside classroom. The digital era closely related to technology development. The issue is also brought up inside the movie “Present Moments” where Mr. Hamdan uses the social media to teach grammar. All information is easily accessed through technology, and this hold large part of
millennials’ life. By utilizing the technology for instructional media, this movie is very suitable for the learners’ need characteristics.

2 CONCLUSIONS

Based on the result of validation by the experts, it can be concluded that even though the short movie is regarded as suitable to be utilized inside the classroom to teach grammar, it needs many improvements. Some of the revisions that can be done are related to the quality of the basic elements of movie themselves, including the scene, sound, shots, etc. The property and devices needed should be prepared in advance also the choice of the actors and crews. Regarding to the use of the media in the classroom, the students still need to be assisted and to watch they are required the movie several times to comprehend the lesson. Lastly, the identification of each present tense shall be added to ease the audience in watching the movie. Additional interactive scenes shall also be considered in the next project to expand the level of comprehension of the learners.

REFERENCES

Multimedia Project as Authentic Assessment through Self-Direct Learning

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Abstract. The purpose of this research is improving student skills in multimedia projects with Self Direct Learning and authentic assessment. The procedure involves (1) analyzing basic competencies, learning theories, embodiment of learning behavior, and HOTS learning techniques, (2) selecting information as instructional materials, (3) making test and non-test instruments, (4) choosing types of multimedia applications based on the ACTION principle, (5) producing multimedia, and (6) implementing multimedia. The research method is Classroom Action Research. The data source is 80 students. The results of cycle 1 showed student competencies of 62.5% in the excellent category, 20% in the good category, 6.25% in the satisfactory category, and 11.25% in the poor category. In cycle 2, student competencies were 71.25% in the excellent category, 16.25% in the good category, 6.25% in the satisfactory category, and 6.25% in the poor category. It can be concluded that Self-Direct Learning and authentic assessment can improve the skill of students in the stages of planning, producing, and applying it to Indonesian teaching and learning.

Keywords: Multimedia Project, Authentic Assessment, Self-Direct Learning

1 INTRODUCTION

The Fourth Industrial Revolution (4.0) has resulted in increased flow of digital information (big data). This has encouraged teachers to be creative in developing students with the abilities to read, analyze, select, and peruse the information that is appropriate to learning goals. Teachers act as facilitators who guide students to think by analysis, evaluation, and creativity in utilizing the data from the information. In addition, teachers should also be skilled in applying technology in learning. In this way, students are expected to be motivated to learn. Students can then learn independently using applications even though they do not meet with the teacher directly. However, what teachers also need to consider is that data literacy and technology literacy ought to make students more collaborative and communicative. A good language competence test is a test that is fully capable of measuring four language skills at a time, namely listening, speaking, reading, and writing competencies. The assessment of language competence should be conducted in an authentic, not discrete or partial way [1]

These effects of the Fourth Industrial Revolution implicates that future teachers who go through teacher preparation education need to be shaped as human resources that possess high
competence and are able to compete in this era. Lecturers should apply learning techniques and authentic assessments that provide students as future teachers with competencies of data literacy, technology literacy, and HOTS (Higher-Order Thinking Skills). According to Abidin (2015), in facing the Fourth Industrial Revolution, educators should prepare learners to become a generation that is better than the previous one, as well as to be reliable, polite, and well-mannered[2].

One of the courses that prepare students of the Indonesian Language and Literature Education Study Program of the Faculty of Culture Studies of the University of Brawijaya with the competencies of data literacy and technology literacy is the course of Indonesian Language and Literature Learning Media. The learning objectives of this course are for students to be skilled in planning, producing, and applying multimedia in Indonesian language education.

According to the results of a pre-cycle conducted on September 18, 2018, with 80 students, it was found that most of the students have not been skillful in planning, producing, and applying multimedia in Indonesian language education. The data showed that 60% of students were in the poor category, 15% were satisfactory, 6% were good, and 19% were very good. The indicators were that first, the learning and reading materials had not been considered based on the constructivist learning theory and the realization of learning behaviors of the students. Second, the evaluation instrument consisting of test problems had not been able to develop the HOTS of students.

In addition, there had not been any non-test instruments that allow students to measure their own learning process. Third, there had not been interactivity and novelty. This is because from the process standpoint, the lecturer applied an exploratory technique that directed students to identify examples of multimedia in consideration of contents and appropriateness to the basic competence and learning level of students to be taught. The students then produced multimedia with the structural contents of multimedia as indicated by the lecturer, and they composed the steps of applying multimedia in Indonesian language learning. Moreover, the evaluation was only conducted by the lecturer, who only appeared to evaluate their work.

Based on this problem, there needs to be a learning technique and authentic evaluation that prepares students to be leading, be competitive, and have character. The technique of Self-Direct Learning and authentic evaluation based on projects are techniques that are appropriate to those needs. The technique of self-direct learning is a learning technique that guides students to study project-based materials with the emphasis being on the ability of students to make their own decisions that are appropriate to the learning objectives (study balance and awareness monitoring). Grow (in Black, 2018) stated that there are four matters that need to be considered in the application of this technique: (1) teachers should provide clear instructions to the students so that students will understand the learning objectives, (2) teachers motivate and guide students to become actively involved in learning so that students can find out the important detail of each learning procedure and the results that are intended to be achieved, (3) teachers act as facilitators that guide students to develop their knowledge and skills as broadly as possible, and (4) teachers direct students to become independent and responsible subjects in making the decisions of each learning procedure for the progress of their own learning[3]. The role of the teacher in this regard is the monitoring of the student learning process to find out the achievements of student learning and the learning targets (assessment for learning and assessment as learning).

This technique is quite applicable in learning in colleges because multimedia learning can increase the performance students as candidates of educators with the self-learning and self-
direct system[4]. In addition, as candidates of teachers in the Fourth Industrial Revolution, students are part of the new generation that will further develop Indonesian education to a more advanced stage. As such, students must possess in-depth knowledge of advanced information, in-depth understanding, data literacy, digital literacy, and skills in utilizing multimedia in learning.

From an authentic research standpoint, authentic project-based evaluation is required. Authentic project-based evaluation is an evaluation model that evaluates the process of learners in working on certain project assignments in a structured manner and with real experience, leading to the creation of certain products. To realize assessment for learning and assessment as learning, the authentic evaluation based on projects covers authentic evaluation by lecturers and students.

Competencies of multimedia planning include (1) analyzing basic competencies, (2) analyzing learning theories, (3) analyzing the realization of learning theories, (4) data literacy or selecting learning sources that are relevant to the needs of learning, (5) technology literacy or selecting multimedia applications using the ACTION principle (Access, Cost, Technology, Interactivity, Organization, Novelty), and (6) designing multimedia implementations that allow students to develop HOTS, covering thinking by analysis, evaluation, creativity, collaboration, and communication, and to be able to measure their own learning achievements (assessment as learning). According to Songkram, Khaisang, Puthaseranee, and Likhitdamrongkiat (2015), there are eight aspects that must be well-planned in producing and applying multimedia in learning[4]. These aspects cover media contents, learning management system, communication, evaluation, the role of educators, the role of learners, the role of the school, and learning method.

The competence to produce multimedia is in the form of competence to compose multimedia based on the principle of ACTION. Meanwhile, the competence to apply multimedia is in the form of the competence to compose the steps of multimedia implementation in reference to the selected learning theory and realization of learning behaviors, HOTS, and assessment as learning. According to Surjono and Gafur (2010), multimedia that is optimal to be implemented in learning is that which can trigger and encourage students to learn, facilitate the students to achieve the learning objectives, and instill permanent cognitive, affective, and psychomotor changes among students[5].

For the project-based evaluation to be valid and to affect the competence of learners, according to Kay and Knaack (2009), there are essential elements that must be present in the instrument, including the aspects to be evaluated, descriptors, object data, and decision considerations [6]. Based on this background, the aim of this research is to increase the skills of students through the Self-Direct Learning technique and the model of authentic project-based evaluation on the stages of planning, producing, and applying multimedia in Indonesian language education.

1.1 Research Method

This research is a Classroom Action Research. This is because there are problems in the course of Indonesian Language and Literature Learning Media. The problems were found from the results of the pre-cycle with the instrument of observation guidelines. The results showed that there was a lack of student competence in planning, producing, and applying multimedia in Indonesian language education. For the research, remedial actions were carried out by applying the technique of Self-Direct Learning and authentic project-based evaluation. The stages of application of the Self Direct Learning technique at the planning stage involved
asking the students to (1) analyze basic competence, learning theory, and realization of
learning theory, (2) select learning sources that are relevant to the basic competence, (3) select
multimedia applications with the ACTION principle, and (4) designing the application of
multimedia with the principles of HOTS and assessment as learning. At the stage of
multimedia production, students composed multimedia based on the ACTION principle.
While the actions were carried out, learning activities were observed using the instrument of
observation guidelines. The results of applying these actions were then reflected upon and
evaluated to find out the achievement of learning objectives. If the desired aims have not been
achieved, then the nth cycle was performed.

The research was conducted at the Indonesian Language and Literature Education Study
Program of the Faculty of Culture Studies of the University of Brawijaya. The subjects of the
research are students of the Indonesian Language and Literature Education Study Program of
the 2016 cohort, numbering to 80 students. The research was conducted from September 18 to
November 27, 2018.

The type of data in this research is the student learning process and results. At the stage of
data analysis, the following table was used as a guideline for the data analysis of student
learning process and results.

<table>
<thead>
<tr>
<th>No.</th>
<th>Score</th>
<th>Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>80—100</td>
<td>Excellent</td>
</tr>
<tr>
<td>2</td>
<td>75—79</td>
<td>Good</td>
</tr>
<tr>
<td>3</td>
<td>69—74</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>4</td>
<td>0—68</td>
<td>Poor</td>
</tr>
</tbody>
</table>

Based on Table 1 above, the nth cycle was not necessary if, based on the evaluation by
norms, at least 70% of students are categorized as excellent. Meanwhile, based on the
evaluation by criteria, students can be said to be skilled if they possessed scores > 75 (good
category).

1.2 Results and Discussion

At the pre-cycle stage, the lecturer applied the technique of exploration. At the stage of
information processing, the lecturer provided examples of multimedia for the basic
competence of reading news with the Lectora Inspire application and multimedia for the basic
competence of abstracting texts of negotiation using a Macromedia Flash application. At the
stage of critical thinking, students were asked to identify the contents of the multimedia. At
the stage of research, students were asked to identify the appropriateness of multimedia to the
basic competence and learning level of students to be taught. Then, at the stage of self-
discovery, students summarized the contents of the multimedia, the appropriateness of the
multimedia to the basic competence and learning level of students to be taught, and the kinds
of application that may be applied in multimedia production. Next, at the stage of
implementation, students were asked to plan, produce, and apply multimedia. The lecturer
evaluated student performance by the aspects of the appropriateness of media to basic
competencies, learning level and style of students, function, and the ACTION principle.

According to the results of observation, there were several weaknesses in the application of
this exploratory technique. At the stage of multimedia planning, students did not analyze
learning theory, the realization of learning behaviors, the composition of test instruments, as
well as techniques of multimedia presentation that allowed students to be taught to develop HOTS, collaborative, and communicative competences. Students also did not compose non-test instruments that allowed students to be taught to measure learning achievements and targets. At the stage of production, students did not apply the principles of interactivity and novelty. This can be seen from the contents of multimedia by students, which were not composed based on specific learning techniques, did not refer to the constructivist theory of learning that direct students to HOTS and realize learning behaviors, did not contain non-test instruments in the multimedia that allowed students to be taught to be able to measure their level of learning achievement, and did not contain novelty because the presentation of media contents only followed the example model demonstrated by the lecturer. At the stage of applying multimedia, students did not compose them based on learning techniques that allow students to be taught to develop skills of thinking by analysis, evaluation, and creativity (HOTS). In addition, there were also no collaborative and communicative procedures among students to be taught.

Seen from the standpoint of authentic evaluation, the evaluation was only carried out by one party, the lecturer. There was no process for students to measure their learning achievements and targets (assessment for learning and assessment as learning). The evaluation aspects applied by the lecturer only regarded the results of the learning of students, and there was no process evaluation.

The learning results of students in planning, producing, and applying multimedia with the exploratory technique are presented in the following table.

<table>
<thead>
<tr>
<th>No</th>
<th>Category</th>
<th>Score</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Excellent</td>
<td>80—100</td>
<td>18.75%</td>
</tr>
<tr>
<td>2</td>
<td>Good</td>
<td>75—79</td>
<td>6.25%</td>
</tr>
<tr>
<td>3</td>
<td>Satisfactory</td>
<td>69—74</td>
<td>15%</td>
</tr>
<tr>
<td>4</td>
<td>Poor</td>
<td>0—68</td>
<td>60%</td>
</tr>
</tbody>
</table>

From Table 2 above, it can be seen that out of the 80 students who became the subject of this research, 60% of students were in the poor category, 15% were in the satisfactory category, 6.25% were in a good category, and 18.75% were in the very good category. The indicators were that first, the learning and reading materials had not been considered based on the learning theory of constructivism and realization of learning behaviors. Second, the evaluation instruments consisting of test problems had not been able to allow students to be taught to develop their HOTS. In addition, there were no non-test instruments that allowed students to be taught to measure their learning achievements and targets by themselves. Third, the material presented was not based on learning techniques based on HOTS.

In cycle 1, the lecturer applied the technique of Self-Direct Learning and project evaluation. The procedure was that in the stage of multimedia planning, students were asked to analyze basic competence, learning theory, and realization of learning behaviors; select a learning technique that is appropriate to basic competence and allows students to be taught to develop HOTS; select appropriate reading materials and resources that are relevant to learning objectives; compose test problems that refer to the high cognitive levels of C4 (analyzing), C5 (evaluating), and C6 (creating); composing non-test instruments that allow students to be taught to measure their own learning achievements and targets; and selecting multimedia applications with the ACTION principle. The lecturer measures the skills of students at this stage with the project evaluation instrument that include the evaluation by lecturers and the
students themselves. The evaluation aspects cover the skills of (1) analyzing basic competence, (2) selecting a learning theory appropriate to basic competence and learning objectives, (3) analyzing the appropriateness of realizing learning behaviors with the selected learning theory, (4) selecting a learning technique that is appropriate to basic competence and realizing HOTS, communication, and collaboration, (5) selecting relevant reading materials and resources appropriate to learning objectives (data literacy), (6) composing test problems that refer to high-level cognitive skills (levels C4, C5, and C6), (7) composing non-test instruments that refer to the principles of assessment for learning and assessment as learning, and (8) selecting multimedia applications with the ACTION principle (technology literacy).

In the stage of multimedia production, students compose multimedia with its structural contents covering the basic competence, materials, readings, evaluation, and list of references that have been composed at the multimedia planning stage. Meanwhile, multimedia presentation is adjusted to the selected learning theory, the realization of learning behaviors, and learning technique. The project evaluation aspects are composed of student skills in producing multimedia from (1) the presentation aspect, (2) the content aspect, and (3) the appearance aspect. All of these refer to the ACTION principle.

In the stage of applying multimedia, students compose the Lesson Plan based on the selected learning technique. The aspects of evaluation cover student skills in composing learning procedures that are in line with (1) basic competence and (2) learning theories and the realization of learning behaviors, and learning techniques that allow students to be taught (3) to develop HOTS, collaboration, and communication, (4) to solve problems with principles of the C4, C5, and C6 cognitive levels, and (5) to be able to evaluate their own learning achievements and targets. Next, the evaluation aspects of each stage are formulated in the form of project evaluation by observation guidelines for lecturers and attitude scales for students.

Results of observation indicated that lecturers guided students to determine learning theories. According to Dewi and Budiana (2019), the function of learning theory is to guide students to optimize their self-potential and achieve learning targets [7]. Then, students filled in the multimedia content matrix and its evaluation. For the appearance, the lecturer provides the example applications of Macromedia Flash, Adobe Flash, Adobe Presenter, Powtoon, and Lectora Inspire. Students were then given a choice to determine the application they wished to use, as long as the ACTION principle is followed.

However, from the results of analysis of observational guidelines and attitude scales, it was known that in the stage of multimedia planning, the students had not yet been able (1) to apply the appropriate learning theories, (2) to select materials and techniques that allow students to be taught to think with HOTS, (3) to compose problems that refer to a high cognitive level, and (4) to compose non-test instruments based on the principle of assessment for learning and assessment as learning. At the stage of multimedia production, the multimedia of students were not based on certain learning techniques based on HOTS, collaboration, and communication. In addition, the multimedia presentation had also not been based on specific learning theories, and thus the expected learning behaviors from students could not be predicted. Yet according to Huda (2013), the technique of Self-Direct Learning should enable students to be independent and responsible while making learning decisions, even though they still require the guidance of lecturers [8]. Meanwhile, regarding appearance, students elected to use the applications of Lectora Inspire and Powtoon. However, the aspect of interactivity was not present. In the stage of applying multimedia, the students have not been skilled in composing learning procedures according to learning theories and learning techniques that allow students to be taught to develop HOTS, collaboration, and communication, as well as
problem-solving procedures that have principles of the C5 cognitive level and that allows them to evaluate learning achievements and targets on their own.

The results of the multimedia product evaluation are presented in the following table.

### Table 3: Learning Results of Students in Cycle 1.

<table>
<thead>
<tr>
<th>No</th>
<th>Category</th>
<th>Score</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Excellent</td>
<td>80—100</td>
<td>62.50%</td>
</tr>
<tr>
<td>2</td>
<td>Good</td>
<td>75—79</td>
<td>20%</td>
</tr>
<tr>
<td>3</td>
<td>Satisfactory</td>
<td>69—74</td>
<td>6.25%</td>
</tr>
<tr>
<td>4</td>
<td>Poor</td>
<td>0—68</td>
<td>11.25%</td>
</tr>
</tbody>
</table>

Based on Table 3 above, it can be seen that the skills of students have already been indicated to increase. Students have become skilled in analyzing basic competences, indicators, and learning objectives; understanding learning theories; considering the aspects of access, cost, technology, organization, novelty; and composing test instruments for the C4 and C6 cognitive levels. As well, the multimedia appearance has become more interesting because most of the test problems have been presented in the form of interactive games. Meanwhile, in the stage of applying multimedia, students have become skilled in composing learning procedures that are appropriate to basic competences.

In cycle 2, the procedure applied by the lecturer was that in the stage of applying multimedia, the lecturer provided examples of application of each kind of learning theory in the learning procedures; types of learning techniques that can develop HOTS, collaboration, and communication; types of learning behaviors; test materials and instruments with a high cognitive level, and non-test instruments based on assessment for learning and assessment as learning. In the stage of production, lecturers guided students to compose multimedia with procedures according to learning theories and learning techniques that can lead the students to be taught to think with HOTS. In the stage of applying multimedia, the lecturer guided students to compose procedures appropriate to basic competence, learning theories, learning techniques that can lead the students to be taught to think with HOTS, problem-solving at the C5 level, and the self-measure of learning achievements and targets. The results are presented in the following table.

### Table 4: Learning Results of Students in Cycle 2.

<table>
<thead>
<tr>
<th>No</th>
<th>Category</th>
<th>Score</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Excellent</td>
<td>80—100</td>
<td>71.25%</td>
</tr>
<tr>
<td>2</td>
<td>Good</td>
<td>75—79</td>
<td>16.25%</td>
</tr>
<tr>
<td>3</td>
<td>Satisfactory</td>
<td>69—74</td>
<td>6.25%</td>
</tr>
<tr>
<td>4</td>
<td>Poor</td>
<td>0—68</td>
<td>6.25%</td>
</tr>
</tbody>
</table>

Based on Table 4 above, it can be seen that the skills of students were indicated to have increased in comparison to cycle 1. In the stage of multimedia planning, students were skilled in (1) analyzing basic competences, indicators, and learning objectives; (2) selecting learning theories; (3) predicting the realization of learning behaviors; (4) selecting techniques based on HOTS, collaboration, and communication; (5) selecting reading materials and resources based on HOTS; (6) composing test problems of C5 level and integrating them with interactive games; and (7) composing non-test instruments to measure learning achievements and targets. In the stage of applying multimedia, students became skilled in composing learning procedures appropriate to basic competencies, learning theories, and learning techniques based
on HOTS; selecting relevant reading materials and resources; composing test instruments of C4, C5, and C6 levels; and including non-test instruments to measure learning achievements and targets in the multimedia. This is in line with the technical target of Self-Direct Learning and project evaluation, in that students should be able to make learning decisions that are appropriate to their own learning needs, and be able to control as well as be responsible for those decisions (Wongsri, Cantwell, Archer, 2002; Hidayati and Listyani, 2010) [9]. Considering the guidelines in Table 1, based on the evaluation of norms, there were 71.25% of students with skills categorized as excellent (greater than 70%), and thus a third cycle was not necessary to be performed.

2 CONCLUSIONS

Based on the research results, the conclusions that can be made are that (1) the technique of Self-Direct Learning and project evaluation can increase the skills of students in composing multimedia in the stages of planning, producing, and applying them to Indonesian language education, with 71.25% categorized as very good; (2) in the planning stage, students became skilled in analyzing basic competences, indicators, and learning objectives; selecting learning theories; predicting the realization of learning behaviors; selecting techniques based on HOTS, collaboration, and communication; selecting reading materials and resources based on HOTS; composing test problems of high cognitive levels; and composing non-test instruments to measure learning achievements and targets; (3) in the media-producing stage, students became skilled in presenting as well structuring the contents and appearance of multimedia with the ACTION principle, in accordance with basic competences, learning theories, learning techniques, and evaluation, to realize learning behaviors that rely on thinking by analysis (C4), evaluation (C5), and creativity (C6), as well as to allow for evaluation of learning achievements and targets; and (4) in the applying stage, students became skilled in composing lesson plans that direct students to be taught to be able to develop HOTS.

Students as teacher candidates and teachers are suggested to possess competence in applying multimedia with the Self-Access Learning technique to students to be taught, in order to conceive self-learning and self-direct learning that is linked to lifelong education. Schools are suggested to support the application of multimedia in Indonesian language education to realize the ACTION principle.

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2010.


Halal Korean Food and Glocalization

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Abstract. Korean food started to gain its fame in Indonesia after K-Pop wave is widely consumed in this country. Facing the fact that the majority of Indonesians are Muslim, people started to modify the ingredients of Korean food to reach the halal standard, which then promoted through many kinds of media. This study aims to analyze how the products of halal Korean food represented on online media. This kind of food is discussed in the context of its relationship with the representation of the customers’ identity as Moslem. Drawing on data collected from posts about Korean halal food on Instagram and blog archives, as most sources are found in them. The data taken then are analyzed in order to understand the process of the hybridity products fulfill its progressive potential in a local context—in this case, halal context-. The findings show that Indonesians, with the majority of Moslems, are not only consuming Korean food but on the other hand, they also articulate their ideology of being cosmopolitan Moslems.

Keywords: Glocalization, Halal food, Korean food, Hybridity, Identity

1 INTRODUCTION

Food, people, and culture are things that difficult to separate. As human connects with each other, their ideas are produced in many forms: utterances, practices, gestures, and products. It is a biological nature of human to eat and share their ideas through food, which subsequently becomes a medium to show a certain group or culture. In a celebration of independence day, the national signature food is served and enjoyed together to show nationhood. This sense of identity is shown through food as the medium, and at the same time, food becomes one way to confirm and strengthen the identity. Xu [1] states that the relation between food, culture, and identity are closely related. Not only one field resulted in this notion, but many have the same results: foodway is the way of culture to express itself.

In the development of information technology and social media nowadays, the image of a nation can be shown and represented by food. Hallyu has come to the 4th wave, and through social media, Korea has a robust impact globally. America, Vietnam, and Middle East countries are the example of countries affected by Hallyu 4.0 [2][3][4]. Located in one regional Asia, together with Korea, Indonesia also severely impacted by Hallyu as demonstrated by so many fan groups around the nation [5][6][7].

Korea in Indonesia is exposed through popular TV programs such as Running Man, as well as through Instagram. Working globally, Instagram is considerably liked by Indonesian fans to keep updated with current information about Korea. In Instagram, Korea is represented...
as a nation with delicious food. As an example, hashtag #koreanfood in Instagram is dominated by people eating an abundant portion of a dish, to justify that Korean food is delicious so that a person can finish the extra portion in a single meal.

The hashtag does not only contain images from Korea but also from Indonesia; indicating that there are also places providing Korean food in Indonesia. The development of Korean fandom in Indonesia has multiplied in one decade from 2008 to 2018[8]. Jeong [9] states that the Hallyu phenomenon in Indonesia is found not only in media cultural products (TV dramas, K-pop music videos, variety shows) but also in broader lifestyle products (foods, cosmetics, tourism). Food is the main products consumed by Indonesian fans and has triggered the proliferation of Korean Restaurant in Indonesia.

As the biggest Moslem country in Asia, Indonesia has a strong belief in Islam’s way of life. The majority of Indonesians, the Moslems, will only consume halal food even though they are the most fanatic Korean fan group member. Indonesians adopt Korean culture while at the same time fulfill the Islamic way of life through creating Halal Korean food. That is the reason why this study aims to analyze how the products of halal Korean food represented on online media, in the context of its relationship with the representation of the customers’ identity as Moslem. Moreover, this research also tries to examine the form of hybridity of the Korean food in order to not only fulfilling the halal standard but also to suit Indonesian taste since actually not many Indonesians like the taste of original Korean dish. Drawing on data collected from the posts about Korean halal food from Restaurant's posts on Instagram and blog archives, this study analyses Korean halal restaurants and their food.

1.1 Research Method

Since qualitative research method is quite a well-known method applied for social sciences research, so this research also applies qualitative research as its method. The data analyzed in this research are taken from both Instagram accounts of Halal Korean Restaurants –which are Kirin, Muijgae, and Lotteria-- and blog archives by the customers. From those Instagram accounts, the data are not only about the posts upload by the account owners, but also from the comments given by the customers themselves.

2.1 Result and Discussion

2.1.1 The Strive to Provide Halal Korean Food

As the influence of Korean dramas and Korean pop has been unprecedented, the demand for Korean food in the Islamic market such as Indonesia has increased due to the Korean wave including K-Pop. Halal food stems from religious practice for Muslim, and since Indonesia has a big Muslim population, halal is considered as an important notion and halal food itself is easily accessible. However, the term halal is a bit difficult to be implemented in Korean food because its several basic ingredients are made of non-halal materials, such as alcohol.
Kirin or Kimbab Rina is one of several famous Korean restaurants in Malang, East Java. From the explanation in figures 1 and 2 above, it can be concluded that the restaurant struggles in finding halal main ingredients, most importantly chunjang or black paste—the main ingredient for Jajangmyun. In particular, Muslims have a high proportion of food items which are considered as taboo, and therefore to be a pious Muslims are important to consume only halal food as part of the religious practices [10]. Halal food in Islam means “permitted food” that Muslims should practice in significant ways, and food produced according to the Qur’anic religious law. Therefore, Kirrin has to temporarily erase Jajangmyun from the menu because the main ingredient contains alcohol which is “not save” to be consumed by Muslims. Another interesting point from the above explanation is that the owner insists to not replace chunjang with another ingredients like Indonesian soy sauce or instant seasoning, because chunjang is what makes Jajangmyun as Jajangmyun. Thus, the authenticity of Korean taste is also considered important.

In modern and globalized industry, some Muslim requirements have been met to be setting a new standard of production, preparation, handling, storage, and certificate [11]. The halal certification system which means reviewing the halal integrity and verifying compliance with the halal standard has made a great contribution to the systemic institutionalized of halal food. Therefore, it is important for Korean Food restaurants to get Halal certificate to ensure the consumers about the halal brand of their products.

Figures 1 and 2. Basic ingredients in Korean Food.
Figures 3 and 4. Kirrin’s Halal Certificate from MUI.

Figures 3 and 4 depict the announcement of Halal certificate of Kirin issued by MUI (Majelis Ulama Indonesia). Having a halal certificate does not only serve as a marketing strategy of the restaurant but also is considered as an accomplishment. Since not many Korean restaurants are able to provide halal certificate from the government's institution, it is then deliberately highlighted as distinction, especially in Indonesia. It is proven by the two postings of Instagram above; the picture on the left shows the photo of an original halal certificate, while the picture on the right confirms that the restaurant is halal certified by putting the logo of MUI and the certificate number.

Figures 4 and 5. Mujigae is halal certified restaurant.

Not only Kirrin, Mujigae which is located in West Java also claims to be a Korean restaurant which has halal certificate from MUI. Similar with Kirin, Mujigae also posts the picture of MUI logo along with its certificate number as seen on the left picture above. While
on the right picture, the halal certificate becomes a tool to get rid of consumers’ doubts on the “safety” of Mujigae’s products. It is true that providing halal brand can enhance the demand in the industry because consumers would then have confidence in a brand when they recognize it as admirable and pleasant.

2.1.2 What Muslim Consumers Want From Korean Food - Halal, Affordable, and Familiar

Not only the seller, but Indonesian Muslim customers also play important role in shaping a new discourse about desirable Korean Food in Indonesia. It can be seen from their active role in new media such as Instagram and blog. According to these customers, there are at least three main aspects that should be incorporated from Korean Food in Indonesia: Halal, familiar taste and affordability.

Religion has played an important role in consumption among people in different faiths, including Islam. It is interesting to study the relationship between religion and consumer behavior because consumers communicate their religious identities to others and express the intensity of their beliefs through consumption choices. For Muslim consumers in particular, buying food is more than purchasing, they also have to ensure that the food they are about to buy meet the need of devout Muslims. Thus, halal plays some roles in Muslim life – part of belief, essential daily living, ethical system, and emotional peace. It is clearly seen from figures 6 and 7 below.

![Figures 6 and 7. Halal certificate brings emotional peace to consumers.](image-url)

Many Muslim customers express their relieve toward “good news” of their favorite Korean Restaurant, in this case, Mujigae gets the halal certificate from government’s institution. Some other explain their previous concern about the “unclear” ingredients and the way the food cooked. Although the taste of the food is delicious, they seemed reluctant to consume the food without a halal certificate. One customer, byond_d_inspire, on the right picture even claims that he deliberately buys the food from Mujigae after it is halal certified. These pieces of evidence strengthen the claim that building a trustworthy Halal restaurant enables the business to appeal the consumers emotionally. Eventually, the trust from customers
enhance their purchase intention, and it affects consumers’ repetitive purchase behavior as well [12].

Figures 8 and 9. Customers’ requests for more halal Korean restaurants

Further, the growth of halal-certified Korean Restaurants boosts consumers’ interest in tasting and consuming halal Korean food. Limited Korean restaurants with halal certificate make many Korean food lovers voice unique requests for halal-certified Korean restaurants to open branches in their cities which can be seen from figures 8 and 9 above. Therefore, claiming the halal certificate can serve as a marketing strategy to expand the business and appeal to wider customers in Indonesia.

The second aspect that is considered appealing by Indonesian customers is that although Korean food needs to preserve its authenticity, it also must suitable for Indonesian taste. This aspect is depicted in figures 10, 11, 12 and 13 below.

Figures 10 and 11. Mujigae serves Korean food with Indonesian taste.

The left picture which is taken from thehungrydoctor [13] blog claims that makes Mujigae worth visiting is that the restaurant serves Korean food with Indonesian taste in a positive way. The addition “positive way” reflects that Indonesian touch in the food does not reduce its quality and excellence. Instead, it becomes the reason people should try its food
since many people will be able enjoy the foods’ taste. Lotteria, a Korean fast food franchise also highlighted for being able to embrace Indonesian taste through its food. Moreover, in the picture 13 on the below right, which is taken from yukk.co.id blog [14], is explained that Lotteria also uses Indonesian ingredients and seasoning to capture the market.

The last aspect that is considered important in consuming Korean food is the affordable price of the food. The majority of Korean food customers in Indonesia are youngsters who are also fans of Korean drama and K-Pop or those who are exposed to Korean pop culture. Many of Korean food lovers are students, and youngsters who do not think consuming Korean food equals having fine dining in luxurious restaurants. Instead, they consume Korean food while getting together with friends or family.

Two figures above are taken from Nurul Sufitri’s – a young Mom’s – blog [15]. Many comments assert the importance of affordable Korean food since in Indonesia; married women
are expected to be ‘smart’ about family budgeting. Consuming affordable Korean food is their way to celebrate their love in Korean pop culture and to be ‘smart’ buyer at the same time.

2.1.3 Hybridity as the Matter of Halal Requirement and Taste

For fulfilling the requirements for halal certificate food, those Korean restaurants are obliged to totally use halal ingredients, which means that they need to adjust and modify the spices and ingredients normally used for Korean dish. Nevertheless, there is more than just coping with halal requirement behind this hybridity phenomenon. A Korean restaurant owner stated that she needs to alter the ingredients so that those Korean dishes will be quite familiar for Indonesians. The hybridity of Korean food sold in Indonesia here is seen as a form of the negotiation of cultural differences and the reflection of relations among Muslim Indonesian customers and Korean food as part of Korean culture. Previous research on Indonesian customers’ attitude toward foreign food shows that Indonesian customers love to consume certain type of food to represent their identity, but mostly they are not accustomed to the original taste. This means that they still prefer the one with the touch of local taste [16].

![Figures 16 and 17. How Korean dishes also having local ingredients.](image)

Figure 16 is taken from Kirin’s Instagram page, where the owners stated that she cares about both local product and the authenticity of the taste of Korean dishes that she sells. While the comments in figure 17 is also taken from Kirin’s Instagram page, where the customers expressed how she feels amazed of the way the local product is prepared in foreign way.
Figures 18 and 19. The way customers compared Korean dishes with Indonesian local cuisine.

When Mujigae posted one of its dishes called pajeon in their Instagram page (figure 18), many responses were given by the customers, as seen in figure 19, on how it looks like tempe—a local food from Indonesia—and tastes similarly like one of Indonesian traditional food, bakwan. Pajeon is a green onion pancakes from Korea and is served with more local form and taste to meet the customers’ need on something familiar with their everyday diet. This way, while fulfilling their need in expressing their identity as fans of parts of Korean culture, customers still face something acquainted with their own local culture.

Another form of hybridity is practiced by Lotteria, a Korean food restaurant chain that is quite famous in Indonesia. As stated by Park and Lee [17] that even in South Korea, the development of halal food is increasing rapidly due to the fact that Muslim population continues to grow steadily and globally. According to Park and Lee [17], the development of standardization and certification system for halal food has led multinational food companies in South Korea to occupy the halal market. Applied in this case, Lotteria also already gained its halal certificate as well. As a fast food restaurant, Lotteria serves the typical fast food dishes, where crispy fried chicken and burger can be found on the menu. A different way of glocalization is offered to the customers. By taking fast food restaurant chain as its concept where Lotteria could spread its branches around the world, Lotteria has to adapt its Korean menu into the more global ones, which are easier to be accepted by global consumers.
Advertised with Halloween theme which was started in Europe then adopted by other parts of the world, Lotteria introduced its buldak burger, a hybrid between Korean local cuisine, buldak—which is spiced and barbecued chicken--, and burger as a global food as seen in figure 20. Another dish with the same style is bulgogi burger, which can be seen in figure 22. Both menus are offered and served in order not only to introduce Korean cuisine to the world but also to fulfill the international customers’ demand on familiar taste.

When Lotteria decided to put Indonesian local cuisine into display, Lotteria took a step forward when it introduced another menu with a taste of local Indonesian food in it. Applying the hashtag #internationalfoodday, Lotteria adds two famous Indonesian local food, sambal (chili paste) and kerupuk (chips), into its global menu—crispy chicken and scrambled egg—as seen in figure 23. Lotteria’s way of using #internationalfoodday is not about putting all the global dishes that people mostly know in the menu; instead, Lotteria mix three aspects into this form of hybridity: crispy chicken and scrambled egg as parts of the global, rice which represents Asia, and both sambal and kerupuk as the local cuisine from Indonesia.
3 CONCLUSIONS

As discussed before, the hybridity of Korean food sold in Indonesia on Instagram is seen as a form of the negotiation of cultural differences and the reflection of relations between both Muslim Indonesian customers and Korean food as part of Korean culture. As Muslims are strictly required to consume only halal food, their way of representing their identity as fans of Korean culture —where consuming Korean food has become one of the main aspects— is facing some troubles since Korean food is known as having some non-halal ingredients. Aside from that, the customers also demand the familiarity in taste for the Korean food that they consume. Hybridity in Korean food sold in Indonesia is formed as an entanglement of three different aspects; (1) the obligation of fulfilling the requirements of halal food, (2) the Korean food ingredients which mostly contain non-halal substances, and (3) the customers who require familiar taste on the dish that they want to consume. This hybridity enables Indonesian Muslim customers to construct their identity as both Muslim and Korean culture fans.

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Analysis of Biologi Teaching Material in Senior High School Learning Biology Process in Surakarta

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Abstract. The skills needed in the 21st century are 1) ways of thinking; 2) how to work; 3) tools for work and 4) skills to live in the world. The purpose of this study is to find out the teaching materials used in the learning process at school. Data collected through online classes and high school observations in Surakarta in eight components of the national education standard obtained the highest gap, namely the standard of a process with a percentage of 11.57%, percentage of infrastructure facilities 10.65%. The results of the needs analysis show that the teaching materials used by teachers were obtained from several publishers that did not accommodate students' thinking processes, teaching materials from the Surakarta District MGMP, student worksheets and student reference books. Based on these problems, the innovations needed in biology learning are teaching materials in the form of modules.

Keywords: Biology Teaching Material, Learning Biology Process

1 INTRODUCTION

The 21th century challenge is finding out and developing tool which add efficiency and value for teaching and learning [1]. Based on the rule no 4/2007 about national standard of learning process suggests lesson plan, teaching material and teaching media as learning essence for students. Teacher is demanded to be able to give quality lesson by creating valid and effective lesson plan and practical tool [2]. Science (biology) education has objective to help the students to participate in discussion, to be able to give argument about the problem happened [3]. Learning process in the class need teaching material that can support the students’ thinking process. Module is a teaching material used by the students independently in flexible time without the teacher’s guidance [2]. According to [4], module is a systematic teaching material with understandable language to understand which is suited with the students’ knowledge and age and used for independent learning without teacher’s direct involvement. In addition, it is in line with [3] stating that module will help the students to be clever in communicate in certain area. Module is teaching material with specific material composed systematically functioning to help the students in achieving the learning objectives [5]. With biology module, the students become cleverer in acting, more critical and module can help the students to face the problem they have [3]. Learning module can make the lesson more interesting and decrease the students’ dependence towards the teacher because the students are demanded to be more independent and active in learning every competency that
should be mastered [6]. Module functions as supplement that helps the teacher to transfer material and information during the learning process. By the availability of teaching material, the lesson in the class can run well both for the knowledge and skill had to achieve the learning objective. Teaching material in the form of module should have characteristics as follows: (a) self instruction, (b) independent, (c) stand alone, (d) adapted, and (e) friendly user [5]. Biology module uses some design principles that can be descended from social constructivism perspective about learning [3].

Based on this case, the obstacles happened in the school is in the process standard, that is the availability of teaching material used by the teacher during the learning process. It is affected by internal and external factor. In evaluating teaching material, we use SNP (Standar Nasional Pendidikan or Education National Standard), questionnaire of teacher and students’ need analysis, teacher and students’ interview sheet and evaluation sheet of teaching material (book and module). The benefits of evaluating the teaching material by using SNP, questionnaire of teacher and students’ need analysis, teacher and students’ interview sheet and evaluation sheet of teaching material are 1) researcher can evaluate the teaching material used by the teacher in detail, 2) the researcher can assess the media used in detail, 3) we know whether the material order is based on the lesson plan made by the teacher or not, 4) it gets the agreement between the text book and Permendiknas, and 5) the researcher can evaluate the teaching material per each indicator. Based on the explanation above, the researcher used SNP and teaching material evaluation sheet used by the school in Surakarta during the biology teaching learning process. The teaching material existed in the school was still the material collection from publisher, so it less trains students’ thinking. Teaching materials consisted of common material actually have already developed in the lesson books.

1.1 Research Method

This research was qualitative. Method used was qualitative gotten through teaching material evaluation instrument by using SNP, questionnaire of teacher and students’ need analysis, teacher and students’ interview sheet and evaluation sheet of teaching material. The result of the evaluation was analyzed to know the fulfillment of the teaching material used by the teacher during the lesson process. The sampling technique was purposive sampling. Taking the sample was based on certain consideration. It is more efficient way if it is used correctly and better than random sampling technique [7]. Subject of this research was first semester students of grade X IPA in SMA Negeri Surakarta. The sample used was 27 students consisted of students grade X. In collecting the data, it used SNP instruments consisted of process standard, and means and infrastructure standard with 10 indicators. Questionnaire of teacher and students’ need analysis consisted of 9 questions. Interview sheet was with 2 questions, and teaching material evaluation sheet was with 11 material indicators. Furthermore, the data were nalyzed by using descriptive qualitative analysis. The agreement score between the teaching material and the reference existing was measured by using the following formula:

\[
\text{The agreement score of module component} = \frac{\text{total score obtained}}{\text{maximum score}} \times 100\%
\]

The measurement result was put into the percentage based on the criteria that had been decided. The basic used to evaluate the agreement of biology teaching material can be seen as in the Table 1 below.
1.2 Result and Discussion

Teaching material in the form of module is the learning source which helps teacher in sharing information and material in a learning process in order to be able to train ability, skill and knowledge until achieve the learning objective [5]. Module is set by using understandable language, so the teacher and students can use and can develop the students’ ability [9]. By the availability of module as the teaching material, the lesson in the class can run well, so the students are more active, and it gives the students opportunity to finish the problem happened [10]. Based on the result of teaching material analysis used in the teaching learning process of biology in SMA Negeri Surakarta by using SNP instrument, questionnaire of teacher and students’ instrument, teacher and students’ interview sheet, and teaching material evaluation sheet (book and module), it is gotten the following result:

Based on the table 2 above, it can be concluded that the achievement towards the eight components of SNP in SMA Negeri Surakarta had the highest gap that was in standard 2 of process standard with percentage 11.57%. Therefore, it indicates that the indicator had by the process standard was that the learning media were less optimized by the teacher, so in learning process the students were less accommodated. According to [5], teaching material in the form of module is a learning source which helps the teacher to share information and material in a learning process until achieving learning objectives. Moreover, the next process standard indicator was that every teacher in education unit had duty to make complete and systematic lesson plan, and the application of the lesson was referred to the lesson plan in order that the lesson lasted interactively, inspirationally, fun, in challenge, and could motivate the students to participate actively and creatively. Hence, teaching material used by the teacher had to be sourced from the lesson plan and syllabus.
Standard 5 was means and infrastructure standard. Indicator had was the agreement between the lesson book and Permendiknas, in which there was unbalance between ideal score and the real score, that was 10.64% that was caused by the minimum availability of teacher and students’ textbook consisted of material indicators which were suited with the teacher Permendiknas. Teacher as the professional educator in doing the duty needs to understand and do the regulation or rules of the law which is related to the duty directly, that are Permendiknas no. 22 and 23/2006 about content standard and SKL, Permendiknas no. 41/2007 about process standard, Permendiknas no. 16/2007 about educator and education officer standard, and Permendiknas no. 20/2007 about evaluation standard. To achieve score 100%, the fulfillment of SNP based on the criteria determined needs support of hard working and high working culture from all school elements, which can only be real with high motivation based on either intrinsic school personal or the extrinsic one in the form of the relevant training.

The following is the graph between ideal score and the real SNP in SMA Negeri Surakarta.

![Graph between ideal score and the real SNP in SMA Negeri Surakarta.](image)

**Figure 1.** ideal score and the real SNP in SMA Negeri Surakarta.

Based on the graph of comparing percentage above, eight SNP could give clear show between the ideal and the real score. There were eight SNP used to evaluate teaching material. It shows the high gap clearly between the ideal and the real score in the process standard with percentage 11.57% and means and infrastructure standard with percentage 10.65%. Based on the statement above, therefore, it can be said there was minimum availability of the teacher and students’ text book consisted of material indicators which were based on Permendiknas.

In the application of lesson needs a teaching material which can support students in learning. one of the lesson tools used by the teacher is lesson module which can make the lesson interesting and decrease students’ dependence towards the teacher, and make the students learn independently and give easiness to the students to learn every material [6]. In addition, it is in line with study by [11] stating that module helped the students to learn abstract physics concept suited with technology and students’ learning style, so it could accommodate the learning process.

**1.3 Analysis of teacher and students’ needs**

Instrument used in evaluating the teacher’s need was by using some questions in total 5 questions, and the students’ need analysis was with 6 questions. The questions were used to
know the teaching material used by the teacher and students during the lesson process, and to find out whether the teaching material was good or not, and the students needed the teaching material which could support their learning. Based on the questions asked to the teacher and students, it seems that they only used the books from publisher without knowing whether every aspect existed in the material indicator had been fulfilled or not yet. Another supporting book was only students’ work sheet spread in market. In conclusion, the teaching material used could not fulfill the lesson and accommodate the students’ thinking skill.

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Based on the result above, we could determine that the result of students’ teaching material of grade X IPA at SMA Negeri Surakarta showed that the number of teaching material was still few, and it used had not accommodated the students’ thinking skill. Thus, it indicates that there had been great change in biology lesson process. The change can be done through the development of the teaching material functioning to serve teacher and student to do the lesson which can optimize high order thinking, so they can solve problem. Furthermore, based on the study like resulted by Disendjaja & Romlah, the result showed that in Indonesia the teacher only used one book during the lesson, at least, the school should provide teaching materials based on the number of the students, so biology material should perform science as dynamic study, not as collection of facts and terms [12], therefore, if the students are not facilitated with more teaching material, there will be many students who are difficult to develop their skill, for by the existence of teaching material can apply skill and knowledge by showing the students’ competency during the lesson [5]. Moreover, it is in line with study
from Syafii & Yasin, problem-based module in biology lesson could encourage the teacher to give more problem-based contents, and learning by module could be used as tool to help in increasing students’ motivation and help the teacher conduct the teaching learning process well in the class [13]. Besides, based on the study from [3], by the existence of small module could bring some changes to attitude. According [9], by the availability of module in lesson could attract students’ interest in applied bioinformatics, and it was effective for students in all preparedness levels measured with university criteria overall. Based on the research by [14], it shows that the use of biology module in PTechLS could increase students’ performance. The interview result towards biology teacher explained that the use of module could support lesson process as the teaching material. There was possibility that PtechLS could be used in other senior high schools in the country in Malaysia to increase achievement and interest towards biology. The research [15] showed module used in effective learning showed through PBL activities which were included in high category dan the increase of average score of cognitive ability. Even the need of teaching material was really needed in lesson process, so the students could completely understand the concept and apply it to solve related problem as well as respect the strength and creation of God. Basically, biology lesson has specific study characteristic which is different from others. According Carin & Evans (1990), the biology lesson at least consists of 4 things, they are content, process, attitude and technology. Biology as process means a process or method to get knowledge. to get it, the students should be given a teaching material that can support thinking process, and it should be scientific approach [16].

Science learning is a skill using logic principle and has valid proof and is combined with scientific method in order to get the new knowledge. It is like Ilmu Pengetahuan Nasional Asosiasi Guru (Teacher Association Of national Science) stating that science learning is a learning process encouraged on students’ experience combined with the students’ thinking skill to solve problem [17]. Science module could help the students of senior high school to be cleverer in their attitude towards the materials being learnt. Based on this argument, it can be concluded that it needs to develop teaching material that is biology module which can support biology lesson. It is in line with the main goal of learning with module that is to increase the efficiency and effectiveness optimally. Learning by module enables the students to increase their learning activities optimally based on the ability and achievement level obtained during the lesson process [18].

2 CONCLUSIONS

Teaching materials used by students in class X IPA in Surakarta High School have not been optimized. Evidenced by several instruments used in assessing teaching materials used that teaching materials used by teachers and students have not supported learning and have not been able to accommodate students’ thinking abilities. Suggestions, the use of teaching materials can support learning that is equipped with models that train high-level thinking skills.

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The Implementation of Problem-Based Learning on Elementary School Students of Sukoharjo

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Abstract. This research aimed to describe the implementation of the problem-based learning model in elementary school students of Sukoharjo. The research method was qualitative research. The data were collected using observation, interview and documentation. The data were analysed using interactive data analysis. The research results describe that the teacher has not applied the problem-based learning model to the elementary school students of Sukoharjo maximally. The learning was still teacher-centred. Only certain students were active, which resulted in the gap in the learning process among the students. Students did not work together well in groups and they looked bored in learning.

Keywords: Learning Model, Problem Based Learning

1 INTRODUCTION

Nowadays, the applied learning method is generally teacher-centred. It is seen from the learning process which is dominated by lectures, question and answer, and interspersed with discussions on each material delivery. However, the existence of this learning method is not always bad even though it is dominated by conventional learning. Therefore, there should be variations in the classroom teaching and learning process by the teacher. One of the variations is in the learning model. The learning model has important factors in determining student learning activeness. The selection of learning models can also determine the quality of learning.

One of the learning models that determine the quality of learning is the problem-based learning model. Problem-based learning is a learning model that presents contextual problems so as to provide a stimulus for students to learn. Classroom learning that applies problem-based learning makes students work in a team to solve real world problems. Therefore, they have problem solving skills [1].

Problem Based Learning (PBL) is learning that provides opportunities for students to express ideas explicitly, giving experiences that relate to ideas that students already have. The students’ task is to distinguish and combine ideas about challenging phenomena. This PBL model encourages students to think creatively and imaginatively, reflect about models and theories, introduce ideas at the right time, try new ideas, and gain self-confidence [2]–[4].

Dasna further concluded that learning with the PBL model starts from problems (problems raised by students or teachers). Then, the students deepen their knowledge of what they already know and what they need to know to solve the problem. Students can choose problems they consider interesting to solve, so they are encouraged to play an active role in learning [5].
A finding describes that PBL model is more effectively used in learning applied to students compared to traditional methods (lecture methods and methods without involving the students’ activeness and creativity in obtaining teaching materials). PBL model makes students active in learning and requires students to be able to solve problems made by the teacher or problems created by the learners themselves. Such activities will improve the students' achievement and learning outcomes effectively [5].

Problem-based learning improves the students’ success due to the support from the curriculum. Problem-based learning is one component of the learning model in the 2013 curriculum. 2013 Curriculum is a new curriculum implemented in stages in educational units starting in the new academic year of 2013/2014. After one year in stages, the new curriculum has been carried out simultaneously in all education units starting in the new academic year of 2014/2015 (PERMEN K13). The 2013 curriculum is a continuation and refinement of the competency-based curriculum (KBK) and school-based curriculum (KTSP). The learning approach in the 2013 curriculum is scientific [6].

The scientific approach is regulated in Permendikbud No. 65 of 2013 concerning Primary and Secondary Education Process Standards. Scientific learning is learning that adopts scientific steps in building knowledge through the scientific method. The learning process involves three domains, namely attitudes, knowledge and skills. In scientific learning, the attitude domain includes substantial or teaching material transformation so that students "know why". The skill domain includes substances or teaching materials so that students "know how". The knowledge domain includes the substantial or teaching material transformation so that the students "know what" [7].

The scientific approach is the approach in the 2013 curriculum. The scientific approach is learning that encourages students to carry out scientific skills to actively observe, ask, reason, associate and communicate. The scientific approach is believed to be the golden mark of the knowledge, attitude and skill development [8]–[10].

Based on the preliminary observation result on the implementation of problem-based learning to the elementary school students of Sukoharjo, it was found that: (1) learning was still teacher-centred; (2) most students were passive in following the learning process and only 40% of them were active learning; and (3) the problem-based learning model has been implemented but not maximally yet. Therefore, this research aimed to describe the implementation of the problem-based learning model for the elementary school students of Sukoharjo.

2 RESEARCH METHOD

The type of this research is qualitative research. This qualitative research aimed to understand the phenomenon of implementing problem-based learning in the elementary schools in Sukoharjo. This qualitative research also explored the behavioural meanings beyond human actions. The meaning interpretation of this behaviour cannot be explored through theory verification as an empirical generalization, as is done in quantitative research. Data collection techniques in this research were observation, interviews, and document analyses in the form of books, worksheets, syllabus and lesson plans to describe the implementation of scientific learning with problem-based learning model. Observation is a process carried out by the researcher directly to observe the students’ behaviours and activities in the class. The questions used in the interviews were open-ended given by the researcher to the participants. Therefore, the participants can channel their experiences as well as possible without being limited by the researcher's perspective or the findings of the previous
researcher. The open-ended response to the question allows the participants to create options to respond. In addition to observations and interviews, the researcher also collected the data through documentation to deepen the data presented by the elementary school students in Sukoharjo. The data analysis technique in this qualitative research was interactive analysis, which includes data reduction, data display, and conclusion and data verification.

3 RESULT AND DISCUSSION

The learning model conducted at Sukoharjo elementary schools in adjusting the scientific approach with the 2013 curriculum, which is problem-based learning (PBL) model. The application of this model will be able to help teachers to relate learning materials to students' real-world conditions. In addition, PBL model encourages students to conduct investigations and communicate their findings to actively build their own knowledge in classroom learning.

The information obtained from the observation result carried out in the 2018/2019 academic year in Sukoharjo elementary schools is that problem-based learning model was rarely applied in scientific learning. Classroom learning using the problem-based learning model is quite successful in changing the students’ way of thinking to solve problems encountered in learning. This is evident since the implementation of the problem-based learning model, in which all students were accustomed to being able to organize their groups, respect their friends in discussion, form an organizational structure so that all the students could be responsible with their work, solve problems, ask and answer questions given by their teachers and friends. This learning model makes students able to know how they to learn to respect others, aroused their learning spirit, makes class atmosphere to be alive and fun, makes teachers only as student facilitators by orienting students to problems, organizes the students to learn, provides individual/group experiences, develops and presents the work, analyses and evaluates the problem solving process.

The researcher provided observation sheets for the teachers conducting the research and for the students. The observation sheet also has three learning steps; they are pre-activity, main activity and post-activity. The activities are in accordance with the learning model syntaxes. The preliminary activity is a preparatory activity consisting of praying, attendance checking, and classroom readiness, and physical and mental readiness of the students. Besides, in the problem orientation of the pre-activity in problem-based, the students were given apperception to raise the students’ spirit in learning. Then, the teacher conveyed the learning objectives to be achieved. Next was the main activity. In the main activity, there are 3 syntaxes to be done, student organization, investigation guidance and developing and collecting data. In the student organization syntax, the teacher provided the students with an experiment in the hope that they could explain what they have seen. In addition, the teacher guided them by monitoring their experiments.

The next syntax was investigation guidance. In this syntax, they students did group works, in which the group was randomly and evenly chosen. The fourth syntax was developing and collecting data. The students did the tasks according to what they got. Then, the teacher guided the students in writing, doing the task and discussing with their friends. The last syntax was presenting and evaluating. This syntax includes in the post-activity of learning. The students and teacher summarized the learning that has been done. From this can be seen that learning activities will influence the students' thinking for the future life. From the implementation of teaching observations above, it can be said that the teacher has carried out the teaching-learning process well in accordance with the model syntaxes used.
The PBL material delivered is not only the material delivered by the teacher, but also that of the presentation stage, including: The teacher created groups of 5 students and asked the students to open a thematic textbook. The teacher gave a problem that exists in the sub-theme. Meanwhile, the students discussed with their group friends while the teacher watched them. The teacher's tasks were asking and approaching each group in case that there found difficulties in solving problems. The teacher encouraged the students to search for and gather appropriate information, explored the experiences of each student, and then the students transferred their knowledge with each other to solve the problem. The teacher helped the students who found difficulties. The representative from each group presented in front of the class while the other groups paid attention and asked questions or gave additional opinions after the presentation. Afterwards, the teacher evaluated the material.

However, during the observations conducted on the elementary school students in Sukoharjo, the researcher found that the students' enthusiasm and interest were still low. This is because only active students were willing to contribute ideas in discussions. Based on the interview result, the factors that led to low interest in learning are: (1) One student did not understand the material because of lack of attention to the material so that it is difficult to understand learning; (2) Presentations in front of the class still rely on bright students and average female students; (3) A conducive and pleasant climate in the problem-based learning model was not created well because only active and intelligent students had the awareness to contribute ideas in discussions; (4) There were still many students who often talked about the topic out of the context of learning rather than discussed with their groups; (5) Some students had difficulty focusing on the material discussed; (6) There were still many students who had difficulty in the problem solving process. They began to get used to the problem solving process even though there were still some students who often talked about the topic out the context of learning rather than discussed with the group.

In addition, based on the observation of the classroom learning process, it was found that: (1) Only a few students participated to solve the problem. Only 1-2 students in a group actively contributed ideas; (2) Some students were individualistic; They were more comfortable searching for sources and materials by themselves rather than sharing and discussing with their group friends; (3) There was no question and answer process among the students when group presentations took place; (4) Some smart students were often relied on by their friends to complete the discussion on the whole material; (5) There were still some groups whose discussion looked awkward because there was no interaction among the students in the discussion group.

Problem-based learning that took place in the classroom was done naturally in the form of students activities to work and experience, find and discuss problems, and find problem solving, not transfer of knowledge from the teacher to the students. The students understood the meaning and benefits of learning, their status, and how to achieve them. They realized that what they were learning was useful for their future lives. The students were accustomed to solving problems, finding something that works for themselves and struggling with ideas [11].

PBL is a problem based learning model that uses real world contexts. Real-life problems mean problems that can be imagined by students. Problem based learning was chosen because of several advantages such as providing problems close to real life, giving students the opportunity to make a choice of solutions to a problem, motivating them to be actively involved in learning activities, and encouraging them to learn in collaborative settings [12].

On the other hand, the scientific approach is also highly recommended in the 2013 curriculum as contained in the Permendikbud standard process No.22 of 2016 [7] that the scientific approach steps are 5M namely observing, asking, gathering information, reasoning
and communicating. Scientific approach is a learning process designed in such a way that students actively construct concepts, laws or principles through stages of observing (identifying or finding problems), formulating problems, proposing or formulating hypotheses, collecting data, drawing conclusions and communicating concepts, laws or principle found [7].

In addition, the other research conducted by Powner (2006) stated that the students taught with the scientific approach generally have intuition in understanding how to conduct investigations and evaluate the opinions they have conveyed. Both scientific approach and PBL model use a problem in learning. In PBL approach, the learning starting point is a real problem while the starting point of the scientific approach is the problem as the result of the students’ thinking process. Therefore, through a combination of the two learning models, it is believed that it can produce a learning process that involves students in full in solving problems [13]. Therefore, students who have been taught with conventional learning models indeed often feel bored with the model delivered. Eventually, it changes to regular learning because they focus on problems and their motivation increases [14]. This is a thinking process that is trained in PBL's second syntax. Students conduct investigations in groups as demands in the third syntax. This PBL prepares students to think critically, analytically, and find using various sources. During investigation, students practice thinking scientifically according to the investigation procedure [13].

4 CONCLUSIONS

To improve the quality of student learning, a teacher must be able to plan the right learning model by using the help of learning media to make the students more interested and enthusiastic in receiving all the materials delivered. The selection of learning models suitable with the curriculum objectives and students’ potential is the ability and basic skill that teachers must possess. The role of the teacher in learning activities is as a facilitator and motivator. The teacher provides facilities for students to be able to reconstruct the abilities they already have. In addition, teachers must also be able to motivate them to always actively improve their achievements. The problem-based learning model is part of the learning model in the scientific approach in the 2013 curriculum. The research results describe that the teacher has not applied the problem-based learning model to the elementary school students of Sukoharjo maximally. The learning was still teacher-centred. Only certain students were active, which resulted in the gap in the learning process among the students. Students did not work together well in groups and they looked bored in learning.

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Profile of Critical Thinking Skill Students’ Analytical Aspect in Excretory System

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Abstract. Analytical thinking is a complex skill because it uses element of knowledge, understanding thinking. The skill is essential in learning excretory system which demands them to understand the concept, principle and application in life. This research was carried out to investigate the students’ analytical thinking in doing excretory system concept. Method used was quantitative descriptive with 120 students as the subject. The instrument used was test based on total score in every indicator. The result showed that students’ error percentage in doing the items in every indicator of analytical thinking was: 10.5% Examining Ideas, 14% Identifying Argument, and 25.5% Analyzing Argument. Therefore, it can be concluded that students’ analytical thinking skill was relatively low. Therefore, teachers must train students to do analytical questions or use appropriate strategy.

Keywords: Analytical Thinking, Biology Learning

1 INTRODUCTION

In knowledge era needs intellectual capital that is HOTs (High Order Thinking skill)[1][2] HOTs relates with seven skills (critical thinking and problem solving, creativity and innovation, collaboration and teamwork, cross-culture understanding, communication and literature media, computer and ICT, and career and independence) needed in the 21th century[3][4]. One of the HOTs needed in this 21th era is critical thinking[5]. It has some aspects such as analytical thinking skill which has three sub-skills; they are: 1) Examining Ideas 2) Identifying argument 3) Assessing Argument [6].

Analytical thinking skill is a skill in identifying objective and relation of conclusion between statement, question, concept, description or other aspects reflecting belief, reason, information and opinion needed to fulfill the true 21th century challenge. Analysis action is defined as an act of data solving to be some parts, and then relate the parts in meaningful and useful relation to solve problem [7]. Scumamer states that it is very important for students to optimize their critical thinking skill in solving daily life and long life problems[8].

Analytical thinking skill is important to have, for it makes students easy to think logically, analytically, and critically, they have high curiosity and can place situation, problem and decision in deep investigation; students who have analytical skill can test the questions based on objective standard and find source of the problem[9]. Analytical thinking has characteristic with multiple thinking consisted of three processes: 1) decreasing relevant information, 2) deciding point of view about relation among relevant elements (being able in correlating concept) and 3) deciding point of view about objective in learning something [10].
In fact, students’ analytical thinking in Indonesia is still low. It can be seen from Indonesia achievement in Trends in International Mathematic and Science Study (TIMSS). Scoring in TIMSS was scored in two domains: content and cognitive domain. Content domain is used to determine learning material, meanwhile cognitive domain was used to determine thinking process used by the students related to know, comprehend, apply, analyze, evaluate and create. Another domain is analyzing. Based on five-time Indonesia participation in TIMSS in 1999, 2003, 2007, 2011 and 2015, Indonesia university students’ achievements were always in the low country rank [11].

Students’ analytical thinking in Indonesia was still low identified by the study result of Programme for International Student Assessment (PISA) and Trends in International Mathematics and Science Study (TIMSS) which decreased from year to year. PISA is a study developed by some developed countries in the world which included in Organization for Economic Cooperation and Development (OECD) scoring education achievement based on working framework started from literacy concept which is care about students’ capacity to apply knowledge and skill, and to analyze, think out, and communicate effectively if they are faced in a problem in which the students are demanded to be able to solve and interpret the problem in various situations [12].

Students’ problem in analytical thinking also has become attention of recent researches, in which education system moving to the other one which is more inclusive-exclusive thinking skill learning in all grades will be very important [13]. This is in accordance to the findings of Yee Mei Heong[14]. Of the five components of thinking taxonomy, rising analytical thinking obtained the lowest. In addition, it is similar to Ergul’ finding[15] in which analytical thinking has contributed highly towards 13.69% university students’ achievement included analytical comprehension and explanation.

Analytical thinking can be applied in excretory system material in learning biology because it is very complex and is closely related to phenomenon faced in reality. The excretory system material concept is quite abstract and complex. Therefore, only memorizing theories is not enough. It is not simple, so it demands students to have analytical thinking skill to comprehend theories and compares with indication in daily life [16].

Analytical thinking skill is integral in problem solving of excretory system that the students are able to make appropriate decision to determine solution and another impact of the problem found [17]. This skill can appear when the students face unusual problem, uncertainty, questions or dilemma[18]. The application of the skill is successful viewed from the explanation, decision, performance and result which occur for knowledge and experience [19]. Hence, the number of students using critical thinking skill in analyzing excretory system problem needs to be taken into account.

**RESEARCH METHOD**

This research aimed to investigate the first profile of critical thinking skill on analytical aspects based on Facione towards students in two schools: SMA A and SMA B Surakarta. This research applied quantitative-descriptive method to gather information from the subject of the research, consisting of 120 grade XI IPA students of SMA in Surakarta in the academic year of 2018/2019 from two schools.

The analytical thinking skill test with Facione indicator, excretory system indicators, and scoring guide referring to M. Brokhart’s book [20] were used as the instruments. Excretory system material was divided into three sub-material; they were: 1) human excretory system, 2) problem and dysfunction of excretory system, and 3) animal excretory system, so material
division for each analytical thinking skill was average for each indicator. Before applied to the research subject, the validation of the analytical thinking essay test by the expert lecturer and education practitioner was carried out. The test consisted of 9 items in which question number 1, 2, and 3 were sub-material about human excretory system, number 4, 5, and 6 were sub-material about dysfunction and illness of human excretory system, and number 7, 8, and were sub-material about animal excretory system. The competence scored in this test consisted of 3 indicators of critical thinking on analytical aspects based on Facione [21], they were: examining idea showed in the questions number 1, 4 and 7; identifying argument showed in the questions number 2, 5 and 8; and analyzing argument showed in the questions number 3, 6 and 9. The teacher gave a set of questions to every student to test his or her analytical thinking skill of excretory system material. The time allocation was 60 minutes. The students’ analytical thinking skill profile can be seen from the students’ correct answer. Top score for each answer of examining idea was 25, for identifying argument was 30, and for analyzing argument was 45. The difference was because analytical thinking aspects were with characteristic of thinking order, so they had different level of difficulty. Each top score above was gotten from the three total criteria based on the measurement way of analytical thinking from Susan M. Brokhat which was seen from 3 aspects: 1) statement of clear and appropriate main point, 2) proof suitability, and 3) logic health and argument clearness. The total score of those 3 indicators would result top score in each indicator of analytical thinking. Therefore, the total score resulted could achieve 300, then to change the score to be mark, the following formula was used.

\[
\text{Mark score} = \frac{\text{total score}}{3} = 100 \quad (1)
\]

After getting the score from each indicator, the group of the research subject was in categories of very low, low, good and very good, based on the percentage of incorrectness level in answering the questions. Taking the conclusion temporarily used the percentage of incorrectness level in answering the questions, not from score gotten which was become reference to take conclusion, for each indicator of analytical thinking had different score.

**RESULT AND DISCUSSION**

Achievement result of analytical thinking indicator can be seen from the percentage of students’ incorrectness level in doing the items described in following table 1:

<table>
<thead>
<tr>
<th>Analytical thinking skill indicator</th>
<th>Achievement percentage of SMA A (%)</th>
<th>Achievement percentage of SMA B (%)</th>
<th>Average (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Examining Idea</strong></td>
<td>11</td>
<td>10</td>
<td>10,5</td>
</tr>
<tr>
<td><strong>Identifying</strong></td>
<td>14</td>
<td>14</td>
<td>14</td>
</tr>
<tr>
<td><strong>Analyzing</strong></td>
<td>26</td>
<td>25</td>
<td>25,5</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>52</strong></td>
<td><strong>49</strong></td>
<td><strong>50,5</strong></td>
</tr>
</tbody>
</table>
Based on the data above, it is seemed that students’ incorrectness level in answering the items of analytical thinking achieved 50.5%. Incorrectness level in answering questions of each indicator with the highest incorrectness was obtained from analyzing argument indicator, and then followed by identifying argument and examining ideas. This was because analyzing argument indicator had the highest level of difficulty of identifying argument and examining ideas. Although most students had been able to build the skill on examining ideas and identifying argument, analyzing argument indicator was still less, so the students’ analytical thinking skill was still low. In examining idea question, the students were trained to be able to define term, compare or contrast idea, concept or question, identify problem and decide which parts of component were, identify conceptual relation of one to all others. In identifying argument question, the students were trained to express supporting reason or opposition reason towards some claims, opinion or point of view. Meanwhile, in analyzing argument skill question, it was the skill to express reason or to propose the reason meant to support or oppose some claims, opinions or points of view.

Based on the data above, students’ achievement in SMA A achieved score 49, and SMA B achieved score 51 with both average scores achieved 50.5 with average category meaning that there had been revision for the increase that had to be done to fulfill minimum score target 70 on excretory system based on the scoring standard used in the schools. Taking the decision to of revision was based on the modification of revision decision interpretation adapted from Suwastono 2011 as follows.

<table>
<thead>
<tr>
<th>Achievement level</th>
<th>Qualification</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>81-100</td>
<td>Very good</td>
<td>Not need of revision</td>
</tr>
<tr>
<td>61-80</td>
<td>Good</td>
<td>Not need of revision</td>
</tr>
<tr>
<td>41-60</td>
<td>Average</td>
<td>Revised</td>
</tr>
<tr>
<td>21-40</td>
<td>Low</td>
<td>Revised</td>
</tr>
<tr>
<td>0-25</td>
<td>Very low</td>
<td>Revised</td>
</tr>
</tbody>
</table>

Source: [22]
Based on the decision above, score 50.5 was included in average category. Therefore, students’ analytical thinking skill needed to be improved by noting the indicators of the analytical thinking themselves based on the excretory system material indicator. The students who learnt excretory system material were demanded not only to master the concepts, but also to correlate concepts gotten to learn phenomena in their daily life. In addition, high order thinking, like analytical thinking, is needed to lean overall[23]. Byrne [24]stated that analytical thinking skill, which is essential in science learning, is included in biology. Students’ analytical thinking skill makes them very easy to correlate the information, to learn the concepts and its application in daily life [25].

Applying optimal non-analytical thinking can be seen especially in the low analytical thinking skill on the aspect of analyzing argument. This result can be resulted by the less of concept comprehension by the students when they faced problems related to the excretory system material. The students only tried low-level thinking by memorizing the concepts that makes it hard to lock the temporal answer and to sum up with general statement. This was due to many factors. Most teachers only gave routine questions and made the students unable to optimize their analytical thinking. Khasanah [26] stated that the use of routine questions causes the students’ low curiosity. Thus, the students do not fully answer the questions orderly, which is higher than just standard thinking.

The percentage of students’ analytical thinking skill is low due to the learning strategy that was used by the teacher, had not oriented to analytical thinking skill training, teacher-centred. This confirms with Kao[25] stating that if the students are usual with the strategy demanding them to memorize the learning material, they will find it difficult to expand their logic and critical thinking skill included analytical skill. Giving the opportunity to observe, research, and experiment using the problem conveyed by the teacher, looking for the literature and doing discussion [27] can enhance the students’ analytical skills. For most university students, a learning analysis will assist them in planning their learning activity. Consequently, learning process should be increased again especially for analytical thinking skill.

Analytical thinking can be seen from the students’ problem solving skill, so the problem solving-based learning can be used as the learning innovation that can improve the students’ analytical thinking skill by providing problem for stimulating their order thinking. Problem solving is cognition, emotion, and attitude process trying to find the best solution forming the effective respond when an individual has certain problem in daily life. There are 4 stages of problem solving: 1) understanding the problem, 2) planning, 3) carrying out the plan and 4) looking back [28][29]. Based on the problem solving indicator, those stages can help students in process of analyzing. It is chosen as an effort to increase analytical thinking skill because according to Dewey [30] problem solving is a method in breaking problem or a way to provide learning to encourage the students to look for and solve the problem, and a thought about the possible ways to solve the problem to take in the case of achieving the learning objective. In this learning, the teacher gives a problem of unusual case about the fact around the life related to the excretory system. The teacher must guide their students to find out the answer and analyze with their own way based on the stages of problem solving-based learning. Hence, students’ analytical thinking process is more ordered in every stage, so the problem solving-based learning enables the increase of SMA students’ analytical thinking skill.
4 CONCLUSIONS

The students’ analytical thinking skill on excretory system material could be said average although it was relatively low, for the minimum score achievement was in average category. The students’ analytical thinking skill which is not trained optimally because the activity of the students in learning is low, the learning strategy or method used in the school has not facilitated the students’ encouragement in material concept finding and solving problem about excretory system. Therefore, learning innovation using problem solving stages to increase the students’ analytical thinking skill needs improved.

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**Abstract.** Karo ritual was performed differently by Tenggerese in Ngadas; they inserted Tayub dance within the sacred ritual. Thus, this article aims at examining the “newly-structured” Karo ritual performance and interpreting its function for millennials in the Tenggerese inner circle. Also, this article pictures the role of the ritual for other people from different cultural backgrounds living side by side with the Tenggerese. Through an in-depth interviewing data collection and non-participatory observation, it is found that the “hybrid,” the mixture of Karo and Tayub dance, is used as a medium of value negotiation among generations involved in the ritual. It also demonstrates a conformity strategy of Tenggerese in Ngadas who try to live inclusively in the landscape of different cultural groups. Therefore, the “hybrid” is understood as ritual performance management designed by Tenggerese in Ngadas due to its position to the inner and outer circles of the community.

**Keywords:** Tayub Dance, Hybrid-design, Aesthetic Negotiation, Conformity Strategy, The Inner/outer Circle

1 INTRODUCTION

Karo ceremony, for Tenggerese, is one of two major annual traditions that is held in the second month of the Tengger calendar. The ceremony begins in the mid of the second month, which is marked by the performance of Sodor Dance and ends at the end of the month, which is marked by the performance of Ujung Dance [1] (Setiawan, Nurmansyah, Nufiarni, & Eka, 2018). In brief, the structure of the ceremony is following the explanation from Dukun Pandita (Priest) Keto, Ketua Paruman Brang Kulon (Chief of Tenggerese Priests Community from West Hemisphere), as follows.

(“Karo starts in the mid of the second month of the Tengger calendar, on the 17th at Brang Kulon (West Hemisphere) and the 18th at Brang Wetan (East Hemisphere), with Sodor Dance. After the dance, the priest casts a spell on the offerings and restore Klonthong Talisman, which was taken out from its former place the day before. When the procession of Sodor dance is complete, the priest begins to visit each of the Tenggerese’ houses to carry out a ceremony, namely giving offerings to the ancestors. Karo ritual ends with Ujung Dance performed in Wonokitri village, where the dancers are bare-chested and then hit each other with rattan”).

As a ritual, the structure of the Karo ceremony is carefully kept to remain sacred. It serves as a remembrance of famous folklore believed by Tenggerese, the story of Ajisaka and his loyal subordinates, Setia and Setuhu. Like other rituals, the Karo ceremony is repetitive and highly controlled by Tenggerese priests; it is conducted every year and has never been performed for other purposes but a spiritual practice. Its formulaic nature is in line with the concept of ritual explained by Sims and Stephen, that rituals “are repeated, habitual actions, but they are more purposeful than custom; rituals are often highly organized and controlled.” In this case, Karo a high-context ritual for it is “very stylized and occur at set times for specific, announced purposes” [3]. The consistency of the pattern is one of the efforts to present the doctrine of sacredness at the ritual so that the ritual bearers “are persuaded to believe that the values are indeed real, true values the group holds” [3]. Tenggerese understands and believes that the existence of patterned structures of the ritual plays an essential role in the success of their life journey.

Although Keto claimed that the structure and the practice of Karo ritual are highly exclusive, research observations of the ritual conducted in Ngadas in 2017, a Tenggerese village in Malang Regency, showed differently. The difference was in the performance at the ritual opening. Tayub dance was performed in the opening of Karo in Ngadas replacing Sodor dance, which is claimed to be performed at the beginning of the ritual.

Tayub or Tayuban is rooted in a spiritual conception that relates to the belief in Dewi Sri. She is a mythological deity who controls food [4], in this case is a Javanese staple food, rice. As an embodiment of Javanese people religiosity, Tayub dance is an aesthetic expression presented by farmers so that they are free from various calamities because Dewi Sri likes all traditional arts. Tayub dance is presented by female dancers, commonly called tandak, who dance in pairs with pengibing (male dancers). The dance is performed in many regions of Java. In East Java, the dance is known in several areas such as Tuban, Nganjuk, Lamongan, Blitar, Kediri, Probolinggo, and Jember. The once mystical dance has shifted into popular entertainment presented on various occasions. Sawer or saweran, a sum of money given to the tandak by any male audience who joins in dancing with her and serves as pengibing, has become dominant in Tayub performance. This has consequently reduced the ritualistic value of the dance.

It turns out that Tayub dance which is popular among East Javanese people has even influenced the sacred ritual of Karo in Ngadas village. The presence of Tayub dance results in the modification of the Tenggerese sacred ritual structure. This modification is interesting to study, especially about cultural intersection and negotiation between Javanese and Tenggerese cultures. At this point, cultural hybridization seems to affect the change of Karo ritual in the form of the transculturation process. The concept of hybridization, according to Ashcroft, can be understood as “the ongoing condition of all human cultures, which contains no zones of purity because they undergo continuous processes of transculturation” [5]. Two important
keywords from Ashcroft’s argument, “no zones of purity” and “transculturation,” underlie the existence of cultural hybridization. Furthermore, the hybridization can be understood as a symptom that indicates the merging of two different cultures that has resulted in something new or provided a new element so that it can be accepted by the community at a certain time. Young explained that "Hybridity thus makes a difference into sameness, and sameness into difference, but in a way that makes the same no longer the same, the different no longer simply different” [5].

The difference between the performance structure of Karo ritual in Ngadas village and the same ritual in other Tenggerese villages can be seen as an attempt to conduct negotiations in terms of cultural values. The exciting aspects to be explored further are what cultural values that are being negotiated to whom it is intended, and why the negotiations are needed.

1.1 Research Method

This research is qualitative descriptive research. This research uses two types of data, namely primary and secondary data. Primary data about the Karo ritual are taken from Tenggerese in Ngadas village, Malang Regency and collected by ethnographic methods. Secondary data are in the form of related information about the Tenggerese and Karo ritual in the form of books, scientific articles, and research reports.

Primary data was collected using in-depth interviews with Tenggerese priests and some community members and non-participant observations. The collected data are categorized based on thematic groups made by researchers by looking at the findings in the field and the results of document studies. The categorization is directed at the three issues mentioned in the focus of the study, namely what cultural values that are being negotiated, to whom the negotiations are intended, and why the negotiations are needed.

The analysis will be carried out on the data that have been codified by employing Functionalism Approach proposed by William R. Bascom (1965). As quoted by Sims and Stephen, Bascom identified four folklore functions, namely educating, escaping accepted limitations of our culture, maintaining cultural identity, and validating existing cultural norms [3]. Referring to these concepts, the negotiated forms that occur in the performance structure of Karo ritual in Ngadas village will be described thoroughly.

1.2 Result and Discussion

The structure of the Karo ritual has been passed down from generation to generation in Tengger. The performance of Sodor dance is a must because this dance marks the beginning of the ritual. Tomo, Ketua Paruman Brang Wetan (the Chief of Tenggerese Priests Community from East Hemisphere) and a priest from Ngadisari village, said that the performance of the dance is intended to be a reminder for Tenggerese about the origin of human life. The dance consists of twelve dancers who are carrying and swinging bamboo containing seeds grown in Tengger land while dancing. The scene when they break the bamboo (by hitting it to the floor) and let the seeds scattered all over the stage at the end of the dance is a symbol of humans’ origin and birth on earth. In other words, the performance of Sodor dance during Karo ritual brings an essential message about the philosophy of life believed by Tenggerese throughout generations [6]. It is this philosophy that is celebrated through the dance.

Referring to the aforementioned information, the performance of Karo ritual in Ngadas, which eliminates Sodor dance in its structure, is an interesting “statement” regarding the
identity of the Tenggerese in the village. Replacing Sodor with Tayub is a major shift. It becomes a distinctive feature and, certainly, contains certain propositions. It indicates the long believed values about the Karo ritual have been modified from its being exclusively dogmatic and sacred in the constellation of Tenggerese traditional life in Ngadas. To understand the differences between Sodor and Tayub, the following Table 1 shows the comparison between the elements of the two dances.

<table>
<thead>
<tr>
<th>Entity</th>
<th>Sodor</th>
<th>Tayub</th>
</tr>
</thead>
<tbody>
<tr>
<td>Domain</td>
<td>Elite</td>
<td>Folk</td>
</tr>
<tr>
<td>Form</td>
<td>Mythic-Simbolic</td>
<td>Profane-Literal</td>
</tr>
<tr>
<td>Communication Level</td>
<td>One-way</td>
<td>Two-way</td>
</tr>
<tr>
<td>Nature</td>
<td>Close</td>
<td>Open</td>
</tr>
<tr>
<td>Ideological Value</td>
<td>Sacred</td>
<td>Sacred/Spiritual</td>
</tr>
<tr>
<td>Genealogy</td>
<td>Tengger</td>
<td>Java</td>
</tr>
</tbody>
</table>

Comparing the above elements, Sodor and Tayub have the same ideological value, namely sacred or spiritual. Sodor is sacred because this dance functions as a reminder of the origin of human presence on earth whereas Tayub is more dominant in “spirituality” because its value reflects the pattern of micro and macro cosmos relations. In terms of values, replacing Sodor with Tayub in Karo does not mean dragging the ritual out to secular entertainment. The ritual remains sacred for Tenggerese. However, the change in structure means certain elements in the ritual are compromised.

The insertion of Tayub in Karo ritual potentially constructs a cultural hybrid. The sacred value of Karo is not lost, but there are parts of the ritual that are shifted to become secular because some features are changed in the course of the ritual. One of the new features replacing the previous one comes from a different domain, where the new feature is in the “folk” domain. Consequently, Karo in Ngadas is not an elitist ritual. Since Tayub has become a favorite show among the Javanese people from various cultural backgrounds, its construct adjusts to populist demands in a performative context. Therefore, particular preconditions or ceremonial preparations which are previously sacred to present the opening dance for Karo do not exist anymore. This is because Tayub is a form of social dance and entertainment that belongs to all people (folk).

Tayub is manifested in a more profane-literal form and does not imply mystical-symbolic content. The reason is Tayub dancers perform spontaneous movements; there is no uniformity or structured patterns. The movements are performed arbitrarily and are only intended to enjoy the accompaniment of music. On the other hand, movements in Sodor dance are arranged purposely (although the pattern of movements is not complex) so that it can be performed simultaneously by twelve dancers. Not to mention that some mystical-symbolic movements are presented to emphasize the sacredness of the dance such as the bamboo movement and the spread of seeds inside the bamboo. In the interactive context, Tayub makes Karo ritual in Ngadas more communicative due to the presence of pengibing, the male dancers. Although they are selected and chosen from the respected community leaders, it is clear that their presence in the dance has made the ritual more interactive. On the other hand, Sodor dance does not allow audience involvement and direct interaction with the audience during its procession. The dancers have been prepared in advance, chosen, and trained long before the performance. They are exceptional performers who carry out the sacredness of the opening
ceremony of the ritual. All in all, Tayub is open and accommodating to the audience, the people, while Sodor is carefully preserved and exclusive.

The change from Sodor to Tayub has changed the nuance of the ritual from the sacred to the secular. Nevertheless, the presence of this new feature does not mean that Karo sacredness has been lost. Looking at all the preparations for the activities, the implementation of the activities, and the end of the activity, it is clear that Karo which is opened by Tayub remains a sacred and meaningful ceremony. The ceremony, as “a series of special actions have rules and special means to carry them out” [7], is still visible in the ritual and is still very special for the ritual bearers. Then, what about the issue of authenticity? Further discussion about this issue will answer the second and third focus of the study in this article.

In tradition, which serves as a medium of communication and group identity, authenticity becomes less of concern. Authenticity depends on how certain community groups use the tradition they have [3]. The tradition that was initially understood as a “text” that was independent of the context has turned functions into “texts” which must be understood in the context of its communication. At this point authenticity becomes dynamic, adjusting to how members of a community use the tradition together at a particular historic moment for their communication media. This occurs in the Karo ritual in Ngadas. However, instead of discussing more its authenticity, this article will focus on to who changed feature in the ritual is intended and why the change should be done. If the presence of the ritual is in the context of communication medium, then the interesting question is to whom the ritual, with its hybrid construct, is intended?

From the results of data collection in the field, Karo ritual in Ngadas is a medium of communication of Tenggerese identity for both its community members (the inner circle) and also other community groups (the outer circle) which have different cultural bases. The interesting finding regarding ritual as a communication medium of group identity for its members is related to the educational function of cultural values as described by Bascom. The hybrid construction of the ritual functions as education of cultural values that are not only historical but also diachronic and correlated with values in contemporary society.

Cultural change or cultural transformation can be influenced by several factors, namely (1) contact with other culture, (2) advanced education system, (3) respect for attitude of someone’s work and passion for achievement, (4) tolerance toward diverge attitude, (5) open society system, (6) dissatisfaction, (7) future orientation, (8) increasing point of living standard [8]. Referring to those factors, the change in Karo ritual in Ngadas is in line with points 1, 4, 6 and 7.

The presence of Tayub as “a new feature” in Karo ritual is influenced by the fluidity of cultural interactions that occur between Tenggerese and other community groups in Ngadas village. Intense interaction among cultural members with the support of various communication media is very likely to form double consciousness. As stated by Tyson, a “double consciousness or double vision, ... , a consciousness or a way of perceiving the world that is divided between two antagonistic cultures” [9]. In the case of Tenggerese in Ngadas, however, is a bit different. Double consciousness is characterized by a reluctance to stick on patterns and values of standardized and doctrinal inheritance. Thus, innovating traditions, including rituals, is not taboo as long as it is believed to present the cultural identity of the ritual bearers still and become a common commitment. Relationships with other cultures because of open cultural interactions result in "dissatisfaction" in the existing culture to that innovation is inevitable.

In the context of the Tenggerese in Ngadas village, they have been in intense contact with various cultural groups outside the Tengger culture. Demographic factors support this
situation. Based on observations and interviews in the field, Tenggerese in Ngadas were exposed to Javanese values more intensely than the Tenggerese in other regions. Contact with a variety of other cultural aspects, such as religion (the Tenggerese priest in Ngadas is a Buddhist), and exposure of Javanese cultural values in daily life becomes the cause of hybridity which enables the merging of two cultural features, Tenggerese, and Javanese. In its function as a medium of education of Tengger values, this hybrid becomes a strategy to maintain the Tengger values in contemporary society. One of the informants said that “the change does not violate the essence of Karo in its ceremonial offerings” [10]. In other words, the change of feature does not eliminate the values contained in Karo; it is even able to preserve the existence of the ritual in the contemporary cultural landscape.

The hybridity is an effective negotiation strategy to safeguard the tradition’s value for the next generation. The continuity of this ceremony is important for educational purposes aimed at the inner circle of the community, even though it must be transformed accordingly. In short, in an open society system, being tolerant of different cultural perspectives is deemed necessary for Tenggerese authorities in Ngadas village to preserve the values of Tengger.

When the performance of Tayub was juxtaposed with other forms of people’s entertainment such as Campursari (a kind of popular Javanese folk music), there was a firm statement from a Tenggerese priest who said that, “the element of entertainment is not included in the Karo ritual, and it belongs to the youth only” [10]. It is a statement that clarifies the safeguards over the sacredness of the Karo ritual. It is clear that replacing Sodor dance with Tayub dance is a cultural embodiment to maintain the sacredness of the value of the ritual itself. Therefore, Tayub cannot be replaced by Campursari, which is considered merely as an entertainment enjoyed by the younger generation. This statement emphasizes that openness to changes in the Karo ritual is limited and not carelessly carried out by the Tenggerese authorities in Ngadas. Tayub is seen as a possible change because it does not eliminate the value of sacredness/spirituality in the ritual.

In addition to having an educational function, the existence of a new feature in the Karo ritual in Ngadas aims at guarding cultural conformity so that its presence acceptable in diverse communities. Tenggerese in Ngadas village is perceptive with the presence of Javanese communities in their neighborhood by inserting a type of Javanese cultural manifestation in the form of Tayub. The insertion of Tayub is not only a hybrid marker but also a “cultural language” which can be understood by other cultural groups living side by side in Ngadas. The reasons why Tayub is chosen among other forms of Javanese traditional arts can be described below.

The first reason synthesized from the discussion with the informants in Ngadas is because of the identical performance between Sodor and Tayub, which are both performed by a group of dancer. Both dances are performed by many people in pairs even though in the case of Sodor only male dancers allowed. Another aspect that makes Tayub acceptable is because the moves in the dance are not complicated. Although the dance movement in Sodor is not as free as the dance movement performed in Tayub, the simultaneous movements being performed are relatively simple which does not require special skills. The second reason is that Tayub is chosen because of its socio-cultural factors. It is considered capable of presenting space for the spectators during the performance. It is possible for each member of the community to be actively involved in the Tayub to make it popular to be used as a substitute for Sodor, which does not allow the involvement of the audience.

In addition to the reasons mentioned above, an ideological factor is another important reason why Tayub dance is chosen. It is a political, ideological factor that serves as a defense strategy. Tenggerese in Ngadas occupy limited space in the complexity of demographic
aspects in the village. Javanese ethnic group and non-Tengger Hindu religions occupy the dominant area in Ngadas. In such conditions, appropriation is an alternative strategy to maintain survival. By creating the same “cultural language” as the dominant group, it is expected that Tenggerese (as the marginalized organic community) can negotiate for the sustainability of their existence. This is in line with what is stated by Aschroft et al. as follows.

"If globalism is not simply a result of top-down dominance but a transcultural process, a dialectic of dominant cultural forms and their appropriation, then the responses of local communities becomes critical. By appropriating strategies of representation, organization and social change through access to global systems, local communities and marginal interest groups can both empower themselves and influence those global systems.” [5]

The closeness of Tayub culture to the life of Javanese people is a medium of dialogue for the Tenggerese to “communicate” their existence amid the constructs of Javanese culture in Ngadas. Tayub has become a middle ground to accommodate the needs of all Ngadas people in terms of social interactions. Identity negotiation by including Tayub in the Karo ritual is a logical and strategic choice in performing the ritual in Ngadas village. The dialogue between Tenggerese and Javanese are carried out in a space that allows related parties not to lose their cultural essences.

The development of culture is in line with the creativity of its bearers and supporters. In different words, Simmel said that “the cultural system and cultural creativity are attached to mutual interdependence and antagonistic nature” [11]. It means that the relationship between a cultural system and cultural creativity is like two separate sides of a coin which is, at the same time, united as a unit. Individuals and communities are attached in creating cultural reality. The hybridization as a medium of conformity plays an important role in putting together Tenggerese and Javanese culture. To be exact, Tayub is a medium of cultural negotiation between the two cultural entities resulting in the hybrid cultural construct in Ngadas village.

The two functions, educating and maintaining conformity, are management strategies that lead to the hybrid construction of Karo ritual in Ngadas village. It is a unique, creative, and effective communication mode of Tenggerese in Ngadas in the practical realm. It has also shown that Tenggerese in Ngadas village can survive in the dynamics of cultural interactions occurring in the village [12].

2 CONCLUSIONS

Karo ritual conducted by the Tenggerese in Ngadas village undergoes a change identified as a hybrid design that combines or incorporates Karo with one of the Javanese cultural features, Tayub dance, in the construction of Tenggerese sacred ceremony. The presence of this new feature serves two important functions. First, as an education system in the future for the Tenggerese inner circle in Ngadas village; that preservation of the Tengger's value system is not only done by maintaining doctrinal authenticity of a sacred ritual which is passed down from generation to generation but also by innovating the ritual accordingly as long as it does not violate the essential elements of the ritual. The second function is as an effort to maintain the conformity of the accepted cultural behavior in diverse cultural interactions existing in Ngadas village. Regarding the Tenggerese minority position in the cultural landscape of the village, this hybrid design is an effective form of cultural negotiation in maintaining their existence. The hybrid design allows Tenggerese to preserve its values and, at the same time,
communicate the values to other cultural groups that live side by side with them. Thus, as a medium of communication, the design shows its ability to bridge the internal needs of its members and the needs of external parties.

REFERENCES

High Quality Human Resources with Divergent Multicultural Exposure's Epistemic Beliefs and Proficiency

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Abstract. This research examines the correlation between EFL students' epistemic beliefs, the way they define learning and how they learn English, and English proficiency to predict human resources' quality with divergent multicultural exposure. Test of English as a Foreign language (TOEFL) is chosen to represent English proficiency, mandatory for more than 90% of job posts in Indonesia. The higher level of epistemic beliefs should predict the high scores of TOEFL. This paper is aimed at analyzing and introduce the concept of epistemic beliefs and the planning of high quality human resources at University level, and is an effort to reflect on the importance of epistemic beliefs for formulating learning outcomes for English department. Major findings indicate epistemic beliefs are prominent grounds under the development of classroom level curriculum, as students are exposed with various multicultural background. This paper presents recommendations for curriculum reference and teaching instructions, teacher education and further studies.

Keywords: EFL, EFL epistemic beliefs, TOEFL, Human resources, Multiculture

1 INTRODUCTION

In Indonesia and many other Asian countries, internationalization plays a prominent role for higher education institutes (HEIs). Because this run has become gradually noteworthy, international students are accepted by many HEIs, causing various cultural diversities on campus. For instance, based on 2017 census reported by Indonesian higher education institute supervisor [1], international students with total 6,967 were pursuing for degree, non-degree or other college programs. This number is surging for 100 to 500 weekly. These students were coming from over 10 countries; mostly they come from Timor Leste (33%), Malaysia (16%), and Thailand (10%). Besides, Indonesia has over 300 ethnic groups, although their classification is not rigorous and in some cases unsettled because of migrations, cultural and linguistic influences among ethnics. Therefore, through the elevating of international students number as well as Indonesian students who are coming from various ethnic groups background pursuing higher education in Indonesia, Indonesian HEIs are inevitably growing more ethnically diverse and culturally rich yearly.

Besides, those divergent multicultural exposes identify students' characteristics in learning who are becoming future high quality human resources. These happen because specialized knowledge, social responsibility, autonomy of practice, and commitment for doing duty assignment are influenced by students' identity development which are much affected by
divergent multicultural exposures possessed by each student [2]. Nowadays, pivotal strategic resource company is the consciously acquired, created and disseminated through a variety of methods knowledge which pinpointed on the establishment of appropriate characteristics of employees [3], besides promoting processes of information technology development. High quality human resources involve a high degree of responsibility and accountability upon community and individuals because they take place in employees’ daily work activities aspects [4]. Therefore, since it is crucial for future high quality human resources, [3] propounds that it is foremost that initial academic background should cover professional identity components. Accordingly, recognizing that multicultural diversity and those pedagogical concerns are necessary, but insufficient, HEIs should integrate these into academic life.

Since universities in Indonesia recently have been growing in multicultural diversity, number of university faculties and administrators show a more distinguished enthusiasm to advance students' capability to work and interact with various cultural backgrounds people. These multicultural diversity acknowledgement has been perceived in numerous HEIs attempts to combine multicultural education to their campus activities and curricular. According to [5] and [6] English language curriculum should establish approach to nurture students’ divergent multicultural competence, since multicultural education concept is vigorously linked to English language education. Despite fusing multicultural education in English language curriculum, HEIs responsibility in establishing students' multicultural competence, obtrudes considerable obstacles to Indonesian English language teachers, in which English is studied as a foreign language (EFL).

In EFL teaching and learning in universities, one way to measure students’ competence in mastering English is by knowing students’ English proficiency, besides achievement. Perceiving students’ English proficiency scores means consequentially noticing the degree of the students’ learning progress, which demonstrates how students define and construct knowledge successfully. Since these beliefs affect students to control and utilize knowledge in the process of learning English, they play significant roles for students’ thinking [7]. Those beliefs are enumerated to knowledge conceptualization and knowing process, notably, epistemic beliefs.

In addition, students who are learning EFL holds different beliefs about how it is learned. Among the various features, personal epistemic beliefs, elucidated as students’ perspective about the nature of knowledge and knowing, has been presented to be relevant [8] [9]. Those beliefs are affected by students’ previous negative or positive experiences as language learners [8], family or home background [8], individual differences such as personality [7], and students’ divergent cultural background [10] [11] [12]. These differences too are formed by beliefs which are connected to conceptualization of knowledge as well as process of knowing, namely epistemic beliefs.

Accordingly, EFL epistemic beliefs are closely related to English proficiency, like TOEFL, for having proficient English is a paramount significance for university students who demand high quality human resources. Therefore, development of EFL proficiency is a pivotal element to students’ mastery of language skills and intercultural learning [13]. It is a measure of skill which students can utilize English, for instance how proficient students to understand passages or comprehend oral information and also to perceive different cultures. In addition, EFL proficiency depicts students’ cognitive ability, which associates to thinking performance [7]. Thus, encouraging the establishment of EFL proficiency for students in specific confirms students’ competence which predict better performance as human resources.

Although students’ personal characteristics like divergent multicultural exposures and epistemic beliefs determine potential human resources, supplementary cognitive capabilities
such as English proficiency may be needed to support high quality human resources. Decades of accumulated evidence in human resources literature does suggest that high quality human resources only focuses on prerequisites before applying job, yet, it can be developed integratedly in university curriculum. Thus, using a framework of EFL epistemic beliefs, divergent multicultural backdrops, and English proficiency, intercultural competence curriculum such as the one discussed in this study can help guide the efforts in ensuring a more comprehensive integrated approach to high quality human resources. Accordingly, this study is aimed at revealing prediction about appropriate teaching techniques rooted from students’ EFL epistemic beliefs and proficiency to have high quality human resources characteristics when they are exposed to divergent multicultural environment.

1.1 Research Method

This study established correlation between students with divergent multicultural backgrounds’ EFL epistemic beliefs and proficiency. The findings of this research is pivotal for appropriate institutional, program, and students learning outcomes. It is advantageous for teachers to select effective teaching approach, techniques, materials and media. The present study was associative-descriptive research, for it aims to examine research problems as generated by previous research and test specific research hypothesis and relationship. Utilizing this method, some information can be planned structurally, systematically, and clearly. The researchers use a hypothesis, namely, the higher the students’ level on EFL epistemic beliefs, the better their proficiency in English.

The participants of this research were 68 out of 70 English department students who volunteered in academic year 2018/2019. The instruments were epistemic beliefs questionnaire and TOEFL scores. The EFL epistemic beliefs questionnaire had 39 items, only items which showed obtained coefficient less than .05 were claimed valid, and measured through SPPS 20 to establish validity and reliability. The second instrument was English proficiency which was indicated from students' TOEFL scores.

There were some procedures carried out for the present research. Firstly, the questionnaire was filled in by 70 students, but 68 among them were included as research data because of completeness responses consideration upon the questionnaire which was conducted in two different classes of English language education study programs. Due to the lecturers' convinience, each took ten minutes prior to the classes end. Research consent form agreements were distributed to the participants so they were sure that participating this research was not part of class requirements and no additional credit for them. Secondly, students' TOEFL scores were taken from the academic records with permission letter were used to measure their English proficiency. The scores were taken from paper and pencil TOEFL, administered by the faculty in 2018 which covered listening, reading, and grammar tests.

For data processing, dependent sample t-test using Pearson product moment was run by using SPSS software 20. In relation to correlation coefficients, a figure between 0.99-0.60 represents high correlation, meanwhile a figure between 0.59-0.30 reflects moderate correlation, and 0.29-0.01 shows low correlation. [14] adds the correlation value is considered significant if it shows coefficient below 0.05 or unless not significant, if the significance value is exceed 0.05.
1.2 Results and Discussion

<table>
<thead>
<tr>
<th>Relationship</th>
<th>Sig. (2-tailed)</th>
<th>p-value</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>sophisticated epistemic beliefs</td>
<td>0.02</td>
<td>-0.452</td>
<td>significant, negative moderate</td>
</tr>
<tr>
<td>simple epistemic beliefs</td>
<td>.132</td>
<td>-0.316</td>
<td>not significant</td>
</tr>
</tbody>
</table>

The relationship between EFL epistemic beliefs and English language proficiency in this study is described as follow. Since the exact probability that the correlation due to the sampling error is 0.02 which is lower than the significance level 0.05 set by the researcher, the null hypothesis is rejected. It means there is an evidence to support the relationship between EFL epistemic beliefs and English language proficiency. Based on the coefficient obtained (-0.452), the correlation is negative and moderate for students with sophisticated epistemic beliefs. This means the more sophisticated the students’ EFL epistemic beliefs, there is a tendency the lower their English language proficiency. However, the results revealed that students with simple EFL epistemic beliefs are not significant in this study.

In relation EFL epistemic beliefs are found to be related to EFL proficiency. Particularly, EFL epistemic beliefs have negatively moderate correlations to listening, writing, reading, and speaking skills. The following discussion addresses each of predictions which follow the results, namely, the more sophisticated their EFL epistemic beliefs, it appears that the lower their English language proficiency. Results of the present investigation unravel different perspective on that previous studies related to sophistication of epistemic beliefs in science education [15] [10] [12] [11] [16], or sophistication of epistemic beliefs in relation to reading and literacy [9] [17] predict proficiently better students. Therefore, the present study results are inconsistent with the general trend, that more epistemologically sophisticated students usually outperform students with simple epistemic beliefs.

In this current research, sophisticated degree of EFL epistemic beliefs students stance had a poorer English proficiency. This finding is in sharp contrast to the results revealed in the previous study which examined relationship between epistemic beliefs and proficiency in English language learning [18]. It was demonstrated that sophisticated students (students who possesed high level of epistemic beliefs) had better English proficiency. However, the current research shows that simplicity of students’ epistemic beliefs stance, as grounded by EFL model of epistemic beliefs, is closely related to increasing in their EFL proficiency context. In breadth, this result is in line with [19]’s finding that students who had significantly better performance for Internet based grammar achievement, reflects less sophisticated epistemological beliefs.

It appears that grammar becomes the focus of the proficient students. In this present study, the accuracy in using English language plays pivotal role to determine successful learning English. However, test anxiety can be one of the rooted problem of language anxiety [20] which can cause the low accuracy in English language learning. The test anxiety creates personal feeling of tension, apprehension, nervousness, and worry associates with an arousal of the automatic nervous system [21]. Therefore, creating anxiety-reducing strategies, including getting familiar with the test format can reduce both language anxiety and test anxiety, which can promote high proficiency English language.

Studies on epistemic beliefs generally shows the importance and relevance to learning patterns and proficiency, albeit distinct results are obtained in relation to epistemic beliefs.
development and their relationship to learning success. This is supported by [22] which reported that students' epistemic beliefs degrees are various, as they are formed by divergent cultural classifications. For instance, this is justifiable in Indonesian context, as Indonesian education culture and values are highly affected by concept that students are obliged to respects their instructors, for they are authorities who give explanation or correct answers, and students are discouraged to challenge their answers.

Three pedagogical implications which relate to educational phycology are proposed for preparing high quality human resources with divergent multiculture expose. First, findings of the present research can be used as foundations to develop course profile of listening, reading, and grammar in the English language program curriculum. It shows that in order to obtain high English proficiency, students’ way of defining learning English language and how they should learn English can be encouraged through course description which are derived and generate from the results of this study. Secondly, this study emphasizes that communicative approach that is used as the basis of teaching and learning English for English department students require more emphasizes on grammar and translation approach. Notably, in the teaching of speaking, accuracy should obtain specific place to learn.

Thirdly, based on the present study, it appears that students with lower order of thinking outperform students with higher order of thinking, thus, several teaching strategies can be offered to accommodate the successful English language proficiency to students with sophisticated ESL epistemic beliefs. Several teaching and learning methods which can provide meaningful learning process to get better English proficiency for students with higher order of thinking are as follow. Firstly, students centered learning. This leads the higher order of learning students to get more meaningful activities. Secondly, cooperative learning method should be employed because this provides activities that make the students with simple and sophisticated ESL epistemic beliefs mingle when doing the learning processes. Thirdly, task-based instruction can be applied when teaching English because this learning process facilitate higher order of thinking students who need to experience more challenging but in control learning procedures, this way, they are challenged to experience inductive learning or learning by implementing scientific approach.

2 CONCLUSIONS

Two main conclusions can be drawn for preparing teaching material for students where are exposed with divergent multiculture in order to make them high quality human resources. Firstly, students with high degree of ESL Epistemic beliefs also have low level of English language proficiency (scores in listening and reading). Secondly, regarding the ESL skills to teach, the communicative approach is still preferable, however, in addition to communicative approach, grammar translation method can be also be used in order to maintain the meaning to be comprehended as well as to conveyed. Particularly, in this study, in the teaching of speaking, the accuracy is seen as something important to maintain so that it can reduce the communication gap. Accuracy should be maintained well in the implementation of the teaching of speaking to make students be comfortable when they convey ideas without too much direct feedback given.

Two recommendations are suggested. First, it is suggested that ESL lecturers give more emphasis and practices in the form of in-class and out-class activities that lead the students to having more simple epistemic beliefs in general. Second, several research ideas like reexamining the ESL epistemic belief constructs and qualitative exploration.
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Pursuing Effective Media Multitasking: 
An Effort of Managing Distractions in Digital Learning Classrooms

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Abstract. The 21st-century skills refer to the teaching of digital literacy and the advanced learning techniques used in schools and colleges. E-Learning or digital technology is becoming more and more popular among the students. Unfortunately, technology also bring up some distractions. Most of the time, students are not focused on studying but rather are moving their attention back and forth between studying and various forms of technology. While doing multitasking, less information is being retained. Studying or doing homework while sitting in front of the TV, using social media or texting, makes the learning and retaining the information to be more complicated, increases the time it takes to complete homework, and may ultimately result in lower test scores (Rosen, 2016). In order to manage the distraction, there should be some effort in maintaining longer attention span of the students, gaining more concentration, and building more effective learning environment. This paper presents the use of more effective media multitasking such as establishing rules of using digital devices in classrooms, giving some extra time of using the devices purposively, incorporating the devices as learning media in the class, and also providing more engaging activities for the students. These activities will help the students to have clearer goal in studying, achieving better results, while also enjoying their time using the technology.

Keywords: Digital Learning, Technology Devices, Media Multitasking, Distractions

1 INTRODUCTION

Technological advancements are touching the education in ways never imagined before. The students have started adopting the new methods of technology in their studies now. They are fully equipped in learning faster and defining their future based on increased knowledge opportunity.

E-Learning has a massive presence in almost every field. Teachers today use different techniques like movie-clippings, advertisements, commentaries, drama and more to fulfil the need to educate the students. Language teaching is one such area where technology has taken over and improved the ways of learning. Technology has brought many impacts in education by introducing new ways of learning, by using methodologies such as adaptive learning, flipped classroom models, and massive open online courses.
With the help of the technology students can identify their own learning needs, formulate their own learning goals, provide better time management in order to achieve goals and objectives, classify necessary learning resources to support their learning, implement learning strategies effectively, self-reflect on the learning process, pursue their targets, and evaluate the learning outcomes. Technological tools can boost students’ abilities, revolutionize the way they work and think and give them new access to the world. (Peck and Dorricott, 1994)

There are some reasons to allow technology in the classroom, i.e; improves future orientation, gives instant access to knowledge, exciting way to learn, improve skills, gives chance to collaborate, reduces physical loads, improves self-confidence, and cost-effective.

The new technological development and the digital learning is improving the skills of the students. These skills are helping the students to prepare for their studies from the future perspective. It is making the students more aware and creative. E-learning methods and digital equipment are enhancing the skills through right course selection and better delivery.

The digital medium is an attractive method to retain the attention of the students. The students are finding it flexible to complete their assignment by maximizing their digital devices in the class. Technology in classroom and E-learning is making the students flexible. Now the students do not have to sit and study in a closed classroom. E-learning is making it simpler for them. They can easily find the model of learning that best suits their personalities. They can choose any e-learning method to study and complete their education. They have the option to sit at home and study through their laptop.

Despite of the many benefits technology has brought to recent classrooms, this advancement also offers great distractions for the students. While using personal laptops in class, there were also increasing disruptions to the teaching and learning process. Students were using their mobile phones and smart phones to send and receive text messages, emails, surfing the Internet and doing some checking. The term Checking might cover checking for text messages, checking Facebook updates, checking emails, checking Twitter, checking web sites, and checking whether my friends are checking them. This happens on a regular basis, and can typically be four or more times in one hour.

This study deals with the problems arise when students are having too many distractions in the classroom, what would be the impact in terms of grades of the students distracted by ICT devices. How does an instructor struggle to compete with tablets, cell phones, netbooks, and text messaging? How do we manage the distractive equalities of technology in schools in order to have more efficient learning process.

1.1 Pros and Cons to Allow Technology in the Classroom

There is no doubts that e-learning is helping the students learn and do the tasks efficiently. Technology will help them complete their education easily. But, each coin has two sides. Therefore, now we will discuss the pros and cons of the e-learning-based education.

There are some pros of educational technologies. First is about the Flexibility. Online learning gives us full flexibility to accomplish our goals. Unlike traditional learning, the e-learning is flexible for the students as well as for the teachers. We can access and learn anything we want, anytime we want. Second is about the Lower cost of the application. E-Learning is a better option for the students who cannot afford going to extra classes. Other than the cost of a laptop and an online course, they generally do not have other expenses. Schools do not have to manage outdated libraries. The third is about the Mobility aspect of e-learning. The e-learning medium allows the students to go mobile. Now they can learn from any location, even when they are not convenient place to study. e-Learning allows them to take full advantage of their time and get things done when you would not normally be able to.
Nevertheless, there are also some cons of educational technologies. The Technical issues are the first problem. The students need to have devices that are compatible with the e-Learning software. Moreover, the problem with Internet connection issues, software failure, device failure, and others are general challenges faced by the students. Next is about Health issues. Students should be careful not to suffer from a lot of health problems due to technological devices. They can suffer from health issues such as weak eyes, fatigue, stress, eye burn, back pains, headaches, and others. The last is about Distraction. Students, sometimes, use laptops and gadgets for things other than studying. They get indulged in social media websites, video channels, online games, and others.

The next discussion is specially attributed to Distractions. Simple but problematic element of the use of technology in the classroom.

1.2 Distractions

Classroom technologies such as smartphones, tablets, computers, and wireless internet access offer exciting opportunities to enhance and deepen the learning process. However, using technology in the classroom can also bring multiple distractions to students. They might think that these are not really distracting the process, in facts, these distractions are real. Without teachers’ proactive supervision, students might access games, web pages, and social networking sites as they deliver instruction.

They argue that distraction actually arises from a conflict between two fundamental features of our brain: our ability to create and plan high-level goals versus our ability to control our minds and our environment as we take steps to complete those goals.

In a study conducted by Dr. Larry Rosen (2016), a psychology professor at California State University - Dominguez Hills, students were observed studying for a 15 minute period where they were told to learn something. He found was that students generally started to lose focus after about three minutes. On average, students only spent about 65 percent of the observation period in the condition of actually studying.

Dr. Rosen did another study where he surveyed high school students and asked them how often they switch from studying to doing something related to technology such as checking email, Facebook, texting or watching TV. Surprisingly, across all grade levels, 80% of students reported that they switch between studying and technology somewhat often to very often. Rosen calls this “Continuous Partial Attention,” meaning that students are not focused on studying but rather are moving their attention back and forth between studying and various forms of technology in most of their time. As we might expect, students who were the most distracted generally had the most windows open on their computers. Students who were less distracted had higher scores and GPAs than students who switched back and forth fairly often and those who regularly check Facebook or text messages. Students who had strategies for studying also had higher GPAs according to Rosen’s findings.

If a student is focused when doing their homework, they actually retain more of the information when it comes time to take a test on the same subject matter. This enables them to prepare studying for the test step by step and absorbing the information in small chunks. The strategy of chunking bits of information has been shown to be the most effective way to learn larger amounts of information and is a useful test preparation strategy. The result is much different when distraction happens. If a student does her homework while multitasking, that will result in less information being retained and therefore more time will be required for test preparation in order to achieve the same result.

Rubinstein and Meyer (2001), a psychology professor at the University of Michigan observed that under most conditions, the brain simply cannot perform two complex tasks simultaneously. Listening to a lecture while texting, or doing homework and being on
Facebook—each of these tasks is very demanding, and each of them uses the same area of the brain, the prefrontal cortex.

In conclusion, the evidence is overwhelming. Studying or doing homework while sitting in front of the TV, using social media or texting, makes it more difficult to learn and retain the information, increases the time it takes to complete homework, and may ultimately result in lower test scores.

1.3 Researches on Distractions Impacts the Classroom

A study to examine the nature of in-class laptop use in a large lecture course and how that use is related to student learning was conducted by (Fried, 2008). In his research, he had students’ complete weekly surveys of attendance, laptop use, and aspects of the classroom environment. Results revealed that students who used laptops in class spent considerable time multitasking and that the laptop use posed a significant distraction to both users and surrounding students. Most importantly, the level of laptop use was negatively related to several measures of student learning, including self-reported understanding of course material and overall course performance. As Fried explains “this research raises serious concerns about the use of laptops in the classroom. Students admit to spending considerable effective time during lectures using their laptops for things other than taking notes. More importantly, the use of laptops was negatively related to several measures of learning”.

Another study by (Barkhuus, 2005) at the University of California San Diego investigated an undergraduate class of 141 students in computer science that were allowed to use laptops and other mobile devices via networked classroom technology known as “ActiveClass” to interact with their lecturers and ask questions anonymously. They observed the class for the last two thirds of the quarter in each lecture, inquired to students’ use of ActiveClass and general classroom behaviour through a questionnaire and interviews with students. The observation resulted in the following: students preferred to use laptops in class for web surfing, writing projects and communication with peers. The questionnaires did confirm this as well; students with laptops in class did on average 1.6 different activities, doing activities such as surfing the internet, emailing or writing assignments, during a lecture. When comparing their laptop use to their self-reported level of attention, a difference emerges between attentive and less attentive students.

A study to examine the use of wireless laptops for promoting active learning in lecture halls was carried out by Barak, Lipson & Lerman (2006). The study examined students’ behaviour in class and their perceptions of the new learning environment throughout three continuous semesters. An online survey revealed that students have highly positive perceptions about the use of wireless laptops, but less positive perceptions about being actively participating in class. Class observations showed that the use of wireless laptops enables student-centered, hands-on, and exploratory learning, as well as meaningful student-to-student and student-to-instructor interactions and collaboration. However, findings also show that wireless laptops can become a source of distraction, if used for non-learning purposes. As noted by the researcher in their discussion, “however, the use of wireless laptops also has disadvantages. A fraction of the students (12%) used their laptops for non-directed (i.e., non-learning) purposes, such as surfing the Web or sending e-mail messages. A similar part of students (15%) indicated that the wireless laptops distracted their attention in class. This leads to the conclusion that wireless laptops should only be used in class only when the instructor requires the students to do so.

Every time we shift our attention, our brain has to reorient itself, further taxing our mental resources. According to (Jackson, 2008) in her book, Distracted that focuses on multitasking, “the brain takes time to change goals, remember the rules needed for the new task, and block
out cognitive interference from the previous, still-vivid activity. Many studies have proven that switching between just two tasks can add substantially to our cognitive load, impeding our thinking and increasing the possibility that we will overlook or misinterpret simple information.

2 RESEARCH METHOD

This study is a qualitative research employing Field Research. Field Research examines the personal meanings of individuals’ experiences and actions in the context of their social and cultural environment. This approach is considered to be appropriate to find out students’ experience in having distractions in the classroom.

The investigation is carried out in the naturalistic environment where the phenomenon occurs. Methods of data collection include participant observation and depth interviews. Students are given a questionnaire to see the frequency and also the intensity of the distractions. The researcher also conducted an observation to ordinary classes experiencing distractions. The depth interview functions to collect data on the students’ perception toward the distraction problems and also ways to overcome it. Analysis procedures consist of description, ordering or coding of data and displaying summaries of the data.

3 RESULT AND DISCUSSION

As the previous researches have shown, 80% of the students in the classroom are experiencing distractions in their daily classroom activities. While doing the activities for preparing the assignment, while listening to lectures, and also working with their groups, students were always mixing their activities with other non-studying matters. The most occurring activity is doing the checking on their social media. This happens because of the need to be always updated with the most recent events happened in their surrounding. Therefore, the activities of writing updated status, giving immediate responses, replying and also chatting with their friends are done continuously.

The effect of the distraction is indeed influential toward their concentration in accomplishing their projects. Distractions have led them into different focus and therefore caused longer time to finish the assignment. In the case of listening to lectures, distractions postponed them from understanding the concept they are learning. The researchers concluded that learning facts and concepts will be worse while they are distracted. Switching between tasks short circuits understanding will probably result in getting the tasks done, but losing its meaning.

In order to provide more meaningful and effective language teaching, teachers need to manage the classroom to be more lively and engaging. An important way to minimize distraction is by having digital tech rules and regulations. On the very first day of the semester, teachers need to distribute students a copy of classroom policies containing the allowed screen time and the instances, the circumstances where they can use their smartphones, laptops, and computers. These might include rules such as no smartphones are allowed when the teacher is conducting a lecture, devices should be put on silent/airplane mode before the start of the class, and that tablets should only be used during group exercises and note-taking sessions.

Another way is through purposively removing mobile distractions. If rules and incentives are not yet powerful enough, the next step is to ethically remove distractions from students’
digital devices. Teachers need to use MDM (mobile device management) software which can be used to monitor and control students’ mobile devices while they are inside the classroom and connected to a common wireless network. With this software, teachers can minimize student distractions by limiting applications, blanking screens, and controlling web browsing activities on student devices. A simpler way to ethically remove distractions from their devices would be like instructing students to put their mobile devices in airplane mode when they should not be browsing online. It is highly important that teacher establish this policies and commitment as a daily routine before the class begins.

The best classroom management tool is by Engaging lessons. As pointed out by Tom Daccord on Edudemic, when "the activity is engaging and challenging, there is an authentic audience, and prescribed time limits, students will not mess around. This is the most challenging part of being teachers. As teachers, this is a part of responsibility as well as a challenge to design the lessons by ensuring that the length and intensity of the discussion are appropriate to the range of the students’ attention spans. Education World noted that they can only tolerate up to 30 minutes of continuous lecture. Any additional time should be dedicated to lively group activities. By implementing this strategy, students will not have more time doing things which do not support their learning.

4 CONCLUSIONS
In conclusion we can say that the use of technology is good for the education. The world is moving fast with technological advancements. Therefore, it has become imperative to ease the learning process to grow faster with the world. The use of technology also offers some distractions which are dangerous for the learning process. By having some ways to minimize distractions, like having rules to use digital devices, removing the devices when they are not specifically used in classroom, and also gaining more attention by applying more engaging lessons, teachers can create more lively situation and achieve better result at the end of the class. These will enable the students to have more sense for their own success in studying. The more powerful the goals they establish for themselves, and the more they feel ownership over those goals, the more they are able to pursue them in the face of both internal and external distractions.

REFERENCES


EFL Epistemic Beliefs, Writing Apprehension, Writing Strategies, Writing Performance: Exploring Possible Relationships

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Abstract. This study, aimed at investigating the relationship among EFL university students’ epistemic beliefs, apprehension, learning strategies, and writing achievement, was conducted in one of Indonesian state universities. There were 99 EFL undergraduate students who were taking essay writing class participating in the study. The students’ responses to EFL epistemic beliefs, writing apprehension, and writing strategies questionnaires are explored via partial least square. It was concluded that the contribution of epistemic beliefs and writing strategies showed positive correlations with writing achievement and writing apprehension had negatively low correlation with writing achievement. Further, practical and theoretical implications were depicted for EFL writing learning and teaching, followed by statements of limitation.

Keywords: EFL, Writing strategies, EFL Epistemic beliefs, Achievement, Writing Anxiety

1 INTRODUCTION

An English as a foreign language (EFL) educators have long been concerned about the impact of individual difference aspects including motivation, aptitude, anxiety, learning strategies, and beliefs on English language learning, notably in writing performance. One of numerous benefits ascribed to consider those individual differences is that it serves an essential process and ultimate goal of language learning in writing classrooms. Substantial attention has been emphasized that enhancing students’ writing performance, as it is one of ultimate goals of learning English. As one of productive skills, teaching writing should be also seen from students’ individual difference factors which influence learning, so that a promising teaching technique, methods, media, and materials accommodate the learning atmosphere.

Considerable studies have been devoted to revealing how those individual differences impact among others. In their study, [1] mention that beliefs about writing projected aspects in writing scores excess writing self-efficacy and apprehension. In relation to writing self-efficacy beliefs which shows moderate correlation with writing scores, some results are reveals, i.e (1) audience orientation, is the most robust positive predictor for students’ achievement; (2) transmission (a belief in depending on authorities’ learning materials) shows negative correlation. Another variable in relation to apprehension is disseminated
unexpectedly, like apprehension about becoming critique is not significant and anxiety about grammar is negatively correlated. Therefore, these findings add the chance that beliefs about writing can be power point for the teaching of writing.

More recent studies has extended students' individual differences which affect writing performance. Different from writing self-efficacy beliefs (namely students' beliefs about their own writing skill, they mention what good writing is and what good authors do), EFL epistemic beliefs review the whole beliefs of students' view on students' identification on learning English, and some of their ways to learn English. The EFL epistemic beliefs portray bigger constructs and concepts inside the students' reasons in learning EFL. It emphasizes the prominent role of teaching and learning approach as the foundation of philosophical beliefs which is applied in the teaching and learning methods and techniques which has been received and internalized by the students[2]. This leaves the gap for the present study to do compare to self-efficacy beliefs and beliefs in writing.

Besides, writing apprehension appears to be another factor affects learning. [3] mention that contradictory results obtained in former research guided researchers to examine sufficiency of transfer approach and move to a situation-specific approach which forms a concept about EFL apprehension as a unique category caused in the process of learning or utilizing English. Negative associations between foreign language anxiety and achievement are usually shown [4], yet positive correlation is also shown as in [1]’s study. Besides that, students rely on various kinds of writing strategies while writing in foreign language, as they may assemble ways or ideas to structure their texts prior to writing, constantly read their own texts during writing to make them flow logically [5]. These series of writing strategies appear to give impact to students' writing performance.

Induced by previous ideas about aspects affecting writing, current research presents an evaluative viewpoint about correlations among them. Similar to [1]'s study that learners' beliefs about writing correlate to writing performance, self efficacy, and apprehension, the present study focuses on the EFL epistemic beliefs which relate to writing apprehension and writing strategies to predict students' performance.

As former research have projected some distinctive ways for developing and gaining writing achievement in learning, among them is a remark to beliefs about knowledge and knowing, namely epistemic beliefs, are connected to achievement and cognition. Students’ writing performance tends to be higher when teachers aid students in developing and enhancing their beliefs through adjusting to their sophisticated beliefs from simple primary ones [6]. Students have more interest, internal self efficacy, goal orientation, and self regulated learning to reach high degree of academic achievement when they posses sophisticated epistemic beliefs [7].

Therefore, the prediction of the existence of causal relationship chain happen among the EFL epistemic beliefs, writing apprehension, writing strategies and writing performance use can be obtained in EFL writing context, albeit mainly former studies do not explore directly and precisely direction of correlation amongst them commencing from epistemic beliefs. Nevertheless, there is a growing body of published studies establishing feasible linkages between them, especially, epistemological beliefs affects writing apprehension, which impact achievement indirectly [8] and learning strategies [9]. Generally, it is considered that epistemic beliefs is the most influential factor to affect writing apprehension and so writing strategies use, which becomes the gap to be filled in this present study.

On the basis of empirical and theoretical backdrops, the hypothesized model depicted in Figure 1 and tested the fit of the model to data. Considering the current manifestations and a great number theories taken from results in research about the study of probable correlations
between the EFL epistemic beliefs, writing apprehension, writing strategies use and writing performance; thus, theoretical model hypothesis about the causal relationship among them is established.

Consequently, findings of the current study enumerate procedures which students employ when they possess a certain degree of epistemic beliefs to correlate their writing apprehension that will influence their options to utilize notable writing strategies to understand writing materials and to develop compositions. In breadth, the current study findings have connections for the teaching of writing.

For the abovementioned reasons, the present study addresses the following research questions. "Is there any relationship among EFL epistemic beliefs, writing apprehension, writing strategies and writing performance?"

In finding the answer for the research problem, the hypotheses are composed. The first hypothesis is that the EFL epistemic beliefs are correlated with writing apprehension. The second hypothesis is that writing apprehension has relation with writing strategies. The third hypothesis is that writing strategies are correlated with writing performance. Therefore, an assumption is about the mediating role of writing apprehension and writing strategies EFL between epistemic beliefs and writing performance. It means that EFL epistemic beliefs have causal relationship writing performance indirectly through direct effect on writing apprehension and writing strategies. Accordingly, the design employed in the present study follows structural equations correlation.

2 RESEARCH METHOD

The objective of the study is aiming at knowing the causal relationship among EFL epistemic beliefs, writing apprehension, and writing strategies. The results of this study might be significant to the input of appropriate teaching materials, media, techniques and approach. This would be beneficial to the lecturers as it can be a good input to the teaching of Essay Writing class.

2.1 Participants

The participants of this research were 128 students who volunteered from five Essay Writing classes in academic year 2017/2018. Essay Writing was presented in semester 3 (three). The objective of this course is students are able to compose essays written in English. However, among all participants, only 99 students were eligible to be proceeded as the data.
2.2 Instrument

There were two types of instruments; they are questionnaires and writing performance. The questionnaires consisted of three parts, i.e. students' EFL epistemic beliefs [2], writing strategies [5], and writing apprehension [3]. The EFL epistemic beliefs consisted of 39 items, which items were valid and reliable, for only items which manifested obtained coefficient less than .05 were confirmed valid. Cronbach’s alpha (α) was used to measure internal consistency reliability coefficients of adopted epistemic beliefs for seven dimensions as follows: certain knowledge (α=.519), fix ability (α=.702), foreign language aptitude (α=.515), learning and communication strategies (α=.463), motivation and expectation (α=.624), omniscient authority (α=.480), simple knowledge (α=.582). Thus, the questionnaire, notably in EFL epistemic beliefs part is reliable.

Students' writing strategies: in order to know students' writing strategies the English writing strategy inventory from [5] was utilized (24 items). The items which obtained coefficients less than .05 were valid, unless they were not used for maintaining the questionnaire validity. Accordingly, measuring internal consistency reliability coefficients of the questionnaire, Cronbach’s alpha coefficient (α) were employed for the four dimensions, namely before writing (α=.707), whilst writing (α=.710), after writing (α=.707), to improve (α=.799). These statistical results were evidence of the reliability of the questionnaire in students' writing strategies part.

Students' writing apprehension: in order to measure students’ anxiety in writing, the questionnaire (9 items) was used. Similarly, validity and reliability of the questionnaire were measured through SPSS 20, and each item demonstrated less than .05 coefficient was claimed valid. The internal consistency reliability of this questionnaire was showed by Cronbach’s alpha (α) as follows: behavioral (α=.748), cognitive (α=.866), and somatic (α=.876). It means the questionnaire, for students' writing apprehension variable is reliable.

The second instrument was students' writing performance which was taken from students' final scores, which consisted of active participation (10%), quizzes (15%), assignments (20%), mid-term test (25%), and final test (30%) scores.

2.3 Procedures

There were several procedures undergone in this study. First, 128 students filled in each questionnaire, however only 99 among them were used as the data due to consideration of completeness of responses of the questionnaires. The questionnaires fillings were administered in four different classes ten minutes before or after the class session, based on the lecturers’ convenience. The questionnaires were distributed in three different meetings in each class. Upon providing consent to participate in the questionnaires students were directed to respond to each item of the questionnaire. Completing the questionnaire was not part of the class requirements and no additional credit was given to students who completed them. The second instrument which was the students' final scores in Essay Writing class was taken after the score was submitted to the academic office. The scores could be accessed after they were legally published by the academics. They were taken from the administration staff with the permission letter.
2.4 Data Analyses

Partial Least Square (PLS) was run to find out the contribution of each dimension in EFL epistemic beliefs, writing strategies, and writing anxiety to writing achievement. SmartPLS 3 software was utilized in conducting the analysis. PLS was proposed for predictive analysis—maximizing the variance explanation for all constructs—where prior theoretical knowledge was scare and the problems were complex [10]. The theoretical basis of research on EFL epistemic beliefs was growing progressively because the previous finding was not yet completely conclusive, for only one study was conducted by using epistemic beliefs in EFL setting, but it did not even use the specific EFL epistemic beliefs [11].

PLS did not need independent observations nor apply distributional assumptions for measured variables, so it allowed the use of interval, ordinal, or nominal-scaled variables [10]. In the present research each dimension of EFL epistemic beliefs belonged to ordinal-scaled variable and writing scores belonged to interval-scaled variable. Regarding the strength of the relationship, the range of a figure between 0.99-0.60 reflects a considerable high relationship, while a figure between 0.59-0.30 represents a moderate relationship, and 0.29-0.01 represents a low relationship. [12] determines that knowing the obtained significant value is also important to know whether the value is significant (below 0.05) or not significant (exceed 0.05).

3 RESULTS AND DISCUSSION

As this present research, a better picture of how EFL epistemic beliefs, writing strategies, and writing anxiety correlate with writing achievement by using more powerful and thorough correlation analysis through PLS analysis. Figure 2 showed the results of correlation among them and also correlation among latent variables which constructed each variable.

From Figure 2, it revealed that correlation between EFL epistemic beliefs (EB) and writing performance (WP) was .451 (p-value=.033); correlation between English writing strategy
inventory (EWSI) and WP was .281 (p-value=.004); and correlation between writing anxiety and WP was -.230 (p-value=.045). All of the correlations were significant because the p-values of all skills were lower than significance level .05. These meant that EB and EWSI had positive correlation with WP; but EB had moderate correlation, while EWSI had low correlation. However, WA had negative and low correlation with WP.

According to the results of the correlation, certain knowledge, foreign language aptitude, and omniscient authority were not significant to epistemic beliefs. It meant that discussions about epistemic beliefs was focused on variable how to acquire English as knowledge, notably fix ability, learning and communication strategies, motivation and expectation, and simple knowledge. According to the results, fix ability had significant correlation with epistemic beliefs, but it showed negatively moderate relationship. The students who had good writing performance tended to have learning paradigm that ability to learning English especially writing skill is inherited.

Based on the results, students who show good performance in writing do not specifically define what is learning English through only one teaching and learning approach. Every student with various beliefs on learning English writing will have the same opportunity to get good score in writing. Students can have beliefs that learning English with grammar translation method, cognitive, second language acquisition, or communicative approach, have equal chance to be high achievers.

In relation to the second dimension of epistemic beliefs, i.e. how to learn English. Firstly, in relation to fixed ability, students' epistemic beliefs are influenced more with concept of learning English can improve over time. Secondly, regarding learning and communication strategies, students epistemic beliefs are influenced more with concept of actual language learning practices and communication strategies. Thirdly, related to motivation and expectation, students' epistemic beliefs are influenced more with desires and opportunities to associate with the learning of English language. Fourthly, simple knowledge deals with students' epistemic beliefs which are more influenced with concept of learning English is acquired through reasons or logics, so it is tentative, flexible, and constantly changing.

According to the results of the correlation, all dimensions of English writing strategy inventory were significant and showed positively high relationships. According to the results, the students who had good writing performance tended to considerably utilize their before, while, after writing strategies and kept on trying to improve their writing with several ways. In other words, students' English writing strategies are influenced with their before writing, when writing, after writing, and some others strategies to improve their writing. Some concepts of Before Writing strategies which are meaningful are considering assessment rubrics, requirement of writing tasks, make writing purpose be clear, generating ideas which cross in minds with first language: bahasa Indonesia and refer to a variety of reading materials, and making outlines, usually in bahasa Indonesia. Some concepts of When Writing strategies include rechecking logical flows, rereading writing purposes, seeking additional materials by reading, and using bahasa Indonesia before translating into English whenever having troubles writing. Some concepts related to After Writing strategies are rereading final draft thoroughly, assessing writing for its topic and supporting ideas effectiveness, utilizing dictionary to consult spellings, and reviewing the works and correcting typos and grammatical errors.

According to the results of the correlation, all dimensions of writing anxiety were significant and showed positively high relationships. According to the results, the students who had good writing performance tended to be less anxious for cognitive, somatic and behavioral anxiety. Some concepts of behavioral anxiety include giving up easily when practicing writing compositions, skimping over composition exercises, and avoiding writing
composition. Some concepts related to cognitive anxiety include worrying to make language mistakes, worrying the writing performance is worse than others, and worrying not being able to express themselves.

Several pedagogical implications can be revealed from this findings and discussion. Firstly, the results of the study can be the basis of developing course profile in the English language department study program curriculum, especially in modifying focus for writing course. This should accommodate equal ELT approaches in the teaching of writing, i.e. grammar translation, cognitive, second language acquisition, and communicative approaches. This finding is supported by [13], that teachers should advance rigorous understanding of the beliefs under the basis of students' engagement with EFL writing activities and tasks in more various ways. Besides, it is possible to promote conducive beliefs development to deep engagement with students' epistemic beliefs, by exposing students to diverse teaching and learning approaches, offering students ample chances to engage in writing assignments.

Secondly, more specific to teaching techniques, students are predicted to have good achievement in writing if they are exposed to teaching and learning activities that provide concepts that learning is flexible. Thus, students need to be exposed more practices are needed to boost the writing achievement, especially through before, while, and after teaching writing [14]. In addition to this, [15] explains that through process writing, students who previously struggled to write, now have a growing awareness to involve in learning process because pre, while, and post writing activities can effectively support their writing with inefficient English language proficiency because they are guided to writing practices in the class.

Thirdly, more friendly and less stressing writing activities are predicted to add students' achievement in writing. As mentioned by [16], the basic reasons of students' writing anxiety mostly stem from schemata, linguistic competence and affective factors insufficiency, and these lacks can be decreased through process writing which includes pre, while, and post writing activities.

4 CONCLUSIONS

The current research presents implication for EFL writing instruction. Generally, EFL writing lecturers can employ the findings to better understanding on some characteristics which influence their students' achievement. This study indicated that epistemic beliefs, writing strategies, and writing anxiety were significant predictors that can highlight individual differences in writing performance. Therefore, lecturers should consider the possibilities, supervise students' writing performance, and if necessary, modify the manner of presenting learning tasks or teaching materials so that students have better achievement in writing.

Several limitations of the research are recognized. The samples were a specific group of Indonesian EFL learners from one state university, limiting the generalizability of findings to a wider population of EFL students. Nonetheless, a fairly homogeneous group of EFL students in their linguistic, cultural, and educational background, and in the setting of EFL learning become strengths of this study. Therefore, further research should present a rationale for these or other choices as much has been discussed on this issue, like researching continued inquiry particularly on the relationship among students' characteristics longitudinal study.

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Existential Analysis in Surmounting Foreign Language Learner‘s Difficulties

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Abstract. This pedagogical study is focusing on the analysis of an existential background to surmount the difficulties frequently experienced by foreign language learners in higher education. The existential Kierkegaardian and Sartrean point of view is used as a starting point to explore the learner’s understanding of their existence. This self-understanding is assumed to be the background of learner’s difficulties in their effort to master the foreign language which mirrored in learner’s outcome. The method applied in this study is qualitative utilizing observation and interview as data collective. The result obtained from this research shows problems in decision-making in determining French as the focus of learning, causing the inability of the research participants to soundly exist as responsible foreign language learners.

Keywords: Existentialism, Foreign Language Acquisition, Learner’s difficulties.

1 INTRODUCTION

The foreign language acquisition program in higher education aims to provide learners with the competence required to successfully acquire employment after graduation. In mastering foreign language skills, learners require to extend the learning process on the outer side of the class by communicating verbally as well as non-verbal. Usage of foreign languages (French) which is the focus of learning for students of the French Language and Literature Study Program, does not seem to be a habit or experience, an integral part of daily activities.

In the statement of William James, an American-born philosopher at the beginning of the 20th century, in his book Essays in Radical Empiricism, "We thus acquire a habit, in discussing experiences, defining them by their relation to something more." (1912)¹, contained the understanding that the running of an experience-activity will always be related to other things and if done continuously it will become a habit. James, according to Kolb and Kolb, is the foundation founder of experiential learning (2009, p. 297)². Before acquiring a habit in utilizing foreign language in everyday life, learners obliged to define that existence as a foreign language learner, then speaker, is their desire to be. This focus on existential realm in this process is determined based on the basic concept of existentialism established by the father of existentialism, Søren Kierkegaard, that humans must make choices freely and carry out decisions on that choice with full responsibility (Stewart, 2015, p. 88)³.

The research team realizes that the existential domains are rarely approached related to education, on the other hand, research in the existential realm is considered important to be
carried out in order to investigate more closely the learners' selfhood in relation to the unsatisfactoriness of their learning achievements. This assumption is in line with the opinion of DeSoto (1970, p. 231) who also views the need for an existential approach in the realm of education because the basic purpose of education is to facilitate the independence of students who are free and personally responsible (233) to develop well. Thus an existential approach is not regarded as something incompatible with education, but as complementary (234).

The data obtained from the application of this existential approach is further used as an initiation of an alternative step to help the research team in designing the syllabus, developing the following material and techniques and appropriate learning media. The new design of this learning device will help learners of foreign languages integrate learning activities comfortably and sustainably in their daily life (experiential learning). This integration will make foreign language learning activities a habit. As it is becoming a habit, the authenticity and responsibility of the learner as a French Language student will be more visible through increasing competence and in line with this, the mastery of their learning. In order to achieve the aim of this research, discover the existential background of the foreign language learner's difficulties in higher education, the following are references used as the base of research.

Existential thinking is a very long tradition, starting with Socrates and his teaching that teaching is not done through words but through what he does (Flynn, 2006, p. 1). In other words, the focus of existentialism is more on how to act appropriately than theorizing about how to act appropriately. Existentialism was then put forward by Sørøen Kierkegaard and Friedrich Nietzsche who were said to be the fathers of existentialists in the 19th century. Whereas in the 20th century, near the end of World War II, Jean-Paul Sartre conveyed his thoughts that existentialism is humanism. Investigating into the thoughts of these existentialists, all of which convey the same thing that has been mentioned before, that existentialism is a philosophy of concrete human beings; act freely, authentically responsibly (Flynn, 2006).

The research team considers existential learning to begin when the learner is faced with choices that must be taken in his life. As according to Kierkegaard (Flynn 2006, p. 33) that "... our entire life is a choice for which we are equally responsible." Which is underlined again by Sartre who stated clearly, "... "So human beings who exist and live life must make decisions and make choices, because if not, then humans are the same as not exist and do not undergo life.

Further, about the human self, Kierkegaard states that humans do not naturally grow and develop into a self that is able to act appropriately. Being (selfhood) is an ongoing process towards something that is considered authentic, which means in a freely determined manner (Stewart 2015, p. 85). Often people experience complaints such as "feeling depressed" or "doubting themselves" and so on, according to Kierkegaard, because humans do not see themselves as creatures who are free to determine their lives responsibly. Humans view themselves as environmental passive products. The second possibility is that humans place themselves too deeply in the ideal state they dream of and forget about the conditions in which they are real.

There are various existential concepts that refer to selfhood, which is understood as a state that is not static but dynamic because it keeps moving. In other words, selfhood is a process of 'being' that will never stop throughout life (Sartre, 1948). As the basis of this research, the team established several existential concepts for guidance in conducting data analysis, as follows;
1. **Choice**

Choice translates necessity into freedom. This does not mean, however, that necessity is dissolved. It is still a synthesis of necessity and possibility, but it takes on a new qualification. In every case there is a hidden necessity or a factor of facticity. If necessities were dissolved, finitude would be vanish, and the self would become an infinite or absolute freedom. But as long as it exists, the self remains finite and actualized freedom, which means that it has a destiny, or Heidegger would say, it ‘exists factically.’ (Schrag, 1977, p. 191)

The concept of choice was chosen and then translated into questions on the questionnaire given to learners who were participants in the research, to provide an understanding of the background of French language setting as the focus of their learning in higher education.

2. **Unauthentic / bad faith or not authentic / dishonesty**

“Thus attitudes of negation toward the self-permission to raise a new question: What are we to do with who is the possibility of denying himself? But it is the question of the attitude of "self-negation" in its universality. The kinds of behavior that can be ranked under this heading are too diverse; we risk retaining only the abstract form of them. It is the best way to do it, it is a reality, which is actually a consciousness that instead of directing its negation outward turns it toward itself. This attitude, it seems to me, is bad faith (mauvaise foi).” (Sartre, 1943, p. 81)

The application of this concept in data analysis is to acquire an understanding of the situation of research participants related to whether they choose freely or not. Unauthentic is a situation where learners live a life inharmoniously to their true self (self-negation / denial). The existential situation related to this research is when the existence of students in the realm of French language learning is not in line with their wishes.

3. **Authenticity or authentic**

Being true to myself means being true to my own originality, and that is something only I can articulate and discover. In articulating it, I'm also defining myself. I am having a potential that is properly my own. This is the background of modern understanding, and to the goals of self-fulfillment or self-realization, which is usually couched. This is the background that gives moral force to the culture of authenticity, including its most degraded, absurd, or trivialized forms. It is what gives you the idea of "doing your own thing" or "finding your own fulfillment." (Taylor, 1992, p. 29)

This concept describes the ideal condition of man, where he lived his life according to his true self. In the sense that learners choose freely to do further studies in French in UB Malang and undergo these choices in a comfortable and responsible manner.

Whereas other existential concepts such as death are considered to have no relevance to the focus of this research. The brief explanation of existentialism above provides a framework for research in order to examine the root of the inconvenience and difficulty experienced by learners of foreign languages lead to their nonoptimal learning outcomes.

1.1 **Research Method**

Qualitative methods are chosen because it is an appropriate procedure in conducting this research which "produces descriptive data in the form of written or oral words from people and behaviors that are the object of study" (Moleong, 2005, p. 4). Descriptive data is the result of this method in the form of a written picture of analysis, interpretation, and synthesis between data and theory (Surakhmad, 1994, p. 140).
The acquisition of descriptive data is carried out by the method of observation, then interviews and followed by analysis, interpretation and synthesis between data and theory. Observations were made both on academic behavior and academic achievement from the midterm exam and final exam grade of research participants. Interviews with four selected research participants were carried out in detail and in depth with a guide to the list of existential questions aimed at exploring the causes of participants’ learning difficulties and thus nonoptimal academic achievement.

1.2 Result and Discussion

This section describes the result of the research and the discussion that initiated to provide answers to the identified problems, the cause of the difficulties in mastering foreign language resulting in nonoptimal academic achievement, approaching from an existential point of view. The systematic reporting of results and this discussion will begin with the elaboration of the results of questionnaires and interviews which are classified into three groups according to existential concepts as outlined in section 2, namely choice, unauthentic and authentic. Each subsection will be summarized with the segmental conclusions to deliver final conclusions.

1. Choice

As explained in the previous section, the choice of necessity into freedom, in particular, the freedom to have choices and then make a decision. Regarding the questions in this category, in general the participants answered positively.

Athena explains that the choice to do higher studies in a French program and do it in a university far from family is indeed her own choice. It just seems that in terms of the French realm, Athena's choice is not supported by long conscious considerations, as Sartre said should be done (Bugental, Pierson, Schneider, 2015: 120)\(^\text{12}\).

Eros also gave a positive answer, in the sense that the learner indeed chose to do further studies in Malang, in Brawijaya precisely, based on long conscious thoughts and considerations. This is indicated by the mention of specific ideas in the realm of this learning location.

Aslan, on the other hand, does not give a positive answer in terms of free choice. The French domain is chosen not freely because parents play a very big role in this matter, it can be said that parents are the ones who make the choice for Aslan to carry out specific further studies in the French program. The basis of this decision is the ability to speak good English and having been selected to take part in a student exchange in Australia, then it was decided that the competence in a foreign language other than English in addition to that, is ideal, and French was chosen without a thorough study.

Métis is a participant who, although she seems to freely decide to do her higher studies in the realm of the French program, is in accordance with her interests in a foreign language, but the choice is made without a conscious rationale. This has resulted in inconvenience in carrying out a real study in France which should have been the focus. This can be seen also in classroom learning. Métis seemed very worried and did not have self-confidence when she got the turn to articulate French verbally. Regarding the study location far from the family, Métis did not have a problem in this matter because she really wanted to go far away.

The tentative conclusion of the Choice category is that in certain domains, research participants determine choices freely. They have an obligation to make a choice to carry out further studies, and they do it freely, even though that choice does not always put French as the main focus. This can be seen from their shock when they finally faced what they chose freely. Athena, Eros, Aslan and Métis all feel the inconvenience of making decisions which, although
carried out freely (without including Aslan in this category), are not based on long and conscious considerations.

2. Unauthentic

This concept that can be matched with 'not being honest with yourself' by Sartre is called the term mauvaise foi (1943, p. 81). A simple understanding of this concept is when a person does not freely choose for himself what is in accordance with him but makes what others choose for him as a representation of himself, thus being dishonest to himself or denying his true self.

Athens in terms of the selection of the focus of further study in French, although it is done with a little encouragement from the family, but is something that is not authentic. This can be seen from how he did not feel comfortable undergoing French learning, passive in class, almost always late and often did not enter so that the learning achievement was not optimal. The convenience of undergoing something chosen by Schrag (1977, p. 180) is termed as existential centeredness, and inconvenience because of living a situation that is not himself as losing his existential centeredness. How you can let this happen is because he doesn't stop and asks "how do I have to exist, live a life like that" then undergo a conscious process of understanding before deciding confidently about the realm of France. From the answers given to the team, Athena set the choice to do further studies in Malang in the realm of Frenchness so that they could live independently (themselves). Interest in foreign languages other than English and Korean that has been mastered, has not been able to make Athens exist and live its current life as an authentic French learner.

In terms of French, Eros also made his decision freely but in his statement it was clear that the decision was not the result of a process of understanding, something that was confirmed by the diction chosen to describe his situation, as consciously done and processes, then Eros lives his life as a learner of French in an inauthentic manner and therefore becomes a non-free self, French is not what he wants when Eros starts his learning here. Heidegger describes humans who live in an inauthentic manner as self-untrue to themselves, a self that does not have its own thoughts, does not have its own space, do things it decides on itself, becomes itself (Inwood 2002, p. 26). However, there are positive things related to French in Eros who still feels an interest in French. This attraction if it grows out of authenticity in itself, then Eros will be more like him. In addition to France, Eros also stated that he did not like everyday life as a student, where there were more responsibilities borne, naming, time management. With irregularly scheduled lectures in hours and days unlike high school, Eros feels he has a freedom that is so excessive causing him to overdo it, becoming regular latecomer or absentee, this new responsibility makes him uncomfortable. This is one form of non-authenticity as a self that continues to develop, it does not accommodate that development. While the non-authenticity itself is because Eros did not freely undergo the process of choosing and consciously deciding from the beginning the idea of moving to Malang from Jakarta, embryo within. Living life irresponsibly is a result of non-authenticity.

On the other hand, Aslan clearly stated that the choices and decisions regarding further studies were left to his parents, he did not freely decide this on his own. It's okay if his parents vote, but especially, Aslan must have made his choice and made his own decision in him, so that when his parents seem to make a decision for him, actually what happens is that parents follow what has been decided by him. In this case, Aslan looks to cut the process of consciously choosing into direct decision making, then lives life as an authentic French learner, without also understanding the true meaning of its authenticity. In terms of the lives of students with greater responsibility regarding time management, there are similarities with other research participants where they are often late or absent. The running of an authentic life is certainly not a life that is...
lived with responsibility. Aslan seems to refuse to answer the last few questions that are more closely related to his selfhood, this requires more study in the next stage.

Métis gave more or less the same answer regarding French program, which indicated that living life as a French language student even though it seemed to be a decision she had freely made but without the background of an understanding process that was aware of authenticity. It was also seen in the question of the ideals he had before reaching the college stage that Métis wanted something completely different from a career in the field of France that she did not answer. However, there is a sense of responsibility for the choices that have been taken, which can be seen from his presence in lectures, Métis is never absent or late.

The current walk of the life phase for the four research participants seems to be inauthentic, especially in terms of learning French, however, this is not a permanent situation. Sartre said that self is impermanent because it always changes endlessly, a constant project (Bugental, Pierson, Schneider, 2015, p. 120). It is very possible for Athena, Eros, Aslan and Métis to then gain authenticity and live their daily lives more as students of French learning.

3. Authentic

Honest with yourself is to be the real self and this can only be found and determined by oneself and not by anyone else (Taylor, 1992, p. 29). While Sartre added that authentic existence is a process towards self-meaning, and to exist authentically, the self must choose freely and live out what it chooses. This is the starting point of authentic life; realizes that it is the person who establishes its meaning in its own right, accepts responsibility for what is chosen and it is decided consciously that it continues as an achievement that is never completed during life. This authenticity has not been seen significantly in the life of the four research participants in the realm of student learners in French.

2 CONCLUSIONS

As a conclusion from the implementation of this stage of research, it can be stated that the cause of the nonoptimal learning outcomes of the four research participants was due to the choice, not motivated by a conscious understanding process in choosing and taking decision freely. Defining French as a focus in higher education from the self that is not free causes the participants to live an unauthentic life, different from the real self and cannot present a responsible self.

However, because of the non-permanent nature of the self, this authenticity can still be achieved by returning to choices and making decisions freely after going through a conscious understanding process, then undergoing that choice with full responsibility. Thus the authenticity of learners of foreign languages will be raised through a harmonized syllabus which will be compiled in further research. Acceptance of the individuality of research participants (learners/students) will include aspects of flexibility in learning and personalization methods in the implementation of teaching.

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Visual Media Discourse Analysis of John Howard’s 2007 “Last Road Trip” Campaign

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Abstract. This article discusses a relationship between politics and media as shown by an in-depth feature published on Saturday or weekend edition of The Sydney Morning Herald newspaper on November 10th, 2007[1]. This edition is worth analyzing because the feature that was written by a senior reporter, Michael Gawenda, marked the unpopularity of the 25th Australian Prime Minister, John Howard, in his forthcoming election round. The report was accompanied by two sets of photographs showing snap shots of the incumbent Prime Minister that seemed to construct his negative images. This paper, thus, presents the results of a critical analysis on the photographs based on Fairclough’s model for CDA which involved three interrelated processes of analysis: (1) description, (2) interpretation and (3) explanation of three interrelated dimensions of discourse[2].

Keywords: Discourse Analysis, Visual Media and Politics, The Sydney Morning Herald, General Election

1 INTRODUCTION

Media texts on newspaper are probably one of the most real-life discourses since they address and present daily situations and affairs that really occur in communities. In other words media texts offer a realistic portrayal of the world[3]. In portraying the world, a media may use either verbal texts and/or visual texts; and when being observed closely, the overall messages of a piece of news is not just written but, according to Kress and Leeuwen, is ‘designed’ and multimodally articulated[4]. There are also claims mentioning that both verbal and visual texts may be used to express the same meanings or to complement and extend each other, or even clash or contradict [4]. Therefore, it is possible to have a newspaper’s article to articulate messages more through visual texts rather than the verbal ones.

Regarding the use of verbal and visual text in newspaper, Saturday or weekend edition of The Sydney Morning Herald newspaper serves as a good example of multimodality practices of a discourse. One of very good examples can be found on its weekend edition published on November 10th, 2007. This edition published an in-depth feature entitled “The Last Road Trip” which was reported by a senior reporter, Michael Gawenda, who was joining John Howard’s (abbreviated as JH) campaign trip. In the feature, the newspaper presented the readers with two sets of selected photographs taken during the campaign trip. The first set of photographs was arranged in a “standard way” that is usually used in newspaper’s layout. However, the second set of photographs was presented in a special layout showing snap shots of the incumbent Australian Prime Minister arranged as a collage or in a scrapbook looks. Therefore, it is
interesting to analyze the role of both the photographs and the photograph layout designs in constructing meanings and in influencing the readers of the feature or report.

2 RESEARCH METHOD

This research is a qualitative one attempting to present the results of a critical analysis on the two sets of photographs accompanying an article entitled “The Last Road Trip” found on the Saturday or weekend edition of The Sydney Morning Herald newspaper that was published on November 10, 2007. The analysis was conducted based on Fairclough’s model for CDA as quoted in [2] which involved three interrelated processes of analysis: (1) description, (2) interpretation and (3) explanation of three interrelated dimensions of discourse that consist of (a) the object of analysis (in this case the photographs), (b) the processes by which the object is produced and received, and (c) the socio-historical conditions that govern these processes[2].

Considering that all photographs being analyzed focus on human objects, Dyer’s theory on how the signs of human might symbolize is used as guidance[5]. The analysis can be conducted around the presentation of bodies, manner, activity, and properties and setting. In more details, this will involve the analysis of all possible relevant aspects found in the pictures like age, body, size, looks, expression, eye contact, pose, touch, setting, etc. This essay also presents a summary of the feature’s content preceding the main discussion to provide insight into the general context.

3 RESULT AND DISCUSSION

“The Last Road Trip” feature was written based on the fourth week of JH campaign which according to Gawenda was an ‘empty’ one[1]. JH’s efforts to get closer to people by hugging and glad-handing did not look sincere, and Gawenda also claimed that “the campaign rally was lack of spontaneity and debate and political speeches and humor and anything approaching real conversation – and a real confrontation – between those who want power and those who will decide who wins if[1].” This feature also reflects the senior reporter’s disappointment to both the campaign trip and the content of the trip.

Having been published under the News Review of Saturday edition, this feature must have been prepared carefully since the editor had more time for editing and choosing the best photographs representing the content of the feature if compared to the daily editions. Observing the photographs closely, we can tell that they have been reasonably selected and designed to support Gawenda’s opinion.

3.1 Discussion on the first set of photographs

The photographs put on the first set were chosen to illustrate and to tell more stories representing the lead of the news feature discussing JH’s ‘trend’ of hugging and glad-handing people. The claim of insincerity and the uselessness found in what JH did is reflected by three photographs on the first page of the feature. The main picture, the biggest one on the left, tells everything about JH’s position at the time closer to Australian general election in 2007. The picture shows JH among students in Melbourne with his two old hands trying to glad hand young boys’ hands which outnumber his own hands. The other two pictures which are set beside the main picture serve to give emphasize on the vagueness behind JH’s ‘get-closer’ efforts.
Figure 1. The first set photographs: pictures 1a, 1b, and 1c (clockwise left to right).

Picture 1a in Figure 1 is a very strong picture attempting to illustrate JH’s position viewed by the young generation. The picture focuses on the lack of eye contact between the Prime Minister and a young boy who was spotted in the most salient position in the photograph i.e. in the center. Instead of looking at and smiling to JH, the boy was looking at and smiling to another direction. This gives an impression that this young boy must have been interested in a different thing, and in a bigger context, this symbolized the ignorance of young people toward the old man and that they had their own choice to judge what is relevant to them. Another focus is JH’s incapability to glad-hand all hands offered by the students that made those hands remain unattended and waited for an appropriate response from him. His failure to accommodate the school boys’ hands reflects his failure in understanding and accommodating Australia’s today hopes. In other words, this picture shows that he gave promises, symbolized by his hands, that he would never be able to fulfill to Australia, symbolized by the waiting hands.

The positions of JH and the students show another story. Their positions were not of an equal level; JH looked distant and was not part of the students. This situation was emphasized more by the age difference between them. These are portraying general opinion that it was the time for JH to quit his position and to pass it to the younger one because Australia should not forever rely on the past time glories but more to the current realities. The last but not least important aspect of this picture is the portrayal of two photographer journalists taking pictures of this moment deliberately. This emphasizes that what JH did is not genuine. His attempt to get closer to young people was ‘made up’ and not real. He did it for election campaign purposes with many people and journalists witnessing and recording the event for him to win people’s heart.

The other two accompanying pictures as shown in Figure 1, pictures 1b and 1c, are positioned one above another respectively along the length of the main picture. This way, people...
would look at these two pictures simultaneously following their eyes sight moving from the main bigger picture to the smaller ones. This made the readers be able to see the contradictory on the ways JH did the hugs. Looking at picture 1b and 1c, one after another, people should easily tell that JH did not mean giving a sincere hug. He assigned a close but distant hug with a worker but a fully-close one with a student. These two pictures portrayed perfectly the spreading public opinion that JH was a bit racist and did not treat people equally.

These two pictures by themselves also carry deep meanings. In picture 1b of Figure 1, the main focus is JH and an apprentice who were hugging each other. JH’s left arm perches on the apprentice back, while the apprentice’s left arm has not touched him yet. This focus connoted the fact that it was JH who had the right to decide not the other one. The apprentice was allowed to hug only when JH indicated so. Therefore, the man’s arm was in a waiting and doubting position and this symbolized that JH did not assign equality between him and his people. JH’s pose is also deserved a strong interpretation related to his insincerity. He held back the upper part of his body, and his neck and face were very tense. It seemed that he actually refused to give the hug, he was trying not to do it, but some people were watching him and waiting to see them hugging. The other focus of the picture that strengthens the idea that the hug was politically designed is the picture of a half body of another apprentice, on the right back of the picture, who was holding his arms on his abdomen. He was not preparing himself for another hug might be executed by JH. This should show a common understanding that JH’s hug had certain tendency, that he would not do it to everyone. Instead, his hugs were carefully designed and scheduled only for campaign purposes.

The last picture in Figure 1 (picture 1c) looks somehow ironic. JH was leaning his head (particularly his chin) on a student’s shoulder. He looked like to find support from a younger person and laughed happily. He tried to show his ‘affection’ and attention to students because he understood that his rival for the election had promised better supports for students. The picture of the people behind them strengthened the ironical situation. On the left side and far behind the hugging persons, people seemed to ignore the event as it was neither impressive nor important for them. On the other side, a man standing behind them gave a big laugh. At first glance, the event seemed to deserve attention from others representing by this man. However, when looking at the picture more carefully, people could tell that the man was looking at the camera direction and his too-big laugh gave an impression that he was trying to please the Prime Minister while his focus of attention was not actually him.

3.2 Discussion on the second set photographs

Having been arranged and designed as a scrapbook collage, the second set of six photographs accompanying this feature tell more meanings in its own way. The pictures emphasize two important aspects being addressed by the feature which are JH’s political life in general and the contents of his campaign trip. In the context of media discourse, the choice of pictures design means to assign special effects and connotations for people looking at the pictures [6]. The scrapbook layout of JH’s Last Road Trip suggests an idea grounded on the cultural use of a scrapbook. People use to keep their memory of past time portrayed in their photographs in their scrapbooks. Therefore, the design of this media image told the readers that JH’s last road trip was his last trip in his political life. Everything he did during the campaign trip was more suitable to be soon considered as past time events. Each of which would not promise anything for the future. This image represents a reality that JH was in his 68 and should be on his way out of prime-ministry. Being elected or not, he was almost done since he would be available for the
prime-ministry for not more than 18 months, so eventually, he would need to keep the memory of his trip in his scrapbook.

Figure 2. The second set photographs consisting of six pictures (pictures 2a, 2b, 2c, 2d, 2e, and 2f).

Another interesting feature of the second set photographs is the caption used. Here, the caption was written using hand-writing style and mentioning only the day and the location of an event in the pictures. This strategy is actually to emphasize that JH campaign trip was meaningless and unimportant; therefore, it was not necessary to provide any information directly related to the event in the pictures. This decision is relevant to a theory suggesting that the caption is used to provide a set of linguistics meanings which shape our reading and understanding of the pictures[6].

The photographs that were involved in the design also seemed to be carefully selected. The photographs are chosen to show the readers what Gawenda reported as the emptiness and the meaninglessness of the campaign trip and of what JH did during the trip period. In general, none of these pictures showed any impressive activities executed by JH. They show unimpressive efforts of an old man trying to convince people that he was worth electing, but all he did would only make people think the other way around. Picture 2a in Figure 3 delivers this message.
Figure 3. Picture 2a, Picture 2b, Picture 2c (left to right).

Picture 2a in Figure 3 that was taken on Monday morning as shown by the caption shows JH who went walking while other people prepared themselves for the first working day of a week. For sure, this situation was not impressive. He seemed to do what a retired old man would do, going for a walk at the beginning of a week as if there was nothing more important to do. Whereas, everyone must have understood that a prime minister of a country as big as Australia should handle more important tasks than just walking on Monday morning. The picture also shows JH’s ignorance of the real opinion and aspiration of people. Encountering a sheep girl protesting against the live-sheep export trade, JH chose to keep going on his way and left the protest unanswered. His bending his head down subjects to an interpretation that he did not confidence in defending the policy, and he might try to create an impression that arisen protest was not important.

The picture 2b in Figure 3 offers a message that it was the time for JH to be unfollowed and not to be elected. The picture shows that even his wife was not standing behind him to support him, or beside him to cooperate with him, but she was heading towards other direction and leaving him behind. If his closest person was inconsiderably leaving him behind, other people could do the same thing even more easily. The last picture in Figure 3, picture 2c, also shows the emptiness of his campaign activity. In this picture, JH was standing on a podium about to give a speech. However, this picture does not portray JH as showing any spirit, energy, or enthusiasm. His straight figure and straight facial expression invited people to think that it must be a plain and dull speech, and again he was portrayed as an alone guy in this picture.
Some significant meanings are also depicted by picture 2d in Figure 4. The picture shows an old man’s effort to be recognized as being fit at his age. He also tried to look trendy by practicing an ‘i-pod generation’ style i.e. having ear-buds on while walking. This way he tried to convince people that he was not an out of date man, and he was always able to deal with new and current life trends. However, people would easily tell that it was not the case. Considering that his walking rites was just recently, and in the campaign for election period context, people opinion on what he was doing would remain around the political context. It was a part of the campaign, so there was a possibility that it was not the real version of what he was doing on a regular basis. His tracksuit uniform was also potential to an argument. A big logo of a sponsoring telecommunication company is embedded on the upper front of his tracksuit. The argument would not arise when the suit was designed for a collective sport event joined by many people or participants. But, in this picture, it was a personal walk, and the walking person is a Prime Minister of a country. The eye-catching logo allows people to say that JH is a ‘paid’ Prime Minister advertising a certain company, and this statement carried disrespecting connotation.

Another negative opinion was reflected in Picture 2e in Figure 4 showing JH was bending his knee that made his position is under the average level of other people and put him in an awkward and funny position[1]. He was examining and inspecting a boat or fishing rods which is ridiculous since there was nothing he could do or nothing relevant to him after doing it. This picture gives perfect support to Gawenda’s comment that is “Just then, Howard and Janette, having inspected the tinnies and the fishing rods and the vacuum-sealed packets of bait – for this we flew from Sydney to Brisbane? – headed for their car....”[1]

The last picture of 2f in Figure 4 emphasizes the overall emptiness of JH’s campaign content. People’s experience with election campaigns should bring them an expectation to see some powerful and inspiring speeches, well-argued debates, and satisfying answers on press conferences. However, as being portrayed by Picture 2f, the prime ministry campaign was designed to be relaxing and easy for the candidate. The picture shows a friendly situation with the press people. JH was shaking hand instead of being given and answers difficult questions. Two men on the upper left corner were smiling, and another on the right is drinking. This gives the sense that the campaign atmosphere did not exist in this campaign trip. Nothing was meaningful and worth reporting during the campaign.
4 CONCLUSIONS

The discussion on the results of analysis shows evidence that press or media photographs released by a big newspaper company are always carefully selected and designed in order to tell more messages to the readers. The photographs selection does not only serve as an aesthetic tool, but it functions as a discourse practice similar to verbal or written texts. In the case discussed in this study, the age differences, facial expressions, body gestures, and participants’ activities that were frozen in the photographs are selected to sensibly strengthen the reporter’s opinion as written in the feature report. In summary, the use of powerful pictures should help to build powerful news stories, features, and reports.

REFERENCES

Multiculturalism and Interfaith Harmony Forum Activities

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Abstract. Multiculturalism is inevitable everyday life. Preparing the community for multiculturalism is essential to maintain decent life quality. However, one question urges, who is responsible for such duty? In one nation, the government will be responsible for managing the governance including multiculturalism situation. The Indonesian government has prepared the community for multiculturalism since the early age of the nation through Pancasila. Such realization was also arranged in the Joint Decree of 2006 by the Minister of Religious Affairs and Minister of Internal Affairs which giving responsibility to Head of Regionals to regulate the adjustment of standard living order. This research focused on the role of Head of Regionals regarding the realization of the regulations. The ethnographical method was employed to discover the role and participation of each party.

Key Words: Good Governance, Anthropology Studies, Interfaith Harmony Forum, Multiculturalism

1 INTRODUCTION

Since the early age of Indonesia, the founding fathers had arranged the policies of religious matters as in the first principle of Pancasila, Article 29 section 2, Constitution of the Republic of Indonesia 1945, and further operational system is regulated in a Joint Decree of Minister of Religious Affairs and Minister of Internal Affairs Number 1 of 1969 and renewed in a Joint Decree of Minister of Religious Affairs and Minister of Internal Affairs Number 9 of 2006 / Number 8 of 2006.

Within the Decrees, it has been arranged the details as in the following; 1) Protecting harmony among the diverse religious community. 2) Empowering Interfaith Harmony Forum. 3) Establishing houses of worship. The arrangements become the responsibility of the Head of Regional. However, how effective is the realization of these arrangements? Have the arrangements of Joint Decrees of 2006 applied effectively and efficiently? Are religious matters and programs such as forum discussion and living in harmony as arranged in Joint Decrees of 2006 realized properly? How are the circumstances among religion diverse community? How is the realization of the house of worship establishment according to Joint Decree of 2006?

Anthropology of religion is a study that specifically examines human or their mind, attitude, and behavior in relation to their faith upon a higher power within formal religions known as God [1]. Anthropology of religion in its development is not merely on the relation of human and God, but also the relation of human to other humans as well as the environment. Therefore,
the anthropology of religion is not only theoretically beneficial but also practically benefit human nature.

One of the certain matters in living among the religiously plural community is the encouragement to have dialog and harmony within the community [2]. Anthropology is a study of human nature to obtain thorough information regarding human diversity [3]. With that being said, Anthropology is one of the social sciences that not merely focuses on what is seen, yet it focuses more on what is hidden. Anthropology works through searching, revealing, and analyzing the roots of issues in every social phenomenon. In conclusion, Anthropology concerns on problems within the society based on the complication.

Good Governance concept was applied as one of the keys to overcoming the monetary crisis in 1997 through innovative policies both in the private and public sectors [4]. It was not merely depending on the government's policies, but also involving other non-government parties which struggled altogether without dominating one another. Anthropology is inseparable from other science fields since all of the other sciences are based on human from various angles. For example, is politics, in choosing a leader, people tend to seek for the background history, religion, and culture of the candidates. This is the field of anthropology science. The negligence, in this case, has spawned allegations of government programs as programs that are only for the sake of spending money and not for the sake of human development. There are three core values of development; the value of sufficiency which is the ability to fulfill basic needs, the value of identity which is the ability to be true to oneself, the value of freedom from being enslaved which is the ability have a choice [5].

Religious pluralism in its effort for treatment needs interference from the country in order to guarantee harmony among a peaceful diverse community. The value of freedom in everyday life becomes an essential matter primarily to ensure the security and freedom of the adherents of religions to carry out their religious rules. It is at once to affirm that freedom of religion is one of the most fundamental things of a man. Freedom of religion is originated directly from God and cannot be given by any country or community. Hence, government by any means cannot interfere on the internal matter of religion other than its traffic and system which provide space for each religion development. Government is also expected to emphasize the constitutional assurance of people's religious freedom.

Along with the firm anthropological discussion, the government will step a milestone on the effort of protecting peace and equality among the community. People, James, Bailey, dan Garrick [6] confirmed that anthropology in practice roles a vital part of managing problems of the world, such as population and poverty. Furthermore, it is stated that in many cases, anthropologists would stand as a lawyer that struggle to manage problems in living order. With the ethnographic abilities of various cases in society, anthropologists veiled in the defense function. In this sense, anthropologists perform particular functions to help society.

Castells [7] stated that identity politic is a part of the individual's participation in social life that is more determined by one's culture and psychological situation. Identity is the necessary construction process of a person's culture and psychoculture that gives meaning and purpose to their own lives which formed through internal dialogue and social interaction. This process is related to the formation of group identity.

1.1 Research Method

This research was conducted in City/Regency of Malang Raya located in East Java. Ethnographic research on the practice of religious harmony in the City/Regency of Malang Raya was expected to provide qualitative data to determine the level of realization of Interfaith
Harmony Forum programs in this region. Supported by the quantitative data of Interfaith Harmony Forum activities of City/Regency of Malang Raya, the qualitative primary data was used to see the extent to which the implementation of the Joint Decree of 2006 has been applied and beneficially affected the people. This research was a qualitative research which was also interdisciplinary religious research since it examined the life of religions in the praxis level. The data of this study were collected through observation and in-depth interview. Qualitative research data can be collected in several ways; field observations, interviews, or through written documents already possessed by informants. Furthermore, according to Spreadly [8], the informant is determined by selecting the key informant, the person who influences the community. Also, a random search of informants was conducted in this study by using a snowball sampling technique, especially in digging information about the benefits of Interfaith Harmony Forum programs that beneficially affected various communities.

Data collection process includes 1) Participation and direct observation with the community to obtain data regarding their involvement in Interfaith Harmony Forum programs. 2) In-depth interviews with some key informants to get detailed information about the ins and outs of Interfaith Harmony Forum program development. 3) Focus Group discussion (FGD) with the Interfaith Harmony Forum officials of Malang City and the leaders of each religion. Secondary data was obtained in several ways. 1) Documentation and reference studies related to this research. 2) Publication and monographic data about Interfaith Harmony Forum activities in Malang.

Data analysis method has been started since the data collection stage up to the writing stage, it can even be said that the process of data analysis has been done throughout the research process. According to Cresswell [9], data analysis has started from field data collection (interview, transcribing the interview, scanning written texts thoroughly, classifying data, as well as describing data pattern). Primary data was approached with a qualitative perspective to provide a detailed and precise illustration of the information needed in the development and narrowing of research.

1.2 Result and Discussion

1.2.1 Physical Conditions of the Organization

Interfaith Harmony Forum is an organization formed at the regional level to assist the duties of the Head of Region in realizing the harmony of religious life in each region. It is done considering the importance of harmonious living atmosphere at the community level as one of the key factors to support the development process in the region. This forum was established by the community, fully supported by the government and, spread across all of the City/Regency in Indonesia. Thus, this forum is considered important as a strategic forum.

The Office is Hidden in the Back Area. The first impression, Interfaith Harmony Forum logo was installed and clear in front, but the office is hidden away behind the office complex. The building was simple and tended to be small for a regional governance office. According to the Interfaith Harmony Forum official named Dani, some administrators have a business or other interests outside the interests of Interfaith Harmony Forum of Malang City.

The writers had a chance to scan the room during the interview. There was a board with a black marker and there were agendas of Interfaith Harmony Forum of Malang City. One of the writings the writer noted was a visit to Interfaith Harmony Forum of Salatiga, Central Java. Looking at the agenda, the writers were reminded of the survey results of The Wahid Institute which nominated Salatiga City as the most tolerant city in Indonesia.
There is also a display cabinet in which there are several souvenirs from various institutions. In addition to the blackboard, in the room, there is also a display cabinet in which there are several souvenirs from various institutions. It was a sign that Interfaith Harmony Forum of Malang City has partnered with many universities or institutions to improve their programs. Some charters were attached on the wall, it was given as a form of gratitude to Interfaith Harmony Forum Malang City who attended the event as a guest speaker.

Dani explained that in every period, there must be a program implemented by Interfaith Harmony Forum of Malang City. Each period lasts for five years of service. One of the programs carried out in 2016 was a survey on the harmony of religious communities in Malang City. The survey was conducted by gathering youth, including youths belonging to religious communities. The survey conducted in 2016 was not yet completed and was continued in 2017.

The program that is done every five years is called Strategic Plan (Renstra). Renstra will be reported to the government and the Interfaith Harmony Forum Central in order to arrange further policies. Not only coordinating with Interfaith Harmony Forum of East Java, but Interfaith Harmony Forum Malang City is also coordinating with Bangkesbangpol Malang City. It is because Interfaith Harmony Forum Malang City is under Bangkesbangpol supervision. Therefore, every activity is monitored by Bangkesbangpol. Bangkesbangpol in Interfaith Harmony Forum of Malang City roles as the advisor.

Nameless and Hidden Inside a Religious Affairs Building. Further investigation brought the writer to Interfaith Harmony Forum of Malang Regency which according to information was located on Jalan Raya Pakisaji Number 166. It turned out that the building was BNN Malang Regency office, and Interfaith Harmony Forum of Malang Regency had moved to Islamic Centre in Kanjuruhan Stadium in Kepanjen. Once the writer arrived at the Islamic Center, it took a long time to find the Interfaith Harmony Forum office since it was located in one of the rooms there.

Eventually, the writer found the room. It had a glass door, and the condition was better than Interfaith Harmony Forum Malang City Office. However, both offices have similarities such as hidden and far from the community. Even though Interfaith Harmony Forum Malang Regency Office looked better, the office seemed to be temporary. Routines in Interfaith Harmony Forum Malang Regency was only until 13.00 in the afternoon.

Hidden in a Glass Castle. After getting the information about the location of Interfaith Harmony Forum of Batu City Office, the writers went straight to Block Office. In the vicinity of the building, many people were wearing black and white clothes, it was assumed that they were the city hall officials. At the entrance, the writer asked the location of Interfaith Harmony Forum of Batu City Office to one of the officials who were there. It turned out the official did not know the location and instead directed us to the lobby. The official was confused for being asked about Interfaith Harmony Forum of Batu City Office, as if not knowing anything about the existence of Interfaith Harmony Forum. After a lot of confusions, there was another official who knew the location of Interfaith Harmony Forum of Batu City Office. The official then accompanied us to the office located on the second floor. The writers were struck by the conditions inside the building that was so clean, neat, and very beautiful. The floor of the building was grayish white which was shiny and clean, then on the side of the building, there was a lot of blooming orchids. The building was beautiful. After arriving at the front of the Interfaith Harmony Forum of Batu City Office room, again the writers were surprised because the room was closed, quiet as if without occupants. Then, the writers were directed to the National Unity and Politics Agency (Bangkesbangpol) office to ask for instructions on the procedure to meet the Interfaith Harmony Forum of Batu City.
The officer just gave us a small paper (form) that listed the requirements the writers needed to complete to meet with the Interfaith Harmony Forum. With this pattern, the writers imagined how many procedures needed to communicate with the Interfaith Harmony Forum Batu City. On the other hand, the writers were also aware that Interfaith Harmony Forum of Batu City is under the authority of Bangkesbangpol, other than that the location of the office room was on the same floor, just it was not on the opposite. The writer did not fill out the form because the writer did not have a list of procedures the writer had to complete. In the end, the writers decided to go home with a little disappointment. On the other hand, the writers were delighted to find out that Interfaith Harmony Forum Batu City Office was located at the corner of the magnificent luxury building, Batu City Hall building.

Thus, the writers finally managed to visit Interfaith Harmony Forum offices in three areas of Malang. The lonely and hidden office of Interfaith Harmony Forum Malang City in the back of the building and other government offices; Interfaith Harmony Forum Office of Malang Regency that was found after a long and overwhelming journey; and Interfaith Harmony Forum Batu City Office located in a luxury building, Batu City Hall. The writers were not only puzzled by the roads and intricacies of locating the office, but also confused and shocked by the condition of every Interfaith Harmony Forum office in Malang City, Malang Regency, and Batu City. This condition temporarily gave us a rough idea of what and how Interfaith Harmony Forum in Malang physically. Concerning the content and quality of Interfaith Harmony Forum activities, whether to describe the idealism as stated in the Ministerial Decree 2 or not, it is discussed in the second part as follow.

### 1.2.3 Interfaith Harmony Forum Concerns and Efforts

As an effort to realize the Interfaith Harmony Forum idealism, Interfaith Harmony Forum administrators in each Province and Regency/City have work programs that are undoubtedly different from each other in accordance with the situation and condition of each region, as well as having the primary color of the same activity. Some of the relatively similar activities include socialization activities, Interfaith Harmony Forum idealism development activities, and mediation activities if there are problems with religious life in the community, such as the problem of building houses of worship, and so on.

**Socialization.** The socialization intended here refers more to the effort to introduce the Interfaith Harmony Forum to the society. According to several informants, socialization can be done in some ways, both formal and informal. However, this has not been running smoothly because of some obstacles. The first obstacle, according to most informants, is because the Interfaith Harmony Forum administrators that have not been too focused on the main task of Interfaith Harmony Forum development. Almost all of the administrators are taken from employees in government agencies and religious institutions who have been very busy with their main job so that their job in the Interfaith Harmony Forum just a formality to meet the organizational structure. That is also why there are no serious thinkers who want to develop the Interfaith Harmony Forum, including the socialization strategy and others (interview with Mr. Haris from Interfaith Harmony Forum Malang Regency).

**Development activities of Interfaith Harmony Forum idealism and mediation role.** It means that as a professionally managed forum, Interfaith Harmony Forum must have idealisms that should be developed in realizing the forum. It also presupposes that there are special programs established as a translation of the formal organization idealism. Thus, the organization does not just exist, but there is also evidence of its presence born of itself. The information from the informants clearly shows that Interfaith Harmony Forum has not made something as unique
from the forum itself in realizing its task. For instance, it has not been seen that what program Interfaith Harmony Forum is doing to solve the establishment of houses of worship cases and others. Everything still follows the dynamic that occurs in the community without the typical position of Interfaith Harmony Forum. The forum is still in a position to find a secure position. If there is a turmoil in the establishment of houses of worship, for example, it is not the rule of the State that is fought for, but the compromise with the people which is more likely to take precedence [10].

2 CONCLUSIONS

The establishment of the Interfaith Harmony Forum in the Joint Decree of 2 Ministers year 1969, which was subsequently refined in the Joint Decree of 2 Ministers year 2006, is a more concrete form of translation of efforts to manage the diversity, particularly the diversity of religious life in Indonesia. In reality, the effort of managing the diversity of religious practices that have been instituted in the Interfaith Harmony Forum and operating at the provincial to regency/city levels has not shown the maximum result.

Such matter is because Interfaith Harmony Forum still becomes an organization that has not yet finished with its internal organizational affairs. Interfaith Harmony Forum administrators are not formed in a spirit to creatively and independently strive to create a harmony of religious life. Interfaith Harmony Forum administrators are still elected in a leadership pattern where there are just people who fill the organization's completeness formation. There is no professional orientation in handling this religious-labeled forum. It still accentuates label of religious figures without sufficient orientation to maximize the role of Interfaith Harmony Forum.

Such kind of leadership pattern in the organization has a long-term effect. The result of the research shows that the physical office of Interfaith Harmony Forum in Malang tends to be neglected and unclear even. Its administrators rarely come to the office and their coordination is almost always through the media, almost without a program. The program will be taken seriously if there is transparent funding. These two conditions indicate that Interfaith Harmony Forum has not yet become a professionally operated program. The proof of the unprofessionalism is seen by the absence of effort and intent to fight for a viable Interfaith Harmony Forum office. Similarly, this is reflected in the seriousness of the board to think about reliable programs and help to live a better life with society. There is an impression that Interfaith Harmony Forum only exists as a symbol that there is a forum or institution in Indonesia which is responsible for the affairs of religious life, but in fact, there is nothing to be proud of. The physical appearance exists, but there is no meaningful content.

Being aware of this kind of conditions of the Interfaith Harmony Forum, some suggestions may be delivered as follow: (a). The Interfaith Harmony Forum must be realized as a forum that has a strategic position in the diversity of religious life in Indonesia. (b). The growth of this kind of awareness will automatically encourage Interfaith Harmony Forum administrators to create a comfortable and conducive working situation to fight for what is needed by many people with different religious backgrounds. An appropriate Interfaith Harmony Forum office or workplace will be an impetus for the administrators and activists of religious harmony to fight for their idealism. (c). Such idealism struggle requires energetic people who are not only to fill positions but more to fight for something useful for many people.
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Local Skills and Social Capital to Improve Creative Industry of Thematic Kampong

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Abstract. The purpose of this study was to analyze the significance of local skills and social capital in the growth and development of the people’s creative industry that developed in the thematic kampong policy in Semarang and the challenges it faces. The methods is qualitative descriptive by using the comparison of the three thematic kampong in Semarang. The results shows that: 1) local skill was used for determining the characteristics of the people's creative industry; 2) the form of strengthening local skills are conducted by training in skills, teaching skills from generation to generation, and improving innovations; 3) the role of social capital are seen in the aspects of socio-economic networks, trust, and norms, both in terms of production and product sales (direct and online); and 4) the challenges appear as internal challenges and external challenges on a larger scale.

Keywords: Creative industry, Local skill, Social capital, Thematic kampong

1 INTRODUCTION

Thematic Kampong is a product of the Semarang government policy as one of the responses in poverty reduction program in 2016-2021. As a multi-dimensional problem, the phenomenon of poverty is a problem that gets a lot of attention. The poverty alleviation approach is divided into three main things [1], there are : 1) promoting opportunity among the poor (who lack assets, access to markets, and work opportunities), to increase their income and allow them to escape from poverty in terms of consumption and income levels; 2) enhancing security, which is reducing their vulnerability and enabling the poor to cope with unfavorable situations (illness, poor weather, natural disasters, worsening market conditions, and public safety); 3) facilitating empowerment, which makes formal political administrative and informal social institutions work in favor of the poor, who have tended to be disadvantaged and discriminated. There are any other poverty alleviation perspective in the form of [2]: a), direct approaches to benefiting the poor (immediate impact and long term and sustaining impact); b), indirect impact programs (environmental improvements; economic improvements; social improvements) ; and c), ethical considerations.

Various methods of poverty alleviation have been carried out, such as: integrated urban poverty reduction programs both in aspects of their needs and government institutions involved in it [3], learning programs for citizens / poor groups to become empowered [4], and industrialization for poverty alleviation [5]. In Semarang, the implementation of this thematic kampong as an integration of poverty alleviation programs, strengthening local potential,
improving physical facilities, as well as part of tourism development. This step is included in the Great Gate program (Joint Movement for Poverty Reduction and Unemployment through Economic Harmonization, Education, Ecosystems and the Community Ethos) / Gerbang Hebat (Gerakan Bersama Penanggulangan Kemiskinan dan Pengangguran melalui Harmonisasi Ekonomi, Edukasi, Ekosistem, dan Etos Bersama Masyarakat). The development of their own thematic kampong is based on distinctive character and local potential owned by each community, such as: pelangi kampong, batik kampong, cultural kampong, agro education kampong, jamu kampong and others.

Thematic kampong are a region living under the administration of the kelurahan (village) that shows identity / meaning of a potential community or region that is raised and highlighted on the results of mutual agreement [6]. This policy was also realized in the number of implementation of thematic kampong which increased from year to year. In 2016, as the first year launch, there were 32 kampongs that were categorized as pilot projects in the program. In 2017, there are 80 new thematic kampongs and in 2018 there will be an additional 65 villages. Thus in 2018, all 177 kampongs in Kota Semarang have been integrated into the thematic kampong program.

Thematic kampong is expected to become an icon of development in Semarang. Some mass media perpetuate the development through spread the news in the internet and social media. This era of industry 4.0 has become a tremendous carrying capacity for the spread of the local potential to all regions, both national and international. This is considered as a great expectation in developing regional area through locality-based. In addition, this program is also expected as a new force to revive the urban economic aspects, in form of the creative industry driven by skills possessed by the local community. Malang and Denpasar show creative industry, that are conducted by tourism activity and higher education attractiveness [7].

Based on it, the purpose of this study was to analyze the significance of local skills and social capital in the growth and development of the people’s creative industry in the thematic kampong policy in Semarang and the challenges it faces. The research questions are: 1) Why the local skill is an important aspect in the thematic kampong development; 2) what is the form of strengthening local skills in the development of thematic kampong; 3) how does the role of social capital in the development of people’s creative industries in the thematic kampong; and 4) how does the development of the creative industry in thematic kampong based on local skills and social capital. This research uses the social capital concept by Putnam [8], that underline the social capital into: social network, trust and norm as tool of analysis.

2 RESEARCH METHOD

This study uses a qualitative descriptive approach, which involves comparative studies in three thematic kampong in Semarang, there are: Malon natural kampong, Siroto traditional snack kampong, and the souvenir kampong of Tambakaji. Data is obtained by observation in each village; interview with related business actors and the local community; and documentation to get support for data reinforcement. Data validity is done by data triangulation, sources and methods. Data analysis using interactive models [9], that consist of: data collection, data reduction, data display, and conclusions drawing.
3 RESULT AND DISCUSSION

3.1 Three Thematic Kampongs in Semarang

The characteristics of the three thematic kampongs are interested to explore related to the aspects of the products they develop, the business actors involved in, and the length of time they are developed. First, Malon natural kampong in Gunungpati which has developed as a thematic kampong since 2016. The main product of this kampong is commodity-based on Edu-tourism batik with natural dyes (both stamp and hand-painted batik). In the same time, visitors can buy products and take part in the training of batik making. While, the supporting products are food (krembis satay), drinks (wedang Malon), farms (dairy cows), arts (jathilan), and traditional games (egrang, gobak sodor). The actors involved were: Zie batik as a pioneer, the groups of batik crafters, women's groups, and the young man. Second, Siroto traditional snacks kampong in Pudakpayung has developed as a thematic village since 2016. The business actors in it are those who have skills to process traditional food, even some of them transmit these skills to family members for generations. Some types of traditional snacks are: dawet, various rice cakes, fried banana and so on. Third, Tambakaji souvenir kampong in Ngaliyan. The products are mainly from knitwear, that formed into wallets, key chains, bags etc. This souvenir is usually used in weddings or other events. The development has been carried out since 2018 in this kampong by involving individuals and groups of citizens in it.

3.2 The Importance of Local skill as a Base of People’s Creative Industry

This three thematic kampong have the similarity. Each region has one kind of commodity that is relied upon as the basic capital for the establishment of thematic kampong. In addition, commodities developed in the area are determined by skills that have been mastered by the local community called local skills. So, even though the thematic kampong program is a kind of top-down policy, but the development is based on the bottom up principle that accommodates people skills to be a strength to improve the welfare of the community.

The significance of this local skill is related to several things. First, the local skill was used as a basis for determining the special characteristics of thematic kampong in Semarang. Government identified the local potential in each area, and it considers as the uniqueness of the thematic kampong. In general, there are several indicators are used to determine the development of thematic villages [6]: a). Social (poor area, having potential, community empowerment, etc.); b). Economy (local potential both human resources & natural resources, productive community, featured products); c). Infrastructure (slums, arid, messy area, decreased carrying capacity). It becomes quite diverse of thematic village in Semarang. It also presents the local wealth of community skills become the assets of the region and in the same time has function as problem solving in the issue of inequality and poverty.

Second, local skill gives hope for the sustainable development principle. This is based on the fact that many poverty alleviation programs are considered only as projects and have ceased to develop along with the end of the program and government interference. Through thematic kampong program, it bring a new hope. When the program is completed, the community continues to carry out activities and develop their capacity to get out of the problem of poverty because it part of their daily life.

Third, local skill as basic of the creative industry development in Indonesia. It start with the definition of creative economy which people using their imagination and exploring the relationship between creativity and business and money [10]. It also mean: creativity, skill and talent with the potential for wealth and job creation through the exploitation of their intellectual
property [11]. It all definition, in line with The National Blue Print of The Creative Economy Development 2009-2015 that creative industries are industries that origin from the use of creativity, skills and individual talents to create prosperity and employment through the creation and utilization of the individual's creative and creative power [12]. Thus, the main idea of creative industry is: creativity, skill, and talent as tools of prosperity.

Local skills possessed by citizens are accommodated and developed in such a way and expressed in the socio-economic ideas of the residents. The skills became the starting point for urban area development. These things do not stop being a personal business that tends to bring personal benefits, but it is further developed into a joint venture of the community that has a wider impact. For local people, their potential is considered normal. But in the context of creative industries, the skills as important capital to expand the field of work, increase income, and ultimately become a way to improve people's welfare.

3.3 The Form of Strengthening Local Skills

The form of strengthening skills is carried out by training in skills, teaching skills from generation to generation, and the innovations on it. In Malon natural kampong, training programs supports the process of strengthening local skills, both in main skills and supporting skills. The main skills are emphasized in batik training, while supporting skills are in art training, local culinary and art performance. Batik training that conducted by Zie batik owners and the government, addressed to local residents who interested in learning batik skills.

In Siroto traditional snacks kampong, strengthening local skills is carried out with patterns derived between generations and daily routine production. There are at least 30 people involved in this household creative industry, with various products and are relatively different from each other. This variations both in product and skill are obtained from parents and families. Based on their experiences, the cooking skill will be more refined and improved in quality with direct production practices every day, rather than training programs from the government which sometimes do not match with their interests.

The tendency of strengthening local skills in Tambakaji souvenir kampong bears a resemblance to Malon's natural kampong, which is a pattern of socialization of those who master these skills to other people around them. However, the training did not involve other parties, such as government interference. The trainings are voluntary and free of charge.

Beside of their difference patterns of strengthening local skill, the similarities still occurred. Firstly, the involvement of community leaders who are considered as pioneers or people who mastered in local skills. They are actually important figures who voluntarily share their knowledge with the community so that the process of strengthening local skills can be more distributed and strengthen the identity of the thematic kampong. Secondly, strengthening infrastructure as a supporting tool that strengthens the presence of thematic kampong. This bring physical transformation and environmental arrangements that are considered to support the existence of thematic villages as urban community-based tourism. Malon natural kampong provides: batik tools (both for stamp and handwritten batik), the hall equipped with traditional music instruments, installation of Wi-Fi, and homestays. The facilities in Siroto traditional snacks kampong are: 1) entrance gate, 2) signatory on every house that runs a traditional snack business (approximately 40 pieces), which contains information about the owner of the business, address, telephone number, and type of traditional snacks; and 3) the existence of a marketing / store space that is used collectively. In the Tambakaji souvenir village, which is still newly inaugurated as a thematic kampong in 2018, strengthening of infrastructure facilities revolves
around general environmental management with the construction of gates and environmental cleanliness.

3.4 The Role of Social Capital in the Development of People’s Creative Industries

Putnam’s perspective on social capital has become an analytical tool to see the development of creative industries in the thematic village of Semarang. He stated that social capital refers to connections among individuals – social networks and the norms of reciprocity and trustworthiness that arise from them [13]. These three basic can be discovered in the stages of: a) growing and strengthening local skills; b) production; and c) product sales.

As the first aspect, social networks can be found in a whole series of processes that occur in the creative process. At the stage of growing and strengthening local skills, there are two basic things: 1) the transfer of knowledge as the basis for the formation of local skills, from people who become pioneers (have skills) to the surrounding residents; and 2) the strengthening process guided by the pioneers themselves or in collaboration with other parties such as government, campus, CSR etc. In the production stage, there are some interesting findings: 1) pioneers involve local people to join in the production process when the demand is booming; 2) pioneers invited local people who have high ability to work together to increasing the skill, in purpose of transmit their knowledge to others; 3) the differentiation of product was to minimize conflicts between business actors themselves; and 4) cooperation to the materials and equipment providers to reduce production costs. In the sales stage, there are several interesting phenomena: 1) networks system was built from the meeting of producers and consumers in the direct sales; 2) direct sales network using collective facilities (such as education tourism packages and shared shops / showrooms); 3) braided network with the institutions as customers; 4) promos and publications via the internet with a web page connected to the government web; and 5) the use of online shops and social media that are proven to increase product demand and expand networks.

The interesting finding of socio-economic network is in the use of technology for the products promotion expansion. Nowadays, the industrial revolution 4.0 puts social media, online shops, and the internet as an inseparable part of people activities, especially in the context of developing this creative industry. The network of these machines that are digitally connected with one another and create and share information that results in the true power of Industry 4.0 [14]. The significance of industry 4.0 is inevitable, because: 1) touching our lives every day; 2) integrating the digital and physical world (real); 3) not only about production manufacturing chains, but also about managing business, revenue growth, and even influencing the community [15]. The consequences is people must strengthen their resources and skills to synergizes with information technology. Many experts suggest that the fourth industrial revolution will benefit the rich much more than the poor, especially as low-skill, low-wage jobs disappear in favour of automation [16]. Fields of work that are routine, without specific skills, and minimal innovation, will be eroded by the era and easily replaced by machines. The vulnerable groups in such situations is people whose resources are very limited or poor. Therefore this creative industry which is based on the innovation of the local skills of the community becomes a policy that is integrated with the urban poverty alleviation program. The next aspect is trust. The principle of trust in society is formed by not compete to do production process by taking others specialization, even though the opportunity is very open to do so. It is an effort to minimize competition and conflict of interest which in turn destroys social ties among the people themselves.

Finally, the aspects of social norms is a guidelines for living together in this creative industry. The agreed norms or rules arise from the formation of business groups. It regulate the
principles of production and product sales based on the principle of cooperation. In batik kampong, it is highlighted through: 1) the batik’s differentiation price between large and small business group; and 2) an education tourism package that combines batik with other local commodities such as culinary and arts performance. In traditional snack kampong, the norm origin from food diversity products but with the same packaging to avoid gaps. In a souvenir kampong, the sustainability of this business is based on the principle of mutually reinforcing capacity and involving people’s collectivity.

With the involvement of social capital aspects in the process of developing creative industries, this principle reinforces that social capital affects the productivity of actors (individuals and groups) and it poses characteristics of public goods [17]. What was built and worked through teamwork in each of the thematic villages shows that social capital has an important role to play in strengthening and developing existing achievements. The main approach to social capital is trying to create bonds, bridges, and linkages [18] among the people themselves with institutions outside.

3.5 The Challenges

In this study, the challenge is divided into: internal challenges and external challenges. Internal challenges involve various things that occur in the management, strengthening and development of thematic kampong itself. While the external challenge concerns the thematic kampong related to various parties in more complex relationships. The first internal challenge was found in the context of human capabilities to develop skills. It describes the limited methods for skill enhancement and product innovation. In fact, sometimes there are trainings that not match with the needs of skill development. The second is about the conflicts of interest among people. In the case of established thematic kampong, the conflict of interest develops in the issue of: who is the most meritorious party, who is the most benefited, and the lack of aspects of welfare distribution for the community.

In the other hand, the external challenges come from the situation outside the kampong. This is broader and more complex problems, which dealing with the government policies and the future of thematic kampong. People needs fund, but the budget from government can be used to strengthen the public infrastructure only. For the future of thematic kampong development, studies and evaluations have been carried out. The community is still waiting, what policy pattern will be applied to solve the problem and to develop thematic kampong, in case will be adaptive to the changes and dynamics in society. It is based on the change of creative products and industries are initiated by demand, technology, policy, and globalization [19] [20].

4 CONCLUSIONS

The skills possessed by the local community (local skills) become an important aspect in the development of urban creative industry in thematic kampong. The use of social capital through various efforts and the achievements need to be appreciated and critized. Through this program, the urban socio-economic aspect began to appear, but there are still some challenges that must be resolved immediately. Moreover, the implementation of this program is a unique pattern that synergizes physical development, strengthens urban capacity and capability to improve welfare and reduce poverty.
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Abstract. The integration of blog into foreign language learning and writing instruction in particular has received tremendous attention among researchers and teaching practitioners. This type of web 2.0 technology is considered suitable for pedagogical writing practices due to its multimodality features that promote multi-way interactions and collaborations. However, some issues emerge regarding its integration, one of which includes its effectiveness in improving students’ writing. This paper thus aims to critically review the use of blogs as a pedagogical tool for writing in an English as a Foreign Language (EFL) context and some issues regarding its use. It reflects on relevant theories and previous empirical studies on the use of blogs in writing and its potentials in facilitating students’ writing. Implications on how to integrate blogs into EFL writing instruction are postulated.

Keywords: Blog, Writing, EFL, Technology Integration

1 INTRODUCTION

The emergence of web 2.0 technologies, such as blogs and social networking sites, has been of interests among EFL researchers due to their multimodality features supporting human interactions and collaborations. These two unique characteristics of Web 2.0 are essential elements in the sociocognitive perspective of language learning [1], which Kern [2] has predicted its potential in creating a revolution in foreign language instruction. Although not initially designed for pedagogical purposes, blogs have been one of the most commonly used web 2.0 technologies in language learning, particularly for reading and writing activities. Since its first launch at the end of 1990s, language researchers (e.g. in [3]; [4]; [5]; [6]; [7]) have introduced blogs in EFL learning and recommended its integration because of their unique features and benefits in facilitating learning. It is argued that blogs provide easy-to-use interface ([8]; [3]; [5]) and a space for reading and writing activities ([9]; [4]; [10]; [11]; [5]), encourage collaboration and interaction with teacher, students, and audience beyond the classroom ([9]; [5]; [12]; [13]), foster students’ creativity ([4]; [14]), critical thinking ([15]; [10]), cultural competence ([9]; [16]), motivation and autonomous learning ([17]; [18]), and introduce EFL learners to a new genre of writing and different forms of literacy ([19]; [20]).

In EFL writing instruction, ample studies exploring the beneficial use of blogs in facilitating students’ writing development are found. However, different findings on its effectiveness call for an in-depth analysis regarding its integration, in which this paper attempts to explore. It is aimed at critically reviewing some previous empirical studies that incorporate blogs to facilitate EFL writing instruction and particularly exploring some
important issues emerging from these studies. Acknowledging the research that has been done in this area is important to gain more understanding of the effective use of blogs in EFL writing instruction for a better learning to take place and to identify the gap for further studies within this research area. The discussion starts with language researchers’ recommendation for the integration of blogs in EFL learning, followed by some important issues in blog-mediated EFL writing instruction. Reflections and implications for EFL writing instruction in the future will be elaborated at the end of the paper.

As the use of blogs in such areas as business, health, and particularly pedagogy is on the rise, there has also been a growing interest among language researchers (e.g. in [3]; [4]; [5]; [6]; [7]) to incorporate blogs into EFL writing instruction. Campbell [3], for instance, is among the first who saw the potential of blogs as a pedagogic tool and initiated the integration in EFL classes. He further classifies the pedagogical blogs according to its technical structure: a tutor blog, a learner blog, and a class blog. John [5] who also recommends the application of blogs in a writing course argues that a class blog is the best option among the other blogs to be applied in language classrooms because of the space provided to organize class materials and online class journal accessible for students [21], the greater opportunities for other students to read and comment on their peer’s blog [8], and thus creating a collaborative effort of an entire class [3]. Class blogs also benefit teachers and students as electronic portfolio for the students’ writing, which provides easier access for teachers to control the blog and assess their writing, and for students to document, share, or comment on the content at ease ([22]; [11]). The latter is crucial since Nardi et al’s study [23] reveal the failure of blog application in gaining the sense of community among students is related to the lack of opportunities given for the students to comment on their peers’ blogs. Because of these potential advantages, Wu [6], furthermore, strongly encourages the integration of blogs in the Teaching of English as a Foreign Language (TEFL) which she regards as “a new promising vehicle of extreme value for TEFL” (p. 1).

The implementation of blogs integration, however, should be carefully designed and prepared to gain its optimum benefits. Thus some crucial issues related to blog-mediated writing instruction are worth discussing to ensure its effectiveness.

An assumption that blogs could improve students’ writing is one of common issues in the area. A number of studies have been conducted in order to test this hypothesis. Fellner and Apple [24], for instance, focused on how students might improve their writing fluency and lexical complexity by utilizing blogs. Twenty one low proficiency Japanese language learners joining a seven-day intensive English course posted their writing onto the class blog for seven consecutive days and had their writing commented by their peers. By using ANOVA, the researchers compared the word counts between Day 2 and Day 6 blog entries, and then identified and compared the type of vocabulary the students used in Day 2 and that in Day 6 blog entries by utilizing RANGE program. The findings revealed that students’ writing fluency and their lexical complexity significantly increased.

Several drawbacks are found in the study, some of which include time constrain, the small sample, and the research methodology used. Regarding the latter, the results might have been more convincing if the researchers had designed an experimental study involving, at least, an experimental and a control group. By comparing the writing performances between students who post their writing on the class blog and those who do not receive this treatment, it could be much easier to see the role of blogs in facilitating students’ writing fluency and lexical complexity. The use of other CALL activities during the data collection, such as web listening and online grammar puzzles and quizzes in addition to blogs, furthermore, may obscure this
role of blogs in their writing, since it is not clear whether the improvement in their writing is related to their use of blogs or the CALL activities.

Some of these caveats, nevertheless, have been tackled in Arslan & Sahin-Kizil’s [25] quasi experimental study that investigated the effect of blog-mediated writing instruction on intermediate English students’ writing development. One experimental group of students (n=27) received a blog-mediated writing instruction whereas one control group (n=23) involved in a face-to-face writing instruction in the classroom. By comparing the pre- and post-writing tests of the students’ writing performances in each group, it is revealed that the experimental group outperformed the control one, particularly in terms of content and organization, and thus supporting the notion on the role of audience in helping learners focus on their writing ([4]; [26]). However, this is not the case regarding the other components, such as mechanics, vocabulary, and language use, since there is no significant difference in scores between the blog-instruction students and the in-class students. This finding thus refutes Fellner and Apple’s finding on the role of blogs in improving students’ lexical complexity although other studies (e.g. [21]) echo their finding related to writing fluency.

However, similar to the caveat in Fellner and Apple’s study, Arslan and Sahin-Kizil did not provide the same amount of exposure to the language and writing input for the two groups, which eventually blurred the causal relationship between the students’ writing development and the use of blogs. Despite the use of peer and teacher feedback in the study, no information was available on whether their feedback could improve students’ writing performance.

Meanwhile, a recent study by Hansen [27] comparing the effect of two types of writing assignments, blog writing assignment and research essay assignment, on students’ research and writing performance reveals quite an opposing result with the previous studies. Essay tasks could be fruitful to practice students in comparing and syntesizing ideas using academic references while blog writing tasks may benefit students in communicating and summarizing (online) sources. Although he admitted that the discrepancy between these two types of assignment on the improvement of the students’ research and writing performance was not clear, he highly encouraged the use of blog writing assignment as a complementary, instead of a substitute, task due to the different functions each of the assignments plays.

These drawbacks, thus, should be taken into consideration for further studies on the role of blogs in enhancing students’ writing, particularly since there has been no consensus to date on the causal relationship between blogging and the development of students’ writing performance ([8]; [21]; [26]; [28]). This lack of consensus may also explain an important thing reflected from these studies: that blogs may not enhance writing, but merely facilitate as a tool that could be used to help enhance students’ writing. Thus, the assumption regarding the use of blogs that could improve students’ writing needs further justification.

Peer review has long been investigated by EFL writing researchers as writing instruction shifted from product- to process-oriented [29]. Electronic peer feedback has attracted language researchers particularly due to their unique features in supporting the peer review activity, such as facilitating draft exchange and peer commenting [30]. Blogs is also considered since this technology has filled in the gap found in the previous technologies, such as e-mail [20].

A number of studies have incorporated blogs into peer review activity and investigated their role in facilitating this activity and students’ writing [31]. In Wu’s study [12], the researcher investigated the effect of peer review and teacher feedback on the EFL writers’ revisions within the medium of blogs. The study incorporated seven low-intermediate students from a university in Taiwan who were selected based on the high number of feedback they received from their peers (more than two peer comments). The findings reveal that the peer feedback was less meaningful and constructive than the teacher feedback despite the one-and-
a-half-hour peer reviewing guide they received prior to the peer review activity, which eventually affected the students’ revision. They argued that this poor revision might also be related to their low English proficiency. Wu, however, failed to identify the use and features of blog may also be responsible in creating the low quality feedback from the peers.

A similar finding regarding the quality of students’ comments on their peer’s writing is found in Pham and Usaha’s [32]. Despite the great number of the comments on global areas provided by the students under study, the number of the comments that are revision oriented within the global comments were less significant. Huang [33] claims that blog interfaces seem do not ease students into highlighting their peers’ mistakes, which might explain the type of comments students tend to produce. However, blogs may be more fruitful for other types of feedback such as exchanging ideas, negotiating for meaning, and responding questions. This could be an insight for teachers and/or researchers to take into account the types of writing tasks which could incorporate blogs, and the quality of students’ comments on global as well as local areas and revision-oriented comments during peer feedback training.

Some of the findings in these previous studies could have been more significant if an experimental study involving a bigger sample had been conducted and more intensive peer review training had been employed. This lack of scaffolding has been fulfilled in Liou & Peng’s study [31] which underscored the application of blogs as a suitable platform for peer response activity in EFL writing instruction and the essential role of computer-mediated training due to their effectiveness in helping improve the quality of students’ feedback and their revision. The findings accord Dippold’s [34] assertions on blogs as “potentially valuable tools for peer feedback” (p. 18) and the importance of training in blogging as well as in shaping the roles of teachers and students. Triangulation data from other resources such as interviews or questionnaires might also be fruitful in gaining more convincing results.

It is, however, unfortunate that the researchers in these studies did not make the best use of blogs despite their potential in gaining wider audience, especially since students actually “looked forward to the prospect of outside readers” [31, p. 523]. The students might have paid more attention to their writing, and thus written more carefully, if the researcher had opened the access of the blog for audience outside the classroom members, which might have led to the students’ awareness of the audience, other than their teacher and their peers, who would read and comment on their blogs. This echoes Godwin-Jones’ [4], Tuzi’s [35], and Ducate & Lomicka’s [9] arguments on the role of students’ awareness for audience in shaping and sharpening their writing skills.

The next issue will attempt to explore the different kinds of process and measures that teachers and students could undergo prior to involving in blog-mediated writing instruction.

While some previous studies highlight the influential role of blogs in facilitating students’ writing development and some previous strategies have been proposed for their integration into language pedagogy (see e.g. [3]; [5]; [36]; [37]), few studies focus on effective ways and processes that students (and teachers) could undergo prior to writing their own blog. Acknowledging the effective ways of introducing blogs to students is significant in identifying which way that could potentially beneficial in helping students design and write their own personal blog, subject to the personal, cultural, and social aspects.

One way is by students’ observing and analyzing a native speaker’s blog before writing their own blog in the target language [9]. In their mixed method research, German and French language learners were assigned to read and analyze a native speaker’s blog for the duration of one semester before setting up and writing their own blogs. The findings show that preparing the students by observing and analyzing a native speaker’s blog before assigning them to design their own blog was essential in helping them immerse into the nature of blogging in the
target language. This technology, furthermore, was beneficial since it promoted ownership, creativity, community, and the target intercultural knowledge.

From the teacher’s perspective, understanding their beliefs and their readiness in technology integration is crucial since it also influences its effectiveness as well as students’ attitude toward the integration ([39]; [37]; [40]). Ertmer et al. [40] assert a strong relationship between teachers’ beliefs and attitudes toward technology integration and students’ learning success as well as their technology-based teaching practices. They further argue that teachers’ lack of technical and pedagogical skills is also another barrier in technology integration. Thus, it is crucial to prepare teachers with this technology integration prior to implementing it in class for students to gain its optimum benefits.

These studies have shed lights on the potential use of blogs in EFL composition courses and on the process and strategies students could use to help them better adjust with this new genre. This knowledge is also particularly essential in gaining the utmost benefits of blogs for students and in fostering their autonomous and long-life learning ([18]; [17]), as what a participant in Lamb and Arisandy’s study [41] has experienced during his English self-study through OIEL (Online Informal English Learning).

One of the important factors influencing the efficacy of the integration of blogs in EFL writing instruction relies on the students’ and teachers’ attitudes toward the integration. Most of the studies in this area, in general, have gained positive attitudes from students ([42]; [21]; [9]; [31]; [43]; [33]; [41]; [37]) as well as teachers ([44]; [33]), although the extent for each differs, depending on the treatment that these participants received in each study and how researchers make use of the technology in the EFL writing classroom. They argued that blogs help them enjoy writing ([42]; [31]; [33]), encourage them to write more [21], foster collaboration and interactions among peers, teachers, and even a larger audience ([44]; [9]; [31]; [45]; [46]), and help them improve writing ([21]; [9]).

Interestingly, students who have a positive experience in blog-mediated writing instruction may not necessarily feel confident and motivated during the instruction due to some hindrances, such as students’ poor technical skills and perceived isolation as well as teacher’s poor technological pedagogical knowledge [37]. This calls for attention and careful planning from the teachers to ensure its effective integration in writing instruction.

The role of treatment provided by the researchers and how the blog is utilized in this context is crucial, particularly since this may significantly influence the students’ attitudes toward the treatment as well as the technology. Lack of information on the values of blogs in EFL writing and training to familiarize the students with blogging could be some of the crucial factors affecting students’ low motivation to participate in the blog writing activities, despite their positive perception toward blogs in education settings [16]. Thus to assure students’ positive attitudes, it is essential for teachers to understand the characteristics of blogs [15], provide training and explanation about the purposes and benefits of using blogs in EFL writing instruction ([34]; [36]) to gain students’ positive attitudes, leading to the efficacy of the integration. The writer’s reflections and implications for EFL writing instruction in the future will be explained in the next section.

2 RESEARCH METHOD

Other studies (e.g. [8]; [38]) attempted to view the strategies from the students’ perspective. In this qualitative study, Bloch investigated the process and strategies used by an immigrant student while using blogs during his EFL composition course. The findings revealed the student’s attempts to voice ideas and shift strategies from writing a journal blog
to a rhetorical academic blog writing, regardless his de-emphasis on grammar. Since this finding cannot be generalized, teachers should take the characteristics of other EFL students into account, particularly those who do not share similar previous exposure to the target language and are not familiar with different rhetorical strategies in writing as this immigrant student, to help them smoothly shift their strategies from informal genre in blogs to an academic writing genre. Nevertheless, this study has filled in the gap on the limited qualitative research in the area, especially regarding the importance of understanding the rhetorical strategies students use in different genres of writing mediated by blogs.

3 RESULT AND DISCUSSION

The summarized studies reveal the benefits of blogs in facilitating EFL writing instruction, some of which include fostering interactivity, collaboration, scaffolding, flexibility, pace learning, student-centered activities, and students’ autonomous learning [47]. Due to its benefits, blogs could be a potential pedagogical tool to be employed to facilitate blended learning in EFL writing instruction. In particular, these studies have highlighted the beneficial role of blogs as a pedagogic and computer-mediated peer review tool to facilitate students’ writing, leading to students’ and teachers’ positive attitudes toward the integration. An important thing to note in these studies is that blogs merely perform as a tool in facilitating EFL writing instruction and do not improve students’ writing. This echoes Kern and Warschauer [1] who view technology merely as a tool and does not necessarily improve learning. These studies, furthermore, emphasize the crucial role of careful planning prior to the blog application to gain its efficacy in facilitating students’ writing development [37], for example, by providing sufficient scaffolding [48] to help students value the integration, which leads to students’ increasing motivation and positive attitudes toward the integration. Thus, teachers play a significant role in bringing about the technology in the EFL writing to help students gain the utmost of it in facilitating their learning.

Apart from these agreements, the majority of the above studies have not exploited the most unique feature of blogs in gaining a larger audience. This may be related to the researchers’ assertion regarding students’ apprehension toward being approached by a larger and unknown audience [30]. This is, in fact, contrary with the students’ perception toward this beyond-the-classroom audience. They are mostly excited after receiving feedback from people outside their classroom ([25]; [9]), and looking forward to getting the feedback from them [31], which reveal their positive attitudes toward having a wider audience reading and commenting on their blogs. This sense of audience is significant in helping them focus on their writing ([4]; [35]), increase their motivation to write ([17]; [18]), and foster their intercultural knowledge of the target language ([9]; [16]). However, it is argued that this open access blogs may be better applied as soon as students have already become familiar with their use in EFL writing and are confident with their writing to avoid the feeling of opposition, which may influence their attitudes toward writing in general and blogs in particular.

4 CONCLUSIONS

Additionally, careful preparation and investigation on the effective use of blogs prior to the integration in online language instruction needs to be taken into consideration for a successful language learning to take place, which was absent in some of those previous studies. Referring to the caveats in those studies, investigating the characteristics of the EFL students, such as their English proficiency, their computer literacy, their learning context, and other technical
facilities, like internet access, is also crucial prior to the application in EFL writing instruction. This sort of knowledge will benefit teachers in identifying the type of treatment and training that EFL teachers could use to help the students deal with the use of blogs in writing, interacting with the audience, and gaining positive attitudes toward its use in facilitating their learning. Lastly, understanding the principles of blended learning is particularly essential to get the most potential use of blogs in language instruction so that their application will not merely “…reinforce traditional teaching practices rather than exploring new approaches to learning [17, p. 205].

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Tri Hita Karana: Subak Abian’s Wisdom to Improve the Coffee Quality

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Abstract. Subak Abian is a traditional farmer organization in Bali that adheres to the Hindu philosophy of “Tri Hita Karana”, which translates as three causes of happiness that can be obtained when one has a good relationship with God, other people and nature. This philosophy itself is a starting point of Subak Abian to continue the tradition of coffee plantation in Bali in a sustainable way. However, the quality of its Arabica coffee is still low. Therefore, the local government engaged Subak Abian to improve the quality by establishing a processing unit with more advanced management that become an agribusiness of Kintamani coffee later. This study aims to analyse the transformation of Subak Abian from their traditional organization into an agribusiness unit that bring Kintamani coffee to the worldwide. In this matter, we try to describe the role of Subak Abian in improving the quality of sustainable coffee production by identifying their nature as social organization and its local values. This study employs qualitative approach and the data is collected through in-depth interviews with coffee farmers (Subak Abian members) and the local government officials, observation, and document analysis. This study is important and interesting for other regions to transform their local community-based organizations to contribute to the regional development.

Keywords: Coffee Farmers, Local Wisdom, Subak Abian, Sustainable Coffee Production.

1 INTRODUCTION

Bali is famously worldwide as the most popular tourists destination in Indonesia. Bali is also well-known as the land of Gods, in which Bali is gifted with its magnificent natural beauty of sandy beaches, mountains, and terraced rice paddy fields. Many international and domestic tourists spent their holiday in Bali. Therefore, regional development in Bali mostly influenced by its tourism sector. Nevertheless, together with tourism sector, agricultural sector is also important in supporting Bali’s regional development. Bali is rich with tradition and embraced with religious norms, that made Bali has many local wisdom that still exist within the society. It can be said that agricultural system in Bali is very unique because it is enriched with indigenous values.

Agriculture in Indonesia existed even during kingdoms era and colonialism era, in which it contributed to the country’s economy and its development [1]. The majority of Indonesian agriculture is staple food such as rice paddy, maize, soy, and cassava that important to domestic consumption. Meanwhile, coffee and spices have a long history in Indonesian plantation which brought by the Dutch colonial and they asked the local to plant it. Until today, those coffee
plantation became the important export commodity which has high valued among others producers in the global market.

Agriculture knowledge system in Asia, including Indonesia, was built based from indigenous knowledge and experiences which inherited from generation to generation [2], [3]. In Java island, for example, traditional farmers has its own philosophical view and applied traditional seasonal rules (pranoto mongso) to know what to plant and when the right time to plant [1]. Another example is the use of calendar of Chinese 24 solar terms as an important lunisolar calendar in China. This calendar is based on farmers’ observations of the position of the sun and the moon, and climate conditions [3]. Those local knowledge were very helpful for farmers to manage their farms since hundreds years ago even before agricultural technology developed. Therefore, it is interesting to know how local wisdom influenced the improvement of agricultural system in Indonesia.

Coffee is one of export commodity that contributed to Indonesian economy. However, the low quality due to improper on-farm management and post-harvest process have made the selling price is low [4], [5]. Coffee farmers in Indonesia are also lack of knowledge, capital, and technology so they manage the coffee farm traditionally [6]. All of these factors are made the coffee plantation sector in Indonesia is not well developed despite the prospective export value. In Bali, since 2001/2002, there is a program called Motramed (in English: Mediated Partnership Model) which targeted Subak Abian to change the way of farming and post-harvest to produce more quality coffee [7]. By encouraging local values and incorporated with traditionally social organization called Subak Abian, this program worked effectively in improving the quality and price of Arabica coffee in Kintamani, Bali.

This paper aims to describe the role of Subak Abian in improving the quality of Arabica coffee in a more sustainable way in Kintamani, Bali. We are particularly interested in the process of Subak Abian as a traditional social organization which adheres to local values being transformed into a processing unit and collective marketing actor of Kintamani Arabica coffee. First, we explain about local wisdom in agricultural sector, Next, we explain the research methods. Later, we analyze the role of Subak Abian in improving Arabica coffee quality in Kintamani through a partnership model. In the conclusion, we reflect on the findings.

Indonesia consists of many ethnics, culture and tradition that spread in various islands and regions. The tradition and indigenous knowledge created many local values or called as local wisdom. [8] expressed local wisdom as a thought of life. Moreover, [9] explained that local wisdom is forms of knowledge, beliefs, and ethics of human behaviour in the ecological community’s lives. In agriculture, local wisdom can be viewed as a tradition that related with farming activities, livestock, building house, etc. [10]. Agriculture in Southeast Asia countries plays an important role in the life of people in rural society [11].

Modern development nowadays could not be separated with local values that passed down in the society from generation to generation. The government itself encouraged local values to be fitted with the regional development mainly on social aspect. The agricultural development in Indonesia cannot be separated from local wisdom. Bali people itself keep their wisdom by implementing Tri Hita Karana from Hinduism, where everyone need to keep harmonious relationship with others, environment (plant and animals), and God the Creator. Moreover, [10] mentioned that local wisdom is part of social capital that will be beneficial for the implementation of development program.

Traditional agricultural organizations, such as Subak Abian in Bali, contain local norms and network which based on trust among its members and actualize into moral behaviour [10]. Traditional institution in Bali are well maintained in order to conserve the environment. For example, farmers agreed not to use chemical inputs in their farm, so they plant and cultivate
their farms organically. This value aims to protect the environment as part of their relation with people and environment (refer to Tri Hita Karana). This value is in accordance with the emergence of sustainable agriculture in the last decades. Sustainable agriculture becomes the trend in order to improve small-scale farmers’ welfare by promoting organic agriculture to reach niche market [11].

In her research, [10] identifies some characters that contain in Balinese local wisdom. *Gotong royong* or mutually help in their daily activities such as rice field and plantation activities, ceremonies, repairing house, and celebration. *Nyepi* holy day, for example, is the time where Balinese stopped their activities for 24 hours doing nothing even turn on the light. *Nyepi* can be interpreted as opportunity for the nature to rest after fulfilled by pollution from human activities. Other ceremonies to thank the God about the animal and plant existence also exist in Bali. All of these ceremonies are maintained and contributed to the environmental conservation.

2 RESEARCH METHOD

2.1 Research Location

This research is located in Kintamani sub-district, Bangli district, Bali province. With the position about 1,500 metre above sea level, Kintamani is a highland area which is worldwide well-known as Arabica coffee producer and its magnificent view of volcano Mount Batur and Lake Batur. Kintamani in general still traditional and highly holds religious norms as home to Pura Ulun Danu Batur as one of Bali’s key nine directional temples.

2.2 Data Collection

In this research, we employed three main data collection methods. First, semi-structured interviews were used to gain a comprehensive view on the role of *Subak Abian* in Kintamani in the improvement of coffee quality. The informants were chosen through purposive sampling by selecting representatives from four *Subak Abian* – Kertawaringin, Triguna Karya, Bhaktiyasa, and Ulian Murni. These four *Subak Abian* are the first initiator of using a new way of coffee processing with better quality. During the data collection process, we continuously crosschecked the information that we had previously obtained from the informants. Second, we analysed documents from the agriculture and plantation office of Kintamani sub-district, published articles and reports related to *Subak Abian*, the book of Kintamani Bali Geographical Indications, and statistical data of coffee production in Bali province and Bangli district. Third, we observed the activities of coffee farmers in Kintamani in the farm and the post-harvest process from their storage room until ready to sell.

3 RESULT AND DISCUSSION

3.1 The Characteristics of *Subak Abian*

*Subak Abian* is a traditional farmer organization that adheres to the Hindu philosophy of *Tri Hita Karana*, which means that there are three causes of happiness that can be obtained when one has a good relationship with God, people, and environment [6]. [12] elaborated the philosophy of *Tri Hita Karana* into the following. First, the relationship with God or *parahyangan* is actualized in the building of *Pura Subak Abian* as a ceremonial place. Second, the relationship with people or *pawongan* is actualized in monthly meeting and mutually help
(gotong royong) among members of Subak Abian. Last, the relationship with environment or palemahan is actualized in the farming practices in a sustainable way. Tri Hita Karana is the way of life Balinese farmers which become a beneficial point that contributed to the implementation program of the improvement Arabica coffee in Kintamani, Bangli, Bali. Coffee farmers in Kintamani which already well organized into Subak Abian for a long time, keep this tradition in their on-farm management.

Subak has functions to manage irrigation and land for paddy rice, and the executor of ritual activities [13]. More explanation about Subak Abian explained by the researcher of ICCRI and the initiator of Motramed as follows:

“Subak is an old tradition of agricultural system in Bali. Subak comes from Bali local language “se uwa” which means one area that can be fed by a spring. Abian is dry land. So, Subak Abian is a agricultural system for dry land. This system in 1980s adopted by the national government. Usually each Subak Abian consists of 30-40 household.”

Subak Abian refers to the traditional organization of farming that based on a region on how far can be reach by spring. Moreover, Subak Abian aims to improve economic system based on subak system in Bali.

The inter-connected relationship between farmers, their God, other people and environment are internalized in their farming practices. Not only focused on their farm management, but they also held religious ceremonial event regularly as their sign of gratitude to their God. Moreover, the relationship towards other people actualized in their social value. The social value of Subak Abian that is mutually help (gotong royong) has encouraged them to establish a larger organization to achieve bigger goal. For instance, their achievement in Geographical Indication (GI) for Kintamani Arabica Coffee. Last, coffee farmers practiced what the modern people called organic. Coffee farmers in Kintamani never use the chemical inputs as this a sign of good relationship with environment. They believed that putting too much chemical inputs will only make damaged to the soil and it can be resulted in unsustainable plantation in the future.

The Community of Geographical Indication Protection (CGIP) Kintamani, which established in 2005, aims to assist the process of obtaining a Geographical Indication (GI) certificate. CGIP plays role as a supervisor of the quality of Bali Kintamani Arabica coffee. The member of CGIP consists of 61 Subak Abian, 6 local coffee processors with wet processing technique, the local governments, ICCRI, and companies as an advisory board [14]. In addition to that, in 2008, Kintamani Bali Arabica Coffee was awarded a Geographical Indication certificate. This GI certificate is the first in Indonesia and hold by the community of Kintamani. The strong bound of Subak Abian is possible to work together and maintaining the strong relationship in keeping the Arabica coffee tradition in Kintamani into global market.

3.2 The Improvement of Arabica Coffee Quality

Coffee is an important commodity for national economy and Indonesia is the big five coffee producer in the world. Not only contributed to the national export value, but also as a source of household income for millions of farmers. Indonesian Arabica coffee is well known with its specialty characteristics. Moreover, Arabica the coffee price at the global market and domestic market is increasing day by day due to high demand. Therefore, it becomes a market opportunity for coffee producer in Indonesia to expand their market.

Kintamani Arabica coffee has a long history and well known as a specialty coffee with its unique flavour and scent. However, there are major problems on Kintamani Arabica coffee that
might hinder the export to various countries. First, low quality of coffee beans which caused by improper on-farm management and poorly post-harvest process. Second, long supply chain from farmers to consumers that makes farmers only received low prices. Arabica coffee even has lower in price compare to Robusta coffee in Kintamani. This condition led to the lost motivation of coffee farmers and preferred to change to tangerine plants or others plants that give more profit.

Therefore, the province government of Bali and the district government of Bangli, where Kintamani is located, in collaboration with ICCRI (the Indonesian Coffee and Cocoa Research Institute) initiated a program called Motramed (in English: Mediated Partnership Model). Motramed aims to improve coffee quality and shortening the marketing channel in order to improve farmers’ welfare [6]. Through this program, farmers learn how to improve the coffee quality by applying new processing method that enhanced the taste of coffee. ICCRI as the initiator of this partnership played a role as a knowledge provider regarding the quality assurance and disseminated the knowledge to the governmental staffs and farmers. This program was started in 2001/2002 with four *subak abian*. The role of provincial government is facility support such as machines and funds. More about this program and its involved actors explained as follows:

“Motramed is a partnership program between ICCRI, the local government, and coffee farmers. We have the idea then we develop it. This program is an alternative way to educate farmers. Our program is based on education not regulation. In Bali, only the provincial government that welcome and support our ideas. Meanwhile, the district government was not actively support in the implementation.” (Interview with ICCRI’s researcher and Motramed’s initiator).

The target of this program is Arabica coffee farmers in Kintamani. The first *Subak Abian* that joined Motramed is Kertawaringin, then followed by other three *Subak Abian*; Tri Guna Karya, Alian Murni, and Bhaktiyasa. At first, it was not easy to ask farmers to participate in the partnership. Traditional farmers tend to decline the change and hesitant to learn something new. Therefore, this selection based on the their motivation, the one who ready and has high motivation. It means they are willing to learn and change the traditional way of coffee processing. Farmers were more attracted to the economic advantages than the environmental protection or the health safety.

In Motramed program, the government support *Subak Abian* by establishing a processing unit and providing machines. The implementation of this partnership in Kintamani benefited from the existence of *Subak Abian*. In other regions, Java for example, the governments and ICCRI have to form farmer organizations first before launched the programs. However, in Kintamani, *Subak Abian* is already well established as social organizations related to farming activities. Therefore, the governments and ICCRI are easier to implement the program as they only selected the four *subak abian* as the pioneer of the partnership program. These farmers were thought how to comply the standard operating procedures (SOP) of post-harvest coffee.

In the collaboration or partnership, each involved partner should have common problems in which through this collaboration they could find advantages and benefit. If farmers interested in increasing their income, then the local governments interested in improving regional economy. Therefore, after their hard work coffee farmers could produce better quality by applying new technique. Consequently, the price is also increase (see Fig. 1).
Figure 1. The price of Bali coffee compared with the world coffee price [8].

The figure shows that in the last decade from 2001 until 2015 there was a significant increase of coffee price in Bali compare to before the implementation of Motramed in 2001. The increased in coffee price attracted and encouraged more Subak Abian to participate in the collaborative program. After only focus on four Subak Abian which mentioned earlier, the local governments and ICCRI added four Subak Abian each year for receiving training and facility support.

4 CONCLUSIONS

The coffee farmers in Kintamani faced some difficulties regarding the quality of their Arabica coffee. Low quality of coffee due to improper management on-farm and post-harvest processing is resulted in low price. Meanwhile, the farmers itself have limited knowledge on how to improve the quality of Arabica coffee. However, the existence of Subak Abian as a traditional organization on farming activities encouraged the success of collaborative partnership between ICCRI, the local governments, and farmers. Local values that adhere by Subak Abian worked in two aspects. First, sustaining the environmental or palemahan is actualized by Subak Abian in the way of farming practices by not using chemical inputs or called as organic farming. Moreover, there is a way to keep environment is balanced by not doing any activities in the farm on holy days such as Nyepi. Instead they make ceremony and pray in Pura. Second, Subak Abian becomes an economy unit of coffee processing and collective marketing. The value of mutually help encouraged coffee farmers to improve coffee quality to get higher price. After the success of Motramed, nowadays, Kintamani Bali Arabica coffee is well developed, higher quality and many global exporters come to Bali to buy Kintamani Arabica coffee directly from farmers organization.

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Cooperative Counselling Model with Jigsaw Technique in Improving Writing Quality of Official Letters

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Abstract. The cooperative counseling model with the jigsaw technique for government staffs in Mandai Subdistrict, Maros Regency aims to improve the ability and skills to apply the standard language rules in writing official letters to the fullest. The method used is a jigsaw technique in the form of simulations, lecture demonstrations, and performances. The results of this counseling are expected to be the basis of planning in the form of constructive thoughts as an alternative solution for solving problems experienced by government staffs in Mandai District, Maros Regency, especially in official letter writing. The result of this research that the achievement of the success of writing the control group is twice that of the control group. The success of the jigsaw technique achievement is implemented in the experimental group that composes the letter based on the results of group discussions without being guided by the instructor/lecturer. Thus, counseling on cooperative models through jigsaw techniques in improving the quality of official letter writing is more successful than other techniques.

Keywords: cooperative counseling, jigsaw techniques, improving the quality, official letters.

1 INTRODUCTION

One of the mandates contained in the 1945 Constitution Chapter XV, Article 36 states that documents, decisions, correspondence issued by the government and state bodies must be written in Indonesian. Related to the mandate, in the implementation of government administration in the form of reciprocal communication between the government and the government, the government and the public must use standard Indonesian. The standard Indonesian language is a formal Indonesian language and has been agreed upon as a prestigious and highly dignified language. Along with the era of globalization which is getting more and more powerful, Indonesian language has begun to experience deterioration. It was found that writing official letters in several relevant agencies tended to ignore the standardized language rules, such as spelling writing, word formation, word selection, sentence formation, and the preparation of paragraphs [1]. There are also sentences compiled by following the structure of other languages, especially English and local languages. The consequence occurs that sometimes the letter sent does not get a quick response from the recipient of the letter because it is difficult to understand the contents of the letter received [2].

Another phenomenon faced is that so far observers, enthusiasts, extension workers, and language researchers still apply conventional methods, both in the form of direct and indirect
counseling. Direct counseling is carried out in a face-to-face manner between participants and instructors by applying the expository method, which is a one-way lecture. The method emphasizes the mastery of as much material as possible so that counseling takes place uninteresting. Meanwhile, indirect counseling has also been carried out through electronic media, in the form of counseling on TVRI and RRI. Counseling on TVRI was carried out through the BINAR (True Indonesian Language) program, while counseling on RRI was carried out through the ACBI (Aku Cinta Bahasa Indonesia or I Love Indonesian), Mercu Bahasa, and Poets programs. However, these forms of counseling have not provided significant results in the application of standard Indonesian in their respective work environments because the time available is very limited. The limited time available is not possible to provide opportunities for extension participants to practice the insights that have been obtained. Conventional education activities are more marked by the culture of memorization than thinking. As a result, participants considered the counseling material to be memorized only. Such counseling models tend to be unattractive and do not provide maximum results.

Based on the problems that have been raised, I as the lecturer of Indonesian Department, Hasanuddin University as an educational institution that carries out one of the three tridharma (three main duties) of higher education, namely community service, feels the need to be involved in helping solve the problems faced by the relevant agencies. Therefore, the writer, a model of education was proposed which was seen to improve the quality of the application of the standard Indonesian language to government officials in writing official letters, especially in Mandai District, Maros Regency. The model is a form of cooperative counseling with a jigsaw technique.

2 RESEARCH METHOD

Etymologically, jigsaw comes from English, the "jigsaw" and people also call it the puzzle term, a puzzle that compiles pieces of cooperative learning. Gulo in Sudibyo expressed that cooperative learning is a learning strategy, that students are studying in small groups with heterogeneous cognitive abilities [3]. The philosophy that underlies cooperative learning (mutual learning) in education is "homo socius homo" which emphasizes that human beings are social creatures. Cooperative learning is a teaching-learning strategy that emphasizes shared attitudes or behaviors in working or helping one another in a well-organized structure of the group, consisting of two or more people.

Furthermore, cooperative learning with the jigsaw technique is a cooperative learning technique consisting of several members in one group who are responsible for mastering the learning material section and are able to teach the material to other members in the group [2]. The learning model was adapted into the counseling model. Asriani [3] expressed a reason that learning is synonymous with counseling because it is related to transferring knowledge to an interested audience. The counseling model in question emphasizes the development process of critical thinking and is able to search for alternative solutions to apply the standard Indonesian language rules in writing official letters in the scope of government.

The implementation of this activity was in the form of official letter writing training for government officials in Mandai Subdistrict, Maros Regency by applying a cooperative extension model with a jigsaw technique. After being given training, they were guided to apply the results of the training in order to improve their ability to write effective official letters. The training stages consists of the preparation and implementation stages of the training.
2.1 **Preparatory stage**

Coordination with the Head of Mandai District, Maros Regency. Define the number of trainees, registering all employees directly related to correspondence matters. Participants are collected in a place/room that is adequate for the implementation of training.

2.2 **The training phase of the Training Method**

Presenting training material which includes: (1) explanation of the main concepts in implementing cooperative model counselling. Furthermore, also elaborated elements of cooperative counselling to achieve similar roles and responsibilities and shared desires to obtain satisfactory results; (2) grouping participants into small groups. Each group consists of 4 people with different abilities in order to be able to make the transition efficiently and work together with positive interdependencies and are responsible for completing the part of the counseling material that must be known and conveying the material to other group members.

Assign participants to write a letter whose theme has been determined which is guided by the counseling team. This group is called the home group. The number of members in the original group adapts to the number of parts of the letter material, namely spelling writing, word formation, word selection, sentence formation, and the preparation of paragraphs, which participants will write according to the purpose of counseling to be achieved.

Each participant is given the task of learning one part of the counseling material. All participants with the same counseling material learn together in groups called expert groups (counterpart group/CG). In the expert group, participants discuss the same part of the learning material, and plan how to convey to their friends if they return to their original group or the jigsaw group.

Each member of the expert group will return to the original group providing information that has been obtained or learned in a group of experts. After the participants have discussed in the expert group and the original group, then each group’s presentation is carried out or one group is drawn to present the results of the group discussions that have been conducted so that the instructor can equate perceptions to the extension material that has been discussed.

Each member of the expert group will return to the original group providing information that has been obtained or learned in a group of experts. After the participants have discussed in the expert group and the original group, then each group’s presentation is carried out or one group is drawn to present the results of the group discussions that have been conducted so that the instructor can equate perceptions to the extension material that has been discussed.

Carry out technical training skills in official letter writing by the way each instructor explains the application of standard Indonesian writing rules in writing official documents which include spelling writing, word formation, word selection, sentence formation, and paragraph preparation.

Presentation results from each group are determined in a decision based on the results of a collective agreement related to the rules of writing the standard Indonesian language in writing official letters that have been explained by the instructors. The activity is guided by the instructor so that the discussion takes place systematically, safely, and creates an atmosphere of counseling that is more comfortable to provide information to each other and does not come out of the subject matter that has been agreed upon.
2.3 Program Implementation and Evaluation

The thinking framework for problem solving can be presented in the form of the following matrix:

<table>
<thead>
<tr>
<th>Problem</th>
<th>Problem Solving Efforts</th>
</tr>
</thead>
<tbody>
<tr>
<td>How to motivate government officials to write effective official letters</td>
<td>Introduced a model of cooperative counseling with jigsaw techniques that is innovative, creative, and adaptive.</td>
</tr>
<tr>
<td>What is the understanding of government officials in applying the standard Indonesian language code? The nature of writing official letters includes: (1) spelling writing; (2) word formation; (3) word selection; (4) sentence formation; and (5) preparation of paragraph.</td>
<td>Counseling/upgrading was carried out which was filled with the implementation of a cooperative model with the jigsaw technique, including methods for providing case examples and question and answer/discussion to produce collective agreements.</td>
</tr>
</tbody>
</table>

Evaluation was carried out to measure the level of achievement of the jigsaw method of counseling in the process of developing critical thinking and the search for alternative solutions to apply the standard Indonesian language rules in official letter writing in the scope of government [7].

3 RESULT AND DISCUSSION

3.1 Preparation for Implementation of Activities

The community service activities carried out technically involved collaboration between the Research and Community Service Institution (LP2M) of Hasanuddin University and the Office of the Mandai District Head of Maros Regency as a recommendation/letter of willingness to cooperate. The activity began with a visit of the chair of the activity, Dr. Asriani Abbas, M. Hum., to the Mandai Subdistrict Head, Andi Mappelawa, S. Sos., M.Si., in Bonto-Bontoa, Maros Regency on Monday, July 16, 2018. This visit was a coordination of the activities that resulted in an agreement, namely government official letter writing training activities in Mandai Subdistrict, Maros Regency with the application of a cooperative counseling model with the jigsaw technique carried out on Friday, August 3, 2018; the timing of the training activities takes place from 9 am to 4 pm; the place for conducting training activities in the second floor hall of the Mandai sub-district office, Maros Regency; and the training participants were 25 administrative staff/correspondence for the government office in the sub-district of Maros and allowed to add up to 30 people.

3.2 Implementation of Activities

On Friday, August 3, 2018, the community service team of Hasanuddin University had prepared the material, namely Dr. Ikhwan M. Said, M.Hum., The training material is the Use of Spelling in Writing Office Letters; Dr. Asriani Abbas, M. Hum., With the activities of
Effective Application of Sentences in Writing Office Letters; and Dr. Munira Hasjim, S.S., the material is the Preparation of Paragraphs in Writing Office Letters.

Participants who were initially estimated to be only 25 people, it turned out that there were 30 participating administrative staff/correspondents in the government office in the Maros Subdistrict. According to the Mandai Subdistrict Head, Andi Mappelawa, S.Sos., M.Si., this increase was due to the many staff who were interested in participating in the training. The training activity was opened by the Secretary of the Mandai Subdistrict together with the Chair of the Indonesian Literature Department.

Furthermore, the community service team presented the material in a detailed manner. After the Friday Prayer, the participants conducted a jigsaw technique of writing a letter in two groups, namely experiment and control. The experimental group consisted of 15 people, while the control group consisted of 15 people. Participants were divided into 2 groups, namely the experimental group and the control group.

Experimental group consists of 15 people divided into 4 groups and each group composes a letter based on the results of group discussions without being guided by instructors/lecturers. Next, each group was represented by one of its members to present the results of their group work, then responded by another group. The instructor/lecturer provides improvements to the writing of letters in accordance with the rules of good and correct Indonesian. Control group is 15 participants who compose the letter by getting guidance from the instructor/lecturer. One person presented his work, then corrected by the instructor/lecturer.

3.3 Achievement Result

Evaluation is a control of the achievement of the success of the training that has been implemented. This evaluation was still compiled and analyzed to be described based on the achievements in the control group and the experimental group. The assessment criteria and measurement scale are adapted from Lukman in Brown [8] which consists of five levels, which are very good with a weight of 90-100; good with a weight of 80-89; enough with a weight of 70-79; less weighing 50-69; and very less with a weight of less than 50. The criteria mentioned above can be seen in the frequency distribution of the ability to write official letters in the experimental group and the control group.

Table 1. Frequency Distribution of the Ability to Write Experimental Group Service Letters

<table>
<thead>
<tr>
<th>No.</th>
<th>Criterium</th>
<th>Amount</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>90-100</td>
<td>6</td>
<td>40.5</td>
</tr>
<tr>
<td>2.</td>
<td>80-89</td>
<td>7</td>
<td>46.7</td>
</tr>
<tr>
<td>3.</td>
<td>70-79</td>
<td>2</td>
<td>12.7</td>
</tr>
<tr>
<td>4.</td>
<td>50-59</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>5.</td>
<td>&lt; 50</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>15</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

In table 1, which is the evaluation value of the work results of the experimental group, there are 6 people who reach a very good category with values between 90-100 (40.5%). Meanwhile, participants with good categories achieved grades between 80-89 as many as 7 people (46.7%). Furthermore, participants who obtained 70-79 scores with enough categories were 2 people (12.7%). There were no participants who obtained the results of the category of less and very less.
Table 2. Frequency Distribution of the Ability to Write Control Group Service Letters

<table>
<thead>
<tr>
<th>No.</th>
<th>Criterion</th>
<th>Amount</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>90-100</td>
<td>3</td>
<td>20.0</td>
</tr>
<tr>
<td>2.</td>
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<td>3</td>
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<tr>
<td>5.</td>
<td>&lt; 50</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>15</td>
<td>100</td>
</tr>
</tbody>
</table>

Data in table 2 shows that the percentage of procurement value of control group work is 3 or 20.0% which is very good value. Meanwhile, the participants reached a score of 80-89 with a good category of 3 or 20.0%. Then the score 70-79 with category enough as 7 people or 46.70%. There are 2 people in the category of less, ie 12.7%. No participant has a very poor category.

Comparison of data in table 1 and 2 become a benchmark for the success of counseling cooperative models through jigsaw techniques in improving the quality of official letter writing in Mandai District, Maros Regency. The following is a comparison of the work data between the experimental group and the control group.

Table 3. Comparison of the Achievement of the Frequency of the Writing Ability of Official Letters in the Experimental Group and the Control Group

<table>
<thead>
<tr>
<th>Jumlah</th>
<th>KELOMPOK EKSPERIMEN</th>
<th>KRITEIRA</th>
<th>KELOMPOK KONTROL</th>
<th>ATTENDANCE OF CAPITAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>40.5</td>
<td>90-100</td>
<td>3</td>
<td>20.0</td>
</tr>
<tr>
<td>7</td>
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<td>0</td>
<td>0</td>
<td>&lt; 50</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>15</td>
<td>100</td>
<td>15</td>
<td>100</td>
<td></td>
</tr>
</tbody>
</table>

Based on the data in table 3 above it can be explained that the work results of the experimental group experienced significant progress compared to the control group. Comparison of achievements as follows: (1) no experimental group had less and very less categories, while the control group had 2 people; (2) the number of participants in the experimental group in the excellent and good category was 13 people, while the control group was only 6 people; (3) the percentage of achievement of the experimental group for the excellent and good category is 87.2, while the control group is only 40.

This comparison shows that the success of counseling cooperative models through jigsaw techniques in improving the quality of writing official documents in Mandai Subdistrict, Maros Regency is twice than other techniques. The success of the jigsaw technique achievement is implemented in the experimental group that composes the letter based on the results of group discussions without being guided by the instructor/lecturer.
3.4 Outsourced

The results achieved from these community service activities can be detailed as follows: (1) the cooperative education model with the jigsaw technique was able to improve the ability to write official letters of government officials in Mandai Subdistrict, Maros Regency; (2) the model of cooperative counseling with jigsaw techniques that is innovative, creative, and adaptive provides in-depth knowledge and provides capabilities and skills to government officials to make letters effectively; (3) The model of cooperative counseling through jigsaw techniques has become a benchmark for the development and extension of Indonesian language as an alternative solution to solve all problems experienced by government officials related to the application of standard language rules in official letter writing [9].

The model of cooperative counseling with the jigsaw technique is able to improve the ability to write official government official letters in Mandai Subdistrict, Maros Regency, published at the International Conferences on Advances In Humanities, Education and Language (ICEL) on March 23, 2019 at University of Brawijaya Malang, Indonesia.

4 CONCLUSIONS

The success of counseling cooperative models through jigsaw techniques in improving the quality of writing official letters in Mandai Subdistrict, Maros Regency can be measured by comparing the performance results of the experimental group and the control group. The achievement of the success of writing the control group is twice that of the control group. The success of the jigsaw technique achievement is implemented in the experimental group that composes the letter based on the results of group discussions without being guided by the instructor/lecturer. Thus, counseling on cooperative models through jigsaw techniques in improving the quality of official letter writing is more successful than other techniques.

Other results achieved from the cooperative counseling model with the jigsaw technique, namely being able to improve the ability to write official letters of government officials in Mandai Subdistrict, Maros Regency; provide in-depth knowledge and provide capabilities and skills to government officials to make letters effectively; and become a benchmark for the development of Indonesian language guidance and counseling as an alternative solution to solve all problems experienced by government officials related to the application of standard language rules in writing official documents.

Based on the results achieved in the successful extension of cooperative models through jigsaw techniques in improving the quality of official letter writing in Mandai Subdistrict, Maros Regency, it is recommended that this model be applied to counseling in the field of cognition, such as literature studies, linguistics, and cultural socialization.

REFERENCES


Lecturers’ and Students’ Perception on Learning Model of Contextual-Based Academic Writing

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Abstract. This paper aims at studying the perceptions of lecturers and students on the learning model of contextual-based academic writing. It is a part of the research and development of the model through modules at Batanghari University Jambi. Survey was used to collect the perceptions of lecturers on the model. There are 6 components the lecturers and the students to assess according to Joyce, Weil & Calhoun: learning structures, social system, reactive principle, supporting system, instructional and accompanying impacts. A questionnaire is used in collecting data. The respondents are 35 consisting of 7 lecturers and 28 third-semester students of the Study Program of Indonesian Language and Literature Education, Teacher Training and Education Faculty, Batanghari University Jambi. Data are analyzed qualitatively and quantitatively. The results showed that the lecturers and students share a same assessment of the models developed with very good category. It was reflected from the average score of the perceptions of students and lecturers on the model respectively 4.25 and 4.39 with a very good category.

Keywords: Lecturer And Student Perception, Learning Model Of Academic Writing, Contextual Teaching Learning

1 INTRODUCTION

Writing skill is one of four language skills that must be mastered by students. The writing skill is a skill that we need in every aspect of life in expressing our wishes, our desires, our thoughts, in providing information to others, celebrations, keeping records of our memories and knowledge [1, p.351]. Meanwhile, Yundayani et al. [2] argue that writing is principally communicating ideas or feelings indirectly through written communication. Writing is also a process of thinking which is put on paper. But different from process of thinking which can jump from a point or one idea to another, writing should be done one word by one word in correct order. Saputro [3] suggests that writing is a very important language skill for learners. Furthermore, according to Al Mubarak [4] and Hamouda [5], writing appears to be the most important, yet challenging, academic skill for university students to learn. It concerns on the academic writing. Academic writing be a prerequisite for students to graduate. Rofii et al. [6] said “University is required to make a scientific work, either produced by the lecturers or the students. This scientific work is developed through academic writing activities”. Furthermore,
Oktarina et al. [7] said writing activity is inseparable aspect in entire learning process in higher education. According to Soleh “Writing skill in the final assignment of students is a skill that must be mastered. The skill of writing scientific work must be done and focused on higher education.” [8]

Yundani et al. (2018) [9] stated that writing skills for academic purposes can be seen as a form of disclosure in language skills that aims to convey messages, ideas or feelings and can be understood by readers. Gillet [10] defines academic writing as a form of writing with a particular audience and with a specific purpose and a clear structure. A writer is required to have various abilities at once, related to what will be written and how to convey it in good and correct written language. Gaith [11] states that academic writing is a type of formal writing activity to be delivered to the readers in a critical academic sphere based on scientific knowledge as well as on scientific ideas and arguments. Academic writing is a language activity carried out in writing for academic purposes or to convey ideas; fulfill assignments in study; discuss ideas in a scientific meeting; or to disseminate science and research results scientifically.

Students are required to produce a well academic writing. In fact, it was found that there were still many problems students experienced in academic writing activities. Muhammad said the majority of the learners’ face significant challenges in the areas of mechanical, grammatical, and sentence formations [12]. In line with this opinion, Akhadiah [13] says that many students are difficult in using written language. The difficulties include the use of various levels of written language, namely: word choice (diction), sentence organization, paragraph development, writing development and grammar usage. In writing for academic purposes, the majority of students experienced several grammatical problems, logical organization, cohesion, and paragraph coherence; rhetorical difference; produce and express ideas; including writing a thesis [14].

The interviews and temporary observations carried out on the 3rd-semester students of Faculty of Teacher Training and Education, Batanghari University, Jambi, revealed that: Firstly, the learning process of academic writing is dominated by lecturers using the lecture method. Secondly, lectures concern more on material mastery rather than students’ skills in writing. Thirdly, the RPS used as a guide in academic writing learning is made by lecturers without a specific approach. Fourth, learning resources used are limited. Fifthly, examples of text used are not contextual (far from student life). From some of the problems raised, it can be concluded that the learning model used is not appropriate, resulting in low student skills in academic writing. Motivation determines students’ success in academic writing [15 p.15]. Abidin et al. [16] said that one of the reasons for the low writing skills is that the existing model of writing learning is not appropriate. Khuzaemah and Herawati said that the low writing skills of students require serious action from various parties [17].

There are many strategies that can be implemented to improve academic writing, including developing a learning model. The teaching and learning process can be said to be successful if the material adequately is supported by learning infrastructure and the method or learning model is effective [3]. Furthermore, Joyce, Weil & Showers define a model of teaching as a plan or pattern that we can use to design face-to-face teaching in classrooms or tutorial setting and to shape instructional materials-including books, film, tapes, computer-mediated programs, and curricula (long term course s of study). Each model guides us as we design instructional to help students achieve various objectives [18]. The learning model is a guide for teachers planning learning activities in the classroom, starting from preparing learning devices, choosing media and tools, to evaluation tools that lead to achieve the objectives of the lesson.
Based on the problems described above, a needs analysis has been carried out to determine the characteristics of students. Rofii and Franscy [19] says analysis of learners aimed to investigate the characteristics of students who are the subject of research. This activity was carried out as an initial step in an effort to develop an academic writing learning model that fits the students' needs and characteristics According to Soleh [8, p.278], the learning model of writing scientific work must encourage students to be skilled in literacy supported by critical and creative thinking skills, and the ability to solve problems. In this case the learning model developed integrates the seven main components of the contextual approach (CTL). According to Johnson [20, p.24] CTL is a holistic system. It consists of interrelated parts that, when interwoven, produce an effect that exceeds what any single part could achieve... Each of these distinct elements of the CTL system contributes to helping students make sense of schoolwork. Taken together, they form a system that makes it possible for students to see meaning in, and retain, academic material. Satriani et al. [21, p.10] say that CTL has the following benefits: (1) engaging students in the writing activity; (2) increasing students’ motivation to participate actively in the writing class; (3) helping students to construct their writing; (4) helping students to solve their problems; (5) providing ways for students to discuss or interact with their friends; and (6) helping the students to summarize and reflect the lesson.

Before applying the learning model been developed in the class, it is necessary to first assess the lecturers and students to obtain information about their perceptions on the developed model. Assessment is done using a perception questionnaire. The perception results of lecturers and students were used as a consideration to enhance the contextually based academic writing learning model developed. The developed model to be assessed by lecturers and students consist of 6 components [18], namely: learning structure (syntax); social system; principle of reaction; support system; instructional impact and accompaniment impact.

1.1 Research Method

This study aims to describe the perceptions of lecturers and students on the developed learning model of contextual-based academic writing. It is a research and development. The product development is carried out according to the steps of research and development called the R & D cycle [22, pp. 772-775]. It uses qualitative and quantitative approaches. This study involved 71 third-semester students of Indonesian Language and Literary Education Study Program, Faculty of Teacher Training and Education, Batanghari Jambi University and 7 lecturers of writing skill course. Respondents were determined by purposive sampling technique. Data was collected through survey techniques using questionnaire as an instrument. The data obtained are analyzed then summarized in table. In addition, semi-structured interview was applied to collect information about students’ and lecturers’ perceptions on the model developed. Yundayani et al. [2] the interview was applied to identify the problem more openly by asking for opinions and ideas from respondents. The data from questionnaires in numbers were analyzed using descriptive statistics, while the data in the form of inputs and suggestions were analyzed qualitatively. Qualitative data analysis is an interpretive process, researchers reflect on their personal viewpoints and how they shape their interpretations of the data [23, p.364].
1.2 Result and Discussion

A questionnaire was administered to find out the perceptions of lecturers on the learning model developed. The questionnaire was distributed to seven lecturers of Indonesian Language and Literature Education Study Program, FKIP, Unbari Jambi. They were asked to assess the model consisting of six main components: learning structure (syntax); social system; principle of reaction; support system; instructional impact and accompaniment impact. The results are explained in the following table.

<table>
<thead>
<tr>
<th>No</th>
<th>Components</th>
<th>Score</th>
<th>Percentage</th>
<th>Answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Learning Structure</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Social system</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Principle of Reaction</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Supporting System (RPS)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Supporting System (Module)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a.</td>
<td>Objective and approach</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b.</td>
<td>Material design and organization</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c.</td>
<td>Graph</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>d.</td>
<td>Material presentation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>e.</td>
<td>Language suitability</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>f.</td>
<td>Illustration of content design</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>g.</td>
<td>Type of Information</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>d.</td>
<td>Type of Paragraph</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>e.</td>
<td>Type of Practice/Activity</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Instructional impact</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>Accompanying impact</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Overall Average</td>
<td></td>
<td></td>
<td>4.39</td>
</tr>
</tbody>
</table>

Note:
Respondents : 7
Score : 1 = strongly disagree; 2 = disagree, 3 = slightly agree, 4= agree, 5 = strongly agree
Ave : average
Cat : category
G : good
VR : very good

The table above presents the average score of the lecturers’ perceptions on each component detailed as follow: First, the learning structure is 4.67, the highest percentage of...
answers which is strongly agree at 67.5% (VG). Second, the social system is 4.76 strongly agree as the highest answer 76.8% categorized very good (VG). Third, the principle of reaction is 4.76 with strongly agree as the highest answer 76.4% categorized very good (VG). Fourth, the supporting system: 1) the objective and approaches are 4.60 with 60.7% strongly agree in very good category (VG); 2) the organizational design material in the aspect of content feasibility is 4.21 with 78.6% agree in very good category (VG); the material presentation is 4.27 with 72.6% very agree (VG); the score of graphics for cover, layout, typography, illustration, content typography, and content design respectively are 4.07 with 92.8% agree (G), 4.17 with 82.1% agree (G), 4.14 with 85.7% agree (G), 4.09 with 90.5% agree (G), 4.23 with 74.1% agree (VG), and 4.05 with 94.3% agree (G); 3) the type of information is 4.69 with strongly agree at 69.2% (VG); 4) the paragraph type is 4.42 with 41.6% agree (VG); 5) the type of exercise/activity is 4.14 with 85.7% agree (G). Fifth, the instructional impact is 4.57 with 57.2% strongly agree at very good category (VG). Sixth, the accompanying impact is 4.63 with 63.3% strongly agree (VG). The last, the score for all components is 4.39 at very good category (VG).

The details above identify that the average scores of lecturers’ perception based on components are: First, the learning structure is 4.67 with very good category (VG). Second, social system is 4.76 in very good category (VG). Third, the reaction principle is 4.76 in very good category (VG). Fourth, the supporting system is 4.26 in very good category (VG); Fifth, the instructional impact is 4.57 in very good category (VG). Sixth, the accompanying impact is 4.63 in very good category (VG). These findings share similar result with study conducted by Sholeh [8] that suggested that if the scores are at intervals ≥ 4.2, it can be concluded that the learning model is classified as a very good category. These results show that the lecturers’ perception on the learning model developed is considered to very good (VG) qualification based on the lecturers’ perception.

To find out the students’ perceptions of the learning model developed, they were asked for a questionnaire. The questionnaire was distributed to 28 students of the Indonesian Language and Literature Education Study Program, FKIP, Unbari Jambi. The results are explained as follows.

<table>
<thead>
<tr>
<th>No</th>
<th>Components</th>
<th>Score</th>
<th>Percentage</th>
<th>Answers</th>
<th>Ave.</th>
<th>Cat.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Learning Structure</td>
<td>0 0 0</td>
<td>700 261 0</td>
<td>0 4.66 69.44</td>
<td>25.89</td>
<td>1008</td>
</tr>
<tr>
<td>2.</td>
<td>Social system</td>
<td>0 0 1</td>
<td>160 53 0</td>
<td>0 4.91 71.43</td>
<td>23.66</td>
<td>224</td>
</tr>
<tr>
<td>3.</td>
<td>Principle of Reaction</td>
<td>0 0 2</td>
<td>391 145 0</td>
<td>0 4.28 69.82</td>
<td>25.89</td>
<td>560</td>
</tr>
<tr>
<td>4.</td>
<td>Supporting System/Module</td>
<td>0 0 3</td>
<td>238 91 0</td>
<td>0 2.08 70.83</td>
<td>27.08</td>
<td>336</td>
</tr>
<tr>
<td></td>
<td>a. Objective and approach</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>b. Material design and organization</td>
<td>0 0 4</td>
<td>161 59 0</td>
<td>0 1.78 71.87</td>
<td>26.33</td>
<td>224</td>
</tr>
<tr>
<td></td>
<td>1) Content feasibility</td>
<td>0 0 2</td>
<td>226 80 0</td>
<td>0 0.64 73.37</td>
<td>25.97</td>
<td>308</td>
</tr>
<tr>
<td></td>
<td>2) Material presentation</td>
<td>0 0 2</td>
<td>74 36 0</td>
<td>0 1.78 66.07</td>
<td>32.14</td>
<td>112</td>
</tr>
<tr>
<td></td>
<td>3) Language suitability</td>
<td>0 0 2</td>
<td>46 8 0</td>
<td>0 3.57 82.1</td>
<td>14.1</td>
<td>56</td>
</tr>
</tbody>
</table>

Table 2. Students’ Perception on the Developed Learning Model
The table above describes the average score of student perceptions on the model. The following are presented the average score for each component. First, the learning structure is 4.21 where 69.44% answered agree and categorized into very good category (VG). Second, the social system is 4.0 where 71.43% answered agree at the good (G) category. Third, the reaction principle is 4.21 where 69.82% answered agree in very good (VG) category. Fourth, the supporting system/module detailed as follows: (1) the objectives and approaches is 4.25 and 70.83% agreed at very good (VG) category; (2) the material design and organization: the content feasibility of is 4.24 with 71.87% answered agree and is classified into very good (VG) category; the material presentation is 4.25 with 73.37% answered agree; the graphic aspects are as follows: the cover is 4.11 and 82.1% agreed with good category (B); the layout is 4.24 and 70.01% answered agree with very good (VG) category; the typography is 4.34 and 65% agree with very good (VG) category; the illustration is 4.3 where 66.2% answered agree with very good (VG) category; the content typography is 4.32 with very good (VG) category; the content design illustration is 4.25 where 73.6% answered agree with very good (VG) category; (3) the type of information is 4.28 in very good (VG) category with 68.8% answered agree; (4) the type of paragraph aspect is 4.34 in very good (VG) category with 64.6% answered agree; (5) the type of exercise/activity is 4.28 in good (G) category with 68.8% answered agree. Fifth, the instructional impact is 4.28 where 69.87% strongly agree with very good (VG) category. Sixth, the accompanying impact is 4.27 with very good (VG) category where 72.45% answered agree. Seventh, the score of overall components is 4.25 with very good (VG) category.

The description above recognizes the student perceptions on the model developed. The scores of all components in details are: First, the learning structure is 4.21 at a very good category (VG). Second, the social system is 4.0 at a good (G) category. Third, the reaction...
principle is 4.21 in very good (VG) category. Fourth, the supporting system is 4.26 at a very good (VG) category. Fifth, the instructional impact is 4.28 with very good (VG) category. Sixth, the accompanying impact is 4.27 with very good (VG) category. The findings share similar result with the study conducted by Sholeh [8] that suggested that if the scores are at intervals 3.4 to 4.2, it can be concluded that the learning model is classified as a good category. If the score is at interval ≥ 4.2, it can be concluded that the learning model developed is classified into very good. Thus, the students’ perception confirmed that the developed model consisting of learning structure, principle of reaction, supporting system, instructional impact and accompanying impact is considered to be a very good classification, while the social system is considered into a good classification. In addition to the overall score of the students’ perception on the model for all component is 4.25 which is at a very good category. In other words, based on the students’ perception, the learning model developed is considered to very good (VG) qualification.

2 CONCLUSIONS

The findings show that the lecturers and the students share similar perception on the model developed categorized Very Good. It is indicated in their average score, 4.39 (very good) and 4.25 (very good) respectively. Therefore, it can be concluded that the learning model of contextual-based academic writing is qualified as excellent and can be applied in academic writing class to overcome the problems occurring in academic writing learning at Language and Literature Education Study Program, Faculty of Teacher Training and Education, Batanghari University Jambi.

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November 5, 2016)


Comparison of The Female Stereotypes in *O Pioneers!* by Willa Cather And *Tenggelamnya Kapal Van Der Wijck* by Hamka

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Abstract. This article compares the stereotypes of female in the main characters of two literary works, namely America and Indonesia in the early 20th century. The main character is Alexandra in the novel *O Pioneers!* by Willa Cather from America and Hayati in the novel *Tenggelamnya Kapal Van Der Wijck* by Hamka from Indonesia. The purpose of comparing the stereotypes of female fictional characters in these novels are to find out the ideology and values that people embrace in the fictional story. The writer uses a structuralism approach that emphasizes the intrinsic elements of literary works. Then, the writer in processing data utilizes feminist literary criticism and comparative literary studies to produce a comparative study of feminist perspective. The results of the analysis in this article show that there are similarities and differences in stereotypes between Alexandra and Hayati. The socio-cultural background adopted by the community is very influential in shaping the personality and mindset of Hayati, while Alexandra is very strongly influenced by the demands of the situation and conditions that develop around her.

Keywords: Stereotype, Female, Literary Works.

1 INTRODUCTION

The position of women in human civilization is one of the important discussions in the global world today. The facts and the impression that women are treated marginally or subordinately in human life make the issue of feminism attract the attention of researchers, academics, practitioners, and NGO activists to examine it. The issue raised in this thing is the idealization of equality and justice of gender relations between male and female. The formulation of gender equality and justice struggled by women is strongly influenced by the background values of religion and culture they hold. Indonesian women with a background in the religious values of Islam that they embrace are certainly different from American women with liberal ideals that they adhere to. This difference produces typical stereotypes between women of American and Indonesian.

One media that is able to describe the comparison of the stereotypes of women between nations is the literary works. Although literature is a product of an author's imagination, but it is strongly influenced by the author's experience in witnessing the living of women in the surrounding social life. One aspect of literary authors’ criticism is the view and thinking of
women reflected in fictional characters. The genius of the authors absorbs events in society and within a certain period of time, making literary works can be a documentation of human civilization, related to the issue of stereotyping of women.

An interesting literary work examined regarding the comparison of stereotypes of women between nations is the novel *O'Pioneers!* and *Tenggelamnya Kapal Van Der Wijck*. Hamka expressed his imagination in the novel *Tenggelamnya Kapal Van Der Wijck* with the background of Minangkabau women, western Indonesia. On the other hand, *O'Pioneers!* was written by Willa Cather with the background of her imagination in the western United States around Nebraska. The two novels were written around the beginning of the twentieth century so the writer considered it worthy of the same issue at the same time. Based on the explanation stated, the writer interests in analyzing the stereotypes of the main female characters in literary works, namely Alexandra in the novel *O'Pioneers!* and Hayati in the novel *Tenggelamnya Kapal Van Der Wijck*.

The benefit can be obtained from this comparative analysis is the reader knows that the stereotypes of American and Indonesian women in literary works have differences and similarities. Geographical differences in literary works do not eliminate the relationship of universal issues in human life, including the stereotypes of women living in America and women who lived in Indonesia in the early twentieth century. Another benefit is readers can find out that women created by God have universal stereotypes in common. Even though they live in different backgrounds in beliefs, cultures, ideologies, perspectives, even geographical differences, they have values and norms in their capacity or nature as women. Finally, the reader can take the lesson that literary work is a documentation media for various issues in human life through the position, purpose of life, behavior, and the establishment of fictional characters.

2 RESEARCH METHOD

This article focuses on the analysis of the main female characters in literature so that the research method used is a structural approach. This approach is one of the methods of literary research that directs researchers to analyze the intrinsic elements of literary works, namely characterizations, plots, settings, themes, points of view, and others. Literary works are considered autonomous in the meaning that the stories and characters are considered a certain reality designed by the wishes of the author. The characters' views, thoughts, and actions are purely the results of the author's imagination. Some literary scholars regard the author's imagination as an imaginary reality in a fictional world. Aminuddin in Siswanto states that all acts and thoughts of fictional characters are a form of the author's wishes to be conveyed to the reader [1]. This statement indicates that the author has autonomous rights to move the fictional character in various forms such as criticism, violence, advice, provocation, rebellion, oppression, and others.

The issue discussed in this article is the stereotype of women in the main characters of literary works based on their views, thoughts, statements, and actions. Alexandra in novel *O'Pioneers!* is reflecting the public figure of a woman who is liberal and idealistic. Hayati in the novel *Tenggelamnya Kapal Van Der Wijck* characterizes a domestic female figure who is conservative and normative. Djajanegara considers the stereotype of women as an image of female characters in literary works [2]. The writer concludes that stereotyping is a certain labeling of the functions and roles of women in life, both in the public and domestic environment. Women's stereotypes can be a marker of the norms and values embraced by the community in which women live in a social environment. For example, the stereotype of
Hayati shows the culture of Indonesian society in Minangkabau, but the stereotype of Alexandra indicates the lives of the American people in Nebraska.

The writer in portraying the stereotypes of the main characters in literature, Alexandra and Hayati refers to the masculine and feminine nature proposed by Pearson in scale item [3]. Femininity includes appreciative, considerate, contended, cooperative, dependent, emotional, excitable, fearful, feminine, fickle, forgiving, friendly, frivolous, helpful, jolly, modest, praising, sensitive, sentimental, sincere, submissive, sympathetic, talkative, timid, warm, and worrying. On the other hand, masculine character consists of aggressive, arrogant, assertive, autocratic, conceived, confident, cynical, deliberate, dominant, enterprising, forceful, foresighted, frank, handsome, hard-headed, industrious, ingenious, inventive, opportunistic, outspoken, self-confident, sharp-witted, shrewd, stern, strong, tough, and vindictive. The writer also adds the stereotype of Alexandra and Hayati based on an analysis of the views, thoughts, statements, and actions of the two fictional characters.

Regarding the analysis of female stereotypes in literary works, the writer uses the theory and method of feminist literary criticism. One of the main highlights in this criticism is describing the role and position of women in literary stories with their culture and views of life. In general, the stereotypes of women in social relations are grouped into two roles, namely domestic and public. Then, the stereotype of women in their position in society is grouped into two perspectives, namely conservative/traditional and liberal/democratic. It is in line with Sugihastuti and Suhartono’s view [4] that a feminist literary criticism views the character and awareness of female characters in literature related to culture, life, and situations that occur in the author and the people who influence it.

Application of feminist literary criticism in the study of the stereotypes of female characters from the novel *O’Pioneers!* by Willa Cather and the novel *Tenggelamnya Kapal Van Der Wijck* by Hamka, refers to the methodology proposed by Wiyatni [5]. The systematics of the writer’s work in this study is based on feminist literary criticism, namely:

1. read and understand the story of novel *O’Pioneers!* by Willa Cather dan novel *Tenggelamnya Kapal Van Der Wijck* by Buya Hamka;
2. looking for the position, life goals, behavior, and attitude of the character of Alexandra in the novel *O’Pioneers!* dan Hayati dalam novel *Tenggelamnya Kapal Van Der Wijck*;
3. conduct literature studies from various writing sources related to the stereotypes of women in literary works;
4. collect and discuss Alexandra’s stereotyped data in the novel *O’Pioneers!* and Hayati in the novel *Tenggelamnya Kapal Van Der Wijck*;
5. analyze the comparison of Alexandra’s stereotypes in *O’Pioneers!* as a reflection of American women in Nebraska and Hayati in the novel *Tenggelamnya Kapal Van Der Wijck* as a reflection of Indonesian women in Minangkabau;
6. publish the results of the analysis into the form of articles in international conferences and indexed international journals.

Then, the writer describes the results of this analysis in the form of comparative literature. Women's stereotypes are compared based on geographical differences in the same time period. Stereotypes of American women in the novel *O’Pioneers!* compared to the stereotypes of Indonesian women in the novel *Tenggelamnya Kapal Van Der Wijck* in the same era at the beginning of the twentieth century. Endraswara explains that literary comparison can include literary relations according to place and time with cultural backgrounds [6] [7] [8].
3 RESULT AND DISCUSSION

Alexandra's facts, views, thoughts, statements, and actions as many as twenty-five stereotypes, the writer considers that Alexandra has stereotypes of femininity and masculinity also both. Alexandra's femininity stereotype is appreciative, considerate, cooperative, forgiving, friendly, helpful, jolly, sincere, submissive, and sympathetic. A number of feminine stereotypes is ten out of twenty-five stereotypes or 40 percent of her total stereotypes. On the other hand, she also has stereotypes of masculinity, namely aggressive, self-confident, dominant, forceful, foresighted, ingenious, outspoken, sharp-witted, shrewd, and tough. A number of masculine stereotypes is ten out of twenty-five stereotypes or 40 percent of her total stereotypes. The other stereotypes not mentioned by Pearson on the scale item, the writer categorizes bisexual item (femininity dan masculinity) on Alexandra's self are innovative, independent, objective, rational, and against tradition. The number of stereotypes is five out of twenty-five stereotypes or 20 percent of her total stereotypes.

The stereotype of American women in the fictional story O’Pioneer [9] reflected by Alexandra shows that she has a balance of characters, views, thoughts, statements, and actions based on typical femininity and masculinity. Alexandra has 40 percent typical femininity stereotypes and 40 percent typical masculinity and 20 percent typical bisexuals (femininity and masculinity). It indicates that Alexandra has the ability to take a role based on the situation at hand. When her situation requires her to play a feminine role, she appears as a typical woman. One day, she enjoyed the garden and farm-land with her three nephews, namely Milly, Sadie, and Stella, so she appeared as if a mother who loved her children temporarily. She also often works in the kitchen with her maids who are usually done by a traditional woman.

In different situations, Alexandra has the ability to take on the role of a male figure when the situation at hand needs to be dealt with typical masculinity. She managed to lead her family when her father, Mr. John Bergson died and made all of her younger brothers succeed in achieving their life. Oscar and Lou could be successful cultivators, Emil was able to become a prospective academic in college. Alexandra is also able to act decisively as befits a man. She was firm with her two brothers, Oscar and Lou, who sued the house and property so they could not face Alexandra. They resembled her like a female wolf who cannot be defeated.

The writer in the following table 1 identifies Alexandra's dominant stereotypes, which consists of femininity, masculinity, and bisexuality.

<table>
<thead>
<tr>
<th>Femininity</th>
<th>Masculinity</th>
<th>Bisexual</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>appreciative</td>
<td>aggressive</td>
<td>innovative</td>
<td>3</td>
</tr>
<tr>
<td>Considerate</td>
<td>self-confident</td>
<td>independent</td>
<td>3</td>
</tr>
<tr>
<td>Cooperative</td>
<td>dominant</td>
<td>objective</td>
<td>3</td>
</tr>
<tr>
<td>Forgiving</td>
<td>forceful</td>
<td>rational</td>
<td>3</td>
</tr>
<tr>
<td>Friendly</td>
<td>foresighted</td>
<td>against tradition</td>
<td>3</td>
</tr>
<tr>
<td>Helpful</td>
<td>ingenious</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>Jolly</td>
<td>outspoken</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>Sincere</td>
<td>sharp-witted</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>Submissive</td>
<td>shrewd</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>Sympathetic</td>
<td>tough</td>
<td></td>
<td>2</td>
</tr>
</tbody>
</table>

10 (40 %) 10 (40 %) 5 (20 %) 25 (100 %)
On the other hand, Hayati's facts, views, thoughts, statements, and actions as many as twenty-five stereotypes. Hayati's femininity stereotype is appreciative, considerate, dependent, excitable, fearful, feminine, fickle, forgiving, friendly, helpful, jolly, modest, sensitive, sincere, submissive, sympathetic, timid, worrying. A number of feminine stereotypes is eighteen out of twenty-five stereotypes or 72.2 percent of her total stereotypes. On the other hand, she also has stereotypes of masculinity, namely assertive, deliberate, foresighted, frank, and tough. A number of masculine stereotypes is five out of twenty-five stereotypes or 20 percent of her total stereotypes. The other stereotypes not mentioned by Pearson on the scale item, the writer categorizes bisexual item (femininity dan masculinity) on Hayati’s self are subjective and obedient to tradition. The number of stereotypes is two out of twenty-five stereotypes or 8 percent of her total stereotypes.

Hayati in the novel Tenggelamnya Kapal Van Der Wijck [10] has stereotypes as typical of Indonesian women in the fiction. She reflected herself as a figure dominated by feminine stereotypes. The dominance of the typical stereotype of femininity in Hayati is 72 percent, while the typical stereotype of masculinity in herself is only 20 percent. She has typical bisexual (femininity and masculinity) only 8 percent. It indicates that Hayati's ability to portray herself in life is dominated by typical stereotypes of femininity and few of her abilities act as typical masculine.

One fact shows that Hayati is dominated by a typical stereotype of femininity is her marriage to Azis which ended in her suffering and death. Hayati is unable to be independent in life, including decision making and activities. Her life always depends on the wishes of the family. She was helpless to maintain her love and hopes for marrying Zainuddin because she tied herself to the traditions and customs of the Minangkabau people. She was finally forced to marry Azis because of his family's wishes with the approval of Engku Datuk Garang as the customs leader, even though she actually loved Zainuddin. She did not dare to resist the traditions and customs that prevailed in the community. If she had the courage to resist tradition and be independent in determining her life choices, she would likely find happiness.

The writer identifies the dominant stereotype in Hayati which consists of femininity, masculinity and bisexuality as listed in the following table 2.

<table>
<thead>
<tr>
<th>Femininity</th>
<th>Masculinity</th>
<th>Bisexual</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>appreciative</td>
<td>assertive</td>
<td>subjective</td>
<td>3</td>
</tr>
<tr>
<td>considerate</td>
<td>deliberate</td>
<td>obedient to tradition</td>
<td>3</td>
</tr>
<tr>
<td>dependent</td>
<td>foresighted</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>excitable</td>
<td>Frank</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>Fearful</td>
<td>Tough</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>feminine</td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Fickle</td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Forgiving</td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>friendly</td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Helpful</td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Jolly</td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Modes</td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>sensitive</td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Sincere</td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>submissive</td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>sympathetic</td>
<td></td>
<td></td>
<td>1</td>
</tr>
</tbody>
</table>
Based on the stereotypical description of the two fictional characters, readers can find a typical comparison between the two women at the beginning of the twentieth century, Alexandra as an American woman and Hayati as an Indonesian woman. Alexandra has a typical balance between stereotypes of femininity and masculinity, while typical Hayati is dominated by stereotypes of femininity and only a small amount of masculinity she has.

Table 3. The similarities and differences in stereotypes between typical Alexandra and Hayati

<table>
<thead>
<tr>
<th>Fictional Characters</th>
<th>Comparison of Stereotypes</th>
<th>Differences</th>
<th>Similarities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alexandra</td>
<td>Cooperative</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Aggressive</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>self-confident</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>dominant</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Forceful</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Ingenious</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>sharp-witted</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Shrewd</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>innovative</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>dependent</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Objective</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>rational</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>against tradition</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>dependent</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>excitable</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Fearful</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>feminine</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Fickle</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Modest</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hayati</td>
<td>sensitive</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>timid</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>worrying</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>assertive</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>deliberate</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>subjective</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>obedient to tradition</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>26 (67 %)</td>
<td>13 (33 %)</td>
<td></td>
</tr>
</tbody>
</table>

Comparisons between the stereotypes of Alexandra and Hayati have more differences than similarities. Their differences reached 26 or 67% of the total 39 stereotypes consisting of cooperative, aggressive, self-confident, dominant, forceful, ingenious, sharp-witted, shrewd, innovative, dependent, objective, rational, against tradition, dependent, excitable, fearful, feminine, fickle, modest, sensitive, timid, worrying, assertive, deliberate, subjective, and obedient to tradition. The similarity of their stereotypes is only 13 or 33% of the total
stereotypes of 39 items. Their similarities include appreciative, considerate, forgiving, friendly, helpful, jolly, sincere, submissive, sympathetic, foresighted, frank, and tough.

The differences in the stereotypes of Alexandra and Hayati tend to be caused by differences in life background, action orientation, perspective, mindset, values, and ideology. Alexandra has a life background of challenges full that it requires hard work to survive, her actions are change-oriented, looking at life with confidence, thinking that is full of innovation, adopting heterocultural values democratic and openness, believing in freedom and universal ideology. On the other hand, Hayati lives in a social environment that has been organized by tradition and customs, views life in fate and natural submission, acts oriented towards fate, natural thinking according to nature, adheres to conservative and closed monocultural values, believes in authoritarian ideology and domestication.

The stereotypical similarities owned by Alexandra and Hayati are only caused by both of them are naturally women who have feelings and beliefs that they will marry and have a family. They are both able to give appreciation, help and respect others sincerely. They also obey their respective beliefs about the future. Alexandra and Hayati have a common sense, which is forgiving, friendly, cheerful, sympathetic, and frank.

Alexandra and Hayati's fate are different because of the differences and similarities in stereotypes between them. Even though they have equally respective futures, but their final fate was different. Alexandra with her balance of femininity and masculinity, finally able to realize her dream. She became a successful, independent cultivator, and married someone she wanted named Carl Linstrom. The story of novel *O’Pioneer!* ended with a happy reunion meeting between Alexandra and Carl Linsrum and subsequently prepared themselves to marry and have a household. Alexandra continues to live with him by realizing their dream of cultivating fields and marrying her loved ones.

Different reality experienced by Hayati, she with the dominance of femininity in her failed to realize her hopes. She failed to marry a loved one named Zainuddin because she resigned to obeying the customary decision that wanted her to marry Azis. The novel story of *Tenggelamnya Kapal Van Der Wijck* ends with Hayati’s divorce with Azis and then she is rejected by Zainuddin to live together to build a household. Hayati died along with failure to realize her hopes of living together with her loved ones.

The universal relationship of the differences and similarities in stereotypes between Alexandra, American woman and Hayati, Indonesian woman in the early twentieth century is women have hopes and imagination for the future, women aspire to live better and happier, women have a natural nature to marry and have a family. Alexandra hopes to succeed as a farmer and Hayati imagines that she can become a successful housewife. Alexandra aspires to live better in the future to cultivate the fields and Hayati aspires to have a household. Alexandra married the wife of Carl Linstrum and Hayati married to become Azis' wife.

4 CONCLUSIONS

The stereotype of American women in the fictional story of novel *O’Pioneer!* reflected by Alexandra shows that she has a typical balance of femininity and masculinity stereotypes. She is able to take a role based on the situation she is facing. When his situation requires her to play a feminine role, she appears as a typical woman. She also has the ability to take on the role of a male figure when the situation needs her to be dealt with typical masculinity. On the other hand, Hayati in the novel *Tenggelamnya Kapal Van Der Wijck* as a typical Indonesian woman is dominated by stereotypes of femininity. She portrays herself in life dominated by typical stereotypes of femininity and few of his abilities act as typical masculine.
Alexandra and Hayati experience different fates because of their stereotypical differences and similarities. They have the aspirations of the future, but their final destiny is different. Alexandra with her femininity and masculinity balance, was finally able to realize her dreams. She became a successful, independent, and married with whom she wanted named Carl Linstrum. Unlike Hayati, she with the dominance of her femininity failed to realize her expectations. She failed to marry her beloved man named Zainuddin and married someone else, Azis. The universal relationship of stereotypical differences and similarities between Alexandra, American woman and Hayati, Indonesian woman in the early twentieth century were women with future expectations and imaginations, women aspired to live better and happier, women had a natural nature of marriage and family.

REFERENCES

Bringing Students Closer to the World of Work through the School of Industrial Culture Implementation (SIBI) at State Vocational School of Mandiraja 1, Banjarnegara

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ABSTRACT

Abstract. This paper discusses about the implementation of the School of Industrial Culture Implementation (SIBI) program at State Vocational School of Mandiraja 1. SIBI is a new effort was implemented by schools aimed at bringing students closer to the world of work. There are 3 main activities in the program including the adaptation of internship, preparedness and habituation programs through the 5R (Ringkas/ Concise, Rapi/ Neat, Resik /Clean, Rawat/ Care and Rajin/ Diligent). This study aims to find out how the application of SIBI and the obstacles faced in developing the program. This study uses a qualitative method. The phenomenon in this study was analyzed using Pierre Bourdieu's habitus theory and cultural concepts. The results showed that the SIBI program had been applied well to several aspects of activities and habits of industrial culture through habituation of 5R and adaptation had begun to be embedded in students even though it was still partial (because the culture in question had not touched all students there were students who committed violation ). However, if viewed from the concept of culture, the SIBI in Mandiraja is still pseudo because the form of industrial culture is actually not as simple as that applied through the SIBI program. Constraints faced in implementing the SIBI program include the difficulty of finding partner industries, no clear sanctions for SIBI program violators, teacher commitment, lack of facilities and infrastructure, too many students, and responses from less enthusiastic students.

Keywords: Adaptation of Internship, Habituation of 5R, Preparedness, SIBI

1 INTRODUCTION

Education is a human effort to foster his personality to fit the values and norms that exist and apply in society. Education aims to form a dignified nation's character and civilization in order to educate the nation's life. [1] revealed the development of national character values can be achieved if the learning process in schools is not only knowledge transfer (educational process), but also includes the transfer of values life.

Along with the time progress, education can be used to gain profits and even put education as one form of commodity. The development of educational goals makes the government and society think of various efforts to meet market needs, even though basically true education is not a commodity. [2] states that school as a center of education must be separated from capitalism culture which is only oriented to material benefits, so that six pillars of education
can be achieved, namely: Learning To Know, Learning to Do, Learning to Live Together, Learning to Be, Learning how to learn, learn throughout life.

One of the demands of the globalization era was marked by the strengthening of free market understanding. [3] that the presence of the ASEAN Economic Community (MEA) in 2016, caused more competition to occur in the looking for jobs. This competition is caused by the small number of jobs, while the number of job seekers is increasingly abundant, coupled with the arrival of people from other ASEAN countries entering Indonesia. Such a situation then forces the community to prepare themselves to be able to work and explore their potential to be able to get a job. [4] which states that effective changes in students including characteristics are examined in vocational school education interventions. In order to respond to the government's concerns about the existence of a free market that will have an impact on the economic inequality of the community, the government has formed a state vocational school in various regions in Indonesia. In the hope that there will be a generation that is ready to work and can compete with the international world, where the school adapts to the potential of the region. Supported by the demands of the era of 4.0 that require a lot of leaps and accelerations in the development of a program that not only runs on the right track [5].

Vocational schools not only prioritize the learning process in schools but also output or graduates. Students who have graduated will be expected to be able to work in accordance with their fields without having to go through the higher education level first. [6] in addition to working in the field of generation in era 4.0 must be very adaptive and multi-tasking by having a high mastery of IBT. Unfortunately the strategic role of Vocational Schools has not been maximally carried out, there are still many vocational school graduates who are not competent with the needs of the workforce. [7] states that the number of vocational education in the UK has not yet linked the curriculum to market needs, both in the world of work and universities. Vocational education is still more quantity-oriented, not yet on the quality needed.

At present many people are uneducated or only through non-formal education but it is easier to get a job compared to people who are highly educated. This happens because ordinary people (who do not have formal education) rely more on their skills or skills while those who are highly educated (formal) but are not balanced with skills so many scholars who do not get jobs or are unemployed.) [8] states that globalization is being and continues to increase competition in various fields, including the employment sector. In a situation like this comparative advantage is not enough, it also requires competitive labor that will enter labor market competition. In addition, the ability of graduates from training and education activities pursued in vocational schools contributes positively to the ability of business innovation and production in the company [9]. This shows how strategic the role of vocational school is in developing the world of industry.

In vocational schools in general also carry out cooperation with the business world / industrial world but has not been accompanied by the development of industrial culture. In addition to industrial partnerships, vocational schools must begin to establish partnerships with the community.[10] Vocational schools must have networks and partnerships with the community either through community schools or other forms of education, this is intended to create a harmonious situation between the world of education and the needs of the community. Various efforts were made by vocational schools to prepare alumni to be ready to face the world of work. [11] emphasizes the importance of self-improvement as a form of preparation to face the increasingly stringent challenges of the world of work for vocational schools in particular.
Whereas in the Mandiraja State Vocational School in addition to cooperating with the business world/industrial world, in reality it succeeded in instilling industrial culture with its students because it was accompanied by the application of industrial culture programs which were later termed the School of Industrial Culture Implementation (SIBI). That skills must be mastered by the community, especially students from an early age. As a school with the implementation of industrial culture, the school prioritizes students to get lessons, skills, practices and also jobs after graduating later in accordance with the chosen department related to today's industry. With this excellent program there is something interesting to be investigated further, namely how the implementation of the School of Industrial Culture Implementation program will be abbreviated as SIBI at Mandiraja State Vocational School 1, Banjarnegara Regency.

1.1 Research Method

This study uses a qualitative approach. Define qualitative methods as research procedures that produce descriptive data in the form of written or oral words from people and observable behavior. The location in this study was in Mandiraja State Vocational School 1, where the school had ideas and implemented the SIBI program. The main informants in this study were the Principal, Deputy Principal in the curriculum field, and the XI grade Students of the Mandiraja State Vocational School. Supporting informants in this study were administrative staff. Data collection in this study using observation, interviews, and documentation. Tests of data validity using data triangulation techniques. Data analysis techniques include data collection, data reduction, data presentation and verification or conclusion. There are several obstacles that hinder research activities. These constraints are in the form of a research schedule that collides.

1.2 Result and Discussion

The SIBI program is a school effort to apply industrial culture to students. An interesting industrial culture developed is by combining the local culture indigenous and culture that develops in general. This means that the local culture indigenous becomes a part that must be considered. Has a link between the development of a learning culture with the climate change industry. An industrial world that is initially more output oriented, needs to start developing a learning culture as a process to get better quality output.

Before the SIBI program was implemented in Mandiraja State Vocational School 1, planning was carried out in advance so that the program could run smoothly as expected. Planning is done to find out the various potentials that make it possible to be appointed as a program. A lot of things that can be explored become a potential to develop a good vocational school which is considered entirely new and even already used but can still be developed.

The program is carried out continuously in schools which consist of activities in the classroom, outside the classroom and through special program activities. Where activities in the classroom include 5R (Ringkas/ Concise, Rapi/ Neat, Resik /Clean, Rawat/ Care and Rajin/ Diligent), activities outside the classroom include extracurricular and clean environment, as well as special programs that include preparedness and adaptation of internship. SIBI is used as a tool used by schools to realize its vision and mission.

The 5R activities in the class are held during the first hour and the last hour of school lessons. Although in reality many are out of synchronous between what informants say and
conditions in the field. It turns out that 5R activities in the last lesson are often passed by subject teachers. Besides that the 5R concept doesn't all work well in every class. This is due to the low awareness of students about the importance of maintaining these 5R values. 5R was adopted from the 5S concept in Japanese companies, namely Seiri, Seiton, Seiso, Seiketsu, Shitsuke which then became 5R. The 5R concept is then entrenched in the industrial world to support the creation of a good level of efficiency and productivity in a company.

The 5R activity carried out in the classroom also took place in vocational practice activities. Activity 5R is carried out after the practice is completed, namely by cleaning the workplace, cleaning the equipment that has been used, storing the machines or practical tools in their place again, cleaning up the garbage around the place practice, maintain school facilities, and close the practice room window after use. The activity takes place in every department at Mandiraja State Vocational School 1 when carrying out practical learning in the classroom.

The SIBI program stated in activities outside the classroom is on extracurricular activities and healthy walking / clean environment. Extracurricular activities are very important to be carried out in an educational institution because with the existence of extracurricular activities, it will balance between the knowledge of the subject matter were gets in the classroom and also develop his talents, interests and potentials. Mandiraja State Vocational School 1 provides a number of extracurricular activities that can be freely chosen by students according to their interests. On extracurricular activities that are routinely held once a week also requires the activities to carry out 5R.

Furthermore, for a healthy environment / clean road activities carried out every Friday the last week, which was attended by all students and teachers. In addition to activities related to physical fitness of students in preparing themselves to face the industrial world, 5R activities are also implemented there. Sometimes the activities of Friday in the last month were carried out with joint exercise, cleaning waterways, cleaning the river and cleaning the surrounding environment. Thus, students are expected not to be saturated with their routes every month because there are interlude clean environment activities that are no less beneficial for students.

The Preparedness Program. In the special programs consist of preparedness and adaptation of internship. Preparedness is a physical test whose main activities include running around the field, 12k m running, pull-ups, sit-ups, push-ups, and shuttle-runs that are carried out to measure students' physical abilities each year. In addition there are also other tests such as checking blood pressure, height, weight, eye tests and interspersed with games. The school works with the Mandiraja sub-district military command to conduct medical tests as well as mental training or leadership training. Students will stay for two days and nights at the Indonesian National Army (TNI) headquarters and carry out activities there including religious activities. The school realized that to enter the industrial world, students were not only smart enough but also good character and also good physical condition. It can even be said that there is no large industry that does not carry out medical tests or medical check up in the recruitment of their employees. Students who will later be declared graduated will apply to work in the industry, so students will face several health tests such as color blindness tests or eye tests, urine tests, height tests, heart tests, blood pressure tests, and so on. So the school has introduce and prepare students since they are in school to maintain their physical fitness and check their health condition so that they will know what should be improved or improved when there is something they feel is lacking and what has met the standards.

Adaptation of Internship Program. There are two stages of students in carrying out the adaptation of internship, namely following training in internship and also the implementation of the internship. Adaptation of internship is a bridge between schools and the industrial
world. Before students go directly into the industrial world, students will be provided with useful material and become a benchmark when implementing internship. The main debriefing will be carried out internally from the school, namely from the teachers appointed by the principal. The school also initiated the provision of other internship carried out by the pairing industry, but for this year it has not been able to bring in all the industry partners and just carried out debriefing from Surya Yudha Bank. The implementation of internship is carried out for 3 until 6 months. The implementation mechanism uses two ways, namely determined by the school and selects the industry of interest. The school success in implementing the actual SIBI program can also be seen in the implementation of internship. Where in the internship of students will be faced with the real world about industry and industrial culture, students will be trained to work in industries that apply the same rules as the contents of the SIBI program which has been applied at the school and is no stranger to students. The adaptation of internship will certainly form a mutually beneficial collaboration. The points of the SIBI program that are applied every day starting to be embedded within students are not entirely from their desires and self-awareness. There are some students who find it difficult to follow school rules then become obedient to school rules including following the SIBI program points because of fear of teachers watching over them. The existence of the SIBI program in Mandiraja State Vocational School will instill habits about good things for students in facing the industrial world later, so that they have an understanding of the world of industry and can apply good attitudes or character in accordance with what is needed by the industry.

Evaluation was carried out to determine the success of the implementation of the SIBI program that was implemented in Mandiraja State Vocational School 1. Evaluation activities are carried out in the long and short term. Evaluation in the short term is done by observing students when in the school environment. For students who are known to disobey the SIBI rules, they are motivated from time to time so they don't break again. This activity is very important because it gives the impression to students that they are always considered by the school and are always reminded of the industrial culture, so that they are reluctant to commit violations again.

[17] says that actors or individuals are equipped with a series of schemes or patterns that are internalized into themselves, which are then used to feel, understand, realize and assess the social world which will then create habitus. Mandiraja State Vocational School 1 as a vocational school that implements the SIBI program, is an arena that is deliberately formed to form the habitus of industrial culture with the target of its students. The school is tasked with preparing and implementing the SIBI program, with the aim of forming capital and influencing the actions of agents / actors, namely students of Mandiraja State Vocational School 1. Furthermore, students will carry out activities related to the SIBI program that have been prepared in advance by the school.

The SIBI program has been applied continuously in schools with the aim of its students and students will learn to understand the industrial culture introduced by the school so that it will form a culture. Although in reality, the implementation of the SIBI program turned out to only extend to the second form of culture and not yet reached the third form, namely objects produced by humans. Mandiraja State Vocational School 1 in implementing the SIBI program has not been perfect to the third form of culture according to Koentjaraningrat even though all three should be interrelated to create a culture. In addition, culture is an act or human activity that is carried out automatically because it has stuck in his mind, but there are students who violate the rules by not carrying out SIBI activities so that the existing culture in SIBI in Mandiraja Stae Vocational School is still pseudo.
2 CONCLUSIONS

The SIBI program is an idea or work from the school that is intentionally designed to form the habitual or habitual habits of students about industrial culture at the Mandiraja State Vocational School 1 in Banjarnegara Regency. Seen from 3 stages, namely planning, implementation, and evaluation. In the planning stage, carried out from the formulation of ideas and socialization to teachers and students. The SIBI program implementation phase consists of three activities, namely activities in the class consisting of extracurricular and healthy / clean roads, special program that consists of preparations and adaptation of internship (briefing on internship and implementation of internship). SIBI program evaluations are conducted in the short term every week and long term by the school at the end of each semester. Constraints faced in implementing the SIBI program are the difficulty of finding partner industries during SIBI formulation, the commitment of teachers to run the SIBI program, the number of students is too much, and the lack of facilities and infrastructure. In addition, obstacles also arise from students who are not obedient in running the SIBI program.

REFERENCE


Extensive Listening Class on ELT Students' Perspectives

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Abstract. Different language teaching experts have built a case in favour of extensive listening as an alternative approach that draws largely on the theoretical bases of and practical experiences from extensive reading. The current paper reports the experience of ELT students in Extensive Listening class in which they were supposed to find their own materials from the online media based on the broad topics given by the lecturer. This paper focuses on (1) students’ perceptions related to the activities and materials; (2) students’ problems during joining the lectures; (3) students’ interests; and (4) students’ view about the experience. The data were collected by using Likert-scale questionnaire. The students’ perceptions show that the pedagogical implementation is positive which leads to a discussion of a number of implications.

Keywords: Extensive listening, Online Materials, Students' Perceptions

1 INTRODUCTION

Input is a very important aspect in language learning and one way of providing language comprehensible input is through listening in which language learners find difficulty in understanding spoken input. There are ten listening problems found, those are speaking rate, distraction, unable to recognize words, new vocabulary, missing subsequent input, nervousness, sentence complexity, background knowledge, anxiety and frustration, and unfamiliar pronunciation[1]. In a different study, ten listening problems were also found based on teachers’ point of view in China. These are related to speed, complex sentences, missing the subsequent information, long sentences, new broadcasts, speaker accent, background noise, word recognition, new words, and phonetic variations[2]. These difficulties seem unmotivated the learners in listening class[3]. These complexities are commonly found in English language learning in which English is the second or foreign language of the learners.

Extensive listening is believed to provide solutions for the problems. Extensive listening activities allow learners to receive a lot of comprehensible and enjoyable listening input[1]. In line with it, extensive listening strategies would definitely help guide the development of graded materials in terms of grading vocabulary, speed, length, accents, and content of texts [4]. It is also found that extensive listening activity help students increasing their motivation in listening class[3]. Another study reported that extensive listening (EL) becomes the addition to English listening activities inside the class. It is found that the whole activities of listening lead to a greater chance of more exposure not only on English listening input but also on English writing practice[5]. Extensive listening might be the kind of approach that may help EFL students deal with their listening problems.
The application of extensive listening in ELT class leads to positive responses. Five teachers showed their positive perceptions on the role of listening skill in EFL context and the integration of extensive listening[6]. They considered listening course as a paramount of importance in acquiring English since this skill supports other skills; therefore, the implementation of what so-called extensive listening is absolutely in great demand for listening teachers to help students optimize their listening skill.

The previous researches have shown the importance of conducting extensive listening activity. The extensive listening activity was done as an addition to English listening activities inside listening class[5]. Meanwhile, the other study[6] focuses on teachers’ perception. The practice of extensive listening which is conducted as one of the compulsory courses for ELT students has not been conducted. Moreover, it is also important to analyze how the students’ perspectives after taking the course need to be explored.

This paper focuses on the students’ perspectives towards extensive listening. The perspectives, in this paper, related to students’ perception found through hearing and sight in some cases, but mainly hearing.

In one of ELT programs in Indonesia, that is Universitas Brawijaya, listening skill is offered in four semester with three credits for the first until the third semester, and two credits for the fourth semester. In this university, Extensive Listening (EL) course, the students are supposed to find their own materials from the online media based on the broad topics given by the lecturer. The materials chosen could be in audio or video format. Certain website pages are also provided as references. However, the students are allowed to get the materials from other websites. A developed worksheet is attached in every session to guide the students in understanding the listening materials.

1.1 Research Method

This study was conducted in one public university in Malang, Indonesia. In this university, Extensive Listening becomes one of the compulsory courses for the fourth semester ELT learners. There were 120 students taking the course and they enrolled into 4 different offerings which were taught by two different lecturers.

The instrument used was a Likert-scale questionnaire which covered four dimensions, they are students’ perceptions related to the activities and materials, students’ problems during joining the lectures, students’ interests, and the students’ view about the experience. Each dimension was then elaborated into some questions. This questionnaire was designed and created by the writers, so it was not adapted or adopted. It was created to obtain the necessary information.

The questionnaires were distributed to the students after the final exam of specific semester and they brought it home. The questionnaires returned were 76. The result of the questionnaire would then be converted into numbers to make it easier to analyze. The result of each dimension was then calculated to get the average score. Based on it, we categorize into 2 classification, those are positive and negative. When the average of the students’ respond is in between 1.00 – 2.50, it is considered as negative perception. When the responds’ average is between 2.52 – 04.00, it is considered as positive.

1.2 Results and Discussion

By using four-Likert-scale questionnaire, the comment given by the students is ranged from 1–4; very disagree (1), disagree (2), agree (3), and very agree (4). Among the 35 items,
12 (twelve) items dealt with students’ perception, 8 (eight) items were about students’ problems, 7 (seven) items were related to students’ interest, and the other 8 items dealt with their view about the class in general.

Based on the questionnaires given to the 76 students, the result is summarised in the following table.

### Table 1. Result of the questionnaire of students’ perception towards Extensive Listening class

<table>
<thead>
<tr>
<th>Dimension</th>
<th>Average Respond</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Students’ Perception</strong></td>
<td>2.92</td>
</tr>
<tr>
<td>1 Material</td>
<td>2.90</td>
</tr>
<tr>
<td>2 Class activities</td>
<td>2.85</td>
</tr>
<tr>
<td>3 Teacher</td>
<td>3.05</td>
</tr>
<tr>
<td><strong>Students’ Problems</strong></td>
<td>2.85</td>
</tr>
<tr>
<td>1 Understanding the material</td>
<td>2.63</td>
</tr>
<tr>
<td>2 Finding the material</td>
<td>3.07</td>
</tr>
<tr>
<td>3 Using worksheet</td>
<td>3.08</td>
</tr>
<tr>
<td><strong>Students’ Interests</strong></td>
<td>2.73</td>
</tr>
<tr>
<td><strong>Students’ View</strong></td>
<td>2.88</td>
</tr>
</tbody>
</table>

### 1.3 Students’ Perception

The students’ perception is derived from 3 aspects, those are materials, class activities, and teachers. All three aspects were responded positively by all students, as shown in Table 1 that the average respond towards these aspects is 2.92. It means that the students give positive perceptions towards the Extensive Listening course. Based on the material given by teacher, most of the students, or 61 out of 76 students, agree that the topic is very interesting and actual. Moreover, the topic is not too difficult as 71 students disagree with the statement *for me, the topic is difficult*. The same number of students also showed that they disagree with the statement *the topic is not actual*.

Dealing with the activity in the class, the students always try to download the material / video whether the materials are compulsory or not. There are 47 students who agree with the statement *I like downloading the materials which are not compulsory*. This positive respond is also derived from the freedom in choosing the materials. Although the teacher has decided the themes, they are supposed to find the listening materials which are in the form of either audio or video by themselves. Moreover, they are also able to use any websites they want. Their opinion is also shown in their written comment.

*This class help me to improve listening skill by giving us freedom to choose or find out video with certain topic.* (SR&RF)

*In general, this course do not make us get bored as we can find video based on certain topic by ourselves.* (EF)

*In my opinion, this course makes us free to find the materials which topics have been decided by the teacher. I think it is very fun.* (VD&RA, 2018)

Besides choosing the materials by themselves, the students seem like presenting their video/ material in the class, as 66 students agree with the statement about material presentation. Moreover, they also try to predict the content of the material / video before
listening to it. The presentation seems to be one important aspect that they like, as one of them wrote

*It is interesting because we are supposed to find the videos, either the ones instructed by the teacher or the ones that we like and understand. Besides, the class also make us to speak in front of other friends as we have to review the video that we have watched by doing presentation.* (ASY, 2018)

Dealing with the teachers, the students agree that their teachers give good respond toward the chosen video/material. Sixty two students agree with the statement. Besides, the teachers also give positive comments or responds related to the students’ presentation. From the statement *the teacher give feedback toward my presentation*, there are sixty eight students who agree with it. Moreover, as the lecturers also give clear explanation dealing with the objective of the class, 70 out of 76 students agree with the statement *teacher / lecturer gave clear objective of the class*. These findings are also shown in one written response following the questionnaire.

*This course is interesting enough because the materials are related to students’ interest, not the teacher’s interest. Moreover, the meetings are well organised and the teacher gives feedback toward the students’ materials and the problems they found.* (FVA, 2018).

From the result of these three aspects, it is clear that the students have positive perception towards the class. The materials are interesting for them and they are relevant with the objective of the class. It is also shown in the following comments.

*Extensive listening is the last listening class which is very interesting and the activity in the class is in line with the objective of the class.* (MY)

*Overall, it is a good experience to have this class.* (SA&MF)

*Extensive Listening class is very interesting.* (RW)

Those comments really support their positive perceptions towards Extensive Listening course that they have joined. All of them seems interested in the class as the materials are interesting, the goals are clear to understand, and the lecturers give positive responds in the class. Moreover, this course give them new experience in listening class because it is different from the previous listening classes.

### 1.4 Students’ Problems

The questionnaire’s statements related to this topic cover finding the materials, understanding the materials, and using the worksheet. All three aspects were responded positively by all students, as shown in Table 1 that the average respond towards these aspects is 2.85. Dealing with finding the video / material, 70 out of 76 students agree that it is easy to get the materials / videos related to the topics given. There are 69 students disagree with the statement *it is difficult to find the materials/video.*

Dealing with understanding the material, 52 students agree that they often find difficulties in it. Therefore, they agree with the statement *I try to discuss with friends when I find difficulty.* It shows that they have big effort in understanding the material. It is also supported
with the next statement to do the task, I play the video / material many times which is agreed by 67 out of 76 students. In line with it, one of the students wrote

*In my opinion, this course is difficult, but it is interesting (MF)*

The difficulty to understand the material, on the other hand, is different from the others' written respond.

*In my opinion, this course is fun and it is easy to understand. Besides finding the video, we are also able to see the speakers’ expression while they are speaking so that it is easy to understand what they are talking about. (MFK)*

*The class is more understandable comparing to other classes. (SZC)*

*In my opinion, Extensive Listening course is understandable and the teacher gives clear instruction. (SP)*

From those responses, it seems that the students do not have much problems in understanding the materials. By using video, they easily comprehend the contents as they can look at the speakers’ expression during speaking. Worksheet, then, becomes an important tool to help the students in this class. The average score related to this aspect is 3.08. It shows that the students give positive response towards worksheet usage. Out of 76 students, 70 of them agree and very agree with the statement *the worksheet helps me a lot to understand the material / video*. Unfortunately, none of the students gave written comments dealing with the use of worksheet in the class.

### 1.5 Students’ Interests

In this study, the term interest is related to students’ concern in choosing the video/material. There are 7 statements dealing with their interests and the average responses dealing with it is 2.73. Sixty four among seventy six students agree that they download the video that they like and the one which is easy to understand. Therefore, they prefer to change or find different video or materials when they think that it is too difficult for them. There are 54 students agree with the statement *I will try to get other videos / materials when I got the difficult ones*. This difficulty is also supported by one student's written comment.

*Sometimes, the topic is boring and difficult to find. ()*

Besides the comprehensibility of the material, the accessibility of the videos becomes students’ consideration in using the video as the material in EL class. There are sixty six students agree with the statement *I choose the videos which are easy to download*. They also prefer to choose the newest videos / materials although they do not concern with the production year. It can be seen from their response that 60 students disagree with statement *I choose the video based on the production time*. In short, the students’ interest in choosing the video is based on the comprehensibility and accessibility reasons rather than the novelty of the video.
1.6 Students’ General View

In the questionnaire, there are eight statements related to students’ view about their experience. From the students’ responses, it is found out that they give positive responses as shown in Table 1 in which the average response is 2.88. There are 39 students who agree with the statements I can do the task everywhere and I can do the task anytime. Then, among these 76 participants, 67 students agree that this EL class is interesting. This fact is also supported by the statement the class is boring in which 59 students show their disagreement. The next statement, that is students are really enthusiastic with the class, is agreed by 62 out of 76 students. However, when they have to find the material, only half of them (38 students) use the website proposed by the teacher, meaning that half of the participants tend to find the website by themselves. In this case, the students prefer choosing other websites because they can choose the ones that they really want. These facts are also found in their comments in the following.

This class is fun. (MF&MA)
In my opinion, this course is difficult, but it is interesting (MF)
Extensive listening course is not boring as the material of each student is different. As one of the students, I am interested in watching and listening the different kinds of the materials presented in the class. (AFP)
In my opinion, it is very interesting and it gives more vocabulary. (IJCA)

In general, students find enjoyment in EL course. Although it is a regular one, the listening activities are mostly done outside the class. The freedom of choosing the materials, doing the task, and using the website make them more motivated.

The ELT learners gave positive responses toward the application of EL. Their’ responses show their positive perceptions towards the materials, activities, and the teachers. Although this study is taken from the students’ point of view, some important points can be noted, especially dealing with the principles of Extensive Listening proposed by Renandya and Jacobs[7]. This course fulfill the first principle of Extensive Listening that is the objectives of EL programs should be made clear to everyone involved. Without clear, well-articulated objectives, the program is not likely to succeed.

The third principle of EL and ER that is the programs should make available reading and listening materials which are within students’ linguistic competence are also fulfilled. Furthermore, the materials for EL should be pitched at or even below students’ current level of competence. Therefore, when the students tend to choose and use the materials that they are able to comprehend, it is acceptable because these materials facilitate students’ enjoyment to comprehend the language.

In EL, then, the role of the teacher is important as they should provide ongoing support to every student, especially those who need help most with their reading and listening. It is the 4th principle of EL and ER. In this study, the students’ positive responses toward their teachers show that the 4th principle of EL and ER is fulfilled.

This finding also shows that with the rich visual elements that provide contextual support, learners find it easier to comprehend video than audio recordings. Therefore, they seem not to have problems dealing with the class. Students’ often cannot understand much of what they hear not because the content is difficult or the language is too hard, but because the speakers speak too fast for L2 learners to process the incoming data. Because of that, repeated listening
practice via EL is believed to help learners accustomed to listening to speech at native speaker rate.

2 CONCLUSIONS

The implementation of extensive listening conducted in ELT program got students’ positive responses. This positive perception leads to the students’ motivation in learning spoken materials outside the class. The more motivated the students, the more materials they try to listen. It will result in more language input they have and it will help them acquiring the language. When the students are exposed to many different spoken materials, they will have more vocabulary in the foreign language which then may help them to have higher competence in language productive skills, speaking and writing.

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The Islamic Symbols in Indonesian Anti-Corruption Poetry

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Abstract. This study aimed to describe and explained the Islamic symbols in the anti-corruption poetry as the irony of the behavior of corrupt politicians in Indonesia. The method used in this research was the content analysis with the object of the study in terms of the anti-corruption poetry. The results of this study showed that the poet uses symbols impress as media for criticizing the behavior of corrupt politicians in Indonesia. Islam in Indonesia, in the politicians view, is the mask to hide corrupt behavior. Representation of the islamic symbols appear in the poetries with the title "Tuan Berpeci Tuhan", "Tuan Haji Tujuh Kali", "Caleg Silakan Masuk Masjid", "Tuhan Ke Dua", and "Tawaf Sang Koruptor". The poetries depict that Islam is only a tool to perpetuate power and maintain their position in the political arena. The irony of this is conveyed by the poet to show how bad behavior of corruptors Indonesia in hide his wickedness is. Moreover, the Lord of Islam is fooled to pave the way of politics they choose.

Keywords: Islamic Symbols, Anti-Corruption Poetry, Politicians Indonesia

1 INTRODUCTION

Corruption becomes a big problem for Indonesia. The huge number of corruption committed by the politicians, in terms of executive, legislative and yudicative, from the highest level to the lowest, becomes an evidence that Indonesia is in a dangerous situation on corruption. Up to this point, there is no power to stop this problem, including religion. Instead of becoming a power to stop corruption, religion exactly becomes a medium for "smoothing" corrupt action by a group of state officials.

One of the evidences to support that argument is that there are still many corruption cases committed by politicians affiliated with religion-based parties, like Islam. These cases include a case of Lutfi Hasan Ishak, the former president of Partai Keadilan Sejahtera (PKS), and Ahmad Fathanah, on impor scandal of meat; a case of Waode Nurhayati, a politician of Partai Amanat Nasional (PAN) on bribery case scandal in Nangro Aceh Darussalam Province; Artalita Suryani from Partai Kebangkitan Bangsa (PKB) on bribing a judge, Urip Tri Gunawan, to win corruption allegation case of Syamsul Nursalim; etc [1]. These phenomena show that Islamic parties do not fully practice Islamic values in their political activity.

Besides, politicians from Islamic parties who participates in corrupt practice, utilizes religion symbols and devotions as a way to get into corruption. This is reflected by the case of pilgrimage, involving a former Minister of Religious Affairs, Suryadharma Ali, from Partai Persatuan Pembangunan (PPP). From the huge number of corruption cases involved by
Moslems, the great destruction of Islam reputation probably is the Quran stock case. The Minister of Religious Affairs are found to commit corruption in stocking the Quran. How could the Quran, which contains verses about noble lessons for human, possibly be used for committing corrupt actions. A religion pillar, like Quran that should be used for maintaining the balance state of life system, is exactly destructed by some people in the name of Islam.

Consequently, there is a question on how to stop corruption if religion cannot stop it. Poetries, or generally literary works, are usually used for combatting corruption. This is in line with the President John F. Kennedy who stated that if politics is in a wrong way, poetry will make it right. Besides, Seno Gumira Adjidarma also stated that if journalism is blocked, literature is openly expressed. This spirit probably inspires the poets to campaign the rejection and eradication of corruption through poetries. The movement of Rejecting Corruption Poetry has been demonstrated by collecting hundreds of anticorruption poetries written by Indonesian poets.

From those anticorruption poetries, the writer is interested in poetries satirizing Indonesian politicians’ corrupt behavior with using Islamic symbols. Hence, this study is conducted to describe and explain the representation of Islamic symbols in anticorruption poetries used as an irony on Indonesian politicians’ corrupt behavior. This study will expectantly give a new knowledge to the readers that (1) poetries are media to campaign the rejection of corruption, (2) how shameful and terrible corruption committed by Indonesia politician is, especially those who commit it in the name of religion.

This study is important to do because there has no study on Islamic symbols in anticorruption poetry. The relevant studies were only related to the relationship between Islam with corruption and poetry with corruption. Additionally, the study conducted by Arifin reveals that the corruption is an action that violate Islamic rules, so it gets a sentence of *jarimah takzir* [2]. It is relevant to the present study, especially in treating corruption law with reference to Islam.

The study on corruption with bringing Islamic perspective has been done by Rabain. It is suggested that in Islam, a corruption is reflected in three terms, namely *akhdul anwal bil bathil* (eating others’ wealth by a wrong way), *al-suhtu* (prohibition/bribery), and *al-ghulul* (unfaithfulness) [3]. This is similar to Umam who investigated Islamic view on corruption. He claims that by the spirit of Islamic norms and good cooperation with formal law norm, Indonesian Moslems must become the main actors in coping with corruption [4].

Meanwhile, some studies on the relationship between poetry and corruption have been accounted by Ulya, Wardani and Mujiyanto in which one of those discussed about metaphor in anticorruption poetry [5]. In another study, they investigated the content of anticorruption education in a lecture of the poetry study and appreciation [6]. Besides, Inayati and Nuryatin’s study is also reflected a poetry relationship with corruption, particularly on symbolic meaning in poetry of rejecting anticorruption. These studies indicate that the phenomena of using poetry as a tool for facing against (or at least rejecting) corruption is not gibberish. These poetries have become a collective spirit, an alternative in the effort to stop corruption, considering that other efforts have no good results [7].

### 1.1 Research Method

This study deployed content analysis approach, a research approach that focuses on a deep investigation about an object. The object of this study is the poetry written in a book of *Puisi Menolak Korupsi*. The data were obtained by purposive sampling technique to focus on poetry with certain content related to purpose of the study. The obtained data were, then, analyzed

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1. The Quran stock case
2. *jarimah takzir*
3. *akhdul anwal bil bathil*, *al-suhtu*, and *al-ghulul*
4. Umam
5. Ulya, Wardani, and Mujiyanto
6. Inayati and Nuryatin
7. Anti-corruption poetry as a tool for rejecting corruption
with using interactive analysis model. This model consists of four stages, namely data collection, data reduction, data display and drawing conclusion [8].

1.2 Results and Discussion

This section will describe the analysis result of anticorruption poetries obtained from Puisi Menolak Korupsi book. From the lists of poetries, there are obtained five poetries about criticism on Indonesian politicians’ corrupt behavior with using Islamic symbols. These poetries are “Tuhan Kedua” by Joko Wahono, “Tuan Haji Tujuh Kali” by Sulis Bambang, “Tuan Berpeci Tuhan” by Rivai Adi, “Caleg Silahkan Masuk Masjid” by Samsuni Sarman, and “Tawaf Sang Koruptor” by Wijaya Heru Santoso. These poetries infer Islamic symbols, which are used as media for criticizing Indonesian politicians’ corrupt behavior.

The first poetry is entitled “Tuhan Kedua” by Joko Wahono. It criticizes politicians who take their wealth and power as God. The name of God has not been mentioned in their pray, but is replaced by power, position, and money. The following quotation of poetry describes that situation.

This quotation is a play on lafadz basmalah which is used by Moslems to start everything. Religious scholars have agreed that when we will start devotions, we should begin it with basmallah [9]. Basmallah becomes a manifestation of our commitment and dedication to Allah. All human activities must be based on the awareness of Allah’s existence.

However, in this context, Allah is not served as a source of wish and pray. His position is replaced by power, position and money. The corruptors use all of those as their protector from law, fugitive from justice and final pray. This become the reflection of corruptors’ behavior which usually uses these material aspects to make the wish come true, such as lasting power and maintaining their wealth.

Similarly, the poetry entitled “Tuan Haji Tujuh Kali” by Sulis Bambang also contains criticism on corrupt behavior of certain politicians who take position, power and wealth as the main purpose of their lives. In a consequence, all types of their devotions are on behalf of maintaining their temporal wishes (materialism), rather than of increasing their quality for the hereafter (spiritualism). Their pilgrimage is only a guise, giving alms is only for getting support and temporal invesistation in a wish that God will double their wealth. The quotation is the following.

di Madinah / tanganmu menengadah / di Makah / mulutmu mendo’a tak pernah lelah / seraya kau ciu Hajar Aswat / kau usap Ka’bah penuh mesra / setiapnya sampai di bawah talang emas / pintamu cuma satu / lestarikan jabatanmu

The quotation pintamu cuma satu, lestarikan jabatanmu is a strong criticism for corruptors who eliminate the existence of Allah. The devotion that should be interpreted as a realization of worshiping Him and surrendering His destity and desire (spiritual dimension) shifts to materialism (materialistic dimension). For Allh, it is something with poor quality, as recorded in Surah Al-An’am verse 32 that means “And what is the life of this world but play and amusement? But the best is the home in the hereafter, for those who are righteous. Will ye not then understand?” This verse implicates that how low the level of corruptors’ belief are so that their devotions are only for getting materials. In the Fawaid view, materialistic mentality results in a massive number of corrupt actions in Indonesia [10].

The third poetry is entitled “Tuan Berpeci Tuhan” by Rivai Adi. This poetry is particularly criticize the efforts of branding corruptors with using Islamic symbols as guises to cover their actions. They will physically appear like holly figures almost without sins. In their speech,
they frequently campaign on combating corruption. However, they themselves utilize their position and power to commit corruption.

Cap is an Islamic symbol, although it doesn’t symbolize one’s Islam. A cap is used in that poetry to symbolize corrupt politicians and officials under Islamic parties and to brand themselves the obedient Moslems with Islamic attributes used. They appear with the characteristics of well manner, gentle, and religious. The phrase of “Tuan berpeci Tuhan” is a criticism for politicians. In one hand, they brand themselves as the true Moslems. In another hand, they are definitely trapped in serial case of corruptions, like cow import case. It is shown in the following quotation.

*tuan-tuan berpeci tuhan / di balik jeruji kasus korupsi / peristiwa sapi menjadi-pupus sudah pesan murabbi*

The criticism to corruptors who use religion as a guise also appear in “Caleg Silahkan Masuk Masjid” poetry by Samsuni Sarman. In that poetry, corruptors are described to be always welcomed in mosques because of their power and wealth for alms and their clean and neat appearance as the holly guys. It is reflected in the following quotation.

*tidak ada yang melarang / subuh, siang, hingga malam menjelang sahur / karena kau pakai kopiah dan sarung / berbaju koko dengan sorban di bahu / serta santun mencium tangan kyai*

*tidak ada yang marah / karena kau bawa takjil yang berlimpah / dana politik / yang kau sebut sedekah / agar dapat berkah dan rahmah*

However, how good people hide bad things, one day it will appear. Moreover, these things are related to a lot of people lives, importance and interests.

*tidak satu pun kami kata / karena di ujung masjid ada jamaah yang terlelap / setelah menyantap takjil penuh lalap / muazin terjaga dan menutup pintu, persis / di hadapan orang / yang terlelap hingga jatuh tersungkur, heboh*

*bisik-bisik pun bersahutan / takjil berisi nasi penuh racun – sisa korupsi / limatahunan / dan ingin mengulang kembali agar tetap berhina / mewarisi / gedung yang bernilai milyaran / hasil peluh dan derita rakyat / dalam keputusasaan...*

Campaign for the general election becomes a contest for legislator candidates in squandering money for getting support. Mosques or other religious symbols becomes a necessary part of that political situation. Many legislator candidates immediately become greatly empathy on social and religious activities. In fact, the main purpose is absolutely to look for support so they will win the positions.

The fifth poetry containing an irony aspect toward corrupt behavior of Indonesian politicians is entitled “Tawaf Sang Koruptor” by Wijaya Heru Santoso. This poetry more focuses on the realization of corruptors on sins and mistakes. In this poetry, the corruptors said *Dengan tawaf ini ya Allah / Kurindukan diriMu dari pojok Hajar Aswad / Hijr Ismail sampai Rukun Yaman*”.

Additionally, this poetry contains criticism for corruptors. It is stated in “Dengan dana pembangunan jalan / Yang kusisihkan / Aku tidak peduli halal atau haram / Yang penting aku ingin mengintipMu”. This quotation is an irony for corruptors’ behavior who use devotions to bribe God. Santoso expresses that they do not feel ashamed for going pilgrimage while the money is resulted from corruption. The worst is that they face God to beg forgiveness. It is
shown in *Yang penting aku ingin mengintipMu / Tentang takdir yang kausisipkan di gundukan jiwaku / Mudah-mudahan engkau mengampuni / Karena aku tidak menyekutukanMu*”.

From discussion above, it is concluded that the practice in using religion as a political vechile to get wealthy and power frequently occurs in Indonesia. This phenomenon cannot be recorded in a poetry if it doesn’t really happen because a poetry is not born from the void of the soul. Hence, poetries expressed Islamic politicization practice is not fiddlestick, but real. It indicates that the practice of using Islamic symbols and religious branding truly exists in Indonesia.

Religion must become a defence tool to avoid various pattern of badness inside human that potentially destroy the system of life. Religion should be able to improve value system in all aspect of human life [11]. Islam provides the good example for the believers to follow because Islam is *rahmatan lil alamin*. Quoted Emha Ainun Nadjib, Islam warrants the safety of soul, wealthy, and level of each human. In fact, some politicians utilize Islam for their needs and interests and gradually destroy Islam reputation.

Islamic parties have no a clear direction and consistency in ideology. They are generally considered as parties of exploiting Islamic symbols for political interests [1]. Indonesian people majorly do not perceive much differences between Islamic and nationalist party members in terms of the violation on Islamic moral codes. They identified as Islamic politicians seem to be vulnerable to be involved in corruption cases and sex scandals.

Many people assume that corrupt behavior of state officials is resulted from political system. Some fraudulence practice in the general election make the elected officials use their power for their own needs [12]. Nevertheless, Indonesia must be freed from corruption traps because the majority of Indonesian people are Moslems. In general, Indonesian Moslems should become the real strength to combat the corruption. Moslems should become the strength to increase state prestige, not to, in contrary, become hysterical burden and source of state problem [4]. This responsibility become harder for Indonesian Moslem politicians, even those who are affiliated to Islamic parties. Although Islam is still served as a guise to cover bad things, one day, when the spirit of Islam has been stucked on, these corruption behavior will disappear.

2 CONCLUSIONS

Poeties are not born from the void of the soul. They are created by poets from dialectic relationship between thought, feeling management and creative process with reality. Consequently, it is impossible that anticorruption poetries expositing Islamic symbol exist without the emergence of the similar phenomena. This implies that politicians who serve Islam as a media to get sympathy and support, as well as power absolutely exist. Some of them are involved in corruption case and get jailed. Moreover, some corruption cases lead to some rituals.

Five poetries analyzed are crimism and irony toward Indonesian politicians’ corrupt behavior. These crimism and irony are expressed by exploring Islamic symbols as the fact are found in reality.

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Standard Education Using SWOT Analysis

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Abstract. The purpose of this research is (1) Knowing the Implementation of 8 National Standards in senior high school in Pemalang (2) Providing Feedback based on the findings on the application of 8 National Education Standards to Improve the quality of education at Senior High School in Pemalang. This research is qualitative descriptive research. The type of research is case study. The data used is Primary data. Data collection techniques used were interviews and documentation. Data validity technique is Triangulation Source and data analysis technique used is approach of Strengths, Weakness, Opportunities, and Threats (SWOT Analysis). The conclusions of this study are (1) Strength in the implementation of 8 National Standard Education at senior high school in Pemalang is the school has planned, implemented and evaluated most of the indicators in compliance with the National Education Standards. (2) Weakness (weakness) in the implementation of National Standards Education is limited budget and fund has not been fulfilled ideally in facilities and infrastructure. (3) Opportunities in the implementation of 8 National Standards Education are schools trying to provide workshops and training to educators and educational staff to improve the quality of school education, and planning, financing implementation and evaluation of good budgeting have a positive impact on all elements school operations and school infrastructure. (4) Threats in the implementation of 8 National Standards Education is planning, socialization, implementation and evaluation and follow-up which not executed with good management in fulfillment of National Standard of Education will hamper the implementation and improvement of school education quality. (5) The results of the implementation of National Education Standards using SWOT analysis show that Strength is greater than the Weakness and Opportunities greater than Threat, which means the National Education Standard has been fulfilled.

Keyword: Standard Education, Analysis implementation, SWOT analysis

1 INTRODUCTION

Indonesia places education as a priority in development. In fact, the development of education takes place continuously over time. This is understandable because education today is a primary need that must be fulfilled by society. According to Purnomo (2016: 18), education today is a basic needs of society that aims to support development but also aims to improve the quality of human resources.
The rapid development of human resources quality due to various problems in it, including issues in education. In Indonesia, education problems faced by the nation are complex. Paul Suparno in Drost J., (2005, p. Xix in Lubis, 2005: 2) summarizes the complexity of the problem in three aspects, namely the quality of education, equity of education and management. From the aspect of the quality of education, several important indicators that influence the curriculum, educational content, learning and evaluation process, teacher quality, educational facilities and infrastructure, and books. In the equity of education there are striking gaps among the nation's children. An example of such a gap is the Ministry of National Education data showing that there are still some 4.9 million children of learning age who have not had the opportunity to obtain primary and secondary education. Meanwhile, some Indonesian children are able to get the Olympic Physics medal (Kompas, 5 April 2005). On the aspect of management, education is faced with the question of autonomy, financing, bureaucracy and regulations that are also related to politics, ideology, economy and business. In the midst of these complex issues of education, the government established Government Regulation (PP) number 19 of 2005 on National Education Standards (SNP) and National Education Standards Board (BSNP). Currently, the PP has been amended to Government Regulation No. 32 of 2013 on national education standards. Every regulation on education is made in order that the management of education goes according to the direction and has the intended purpose. SNP aims to guarantee the quality of national education in the intellectual life of the nation and form the character and civilization of a dignified nation (Kompas, 17 May 2005 & Final Draft: RPP SNP, Balitbang-MoNE, 2005).

National Education Standards are the minimum criteria of the education system throughout the jurisdiction of the Unitary State of the Republic of Indonesia (PP No. 32 of 2013). National Education Standards serve as a foundation in the planning, implementation, and supervision of education in order to realize a quality national education. And aims to ensure the quality of national education in order to educate the nation's life and shape the character and civilization of a dignified nation. To maintain consistency of the functions and objectives, the curriculum, learning process, and managerial as a whole must be referring to and based on the National Education Standards.

One high school that stands in the city of Pemalang is SMAN 1 Comal located in Manahan. SMAN 1 Comal is a school with a good quality image in the eyes of society, and good quality in the eyes of this society will be strengthened with the results of research. From the above problems, the authors feel interested in conducting research with the title "Analysis of Application of 8 National Standards of Education In SMAN 1 Comal - Pemalang".

1.1 Research Method

The study of this case study took place at SMAN 1 Comal in odd semester of academic year 2018/2019, which is located at Adi Sucipto Street no. 1, Manahan, Pemalang, which is under the auspices of the Education Office of Pemalang City. Time of Research The study took place in odd semester in October 2018.

This research uses descriptive qualitative research design to know the Implementation of National Standard of Education in order to improve the quality of education in Pemalang city. This research used qualitative descriptive analysis technique. Qualitative Descriptive Analysis is to provide a review or interpretation of the data obtained so that it becomes clear and meaningful compared with just the numbers. The steps are data reduction, data presentation with charts and text, then drawing conclusions. The type of research conducted is case study research.
According Sugiyono (2013: 23), data on qualitative research that is in the form of personal documents, field notes, speech and actions of resource persons, documents, and others. This study uses primary data. Primary data is data obtained or collected directly from the object of research by the person doing the research. Primary data is also called original data or new data. Primary sources are data sources that directly provide data to the data collector (Sugiyono, 2013: 308). The primary data that will be obtained are standard data of content, standard process data, graduate competency standard data, data of educator and education personnel, standard of facilities and infrastructure, management standard, financing standard and assessment standard happened in academic year 2018/2019 and school’s profile.

Interviews are used to know things from the source in more depth (Sugiyono, 2013: 317). Interview is a meeting of two people to exchange information and ideas through tanya jawab, so it can be constructed meaning in a particular topic. Parties interviewed in this research are one of the teachers of senior high school in Pemalang.

Document is a record of events that have passed (Sugiyono, 2013: 329). Documents may take the form of diaries, pictures, photos, sketches, video documentation, and more. From the above understanding of experts concluded that the documentation is the collection of data related to the internal school that uses the School Self-Evaluation (EDS) and School Work Plan (RKS) (Cahyono et al, 2015: 101).

Qualitative data should use data validity techniques before analysis is done so that data is completely valid. Findings or data can be declared valid if there is no difference between the researchers reported with what actually happened to the object under study (Sugiyono, 2013: 365). Checking data is an important part of the research cycle because it is the process of convincing the reader that the data the author finds is completely legitimate. Efforts that can be taken by the researcher to obtain the validity of the research findings is to examine the credibility of the findings by using extension techniques in the field, deepened observation, triangulation (using multiple sources, methods, researchers, theory), peer discussions, tracking the conformity of results and checking members (Wahidmurni, 2008: 47). Data validity technique used in this research is source triangulation method, that is using various data source like document, archive to compare with result of interview with teacher of SMAN 1 Comal Pemalang.

Data analysis in qualitative research conducted since before entering field, during in field, and after finished in field. Nmun, more focused during the process in the field along with data collection (Sugiyono, 2013: 336). This research uses SWOT analysis and Importance Performance Analysis. SWOT analysis is one approach to describe the condition and evaluate a problem, project or business concept based on internal factors (inside) and external factors (outside) that is Strengths, Weakness, Opportunities, and Threats. Based on Kotler and Keller (in Bob Sabran, 2009: 57) The Importance Performance Analysis determines the ranking of various elements of the service group and identifies what action is required. Analysis of Importance Performance Analysis in this research is used to know the position of school according to the result of strength, weakness, opportunity and threats.

Cartesius SWOT diagram

1.1 Results and Discussion

All of the basic framework and curriculum structure in SMAN 1 Comal have been referring to permendikbud No.21 of 2016. The curriculum was developed using BSNP guidance taking into account local characteristics, socio-cultural surroundings, quality of learners. The curriculum shows the time allocation, remedial program plan, and enrichment
for students. The curriculum also includes a program of self-development activities, either through counseling or extra-curricular counseling. The school already has a curriculum development team, therefore annually the curriculum evaluation is conducted. The process of preparing the content standards with regard to the above indicators, schools should provide counseling and guidance services to meet the personal development needs of learners. The learning load for class X and XI is 42 hours per week, while for class XII the study load is more than 42 hours, which is 45 hours due to the learning activities outside KBM at hours 0 and 9. KBM in accordance with effective week (52 weeks per year).

Educators in SMAN 1 Comal have developed learning plans ranging from Prota, Promes, Syllabus and RPP in accordance with the instructions that have been conveyed by the Principal assisted by the vice principal of curriculum. School has a syllabus document covering all subjects issued by kemendikbud. RPP has been made according to the reference of kemendikbud, but the learning method used is still less varied. From the observation of teachers teaching in class, the teacher still uses conventional way and not utilize the media optimally, this is due to time constraints. The number of learners per study group is 32 students. At the time of observation the teacher has drawn motivation to the students and re-start the previous meeting material. However, in general the learning activities have not been referring to 5M, but it is in accordance with the stages Most educators still use the lecture method in implementing the learning but not a few who have implemented innovative learning methods, one of them using IT-based learning media. The preparation of the lesson plan has taken into account gender differences, early abilities, intellectual stages, interests, talents, learning motivation, potential, social skills, emotional, learning styles, special needs, learning speed, cultural background, norms, values, and environment of learners.

The school has established a KKM based on the analysis of the complexity of the subjects, intek (input from students, that is, the students' initial ability) and the school support capacity. All the KKM subjects are already 70. The policy of the school allows the teachers of the study to determine their own KKM may be more than 70 but should not be less than 70. For the subject of physics, KKM set 80 in grade XII. This is because the demands from the government as support to students to pass in SNMPTN. Learners show better progress in achieving the target set by SKL each year, as evidenced by the graduation rate that reaches 100% in the academic year 2018/2019 but the values tend to be inconsistent. the achievement is not easy, the School facilitates the learners to improve learning outcomes through enrichment program, the School facilitates the increase of the UN value by increasing the hours of study outside the effective hours of school and holding the UN test subjects every Monday at the time outside of lesson time.

Self-development programs to develop the personality, life skills, religious and cultural values of learners have been done through the development activities of students' personalities in the form of Religious, Scouting, Flag Ceremony and counseling. But not all learners are personable in accordance with the values and norms that apply in the school environment and community environment. Some learners still behave in accordance with the habits prevailing in their environment, although the habit is less precise in the world of education. Schools always facilitate learners to develop personality, life skills, religious values and culture.

SMAN 1 Comal Pemalang has educators totaling 69 people, this number has met the predetermined standards. The educator's teachers have qualified teachers as follows: S1 certified as many as 58 people with 84.06% percentage, S2 certified as many as 11 people with a percentage of 15.94%. From the above data, the competence of teachers has met the standards, and the development of competence is always facilitated by schools to improve
qualifications and improve the competence of school principals and educators / teachers on an ongoing basis.

The determinants of good quality of education are determined by good learning process but also the comfort factor of the infrastructure that support the establishment of good quality of education. The land area of SMAN 1 Comal Pemalang with 1 floors building for 35 classes is 25,305 m². The condition of the school meets the national standard, especially the classroom, the library, the biology laboratory, the physics laboratory, the chemistry laboratory, the computer laboratory, the teacher room, the leadership room, the administrative room, the counseling room, the UKS room, the organizational room, playground / sports, places of worship. However, the classrooms have not been equipped with a hand wash, educational equipment in the laboratory has not been used optimally and there is only 1 laboran to handle 3 laboratories at once. Schools also do not have a complete passive protection system and active against the dangers of lightning and fire.

Schools have clear vision, mission and objectives, which have been implemented in both RKS and RKAS. RKS and RKAS have been created by principals, teachers, TU staff, and school committees and have been endorsed by the education office of the city of Pemalang. However, it has not been socialized to all school residents and has not held periodic review of RKS and RKAS. However, the implementation of the vision and mission in the school development plan has not been optimal.

School has implemented cost management in accordance with the criteria. Schools have allocated funds for operational costs. Schools are digging up the source of fees from parents of learners and the government, there is help for the Poor Family (Gakin) which amounts to 20% of the total students. Poor families are not charged (SPP = 0 rupiah). Schools have an annual operational work program and manage and utilize funds from various sources. Schools always make accountable and transparent accountability reports.

All RPPs already include assessment activities and programs. Instrument assessment of learning outcomes used by educators already meet the requirements of substance, construction and Language, but the implementation in learning activities has not been optimal. The attitude assessment is done by looking at the most positive and the most negative student attitudes, for the average student (without complaint) being equally considered. Skill assessment is still rarely implemented because of the rarity of practicum and other activities that can improve student skills. Schools also conduct assessments with various techniques, forms, and assessment types, although not yet optimal. Assessment of the achievement of basic competence of learners is done by indicator. By using tests and non tests in written or oral form, performance observation, attitude measurement, assessment of work in the form of tasks, projects or products, using portfolio and self-assessment [11].

2 CONCLUSIONS

From the research findings, the conclusions of this study are: (1) Strength in the implementation of 8 SNPs in SMAN 1 Comal is the school has planned, implemented and evaluated most of the indicators in the fulfillment of National Education Standards. (2) Weakness (weakness) in the implementation of 8 SNPs in SMAN 1 Comal is limited budget and fund has not been fulfilled ideally in facilities and infrastructure. (3) Opportunities in the implementation of 8 SNPs in SMAN 1 Comal are schools trying to provide workshops and training to educators and educational staff to improve the quality of school education, and planning, financing implementation and evaluation of good budgeting have a positive impact on all elements school operations and school infrastructure. (4) The results of Threats analysis
(Threats) in the implementation of 8 SNPs in SMAN 1 Comal are planning, socialization, implementation and evaluation and follow-up which is not executed with good management in fulfillment of National Education Standards will hinder the implementation and improvement of school education quality. (5) The results of the implementation of National Education Standards in SMAN 1 Comal using SWOT analysis show that Strength is greater than the Weakness and Opportunities greater than Threat, which means the National Education Standard has been fulfilled.

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Abstract. This study discusses the journey experienced by Eilis, the main character in the film *Brooklyn*, in defining her identity. As Irish young women who emigrates to United Stated in 1950s, Eilis is caught between two worlds which create conflicts in herself. This qualitative descriptive study uses Stuart Hall’s identities theory to examine the way Eilis finds the place that she can call home which eventually leads her to define her position and identity. The findings show that Eilis’ internal conflicts are caused by her efforts to find sense of belongingness: a home, both in foreign and home land. Through this personal journey in finding home, Eilis is able to define her positions individually and culturally in multicultural world that finally influence her attitude toward differences.

Keywords: Finding My Place, Identity, Brooklyn.

1 INTRODUCTION

Our modern day societies are becoming increasingly intercultural, with people from different cultural backgrounds coming together and being expected to co-exist with each other despite sometimes having very different values, traditions and norms. Due to the increasing of diversity in society, finding one’s own identity has become harder than ever. Phenomena like migrations, modernization and globalization change people’s perception of their surroundings and other cultures, as well as their sense of cultural self-awareness. Thus, the world is becoming a global playing field and different cultures are coming increasingly closer resulting in the Self/Other dynamic which causes questions about sense of belonging. This is in line with Etoroma’s (2006: 107) argument that “one of the most enduring legacies of modernity is the homelessness – the sense of alienation and identity crisis – it creates.” The problem of the life of immigrants and their problems related to the issue of identity and sense of belongingness is the theme that occasionally raised in multicultural works, especially film as representation media, one of which is *Brooklyn*.

Eilis Lacey, the protagonist of the film *Brooklyn* experienced ‘exile’ throughout her life which trigger her quest in finding a place she can call home. Growing up in small city of Enniscorthy in Ireland, she decides to emigrate to America since she feels the lack of career opportunity in her homeland. The film also depicts how the border crossing undergoes by Eilis becomes identity crossing. Although Brooklyn is indeed the land of opportunity where she gets decent job in prestigious shop, she is continuously feels alienated in this strange country far away from home. She is trapped in the feeling of melancholia and homesickness. It is her sister sudden and tragic death and duty as daughter to accompany her now alone widowed mother that
calls Eilis back home to Enniscorthy. It is when Eilis realizes how much she changes and living in small community like her homeland make her feel exiled in different way.

Identity is individual’s sense of self derived from formal or informal membership in groups that transmit and inculcate knowledge, beliefs, values, attitudes, traditions, and ways of life. Identity is vitally needed by human beings to identify themselves with their surroundings and to make sense of their existence. As Woodward’s (1997:1) statement that “Identity gives us a location in the world and presents the link between us and society in which we live…identity gives us an idea of who we are and how we relate to others and to the world in which we live”. In fact, identity changes over time and many times create crisis or conflict. It is intertwined with power and privilege, affected by close relationships, and negotiated through communication. Thus, identity formation is not static, but a process which is always in motion and is never complete. People and their surroundings are constantly changing and since humans are shaped by their surroundings, their identity is always changing as well. As Hall’s (1997: 4) statement below.

Identities are never unified and, in late modern times, increasingly fragmented and fractured; never singular but multiply constructed across different, often intersecting and antagonistic, discourses, practices and positions. They are subject to a radical historicization, and are constantly in the process of change and transformation.

The long quest in defining and redefining self and also finding a place in this big multicultural world is clearly depicted in Brooklyn movie. The protagonist Eilis Lacey embodies the difficulty of the exile and the inner self of lonely immigrant as she tries to make sense of her new existence in unfamiliar place. Therefore, this paper focuses in discussing two aspects depicted in the film. First, Eilis’s conflicts caused by her constantly exiled feeling both in home and new land. Second, Eilis’ journey to find sense of belonging as the effort to overcome the conflict.

1.1 Research Method

Broadly speaking, identity is a concept about self. It can be defined as a state of being whom or what a person is, and his/her distinctiveness that distinguish him/her from others. The traditional concept of identity is inseparably tagged to rigid and hierarchical social structure and system of values. Such a notion inevitably points to the essentialist concept of identity that emphasizes ‘essence’ as the ‘core’ attributed to a person on the basis of his birth, dignity and status in society. On the other words, the essentialist notion of identity is ‘fixed’ and ‘constant’ throughout an individual life and that it is something ‘given’ by birth.

This essentialist notion of identity has been strongly contested by many critics. MacIntyre (1981: 5) argues that modern society is not built upon the notion of harmony and that in the midst of confusion, moral laxity and spiritual sterility, a modern man could hardly nourish a coherent set of values for securing a satisfactory identity. Thus, a modern man lives through fragmentary existence and experiences a split personality, conflicting condition and advanced social situation that demand new forms of identity rather than the fixed one. Moreover, Stuart Hall (1997) argues that identity is the product of several factors such as power, politics, patriarchy, racial and gender discrimination and bondage of cultural hegemony following globalization, migration, commercial transaction and cultural interaction among people in multi-lingual and multi-cultural contexts. The question of identity is highly associated with transformation and therefore it always encourages dynamism.

As the opposite of essentialist, non-essentialist believes that identity is never fixed or static. In the globalized world with increasing intercultural encounters, identity is constantly enacted,
negotiated, maintained, and challenged through communicative practices. Thus, it can be said that identity is not a constant essence. Identity becomes a problem when crisis happens, that is when something regarded as the “essence” contested and challenged through life experience. In fact, what so called fixed identity does not exist at all. Hall in Rutherford (1990: 226) states that, Cultural identity is not a fixed essence at all, lying unchanged outside history and culture. It is not some universal and transcendental spirit inside us on which history has made no fundamental mark.... Cultural identities are the points of identification, the unstable points of identification of suture, which are made, within the discourse of history and culture. Not an essence, but positioning

Therefore, identity identification is a never-ending process which continuously change based on the situation. Furthermore, Hall in Rutherford (1990: 225) regards identity as a flexible construction, a process covers not only ‘being’, but also ‘becoming’, a principle difference between “who we are” and “what we become”. This becoming process is also continuously progressing depending on social and cultural condition of certain place and time. As a result, the values will always change along with the changing of culture and history.

The concept of identity cannot be separated from ‘home’ because it is determined by ‘space’ and the individual identity. According to Rainwater (1966: 22), the traditional concept of ‘home’ is ‘secure place’ where people feel comfortable. The notion of home as social order is embodied not in a house but based on people’s experience and behavior in society. For immigrants and minority groups, the term home is challenged and threatened when they are forced to face the dominant class/culture which becomes the mainstream in society. These people either becomes hybrid or unwanted alien who suffer a sense of alienation. According to Hall (1994:51), “… this idea of otherness as an inner compulsion changes our conception of ‘cultural identity’.” That the feeling of otherness, or a sense of non-belonging, or homelessness may trigger an immigrant to redefine his/her identities since it is natural for human being to look for this sense of belongingness. Thus, immigrant’s identities are constantly producing and reproducing themselves anew, through transformation and difference

1.2 Result and Discussion

1.2.1 Ellis’ Conflicts: Exiled in My Own Land and Foreign Land

The movie Brooklyn is opened with Eilis’ plan to emigrate to United States. Eilis is a young woman who lives in small Irish town of Enniscorthy in the early 1950s with her older sister, Rose, and widowed mother. While Rose is the breadwinner of the family who has decent job in the office, Eilis feels that her small hometown does not offer job opportunity and promising future. It is reinforced by the conversations below.

Eilis : You bought most of the clothes in this case. That’s one of the reasons I’m going, cause I can’t buy my own.
Rose: If it was just that, I’d spend every penny I had on you. Gladly. But I can’t buy you a. future. I can’t buy you the kind of life you need.
(Crowley, 2015, 00:07:25-00:07:38)

Father Floods : Well, I was amazed that someone as clever as you couldn’t find proper work at home. I’ve been here too long, I forget what it’s like in Ireland
(Crowley, 2015, 00:25:09)
There are two things that become the reason of Eilis’ departure to America, those are material possession and better future. Irish people have left their hometowns and emigrated to the America or England to find work and better living. In consequence, the Irish have become the sub class in both England and United States and continually confront racial integration (Inan, 2012: 97).

For Eilis, leaving home and going to place far away from home is not easy as it means she has to leave her widowed mother alone for indefinite period of time. As Ms. Kelly, her former employer said, “mothers are always being left behind in this country. But Rose, that’s the end for her now, isn’t it? She’ll be looking after your mother for the rest of her life” (Crowley, 2015): 45-03:55). However, the lack of opportunity which becomes the source of Eilis’ feeling of alienation leads her to leave her hometown to the uncertainty.

The opposite of Enniscorthy, Brooklyn is portrayed as an epitome of a better world which offer better life and opportunities for immigrant. In addition, it also pictured as metropolitan modern city full of diversities. It is not easy for Eilis to leave the familiar: the simple life with Rose and her mother has become the center of Eilis’ identity construction for so many years that she finds homesick immediately after the ship departs.

Georgina : So you going to live in America
Eilis : Yes

Georgina : And how do you feel about it?
Eilis : (Pauses)..... How long do letter from Ireland take to arrive? My sister Rose said She’d write right away.

The above conversation happens between Eilis and Georgina, another fellow passenger. It is interesting to note that Eilis avoids the question about how does she feels about living in America which she considers as “difficult” question. By leaving Ireland, Eilis is uprooted from her cultural and ethnic origins, thus she has to struggle in between the past and the unknown future.

This displacement of culture makes Eilis suffer, according to Babha (1994), “acute sense of un-homeliness or in-betweeness”. Further, Babha (1994) states that “immigrant or the exiled becomes stranded in that space, a constant of non-belonging, where a person is in constant struggle to assert/locate his/her culture and identity.” In Brooklyn Eilis stays in Irish lodging with 5 other girls and she works in a nice big store with nice and helpful supervisor. Amids all mobility and vivacity, she is so liveless and feels like ghost. When Rose’s letter arrives, she is so preoccupied with that letter, or the nostalgic feeling that letter brings, and neglects her presence in her ‘real’ daily life. Her usual gentle and calm manner dissappear as her supervisor asks what makes her so distant with the job, she finally bursts to tears. Eilis confides her depression and homesickness to Father Floods, a priest who arranges Eilis’ moving to America.

Father Flood : We need Irish girl in Brooklyn
Eilis : I wish that I could stop feeling that I want to be an Irish girl in Ireland
Father Flood : All I can say is that it will pass. Homesickness is like most sickness. It’ll make you feel wretched and then it’ll move on to somebody else.

(Crowley, 2015, 00:25:31-00:25:41)
From the conversation, it can be concluded that Eilis is torn between two different ‘homes’. It is in line with Ascroft, Griffith and Tiffin’s (2006:425) explanation below.

Scattering leads to a splitting in the sense of home. A fundamental ambivalence is embedded in the term diapora: a dual ontology in which the diasporic subject is seen to look in two directions: towards a historical cultural identity on one hand, and the society of relocation on the other.

Thus, immigrant as diasporic subjects may feel a kind of loss of home at home. Eilis is an Irish young woman who lives in America which is supposedly to be her ‘home’, but she is always reminded that she is Irish.

Soon after her live in America becomes bearable with the help of companion and love, Eilis receives the news about Rose’s sudden death. Again, Eilis is torn between the two world she lives in, between desire to live freely in the new world and the duty she has to her culture and ancestors. She even tells Tony, her boyfriend that “I’m not sure I have a home anymore” (01:02:20). After her secret and hasty marriage with Tony, Eilis comes back home in Enniscorthy only to realize “how little it meat for her” (01:09:15). Surprisingly, life in Ireland becomes friendlier to her: she gets a job and attention from upper class society and men. It clears America has made her glamorous and desirable, as her best friends, Nancy points out “You look so glamorous” (01:10:15).

Having spent sometimes in multicultural city of Brooklyn has broaden her mindset about diversity and more importantly sense of individualism. Therefore, the small town of Enniscorthy in which she was born now seems very small for her. Perhaps the geographical smallness of the town, together with the smallness of their community and people’s attitude, has created another sense of alienation in her. In that small town, the people seem to know the life of one another, news and secret travels fast and becomes public consumption and entertainment. When Miss Kelly, her former employer threatens her with the gossip about her marriage, Eilis firmly exclaims “I’d forgotten what this town is like. What were you planning to do, Miss Kelly? Perhaps you don’t even know.” Upon returns to home culture, immigrants, like Eilis, may realize that they are no longer considered full members within their own culture due to assimilation they undergo in host country. It is ironic that when Eilis thinks she found the root of her identity, she also realizes that it never exists in the first place.

1.3 Eilis’ Journey to Find Sense of Belonging
As previously discussed, the protagonist of the movie, Eilis, feels herself out of place not only in her home, Ireland, but also in metropolitan Brooklyn. As an exile, her positions and identity constantly vacillate and she finds herself homeless in both places. To overcome these conflicts, Eilis continuously tries to (re)locate herself and (re)construct her identity. In general, Eilis’ journey to find sense of belonging can be divided into three, namely 1) being American, 2) maintain Irishness and 3) attain hybrid identity.

One way of dealing with entering into a new culture is the assimilation strategy. Singaravelua and Pope in Etoroma (2006) mention that the assimilation strategy is done by trying to disengage partly or completely from their origin in hopes of being completely absorbed and accepted into the dominant host culture. Further, Etoroma (2006) also adds that “an immigrant group is at home when it is ‘structurally assimilated into society.’” It is important for immigrant, then to assimilate in host culture to gain a sense of belongingness. It is done by Eilis in her first departure to America which can be seen from monologue below.

Eilis : When you get to immigration, keep your eyes wide open. Look as if you know where you are going. You have to think like an American.
(Crowley, 2015, 01:43:15)
‘Thinking like American” seems to be important point here. Acting and thinking like Americans become strategy to survive and be accepted in host culture. By doing so, indirectly she opens the possibility to assimilate with larger American culture. It is important for immigrant to create bond and a sense of home in new culture since “migration is a one-way trip and there is no “home” to go back to” (Hall in Rutherford, 1990:115).

It is indeed that to assimilate with the host culture is the first effort made by Eilis in order to be able to survive in America. However, to assimilate in new culture is never easy since naturally, people will be attracted and form community with people based upon similarities than differences. Nedumchira in Simonis (2012: 65) argues that “sharing a sense of sameness with the large group provide a sense of belonging and protection”. In other words, as a type of protection mechanism, due to the being treated as the ‘other’, immigrants form group allowing members to stick together and create their own small community within the larger, host community.

During her stays in America, she lives in small Irish world: living in Irish lodging with five other Irish girls, and also actively participating in Irish community where she can enliven Irish tradition. Mrs. Kehoe, the landlady also helps Eilis in maintaining the Irishness by establishing catholic correctness. In one occasion, Eilis agrees to participate in Christmas gathering for Irish people arranged by Father Flood.

Mrs. Kehoe : Eilis, Father Flood told me about your Christmas plans
Sheila : Oh, you’re not serving lunch to the old fellows who’ve nowhere to go, are you? He asks us every year. We always say no.
Mrs Kehoe : It’s a marvelous thing you’re doing, Eilis. A Christian thing. I wish there were more like you. (Crowley, 2015, 00:26:52-00:27:10)

In this Christmas gathering she and many other Irish people celebrate their tradition and nostalgic feeling about Ireland. it can be said that being a member of this community may help immigrants deal with feelings of displacement, homelessness and feeling like a stranger in the host country.

In the end of the movie, Eilis realizes that her experience in America somehow changes her perspective and identity. She cannot separate her Irishness and her Americanness since those two cultures have become parts of her. It is clearly seen from her decision to voluntary exile to America again to escape the narrowness of small town Enniscorthy. By doing so, Eilis wants to locate herself in a larger world – a citizen of the world. This decision also portrayed in her remark in the end of the movie below.

Eilis : You’ll feel homesick that you’ll want to die and there’s nothing you can do about it apart from endure it. But you will, and it won’t kill you. And one day the sun will come out. You might not even notice straightaway, it’ll be that faint. And then you’ll catch yourself thinking about something or someone who has no connection with the past, someone who’ll only yours and you’ll realize that this is where your life is. (Crowley, 2015, 01:43:24-01:44:18)

It depicts Eilis’ willingness to embrace hybridity, she finally understands that one’s identities are never fixed but always in motion, and so is hybridity. Hybridized identities have a different outlook on the world, “learning to keep in mind the ‘both/and’ as opposed to the either/or of the experience is helping to appreciate these dual cultures that are each alive within them” (Nedumchira in Simonis, 2012). Thus, hybridity can be seen as a bridge because hybridized people have unique connection between cultures which allow them to shift perceptions of cultural values, traditions, rules, and norms.
2 CONCLUSIONS

Eilis’ quest for home started at the moment when she accepts to leave Enniscorthy quietly and understand that to emigrate is to become a foreigner in two places at once. Being constantly exiled in both home and foreign countries create the feeling of displacement, homelessness and acute homesickness in her. Therefore, she continuously reconstructs and redefines her identity by assimilating to host culture and celebrating her Irishness. Finally, she embraces both cultures as part of her which put herself as hybrid person.

REFERENCES

The Integration of Indonesian Culture in BIPA Learning as a Learning Model

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Abstract. This study aims at developing the learning model that integrates the Indonesian culture in BIPA (Bahasa Indonesia bagi Penutur Asing – Indonesian as a foreign language) learning to meet the needs of BIPA students. The research method used in this study is R2D2 (reflective, recursive, design and development) model by Jerry Willis (2000) [11]. The subjects of the tryout are BIPA students at BIPA Universitas Negeri Malang from ASEAN Countries such as Thailand, Vietnam, Myanmar, and Cambodia who participate in the In-Country Program, Darmasiswa, and KNB Program. The learning model developed has been assessed in the session of tryout. The result shows that the learning model, which is integrating the Indonesian culture for BIPA students are effective to help them to use Indonesian appropriately and accurately.

Keywords: Indonesian Culture, BIPA Learning, Learning Model, Lesson Plan

1 INTRODUCTION

Learning a language cannot be separated from its’ culture. It means that when people are learning a language, subconsciously and consciously they are also learning its culture. As done by foreign students who are learning BIPA, they will also learning Indonesian culture. Some studies investigating the connection between learning languages and culture has been conducted by several second language learning researches. A study done by Daniel (2012) who points out that both language and culture are tools for the speakers to express themselves [4]. Therefore, it is clear that language as a means of communication enables people to represent their culture.

Culture plays an essential role in language learning with the purpose of promoting students’ communicative competence. As mentioned by Lado (1964 [5] when a language is taught for its educational values, understanding the cultural content associated with the language is important [8]. Language competence and culture are dynamically connected (Rodriques, 2000) [4] as the ability to communicate in a language requires knowledge of seeing, explaining and expressing properly in accordance with the culture (Omaggio & Hadley, 1986) [7].

In the cultural perspective, BIPA teaching and learning have two interrelated dimensions, namely, introducing Indonesian culture through Indonesian language learning, and learning Indonesian to understand Indonesian culture. This statement is in line with what Susanto (2014) said that learning BIPA is transmitting Indonesian culture [10]. Through BIPA learning, BIPA students know and understand Indonesian culture. Thus, it can be noted that in communicating, it requires an understanding of culture (Stern, 1992) [9].

Based on the explanation above, it is clear that integrating culture in the learning of BIPA seems to be effective to help BIPA students to learn Indonesian. In fact, the learning model used
so far are not integrating the culture. Besides, the Indonesian language institutions that conducts the BIPA program find difficulties to design learning model to meet the needs of BIPA students. Thus, the present study focuses on the developing of learning model for BIPA students, particularly for the students in the intermediate level.

2 RESEARCH METHOD

In developing the learning model for BIPA students, the R2D2 (Reflective, Recursive, Design and Development) model by Jerry Willis (2000) is adapted [11]. There are two important reasons for choosing this model. First, the R2D2 model based on the trend of constructive learning. Constructive learning takes students as the subject of learning, which is very suitable with the character of BIPA students. Second, the R2D2 model involves stakeholders (BIPA teachers and BIPA students) as by involving them who are familiar about BIPA, the products or the learning model can be realized.

To collect the data, the researchers gone through some activities, namely: defining, designing and developing, and dissemination. In the defining step, the researchers created a team where the team consists of seven people. They are divided into four people of research teams and three support teams. The support teams consist of BIPA teachers (two people) and BIPA experts (one person). The next step is designing and developing, the researchers create a design of BIPA learning model that integrates Indonesian culture using Alpha version as the first design and Beta version as the final design of the learning model by firstly validated by the BIPA experts. Then, the revision process was conducted. After the learning model was approved, then, the tryout was conducted to BIPA students who participate in some BIPA programs at Universitas Negeri Malang, in the academic year of 2018/2019 to know the appropriateness of the learning model. At last, in the dissemination session, researchers take an action by sharing the developed learning model to BIPA teachers at a conference and workshop.

3 RESULTS AND DISCUSSION

The result of this study is the final version of learning model, which is integrating Indonesian culture in BIPA learning. The final version of developed learning model is called Beta version. It was presented after the revision process. The final product or learning model is in the form of lesson plan, learning scenario, and Indonesian textbook. The book is called “Model-Model Pembelajaran BIPA Bermuatan Budaya Indonesia untuk Pemelajar Tingkat Menengah”. It has several characteristics. They are; it is printed on A4 paper, it contains of 10 learning models where every learning model contains different topics of Indonesian culture, each BIPA learning model is designed for 100 minutes of teaching and learning process, and each model is exposed in 5 to 6 pages containing the authentic text. Next, the book consists of three parts, namely part one, part two and part three. In part one, it consists of four pages (one for cover page, one page of preface, and two pages of table of contents. While in part two, it consists of ten units of lesson plan. This section has fifty-five pages, and part three; it has two pages containing references. Thus, the textbook contains sixty-one pages.

In regard to the topic of Indonesian culture presented in the book are; 1) Aktivitas Sehari-hari (daily routine activities), 2) Kehidupan Nelayan di Pantai Sendang Biru (Life of fishermen at Sendang Biru Beach), 3) Pasar Tradisional (traditional market), 4) Permainan Tradisional (traditional games), 5) Legenda Gunung Bromo (the legend of Mount Bromo), 6) Usaha Mikro, Kecil dan Menengah (Micro, Small and Medium Enterprises), 7) Obat Herbal (herbal medicine), 8) Pertunjukkan Wayang Topeng (Mask Puppet Show), 9) Mudik Lebaran (going
home for Idul al-Fitr), and 10) Laut Masa Depan Orang Indonesia (Sea of the Future of Indonesians). On the other hands, BIPA learning model has a sequence of components as follows; 1) title that is presenting specific cultural topic, 2) the objective of learning, 3) authentic text, 4) learning scenario, and 5) exercises. The description of the text type as the characteristics of the BIPA learning model is presented in the following table.

<table>
<thead>
<tr>
<th>No</th>
<th>Lesson</th>
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<tbody>
<tr>
<td>1</td>
<td>Lesson 1</td>
<td>Daily routine activities</td>
<td>Descriptive</td>
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<td>2</td>
<td>Lesson 2</td>
<td>Life of fishermen in Sendang Biru Beach</td>
<td>Descriptive</td>
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<tr>
<td>3</td>
<td>Lesson 3</td>
<td>Traditional market</td>
<td>Descriptive</td>
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<tr>
<td>4</td>
<td>Lesson 4</td>
<td>Traditional games</td>
<td>Descriptive</td>
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<tr>
<td>5</td>
<td>Lesson 5</td>
<td>Legend of Mount Bromo</td>
<td>Narrative</td>
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<tr>
<td>6</td>
<td>Lesson 6</td>
<td>Micro, Small and Medium Enterprises</td>
<td>Explanation</td>
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<td>7</td>
<td>Lesson 7</td>
<td>Herbal medicine</td>
<td>Procedure</td>
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<td>8</td>
<td>Lesson 8</td>
<td>Mask dance performance</td>
<td>Explanation</td>
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<tr>
<td>9</td>
<td>Lesson 9</td>
<td>Going home for Idul al-Fitr</td>
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<tr>
<td>10</td>
<td>Lesson 10</td>
<td>Sea of the future of Indonesians</td>
<td>Exposition</td>
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The text types mentioned above are well suited for intermediate students. Many BIPA students are interested reading the selected reading texts. By using BIPA learning model, it is found that students improve their language skills and they enable to produce Indonesian properly and accurately. Moreover, the students give positive responses during the teaching and learning process. This finding is in line with the study by Crozet and Liddicoat (1997) [3] that when culture is integrated into language learning, students can learn to speak and write in appropriate ways [4].

The cultural themes presented in the authentic texts in the learning model were helpful for the students to master the language. It is also found that BIPA students like all of the topics covered in the textbook both in the aspects of linguistic and non-linguistic. The texts were graded based on the students’ need as well as the learning objectives. In addition to this, the learning model is also combined with a cultural excursion visit to some places. It is intended to make the students to see and feel, and practice directly the culture written in the textbook. This combination makes the learning of BIPA more effective, fun and enjoyable. Moreover, it enables the students to use language autonomously.

The authentic topic that is presented in BIPA learning model is in line with the development of the communicative approach in language learning. This proves that the role of culture as an interlinked part of language and the necessity of incorporating culture into language learning. Without culture, learning a language is inaccurate and incomplete [4]. Using authentic reading texts provides students with meaningful interactions, in the authentic situations and exposing them in the real context. Therefore, it is necessary to integrate culture so that students know how to encounter their communicative goals (Canale & Swain, 1980) [2]. According to Brown (2001) [4], students who are exposed to the culture associated with the language have better engagement to themselves in the authentic and functional use of the language for meaningful purposes.

BIPA learning model in this study, when it is analyzed based on a theoretical point of view shows that it is well well arranged. As it is comprising several characteristics of a learning model including, logical theoretical rationales formulated by the theorists, the foundational concepts about what and how students learn, the necessary teaching behaviors essential for the
success implementation, and the necessary learning environments essential for achieving the learning goals. The learning model also refers to the learning approach used, including the learning objectives and classroom management (Kardi & Nur, 2000) [4].

Referring to the use of authentic reading texts in this learning model, it also fits with the implementation of content-based instruction (CBI) in foreign language learning. The teacher(s) can create a course of study designed to build their students' interests where the content can be chosen from a number of different topics. This BIPA learning model also based on CBI that contains a variety of authentic reading texts followed by providing vocabularies and comprehension exercises. Thus, it can be said that BIPA learning model is an effective lesson design by combining language and content learning (Davies, 2003) [4].

The BIPA learning model in this study is also approved of 5C (communication, culture, comparison, connection, and community) principles as suggested by ACTFL [1] to be applied in foreign language learning or in BIPA learning. The 5C framework well explained in the ACTFL Performance Descriptors such as communication that refers to the ability to convey and receive messages based on three communication models, namely, 1) interpersonal or two-way communication, 2) interpretative or the ability to understand and interpret spoken and written messages, and 3) presentational or the ability to present both spoken and written information. These three models reflect on how people communicate in real life; Culture refers to how language students learn to understand the culture of the target language by studying the cultural products and practices, and how they relate to the mindset of the speakers of the language; how learners develop their ability to access their background knowledge in the field of their study through the target language and to strengthen the concepts that have been learned in their respective field in the language class; Comparison, it relates to the ability of language students to develop insights into their own language and culture by providing a deeper understanding of how language is used and how culture reflects perspectives, practices, and products of speakers who speak the target language; and Community which deals with how language learning becomes more useful and meaningful when students experience outside the classroom [12] [13].

BIPA learning that directs foreign students to be able to use language in real situations is influenced by the principles of sociolinguistic interaction. This principle directs BIPA teaching and learning to use communicative learning models. Hence, it is suggested that learning activities should provide as many opportunities as possible for the students to use Indonesian in real life communication. The selected language material for learning should reflect to the actual speech of the native speakers of the target language in authentic communicative situations, should be in accordance with the use of language used by the native speakers, should be in line with the expectations of the native speakers and the foreign students regarding the types of language behavior that meets the need of the foreign students, and should aware of various factors in language learning process.

4 CONCLUSIONS

The BIPA learning model created in this study integrates Indonesian culture and used as BIPA learning materials. The integration of Indonesian culture in BIPA learning is well organized in the BIPA learning model. It contains ten specific topics, learning objectives, authentic texts, learning scenarios and language production exercises, both oral and written examples of integrating Indonesian culture into BIPA learning and it’s application in the classroom. It is also found that this learning model enables students to use Indonesian correctly and appropriately as they have an authentic, appropriate cultural context, and clear as well as real examples of linguistic features (e.g. sentence patterns) from the right linguistic features.
Besides, the authentic text as the cultural product contains a number of topics that still exist in Indonesia, especially in East Java. In addition, it is in line with the 5 C (communication, culture, comparison, connection, and community) principles as suggested for foreign language learning by ACTFL [1]. Finally, this learning model accommodates various aspect covering (1) integrity, (2) acceptability, and (3) conformity of intermediate students.

REFERENCES

Ruwatan Ritual of Dreadlocks Haircut: Negotiation Between Cultural Identity and Cultural Innovation in Contemporary Dieng Plateau Community

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Abstract. This Dieng Plateau Society is a community group in Central Java that has a belief about the existence of dreadlocked children as Descendants of Kyai Kolodete. Ruwatan ritual of dreadlocks haircut individual are rituals that are performed to keep the dreadlocked children from the influence of evil spirits. In the past, this ritual was matched to the children's weton. But nowadays, the dreadlocks haircut are integrated into the annual cultural festival of Wonosobo Regency, Carried out communally and no longer based on the children's weton. This study aims to explain the struggle between cultural identity contested by local people and cultural innovation initiated by local Governments in order to promote the cultural tourism in Wonosobo Regency. This study uses qualitative research methods with observation, interviews, and document studies as a tool for collecting data. Data processing is done in four steps roomates are the data collection, data reduction, a data display, and conclusion. The results of the study show that: (1) the beliefs of the Dieng Plateau community about mythic elements from dreadlocked children are still strongly embraced even though the procession of ruwatan ritual of dreadlocks haircut has been changed due to adaptation for tourism interests. (2) Cultural identities and cultural innovations in the ritual of dreadlocks haircut ruwatan communally involve; different actors and different orientations so that both can be done According to Reviews their own interests. (3) The existence of cultural innovation brings changes slowly to the perspective and behavior of the community about the existence of rituals roomates are no longer Merely sacred dimensions.

Keywords: Cultural identity, Cultural innovation, Dreadlocks haircut, Ritual.

1 INTRODUCTION

In the era of globalization, society and culture change so quickly in line with the increasing mobility of society and development of information technology. The movement of people who navigate the space and place in a very short time make cultural contacts between a person or a group of people with other social groups else going on almost every second. This resulted in the intersection between two different cultures becomes increasingly rapid and intense.
Adaptation and accommodation of foreign cultures is inevitable with the strengthening of traffic information through information technology is so sophisticated. Social media is currently a new arena for people to socialize, is a vehicle for the spread of cultural values, so that the boundaries of culture have become blurred. Abdullah explains that the process of globalization has drawdown limits of culture to form a borderless society[1]. With this condition, people do not just practice the original culture but also adopt a foreign culture [2]. If the values are outside the culture which was adopted with a very strong and dominant, it will result in homogeneity in the behavior and practices of public culture.

Homogenization of culture is really a threat to the existence of local culture when local people take for granted the values of the incoming foreign perform filtering without value. If so, these local values can be uprooted from their cultural roots and dissolve in the current global values [3]–[5]. But conversely, if the local culture with a series of strategies that do are capable of playing its role in receiving and reproducing the global values, the existence of the local culture can still be maintained [6], [7].

Thus, the implications of globalization in the form of the uniform cultural practices are not fully occur in the whole world. [8] in his concept of "disjuncture" explained that globalization does not give birth to a single global space, but spawned several different spaces that can be categorized into; (1) ethnoscapes (space of human movement), (2) finescapess (space movement of money), (3) Ideoscapes (space movement of images and political ideologies worldwide), (4) mediascapes (space moving image through various media), and (5) technoscapes (space movement of information through technology to the rest of the world). Through these spaces, global values are homogeneous will experience the diversity of shape when in contact with a distinctive and unique local culture.

People living in their generic culture have local values and traditions which are binding and still they practiced. This is because the culture still providing functionality in their lives. When the process of globalization, the case, then it may cause friction who gave birth to a wide range of responses from the local community [9]. There adopting it as a whole, there were adapting to local values they have, but others do resistance on the global values. This phenomenon can be seen in cultural practices undertaken by various communities, one of them on the Dieng plateau is still very strong with the local culture. Through the tourism industry and the development of information technology is so fast, people plateau Dieng try to accommodate the local culture they have with the tourism industry.

One of the cultural activities that are still carried out by public Dieng Plateau is the ritual of shaving ruwatan dreadlocks. Children dreadlocked believed by society as a surrogate Dieng plateau Kyai Kolodete, local leaders who are considered public supernatural powers. So that these children are not overshadowed by Kyai Kolodete spirit, then they must be cleared through the ritual shaving ruwatan dreadlocks. Its execution time is usually carried out in accordance with Weton finasal ability of the child and parents to grant the request of the child. Along with the influx of tourism in the Dieng Plateau, shaving dreads getting attention by the public and make them interested to see the cultural procession once traveled to Dieng Plateau.

With the tourism potential of cultural activities that can help increase Regional Original Revenue (PAD), Wonosobo regency government held an annual cultural festival which included ritual ruwatan of dreadlocks haircut. The reason is the inclusion of cultural activities in the annual cultural festival circuit, because this ritual considered the hallmark of the Dieng plateau communities that are not found in other places. However, the annual cultural festival that already have a fixed schedule, sometimes do not coincide with the time Weton (day of birth) dreadlocked child, so they are compared with no longer based on their weton. This is what creates a shift in the procession ruwatan dreadlocks haircut ritual. On the one hand
society Dieng plateau innovation culture through tourism, but on the other hand, they still maintain their local values as cultural identity. This article will explain the resonance that occurs in Dieng society in relation to the struggle between cultural innovation and cultural identity in the ritual of dreadlock dreads.

1.1 Research Method

This study used a qualitative research method that has resulted in the description of the form of words written or spoken of people and behaviors that can be observed [10]. The research location is in Dieng Wonosobo or more people know him as Dieng Wetan. The subjects were traditional figure and some families of children dreadlocked been included in ruwatan of dreadlock haircut. Informants in this study is the Department of Tourism and Culture and society in the Dieng Plateau. Data collection using observation, interview and documentation. (1) observation is the data collection techniques with direct observation of the object under study is called the observation, (2) The interview is a technique of collecting data to get the information extracted from the data source directly through conversation or frequently asked questions, (3) documentation used to complete the data in the study. Documentation collected at the time of or after the study in the form of photos, videos. The validity of research data obtained by triangulation data. Triangulation is achieved by berbeda. Data analysis technique in this study include (1) The collection of data, (2) data reduction, (3) presentation data, and (4) conclusion or verification [11].

1.2 Result and Discussion

1.2.1 Belief and Rituals Activities Dieng Society of Dreadlocked Child

Public perception of the Dieng plateau against children dreadlocked as a blessing and problems [12], [13], can not be separated from their belief in Kyai Kolodete. For the people of Dieng, Kyai Kolodete not only as a Hindu spiritual leader whose descendants are scattered in the region, but also believed to be baureksa (ruler or guard) and dhanyang (protector) society Dieng [14]. Dreads possessed by some children in the Dieng plateau is considered as a surrogate Kyai Kolodete, because he also has dreadlocks during his lifetime.

Dreadlocks hair growth in certain children in Dieng started since they were aged 40 days to 6 years are characterized by a high heat temperature, seizures, and fainting spells, despite being medically treated modern. Shortly thereafter, the clot grows hair (dreadlocks) on their heads and the disease will merede along with the growing dreads perfectly. During this dreads unshaven, Dieng people believe that these children will be kept up-plagued by Kyai Kolodete spirit and will be used as food Batarakala (giant who has a scary face). To release the child dreadlocks of the disorder, then they should diruwat. Ruwat derived from the word ruwat (rumuwat) or mangruwat which means making no power, remove curse, remove misfortune, stains and other [15]. Before the ruwatan of dreadlocked, parents must comply with all requests of the child (bebono) such as bicycles, chickens, goats or other goods. There was also a request made quite burdensome parents and cost a lot. However, the request should be executed because if parents do not comply with the request of the child, then the gimbelnya hair will grow back.

Ruwatan dreadlocks haircut ritual usually can only be implemented after the child dreadlocked specific requests to be met or if it has been aged 6-7 years or after a period of
'pupak' ie after the child's milk teeth grow. By acculturating the local culture with the teachings of Islam, the shaving of dreadlocks is carried out based on the child's weton. Shaving procession led by traditional leaders, community leaders who understand the process, or a person designated by the child. Activities include the provision of ritual offerings, procurement *bebono* (object request of the child), shearing, and dreads pelarungan [14].

1.2.2 Procession of Ruwatan Dreadlocks Haircut Rituals at the Wonosobo Annual Culture Festival.

As a cultural activity, dreadlocks *ruwatan* ritual is done routinely in which almost every year there are children who will cut his/her hair. *Ruwatan* dreadlocks shaving ritual is usually done on an individual basis depending on the readiness of the child's parents. However, along with the incessant incoming tourism industry in the Dieng plateau, cultural activities have also become an attractive tourist commodities, in addition to nature and religion. Department of Tourism and Culture is the main pioneer of inclusion *ruwatan* Barber Mass Gimbal the agenda today so Wonosobo, precisely on 24 July each year. Search dreadlocked child usually begins in the two previous months were made possible by a partnership with the District of Indigenous People. After data collection is done, recently been some kids who really ready included in *ruwatan* Mass of dreadlocks haircut. This happens because not all children dreadlocked there can be included in this ritual. Children who participated in the Mass *ruwatan* Barber Dreadlocks are children who are already ready in terms of requirements such as the demand of the child and is willing to both the children and parents.

*Ruwatan* Dreadlocks haircut was integrated into the annual cultural festival is held in bulk, where ordinances and does away with *ruwatan* offerings are done individually. However, the time specified by the local government led to a lot of children who attend Mass *ruwatan* dreadlocks haircut and having Weton (the day of birth) different are did on the same day. This is because the local government is willing to adjust with the anniversary of Wonosobo. It provides little change in the manner in which the tradition usually done by people Dieng Plateau.

To anticipate this, traditional leaders as a responsible implementation this *ruwatan* visit ancestral graves dreadlocks namely Kyai Kolodete to ask permission first. He asked that whenever implementation *ruwatan* of dreadlocks haircut that do not use Java calculation in choosing its implementation time can keep running smoothly. In this case there is a process of negotiation between traditional leaders by Kyai Kolodete spiritually.

In addition, when *ruwatan* Mass if dreadlocks haircut implemented in a majority of the people are Muslim, are not usually allowed to burn incense or other rituals that are considered idolatrous by them. The decision is understood and appreciated by Indigenous leaders, but leaders also did not leave the customary rituals. Indigenous leaders anticipate it by performing the ritual itself first at home before the procession *ruwatan* Mass Gimbal Barber.

Before this ritual started, first performed pilgrimage and pilgrimages to several shrines in the Dieng Plateau, including the grave of his wife Kyai and Nyai Kolodete Cindelaras Mount Kendil with the intention of seeking permission for the event to run smoothly. Shrines else is hermitage Mandalasari, Mount Bismo, Mount Pakuwaja, Crater Sikidang, Hindu temples, Ponds Balekambang, Spring Maearakaca, Wells Jalatunda, Crater Candradimuka, Sileri Crater, Mount Prau, Kali Write, tomb Grandmother Manggalayuda and tomb Grandmother Kyai Carita. In the evening held jamasan heritage or heirloom wash owned traditional leaders such as ring Buton and clippers to shave dreads which would then be taken during the next day cultural carnival.
Cultural Carnival began around 08.00 pm from the gate of tourist attractions then surrounds the area or village around the tourist spot. This cultural carnival is not part of the ritual, but an additional event aimed at accompanying the departure of dreadlocked children before undergoing ruwatan. The implementation of this cultural process is fully funded by the government of Wonosobo Regency, with a budget of Rp.100,000/person and Rp.1,500,000/group used to fulfill carnival, consumption and transportation equipment. In the procession there are carrier forces and various cultural arts from the surrounding community.

Cutting dreadlocks on ruwatan Mass did not do traditional leaders but by the Regent, Vice Regent or officers below. Custom figures only assisting and advising. This was done as a tribute to Wonosobo District officials for attending to see Ruwatan Bulk Dreads. One by one the children dreadlocked turn to cut, cut hair is matted hair, while the matted hair did not participate cut. After the procession of cutting dreads is complete, the request for the child will be given and all the dreadlocks that have been cut will be washed away to the water stream of lake or Serayu river.

Although local governments and indigenous leaders have done a culture of innovation through the tourism industry, but people still maintain their cultural identity while running multiple tools and components rituals. As a means of ritual that still they use, among others: first, Tumpeng Robyong, the cone of white on it plugged in a variety of side dishes and snacks such as bananas, flowers rocking, diamonds, sticky rice, milk, chicken, opaque, crackers, boiled eggs, krecek, rengginang, tofu and tempe. As well as the type of food the small depends on the ability of having a livelihood. But all kinds of food cooked and served to the guests there must be a dihiaskan on Robyong cone. Tumpeng dreads Robyong a symbol dedicated to Kyai Kolodete. This cone mean that life is always surrounded by nature invisible life. In order to escape the disturbing, robyong cone offerings must be made to protect the dreadlocked child from stealth grip so that they can develop as children naturally.

Second, Tumpeng necklace which is a white cone decorated coconut necklace. This cone is a symbol of the end ruwatan dreadlock haircut. The meaning of cone necklace is dreaded children who have gone through the Ruwatan process will continue the struggle for life and always devote to parents, teachers, and the government and to the Almighty God. Thirdly, white Tumpeng which is a cone made using coffee or savory rice. White cone is presented without any decoration so that all white. The white on rice describe holiness in Javanese tradition. The white cone symbolizes safety for the child who will diruwat. Fourth, yellow Tumpeng which is a cone made from ordinary rice and glutinous rice which is then given turmeric for creating the yellow color of the cone. Yellow cone at present without any decoration as a white cone. Yellow cone symbolizes honor and tribute to the Prophet Muhammad.

In addition to various kinds of cone, the other ritual tool is Ingkung chicken, the chicken is cooked intact after cleaning the outside and inside. Ingkung chicken must come from roosters. This means that the living should clean outside and inside so throughout his life to see true happiness. Another ritual tool is traditional snacks, which are various types of snacks that are usually sold on the market and commonly requested by small children. This Sesaji means hope that after an adult someone is no longer like a child. This offering means hope that after an adult someone is no longer like a child, but can live independently and become a role model or role model. Full drinks intended are tea, coffee, water and others. This offering symbolizes the devotion of posterity to pundensari who is the messenger of God in mastering the universe and is always ready to create common prosperity (memayuh hayuning bawana).

The ritual tools that are not less important are the larvae offerings which are objects used to dissolve dreadlocks that have been cut. The offerings float consists of a variety of flowers
are red roses as a symbol of courage, white roses as a symbol of purity, Kanthil as a symbol always be remembered (*kumanthil*), ylang as a symbol to be memorable in his life, cempaka as a symbol of happiness, gardenia as a symbol to remind people to always introspection self (introspection) and jasmine symbolizes hope to achieve good names.

1.2.3 Innovation Culture and Identity in Rituals Ruwatan of Dreadlocks Haircut

The series of processions of the dreadlocks *ruwatan* dreadlocks haircut ritual which was included in the annual cultural festival was a breakthrough from the local government of Wonosobo Regency. Through this annual cultural festival, the charm of nature and culture in Wonosobo regency may be exposed properly so as to attract visits from local and foreign tourists. Besides impact on increasing revenue (PAD), these breakthroughs also have an impact on public revenue enhancement and preservation of local culture.

The integration of culture into the tourism industry which currently occurs in the *ruwatan* shaving dreads is actually a manifestation of cultural innovation in the era of globalization. Millennial tendency for people who prefer to spend their time traveling and visiting places far from city make nature tourism program into something very interesting. In this context, the ritual shaving *ruwatan* dreadlocks are packed in a package into an attractive treat for travelers. They do not have to wait quite a long time to enjoy cultural activities with one another, but can enjoy several attractions at the same time just a few days.

Creative efforts is indeed quite effective in preserving the local culture, because of government assistance making the community more enthusiastic to always carry it out [16]. Their engagement to local culture and the mystical beliefs of children's dreads makes them always carry out *ruwatan* shaving dreads in order to get safety. The public need to be ritual Dieng is correlated with the needs of local governments to increase local income through the tourism industry. In this context, a ritual performed no longer represented their identity alone, but also accommodate the interests of tourism industry, so that he suffered several changes, such as the implementation time and ceremonial sacredness. Ritual was originally a private space that connects humans with supernatural agent, turned into a public space that correlate between the owner of the recipient culture and entertainment from that culture. *Ruwatan* dreadlocks shaving ritual is no longer only as an activity that is worth transcendence, magical, and sacred but also a precious commodity secular and profane.

2 CONCLUSIONS

Globalization affects human life in all aspects make their innovation made by the community to the local culture they are not eroded by the global culture. In the context of contemporary society Dieng, cultural innovation is achieved by integrating several cultural activities, including the ritual of shaving *ruwatan* dreadlocks into an annual cultural festival travel packages Wonosobo. In this cultural festival, there is a ritual that turns some are still maintained. In addition, the actor ritual that once only done by the family and traditional leaders, today added to the role of regent or vice-regents further confirmed the existence of this ritual as a promotional event. Ritual processions and tools are still maintained shows the community as the owner still wants to maintain their cultural identity and its sacredness, although it has experienced a shift in meaning. Here it can be seen how the cultural identity must compromise with innovation cultures do for the sake of tourism.
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Cultural Diplomacy Strategies: Looking into Korean Entertainment Company SM Entertainment

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Abstract. The purpose of this study is examined the cultural diplomacy strategies on one of the Korean biggest entertainment company, SM Entertainment. Looking into the growth of Korean Wave, SM Entertainment which established in 1995 have discovered and produced many K-Pop celebrities. Through their efficient business strategy, the company has developed its product in the domestic and global market significantly. As one of the agent of cultural diplomacy, this research will focus on answering how is the strategies of SM Entertainment through the Korean Wave. The result of this research found that SM Entertainment has developed their cultural diplomacy strategies by creating a unique point of competitiveness and interesting content which lead to the image branding of Korean Popular Culture overseas.

Keywords: SM Entertainment, Cultural Diplomacy, Korean Wave, South Korea.

1 INTRODUCTION

The word hallyu came from Chinese character ‘hanliu’ literally meaning as Korean (cultural) wave or current. for the past two decades, Korean Wave phenomena have been gained popularity in China, Hong Kong, Japan, South East Asia, and Europe. In 1995, the Government of South Korea issued a Motion Picture Promotion Law that became a major force in music and film export of South Korea. The government also increased the budget allocation to develop this sector. Then in 1998 under President Kim Daejung, who calls himself President of Culture, affirms the Basic Law for the Cultural Industry Promotion which has delivered several program such as Asia Song Festival where South Korea invites a number of performers from several countries in Asia to hold the concert together. His goal was to improve the foreign tourists to South Korea.

The effort from the government bring result in the development of cultural product such as Korean drama or TV series which later named as the first era of Hallyu or Hallyu 1.0 [1]. Hallyu 1.0 presented in the popularity of K-Drama in Japan and China in the late 1990s. The popularity of K-Drama ‘What is Love About’ followed by the huge success of Bae Yong Jun’s Winter Sonata in Japan and sageuk- historical period- drama The Great Jang Geum which later exported to 91 countries. Korean pop culture received a big success not only in neighbor country but also in Southeast Asian countries such as Vietnam, Thailand, and Singapore. Between 1997 and 2000 there was more than 60 Korean drama played in Vietnamese television. The growth of new media outlets such as Youtube, Facebook, and other social media platform become a significant point of Hallyu 2.0. Through those platforms, young people in Asia, North America, and Europe beginning to appeal by the vibrant and energetic
music, K-Pop, and it became compelling of the new form of Korean Wave or known as shin-Hallyu or New Korean Wave (Hallyu 2.0). The increasing number of debuted Idol group initiated the new Korean Wave syndrome which we know now. The rise of K-Pop (Korean Pop) as a new genre in global music continuing to remain popular not just in Asia but worldwide.

South Korea became one of the countries that succeeded in running the cultural diplomacy by using and promoting the cultural products that are owned as a form of their new strength. South Korea began to spread and promote their own culture such in movies, drama series, online games, fashion, music and food as a form of official government policy in South Korea to help improve the economy. The phenomenon of the Korean Wave has been able to increase the tourists who come to Korea by 30% in 2000; the travelers make a visit to the shooting location of the drama or film when they visited the country. In the category of selling local goods such as cosmetics, online games, fashion items and souvenirs, the Korean wave accounted for $918 billion. With many celebrities (boy group, girl group, bands, solo, actor and actress) make revenue from entertainment sector with totals 997.3 billion won; the export value of film, drama and music of 48.5 billion won and absorbed 78,730 labour from this sector only [2]. South Korea government recognizes that the increased interest in popular culture is very profitable for the country.

Major entertainment company have discovered and produces many celebrities who become the center of Korean Wave. SM Entertainment, JYP Entertainment, and YG Entertainment, the “Big 3” of the South Korean entertainment industry, were valued at USD 772 million, USD 516 million, and USD 498 million respectively in January 2018 [3]. SM Entertainment which established in 1995 by Lee Sooman was operating as a record label and music production companies, concert, event management and music publishing house. SM Entertainment also operates in other countries, such as SM Entertainment Japan, USA, China, Thailand and also in Indonesia.

Almost 25 years since Lee Sooman founded SM Entertainment, the success of this enterprise is inseparable from the cultural diplomacy strategy to which they apply. The company regularly renews its business strategy for expanding market as well as create unique content and quality in accordance with the wishes of the market that is constantly changing from time to time to disseminate popular culture through the Korean Wave. To analyze it, this research will elucidate the artist development system, joint ventures and marketing undertaken by the company to get a conclusion how cultural diplomacy strategy of the company in the development of Korean Wave not only in Asia but also in the whole world.

1.1 Research Method

This research used a qualitative method with a case study approach. Furthermore, collecting evidence and producing findings will be conducted to explore in depth and make a comprehensive description of an event, activity, and process. The data collection technique used study of literature includes books, news and articles, paper, online literature, and other sources with regards to the topic of entertainment industry particularly SM Entertainment strategy business from time to time and its effect on the cultural diplomacy through the Korean Wave. Documentation, archival records, and audio-visual material also used as complementary.
1.2 Result and Discussion

Cultural diplomacy is defined as the effort of a country to fight for the interests of the nation through the cultural dimension, whether micro such as through education, the arts, science or in a macro for example by propaganda not shaped by the political, economic, or military [4]. In diplomacy, we can find a soft power, branding, propaganda, or public diplomacy. The cultural diplomacy is located on the side of soft power which its functions lies not in coercion but on interest and understanding. Cultural diplomacy also talks about art, education or Language which are universal so that it attracts people more closely. Cultural diplomacy can be in the form of an exchange of ideas, information, art and cultural aspects among Nations that may give rise to mutual understanding [5].

In contrast to public diplomacy that is unilaterally, cultural diplomacy using bilateral or multilateral approaches. In terms of the offender or the actor who can do the activities of cultural diplomacy could have been done by the Government or non-government institution, individual or collective, or every citizen. Purpose i.e. affect public opinion in other countries of the community. The main target of cultural diplomacy is public opinion which can affect the behavior of the community of a nation State is not just by the government only. So the characteristic pattern of communication is more emphasized and not on the field of operation. Through cultural diplomacy, we seek to understand the views of others to see similarities and differences.

Korean Wave as a mass popular culture is a global phenomenon that describe changes either the scale or the effect. A new genre of music K-Pop is a blend of Western music genres (hip hop, pop) served with a touch of Korea through catchy lyrics and unique choreography. The development of technology such as fast internet access also utilized by the actors to expand the scope of popular culture wave of South Korea. As an entertainment company, SM Entertainment has had enough of the great participation as actor in South Korea cultural diplomacy be involved in the dissemination of Korean Wave to build the country image. To analyze the cultural diplomacy strategy of this company, this research will pointed out several strategic points of company’s artist development system and categorized it to get the conclusion how it spread the branding image of Korean Wave.

As mentioned above, the rise of K-Pop (Korean Pop) as the new genre in the global music also named as the beginning of Shin Hallyu or the New Korean Wave. But it need to be mentioned that SM Entertainment has started this phenomena in the 1990s which later followed by other companies such as JYP Entertainment (1997) and YG Entertainment (1998). SM Entertainment has laid the foundation of the modern idol training system in South Korea. Lee Sooman was inspired by the training system in Japan, especially by Johnny’s Jimusho. The new system should be created to ensuring the process of creating, producing, and promoting be compelled to the character and image of the artist. All of the necessary attributes are needed to create the perfect pop star. As a result, SM Entertainment held auditions not only in Korea but also outside of the country to look for a young talented artist. After they got selected, the young talented man were brought to be trained intensively not just in singing and dancing but also get acting, language class, personality, and public behavior class. In 1996, SM Entertainment debuts their first idol group formed by five young multitalented men, known as H.O.T (High-five Of Teenagers), modeled after the Japanese idol group SMAP. H.O.T received a huge amount of success, their debut album selling 1.5 million copies. In total, H.O.T has sold over 12 million albums and singles domestically and overseas, with relatively short activities as idol group when they later decided to disband in 2001.
The popularity of these idol group proven that SM Entertainment has successfully manufactured their New Pop Star training system. This system gives insurance for an entertainment company to get something in return later. This so-called in-house production system needs a guarantee that their final product can be sold and befitting with market demand [6]. As a product, the trainee gets training not only for their talent in singing, dancing, and acting but they also learning languages, presenting on camera, public speaking, culture education and many more [7]. The training period varies from several months to several years. Kangta, member of H.O.T got trained almost 3 years before debuting, different with Bada, member of SES, got recruited when Lee Soo Man saw her singing at her school in 1996 and debuting in less than one year in 1997. SM Entertainment not only as an artist management company but also producing a new talented artist with full packages. The entertainment companies prefer to debut new artists in groups rather than soloist is also seen as a strategic choice. To train a group is less expensive than just training a soloist. An idol group contains many individuals who have their own appeal to attract fans, each individual also has a different image, roles or talent [6]. Like other companies that do not produce only one homogeneous product but also to meet different national market targets. For example, duo vocalist Fly to the Sky member, Brian Joo and Hwanhee has a different role, Brian Joo was born in Korea but living in the US, he is fluent in English with good vocal abilities that can reach non-Korean fans.

Following the success of their artist, periodically SM Entertainment debuting several idol group names such as TVXQ (2003), Super Junior (2005), Girls Generation (2007), SHINee (2008), and F(x) (2009). In accordance with the in house production system that they have, each member of this idol group undergoes a similar process from casting and heavy burden training process to find the best candidates who are ready to debut. At the casting stage, the company sought out the new talents through auditions in both domestically and abroad such as China, Thailand, and America. The training process is an investment made by the company to producing multi-talented artist. Every trainee assessed through periodic evaluations that are quite competitive. The duration of training is very different, Leeteuk members from Super Junior took 5 years to finally debut. As a result of intensive training, the content that is presented is quite a difference compared to other artists. The content includes music, dance, and visuals. Each idol group has its own uniqueness. K-Pop stars can quickly get a special place in the hearts of the fans because the products they offer are complete ranging from vocal techniques, dance skills, and attractive appearances and styles.

In the process of producing the music, SM Entertainment has a strategy that is quite different through the process of outsourcing creativity by working with top experts in the fields of music, performance, and choreography [7]. Girls Generation’s hit song Genie was composed by Design Group from Europe, Yu Yeong-jin, SM’s producer, writes the lyrics and arrangement, and the dance choreography created by Rino Nakashi Razalan. Promotions conducted by SM Entertainment focused on gaining recognition from global customers. Therefore, SM Entertainment collaborates with overseas partners. For example in Japan, SM collaborated with Sony Music Japan and Avex Trax in the process of recording and promotion. This is done to get closer to the local market. For example, the idol group TVXQ has a stage name in Japan named Tohoshinki. Tohoshinki is quite popular in Japan apart from being capable of skill, they are also fairly close to the Japanese public because of their fluency in Japanese. During promotions in Japan, they performed songs in Japanese. The idol group Super Junior also conducts promotional activities in China under another name, Super Junior-M. Super Junior is the first SM Entertainment idol group to have other citizenship members, Hangeng is a Chinese.
The success of the SM Entertainment idol group also depends on the development of information technology through several social media platforms such as Youtube, Facebook, and Twitter [8]. Girls Generation immediately ranked first on the Oricon Chart at the beginning of its debut in Japan in 2011, in contrast to senior Tohoshinki who needed around four years to make an impression. When Youtube launched in 2005, the dissemination of music video has increased and become the intermediate of K-Pop and the whole music industry in Korea. The social media also the new communicating tools between fans. The spread of K-Pop through social media is assisted by their consumers who are mostly young people, the target marketer of Hallyu 2.0 [9]. They are very aware and active in information technology. K-Pop stars also communicate directly with their fans through social media. A catchy song sung by talented and charming visual also with the fans as a consumer give opportunities for a company like SM Entertainment to create new products and marketing strategies to boost sales of new product development such as online games, movie, cosmetic brand, and tour package [6] [9].

In a press conference for SM Town Concert in Paris 2011, Lee Soo Man explained the concept of the Cultural Technology used by SM Entertainment so far [10]. Cultural technology has been used to explain a system used by the agencies to manufacture, disseminate, and promote Korean cultural products to local and overseas consumer [11]. Lee explained the Artist Development System consisting of several processes, such as Casting, Training, Marketing / Management and Producing. In terms of casting, SM still uses a system that has been implemented since 1995. The audition process has been carried out in more than 20 cities in the world. Then, the training process undertaken by trainees is also continuously adapted to the times. Furthermore, in the process of music production also related to cultural technology, SM Entertainment uses its Internal Producing System which focused on differentiation of the content to create trends. This trend is not only in music but also in costumes, choreography and music videos. This process also integral to outsource production. In the management artist, SM Entertainment is not only a talent agency of idol groups but also actors/actresses, MCs, and sportsmen. SM Entertainment also producing several drama and reality show. Not a little that idol member becomes an MC or actor in the drama. Heechul, debuted in Super Junior now actively join in several variety shows. Using idol to be the main star at such a show, can help with the viewer rating.

The South Korea government has focused on cultural technology to promoting Korean cultural product since the 1990s, using dramas and K-Pop music as export product and also to control the image of the country. Several government institutions also promote K-Pop culture on an international level. The government used SM Entertainment artist, for example, Girls Generation as the Korea Tourism Ambassador, idol group EXO performs at 2014 Incheon Asian Games. Not only that but SM Entertainment also regularly engaged with several project philanthropy. In 2011, SM Entertainment donated $100,000 USD to the Center Culturel Coreen in Paris to raise awareness of Korean culture to the French public. SM artist also held two days concert in Paris. Entertainment companies also promote tourism, SM Entertainment join hands with Korail (Korea Railroad Corporation) to promote ‘Hallyu tourism’.

In 2016, Lee Soo Man introduced the New Cultural Technology [12], with keyword ‘interactive’, to communicate and interact with all, he explained SM Entertainment’s future project such as first, established an electronic dance music (EDM) label and will hold annual EDM music festival. second, SM Entertainment will launch a smartphone application, the user can engage in producing music and video by themselves. third, new form digital music channel, STATION, a collaboration of SM Entertainment with other label artists, producer, composer, and company's brand. fourth, launch the Rookies Entertainment Mobile Application
to experience the SM Star Incubating System, also provides an opportunity for an internship at the company.

2 CONCLUSIONS

The major entertainment company, SM Entertainment business strategy developed to meet with the market demand. SM Entertainment first introduced the new training system to produce a new K-Pop star. With the development of technology, SM Entertainment using social media platform as their distribution tools. To improve the efficiency, the company using the cultural technology concept, teaming up with local companies to create a joint venture. And the latest is the Hallyu Localization which transferred SM’s new cultural technology to the local market. With a comprehensive strategy, SM Entertainment was able to create a unique point of competitiveness and interesting content based on the changing in market demand which helped the country’s image through their cultural diplomacy strategy.

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Analysis of Argumentation Skills in Biology Learning at Surakarta Senior High School

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Abstract. Argumentation skill is essential academic skills in comprehensive learning in the 21st century for developing, evaluating and validating knowledge. Argumentation skills are ability to criticize an idea or information so that the information was obtained correctly by connecting data and information to produce strong and precise ideas. This research aimed to analyze argumentation skills of students at Surakarta Senior High School in biology learning. The research subjects were the twelfth-grade students of public senior high schools in Surakarta. The data collection was conducted online with Edmodo media. The results showed that 17.8% were still at level one, where the arguments issued by students only contained a simple claim, and for the level two 3.3% were in which the arguments issued by students were supported by data without warranting and backing document. The results of the initial ability test showed that the rebuttal aspect had not developed. The result indicates that the students’ argumentation skills in Surakarta Senior High School were still quite low.

Keywords: Argumentation Skills, Learning Biology.

1 INTRODUCTION

The need of skill in the 21st century have changed from acquiring structured knowledge to skills mastery [1]. These skills include collaborative skills, communication skills [2], analytical thinking skills, critical thinking skills and argumentation skills [3]. Argumentation skills which is define as the ability to criticize an idea or information so that information is obtained correctly [4], and this could be found by connecting data and information to produce valid, strong and precise ideas [5].

Argumentation skills are very much needed especially in evaluating logically arising issues [6] and justifying decisions in both written and oral formats [7]. This skills can empower students’ communication skills that can be used in everyday life. The adequacy of good argumentation skills allows to make decisions and solve the problems, especially complex problems which arose in human daily life.

Aspects of argumentation skills according consist of six aspects, namely claim, data, warrant, backing, qualifier, and rebuttal [8]. Claim is a topical affirmation that is being studied. Data is a statement that is used as evidence to support claims. Warrant is a statement that explains the relationship between data and claims. Backing is a statement used to
strengthen a warrant. A qualifier is a statement that gives rise to the power of data that supports claims [9].

The quality of an argument or the weakness of an argument is determined by understanding the concept supported by data or evidence, an explanation that contains the reasons, and how to build these components so that they are convincing. Assessment of the teacher's argumentation skills can provide a variety of questions and students answer the question.

1.1 Research Method

This research is quantitative using the written test scores of the students as the data. They were analyzed to find out the argumentation skills in every aspect. 75 twelfth-grade science students of public senior high schools in Surakarta of the fifth semester became the subject of this research. They were divided into 3 classes with 25 female and male students, respectively. The data were collected online by using Edmodo media using short questions accompanied by reasons. The short question consisted of 3 questions. Quantitative and qualitative methods were applied during data analyses. The scores were categorized according to each aspect. They were then made into 5 categories of decisions as shown in the following table.

| Table 1. Argumentation skill categories in four different levels [10]. |
|-----------------------------|---------------------------------|
| Level of Argumentation      | Argument Structure              |
| Level 1                     | Arguments that contain a simple claim. |
| Level 2                     | Arguments consisting of claim and data. |
| Level 3                     | Arguments consisting of claims with data, warrants, or backings, but do not contain any rebuttals. |
| Level 4                     | The above plus one or more rebuttals. |

1.2 Result and Discussion

The result of the research showed students’ argumentation skills in Biology learning in Surakarta Public Senior High School using short-question written test as the instrument is as follows:

| Table 2. Result of argumentation skills analysis in four different levels. |
|-----------------------------|-----------------------------|
| Level of Argumentation      | Percentage                  |
| Level 1                     | 17,8 %                      |
| Level 2                     | 3,3 %                       |
| Level 3                     | 0%                          |
| Level 4                     | 0%                          |

The results of the argumentation skills test in collecting data argumentation skills of students as much as 17.8% are still at level one, in which the arguments issued by students only contain simple claims, 3.3% are at level two where arguments issued by students are supported by data without warranting warrant and backing. The results of the analysis show
that the rebuttal aspect has not developed. Rebuttal is an essential aspect in argumentation skill [11].

The ability to argue is able to increase the potential possessed by students. The development of arguments in learning can support several advantages, including the development of cognitive and student metacognitive processes, developing competencies in communication and critical thinking, achieving scientific literacy in students and empowering students to speak and write scientifically and support development of student reasoning.

A bad argument is caused by students not knowing the components of the argument. Good argumentation describes the process of thinking and social interaction that builds and evaluates individual arguments [12]. Students often do not include aspects of argumentation in full (statement, reason, evidence) or do not mention clearly, the evidence used is sometimes not able to be developed, students also sometimes do not respond to other alternative views. A good argument is an argument that contains a statement accompanied by evidence and reasons that link the statement with evidence.

The results of the initial ability test showed that the rebuttal aspect had not developed. It means that science learning needs to be changed. Empowerment of argumentation skills must be integrated in the learning system in the classroom [13]. Argumentation skills are empowered by: (1) Establishing daily life problems that are appropriate for learning content [14]; (2) Debates related to problems raised in learning; (3) Present questions according to learning content. Problems encountered in learning are problems that have several alternative solutions [15] and raise many perspectives which trigger debate [16]. During learning students are asked to identify problems and provide critical judgments by giving claims that are supported by data and rebuttal to reject a claim against problems raised.

Debates related to problems or issues and cases in everyday life taken from mass media advertisements, scenarios, and government speeches [17] that are in line with learning content that stimulates students to understand content well to maintain claims given. Argumentation skills can be introduced in science classrooms by facilitating student discourse through Socratic questioning, conceptual questions, open-ended questions, multiple choices are accompanied by reasons or short questions that require students to give reasons to stimulate the development of argumentation skills [18].

Question and answer and debate methods are considered effective in stimulating students' argumentation skills [19]. The Socratic Question and Answer Method is a popular approach in teaching. This method applies a form of investigation with open discussion where individual perspective is compared to the other. Learning is done through investigating and thinking about the questions as to stimulate the students' original thinking. The benefit of the Socrates method is that students get to know their gaps of knowledge, encouraging them to clarify ideas and understand the concept better.

Conceptual questions are used to help students begin the process of problem-solving while guiding students to master important concepts in the subjects taught [20]. Open-ended questions allow students to interact dialogically with peers to build, criticize, and perfect understanding of scientific phenomena [21] Open-ended questions are a feature of problem-based learning that is retained as a learning stimulus. Open-ended is intended to improve the ability of students to argue, one way is to observe how students use the knowledge that has been learned and then applied in everyday life that is contextual in nature. Open-ended questions force students to find a solution positively, with the existence of several answers and ways of solving obtained from joint activities that he himself did is a posited experience that will increase students' insight into diversity, especially in dealing with similar problems. Open
questions have keywords discussed, interpreted, explained, evaluated, compared, if or what. The types of questions that can empower argumentation skills are shown in Table 3.

<table>
<thead>
<tr>
<th>Question Type</th>
<th>Description</th>
<th>Sample question</th>
</tr>
</thead>
<tbody>
<tr>
<td>Divergent</td>
<td>Open, has many responses; enabling exploration of diverse perspectives; encourage dialogue.</td>
<td>There are several regions that do not allow GMO products to be marketed. Why?</td>
</tr>
<tr>
<td>Focal</td>
<td>Students must choose or justify a position.</td>
<td>Today's development of Molecular Biology encourages major findings for human life, such as cloning, IVF and other forms of genetic engineering. Various debates then arose and were voiced as a form of protest because these efforts actually violated human ethics and damaged the order of life that was actually perfect. What is your position as a biologist about that? If you agree, why? If not, why?</td>
</tr>
<tr>
<td>Brainstorm</td>
<td>Questions that generate a list of ideas or points of view.</td>
<td>If you can create ideal molecular biology products, products that can be widely used, what will you make?</td>
</tr>
</tbody>
</table>

2 CONCLUSIONS

Argumentation skills of the twelfth-grade science students of public senior high schools in Surakarta have not yet been optimized as evidenced by reviewing the aspects of argumentation skills that 17.8% were still at level one where the arguments issued by students only contained a simple claim, 3.3% were at level two where arguments issued by students were supported by data without warranting and backing. The results of the initial ability test showed that the rebuttal aspect had not developed. The results indicate the low argumentation skills of the students in Surakarta Senior High Schools. It is suggested that the teacher improve the students’ argumentation skills with a learning model that trains their high-order thinking skills, which reflect their skills through the learning process.

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Cognitive Style and Teaching Method: The Effect on Students’ Writing Performance

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Abstract. Teaching method and cognitive style are considered to involve in learners’ academic performance. This paper investigates the effect of cognitive style and teaching method on students’ writing performance. This experimental study involved 44 participants administered a Group Embedded Figures Test (GEFT) before applying the treatment. The GEFT scores was used to group them into experimental and control classes. The experimental and control classes were taught respectively metaphorizing and discovery methods. After 10 meetings, the two groups were administered an essay writing post-test organized in 100 minutes. The data were analyzed statistically using two-way ANOVA at the significant level 0.05. The findings showed that the experimental group performed better in writing English essay than the control group for field-independent students. It implies that teaching methods can benefit students when aligning with their cognitive style dealing with essay writing skill.

Keywords: Teaching Method, Metaphorming and Discovery Learning, Cognitive Styles, Essay Writing

1 INTRODUCTION

Writing skills are very important for students [1] in their academic performance. Writing is a learning medium as well as a means of expressing and communicating opinions/ideas critically to the phenomena that occur in the surrounding environment. Coffin et al. [2] suggest that writing is a tool of critical thinking, learning and remembering, developing knowledge, communicating, and mastering certain disciplines and can give an idea of students’ understanding of a particular scientific field. Thus, English writing skills have implications for academic achievement, the world of work, and student interpersonal communication with the community.

Learning skills in English as a foreign language encounters a number of issues. Writing skill is most difficult among the language skills [1]. Flynn and Staintorp [3] state that writing skills are recognized as more difficult than reading. This difficulty arises because all the contents of the writing must reflect a substantive idea/information and attract the interest of the reader, students are also required to adhere such the formal rules of language as grammar, cohesion and coherence. Richards and Renandya [4] also stated that writing is the most difficult skill to master by second language learners. The problem is the learners have low ability to produce, organize, and put ideas into text.
Based on the preliminary observations has been made on the writings and some of the final assignments, the students’ writing is still far from adequate observing from both the content and linguistic aspects. Organizing essay, for example, has yet to show the cohesive and coherent writing. In addition, word selection, grammar and syntax errors are still in common. Moreover, the students failed to communicate and develop their idea into good writing. This problem is influenced by several issues. One of them is the teaching method. The success of learning cannot be separated from the compatibility between the methods applied and the way the students learn. This appropriateness will make it easier for students to receive and understand the subject matter. As a result, it implies that there is an effective learning process and maximum learning outcomes when both factors are supporting each one in the process of learning.

As the active participation of students determines the success of learning, the student-centered learning approach is most possible to apply to promote the success of learning process. Student-centered learning views, rooted from constructivism approach, the students as subjects and should be given a plenty opportunity and space to experience the learning process and explore their knowledge on one hand. On the other hand, lecturers act as facilitators and mentors for students during learning activities. Another issue is learners’ style in writing. Some scholars have studied that learning style has implication to academic performance. Witkin and his colleagues have studied field-independent/dependent as cognitive styles and the implication to the educational activities. The study found that such cognitive style benefits for a variety of educational issues [5]. Another report suggests that cognitive style especially field independence builds up resilient connection with language competence [6].

Related to the problem above, teaching method and considering the learners’ way of study are needed to address. The writing skills are abilities that involve students’ cognitive and creative processes. It requires students to think creatively and critically. Consequently, the learning methods that can promote the success in learning writing skills are methods that focus more on the activities and cognitive processes of students. These are found in learning methods adopting the constructivism approach. Aligning with this research, there are two teaching methods focus on the cognitive process of learners, metaphorming and discovery learning methods. The discussion on the two methods are provided in the following section.

1.1 Metaphorming

Metaphorming comes from the word meta which is beyond the real world and phora which means transfer. Creative Metaphor is a strategy in order to guide students to think. It emphasizes the individual cognitive processes in learning activities to change something from a situation and meaning into another condition and meaning [7]. It is a process that takes place in our organs which is sometimes known as the unconscious process and aimed at increasing creativity, opening and discovering new things, linking things that appear to be unrelated at all, solving problems and providing solutions, pouring original ideas or criticizing them, enriching learning experiences and improving communication [7, hal. 7]. It emphasizes the cognitive activities of learners in absorbing, understanding, and responding to the learning material provided in the learning process by placing students as learning centers. In addition, this method is based on how to adjust the structure and function of the brain naturally. This natural process will support the occurrence of meaningful learning activities [8].

The metaphorming learning method aims to guide learners in exploring natural links and relationships between various subjects and fields of knowledge [9]. It emphasizes the role of
learners to build relationships and links between information with other information. Through metaphorning, students are given the opportunity to learn more actively to develop their analytical abilities. Learning using the metaphorning method is done in five steps as follows:

First, the connection is the activity of connecting images, symbols, etc. into a complete knowledge, lecturers convey their understanding and objectives of learning to students, and the relationship between material and other fields of science. Second, the discovery stage directs students to find something new such as the implementation of material in everyday life. Third, creation is the stage to create something new or modified. Students can synthesize new paragraphs that are more presentable and argumentative. Fourth, the application as a stage of applying imagination, observation, discovery, development, and new knowledge in English essays. At this stage, students express their new ideas with strong reviews and are compiled in a complete essay. And finally, the revision is done as an effort to correct and evaluate the implementation of learning. Every weakness and deficiency is given a special attention for improvement. The previous discussion implies that this method will be appropriately applied to teach learners in English writing skill.

1.2 Discovery

Discovery learning has its roots in the perspective of constructivism to facilitate the creation and management of knowledge and the transfer of knowledge in different contexts [10]. Constructivism believes that learning will take place effectively if the learners seek their own knowledge. Discovery gives learners the opportunity to become autonomous learners in the entire learning process that will effectively help learners find the basic principles of a domain and generalize the knowledge to different tasks and contexts [11] often involves problem-solving situation [12, hal. 188].

According to Richards and Schmidt, discovery learning refers to an approach in learning that is based on several principles, namely: "a) Learners develop processes associated with discovery and inquiry by observing, inferring, formulating hypotheses, predicting and communicating, b) Teachers use a teaching style which supports the processes of discovery and inquiry, c) Textbooks are not the sole resources for learning, d) Conclusions are considered tentative and not final, e) Learners are involved in planning, conducting, and evaluating their own learning with the teacher playing a supporting role [13].

The discussion implies that discovery learning is a method intended to create active learning activities by positioning learners as the main actors and requiring them to play dominant role during the learning process in finding their own knowledge understanding, concepts, theories or ideas based on their own perspectives by giving them an initial information on the subject going to be learned. The rest will be settled by students through the discovery process. The instructor acts as a guide so that the defined learning objectives can be achieved. Therefore, the learning process and results will be meaningful if the knowledge is constructed by the students themselves.

1.3 Cognitive Style

In addition to learning methods, cognitive style also affects the success of learning students. Some research results show the effect of learning styles on academic achievement. First, Richards and Schmidt [13] revealed the influence of cognitive style on academic achievement and success. Furthermore, Kahtz and Kling [14] in his study also concluded that students with field-independent cognitive style felt helped by the Computer Assisted Instruction
learning method and students with field-dependent cognitive styles did not feel helped. Finally, Witkin et al. [5] find that individuals who have field-dependent cognitive styles tend to be superior in learning and remembering social material compared to individuals who are relatively cognitive field-independent. And, individuals with field-independent cognitive style are superior in managing reshaping the environment (field) while individuals who are in field-dependent cognitive style tend to be constrained by the environment it faces.

1.3.1 Field independent

Richards and Schmidt [13] say that field-independent cognitive style is a way of a learner who is able to recognize or focus on certain elements and is not influenced by other elements contained in one context and background. Whereas according to Slavin [15], field independence is a cognitive style that can perceive and analyze separate parts in a pattern. People who have a field-independent cognitive style are easier to identify the parts that form a broader pattern. In addition, individuals with field-independent cognitive styles tend to be easier to work on problems related to numbers, science, and problem-solving tasks.

1.3.2 Field dependent

According to Richards and Richard, field dependent refers to a learning style in which a learner tends to look at the whole learning task which contains many items. The learner has difficulty in studying a “field” of other items [16]. It suggests that learners who have a field-dependent cognitive style look at things as a whole from various points of view. They have weaknesses in learning something that is in a “field”.

Individuals who have a field-dependent cognitive style tend to see a pattern as a whole and tend to have difficulty separating specific aspects of a situation or pattern; and they tend to be oriented towards fellow and social relationships compared to individuals who have field-independent cognitive styles. FD type individuals have a tendency to easily remember social information, social relations, and easily work together in groups and are more pleased with subjects in history and literature [15].

People who are field-dependent cognitive style according to Ehrmana and Leaver [17] have a tendency to social relations so they need cooperation to receive, manage, respond to stimuli and solve problems. Their tendency to see things as a whole and the tendency for social relations makes it possible to know and understand complex problems and social relations, of course, require language for communication between the same in their social environment.

The two factors above, learning methods and cognitive styles, are regarded to play a vital role in shaping learners’ skill in writing English essay. Based on the description above, the study examines the effectiveness of metaphorming learning method on students’ essay in relation to their cognitive styles, field independent and field dependent.

2 RESEARCH METHOD

2.1 Setting

This research was carried out at English Education Study Program in the Academic Writing course, Universitas Banten Jaya for students of the 2016 taken place from February 2017 – June 2018, academic year 2017/2018.
2.2 Design

This quantitative research uses experimental method with a $2 \times 2$ factorial design. This design is used to determine whether there is an effect of the treatment given to the experimental and control groups. The research involved two groups of students, experimental group and control group, respectively provided with metaphorming learning method for the former and discovery learning method for the latter. Each group was composed of students who have independent and field-dependent cognitive styles in learning.

2.3 Instruments

The data collection was carried out by administering two test instruments. The first is essay writing test in English, the Students are provided with a number of topics to choose, one of which is in accordance with the information they have learned, and then asked to write an essay in English consisting of 250 – 400 words. Test scoring was assessed based on the criteria had been set based on 5 aspects: content, organization, vocabulary, language use, and mechanics. The essays were assessed based on assessment criteria that have been assigned with a score ranging from 1 – 5. The second is a cognitive style instrument called GEFT test developed by Witkin [18]. This test consists of three sections. The first section consists of 7 items intended for training and adaptation before students work on the item test assessed for their cognitive style. The second and third sections each consist of 9 items. In each question, students are asked to find simple figures that are embedded in complex figures. Each item is valued 1 for the correct answer and 0 for the wrong one. Thus, the maximum score is 18 and the lowest score is 0. The GEFT test will be given in 20 minutes. The more the students answer correctly, the more likely they will be grouped into field-independent style and the lower the GEFT test score they have, the more likely they will be grouped into field dependent styles.

2.4 Respondents

All students of the English Language Education Study Program, FKIP, Universitas Banten Jaya were chosen as unreached populations in this study. Meanwhile, the possible populations are students of 2016 in the 4th semester consisting of 4 classes in academic year 2017-2018 by purposive sampling. Among the four classes, 2 classes were selected to involve in the experimental research. One group was treated with metaphorming method as an experimental class and one group was taught with discovery methods as a control one. This selection was carried out using a random technique. Before applying the learning methods, the two groups were tested to identify their cognitive learning styles. This was carried out by administering the Group Embedded Figures Test (GEFT) instrument to each group [18].

3 RESULT AND DISCUSSION

The GEFT score administering to the treatment groups revealed that there are 12 field-independent students in experimental group and 10 field-independent students in control group. After 8 meetings of writing learning process, they are administered a test of writing essay where the scores range from 1-25. The following table presents the average score of learners who tend to learn in field-independent style in writing essay in both treatment groups.
Table 1. Essay Scores on the Both Groups

<table>
<thead>
<tr>
<th>Teaching method</th>
<th>Cognitive style</th>
<th>Mean</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>Metaphorming</td>
<td>Field Independent</td>
<td>20.91</td>
<td>12</td>
</tr>
<tr>
<td>Discovery</td>
<td>Field Independent</td>
<td>17.78</td>
<td>10</td>
</tr>
</tbody>
</table>

4 CONCLUSIONS

The findings confirm that learners’ writing performance has relation to the teaching method lecturer applying in the teaching-learning process. It also confirms that the learners’ cognitive style of field-independence plays essential role as well. The result shows that metaphorming method (average score = 20.91) benefits more the learners who tend to be field-independent cognitive style than those taught using discovery method (average score = 17.78). Therefore, it suggests that students in field-independent style need to be encouraged to study more independently by applying teaching instruction that promote them to do so. Student creativity will be honed and developed to help compose essays in English. So the role of creativity is key in the learning process by applying metaphorming methods.

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China’s Image and Public Diplomacy through Cultural Activity: Case Study on Summer Camp Program by Confucius Institute in Malang, Indonesia

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Abstract. This article discusses China's image development through cultural activity by the Confucius Institute in Indonesia. It focuses on the impact of summer camp program held by Confucius Institute or Pusat Bahasa Mandarin (Mandarin Language Center) in State University of Malang to the participant's perception toward China. It is qualitative research where data collected by online survey and interview toward summer program participants. The informants are students of the international relations department at the University of Muhammadiyah Malang who joined the program. The concept of public diplomacy was used to explain the impact of the summer camp program on China's image. The result shows that the summer camp program seems to succeed to improve China's image and confirmed its image as a developed country in the economy. It also succeeds to engage participants for a study about China and study in China. However, most of the participants are not eager to write a thesis about China. Cultural activity through the summer camp program shows the success story of China's public diplomacy to develop China's positive image. However, it needs improvement, especially to encourage participants to write research about China.

Keywords: Public Diplomacy, Culture, Confucius Institute, China, Indonesia.

1 INTRODUCTION

China has become the world's second largest economic power after the United States. This position makes China become an important country in international relations today. However, it is not always getting a positive response from other countries, but also emerging criticism. These phenomena make China tries to explain its economic development will not a threat to other countries. Even China promotes economic cooperation with other countries. In this context, diplomacy becomes important for China to get a good impression. Public diplomacy is the best choice for China to develop its positive image where cultural activity is the central [1] which is dominated by traditional culture [2].

The Chinese government is trying to build a positive image by introducing their culture. In this context, language becomes important for China's public diplomacy [3]. Language is important where the Chinese language or Mandarin follows its economic raising to becomes lingua franca in trade [4]. Although it may difficult to replace English as the global language, at least, through Mandarin teaching program, it can be recognized as one of the global
However, in a certain country like the United States, the language program sometimes meets with misperception, when it is associated with economic, political and ideology [6]. To meet with that occasion, the Chinese government established the Confucius Institute. Confucius Institute is an agency of the government of China to introduce Chinese culture around the world. Confucius Institute answers for the increasing of the number of Chinese culture and language learner as the impact of China’s rising economy. In other words, the Confucius Institute may be related to China rise, a tool of image development through cultural activity [7], China's public diplomacy [8] and soft power [9].

Confucius Institute was established in 2004 and Chinese language education is the main focus. In 2009, the Confucius Institute has offered 9,000 Mandarin courses followed by approximately 260,000 participants. The Confucius Institute has also held about 7,500 cultural exchange program with 3 million participants. The Confucius Institute takes cooperation with the local university or high school. There are two types of Confucius Institute program overseas. They are the Confucius Institute and Confucius Classroom. The differences among those two types are related to its capacity and programs, where Confucius Classroom is smaller than Confucius Institute, but it aims to support Confucius Institute activities. Currently, there are 126 Confucius Institute in Asia, 59 in Africa, 160 in America, 182 in Europe and 21 in Oceania. The expansion of Confucius Institute around the world shows the importance of language and culture in China's public diplomacy [10] although it also could be viewed as China's aggressiveness in cultural promotion [11]. However, Confucius Institute also faces some problems like teaching materials, teacher, teaching methods and the negative perception such as cultural invasion [12]. In the relative similar work, Wu Ying examines the Confucius Institute's strategy for disseminating Chinese Culture by emphasizing in four factors as the aspect of Chinese culture, international cultural order, methods, channels, and mechanism in cultural dissemination and the result [13].

Since 2010, there are 6 Confucius Institutes were established in Indonesia. However, Pusat Bahasa Mandarin or Mandarin Language Center is the official name of the institute. The Confucius Institute has been established at the State University of Malang (established in 2010 under cooperation with Guangxi Normal University), State University of Surabaya (established in 2011 under cooperation with the Central China Normal University), Al Azhar University (established in 2011 under cooperation with Fujian Normal University), Maranatha Christian University (established in 2011 under cooperation with Hebei University), the University of Tanjungpura (established in 2011 under cooperation with Guangxi Universities for Nationalities) and University Hasanudin (established in 2011 under cooperation with Nanchang University). The establishment of Confucius Institute in Indonesia is not an easy way for Chinese government since there are some sensitive issues related with China which sometimes it affects in the institute's activity in the local level [14]. Therefore Confucius Institute in Indonesia is important to reducing China's negative image, however, it may in limited number, particularly to the people who engaged with the institute [15]. China has its attraction through Chinese diaspora and export, even before the Confucius Institute was established [16]. Confucius Institute at Malang State University is the oldest institution among 5 others. For 9 years, Confucius Institute at Malang State University has been carrying out many cultural activities but Mandarin learning is the center. Every year, this institute invites Indonesian university students to visit China, in Guilin, to learn basic Mandarin and join some cultural activities. This program held in summer, therefore, named Summer Camp program. This program introduces Chinese culture directly in China and gives an opportunity for participants to enjoy Chinese culture and meet Chinese people.
Public diplomacy is one of the strategies used by a state to improve its image and create a common understanding with other countries. In general, public diplomacy is defined as diplomacy which focuses on the public in other countries. The public can act as an object or subject [17]. The public becomes an object when they become a target while on other case publics are involved in diplomacy activities. Although it focuses to influence the public in another country, the ultimate goal of public diplomacy is to influence their government. Public diplomacy works not in a hierarchical state-centric model but more operate in a network environment, aims to other country’s public and promotes a positive aspect of the country [18]. Public diplomacy is also related to nation branding where public diplomacy activity, mainly in culture, contribute to the country’s image development [19]. In a broader perspective, public diplomacy is also related to international public relations when it covers international communication by government and nongovernment actors [20]. Therefore, in the implementation, public diplomacy also collaborates with domestic society both in general as public or as the nongovernment organization [21].

Public diplomacy covers many fields, but usually, cultural activity is the most. It includes exhibition, scholarship, exchange and other activities related to culture. In public diplomacy, cultural diplomacy activities specifically involving the public and its main target is the public in other countries. The implementation and achievement of public diplomacy are divided into several levels [22]. The first is the introduction. At this level, public diplomacy focuses to introduce the country to the public in other countries. The second level is familiarity, where public diplomacy focuses on how the public in other country is getting accustomed to and getting to know about the country. At this level, public diplomacy usually starts to introduce unique things in his country. The third level is engagement, where the government is trying to tie up or strengthening ties by providing special programs such as scholarship or cultural exchange programs to get a positive impression. The last level is the influence. The main expectation of this stage is the emergence of understanding that is expected to affect public behavior and ultimately influencing the policies of the country. This study used public diplomacy’s concept to explain how Summer Camp program influence participants perception toward China’s image.

1.1 Research Method

This research was qualitative research. Qualitative research is not numeric data with research and data analysis did not use statistical methods [23]. Qualitative research usually uses inductive methods where the collected data were analyzed with the designation process for drafting the conclusions [24]. The data collected by an online survey through google form and interview. The informants of this research are 20 students of the department of international relations, the University of Muhammadiyah Malang who joined the Summer Camp program held by the Confucius Institute at the State University of Malang. The data analyzed was content analysis, where data is collected, categorized, and interpreted to obtain conclusions [25].

1.2 Result and Discussion

Confucius Institute at the State University of Malang held Summer Camp program every year to introduce Chinese culture to Indonesian student. The program held in Guangxi Norma University campus in Guilin city. It usually takes two weeks where it combines in-class and out-class learning. At the first week, participants have to join basic Mandarin class and some
cultural lesson like calligraphy, paper cat arts, play traditional music instrument (Hulusi) and tai chi. While in the second week, participants visit some areas in Guilin to know more about Chinese culture directly.

This study focuses on the impact of the Summer Camp program to the image of China. According to the survey and interview toward participants, there is the result of this study which is divided into nine categories. (1) the perceptions about China before joining the program are China as a developed country in the economy, Communist country and less hospitable to Muslim. (2) the perceptions after joining the program are confirmation toward China's world economic position, a country with a beautiful natural landscape and the people appreciate the time and friendly. However, participants argue that there is a communication barrier when most people can not speak English. (3) Reasons for joining the program. Most of the participants said that they want to know more about China because they love to study East Asian country. (4) positive and negative impression during the program. Most participants said that they got a positive impression on the learning system, particularly to the material, cultural visit and other activities. While the negative impression more on the limited halal food since they are Muslims. They also felt that summer in China is hotter than the dry season in Indonesia. (5) The beneficiary from the program. All of the participants got many benefits such as experience, learning program, and networking. They were happy to learn Chinese directly in China and met Chinese people. (6) A future visit to China. All respondents said they are willing to visit China again if they have an opportunity. (7) The interest in Chinese studies. Most of the participants were inspired to study about China after joining the program. (8) The interest to write a thesis about China. Although most of them were intended to study about China, in the context of writing a thesis about China, they are not willing to do that. They said that they are interested to study about China but not for the thesis. (9) The interest to study in China. Most of the participants said that they willing to study in China for their master, however, 2 students said that they have another option.

The result shows how the impact of the activities of summer camp program against the image of China. There is a significant change in China's image in the context of their perception before and after joining the program, particularly on the relations with Muslim and about slouchy. They viewed Chinese people are friendly and clean. Meanwhile, the image of China as an economically developed country was confirmed. In general, almost all of the participants felt that they got many benefits from the program and it may inspire them to study about China or study in China for their post-graduate. However, love to study doesn't mean they like to make a research about China, particularly for their thesis's topic.

In the context of public diplomacy, the summer camp program seems to success to develop a positive image of China. All of the participants gave a positive impression and appreciation about China. It may cover to the first until the fourth level of public diplomacy when they are inspired to study about China or study in China in the future. However, one of the less influence is willing to write a thesis about China. Why the thesis becomes a matter? All of the participants are international relations students, where they have to write a thesis about international issues before graduate. Writing a thesis is not only about research or academic writing, but more, it is the way to express their opinion and argument to the topic that they wrote. It also means if more students write about China, it represents how their perception and opinion toward China in an academic way. It will give a different perspective than their personal experience and it may become literature for next research about China by other students.
2 CONCLUSIONS

The summer camp program by the Confucius Institute at the State University of Malang have managed to turn and establish the positive image of China to the Indonesian students, particularly to the participants of the program. It also shows the success of China's public diplomacy in Indonesia. However, the number of participants may not significant if it compared with the Indonesian student's population. It also less significant to engage participants to do more specific about China, like writing a thesis about it. Therefore, it needs an improvement of the program to get wider participants or create the program in Indonesia. Chinese culture exhibition and performance may a good choice, but it also need to accompanied by the explanation about them since there is a language barrier. Finally, the summer camp program may succeed at almost public diplomacy's level, but it may need more improvement to complete the fourth level.

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Abstract. This study describes the people attitude towards Gorontalo language as the Gorontalo ethnic identity. It is the fact that there was a change of community attitude towards the language from generation to generation. Observations on language attitudes are carried out using ethnographic method in three age groups: children, adolescents, and adults living in Gorontalo City. The results indicate that the attitudes of the three groups lead to negative attitudes influencing the maintaining condition of Gorontalo language. The negative attitude is seen in the increasing pressure Gorontalo language receives as a result of social interactions in every aspect of its people’s lives. In their social interaction, the people of Gorontalo City prefer to use Malay-Manado and Indonesian, while Gorontalo language is set aside. The use of Gorontalo language can be found only in a very small scope, that is in the interaction among parents in the family setting and in custom-cultural ceremonies. In various interactions involving the young group, the study found a tendency to use other languages. This negative attitude is influenced by such factors originating from the community as a poor effort the parents made in inheriting the language to their children as well as weak support from the government and stakeholders. On the other hand, the high population mobility, as the external factor, results in the changes in economic, social and cultural conditions of the people of Gorontalo City. The changes require the Gorontalo City people to interact with other ethnic groups living in the community.

Keywords: Community Attitudes, Gorontalo Community

1 INTRODUCTION

The most well-known wise expression said, “language reflects the social class” or “self-imaging reflected on the language he/she used. The expression echoes the close relationship between language use and the speaker. The good or bad of the language speakers use indicated their view and attitude on the language. Eades and Siegel have studied the poorly speakers of English-Australian in Australia. It revealed that some of them agreed that their English is poor. But others said that the language they use is Aboriginal. In fact, it simply differs from the proper English-Australian [1]. This study discovered that the attitude affects the speakers
in using their language. The speakers who realize their weaknesses in language use probably will improve their attitudes and not for the speakers who do not. In other words, the attitude reflects the tendency of someone on an object.

Correspondingly, Bartlet quoted by Garo reminded that attitude is a complex state of personal and social psychological conditions involving the characteristics of cognitive activity. Motivation, interest, and values interact with attitudes leading and determining the cognitive activities that are meaningful, interesting, and/or familiar overall vary from different contexts [2]. Therefore, attitude is also basically influenced by social condition becoming the medium for everyone. Holmes confirmed that language is strongly influenced by social and political factors concerning the policy of language use agreement that should consider the acceptability of the language within its speaker society [3].

These views suggest that language attitude refers to the perspective of a person or group of speakers on a language. Jenkins who studied the attitudes towards the use of English accents by its participants. Every participant expressed a different opinion. Some admitted that the accent they used was far from perfect and wanted to improve it and some thought that the different accent they produced was natural as English is their second language [4].

Another study on language attitude was also conducted by Bugel, Santos, and Berger. They reported that students in the Brazilian region who were studying foreign languages generally showed a change of attitude towards the Brazilian Portuguese language. The students learning foreign languages in the school assumed that the language they learned is a right and good language. On the other hand, the language used with accents and local variations at family setting is considered to be full of language errors [5]. This study revealed that changes in language attitudes can also be influenced by education experienced by the society especially in language discipline which further provides wider access to information for the community.

As a result, the above discussion describes that language attitudes can be a positive and negative attitude. A positive attitude is one that places language as a communicating medium, in one hand, that necessarily be used in its actual use. This positive attitude motivates the speakers to maintain and place their language as a primary choice in social interaction. On the other hand, the negative attitude can be described as a careless one on a language. This negative attitude is expressed by the rejection of the speakers to use a language. This will gradually impact on the weakening of language position in the social interaction.

Other research by Vassberg argues that the attitude towards language varieties reflects the user attitude the language involving motivation in choosing language and can have a profound effect on language use [6]. The long-term effect of the language use will definitely have a distinctive impact on a language as language attitude also involves a very complex attitude.

Saville-Troike suggests that language attitudes generally are strongly influenced by the social structure applying in society. Meanwhile, the members of the language community rarely can decide the attitude on a language or language variety. This interests the ethnographers to investigate the relationship between attitude and language [7]. Similarly, this study will explore the maintenance of Gorontalo language by Gorontalo people form language attitude perspective.
1.1 Research Method

This research uses a qualitative approach that explores a particular group or population based on the need for a profound and detailed understanding on the issue being studied. Moreover, this approach also empowers individuals to deliver their stories while minimizing power relation that often appears to the researchers [8].

Furthermore, as the research focuses on the linguistic behaviors of a community, this it uses the ethnographic method. Emzir suggests that ethnography is a type of research focusing on the sociological meaning conducted by closed field observation on sociocultural phenomena [9]. In other words, this study describes the study results of the people’s attitudes towards Gorontalo language based on the results of field observation conducted.

In its implementation, this research was conducted by the following procedures suggested by Spradley, namely (1) selecting an ethnographic project; (2) asking ethnographic questions; (3) collecting ethnographic data; (4) making an ethnographic record; (5) analyzing ethnographic data; and (6) writing ethnographic reports [10]. Upon completion of object selection being studied, the preparation of the ethnographic interview guideline was carried out to gather information from informants. The guideline is not used rigidly in data collection because it is possible for other questions to occur during the interviews related to the topic being discussed. The interviews were documented in the form of recordings to assist the data processing.

The data collection was also carried out by tapping the conversations the community being held in various social activities. Tapping is chosen in order to the researcher presence does not cause awkwardness for informants in communicating. With this technique, the conversation being taken place will flow freely from the beginning to the end of the topic being discussed. The data collected were described and analyzed using the SPEAKING grid offered by Hymes [11], [12]. In addition, data analysis was also conducted by referring to the technique of elaborating ethnographic data of communication offered by Saville-Troike.

1.2 Results and Discussion

The data about the attitude of Gorontalo city people on Gorontalo language were collected by observing the field directly and interviews with the informants. The interview was carried out using a tapping technique to bring up answers that led to people’s attitudes towards Gorontalo language. The results of data analysis revealed that the people attitude towards Gorontalo language in Gorontalo City can be classified into two groups. The former is a community group showing a positive attitude characterized by a respectful and loyal attitude to the Gorontalo language. This is reflected by using a good Gorontalo language in communication in various settings and conditions, passing down the Gorontalo language to the next generation consciously and voluntarily. The latter is a community group that shows a negative attitude manifested by disrespecting and disloyal attitude to the Gorontalo language. It was indicated by poorly using Gorontalo language and having no interest to inherit the Gorontalo language to the next generation.

The two attitudes towards Gorontalo language can be found in society in various age groups. It was found positive and negative attitudes in adults to old age groups. On the one hand, a positive attitude encourages people to inherit Gorontalo language to the younger generation, especially to their grandchildren. They consciously know that Gorontalo language must be maintained as one of the Gorontalo ethnic identities. This positive attitude evidently
existed in their children ability who understand Gorontalo language and can use it both passively and actively.

The positive attitude of the parents in family setting also impacted on positive attitude ultimately owned by the younger generation in the family. Teenagers and children from such families will understand easily the conversations in Gorontalo language. Then, the teenagers and children finally are able to actively speak in Gorontalo. But such family conditions are rarely found, especially those residing in the city center.

On the other hand, the adults and old people living in the area of Gorontalo City were also found to have a negative attitude towards Gorontalo language. The negative attitude is recognized by the presumption claimed that Gorontalo language is no longer suitable for use by people in urban areas. The demand for interaction with the wider community from various backgrounds is the reason for leaving Gorontalo language which is considered to hamper the assimilation of diverse communities. As a result, there are many younger have experienced difficulties in using Gorontalo language either passively or actively. This negative attitude of the society on Gorontalo language can be met in all areas of Gorontalo City, especially in the city center.

There are a number of people in Gorontalo City found to have no cares about the Gorontalo language condition. Such people even were aware of the recent shifting position of Gorontalo language, but they give no effort to maintain it. The reasons are they cannot compete in the rapid changing of time and inevitably have to adapt to the changes in Gorontalo society. Finally, this condition results in a generation who similarly behaved to the Gorontalo language.

Teenagers and children showing no positive attitude towards Gorontalo language tend to consider the Gorontalo language as a language used by ancient people or by parents only. Moreover, teenagers and children were also found to regard Gorontalo language as the language of rural communities and not suitable to use in the city region. This eroding indications of a positive attitude on Gorontalo language commence from the family issues such as it is difficult to find a community of teenagers and children who know the word bapu “grandfather” and neene “grandmother” as a greeting to the parents (mother and father). Likewise, other greeting expressions also show the characteristics of Gorontalo society.

It implies that the people attitude on Gorontalo language is determined by the habits in the family setting. Starting from the parents’ attitude on Gorontalo language which is passed down to the next generation. The observation found that parents communicating in Gorontalo language daily in their family settings will foster a positive attitude of their children on Gorontalo language. On the contrary, children who lived in the family that rarely uses Gorontalo language when talking to children will tend to have negative attitudes on Gorontalo language. This language attitude change is also motivated by the high population mobilization in Gorontalo City. On the one hand, the interaction between local people and immigrant motivates people to use language that can be easily understood together even though on the other hand it creates a negative attitude towards Gorontalo language.

2 CONCLUSIONS

In conclusion, the people attitude on Gorontalo language has experienced a decline from positive to negative attitude. This change is noticed by the more pressure Gorontalo language got in the daily life of its society at Gorontalo City. There are rare people found using Gorontalo language in their various social activities. As a result, this change threatens the language maintenance of Gorontalo as the Gorontalo ethnic identity.
REFERENCES

The Innovation In Education of Islamic Boarding School Through The Use of E-Learning

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Abstract. Islamic boarding schools that have been using the textual learning model for a long period of time are now facing new challenges in what is referred to as the industrial revolution 4.0. Islamic boarding schools are required to adapt to the contextual learning model through educational technology innovation. The purpose of this study is to analyze the innovation in education at the Islamic boarding school-based college. The method used for this research was qualitative, and data collection was made through observation and interviews with five different subject lecturers. The results of this study indicate that one form of educational innovation conducted by islamic boarding school is through the development of e-learning. The direction of educational innovation consists of four steps: invention, development, diffusion, and adaption. The contribution of this study is the proposed innovation in education at the islamic boarding school, through the use of e-learning.

Keywords: E-learning, Innovation, Education, Islamic Boarding School.

1 INTRODUCTION

The emergence of the industrial 4.0 era brought a wide spectrum of changes in many sectors, including that of education [1]. The increasingly sophisticated development of educational technology is considered a challenge for Islamic boarding schools, as they are required to make adjustments to both the curriculum and teaching approaches. There is an urgent need to adapt and implement the most modern learning strategies in order to keep up with the ever-developing cyber world, otherwise the competitiveness for Islamic boarding schools will become increasingly weak due to lack of modernization. Updating learning methods could improve the competitiveness and quality of graduates in the workplace and society, as well as better equip students with the necessary knowledge to excel in the new age.

The results of preliminary observations show that the textual learning model still dominates the learning system in the Communication Studies Program at the University of Darussalam Gontor in Indonesia. The use of contextual learning models is limited even though it is considered an essential tool in teaching; student reasoning is more developed as they are given the opportunity to construct ideas according to their abilities [2]. Furthermore, educational technology innovation is now a demand in modern boarding schools in order to increase competitiveness, as has been done in the past. Modern boarding schools have previously made fundamental changes due to observing weaknesses in traditional Islamic boarding school education – for example, the Islamic curriculum only teaches religion-based
information, limiting the scope of jobs graduates can apply to due to lack of general knowledge, technology mastery and niche skills [3]. The use of digital media in learning is an easy way to introduce technology to students. Digital media can not only present learning material contextually, but provide an interactive and dynamic experience through exciting audio and images/videos [4]. The use of digital media is also expected to improve students' understanding of learning material.

Educational technology as a medium of teaching is important in addressing the challenges as well as creating opportunities for Islamic boarding schools, specifically with gaining a competitive edge among other educational institutions. When Islamic boarding school communities can master technology while still having a strong foundation in religion, the moral degradation and the destruction of ethics due to the negative impact of media and technology can be reduced, and eventually solved. The most severe challenge of modernity is the shift of values and morals influenced by globalization, the increase of consumerism, and people's dependence on modern technology [5]. Islamic boarding schools must take it upon themselves to create solutions for these challenges.

Educational innovation is developed to constantly progress the field and achieve specific goals while solving any issues that arise. A study of innovation in education was conducted by Lahinta with the aim of investigating the best learning model in promoting innovation within the education system. The results concluded that e-learning, distance learning, and the multimedia classroom are all systems that can increase innovation, without the need for lecturers and students depending on distance, space and time in order to interact [6]. Nurryna also carried out research which suggested that more progress in the development of information and communication technology increases the certainty of teaching and learning activities with a variety of educational media [7]. In line with the two results mentioned, this study is trying to explore the use of digital media in conducting educational innovations. The direction of educational innovation consists of four steps: invention, development, diffusion, and adaption [8].

This topic needs to be studied as it is important in supporting the policy of the Ministry of Communication and Information of the Republic of Indonesia delivered in Press Release No. 04 / SP / HM / BKKB / I / 2018 concerning Science and Technology Development and Higher Education in the Era of the Industrial Revolution 4.0 [9]. In order to support government policy, this study aims to examine the direction of innovation in boarding education at the Communication Studies Program, at the University of Darussalam Gontor.

2 RESEARCH METHOD

This study uses a descriptive qualitative method to analyze the direction of educational innovation. The data in this study was obtained through direct observation of the uses and effects of e-learning, and in-depth interviews with policymakers. After conducting in-depth observations and interviews, the researcher constructed the information obtained and mapped the direction of innovation carried out by Communication Science Study Program. Data analysis techniques are based on Miles and Huberman's theory, using data reduction, display, and conclusions to gather results [10]. Reduction is conducted by summarizing, condensing the information, and then focusing on the key points. Presentation of data comes in the form of brief descriptions and analysis of relationships between categories, etc. Summarizing conclusions from the data is the last step in data analysis. The validity of the research data is formulated through triangulation, in which the data is tested for validity [11]. Data collection techniques are combined with various existing techniques and data sources. Triangulation of
3 RESULT AND DISCUSSION

This study has analyzed the direction of educational innovation in the Communication Studies Program at the University of Darussalam Gontor. Educational innovation can be interpreted as a new method to improve the ability to achieve educational goals [12]. This study was examined using four aspects of innovation: invention, development, diffusion, and adaption.

Invention is a discovery/creation of something new. Based on the results of the study, inventions that occur in the Communication Studies Program are in the form of five basic subjects, specifically: 1) Introduction to Communication Science, 2) Communication Theory, 3) Communication Psychology, 4) Mass Communication and 5) Contextual Communication, all of which are uploaded on an e-learning site. The creative and innovative learning content that was previously discovered did not exist, but then it was developed with new creations from the instructors of the basic courses at the Communication Studies Program. This is in line with Hasan's research, which states that invention is the discovery of something that is truly new as a result of human creation, objects or things that were discovered (did not exist) previously, then made with the results of new creations, such as the discovery of learning theory, educational theory, the technique of making plastic goods, fashion clothing, etc [13]. The emergence of fresh and creative ideas are the result of observations and experiences of the learning process that had already existed, but the forms that were found were completely new.

The second stage of educational innovation is development. The results obtained suggested that this stage was carried out through the development of learning content consisting of lecture material, pre-test/post-test questions, and virtual discussion forums. Media development and further testing were carried out on media produced in the form of e-learning. E-learning is teaching and learning that uses electronic circuits (LAN, WAN, or the internet) to provide alternative forms of teaching [14]. It was created in 2018 off the basis of Moodle. Development of e-learning in the first year is limited to five basic courses, then developed for other subjects in the following year after being tested and evaluated.

Diffusion is the third stage of educational innovation. A form of communication, it is considered unique, relating to the dissemination of messages in the form of new ideas, or as Rogers (1983) suggested, diffusion is the "the spread of new ideas from the invention or creation to its ultimate users or adopters" [15]. The diffusion of learning innovation carried out by the Communication Studies Program at the University of Darussalam Gontor experienced several processes, including awareness in 2016, when a workshop was held on the Qualification of Indonesian National Competencies by the university. The second process of interest was the variety of information gathered through several workshops on learning methods. The next step in diffusion is an evaluation, which is the emergence of several conflicts and negotiations related to the learning model more appropriate to boarding-based colleges. A trial was conducted for e-learning with five lecturers in the basic course of Communication Studies at the University of Darussalam Gontor, and the latest e-learning media adoption in mid-2018.

The last stage of educational innovation is adaption. It is the stage in which the Communication Study Program accepted and adapted to the new learning media technology in the form of e-learning, composing creative and innovative learning content using the contextual modules. This form of learning encourages students to understand the reality,
meaning, and benefits of studying, so that they are more diligent and motivated to learn, even almost addicted to learning; these conditions are realized when students are aware of what they need to live, and how to achieve it [16]. With the help of e-learning media, learning activities are expected to increase the participants' understanding of the material to produce optimal output.

Innovation in the Communication Studies Program at the University of Darussalam Gontor does not 'just happen'. When the innovation began to be applied, problems arose in its implementation, where it was initially being managed by PPTIK University of Darussalam Gontor, which then entirely delegated the project to the manager of Communication Science Study Program. In technological capability, the manager of the Communication Science study program does not have sufficient knowledge regarding the management of e-learning as an innovative product produced. On the other hand, face-to-face learning models that have been built for a long time in boarding schools, have become a socio-cultural obstacle for lecturers to implement e-learning even though they have obtained approval from the university leader [17].

4 CONCLUSIONS

This study analyzes the Islamic boarding education conducted by the Communication Studies Program at the University of Darussalam Gontor. Educational innovation is enforced through invention, development, diffusion, and adaptation through e-learning. Research recommendations are given to the administrators and stakeholders in special Islamic boarding schools at University of Darussalam Gontor to implement education through the use of e-learning.

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Developing Teaching Material on Non-literary Text Writing with Story Writing Map Strategy

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Abstract. This study aims to produce teaching material for writing non-literary texts with a Story Writing Map strategy for high school students in class X and knowing the feasibility of the product regarding the results of validation by experts, teachers, and students. This development research uses the development steps of Borg & Gall (1983), namely needs analysis, product planning, initial product development, expert and teacher validation, first product revisions, student response trials, second product revisions, and final products. Needs analysis was carried out in Klaten Regency, namely at SMAN 2 Klaten, SMAN 1 Karanganom, and SMAN 1 Jatinom. The product trial was conducted by 30 grade X students at SMAN 2 Klaten. Teaching materials for writing non-literary texts are developed based on the revised edition of the 2013 curriculum, which consists of three non-literary text writing material, namely observation report text, exposition text, and biographical texts. The results of the study showed that the writing materials developed had a decent category of use. Based on expert judgment, the teaching material produced has a very good category, regarding the feasibility of content, language, presentation, and graphics. Based on the teacher's assessment, the teaching material developed has categories both regarding the feasibility of content, language, and graphics, while the feasibility aspect of presenting these teaching materials is categorized very well. Based on the student response test, the teaching material for writing non-literary texts is categorized very well.

Keywords: Teaching Materials, Writing, Non-Literary Text, Story Writing Map Strategies

1 INTRODUCTION

Learning Indonesian is always associated with four aspects of language skills, including listening, speaking, reading, and writing. The four aspects have an attachment to learning from one another. Writing is a form of manifestation of language competence most recently mastered by language learners after the competence of listening, speaking, and reading [1]. Thus, writing is an aspect of language skills that must involve the other three elements in the aspects of existing language skills. It can be said that writing skill is the most challenging language skill compared to other language skills.

To learn a variety of language skills, language learning material is needed. Language learning material includes textbooks, student workbooks, tapes, LPs, video recordings, photocopied documents, newspapers, and others [2]. Of the many learning materials available,
the book has a significant contribution. With books, the process of implementing education will be more natural because teachers can manage learning activities effectively and efficiently [3]. Moreover, textbooks play an essential role in the teaching and learning process because books are the primary agents in conveying knowledge to students [4].

Students can learn best when they have good textbooks. It is because book becomes a vehicle for students to understand the requirements of learning material which are the representations of the curriculum. With various competency requirements, Indonesian textbooks circulate in the community, both issued by the government and by the private sector, they directly contain four aspects of language skills. Thus, one problem surfaced, namely that there had not been found any Indonesian textbook published by the government and also by the private sector which focused on learning one language skill, especially writing skill.

Teaching is the process of transforming content knowledge into active pedagogical forms [5]. It means that as a teacher in teaching language skills must be able to translate knowledge that comes from communicative teaching materials to his/her students. Teaching materials that are mainly used in learning are textbooks. With the existence of textbooks, the teacher must be able to actively adjust the contents of the book to the learning needs. Thus, the development of teaching materials that lead to the effectiveness and utilization of the teaching and learning process needs to be done.

Based on the description above, research and development are needed regarding teaching materials that focus on discussing one language skill. Teaching materials developed in this study are teaching materials on writing skills. The teaching material on writing developed in this research was focused on non-literary texts. It is because it is still rare to find Indonesian language teaching materials that focus on non-literary writing learning. In this case, the teaching material is different from existing literary text teaching materials which are always integrated into writing skills.

Textbooks that are used as teaching materials should be able to communicate the materials and convey information using various learning methods so that each student can absorb and understand it for later use [3]. In line with this statement, the development of teaching materials for writing non-literary texts was developed with a learning strategy. The learning strategy used in developing the teaching materials in this research is the Story Writing Map strategy.

Story Writing Map strategy is a learning strategy on writing that emphasizes at the prewriting stage. It is a prewriting strategy which increases students organizational skills and helps them to identify and understand the elements of a story [6]. This strategy can assist students in organizing their thoughts into a whole story chart. With the implementation of this strategy into writing activities, students are triggered to be as creative as possible to write a piece of writing that will be produced. Also, this strategy also helps students to be able to develop the goals of each text they provide.

2 RESEARCH METHOD

Development model used in this research is Research and Development (R & D). This research used the development procedure of Borg & Gall [7] with several modifications, namely (1) needs analysis, (2) product planning, (3) initial product development, (4) expert and teacher validation, (5) initial product revision, (6) students’ response measurement, (7) second product revisions, and (8) final products. Needs analysis was carried out in Klaten Regency, at SMAN 2 Klaten, SMAN 1 Karanganom, and SMAN 1 Jatinom. There were 30 students from 10th grade of SMA N 2 Klaten participated in the product test.
This research had two types of data, namely quantitative and qualitative data. Quantitative data was obtained from the assessment carried out by expert lecturers, teachers, and students, while qualitative data was obtained from the results of interviews and input in the form of criticism and suggestions by teachers and students. Also, qualitative data was also obtained from validators’ data.

The data instruments used were questionnaires which consisted of a questionnaire of teacher’s need analysis, a questionnaire of student’s needs analysis, expert validation sheets, teacher validation sheets, and students’ response sheets. These data were then used as a reference for the development of teaching materials and tools to determine the quality of teaching materials under study.

3 RESULTS AND DISCUSSION

The product of the Research and Development is in the form of teaching materials for writing non-literary texts for the 10th grade Senior High School with a Story Writing Map strategy. This teaching material consists of an introduction, contents, and closing sections. The opening is in the form of covers, introductory words, instructions for using the book, charts of material presentation, table of contents, and at a glance of the Story Writing Map strategy. The content section contains material for writing non-literary texts consisting of three lessons, namely the subject matter of writing the text of the report on observation, exposition text, and biographical texts. Each document describes the material's exposure and required steps for writing non-literary text with the Story Writing Map strategy. In the end, there is a bibliography, glossary, index, and information about the author.

The data analysis of product validation is done by converting quantitative data into qualitative data. Changing this data is intended to determine the feasibility of the product being developed. The details are presented in Table 1 which serves as guidelines for interpreting the results of data analysis [8].

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<th>No.</th>
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3.1 Results of validation by experts and teachers

The developed products’ assessment is based on aspects of content feasibility, language feasibility, presentation feasibility, and graphic feasibility. Criteria of content feasibility includes: (a) Inclusiveness and depth of materials by core competencies and basic competencies; (b) The selection of discourse, text, images, and illustrations by the competencies that must be achieved and useful for fulfilling students’ curiosity; (c) Concepts and theories are in accordance to systematics of the knowledge; (d) Training, assignment, and assessment by the demands of authentic assessment; (e) Accuracy in applying the principle of language skills based on language theory.
Criteria of language feasibility includes: (a) Conformity with the level of students’ intellectual development and social-emotional development; (b) Message readability and language accuracy; (c) Adherence and integration, both chapters and paragraphs; (d) Material submission through paragraph development is carried out effectively.

Criteria of presentation feasibility includes: (a) Systematic consistency of presentation, conceptual conclusions, and balance between the chapters; (b) Centering Story Writing Map strategy in the developed instructional materials; (c) Stimulate student metacognition (spiritual attitude and emotional attitude); (d) Stimulate students’ imagination, creation, and critical thinking (knowledge and skills).

Criteria of graphics feasibility includes: (a) Layout that contains material exposures, examples, and activities that students must do is presented proportionally, according to the size of the book; (b) Presentation of cover, illustration, and image can support students’ curiosity to increase their learning motivation.

Based on validation by experts, the content feasibility aspect gets scores 85.33% with the criteria of "very good." The language feasibility gets a score of 85% with the criteria of "very good." Presentation feasibility gets a score of 81.67% with the criteria of "very good", and the graphics feasibility gets a score of 90% with “very good” criteria. Thus, in average, the overall product validation carried out by experts scored 85.5% (or “very good”).

Based on validation by teachers, it can be seen that the content feasibility aspect gets scores 77.6% with the criteria of "good." The language feasibility scores 76% with the criteria of "good." The presentation feasibility gets a score of 81% with the criteria of "very good." Additionally, the graphics feasibility gets a score of 80% with “very good” criteria. Thus, in average, the overall product validation carried out by teachers score 78.65% (or “good”).

3.2 Students’ response results

After the teaching materials have been validated by experts and by Indonesian teachers, the researcher made revisions according to experts’ and teachers’ suggestions and criticisms. The teaching materials are ready to be tested to students. Students act as respondents by filling out Students’ Response sheet. Assessment made by the students is done with a range of scores 1-5. This assessment is carried out by 30 students. After evaluating the percentage, students’ responses to the developed instructional materials obtained a score of 86.27%. Therefore, teaching materials for writing non-literary texts for 10th grade senior high school students with the Story Writing Map strategy are categorized as "very good."

Criteria of students’ response includes: (a) Inclusiveness and depth of material by core competencies and basic competencies; (b) The selection of discourse, text, images, and illustrations by the competencies that must be achieved and useful for fulfilling students’ curiosity; (c) Selection of examples by the competencies that must be achieved; (d) Training, assignment, and assessment are by the demands of authentic assessment; (e) The material is explained communicatively; (f) The use of language by the level of students’ intellectual development and social-emotional development; (g) Message readability and language accuracy; (h) Adherence and integration, both chapters and paragraphs; (i) Submission of material through paragraph development is carried out effectively; (j) Systematic consistency of presentation, conceptual conclusions, and balance between the chapters; (k) Centering Story Writing Map strategy in the developed instructional materials; (l) Stimulate students’ metacognition (spiritual attitude and emotional attitude); (m) Stimulate students’ imagination, creation, and critical thinking (knowledge and skills); (n) Layout that contains material exposures, examples, and activities that students must do is presented proportionally,
according to the size of the book; (o) Presentation of cover, illustration, and picture can support students' curiosity to increase their learning motivation.

3.3 Discussion

3.3.1 Product planning and development

The Story Writing Map strategy is integrated to preparation of teaching materials with the aim of increasing the ability to organize students’ writing to be more systematic. Mind Mapping strategy can help students to organize their ideas effectively, understand topics and written information easily [9]. So that, students can develop or describe concepts more effectively. There are eight steps in applying Story Writing Map strategy, namely determining ideas, settling ideas, illustrating content, combining content, summarizing goals, compiling texts, presenting works, and publishing works.

The developed teaching materials are in the form of book. The teaching material book is prepared for the learning process that contains materials or subject matters to be taught [10]. The developed teaching materials consist of nine parts, namely cover, preface, instructions for using the book, material presentation chart, table of contents, learning material, glossary, index, and about the author.

Each learning text in these materials contains several aspects. First, it is always preceded by the cover of the chapter or the title of the learning material that is studied with illustrated images aligned with the characteristics of the text. After the cover page of the second chapter, a material’s mapping chart is presented and comprises a content framework for each learning text. Third, it comprises learning materials that include an introduction to the text, text structure, and grammatical rules. Fourth, it includes steps to write a text using Story Writing Map strategy. Fifth, final section presents a scoring rubric. Scoring rubrics are used to determine the writing scores by evaluating aspects, like, grammar, vocabulary, writing mechanics, written organization and context [11].

The focus of developing non-literary text teaching materials is in the text writing strategy section using Story Writing Map strategy. The following is the description. *First*, students must determine which ideas will be developed as the central of the entire text. The concept developed must be in harmony with the characteristics of the text to be produced.

*Second*, students begin to settle ideas. It aims to reflect on whether the concept to be developed is interesting to discuss. Also, this stage is the stage for thinking about supporting data that will build the entire text.

*Third* is the preliminary stage. This initial stage includes three stages, namely illustrating the content, combining the contents, and concluding the goal. In illustrating the content, a predetermined idea begins to be described in some statements that represent ideas and also problems in the text to be produced. These statements are manifested in several sentences. Sentences that express the design can be referred to as the content frame of the text.

In illustrating the content, students begin to develop each statement demonstrating the content with supporting dictionaries. These supporting dictionaries are associating ideas which, if described, will become a whole unit in the form of paragraphs. The dictionaries must be able to explain the statements that have been made previously. Thus, at this stage, students must pay attention to cohesiveness requirements in a paragraph, namely cohesion and coherence.
The last point at the prewriting stage is conclusion of the goal. It contains statements about the purpose of the text production. This section is an essential point for students to inform the reader, the core of the text that is to be produced.

*Fourth*, the stages of assembling of text. At this stage, students can begin to assemble the whole idea from the process of illustrating the contents, combining content, and concluding the goal into one complete text. This series must pay attention to the structure of the text to be produced. Besides, students must pay attention to the effectiveness of the written sentences and also comply with the *General Indonesian Spelling Guidelines*.

*Fifth* is the stage of work presentation. The exhibition of the work can be said to be a performance or directly to expose the writing that has been produced by being reviewed by a colleague or to be read in front of the class. Hence, students will get comments on the text that has been produced. These comments are used as a material for consideration, whether or not students will revise the text that has been made.

*Sixth* is the stage of work publication. This is the final stage. After students can produce text independently and reviewed by colleagues, students can publish their work in both print and electronic media, even in the mass media.

### 3.3.2 Product validation results

Product validation is divided into two parts; carried out by experts and teachers, and then by product users or students. The first validation was carried out by three experts and five teachers in three schools in Klaten Regency, namely at SMAN 1 Karanganom, SMAN 1 Jatinom, and SMAN 2 Klaten. After completing and revising according to given suggestions and criticisms, the product was tested on students to see their responses regarding the feasibility of the developed teaching materials.

Based on the assessment from experts, teachers, and also students, it can be concluded that the developed teaching materials is in the category of “very good.” Thus, the teaching material is suitable for students to use as a supplementary book in learning activities to write non-literary texts. Also, the developed teaching materials can help teachers in selecting alternative teaching materials in learning to write non-literary texts. Table 2 shows an overall result of experts’, teachers’, and students’ validation on the developed teaching materials.

<table>
<thead>
<tr>
<th>Table 2: The Result of Experts’, Teachers’, and Students’ Validation</th>
</tr>
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<tbody>
<tr>
<td><strong>Interviewees</strong></td>
</tr>
<tr>
<td>Experts</td>
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<tr>
<td>Language</td>
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<tr>
<td>Presentation</td>
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<tr>
<td>Graphics</td>
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<tr>
<td>Teachers</td>
</tr>
<tr>
<td>Language</td>
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<tr>
<td>Presentation</td>
</tr>
<tr>
<td>Graphics</td>
</tr>
<tr>
<td>Students</td>
</tr>
<tr>
<td>Overall Percentage</td>
</tr>
</tbody>
</table>
4 CONCLUSIONS

Based on the results of the validation by experts, teachers, and students, the developed teaching material comes into “very good” category. It is evidenced by the overall average percentage by 83.23%, concerning content feasibility, language feasibility, presentation feasibility, and graphics feasibility. Therefore, the developed teaching material can be used as an alternative supplementary book in learning to write non-literary texts among 10th grade senior high school students.

REFERENCES

Abstract. This study aims to explain aspects of politics and economics which became the local strength of bagurau oral literature in the digital era. This study is the result of observation of the phenomenon of bagurau oral literature that developed in West Sumatra. Bagurau is oral literature form of ‘big’ because it is told every night in different spaces and locations. Even on the same night there were several narrations in different places. This study uses sociological approaches, qualitative methods, and poststructuralist theories, specifically the other ‘tracer’ contained in bagurau. The findings of this study, that in the period leading up to the general election of presidential and legislative candidates this oral literature shows its local strength, namely political, economic and digital aspects. Political aspects, bagurau acts as a media for disseminating legislative candidates, socializing government programs, and sponsored by legislative candidates. Economic aspects, how to make a living as a authors, audience economic motivator, economic transactions of authors and audiences, aesthetic economic transactions, and economic drivers of local communities. Finally, the context of the narrative of bagurau utilizes digital for the media to create text, narrative process, and documentation, and forwarding and disseminating information about the narrative of bagurau.

Keywords: Bagurau, Local, Digital, Politics, Economics.

1 INTRODUCTION

Bagurau is a form of Minangkabau oral literature that developed in West Sumatra[1]. This oral literature is spoken by means of dialogue between the singer ‘tukang dendang’ and audience ‘pagurau’ accompanied by traditional Minangkabau wind instruments, called saluang. In its development improvised with modern musical instruments, namely orgen. Improvisation is carried out according to the present audience. Dialogue is indirect, because it is mediated by recitators, called tukang oyak. Especially the dialogue delivered by the audiences - the purpose of the tukang dendang or fellow audiences - must go through the tukang oyak[2]. Dialogue delivered can be in the form of direct speech or message on a piece of paper or short message ‘sms’or whatsaap ‘wa’. Furthermore, it is repeated or recited by tukang oyak. While the dialogue ‘song’ is spoken by tukang dendang direct to the audience. Every dialogue ‘message’ delivered by the audiences some money must be included according to oral agreement[3]. The money is a form of participation in the host holding the narrative, which is called maisi lapiek.
Such narrative procession takes place at night from 8:00 p.m. to 4:00 p.m. The narrative was attended by local audiences and audiences from neighboring cities. Almost every night there is always a narrative and on the same night there were several narrative in place or different city, even in the same city. The intensity of the narrative is high in the digital era contains the present local power. What is local power? This is what is explained in this study.

![Figure 1](image1.png)

**Figure 1. Procession Photo Bagurau Oral Literature**

### 2 RESEARCH METHOD

This study is based on the results of observations of empirical data about the narrative bagurau oral literature. This observation has been carried out since the last 18 years, from 2000 to 2019. Because general elections are held once every five years, this data is a collection of five research data. Observation and data collection is done by recording and recording in the cultural area Luhak Nan Tigo in West Sumatra Province, covering District Tanah Datar, Agam, 50 Kota, and City Payakumbuh, Bukittinggi, and Padangpanjang. This qualitative research is carried out with a sociological approach [4], by the way participation observer. The collected data is analyzed using poststructuralist theory, specifically using the concept of trace ‘the other’[5].

The narrative of bagurau oral literature is a complex consists of text and context [6] which gave birth to a discourse. The discourse is text. In theoretical terms, the text is writing consisting of traces, which can be given free meaning[7]. That meaning multiplies in accordance with the context of meaning. That meaning continues to be created because of the difference and difference in the meaning of the trace.

In addition, theoretical and economic views are also used in studying bagurau oral literature. Philosophically, politics is an effort made by someone to achieve his goal[8]. While economics is a human action to fulfill their needs through the process of demand and supply[9]. In a poststructuralist perspective[10], binary opposition and logocentrism are dead. Things that are marginalized and forgotten has the same position in the structure of a building. Political and economic aspects in the study of literature are urgent and strategic to understand the power of oral literature in the context of the digital era, industry 4.0.

### 3 RESULT AND DISCUSSION

Based on a study of bagurau oral literature data which was spoken before the general election found some local forces, namely politics, economics, and digital. These three powers is part of a factor which makes oral literature bagurau as a large oral literature.
3.1 Political Aspects

The political aspect is the local power of Bagurau oral literature. That strength was seen in the days leading up to the presidential and legislative elections, both legislative candidates in the DPR, Provincial DPRD, and district / city DPRD. Previously, also in the election of mayors, regents and governors.

As for the form of local power which contains political aspects is a media socialization and sponsorship narrative from legislative candidates, presidential candidates, governor candidates, mayors / regents; and government program socialization. This aspect is reflected in the following text excerpt:

Transfer to the song Sijobang, request from Kamaruzzaman and friends from the Tanah Data District Tourism Office, they asked for the song Sijobang, accompanied by a message in the rhyme, If you open an old heirloom, Immersed submerged stem, Many forms change, Round is apparently nipah leaves, The round turns are square, Viewed folding does not change, It may have been damaged on each side, To our island to the island, to the island catching shrimp, Joking us jokingly, Treating poor hearts, To our island to the island, to the island reaching the bil, Joking us jokingly, To strengthen friendship, Straight down the road to Padang Panjang, Want to go to Sapuluah Koto, Although many cultures come, Our Minang Arts is preserving too, 'this is a message from the Tanah Data District Tourism Office, ‘.....this is a message from the Tanah Data District Tourism Office”

From the text quoted above, we can see the political policies of the government that support the preservation of bagurau oral literature. The government through the Tourism Office participates as a participant in the bagurau while delivering a message so that this local potential continues to be developed. Bagurau is not only a form of oral literature, but it is a medium of friendship for the local community and audiences ‘pagurau’.


“......... Welcome Pak Nofrizon Vice Secretary Partai Demokrat Propinsi Sumatera Barat, Datuak Maruhun and Datuak Rajo Imbang and group, for attendance Mamak Dunsanak We would like to express our gratitude. Please Wit, ten thousand rupiah!”

“...... Op! Buyuang Rimbo ask to Datuak Rajo Imbang and Mak Datuak Maruhun, ‘where Mak Datuak Cinangka abandoned, why along with Pak Nofrizon now?’ This is the message Buyuang Rimbo. Answer to Buyuang Rimbo, ‘Datuak Rajo Imbang, Datuak Maruhun and Pak Nofrizon the new back playing vooly ball in Kubu Karambia Batipuah, in the framework of the volly ball tournament se Sumatera,’ .......’ Message to Buyuang Rimbo, ten thousand, from Pak Nofrizon, ‘alhamdulillah, become champion volly ball se-Sumatra in Batipuah this afternoon........’”

In the quote text 141, and 146 above, it shows a political figure from certain parties that have competed in the 2019 elections. The character is narrated as an activist who cares towards sports activities at the same time bagurau oral literature. He helped accompany sportsmen to compete. His concern for the constituents and arts of the Minangkabau tradition evidenced by his arrival and participation in narrating bagurau oral literature.

In the following picture, on the background stage, a banner is attached from a large political contestant who sponsored the narrative of bagurau oral literature.

![Figur 2. Photo The Narrative Bagurau Oral Literature with Background Stage Sponsor of Political Figures and Parties (Doc. Khairil Anwar)](image)

Political content in bagurau oral literature is not something taboo. It is precisely with the political momentum of oral literature that bagurau participates and demonstrates the functional nature of the lives of the people and the collective society and the nation and state.

### 3.2 Economic Aspect

Economic aspects are part of the local power of in bagurau oral literature. This aspect is very thick in the phenomenon of bagurau narrative. When it will be planned to say, economic activity has shown its form. And so on until the end of the narrative.

Before the narrative began, economic transactions had taken place between the host who would hold the narrative with tukang dendang, tukang saluang, dan tukang oyak. The transaction took place at a coffee shop, a place agreed to by the community ‘Pagurau Luhak Nan Tigo’. There are several coffee shops that are the place of transaction as well as the information center for organizing narrative speeches, namely, "Sianok" Coffee Shop in Payakumbuh City, "Tigo Roda" in the City of Bukittinggi, and "Saraso" in Batusangka. The transaction agreed on the amount of payment that must be provided for one night's narrative from 8:00 p.m. to 4:00 p.m. The agreed amount of honorarium is Rp. 300,000 / person. The total that must be paid is relative, depending on the number of the desired tukang dendang. For example, if you are asked by 3 tukang dendang, the host must pay Rp. 1,800,000.-. Why is that amount, because they have to pay honorariums for tukang saluang and tukang oyak and single organ players.

When the narrative takes place there are also economic transactions, namely aesthetic transactions. This transaction occurs to meet oral literary conventions, namely maisi lapiek.
convention is a form of participation in narrative. Every member of the community Pagurau Luhak Nan Tigo feel called to contribute. Participation is manifested in the form of the creation of bagurau oral literary texts. Every text that is created must be accompanied by ‘paid’ with a donation of money. This can be seen from recitation by tukang oyak which mentions the amount of money after reading messages from the public, like the text quoted below.


“Areni repeated once more! ..... ‘why is it bad sound saluang,’ this message from Akang, **twenty thousand**. After that, added message from Unyuik the message to Doni, ‘why humming, because Mamak Efendi not yet come,’ this message from Unyuik, **teen thousand**. ‘So be it Mak Aiba is behind,’ aa this message Mak Aiba, ‘from afar Mak Aiba look at,’ this is message Mak Aiba, Agam again singing, **ten thousand**. Next, from Grup Arimau Singgalang, request song Rimbo Panjang jo Rantau Barangin, signed Arimau Singgalang, **fifteen thousand**. From Akang, message to Campua Baua to Agam, ‘singing Doni at the end of the rhyme!’ **teen thousand**. ........ “

Aesthetic transactions in the narrative of bagurau oral literature are relatively the amount depending on the number that appears first. There is no standard rule that must contribute a certain amount. Any number will be accommodated in the narrative. However, a large number will be listed in text. Sometimes the host hints to tukang oyak to mention a larger amount fictitiously in its recitation. This is useful for provoking the emotions of audiences to contribute more.

<table>
<thead>
<tr>
<th>NO</th>
<th>TRANSACTION NAME</th>
<th>TRANSACTION CONTENT</th>
<th>TOTAL (RP)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Massage and Request Song</td>
<td>Mamintak lagu (Request Song)</td>
<td>50.000 – 100.000</td>
</tr>
<tr>
<td>2</td>
<td>Message and Continue Song</td>
<td>Papanjang pantun (Continue poetry/song)</td>
<td>10.000 - 20.000</td>
</tr>
<tr>
<td>3</td>
<td>Message</td>
<td>Gurauan (Jokes)</td>
<td>5.000 - 10.000</td>
</tr>
</tbody>
</table>

Besides that, around the location of the narrative of oral literature, there were also economic transactions. Economic activity is created by the presence of a shocked market or an existing shop. In the shop there is a transaction to meet the needs of the public for various snacks and drinks.

Outside of narrative events, during the day the public is involved with economic activities, such as traders, farmers, laborers and employees. Because of oral literary conventions that require audiences to contribute so they work harder to get money. Thus, oral literature encourages audiences to be economically productive.

Overall, in one narrative of Bagurau oral literature from the plan to the end of the money turnover. The real amount seen is honorarium and operational costs of approximately Rp. 2,000,000. If the level of money collected from donations from the audience is approximately
Rp. 2,500,000,– then the remaining surplus is Rp. 500,000,– Of course the number of transactions in the shops has not been monitored.

The narrative of oral literature for almost every night. There are even two or three shows on the same night in different locations. Except in the holy month of Ramadan there is no narrative. That is, in one year there were approximately 330 narrations. Thus, in one year the narrative of oral literature spreads around Rp. 825,000,000 (2,500,000 x 330). Large amounts of capital are empowered by the narrative of an oral literature. Countless numbers have been circulated outside the narrative.

### Tabel 2. Bagurau Oral Literature One-time Balance Sheet (dalam Rupiah)

<table>
<thead>
<tr>
<th>NO</th>
<th>DESCRIPTION</th>
<th>TOTAL</th>
<th>NO</th>
<th>DESCRIPTION</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Start Modal</td>
<td>500.000</td>
<td>1.</td>
<td>Honour Tukang</td>
<td>1.800.00</td>
</tr>
<tr>
<td>2.</td>
<td>Donations Collected</td>
<td>2.500.000</td>
<td>2.</td>
<td>Oyak</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>3.</td>
<td>Narrative Operational</td>
<td>200.000</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Saldo</td>
<td>1.000.00</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>3.000.000</strong></td>
<td><strong>Total</strong></td>
<td><strong>3.000.00</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### 3.3 Digitalization

Originally the narrative was traditional in utilizing the potential around it. For the creation of text, in addition to direct speech and using paper found around the narrative arena, such as paper wrapped in food wrap or cigarettes. In its development, the committee prepares special paper, such as paper books or HVS.

In the industrial era 4.0, the creation of texts in narrating bagurau oral literature also utilizes digital tools in the form of smartphones to deliver messages and requests as well as information about narrative. So that information about narrative oral literature quickly spread. At the narrative location sometimes audiences send messages via sms or whatshaap, especially from afar because it is unable to come at the narrative location. In addition, the audience often digitizes the narrative of oral literature in an independent manner for the benefit of personal documentation and disseminating information about the conditions at that time to other audiences who have not or cannot come on location that night. Digitalization concerns will weaken the position of narrative of bagurau oral literature as the essence of friendship and participation in the continuation of culture and sustainable development[11].

The political, economic and digital traces is an instrument of the process of interpreting bagurau oral literature. Trail hybridity is a form of madness and ecstasy of the public who are committed to the continuity of the Minangkabau culture. Public acceptance of differences in political choice is a characteristic of fundamental pluralism in Minangkabau society[12]. Pride contributing to the collective is a noble attitude. Material donations are the results obtained from work. Because in its ideology in individual assets there are also rights of others. It has been formed in the rantau as a Minangkabau social institution[13]. Similarly, the use of digital tools is a form of competition with the world of others.
3.4 Discussion

The study of oral literature has been going on for a long time. Many studies have been produced, especially about structure, function, composition, formula, distribution, orality and local genius[14]. Previous studies still use the structuralist paradigm[15]. However, the study of the relevance of oral literature with current politics, money, and digitalization is still small, perhaps not yet available. This latest study uses the poststructuralist paradigm, with observations on the narrative of the latest oral literature for the period leading up to the 2019 Indonesian general election.

4 CONCLUSIONS

One indicator that makes oral literature bagurau still exist in its community is its ability to meet the present audience, namely political, economic and digital aspects. If oral literature has no contribution to the community, then oral literature will be abandoned and degraded from the lives of the people and local cultural assets. Of course this is a big loss for the community because of the extinction of one aspect of its culture.

Politically, oral literature is acceptable to the political activities of the audience directly. Is it used as a media for socialization or promotion, or directly sponsored by political figures. There were no conflicts and friction between people due to different political streams as seen on social media so that they were subject to IT criminal sanctions. Audiences realize that oral literature emphasizes aesthetics and friendship. Economically, bagurau oral literature is a large social capital and contains a moral green character for sustainable development. Similarly from the digital aspect, bagurau oral literature digitizes the process of telling and disseminating information.

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Comic as Literacy Media

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Abstract. This article describes traditional literary works created for literacy media. As a variety of traditional prose, kaba has a distinctiveness compared to other traditional Minangkabau literary works. Besides it's unique, kaba fully loaded with Minangkabau contents. The transformation was expected to be used as literacy media and bring traditional literature closer to the younger generation. Besides literacy activities have not been maximized, the provision of suitable reading materials is still a problem that affects the level of understanding and criticality of the reader. The contents of books dominated by text are still an option in the provision of reading material. Pictures as reading material have not become an alternative to meeting reading material needs.

Keywords: Kaba, Comic, Minangkabau, Literacy

1 INTRODUCTION

Basically, the literacy level of a community shows it's intelligence level. Literacy also related to the level of knowledge and understanding. It means that literacy is not only related to reading and writing activity. Therefore, to improve literacy skills, it is needed the right media. As a tool for supporting the process, it is important to decide the quality of the material so that the information obtained will be more meaningful. In addition, the ease of obtaining reading sources will affects the frequency of someone reading. The more a person does reading activities, the more information he gets. Indirectly there will be more ideas realized in written form[1].

In addition, as far as the author's observation, GLS is still limited to reading activity. The 15-minute activity of reading non-learning books in schools has not been continued with critical activities to spur writing activities. Hundreds of titles of literacy reading material published by Badan Pengembangan Bahasa dan Perbukuan since 2016 to 2018 [2]–[4]has not been used optimally. Even though the contents that are in it are diverse, it has the potential to invite the critical mindset of the reader.

Besides literacy activities have not been maximized, the provision of suitable reading materials is still a problem that affects the level of understanding and criticality of the reader. The contents of books dominated by text are still an option in the provision of reading material. Pictures as reading material have not become an alternative to meeting reading material needs. According to Gillenwater [5], developing literacy must consider the ability of readers to interpret and create patterns of reaching meaning, one way is through graphic novels or comics. The combination of images and text will help the reader interpretations reach meaning.
The study of graphic novels and comics in an effort to develop a literacy culture is not new. Through the study of X-Men comics, Gerde [6] states that the use of comics for learning facilities can undermine cultural boundaries and increase understanding in decision making both personal and group. Smetana [7], images can communicate ideas and emotions. Related on literacy, images can trigger readers to use their knowledge to fill the void of dialogue in comics and in some parts can foster the sensitivity of readers' feelings. Seglem [8] also argues that images are a very good instruction tool and because readers receive information in a variety of formats, literacy must also go beyond traditional reading and writing methods by maximizing the images as a way of communicating.

Efforts to design comics as literacy media have been carried out. Bitz[9] in his project concluded communication and expression are key in literacy. Forming expressive communication, creativity, and personal abilities can emerge through comic reading. Dhien [10] designed the Hyang comic as a medium for introducing wayang to the younger generation. McVicker [11] made and used comic strips in the development of visual literacy. His study concluded through a visual form, readers can help develop their literacy skills. Sasmita [12] conducted a comic design to socialize the 4 pillars of Indonesian nationality. Ramliyana [13] designed comics in an effort to foster learning motivation for BIPA learners (Indonesian for Foreign Speakers). Zhu [14]carried out the project of creating comics for information literacy in the context of socializing transportation in Shanghai, China.

As one of traditional Minangkabau literary works, kaba has distinctiveness and uniqueness. The form is a combination of poetry and prose genres. Junus[15] states kaba narrated through poetry and narrating a story. Even though it is a pantun, the story unit in kaba is not in line and verse. Therefore, kaba is referred to as lyrical prose[16], [17]. Typically, kaba does not tell the origin of the formation of adat, but rather relates to the ways of everyday social life. Kaba is sometimes a mixture of ideal universal concepts with local traditions. Kaba is a mere literary work or legend about a local hero[18]. Junus[15] also mentions that every kaba is always related and contains elements and aspects of Minangkabau life and culture. Kaba also derived another tradition, randai, a combination of narrative and dramatic expression. Another unique feature of kaba is that, because it was delivered verbally by tukangkaba, kaba will always live and developed into new variants.

Because of the contents, it suitable if kaba is used as literacy media. The Minangkabau contents, both customs, culture, the social life of the community, and others could be applied as multimodal literacy media. As mentioned above, literacy is not only reading and writing but also activities of understanding knowledge and information. Wiedarti[19] states that the literacy component consists of early literacy, basic literacy, library literacy, media literacy, technology literacy, and visual literacy.

A reader is required to be able to "read" the message so it also requires the ability to analyze, and interpret. This literacy ability will be achieved easily in the visual form. The visual format gives the reader the ability to uncover and reconstruct the codes of an image rather than being a passive recipient[20]. In the end, various forms of literacy media are needed to improve the reconstruction capacity and readers' understanding of reading material[21].

Reading comics can foster children's imagination. Comics can be used as a model that can develop a child's personality. William[22] states that comics is a good tool to grow the critical skills of readers in interpreting a knowledge concept. McLaughlin [23] argues that comics, within the scope of their language and understanding, are filled with philosophical struggles. In the process of reading, comic readers face theoretical knowledge through stories, narratives, and images.
In his study of comics development for two decades, [24] concluded that comic readers through narratives, stories, characters, even drawing panels, can focus more on expanding knowledge based on their experience. The meaning achievement in the literacy process requires interpretation. Quoting Wolfgang Iser who stated the meaning in the text was collected by the reader through construction, deconstruction, and reconstruction of meaning in the process of reading in the form of imaging, [5] argued that imaging in the reading process could be developed through visual or image text.

Students will receive and understand easily the material and content in the comic. There are many comics that contain positive values. It is common that students will prefer to read comics rather than textbooks. In fact, some introductory textbooks have been transformed into comic forms [25]. Comics as educational media have giving readers a quick understanding of something. The use of images in textbooks is considered information that is easy to understand even though it is displayed with simple images. Comics are able to provide value in education towards mental, logical and spiritual intelligence[26].

From the discussion above, pictorial stories are one literacy media for multimodal literacy. Through images, readers can achieve meaning more easily. Based on knowledge and experience, the perceptions captured by the reader through images can also trigger wider-but-directed imagination, not free imagination.

1.1 Research Method

This transformation process uses a qualitative method. This method emphasizes the interpretation of the object for the next transformation step, the production. Selected kaba in this transformation is kaba Sabai Nan Aluih. This selection based on research results[27] which concludes that kaba are rich with learning content in them, one of them is Sabai Nan Aluih. The interpretation step in this transformation also involves observation of Minangkabau content that can emerge as part of the story. Meanwhile, the steps in this process consist of preproduction, production, and postproduction. The preproduction step is object interpretation, the production step is the drawing, and the postproduction step is publication. This paper presents part of the preproduction process, which is the interpretation and modification of the story for kaba transformation into comics.

1.2 Result and Discussion

The first step in preproduction is deciding the image style. The team decides the style adopt the Japanese comic or manga based on the fact that manga has dominated the comic market in Indonesia. In addition, the familiarity readers with manga can be an attraction for the transformation results because of the well-known style.
The next step is the visual interpretation of the characters, settings, and plot. The interpretation of characterizations is important in forming the character as the message carrier in the story. Sabai figure in *kaba* occurs as a girl with almost perfect both physically and personality.

The depiction of Sabai (Figure 2) is based on the *kaba* and the imagery of women in Minangkabau proverbs, *limpapeh ru mah nan gada ng, umbun pur o pagangankunci, pusekjalokumpultali, sumarakdalamkampuang, hiasandalamm nagari*. Ronsi [28] explained that besides their beauty and behavior as a center in homes, villages, and nagari, girls in Minangkabau were educated to behave politely and skillfully manage the household. Minangkabau girls also have the image of being patient, merciful, assertive, firm, diligent, wise, and alert [28]–[30]. The interpretation of Sabai is expressed in the picture that shows Sabai as a beautiful and attractive but firm girl.

Interpretation of events in the *kaba* also considers the content of information about Minangkabau. Background, tradition, culture, even traditional games are maximally performed in this comic.
Because of the source, tukangkaba (Figure 3) as performer must be presented in this comic. Kaba is usually delivered by man orally by singing which is usually accompanied by a musical instrument like saluang or rabab[16], [30].

For Minangkabaunesse, the traditional kite has a deep philosophy. However, known merely as a game it's philosophical education is now unexplored. We can learn about patience, perseverance, full consideration, and tolerance in the making and playing kites (Figure 4).
At present, *surau* is known as an Islamic worship place. However, not many know its history, characteristics, and functions in the term of Minangkabau tradition. *Surau* is a cultural building of the Minangkabau people before the arrival of Islam. Usually, *surau* is built on the highest place or at least higher than other buildings (Figure 5) and also believed existed before Islam arrive in Minangkabau and was used as worship to Hinduism and Buddhism[31], [32]. Islam arrival into Minangkabau turned *surau* role and function into the education place of Islam[31]–[36]. Through the visualization, readers can obtain information that *surau* is different from the mosque and has characteristics that show the social life of the Minangkabau people.

Meanwhile, the visualization of *rumahgadang*(Figure 5) will inform that the role and function is not just a house. According to Franzia[37], through architecture, construction, decoration inside and outside, and the function, *rumahgadang* reflect cultural and spiritual values. *Rumahgadang* is a symbol of the communal life of the Minangkabau society in addition to its function as a democratic communication marks in Minangkabau[38], [39].

**Figure 5.** Surau and social activities at *rumahgadang*.

Minangkabau custom is designed based on common sense, a combination of thoughts to consider good and bad refers to *alamtakambangjadi guru, raso jo pareso* (feeling/intention with check/control) which adjusting to *alua jo patuik* (groove and proper). It will decide to action (good attitude and behavior) by considering courtesy, in order to bring up the wisdom

**Figure 6.** Advice of behaves.
and behave in a civilized society. Minangkabau custom provides a guideline that arises from intention in living, thus providing actions and behaviors that reflect the typical character of the Minangkabau [40], [41], [42]. This modification of Sabai Nan Aluih comic inserts elements of traditional wisdom of Minangkabau society. As an example, understanding of bujang nan ampek and gadih nan ampek as a guide for Minangkabau young men and women is included in one of the episodes in this comic.

2 CONCLUSIONS

Literacy is not merely reading and writing. Literacy is the process of receiving, gaining meaning and digesting information. With the right media, literary expertise can develop with habituation. Comics, as a transformation of traditional works, can be used as a multimodal literacy media that includes several components. Besides the visual form that attracts reading habituation, the content in kaba is the right device for literacy. The peculiarity of the kaba is a combination of poetry and prose, the content of both the language, custom, and tradition is the element which is rightly used as a means of information and cultural literacy.

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Variety of Rice-Field Lexicons From *Luhak* to *Rantau*

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**Abstract.** The character of soil fertility in most parts of Indonesia, especially the Minangkabau Cultural area, is growing and developing supporting rice cultivation in rice fields. The lexicons and local wisdom of the community grow in harmony with the dynamics of the activities of the community's rice fields, so that customs and traditions emerge that coexist with the philosophy of rice and natural activities. In this article, it is explained about the variations in the lexicon of rice fields in the *luhak* and *rantau* regions in Minangkabau culture and their relation to local wisdom. The method used in this study is qualitative research. Data collected through the method refer to the interview technique. The informants of this study were local Minangkabau farmers and community leaders. Other data sources are text edits and fochlor documentation. Data analyzed through anthropolinguistic theory. The results of the study are presented in the form of scientific articles. It can be concluded that there are variations in the lexicon of rice fields in Minangkabau culture in the *luhak* and *rantau* regions. In each lexicon and variations that exist contain local wisdom values of classical Minangkabau people in general. Preservation of the knowledge of the classic lexicon in the millennial generation is an important step in maintaining values in a culture that is important for guiding life and facing nature.

**Keywords:** Lexicon Variations, Rice Fields, Luhak Rantau

1 INTRODUCTION

Rice fields are the core of agriculture in Indonesia because most Indonesian people make rice as a staple food in addition to other agricultural products [1]. The character of soil fertility in most parts of Indonesia, especially the Minangkabau Cultural area, is growing and developing supporting rice cultivation in rice fields. The proverb and local wisdom of the community grows in line with the dynamics of the activities of the rice fields of the community so that customs and traditions emerge which live side by side with the philosophy of rice and natural activities [2].

In Minangkabau culture, civilized life of the community is compared with the traditional proverb that uses natural and agricultural based lexicons, such as in the quote *humi sanang padi manjadi, padi masak jaguang maupiah, anak buah sanang santoso, taranak bakambang biak, bapak kayo mande batuah, mamak disambah urang pulo* which means togetherness and prosperity [3]. Welfare is measured by abundant agricultural products, especially rice. If harvested rice plants are abundant, life will not experience difficulties. Therefore, for the classic Minangkabau community, *ka sawah* (farming in the fields) is an important thing to continue to support the family in addition to trading.
Thus, the rice lexicon has meaning and also some of it has meaning that implies the local wisdom of the community [4]. Research on lexicons in relation to anthropolinguistic studies is an important step in the preservation of the values of local wisdom of a society because the development of the times alienates people from classical civilization. This resulted in a decline in people's knowledge of the lexicon so that the meanings of traditional advice were not conveyed in depth.

Based on these results, a study of the lexicon of rice fields in Minangkabau culture is important to develop. Given the Minangkabau cultural area has a division of territory with respect to culture, hypothesized lexicons will vary. Each variation of course reflects the typical local wisdom of a region. Therefore, in this article, a study of the lexicon variation of rice fields will be based on luhak and rantau regions.

Luhak is the core area of Minangkabau. There are three luhak areas in Minangkabau, namely Luhak Tanah Datar, Luhak Agam and Luhak Limo Puluah Kota [5]. It was in this area that the Minangkabau people first established koto, hamlet, nagari sam p a the last became luhak. Rantau is an area where Minangkabau people seek fortune and settle in the area. In the seas, Minangkabau people are looking for income and business. After succeeding in the rantau area they succeeded, they will return to the village to build a yard.

So in this article, it is explained about the variations in the lexicon of rice fields in the luhak and rantau regions in Minangkabau culture and their relation to local wisdom. Research on the rice lexicon has been carried out by Ladyanna and Rona Almos, but only in one area, namely in the city of Padang as the capital of West Sumatra Province in the context of ecolinguistic studies(Ladyanna, Sonezza; Almos, Rona; Hidayat, Herry Nur; Seswita) . Ladyanna, p Changes et al stated that technology does not lead to any change but the limited paddy fields due to demographic dynamics resulted unusual lexicon of rice fields again for the younger generation so feared inheritance will break if there is no inventory in the form of print and electronic media. In another reference, Ladyanna et al. Stated that rice lexicons must be inventoried so that the lexicon inheritance can continue to be carried out so that the local wisdom of the lexicon can be maintained in the next generation. (Ladyanna, Almos and Hidayat).

From the two references, the research was only conducted in the city of Padang and only in the context of ecolinguistic studies. Therefore, the writing of this article is important to continue to develop research in the field of rice lexicons so that the retention of regional languages - which are the staple in preserving the inheritance of local wisdom knowledge - can continue. -- - connect because you connect-- Anthropolinguistic studies are interdisciplinary knowledge between anthropology and language, anthropolinguistics is the study of interdisciplinary disciplines which further explore language to find cultural understanding (cultural understanding) [6]. According to Palmer [7] anthropolinguistics is a name that tends to contain broad meanings in terms of language and culture. From the explanation above we can draw a conclusion that the relationship between language and culture cannot be separated from each other because language is the first culture that is acquired by humans.

2 RESEARCH METHOD

This research is a qualitative research. Sources of data from this study are primary and secondary sources. Primary data is collected through the method refer to by interviewing informants. The informants of this study were local Minangkabau farmers and community leaders who were part of the Minangkabau adat institution called Kerapatan Adat Nagari (KAN). The farmers in question are Minangkabau people with a age of more than 50
years. Secondary data sources from this study were text edits and folklore documentation. Thus, the data is expected to be complete and saturated.

Then, the data is analyzed using the equivalent and final method through anthropolinguistic theory. The equivalent method used is the equivalent method proposed by Sudaryanto [8]. First, using the translational method translates Indonesian. Next, a referential equivalent method is performed to see the reference of the lexicon. Then, it is analyzed by the agih method to compare with the lexicon from other regions if there is a difference. In the end, it will be studied in the context of anthropolinguistic studies. Finally, the results of the study are presented in the form of scientific articles.

3 RESULT AND DISCUSSION

In essence, rice field activities in classical Minangkabau culture have similarities. However, differences were found in the activity of removing rice grains from rice stalks. For the rantau region and most of the luhak region, malambuik lexicon is used. Meanwhile, some areas in the Luhak region use the mairiak lexicon. This difference shows differences in the culture of society in carrying out an activity even though the community is in an umbrella of the same culture that is Minangkabau culture.

In addition, there were also differences in the amount of rice harvested before the use of the "sack" karuang lexicon. In the rantau region, use of gantang found, and belek; while in the area of Luhak other variations were found beside the gantang and belek namely bak and padi. This also shows that there is an increasingly oppressed variation in the use of the word "sack" and the dose with the international system that has been used recently. Here's the full description.

3.1 Between Malambuik and Mairiak

One of the important activities during the harvest is the activity of releasing rice grains from the stem. When rice grains are released from the stem, the amount of the harvest is ready to count. That is, how much zakat must be issued, how much will be obtained by the owner of the rice fields, field workers, and other involved parties can be immediately calculated; or how much is obtained by each farmer. There are two lexicons for releasing rice grains from the stem, namely malambuik and mairiak.

Before the explanation of these two lexicons, it will first be explained about the management of land management in the classic Minangkabau community. First, paddy fields are carried out by land owners who are usually a people. In these people, paddy fields are worked together with a proportional division of labor. Men will work on land cultivation that requires great energy such as plowing and hoeing. Women will work on activities that are not very energy intensive, such as planting seeds that have been sown and cutting rice during harvest.

The second management is the processing of land by a second party with a profit sharing system. Generally, rice fields are carried out by other people and the yield will be divided proportionally. This division depends on the investment system during farming. If the landowner does not incur any costs - all the costs of farming are borne by the farmer - then the landowner only gets one third of the harvest. However, if all costs are borne by the land owner, then the yield will be divided in half after all costs have been incurred.

Both systems will influence community involvement when releasing rice grains from the stem. However, this activity is still carried out together, in mutual cooperation. Malambuik in
the form of throwing rice stalks into a tool repeatedly until the rice grains are all released. The bottom of the tool is made of uneven wood, made like a tiered. Then, the top is covered with cloth or trepal so that the rice is not thrown out. One bunch of rice stalks is held by one adult and thrown several times into the tool.

When one person or a few people doing this malambuik activities, other members can do other things like continue to harvest rice, or set up to count the number of harvested container. In fact, if not many family members or farmers can come at harvest time, rice grains can still be released from the stalks. This activity does not require many people. However, it can cause disruption to breathing because when the rice stalk is knocked down it will certainly cause dust from small particles that are on the rice stalk or also called miang. Generally, the farming community in the rantau area uses this system and also some people in the Luhak area, some use Malambuik.

Another lexicon, Mairiak, is found in the Luhak Agam region. Some adults will stand on rice and will move the soles of the feet together so that the rice grains are released from the stem. This activity requires solid legs and the right techniques, and solid teamwork. In this activity one stick is needed which is made of small bamboo which functions as a barrier and balancing body. While mairiak, social interactions are interwoven. This activity reflects the social system of the Minangkabau community which is thick with a communal system, living in groups. Dependence between members of a people is the key to the success of these people.

Both of these systems began to be abandoned by farmers because of the presence of more modern rice grains with machines. Nonetheless, these two lexicons are night and day and still used. However, the lack of interest in the younger generation in agriculture resulted in the lexicon being no longer known to many millennial generations. Ignorance of a lexicon indicates a decline in understanding local wisdom in the younger generation.

So, the lack of souls of the people and the lack of dependence among members of the people who will give birth to the low soul of brotherhood is a real consequence as a result of the decline in understanding a culture. In a culture, local wisdom saves the values of life that will be very beneficial in living life and facing the symptoms of nature. These two lexicons hold the value of a cultural philosophy regarding teamwork and management systems. The lack of knowledge about lexicons is feared to decrease moral and cultural values in future generations.

3.2 Enchanters Amount of Harvested Rice

The classic lexicon found in connection with the takers for the amount of rice harvested includes bak, padi, gantang and belek. After fertilizing industrial products began to be marketed to farmers, farmers began counting with a sack system guided by sacks issued by fertilizer producers, namely Pusri (Pupuk Sriwijaya) which is equivalent to 50 kg.

Based on the results of research in Luhak nan Tuo, namely Tanah Datar District, it was found that the use of bak and padi. One bak is equivalent to 40 kg. One thousand padi is equivalent to 33 bak or 1,320 kg. The use of bak and padi has been abandoned by the community because the scales have been easily obtained. However, this makes the community dependent on a scale tool which can sometimes also experience damage or fraud that can harm one party and cause conflict.

Next, there's a gantang lexicon and belek. For other regions, in particular rantau, generally using gantang and belek. One gantang has sometimes different measurements in different regions. One gantang in Tuo is equivalent to approximately 1.3 kg. Likewise, belek has begun to be used after the paint has circulated in the community. Initially, the paint was packed in rectangular aluminum cans. One belek is equivalent to 15 gantang or approximately 19-20
kg. To avoid disputes due to heavy depreciation of rice, one sack is considered to be equivalent to 3 belek.

When rice is harvested, of course, it still has more water content than after being dried. If a gram system is used in accordance with international standards it will cause confusion in the amount of rice during the drying process. Therefore, the classic Minangkabau community does not use the gram (kilogram) system. In the process of rice cultivation in Minangkabau culture, there are variations in the lexicon that represent different activities between Minangkabau people in luhak and rantau, namely mairiak and malambuik. Mairiak is used by the Minangkabau people in luhak, especially Luhak Agam and malambuik are used by the Minangkabau people in darek - some luhak areas also use mairiak. The two lexicons contain local wisdom about mutual cooperation and the spirit of brotherhood in the Minangkabau community. Nelfi and Faith Laili also stated that rice cultivation activities in Minangkabau contained mutual cooperation and brotherhood values, but some language expressions for this matter began to diminish so that the value of mutual cooperation and brotherhood contained in the expressions also faded. [9] .

Likewise in the case of classifier, found bak and padi as penyukat in the luhak area beside the gantang and sukek as in the rantau region. In addition, there are also sumpik and bangkiah lexicons [10] . The use of these lexicons contains local wisdom to reduce conflict in the community because the newly harvested rice has a different mass from the rice that has been dried in the sun associated with the water content of the rice. Therefore, the use of heavy doses with international standards (ie Gram) can lead to confusion in the calculation of the number of crops so that it can cause negative prejudice and eventually lead to conflict in the community.

Research on rice fields and culture is a study that must be developed in order to map the cultural philosophy of the community, especially the region that makes rice the main staple food. Many researches on rice fields are carried out, but with regard to language and culture not so much while the efforts of millenial era cultural inheritance must be supported by scientific documents [11] . Other studies regarding lexical variation were carried out by Sugart but Sugart only examined lexical variations for rice in Asia and how independent the lexicon was [12] [13] . Thus, research on rice lexicon is important to be developed to preserve the values of local wisdom of a culture.

4 CONCLUSION

It can be concluded that there are variations in the lexicon of rice fields in Minangkabau culture in the luhak and rantau regions. For the rantau region and most of the luhak region, malambuik lexicon is used. Meanwhile, some areas in the Luhak region use the mairiak lexicon. This difference shows differences in the culture of the community in carrying out an activity even though the community is in an umbrella of the same culture.

P difference in the amount of rice harvested before using the "sack" karuang lexicon. In the rantau region, use of gantang was found, and belek; while in the area of Luhak other variations were found beside the gantang and belek namely bak and padi. This also shows that there is an increasingly oppressed variation in the use of the word "sack" and the dose with the international system that has been used recently.

Each lexicon and variations of the lexicon contains the values of local wisdom classic Minangkabau society. Preservation of the knowledge of the classic lexicon in the millennial generation is an important step in maintaining values in a culture as a guide to life and facing nature.
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Living Folklore: Unlimited Creativity

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Abstract. This paper describes the form of folklore transformation. Folklore, which is identical with orality, transformed in several forms of modern media so that it is more accessible and familiar with the current generation. In its new form, folklore is considered to be able to surpass its era. On the other hand, there have been many theories and studies on folklore. Aesthetics, literature, textual, contextual, historical, geographic, and anthropological are fields of science commonly used for folklore studies. However, all has not yet been able to answer the question, is there a novelty in folklore and folkloristics as a scientific discipline? Folklore has shown astounding growth involving digital devices. Under the folkloristic computation, geographical and historical methods seem to be reliable navigation technology in the folklore development. Folklore in the digital age is a complex and sometimes confusing arrangement of expressions. However, in this digital era, several varieties of folklore

Keywords: Folklore, Transformation, Internet, Oral, Digital

1 INTRODUCTION

Until now, especially in Indonesia, folklore was considered as "something" that was ancient, classic, and not interesting to talk about. In addition, many researchers consider research on folklore is difficult. This is due to one characteristic of oral folklore [1]. Another thing that reinforces this assumption, folklore study is a field that collects data from owners and users.

As objects of social humanities research, folklore is dynamic and changing rapidly. The development and expansion of verbal folklore made folklore have an unlimited variant tendency [1]. Folklore is studied informally, knowledge of the world, personal, community, beliefs, culture and traditions are creatively expressed through words, music, customs, actions, behavior and other material. Folklore is also an interactive process, creative process, communication, and performance shared by the owner and user [2]. Therefore, every time it is said, folklore has the possibility of changing, both increasing and decreasing the content. This is also what raises the question of scientific research on folklore.

Apart from the earlier discussion, folklore has been agreed as intangible intellectual property that reflects a community group. Through the form and content of folklore, someone can indirectly get an idea of the identity of the community or group of owners of the folklore [3]. The legend "Malin Kundang" for example, indirectly describes a group of a coastal community because of the contents of the story display beaches, seas, and ships [4]. On the
contrary, the story of "Jaka Tarub" does not reflect coastal communities because the story shows forests, rivers, lakes, and mountains [5].

This nature of folklore has finally become one of the backgrounds of the stereotypical impression of a community. These stereotypes develop because they are used repeatedly and admitted upon by the community, although it is in contrast to reality. For example, Javanese stereotypes who are meek and prefer to succumb on conflict [6], Madurese who are considered stubborn [7], Minangkabau people are considered stingy and resourceful [8], and others. As with folklore, the community of users is no longer convinced that the stereotype is true or not.

As is well known, folklore in Indonesia has various forms and varieties. Furthermore Dananjadja [1] states, folklore is divided into oral, half-oral and non-verbal folklore. Legends, myths, superstitions, puzzles, anecdotes, folklore, culinary, even architectural are some of the variations. Therefore, folklore is not only about myths, legends, or folklore for reasons of oral form, but also aspects of orality are important in his conversation.

The oral aspect can be considered as one of the limitations of folklore. The range of distribution and designation is limited to space and time. Superstitions, legends, traditional culinary, and myths in the end only known and trusted by the people who owned them. *Palasik*, for example, is only known by Minangkabau people[9]–[11], *leak* in Bali, or *weve gombel* in Java [12], [13]. On the other hand, traditional culinary as a variety of non-verbal folklore also represent the distinctiveness of a community. According to Wurianto [14], traditional culinary conceptualized as an illustration of the complexity of people's life patterns that is able to present the identity of collectivity and social-cultural representation based on good food in conceptualizing food, social functions of food, how to obtain food, how to process food and how to present food. Thus there is a link between socio-cultural identity, socio-cultural representation, consumption patterns, and production and the existence of a regulatory background in agreeing on cultural products in the form of traditional culinary.

In addition, folklore is also geographical. Traditional communities in certain regions have a different picture of something despite the same shape or nature. For example, the image of a dragon in Asia is very different from that in Europe and America. Dragons in Asia are portrayed in the form of snakes and have a tendency to be good [15], while in Europe and America they are described as being lizards with a tendency towards evil [16].

That geographical characteristics can be one reason that folklore is also used as a tool to legitimize a particular society. Many tribes have myths as proof that they are descendants of gods or goddesses [17]. There are also many societies of people who describe them as descendants of humans with magical powers or born with superpowers. For example, the emergence of the myth of “Nyi Roro Kidul” in Yogyakarta is considered a tool of legitimacy at the time of the Mataram Kingdom [18]. In other words, folklores are actually the imagination of a community to legitimize theirs.

However, the limitations of the nature of folklore are no longer valid because of the current advances in information technology. Folklore is no longer limited to space and time, usage, distribution, and even users. Folklore has transformed and even evolved into a more globally acceptable form through cyberspace, the internet.

1.1 Research Method

Tradition has always been the main term in the definition of folklore. The tradition here is defined relative to the culture in which it grows. However, what is common to all known definitions is its dialogical and dialectical relationship with modernity [19]. In this case, tradition can be defined in two categories, tradition as a process and tradition as a resource. As
a process, tradition shows activity or effort reaching the future and is temporal. As a resource, tradition is very broad and unlimited. In this sense, the tradition will always develop because of its flexible nature. Therefore, tradition has the possibility of variation and innovation [20].

In general, folklore involves communication through games, songs, stories, anecdotes, and other traditional activities from one individual to another, and from one generation to the next. Every folklore has distinctiveness, always dynamic, and reflects the wants, needs, and values of a society [21].

In Indonesia particularly, besides being identified with folk prose stories, folklore is also commonly associated with oral traditions with inheritance carried out from generation to generation. However, folklore is a broader term than just stories or traditions. Folklore reaches out to groups of people who share personal matters of trust as part of the group.

Alan Dundes explains the structural concept in folkloristics as a study of organizational relations between elements in folklore. This concept is taken from the structuralism concept in linguistics, which arises from within the system or generative structure. Nevertheless, Dundes added, structuralism in folklore contained human philosophical implications, namely creativity [22]. Therefore, studying folklore is the same as studying the transformation of individuals and groups. Understanding folklore is one way to understand a community group [2], [23].

Folklore is a social product that lives, grows, and develops in the dynamics of a particular society. Through folklore, a society can interact and communicate in full context of agreed symbols. Noyes [24] expressly states that in a group, humans are connected through folklore, not in an abstract form, but in form and representation that can be traced empirically. Folklore can be considered as group identity, but it is more often known as a symbol of cultural bonding.

For example, a wedding ceremony. As one of the human stage life, marriage has been considered a sacred activity. In Indonesia generally, marriages are carried out according to the customs or traditions. Some regions even demand something that is difficult to accept for the present. In the tradition of "kawin colong" in the Osing society in Banyuwangi, a man must steal (kidnap) a prospective wife without the knowledge of her parents [25]. In the context of law, this tradition is illegal. However, as a tradition, the procession was natural and accepted by the local community. This shows the local wisdom of the Osing community in answering problems that arise in their situation which is as an alternative solution when a man is hindered from marrying a girl for reasons the girl's parents' consent.

In Figure 1, social relations in a traditional wedding are depicted. In Figure 2, a banquet in a modern wedding is illustrated.

On the other hand, wedding ceremonies have now become a business. Marriage is no longer carried out at home but in meetinghouses or hotels [26] even broadcast live on television [27]. The tradition has changed into a formality ceremony. The meaning and philosophy in this traditional activity become faded. People who gather together to manage and organize a wedding ceremony are no longer the main requirements of the marriage ritual.
However, this is in accordance with the nature of tradition that dynamically follows social developments. Wedding ceremonies in meetinghouses or hotels that tend to trim elements of this tradition are the answer to the anxiety of the people who own. Tradition is considered too complex and requires many activities which of course involve many people [28], [29]. By giving up the management of the wedding ceremony to another party, someone will feel lightened. The social ties contained in folklore eventually change by themselves which of course in different social contexts (members, interests, geographies, etc.) [30].

1.2 Result and Discussion

The development of folklore cannot be separated from the globalization era. Perspective and acceptance of folklore also changed. The rapid advancement of technology as one of the globalization characteristics has contributed to these changes. However, globalization should not be interpreted as similarity or equality. In this case, folklore still has its own characteristics even though it has filtered space and time. Folk and lore as the main elements of folklore can still be known and identified.

In growing and developing, folklore is encouraged to find its formulation independently so that it changes even though it is controlled by owner society [31]. Folklore has a farther range than it seems. For example, although it can be said to be persistent, oral stories have migrated to literature and scientific fields, and have permeated the process of contemporary thought. In this sense, tradition (folklore) is an ongoing process that can reach the future [32].

At present, folklore is no longer considered to refer to tribal or national identity, regardless of certain political interests, and is used to strengthen a group's particular power [33]. Zhang [34] states that what is important to note at this time is how folklore forms group identity in the modern world, especially in the era of globalization. In addition, Conrad [35] adds that despite having a collective cultural aspect, folklore is temporary and continually shapes and keeps away from the practice of the textual interpretation of the community. This is evidenced by the emergence of "new folklore" forms which are currently still considered "not folklore".

Apart from narrative, symbolic, mythical, or ritual forms, one part that often escapes folkloristic attention is work (job). A job is a human activity that links tradition with improvisation which ultimately forms and builds a culture [19]. Almost every job has its own folklore. A teacher is identical to a good example, a trader is identical to his provocative conversation, or a truck driver who is identical to playing with women and rarely back home.

Interestingly, this type of folklore can also be called a profession stereotype and tends to be a joke or anecdote that formulates new folklore. There are folklore varieties in writing and drawing on the back of the truck or on public transportation. The contents are not far from something related to the job, drivers.
Social status has also built and formed its own folklore. There has been a judgment in the community that being single is an embarrassing condition and low self-esteem. Like the driver, singles have created folklore form independently.

Figure 3 - 6 shows the factors of creativity in the development of folklore. Assumptions about a profession are processed and restated in new forms and through new media. The classic proverb, *surga di telapak kaki ibu* 'heaven is on mother's feet', which was previously considered sacred was created and displayed in a different form as a parody. Of course, the meaning doesn't just disappear. The content of advice still feels even in a different view (Figure 3). On the other hand, the figure of a mother who is duly respected, on the streets is considered a figure that must be avoided. This happens because of the assumption that middle-aged women, "emak-emak", always careless on the road without caring about others (Figure 4).

Through digital media, the internet, folklore grows and develops as if unlimited. Creativity is an important key on this. Internet users in the age category are also driving for the folklore dynamics in this media. Gillis [36] states that media interference not only accelerates but also enlarges and broadens the growth of folklore. The internet not only helps dissemination and introduction of folklore.

Figures 5 and 6 are examples of images that appear from one account on Instagram. The speech and pattern of the communication show the users as folk. Each follower will understand the symbols that appear in each picture. The analogy and association of the text-
context of words *jomblo*, elections, August 17, *panjat pinang* image, hanging gifts, and feelings, are easily understood by the followers. This is certainly based on the same knowledge and expectations when the followers read (see).

Folklore has shown astounding growth involving digital devices. Under the folkloristic computation, geographical and historical methods seem to be reliable navigation technology in the folklore development [37]. Besides information purposes, the internet is also used as a tool for transferring ideas, opinions, and arguments. This type of social reaction builds on a variety of new folklores—whether oral, written, or visual—that is global, e-folklore [38]. Folk processes the transmission of each society member so that variations continue constantly even they occur in the unexpected media. In this case, every human being is folk, all humans are folk, although sometimes they are still influenced by traditional expression patterns [39]. In the digital world, folk has been identified in the form of chat forums, blogs, vlogs, social media, or web pages. New traditions have been formed in online communities [40].

Folklore in the digital age is a complex and sometimes confusing arrangement of expressions. However, in this digital era, several varieties of folklore (such as songs, stories, puns, visual humor, etc.) develop but not in a permanent form. To be sure, most of these folklores are mediated by modern technology and show repetition and variation only to disappear after a short period of circulation [40], [41] [42].

### 2 CONCLUSIONS

Technology, as a modern product, does not intend to separate, eliminate, or destroy past products. Technology by itself will create a new way to establish relationships between the two that sometimes have unexpected impacts [40]. In the traditional context, folklore is only owned and understood by one particular group. But using technological devices, folklore can be known more widely and globally. Before the internet, the spread of the "om telolet om" phenomenon globally was unreasonable.

Through this information technology, a variety of digital-based folklores emerged. Internet users may not know J Pop, K Pop, cosplay, anime and so on. In this digital era, both folk and lore have found their way to grow, develop, transform, and even evolve following changes in the social context both materially and formally.

### ACKNOWLEDGEMENTS

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### REFERENCES


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Maintaining Systems in Language News are Criminal in Mass Media

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Abstract. News languages in the mass media sometimes describe a criminal act openly by mentioning who the perpetrators and victims are and often the news disguises who is guilty and who is the victim. This paper aims to explain the system of naming and aspects of meaning in the news language of crime in the mass media. The method used in data collection, namely the referral method and proficient method. The data analysis method used is the equivalent method and the method of religion. At the analysis stage, data is also carried out, namely editing and coding. Based on analysis, in cases of rape, generally the naming given with more touching words is more emotional to the audience than the naming given to the murder victim. This was done to show the impartiality of the news writer and to invite the audience to side with the victim. Disguising the identity of the victims is also one of the signs of concern felt by news writers and also to maintain calm for the victims and their relatives. Then, the perpetrators of crimes are also placed in a position that must be fully responsible for the crimes they have committed. In a murder case, naming is emphasized to the perpetrator of the crime. The choice of words used in naming shows the perpetrator's cruelty. The identity of the victim and the perpetrator of the crime is clearly explained and the relationship between the victim and the perpetrator of the crime is also described. Words that are used as naming in crime news have aspects of meaning, sense of 'understanding', feeling 'feeling', tone 'tone', and intension 'goal'. These four aspects of meaning strongly support the determination of the naming system and provide affective stimulation to the reader, so that the reader gets complete information.

Keywords: Language, Action News, Criminal

1 INTRODUCTION

The language of the news in the mass media sometimes describes a criminal act openly by stating who the perpetrator of the crime is and who the victim must get sympathy. However, often the news also proclaims the crime by disguising who is guilty and who is the victim. This can be seen, for example in news of crimes in the mass media, both printed and electronic. The language talks about crime in print media are found in the writings of Djatmika [1]. In the article, Djatmika reviewed the language of criminal acts with the approach of stylistics and transitivity. He took data from The Jakarta Post newspaper and concluded that for rape texts, news writers put themselves in a position to side with the victims differently from other types of crime. The transitivity system is more specifically about the material clauses that are engineered...
in the article. It appears that there are actors as perpetrators of crime and goals as victims of crime.

In this paper, the author speaks the language of criminal acts in print and television media with a semantic approach, especially the naming problem and the meaning aspects contained in the language of crime. Semantics is a system and investigation of meanings and meanings in a language or language in general [2]. EncyBritanica 1965 says semantics is the study of a language differentiator with the relationship of mental processes or symbolism in speech activities [2]. Language studies are basically cultural events, through human language designating their world. This world is full of names given by humans. Humans not only give names, but also give meaning, even they are also given a name and meaning. [1] Giving names in a text is an effective way to convey information, because the names given usually contain certain meanings in it.

Kridalaksana stated that naming is the process of finding language symbols to describe objects, concepts, and processes, usually by utilizing existing treasuries [3]. The naming relationship between one word and its reference object is most clearly seen in the name of self, a case of the naming paradigm. [4]. A name can function as a term, the terms will become clear if given a definition as well as the name.

Talking about meaning as a liaison between the language and the outside world in accordance with the agreement of the community users so that they understand each other. The meaning has three levels of existence namely, 1) meaning becomes the content of a form of language, 2) meaning becomes the content of a language, and 3) meaning becomes the content of communication that is able to produce certain information [2]. At the first and second levels, viewed in terms of its relationship with speakers, while the third level emphasizes the meaning in communication. The use of news in criminal acts is included in the third level, which is emphasized in the meaning in communication. On the other hand, Palmer said that in analyzing meaning in communication there are four aspects of meaning that can be considered through Indonesian language data [2]. The four aspects are, sense of 'understanding', feeling 'feeling', tone 'tone', and intension 'goal'.

1.1 Research Method

Problem solving is the end to be achieved in one study. For this reason, it is necessary to establish regular work steps. Step order is a very meaningful effort for the continuity and success of a study. There are three stages of strategy in solving research problems, namely: 1) the stage of providing data, 2) the stage of data analysis, and 3) the stage of presenting the results of data analysis [5]. This is also in accordance with the opinion of Moleong [6] and Subroto [7].

Provision of criminal language news language data the author obtained from written sources. Furthermore, the data obtained by various methods and techniques are used together to complement each other. As a first step, by observing the target object of the research the author uses the introspection method. The next step, the referral method and the interview method are used. This referral method is used by tapping. In addition to the recording, recording can also be done on the data card and after that the data is analyzed.

Capable methods can be compared with the interview method. The author's skillful method uses to get a description of the responses of viewers of legal proceedings to the use of the crime language's news language. This skillful method in its implementation is assisted by fishing techniques as basic techniques and proficient techniques as advanced techniques. In analyzing crime language news language data, distributional methods are used. The reason for choosing a
distributional method is because the news language is a crime using the language determination tool itself.

The distributional method uses the defining tools of the language itself. The technique used in this method is called the direct element technique as a basic technique and advanced technique, namely substitution technique (substitution). The stage of presenting the results of the analysis is done in two ways, namely the formal method and the informal method. Formal method using signs and symbols. The intended sign includes a plus sign (+), a hyphen (-), and an arrow (→). The informal method is formulation with words.

1.2 Results and Discussion

Pattipeiloly F. [8]. conducted research on the effect of news on criminal acts against the vigilance of Samarinda housewives. He said the criminal news exposure presented by the newspaper sapos had an influence on the level of alertness of housewives. The more the level of intensity of housewives reading criminal acts the higher the alertness of housewives [8]. Andrianis conducts research on criminal news on television and satisfaction gaps in descriptive gap studies and satisfaction watching criminal crime news {RCTI} and Buser {SCTV} among students of Faculty of Law. Law of Univ. Eleven March [9]. He said the respondents experienced a gap between expected satisfaction and satisfaction gained in watching ambush and buser criminal news programs [9].

Previously, LeniSyafyahya had also conducted research on the crime language news on SCTV. The results of his research explain how the authors favor the victims of crime [10]. In this study, data was obtained from mass media. Mass media as a means of communication functions as a teacher who conveys social heritage, carers who present information and interpretations of various events, as discussion forums, and as sources of entertainment [11]. The choice of words in the mass media greatly affects the reader. The use of word accuracy is influenced by language skills related to the ability to know, understand, master, and use a number of vocabulary actively which can express ideas correctly so that they can communicate effectively to the reader or listener [12].

From the analysis, naming systems and aspects of meaning in the language of criminal acts can be distinguished based on several things, namely: types of criminal acts, victims of criminal acts, and criminals. In this paper, the differences in the naming system in the crime of rape and the criminal acts of murder against the victim and the perpetrators can be seen in the following tables;

<table>
<thead>
<tr>
<th>Establishment of Vocational Victims</th>
<th>Maintenance on victims of Murder</th>
<th>Establishment of Roses</th>
<th>Maintainment on Killing People</th>
</tr>
</thead>
<tbody>
<tr>
<td>Girl Under Age (Mawar)</td>
<td>Small Girl From Eight Years</td>
<td>Embassy of The Age</td>
<td>Small Girl From Eight Years</td>
</tr>
<tr>
<td>Student of middle school Underage girls</td>
<td>(Alvina) smart kid victim</td>
<td></td>
<td>Parents the wafe</td>
</tr>
<tr>
<td>Self name Victim</td>
<td></td>
<td></td>
<td>his wife</td>
</tr>
<tr>
<td>Young mother TKW (Puspa)</td>
<td>About Wife Husbands (Sulaiman And Sutarmi)</td>
<td>Youth Mosquito People</td>
<td>About Wife Husbands (Sulaiman And Sutarmi)</td>
</tr>
</tbody>
</table>

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From table establishment of vocational victims and table maintainment on victims of murder above, it can be seen that the naming system given to victims of crime is underage girls more than the naming system for victims of adult crime. This is done by news writers to attract sympathy and a deeper sense of compassion from the readers to the victims. The naming of underage girls is more emphasized by including the age of the victim, the achievement of the victim and the relationship between the victim and the perpetrator of the crime. In the news, it can be assumed that the news writer tries to convince and lead the minds of readers to an opinion that the perpetrators of crimes are very deserving of punishment according to the violence and cruelty they have committed.

In addition, the naming given to young mothers emphasizes the work of the victim. Addition of information about the area of origin of the victim and the status of the victim who has had a child and the age of the victim is carried out to attract sympathy and compassion for the listeners.

As with the naming system given to a husband and wife, the emphasis is on the victim's own name. In addition, there is a naming of one of the victims with an old man, here the news writer influences the reader/audience how cruel the perpetrator is. Because the old man mentioned, is in a weak condition (sick) and not powerless.

The names given to rape victims will be different from the names given to victims of murder. In rape victims, the name given is a pseudonym, whereas in the murder victim it is not. This is done by the news writer with the aim of protecting the victim. In other words, here there is a partiality of the news writer for rape victims. The partiality of the news writer for the victim can also be seen from the disguise of the residence of the rape victims. This disguise was carried out so that the victims did not increase embarrassed and not more burdened by reporting events to themselves to the community.

In addition to naming victims of crime, certain perpetrators of the crime are also given names. In tables establishment of roses and maintainment on killing people, it can be seen that the naming system is given to rape and murder of minors more than rape and murder of adults. In the case of rape, the names given to the perpetrator are related to the status of the perpetrator, for example, students, minors, while in the case of murder the naming of the perpetrator is more emphasized in the relationship between the victim and the perpetrator, for example: mother, mother. Naming is done to give the reader an idea of the cause of the murder.

Giving names to each event/event, fact, and process in a text is an effective way to convey information, because the names given usually contain certain meanings in it. There are four aspects of meaning that can be considered in a crime language event.

First, the meaning aspect of the meaning is also called a theme that involves the idea/message in question. Information that is told/reported has a core problem which is usually referred to as a theme. The core issue reported in the Mawar and Puspa cases is the issue of rape, whereas in the case of Alvina and a husband and wife are issues of murder.

Second, the meaning of feelings related to the speaker's attitude and the speaker's situation. Aspects of feeling are born with a choice of words that are in accordance with the situation. In the event of rape and murder above, you can see several words that contain aspects of the
meaning of feeling. Words that contain feeling aspects of meaning will be grouped into two parts, namely;

1.3 Rape Case

1.3.1 The torn Rose case

A. Words that contain aspects of the meaning of feelings intended for the victim, including: (a) painful, (b) suffering, (c) injuries on the part of his genitals and the shock of the soul, (d) trauma that is very heartbreaking. B. Words that contain aspects of meaning intended for the perpetrator of the crime, including: (a) accursed, (b) young, (c) depraved, (d) submitting. The tainted Puspa case A. Words that contain aspects of the feelings intended for the victim, including: (a) suffering, (b) disaster, (c) trauma, (d) danger. B. Words that contain aspects of feeling intended for the perpetrator of the crime, including: (a) vile deeds, and (b thugs)

1.3.2 Homicides

Cases of murder against Alvina, including: A. Words that contain aspects of feelings intended for the victim; (a) stretched, (b) claimed life, (c) died, (d) memories, B. Words that contain aspects of the meaning of feelings intended for the perpetrator of the crime, including: (a) finish off, (b) take away, (c) become a demon, (d) not normal. 2.2 Cases of murder of Sulaiman and Sutarmi, A. Words that contain aspects of the feelings intended for the victim, including: (a) mysteries killed, (b) covered in blood, (c) very tragic, (d) trivial, B. Words that contain aspects of feeling intended for the perpetrator of the crime, including: (a) slaughter, (b) grandson of 20 people and 8 great-grandchildren, (c) cleanse, (d) obstruct his love.

In the case of rape, it can be seen that there are some differences in the use of words that indicate aspects of the meaning of feelings. This difference is caused by different situations. The situation in the Mawar case is rape committed against children. Rape committed against children can result in the future destruction of the child, compared to the rape committed against women who have families.

Rape that is committed against adult women / women who have a family can also be caused because the woman gives the opportunity / opportunity to the perpetrators. In murder cases, it can be seen that there are some differences in the use of words that indicate aspects of the meaning of feelings. This difference is also caused by differences in situations. The situation in Alvina's case is the murder committed against biological children. The words used to show the meaning of feelings to children are more in touching the feelings of the reader / audience than the words that indicate aspects of the meaning of feelings towards the murder of Sulaiman and Sutarmi (a husband and wife).

The words used to show the meaning aspects of feeling on the murder of a husband and wife are more emphasized in the cruelty and cruelty of the perpetrator, menunsukan. The difference in the use of words that contain aspects of feelings can also be seen from the title of a news. In the case of rape, the news writer gives a title based on the suffering borne by the victim, for example; "Torn roses" and "tainted Puspa". If seen from the meaning of the word; torn 'something that has been damaged and difficult to repair' and stains' something that has been traced'; the news writer gave information to the audience how terrible the impact of rape on children. In addition, in the murder case the title is based on the background of the murder. The planned murder was clearly described the tool used to kill "scissors" and explained how the perpetrator strategically eliminated his traces, while in unplanned murder more focused on the
The difference in the use of words that express the meaning aspects of feelings is also intended for the perpetrators of crime. The use of a word that states the meaning of the aspect of feeling for the perpetrators of rape crimes and the killing of minors provokes emotion, creates hatred, and rages the readers towards the perpetrators. Even the perpetrator of the crime is likened to an animal, for example, Initially Mawar was raped by a suspect Hafid. After Hafid ventured his animal appetite, it was Fandi’s turn to enter the room as before, and Mawar was raped again.

Third, the aspect of tone / tone is related to the tone of the language used. This aspect of the meaning of the tone is also related to the meaning aspects of feeling. Fourth, the aspect of the purpose of the goal relates to the goals to be expressed. What is expressed in the meaning of the aspect of the goal has a specific purpose, for example by saying that the animal's desire is for the listener to know the appetite of an offender as well as the desire of an animal. Aspects of this purpose involve 6 classifications of statements that are: declarative, persuasive, imperative, political, and pedagogical.

Of the six classifications of the statement, in cases of rape and murder, they generally contain narrative aspects of purpose. Besides narrative aspects of meaning, there are also some aspects of persuasive and declarative meanings. The language used by the event's author is generally declarative and persuasive [13].

2 CONCLUSIONS

Based on the analysis conducted on the language of criminal acts, we can see the strategies used by news writers in expressing their ideology in providing naming to both the victims of crime and the perpetrators of the crime. In addition, news writers also express their ideology by considering aspects of meaning in language.

In the case of rape, generally the naming given with more touching words provokes the audience more than the naming given to the murder victim. This is done to show the impartiality of the news writer and invite the reader to take sides with the victim. Disguising the identity of the victims is also one sign of concern felt by news writers and also to maintain security for victims and their relatives. Then, the perpetrators of crime, are also placed in a position that must be fully responsible for the crimes they have committed. In a murder case, naming is emphasized to the perpetrator of the crime. The choice of words used in naming shows the perpetrator's cruelty. In addition, the identity of the victim and the perpetrator of the crime is clearly explained and the relationship between the victim and the perpetrator of the crime is also described.

Words that are used as naming in crime news have aspects of meaning, sense of 'understanding', feeling 'feeling', tone 'tone', and intension 'goal'. These four aspects of meaning strongly support the determination of the naming system and provide affective stimulation to the reader, so that the reader gets complete information.

REFERENCES

Applying Item Response Theory In Validating An Indonesian Language Profeciency Test

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Abstract. The Indonesian language test is a measurement of competence in understanding the discourse of written and oral media. The understanding of examining the dimensions of the test needs to be analyzed to look for factors that can explain the relationship or correlation between the various independent indicators observed. This study investigated the application of Item Response Theory (IRT) in analyzing packages of Indonesian test for foreign speakers. The test consists of 3 competencies that measure the ability in listening, reading, and grammar. The analysis was carried out through two stages of testing, namely (1) testing the validation and estimation of test reliability, and (2) measuring the ability to examine with the Rasch Model to determine the level of difficulty of the item. The stages of testing are testing content validation through the Aiken index, testing the instrument dimensions, confirmatory factor analysis, KR-20 reliability estimation, estimation of alpha reliability from Cronbach, and estimation of reliability through item information function. The difficulty level of the test item is measured by IRT Model package of the freeware R. The results of the study indicate that the Indonesian language test consists of 3 dimensions that correlate to explain latent factors. Based on test validation testing, the Indonesian language test instrument measures the competency according to the test construction. Test reliability is estimated by three methods showing quite high results. Based on the reliability estimation the test shows that the instrument has the consistency of the test results indicated by a coefficient above 0.7.

Keywords: MIRT, Validation, Reliability, Indonesian Language Test

1 INTRODUCTION

In addition to the function of communication, language has a central function as a cultural identity of society. Indonesia recognizes Indonesian as the national language, the language of unity, and the language of communication. These three functions underlie the importance of standardized and applicable Indonesian language both nationally and internationally. Moreover, currently Indonesian language is being pioneered as an international language in the Asian Region [1]. The main language identification is divided into four skills, namely, listening, speaking, reading and writing skills. Listening skills are closely related to speaking skills, as well as reading skills and integrated writing skills [2]. Basic language knowledge includes grammar, lexeme, and four language skills such as listening, speaking, reading, and
writing, all of which must go hand in hand to support the internationalization process of Indonesian language [3].

One of the tools for internationalizing Indonesian language is an instrument used to measure the ability of examining. Foreign speakers who wish to settle in certain countries (with the aim of studying or working) are required to be proficient in using the language of purpose. Each country develops language tests according to their respective characteristics, such as TOEFL (English), DELE (Spanish), ALPT (Arabic), and TOCFL/TOP (Chinese) which are used to test the language skills of the country. The test is used to measure the competency of examinee before taking classes or working in an institution in the destination country [4].

Language assessment standards are not only the preparation of good items, but need to be specified in determining the competencies to be measured. Determining the boundaries of competency categories is one of the most important things in the development of tests, administration, and assessment reports [5]. In addition, a pattern that shows the competency of test participants and the level of difficulty of items according to [6] can be measured on the same scale. So far, language skills possessed by foreign citizens have not been standardized. Every foreign student with various skill levels who will enter Indonesia is finally accepted without minimum completeness criteria.

Listening competency tests measure ability in (a) paying attention to the right speech, words, diction, and sentence elements, (b) determining the reasons why, (c) understanding the various meanings of context instructions, (d) distinguishing facts and fantasies and those that are relevant and not relevant, (e) deciding, (f) drawing conclusions, (g) determining answers to specific problems, (h) determining new information or additional information on a topic, (i) translate, interpreting expressions, idioms, and languages that are not commonly used, and (j) act objectively and evaluatively to determine the authenticity of the truth or the existence of prejudice.

Reading is defined as an activity/process in which the reader controls the source of information, elaborates on meaning and strategy, monitors his understanding, and uses social context to reflect his response [2]. The focus of testing language skills is to show effective sentences that show the delivery process by the speaker or writer. The reception process is receptive by the partner to take place in a complete manner so that the purpose of the speech delivered can be captured as complete information.

1.1 Research Method

\[ P_i(\theta, b_i) = \frac{\exp(\theta_i - b_i)}{1 + \exp(\theta_i - b_i)} \]

Where,

- \( \theta \) = ability
- \( b_i \) = difficulty parameter

The principle of the rasch analysis model is the opportunity for the student to answer a single item correctly with the student's ability compared to the difficulty level of the item. [7], [8]. Explain when the ability value of a group is transformed, so the mean (average) becomes 0 and the standard deviation is 1, the value of \( b_i \) ranges from -2 to +2. The \( b_i \) value close to the -2 number means that the item is too easy, and the \( b_i \) value is close to +2 so the item is too difficult. [9] Hambleton states that one logistics parameter is often referred to as Rasch. This study focuses on developing receptive skills test instruments, namely listening, reading, and applied skills are skills to respond to rules. The indicators and grids measured ultimately greatly influence the content validity by knowing the expert agreement on the item index [8].
Validity is proven by confirmation in developing objective test constructs. Each aspect is broken down into a number of indicators, which are compiled again into items that are assembled to get a complete instrument. The instrument was tested on foreign students to find out its usage and estimation of the reliability coefficient of the measurement results. Expert Judgment is the provision of input from experts on the validation of the contents of the instruments prepared. Content validity (Aiken index) construct validity with CFA (Confirmatory Factor Analysis) instrument analysis using empirical data and analyzed with the help of Lisrel or MPlus application. In addition, the estimated reliability of the instrument is determined by calculating the Alpha correlation coefficient from Cronbach for the test results. The reliability through the IRT is estimated by the suitability of the characteristics of the items with the type and purpose of the test, which greatly determines the quality of the test items [10].

1.2 Result and Discussion

The results of testing the validity and reliability of Indonesian language test instruments show significance estimations. Indonesian language proficiency test for foreign speakers with 3 instruments namely tests of listening, reading, and responding to rules. Listening tests measure students’ ability to know information in daily speech, descriptive speech, exposition, argumentation, and procedural. This test consists of 31 test items in the form of dialogue and monologue. Reading tests measure simple sentences, chronological sentences, information descriptions, persuasion, explanatory processes, persuasive sentences, narratives, and written discourse generalizations. This test consists of 40 test items. The rule response test measures grammar competence in word formation, word classification, and semantic relations. This test consists of 29 test items.

1.3 Validity Content Test with Aiken

Content validity indicates the test instrument reflects the complete range of attributes studied and is usually carried out by seven or more experts.

<p>| Table 1. Distribution of Rater Scoring toward Items. |
|---------------------------------|---|---|---|---|---|---|---|---|---|---|</p>
<table>
<thead>
<tr>
<th>R1</th>
<th>R2</th>
<th>R3</th>
<th>R8</th>
<th>R9</th>
<th>S1</th>
<th>S2</th>
<th>S3</th>
<th>S8</th>
<th>S9</th>
<th>∑S</th>
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<tbody>
<tr>
<td>MY_01</td>
<td>3</td>
<td>4</td>
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<td>3</td>
<td>3</td>
<td>3</td>
<td>2</td>
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<tr>
<td>MY_02</td>
<td>3</td>
<td>4</td>
<td>3</td>
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Aiken [11] determines the item validation index with the number of experts as many as 9 rater, and 4 rating options are 0.78. Based on the content validation test from Aiken, it was shown that each item of the Indonesian language test was valid. The emphasis of the content validation approach is one of expert or professional judgment. Proof of content validity in general does not define the measuring domain accurately because the sample of human behavior that is intended to be used as an item is quite a lot. The accuracy of content validity can be achieved if on the development of an instrument, the measuring domain is well defined and the instrument item is correctly written [12].

1.4 Confirmatory Factors Analysis

Confirmatory Factor Analysis (CFA) is known as a component test tool that is useful in finding the construct form of a collection of manifest variables, or testing a variable on the assumption of the manifest that built it. Confirmatory analysis is very suitable for testing a variable theory on the manifest or indicators that build it, where the variable is assumed to be only measurable with these indicators. Confirmatory factor analysis aims to evaluate patterns of relationships between several constructs. Some indicators build each construct. The confirmatory analysis model is usually not assumed to be the direction of the relationship between constructs, but only the correlative relationship between constructs.

One function of the CFA is to test construct validity, by confirming whether certain items are in the same indicator as other items so that they measure the same dimensions. Based on the validity test by confirming the analysis factor with the help of Lisrel 8.50 program on 3 components of the factors FB (Reading Factor), FK (Grammar Factor), and FS (Editing Factor). Estimates are the numbers in arrows; these are the results of rough data calculations. For further calculation the regression is calculated, or the parameters are calculated from the original data [13].
The procedure determines whether a theoretical model fit with the data is called the test of goodness of fit. There are quite a number of criteria used to determine whether a model is fit or not.

1.5 Construction Reliability Estimation

The construct reliability test is estimated by the output data on Lisrel 8.50 (the results of the Confirmatory factor analysis test), which shows the relationship between the observed variable and the latent variable. Assuming a congeneric scale [14] with a standardized latent construct, \( \omega \) can be estimated as

\[
\omega = \frac{\left( \sum_{i=1}^{I} \lambda_i \right)^2}{\sum_{i=1}^{I} \lambda_i^2 + \sum_{i=1}^{I} \delta_i}
\]

Where \( \lambda_i \) represent the factor loading of item \( i \) onto a single common factor and \( \delta_i \) represent the unique variance of item \( i \). The value of \( \Lambda \) indicates the relationship of the variable, while the number in the \( \delta \) measurement error shown by each error value. The estimation of construct reliability uses the loading factor for each indicator to compile and error index of each indicator. CR formula is calculated by formula.

Chi-Square=128.20, df=122, p-value=0.23854, RMSEA=0.026
1.6 Alpha Reliability Test from Cronbach

To estimate the different items that measure the same construct used composite reliability. Composite in question is the combined score of the instrument compiler. One of the estimation tools used is the Alpha Formula from Cronbach.

\[ \alpha = \left( \frac{K}{K-1} \right) \left( 1 - \frac{\sum \sigma_i^2}{\sigma^2} \right) \]

With \( \alpha \) is the instrument reliability coefficient, \( k \) is the number of questions in the instrument, \( \sum \sigma_i^2 \) is the number of variances of the instrument, and \( \sigma_t^2 \) is the total score variance.

1.7 Test Information Function Reliability Test Item difficulty with MIRT

The test information function shows the ability of the item to explain the latent variables measured. Listening skill is important to be tested, namely to know and identify other skills, especially the development of ideas for speaking skills and writing skills. In addition, the essence of listening aside from self-expression also adds insight into which each language learner can get more than mere ingredients but also additional information in the form of science.
Reading is a means to receive information in written communication activities with the aim of obtaining information, capturing messages, and understanding meaning. The essence of using language must be authentic because language is a practical science and needs to be practiced. The more frequent and consistent use of good grammar, the more the language users do not have to bother to explore the use of standard language spelling.

2 CONCLUSIONS

The difficulty level of the test item is measured by IRT Model package of the freeware R. The results of the study indicate that the Indonesian language test consists of 3 dimensions that correlate to explain latent factors. Based on test validation testing, the Indonesian language test instrument measures the competency according to the test construction. Component test tool to find construct form of a collection of manifest variables, or testing a variable on the assumption of the manifest that built it shows P=0.339. That means, all the latent variable can be well measured through observed variables. The reliability test estimated by the KR-20 and the test information function produce identical results. In the other hands, the analysis show that one of the tools for internationalizing Indonesian language is an instrument used to measure the ability of examining is ready to use. Based on the qualitative analysis find an errors language test information in four fields, namely phonological errors, morphology, syntax,
and semantic fields. Some mistakes that must be understood by foreign speakers include: sentence ineffectiveness, word selection errors, affix use errors, incomplete sentence functions, prepositional misuse, word order reversal, use of passive construction, conjunctive usage errors, 'yang' usage errors, and errors in plural formation.

REFERENCES


The Face of Political Discourse in Mass Media

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Abstract. The title of printed media news is very decisive influence on the reader to go to public opinion that is expected by a speaker (O1). Therefore, it is necessary to choose a title that adheres to the principle of politeness in the delivery of goals to interlocutors (O2) through polite and persuasive diction. However, what often happens in the discourse of political headlines in the printed media is the opposite, namely there are those who obey the principle of politeness and violate the principle of politeness. The purpose of this study is to describe and explain: (1) how compliance and violation of the principle of politeness discourse in political news titles in print media, (2) how implicates in violating the principle of politeness in the discourse of political news titles in print media. The research method used is descriptive qualitative. The approach used with psycho pragmatic studies. Data sources refer to the discourse of the election political newspaper title. Analysis techniques with flowing techniques. Conclusion techniques with deductive and inductive. Based on the results of the study and analysis can be described and explained as follows. (1) The headlines of the election political discourse in the print media are in the form of: (a) news headlines that comply with the principle of politeness, (b) news titles that violate the principle of politeness, and (c) news titles that utilise the principle of politeness and violation together. (2) Implicature in the political headlines of regional elections in Central Java and DIY intends to (a) convince, (b) influence, (c) satirise, (d) direct, (e) clarify, (f) educate, and (g) compare. Based on this explanation, it can be affirmed that the compliance and violation of the principle of politeness in the discourse of political news titles in Central Java and DIY's print media occurs because of the text, co-text, and the purpose of the speaker (O1) who wants to quickly influence the opinion of the readers. (O2).

Keywords: violations, politeness, pragmatics, psycho pragmatics, mass media.

1 INTRODUCTION

The mass media is able to reach a wider and relatively more diverse audience, heterogeneous, anonymous, and the message is abstract and scattered. The mass media that can be used can be printed media such as newspapers and magazines or electronic media in the form of radio and TV [1]. Mass media is a form of verbal communication that influences people's understanding of the speech received. The mass media form different opinions in each preference received by the community. This preference depends on the knowledge, understanding, and experience of the interlocutor. Understanding of the interlocutor influences the opinion of the second cluster.
In accordance with the purpose of communication, the community communicates with each other's ways, which should be relevant to the goals of the community. Based on different types of communication, each speaker must adjust the communication objectives of the speech community. In the end, Indonesia has a variety of communications, ranging from communication media and the purpose of the communication. The mass media has a role, namely as a tool of social political control that can provide various information about social deviation itself both by the government, the private sector and the public [2]. In addition, the media also plays a role as forming opinion by forming political agendas or conditioning so that people are affected to follow government plans [3]. Mass media is also able to become a place of dialogue about the different views that exist in society or power holders.

There are several journalistic language deviations compared to the standard Indonesian language rules [4]. Morphological discrepancies in newspaper headlines that use active sentences, namely the use of verbs not standardized by omitting affixes. Affixes to verbs in the form of prefixes or prefixes are omitted. Syntax errors in the use of grammar or structure of sentences that are not correct so often confuse the understanding. This is due to poor logic. Vocabulary errors are often done for reasons of politeness (euphemism) or minimizing the adverse effects of reporting. Spelling errors occur in writing words, such as: "Jumat" written "Jum'at", "Khawatir" written as "hawatir", [/jadwal/ written as /jadual/, /sinkron/ written as /singkron/], etc.

The fragmentation error of each line change in each column appears to be as long as it's fragmented. The error is caused by the fragmentation of Indonesian language still using an English language computer program. This case can be anticipated by using the Indonesian language fragmentation program. Editing regarding the use of sentences, word choices, and spelling is used to avoid some mistakes as described above. In addition, users of a good journalistic language are reflected in their ability to write good paragraphs. Requirements for writing good paragraphs certainly require the requirement to write good sentences. The successful paragraph is not only complete but also shows unity in its contents. The paragraph becomes damaged due to non-related insertions and the insertion of the second topic sentence or other main ideas into it.

In all societies and in a variety of interests, humans are faced with newspaper information sources. Therefore, mass media is not a new thing, in fact almost all Indonesian people already know about it, both to read and to seek information. Mass media has benefits, especially to add insight and knowledge. Information and development of every event from around the world occurs directly and in a fast time. Mass media has a contribution in terms of developing and fostering Indonesian language. One of the contributions played by the mass media of the daily newspaper in essence is to put the habit of reading to the public. If more and more people are accustomed to reading behavior, over time it will become a tradition and become entrenched, so there is a culture of reading in the community.

There is no interesting news without a news title. News must be given a title to trigger the reader's curiosity, rather than on the contrary it actually lowers the interest of the reader. Once the importance of the position of the title in news, it indicates the need for special skills in making good news titles. The title of the news does seem trivial. However, the headline will be a very important part of the news. Not a few newspapers are bought and read by many people because of the appearance of interesting news titles. Not a few news that are actually good and interesting, but because of the inaccuracy in making news headlines, causing the news to not be read by people and will be useless.
1.1 Research Method

The research method used is descriptive qualitative. The approach used psycho pragmatic studies [5]. Data sources refer to the discourse of the election political newspaper title. Analysis techniques with flowing techniques. Conclusion techniques with deductive and inductive. The data collection method used is the content analysis method, namely the news title [6]. Case studies are often used to get information about a condition with intrinsic case studies giving a deeper understanding of things; and collective case studies study several cases to illustrate a phenomenon [7]. The results of this study are in the form of a qualitative descriptive explanation of linguistic aspects in the political headlines of regional elections in Indonesia, as well as various functions, perceptions, and the nature of violations of politeness in language.

2 RESULT AND DISCUSSION

2.1 Language Politeness Violations in Mass Media

Violations of humility maxims are marked by the form of speech that minimizes criticism of oneself. In this case the speaker suggested that things were revealed, speakers felt better than their speech partner. Violation of humility maxims can occur when the speaker feels as the most understand one about the topic being discussed.

A form of increasing incompatibility and minimizing the compatibility between oneself and others characterizes violations of agreement maxims. This is expressed expressively and assertively. In the violation of the agreement data in the daily found assertive speech that produces an effect in the form of expressing opinions and expressive speech that produces the effect of blaming and accusing others. Speeches in the mass media are still found to violate the maxims of agreement because the opinions expressed by speakers can make opponents feel that they are offended by the utterances that have been delivered.

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<th>Editor's Theme</th>
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<td>5 Political drama in the House of Representatives throughout 2017</td>
<td>Speakers comment on politics content of drama throughout 2017</td>
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<tr>
<td>Poor 2009 Election and Presidential Election Implementation?</td>
<td>Speakers argued that the implementation of the 2009 Elections and Presidential Elections was no better.</td>
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<tr>
<td>Finger cross Indonesian Tolerance</td>
<td>Speakers assume that tolerance in Indonesia is not maximized so speakers feel anxious.</td>
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<tr>
<td>National Police Chief: The Political World Is A World Full of &quot;dirty competition&quot;.</td>
<td>Speakers feel that the political world is a world full of dirty competition. This shows that speakers feel more informed about the political world so they dare to say so.</td>
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The praise maxim violation is characterized by violation of the praise maxim maximization indicator so that an action spoken by the speaker is not pleasing to the speech partner [8]. The violation data found is to minimize the praise of others and increase the criticism of others. Maxim praise can be expressed with expressive and assertive speech [9]. The violation of
generosity maxims is marked by the violation of the indicators of compliance with the maxim of generosity so that a speech means minimizing one's own losses and increasing one's own profit. This maxim is expressed by directive speech and commissive speech [10].

The maxim of wisdom regulates a speech so as not to harm others and increase the profit of others [11]. Speeches that contain the opposite meaning of obedience to the maxim of wisdom become a violation, such as troublesome speech partners through command expressions using direct sentences and without alternative choices so that the opposite speaker has no other choice but to obey the wishes of speakers.

Violation of sympathy maxim found in the form of minimizing sympathy between oneself and others, and increasing antipathy between oneself and others. This is expressed expressively and assertively. Data on violation of maxim of sympathy in the Kompas daily there are expressive speeches, which produce the effect of blaming.

2.2 Fulfillment of Politeness Maxim in Mass Media

The wisdom is the main maxim in the principle of language politeness. Basically, this maxim includes other maxims of politeness. The wisdom maxim has the basic idea that the participants of the discussion should stick to the principle of maximizing the benefits of others and minimizing their own profits. Maxim wisdom prioritizes a high level of politeness. The greater the politeness in speaking, the greater the level of wisdom.

Mercy maxim is also often referred to as the maxim of generosity. The main idea of this maxim is to make the loss of yourself as small as possible and make the loss of yourself as large as possible. If the maxim of wisdom is centered on others, then the maxims of mercy are self-centered. Speakers are required to impose respect for others and minimize disrespect to others.

In the award maxim it is explained that someone will be considered polite if in speaking always try to give appreciation to other parties. With this maxim, it is hoped that the participants of the discussion will not mock each other, berate each other, or demean each other. Speech participants who often ridicule other speech participants in speaking activities will be said to be rude people. It is said that because mocking is an act of disrespecting others. [12] argues that the maxim of acceptance requires each obedient to increase losses for oneself and minimize self-profit.

Maxim of modesty requires every speaker to increase disrespect for oneself and diminish respect for oneself [10]. This modesty has two views, namely, reduces or lessens praise to oneself and increasing criticism to yourself. The maxims of praise are to focus praise on the speech partner, while the modesty maxim is centered on the self. Speakers are expected to reduce praise to themselves and humble themselves [13]. Agreement maxim requires speakers to reduce incompatibility with their opponents and maximize agreement between speakers and their partners. Agreement maxim emphasizes that participants can achieve compatibility and agreement in each meeting. The agreement between the speaker and the opponent in speaking activities, each of them will be said to be polite. The maxim requires that the participants can maximize sympathy towards the partner and minimize the feeling of antipathy towards the opponent he said. Speakers who are antipathetic towards their partners, especially cynical, will be considered as rude people in the community.
3 CONCLUSIONS

A good mass communication is one that can be accepted by many people with the same perception. Good communication is a contextual and complete discourse. Discourse is the most complete and highest or largest language unit above a sentence or clause with continuous high coherence and cohesion that has a real beginning and end, delivered orally or in writing. The above definition can be clearer by paying attention to what is meant by coherence and cohesion. One form of successful mass communication is compliance with the principle of politeness in communication. The principle of politeness analyzed in this study is that there are 6 rules of maxims. These maxims are the maxims of wisdom, the maxims of generosity, the maxim of approbation, the maxim of modesty, the maxim of agreement, and the maxim of sympathy. The results of the analysis include news headlines that adhere to the rules of modesty maxims and news titles that violate the rules of politeness principles.

REFERENCES

Ngrowo Oral Literature as an Alternative History of Tulungagung

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ABSTRACT. The existence of oral literature in several cultures, especially traditional societies, is considered very important because they only know literature in one form. The forms of oral literature are spread in various regions in Indonesia and one of them is in Tulungagung. A systematic and in-depth study of the structure of swamp-based folklore in Tulungagung and the function of folklore for the surrounding community needs to be done. This is because all this time, the history of Tulungagung has been limited to folklore based on figures or inheritance in Tulunggung, while historical excavation based on stories based on regional topography has not been carried out so that it has an impact on incomplete historical descriptions or origins the proposal of Tulungagung and so far, environmental wisdom stored in the treasures of regional folklore tends to be marginalized by modern paradigms and sciences so that people tend to override the function of folklore for them. The structure of folklore is analyzed using Levi-Strauss structural theory, while the function of folklore uses the function theory of Alan Dundes. The data obtained in this study uses the technique of unstructured interviews with informants in accordance with predetermined criteria and observations at the place where the folklore originated. The results of the study concluded that swamp-based folklore in Tulungagung has a connection with the history of the establishment of Tulungagung Regency and functions as a social control, a means of increasing solidarity, a form of gratitude to God, and as a certifier of certain cultures.

Keywords: Oral Literature, Structural, Functional, Tulungagung

1 INTRODUCTION

Tulungagung is one of the districts located in East Java Province. Historically, before becoming Tulungagung Regency, people called it the Ngrowo District. This is because most of the area is in the form of swamps. This is the background of oral literature that developed in this area is folklore that is still associated with the surrounding environment, namely swamps and rivers.

The district of tulungagung, which is mostly in the form of swamps, certainly stores oral literature. The oral literature is certainly not far from the geographical location of the area in the form of swamps. In eastern Tulungagung there are dim swamps located in Rejotangan sub-district, swamp swamps (mixed swamps), and clear swamps (bedalem swamps). The three examples of folklore are related to the events surrounding the birth of the folklore so that from these folktales can be seen the history of the formation or naming of places around the folklore originating.
Much of the excavation of oral literature has been carried out in Tulungagung. Many folklore developed in Tulungagung Regency, for example the Origin of the Lembu Peteng River, the Legend of Batu Joko Budeg, and the Roro Kembang Sore and the History of the Spear of Kyai Upas. However, oral literature in Tulungagung which developed in swamp areas has so far not been explored. This is an interesting thing to explore oral literature that develops in swamp areas in Tulungagung Regency. This is because folklore that develops in an area must be related to the characteristics inherent in the area, for example the topography of the region, someone's heroic legend, so that it has an impact on naming areas in most of Java identical to folklore that developed in the area.

In addition to containing certain historical values, folklore also has functions and values for the user community. Oral literature is a national cultural heritage and still has values that should be developed and utilized for the life of the present and the future, among others, in relation to fostering literary appreciation. Oral literature has also long served as a vehicle for understanding ideas and inheriting values that grow in society. In fact, oral literature has for centuries served as the basis for communication between the creator and the community, in the sense that creation based on oral will be easier to associate because there are elements known in society [1]. Oral oral literature has an important role, not only in terms of fostering and developing regional literature, but also important in fostering and developing Indonesian literature [2]. Because it is part of oral literature, folklore also has the same roles and functions as oral literature for the development of literature or for the people who use folktales.

Based on the explanation above, a systematic and in-depth study of the structure of swamp-based folklore in Tulungagung and the function of folklore for the surrounding community needs to be done. This is said because: first, all this time the search for the history of Tulungagung is limited to folklore based on figures or inheritance in the district of Tulungagung, while the historical excavation based on the story based on the topography of the region has not been done so that it has an impact or the origin of the Regency of Tulungagung. Second, environmental wisdom stored in the treasures of regional folklore tends to be marginalized by modern paradigms and science so that people tend to override the function of folklore for them. Thus, folklore is only regarded as a myth or entertainment story alone does not have any value and function. The people should be able to take the values contained in folklore and get benefits based on the function of folklore for them.

2 RESEARCH METHODS

The object of this research is folklore that developed in swamp areas in Tulungagung Regency. The data sources of this study are: first, oral texts and written folklore set in swamps in Tulungagung Regency; second, informant; and third, documents (from observations). The informants of this study were direct actors / speakers of swamp-based folklore in Tulungagung District, namely dukun, kuncen, and village elders. The research data was collected by unstructured interview techniques and observations. The interview technique in this study was used to record swamp-based folklore data in Tulungagung District which cannot be recorded through observation[3]. While the observation technique used in this study is the technique of non-participation observation or ordinary observation.

The data analysis technique of this research uses content analysis and descriptive analysis. Content analysis is a research technique for making inferences that can be replicated and validated by paying attention to their constellation[4]. The content analysis technique is used because the data processing is emphasized in the content review in accordance with the focus
of the research to be discussed. The content review of the existing data is described descriptively.

3 RESULTS AND DISCUSSION

The surface structure of Ngrowo oral literature first tells the story of the legend of the embryo of Tulungagung, namely the story of the formation of swamps into a city. This story of the Tulungagung area used to be in the form of swamps so that the surrounding community referred to it as Ngrowo. The name Ngrowo is caused by its natural condition which is still in the form of swamps and river paths being used as the main traffic called the Ngrowo river until now. Ngrowo in ancient times was a swamp that had not been touched by the population. But the people who choose to live in the swamp of their lives are very prosperous and rich. Because every day they look for fish in swamps and the results they sell are very large. In the past, flooding often happened because there was no source of good recharge and in every rainy season rainwater could not be properly accommodated. But along with the development of the times and advances in technology, the government mobilized the making of drainage channels in the form of tunnels so that they could be allocated well and made the area not flooded again.

In the second episode, the story of Lawadan Inscription from the Kingdom of Daha. The King of the last Daha Kingdom told that Sri Kretajaya - known as Prabu Dhandang Gendis - gave a Lawadan inscription as a form of effort to defend the Daha Kingdom for his territories, especially in the swamp area called Ngrowo. The Lawadan inscription was written as a gift to Lawadan soldiers in helping the Daha Kingdom. In the sense that at that time it was a form of effort to support the Kingdom of Daha from the war that occurred at that time. From the Lawadan inscription itself is a story about land tax exemption and acceptance of privileges such as the earth civilization.

The third episode is about the Story of the Guardian White Demon Guardian Ngrowo. In the past, people who lived in the Ngrowo area believed that in the area there was a guardian stealth called Bajul Putih. According to the local myths, Bajul Putih is the ruler of the Ngrowo area which is now Karang Sawit and Lawadan. Bajul Putih itself is a messenger from the Queen of South. White Bajul can display its form as a human being but by revealing itself in the appearance of a crazy person. White Bajul in the form of animals that appear occasionally and only for an instant. People often do a performing art in the form of tayup where there are many female dancers. So that the stealth sometimes appears by changing its form into a human being and tempting female dancers at the tayup event.

Surface Structure Ngrowo oral literature tells the story of the Legend of Kyai Upas. In the first episode about Baru Klinting. Kyai Upas itself is an embodiment of a heirloom that was once a tangible snake which was cut off by its tongue so that the tongue of the dragon snake became an heirloom. According to legend, the dragon snake has a new name Klinting. Before becoming a dragon snake, it was in the form of wood which had magical power. He turned into a figure of a dragon and grew up living in a swamp. Until one day he asked his mother about his father's figure. Then, he traveled to look for his meditating father on Mount Merapi. The figure of the father he was looking for on Mount Merapi was Ki Wonobojo. However, when he met his father he was given a challenge to circle Mount Merapi to be recognized as his son. When almost circling Mount Merapi with his tongue, Ki Wonobojo cut Klinting's new tongue so that he transformed into a heirloom which until now was named Kyai Upas.

The second episode tells Ki Ajar Mangir. In the history of the legend, in Tulungagung there is an inheritance called Kyai Upas. Kyai Upas is actually a weapon owned by Ki Ajar
Mangir given by his father, Ki Wonobojo. It was told that during the reign of the King of Mataram, Ki Ajar Mangir opposed his presence. The king of Mataram also made a strategy by telling his daughter to tease Ki Ajar Mangir. Because of her beauty, Ki Ajar Mangir was melted and fell in love with the daughter of the King of Mataram. For years, finally married Ki Ajar Mangir's wife told him that he was actually the daughter of the King of Mataram. Finally, with reluctance Ki Ajar Mangir accepted this fact and with good intentions he wanted to be sowan - giving worship to his in-laws. But upon arrival in the kingdom, Ki Ajar Mangir was not welcomed by the royal guards because he was carrying Kyai Upas. Even when delivering sungkem to his in-laws, Ki Ajar Mangir was framed when Ki Ajar Mangir sungkem's head to his father-in-law was knocked into the dampar - the king's seat - and died so that Kyai Upas dodged. It is said that Kyai Upas who was darting away went to Popoh Beach and finally stuck to the Lawadan Inscription.

Surface Structure of both oral literature Ngrowo tells the story of Sedah Mirah. The first episode tells the story of the Beginning of Mirah's Sad Story. In the Sedah Mirah story, it is told that this sad is a student from Kyai Mantyasih who came from Mount Kendeng. Sedah Mirah proved to be in love with the well-known swordsman Guntur Geni from the kingdom of Mangir. Long story short, Sedah Mirah and Pendekar Guntur Geni are married. Then whoever wants to harm, both of them are given poison until they finally realize what they have done. But everything is already done. Swordsman Guntur Geni felt he could not accept anyone unless he was a warrior who was also a human, if he accepted another figure it would be considered to have forced his consciousness to go. Because when he was with Sedah Mirah, he did it when he was drunk. So that after realizing and knowing that Sedah Mirah was pregnant, Sedah Mirah was dumped in the east.

The second episode tells of Prince Ronggo Jumeno. In the story of the origin of the city of Madiun, Prince Ronggo Jumeno, who is the Duke of Madiun, has a very big ambition, which is to unite the regions in the archipelago, especially East Java. Jumeno Ronggo with his students Kyai Jugil Awarawar wants to conquer Mataram. Jumeno Ronggo faces Ki Ageng Wonoboyo. But in the fight, Kyai Jugil Awarawar was killed by Nyai Gumbreg.

The third episode tells about the role of Sedah Mirah. Sedah Mirah, who was exiled to the area in East Java, felt she wanted to give birth to the child she was carrying. He went to an area that had not been touched by many people. Long story short, Sedah Mirah gave birth without help from anyone in the cave. Elsewhere, there is a Baboon who is also giving birth. However, the child of the Baboon died. The baboon was very sad and ran to and fro while shouting and carrying his child. Until the Baboon arrived in the cave where the Mirah Sedah gave birth. Seeing the Sedah Mirah child, the Baboon exchanged his dead child with the Sedah Mirah child.

After Sedah Mirah realized from being unconscious, she was surprised because she had given birth to a Babon child. Sedah Mirah can only be silent about the fate that befell her. The Mirah Sedah baby brought by the Babon lives in the midst of the Babon family. The baboon is very fond of baby Sedah Mirah. He cared for and raised like his own child.

Two years after the incident happened, Sedah Mirah was still in nothingness. Her maternal instincts say that her child is not a baboon. As usual, Sedah Mirah is looking for edible fruits. And accidentally, he caught a swarm of Baboons. And Sedah Mirah felt awkward when she saw a baby in the collection of Babons. Sedah Mirah approached the baby. And strangely, the Babon collection didn't block the Sedah Mirah step at all. As if knowing that his biological mother approached him, the bai smiled happily. Then the Babon took away the baby Sedah Mirah. Sedah Mirah was relieved because she had met her child. And then he decided to end his life at that place.
The fourth episode tells about the Source of Life. The Sedah Mirah place ended its life and gave rise to a spring that never dried up. So that it can be utilized by the surrounding community. The water source is maintained and cared for by the local community. The source of the spring brings many visitors. Sedah Mirah, who is indeed a female warrior, is able to organize and lead the community. Natural power, once a month Babon groups who guard Sedah Mirah children always come to visit the source of the spring.

Structure In Ngrowo oral literature consists of: first, Mytheme in the Legend of the Tulalagung Bakal; second, Mytheme in the Legend of Kyai Upas; third, the Early Mirah Mytheme; fourth, Mytheme Prince Ronggo Jumeno; fifth, the Mytheme of the Mirah Role; sixth, the Mytheme of the source of life.

Analysis of Function of Folklore in Ngrowo oral literature has various functions. Some of the folklore present in the community is a folklore that impresses in people's lives. Folklore was born and grew up with the community so that most of them influenced the community. In folklore in Tulungagung about the forerunner of the city of folklore can have a function as an increase in solidarity of a group because in the story explains the origin of the region. Where the area of the swamp originally turned into land with a guardian usually called Bajul Putih. Continuing with the story of the White Bajul which is considered a guardian of the area, the function of folklore is used as providing a pleasant escape from reality. With the story developing, stealth Bajul Putih is received by the community and even invited to have fun together. For example in the following paragraph:

People often do a performing art in the form of tayup where there are many female dancers. So that the stealth sometimes appears by changing its form into a human being and tempting female dancers at the tayupan event.

In addition to the story of the embryo of Tulungagung, in the story of Kyai Upas the value of the function of folklore can be taken as increasing social sanctions to behave or give punishment. With the storyline that tells Baru Klinting with his desire to find his true identity and be destroyed by his own father. Then spread to the story of Ki Ajar Mangir who had Kyai Upas and was disliked by the King of Mataram then killed. This makes it a lesson for people to be more careful in their social life.

Aside from being an increase in solidarity and social control for the people who have the story, oral literature that developed in the Ngrowo area in Tulungagung Regency also functions as a gesture of gratitude or gratitude to God or their ancestors who have taken care of the community and provided abundant sustenance. These thanksgiving and thanks were manifested in the rituals carried out by the surrounding community, including the Mburet Lake and the Kyai Upas heritage caravan which every year was held to celebrate Tulungagung Regency Anniversary. The main ritual is Jamasan Kyai Upas. In addition to having thanksgiving and gratitude, the Jamasan Kyai Upas ritual also functions as a talak bala ceremony to avoid all disasters and dangers both for the Tulungagung Regency and Indonesia as a whole.

In its context, the story of Sedah Mirah serves as an endorsement of culture, where at that time a warrior had to marry a warrior too. So if there is a conflict or violation, it must be exiled to a distant place. In this case, swordsman Guntur Geni could not accept Sedah Mirah as his wife so he alienated the Sedah Mirah which was pregnant to a place far east. "When Sedah Mirah kyai Mantyasih students from Mount Kendeng proved to be in love with the warrior Guntur Geni who was known in the kingdom of Mangir. Whoever started and gave poison, when the two became beksan (Menantu) until it became rusty, when the two realized they were visible but already Already, Swordsman Guntur Geni cannot accept people except
warriors who are also human, or it is considered to have forced his consciousness to continue but still with Sedah Mirah (not of his own will) who is drunk when he is pregnant.” Sedah Mirah, who was then separated from her child, decided to end his life after being able to meet his child for a moment.

"As usual Sedah Mirah is looking for edible fruits without accidentally seeing a group of baboons bathing in the lower source east of the cave where Mirah Sedah gave birth, there is something strange, in the middle of the baboon, there is a small child from Sedah Mirah born 2 years ago Slowly Mirah approached and strangely the baboons did not interfere just like giving a way so that Sedah Mirah could approach the 2-year-old baby. The power of the creator of Gusti who gave the miracle the child was approached smiling like his instincts the baboons showing his teeth not yet grown as if with his friend. Babies captured by Babon (his mother) were taken away from Sedah Mirah. Relieved Sedah Mirah could meet the atmosphere of the incident, then decided to end his life in a place near the source."

4 CONCLUSIONS

Based on folklore that developed around swamp springs located in the Tulungagung area, it can be concluded that developing folklore tells the story of the closure of springs which will later be used as agricultural land or the center of civilization. A story that develops historical stories mixed with fantasy stories, meaning that the story contains evidence that shows the truth of the story. However, it does not require the possibility that there is a fantasy story that makes little sense in it. This can be realized because fairy tales themselves are fantasy stories that are 'ordered by people'.

Based on the folklore that developed in Mburet Lake can be concluded that there is a connection between the story that developed in Tulungagung with the story of Geger Mangir. The story of Ki Ageng Mangir or in the Tulungagung version is called Ki Ajar Mangir, Baru Klinting, and Panembahan Senopati. This Klinting New Story has a story narration similar to Tarzan or Mogli. So, Baru Klinting is a Javanese Tarzan or Mogli version, because Baru Klinting is a baby raised by Babons in the forest. The new childhood of Klinting, which was raised by Babon, is what makes him immune and powerful. Baru Klinting is not a snake like the story that has been developing so far. This snake is just a sanitary form for Baru Klinting which lives in a low, marginal social strata, and its presence cannot be accepted by the community. This is because he came from an affair with Guntur Geni and Sedah Merah. Later when Baru Klinting was recognized as a child and his presence was acceptable, Baru Klinting changed to Kyai Upas. The Kyai Upas here is interpreted as someone who has extraordinary speech skills, he may be a good orator or a reliable negotiator, coupled with his good kanuragannya ability he became a warrior who fought alongside Ki Ajar Mangir. Up to Mangir's commotion, after Ki Ajar Mangir was killed by his in-laws. Baru Klinting returned to Popoh, and died at Waladan.

REFERENCES


Item Characteristics on Pro-TEFL Listening Section

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Abstract. A good test should be proven theoretically and empirically. A test is considered as a good one if its items have appropriate content, language and construct based on theoretical analysis. Besides, the empirical analysis on the test items need to do in order to describe the quality of the test. Empirical item analysis can be done based on the framework of Classical Test Theory (CTT) and Item Response Theory (IRT). This study analyzed empirically the test item characteristics based on the 1 parameter logistic (1-PL) IRT framework. The items were analyzed based on the difficulty indices. Before analyzing the test items, assessment on IRT assumptions was done; unidimensionality and local independence. The data were gathered through testing. The responses from 334 test takers on 50 items of listening section on Pro-TEFL test administered by the Center for Language Development were used as empirical data. The assessment on IRT assumptions (unidimensionality and local independence) was done by using Factor Analysis which was assisted by SPSS for windows program. The item parameter (the difficulty index) was estimated by using Program R. Results showed that the assessment on IRT assumptions can be fulfilled. Then, the analysis of item characteristics was done to estimate the item parameter based on the 1-PL IRT model. Based on the analysis on the difficulty index, there were 2 items that were considered as poor items because the difficulty indices are more than +2 and they are considered as too difficult items.

Keywords: Item Characteristics, Test, IRT, Item Parameter

1 INTRODUCTION

The TOEFL is a standardized test to measure examinee’ ability to use and understand English at the university level. The test is developed for non-native speakers who want to study in English language countries, especially in the United States. Since the test is designed for academic purposes, it evaluates how well examinees combine their reading, listening, speaking and writing skills to perform academic tasks [1]. A good test should be proven, both theoretically and empirically. A test is considered as a good one if its items have appropriate content, language and construct based on theoretical analysis. The empirical analysis on the test items also need to do in order to describe the quality of the test. Empirical item analysis can be done based on the framework of Classical Test Theory (CTT) and Item Response Theory (IRT) [2].

Item Response Theory (IRT) is a theory of measurement, more precisely a psychometric theory. It’s a family of statistical model which can be used for demonstrating reliability and validity of measurement. IRT has been developed, during the last decades, as a new measurement system which become an important system to evaluate tests. IRT becomes an important complement of the preceded measurement theory. In analyzing the test items, CTT tends to test oriented rather than item oriented [3].

IRT describes the relationship between a latent trait, the properties of the items, and examinee’s answers to the individual items. The examinee response to the test item is typically a mixture of his/her proficiency in the area that the test is covering and the difficulty of the particular item. Item Response Theory (IRT) is a method that attempts to enumerate these examinee and item characteristics in order to calculate the probability of the examinee in answering the item correctly [4].
The mathematical models employed in IRT specify that an examinee's probability of answering a given item correctly depends on the examinee's ability or abilities and the characteristics of the item. IRT models include a set of assumptions about the data to which the model is applied. Assumptions of the IRT model that should be hold by the data are unidimensionality, local independence, and parameter invariance [5]. The unidimensionality is a common assumption of IRT models that implies only one ability is measured by a set of items in a test. This assumption cannot be strictly met because there are several factors affecting test performances; e.g., motivation, test anxiety, tendency to guess the response. Factor analysis can be used to determine the dimensionality (i.e., number of factors) for the item responses in a test. If factor analysis identifies a single dimension (or factor), then the assumption of unidimensionality is met. The latent trait estimates are not test-dependent, and item parameters are not sample-dependent, but model-dependent.

2 RESEARCH METHOD

This study analyzes empirically the characteristics of items on Pro-TEFL listening section of Center for Language Development UNY. The data were 334 examinee responses on 50 items which were gathered by testing. The items correct responses were denoted by ‘1’, while the wrong responses were denoted by ‘0’. Having the dichotomous data, the analysis were done through the following steps; (1) assessing the IRT assumptions, (2) determining the model analysis by assessing model-data fit, (3) estimating item parameter, and (4) analyzing the quality of the items based on the specified parameter. The first step is the assessment of IRT assumptions. The unidimensionality of the data were assessed by the factor analysis to find how many factor(s) measured by the test. [6] The factor analysis was done by using SPSS program for windows. The next step is assessing model-data fit to determine which model can explain the given data adequately. The assessment of model-data fit was done by calculating the Bayesian Information Criterion (BIC) which was assisted by program R. Having the appropriate model, the item parameter then was estimated based on the fit model. Estimating the item parameter was assisted by program R. The last step is analyzing the quality of the items based on the given parameter of the specified IRT model [1].

3 RESULT AND DISCUSSION

There are three assumptions that should be hold by IRT, namely uni-dimensionality, local independence, and parameter invariance. The results of the IRT assumption testing are described as follows [7]. The unidimensionality is the most widely used assumption to the IRT models. It implies that only one ability is measured by the items making up the test. Local independence implies that when the abilities influencing test performance are held constant, examinees' responses to any pair of items are statistically independent. In other words, after taking examinees' abilities into account, no relationship exists between examinees' responses to different items. These two assumptions can be tested by using factor analysis to determine how many factor(s)/dimension(s) measured by the test [8]. By analysing the output of factor analysis, which are in the form of eigenvalues and the screeplot, these assumptions can be proved.
A factor analysis was done to the 334 examinees' responses of the 50 items on Pro-TEFL listening test. Results show that there were 19 test items or components which has the eigenvalue more than 1. Because of the great difference between the first component and the others; the eigenvalue of the first component is 5.8 while the others are less than 3, we can conclude that the pro-TEFL listening section test measures only one ability/dimension. Based on the dominant eigenvalue of the first component, the unidimensionality of the test can be proven. Below is the scree plot of the eigenvalues of 50 items/component resulted from the principal component analysis. The number of the peak shows the dimension or ability that are being measured.

The scree plot of the eigenvalues shows there is only one dominant factor measured by the Pro-TEFL listening test of Center for Language Development UNY. The dominant factor which is measured by the test is the examinees' listening skill. The test on parameter invariance can be done by analyzing the item parameter. The item parameter here are the difficulty index (b), the discriminant index (c), and the pseudo-guessing index(c). The researcher estimated the item parameter by using the program R. Each of the indices were broken into two parts, the indices of the odd and the indices of the even number. The indices of each parameter are plotted, and the line of X=Y are used to see the dispersion of the plotted indices. If the indices come near to the line of X=Y, so the item parameter can be considered as invariant. Below are the scatter plot of each parameter based on the odd and even number [9].
There are three mathematic models in IRT, based on the number of parameter specified. One parameter logistic model (1 PL) explains the data based on the item difficulty (b), two parameter model explains the data based on the item difficulty (b) and the discrimination index (a), while three parameter logistic model explains the data based on the item difficulty (b), the discrimination index (a) and the pseudoguessing index (c) [4].

To know which model fits the data, we need to assess the goodness of fit firstly. If we use the unfit model, the given data can not be explained well by the model used. One of the way to assess the data goodness of fit is by calculating the Bayesian Information Criterion (BIC). The greater the value of BIC, the data less fit to the model, and vice versa. The value of BIC are calculated by Program R. The result of the program R analysis on the value of BIC of the three parameter IRT models (1-PL, 2-PL, and 3-PL) are presented in the following table.

<table>
<thead>
<tr>
<th>Model</th>
<th>BIC</th>
<th>Log.Lik</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-PL</td>
<td>20478.67</td>
<td>-10091.15</td>
</tr>
<tr>
<td>2-PL</td>
<td>20603.33</td>
<td>-10011.11</td>
</tr>
<tr>
<td>3-PL</td>
<td>20722.45</td>
<td>-9925.39</td>
</tr>
</tbody>
</table>

Table 1 presents the result of the calculation of BIC from the three IRT models. The lowest value of BIC and Log. Likelihood was obtained by the 1-PL, followed by the 2-PL and the 3-PL. As stated before, the greater the value of BIC, the data less fit to the model, and vice versa. Based on these results, we can conclude that the model which can adequately explain the given data is the 1-PL IRT model. This model becomes the basis in analyzing the item characteristics. The analysis of the item then be based on the item difficulty parameter (b).

The figure of the item characteristic curves shows the characteristic of the 50 items based on the difficulty parameter. The easier items are depicted in the left side, while the more difficult items are depicted in the right. Based on the ICCs of 50 items, we can see that item 29 is the most
difficult item. The characteristics of the item were analyzed based on the model fit. An assessment of model-data fit found that the 1-PL IRT model is the most appropriate model for analyzing the given data. It means that the next analysis – item characteristic analysis of Pro-TEFL listening section, will be based on the item difficulty parameter. Program R was assisted to estimate the difficulty parameter (b). Result of the analysis showed that the difficulty indices of the 50 items ranging from -0.1014 to 3.0545. Theoretically, the range of difficulty parameter (b) of a good item is between -2 to +2. The greater the value of b parameter, the more difficult the item.

The difficulty index of item 29 (b29) is 3.0545, while the difficulty index of item 30 (b30) is 2.3986. Based on this rule, it was found that the two items (No. 29 and 30) are considered as poor items because these two are considered as too difficult items. Estimating and analyzing the item parameters, the Item Characteristic Curves (ICCs) then be made to describe the quality of the test items. The item characteristic curves (ICCs) are graphical depictions of the relationship between the measurement properties of the person and of the items parameter. The probability of examinees in responding the item correctly ranges from 0.0 to 1.0 and the item difficulty (b) ranges from -4 to +4. The value of probability was scaled in y axis, while the ability (equivalence with item difficulty) was scaled in x axis.

4 CONCLUSION

A good test can help students improve learning and provide information exactly about their competencies. One of the criteria of a good test is that it must be able to differentiate the ability of each student. The higher the ability of students in understanding the subject matter, the higher the chance to answer the question correctly. The lower the ability of students in, the less chance to answer the item correctly. It is necessary to analyze the test empirically to provide data about the quality of the test.

This study found that the Pro-TEFL listening section developed by the Center for Language Development Yogyakarta State University contains good test items. Based on the IRT framework, the assessment of IRT assumptions was proven. The model fit assessment shows that the given data is adequately to be explained by the 1-PL IRT model in which the items were analyzed based on the difficulty parameter. Analyzing the items, it is found that there are 2 items which are considered as the poor item because they are too difficult to be answered correctly by the examinees.

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Women Stereotypes Depicted in Daya’s Song Entitled

Sit Still, Look Pretty

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Abstract. Binary opposition is the pairing of connected words which has antipodal meaning and hierarchical relation, for example: men and women. Since long time ago, patriarchal society had placed men in a higher position than women. This condition privileges men while handicaps women. Therefore, feminism helps women to uplift their position to be equal with men. Feminist’s activism can be done through many ways, one of which is via literary works. The objective of this research is to examine women stereotype issues depicted in a feminist literary work entitled Sit Still, Look Pretty sung by Daya. To conduct this research the writers applied feminist literary criticism. The data are gained from two sources, the lyrics are taken from Genius.com and the music video is taken from Daya’s official Youtube. The results reveal that Sit Still, Look Pretty both represents women stereotypes that exist in society and endorses new stereotypes of women.

Keywords: Sit Still, Look Pretty, Feminism, Women Stereotypes, Patriarchy.

1 INTRODUCTION

Binary opposition definitely exists in our life but it is invisible to see because it is merely a concept: it is a pair of connected words—or terms—which has antipodal meaning. [1] “Where terms are paired, the pairing is rarely symmetrical but rather hierarchical.” A pair of binary opposition model in patriarchal society—man and woman—also has hierarchical relation. History had explained that women had experienced the difficulties of being the Other, the deviance of men. As Beauvoir argued that, [2] “She [woman] is defined and differentiated with reference to man, not he with reference to her; ... He is the Subject; he is the Absolute—she is the Other.” Not only being labelled as the second sex, subordinate, nor deviance, women also encountered some biased treatments in politics, social, and economics sector. These stories and experiences are perpetuated within feminist literary works as a criticism toward gender inequalities.

Four male songwriters that are Gino Barletta; Mike Campbell; Britten Newbill; and Scott Brezenak wrap up women experiences into one beautiful but powerful lyrics named Sit Still, Look Pretty, sung by Daya, the Indian-American singer-songwriter whose birth-name is Grace Martin Tandon. Released on March 2016, this song primarily talks about women empowerment and women stereotype issues that later will be discussed in this research. The writers decided to conduct a research under this topic due to some issues in feminism field that are appealing to be discussed, some questions have not been answered, some problem have not been resolved yet. Some people may say that women had achieved equal rights, but others
claim that the issues of women is a never-ending story that always develops and changes over times. Therefore, further discussions in this field are necessary to conduct to enhance more knowledge in feminism field.

2 RESEARCH METHOD

This research uses feminist literary criticism that includes some theories which are patriarchal system, feminism, women’s oppression and also stereotype. [3] “Feminist literary criticism (also known as feminist criticism) is literary analysis that arises from the viewpoint of feminism, feminist theory and/or feminist politics.” To conduct this research, some steps are needed to be followed sequentially. The first is choosing the object. The writers chose women empowerment song entitled Sit Still, Look Pretty sung by Daya due to its concern about women’s stereotypes issue. The second step is collecting the data. The data were gained from 2 sources i.e. The lyrics of the song taken from Genius.com, the music video downloaded from Daya’s official Youtube account. The third is analyzing and interpreting the data, in which the writers broke down and classified the lyrics of the song. After that, some related theories mentioned above are applied. The last step is making conclusion where the writers reviewed the important points of the findings and drew a conclusion from it.

3 RESULT AND DISCUSSION

3.1 Sit Still, Look Pretty as a Women Empowerment Song

[4] “Long before the riot grrrl movement (parts of third-wave feminism) and power pop jams braced the music scenes, it was rather novel and even controversial to sing about gender equalities.” However, today is different, time has changed. Women's empowerment has became one of some attractive themes featured within contemporary feminist song. Each feminist song certainly has different aim, concern and standpoint. As a new women empowerment song, Sit Still, Look Pretty has 2 intention: First, empowering women to take full authority over their life. Second, empowering women to dismiss their negative stereotypes as listed below.

3.2 The Representation of Women Stereotypes in Society

Women are Responsible for Domestic Works. The first stereotype that the writers discovered is the residual effect of patriarchal system. Indeed, we have been familiar with the traditional working division occurs in patriarchal society, where men are expected to work outside while women stays at home. This 1950s-style stereotype is surprisingly still remaining until nowadays. As reported that [5] “The literature on the division of labour has grown extensively since 1970s and the results are consistent: Women do more on housework and childcare than men.” Even though women have got the rights to enter workplaces that formerly only dominated by men, yet, they are still the ones who are very responsible for housework, childcare and suchlike. Responding to this condition, Sit Still, Look Pretty invites women to reverse the patriarchal system –that by feminists women are considered taking more burden than men– via this stanza:

6Then Snow White
She did it right
In her life
Had seven men to do the chores
'Cause that's not what a lady's for
(Sit Still, Look Pretty, 2016, sixth stanza)

Through this stanza, the songwriters propose the idea that women should not be burdened with chores or housework. We probably have been familiar with the old fairy tale entitled Snow White and the Seven Dwarfs from which we can perceive traditional working division. This song uses irony by saying that Snow White did it right because she had seven men to do the chores, while actually she did not had that seven men to help her. Sit Still, Look Pretty also represents the fact that most of young people nowadays no longer embrace misogynistic thinking, [6] “In 2012, support for a traditional divisions of labour is much more pronounced among older peoples and least popular among the youngest age groups.” The second wave feminist may believe that women should also took part in public spheres like men to support family’s life. Yet, they lack of something that later is being upgraded on the third wave. [7] “Like Wollstonecraft, Taylor, and Mill before her, Friedan (in The Feminine Mystique book) sent women out into the public realm without summoning men into the private domain to pick up their fair shares of the slack.” Thus, the reversal of traditional working division found in this song is like an endorsement towards the upgraded version of feminist’s activism, that women’s assimilation into public realm should be paired with the mutual assimilation of men into domestic spheres, or women will always be the ones taking more burden than men [7].

Women are not able to Dream High. The dealing that women stay at home while her husband work outside the house to earn living made women’s chance to succeed in career were very im-possible. Until the feminists movements helped women to exit from that circumstances, and women began to enter workplaces even though it was still limited. [6] “From the mid-1990s, full-time employment for both women and men continued to grow steadily and the gap between men and women’s employment is narrowing.” Women’s opportunities in careers keep growing as day by day. We can look at a glance that nowadays most of women have achieved equalities. However, it does not mean that the oppression against women fully disappear, it is still remaining. People may not directly say that women cannot complete high achievement in her life, but the feminists believe that people unconsciously limit women’s spaces, e.g. some employers choose to hire men than women because they believe that women are often being distracted to her family responsibilities and can affect her performances. This kind of discrimination over working-women is still happening today as criticized by the 4th stanza:

4Oh, I don't know what you've been told
But this gal right here's gonna rule the world
(Sit Still, Look Pretty, 2016, fourth stanza, first and second lines)

The first line can be interpreted that we actually do not know the origin of women stereotypes, what makes the stereotype becomes highly attached to women. We only know that it already spreads around society. The second line represents the way to remove the stereotypes, we have to stop showing that we are –as a woman– identical to what people believe as the typical women. Those lines also can be interpreted that even there are lots of stereotype against women, she does not need to be affected by that label. Women still can pursue her dreams (since rule the world signifies dream or goal in life) even though there are
many stereotypes in society that imply they are not capable. In sum, *Sit Still, Look Pretty*’s attempts to break women’s stereotypes are by convincing that women do not fit the labels which society pointed to them.

**Women Should Follow the Standards of Beauty.** It is best-known that women are highly connected to makeup and dress up. Some women simply feel enough by applying powder over their face, some of them cannot go without using stunning lipstick, some admit that they are not confident without fake eyebrows and some feel best wearing thick eyelashes. There is nothing wrong with being feminine. However, the problem is: the media defines the idea of beauty under particular criteria, “Research has indicated that women in advertisements tend to be young, thin, and white,” [8]. These criteria seems alike with Barbie’s features. Rogers (2009, p. 29, 39, 70) mentioned that Barbie as always young, has a slim waist, and well-known for her fair skin [9].

1Could dress up
To get love
But guess what?
I'm never gonna be that girl
Who's living in a Barbie world
(Sit Still, Look Pretty, 2016, first stanza)

*Barbie* as a western’s beauty icon is fairly mentioned in that lyrics to represent that some people still address Barbie as their references to the standards of beauty. [10] “I don’t wanna take a hit at Barbie or anything like that but I feel like there is some unrealistic beauty standards there and I personally don't believe in that.” Some people say that Barbie’s physical appearances are unrealistic perfection that are impossible to be achieved, but like it or not, this standard subtly shapes our perspectives towards beauty. Therefore, some women are willing to do diet to get thin-shaped body or even surgery to shape their pointed-nose merely to fit the standard, a mere beauty stereotypes created by beauty industries to sell products. Besides, *Sit Still, Look Pretty* also points out current body standards in the picture below:

**Figure 1.** Daya is turned into a runway cover girl

Runway cover girls are the icon of current body and beauty standards. [11] “In the 1960s and 70s (in the US), beauty ideals for women shifted from the mature curvaceous body of stars such as Marilyn Monroe to the stick-thin and flat-chested figure epitomized by supermodels such as Twiggy or Kate Moss.” In this modern era, this beauty and body standard still
Women Dress Up to Get Love. [13] “Men judge women in real life based on what they see in advertisements, the unrealistic photoshopped images.” Due to this, some women think that men will be impressed by their appearances if they suit the standards of beauty manifested within commercials as in these stanzas:

1Could dress up
   To get love
   But guess what?
I'm never gonna be that girl
Who's living in a Barbie world

2Could wake up
   In make up
   And play dumb
   Pretending that I need a boy
   Who's gonna treat me like a toy

(Sit Still, Look Pretty, 2016, first and second stanza)

From the first two lines, we can catch that some women dress up to get attention from her surrounding. It is related to men stereotype that they love women from the physical appearances only. The first two line from the second stanza indicate the typical relation between women and makeup, the portrayal that women ‘wake up, in make up’ signifies that women are inseparable from makeups or precisely from beauty. [7] “Women’s beauty serves as the foundation of women’s identity and leaves them vulnerable to outside approval.” Therefore, some women are willing to beautify herself as beautiful as she can to expect loves or even praises from others, especially from men. Otherwise, Sit Still, Look Pretty illustrates the ‘I’ as a woman who is not influenced by others in interpreting beauty. The ‘I’ has strong desire to be a woman who defines her own beauty because she knows that she dress up to please herself, not others.

Women Are Dependent Creature. The next stereotype depicted in Sit Still, Look Pretty belongs to those who expect men to fulfill their necessity as mentioned in this stanza:

I know the other girlies wanna wear expensive things
   Like diamond rings
   But I don't wanna be the puppet that you're playing on a string
   This queen don't need a king

(Sit Still, Look Pretty, 2016, third stanza)

The label that women love fancy things, women spent a lot of money, women have more necessity than men are probably related to the stereotypes that women should follow the standard of beauty, thus they spend more money on beauty and fashions, as Willis (1970) had proposed that, “… their (women) consumption is often directly related to their oppressions (e.g. makeup, soap flake) and they are special target of advertiser” [14]. Thus, Women’s necessity is not cheap if compared to men. In the third stanza, Sit Still, Look Pretty divides women into 2 types in ways they fulfill their needs: those who are capable to guarantee their own necessity and those who rely on others to comply their necessity. Women dependency on
men is program-med by the society since long time ago and still affect women in today’s society. The ‘I’ does not directly say that it is not a good thing, but she proposes the possible negative impacts of being a dependant, for example, the men may treat them merely as an object or even as a toy that they can control. Therefore, the ‘I’ choose to be a working woman who is able to comply her own necessities than being a stay-at-home woman in this stanza:

\[\text{You get off on your nine to five} \\
\text{Dream of picket fences and trophy wives} \\
\text{But no, I'm never gonna be 'cause I don't wanna be} \\
\text{No, I don't wanna sit still look pretty} \\
\text{(Sit Still, Look Pretty, 2016, fourth stanza)}\]

You get off on your nine to five, dream of picket fences and trophy wives means that men work from 9 a.m up to 5 p.m to reach his dreams of the ideal family’s life (picket fences) and to get a trophy wife who is beautiful enough to be shown to the others. Otherwise, the ‘I’ refuses this notion, she does not want to be a trophy wife who is only sit still, look pretty. [7] “In order to be partners rather than servants of their husbands, wives must earn an income outside the home.” Thus, it is important for women to be financially independent by taking a paid job.

Women Are the Object of Men. Beauvoir (1974) had wrote that women are defined as the opposite or deviance of men, men are the subject whereas women are the object [2]. Patriarchal system also has placed women under men’s power in which men as the subject have the author-ity to control women as the object, as depicted in this stanza:

\[\text{Mister Right could be nice for one night} \\
\text{But then he wanna take control} \\
\text{And I would rather fly solo} \\
\text{(Sit Still, Look Pretty, 2016, fourth stanza)}\]

This portrayal denotes the fact that some men still control the life of her wife. Some of them do not allow his wife to determine choices, some consider his wife as a mere trophy wife. Even Mr. Right can do such repressive things to women. In general, this condition happens because women do not have financial power, as what this song portrays through the third stanza. In Fifth stanza, this song portrays that women are typically divided into two types: those who permit men to control them and those who do not allow men to reduce her as a mere object. Sit Still, Look Pretty defines the ‘I’ as the second type of women that are rather being solo than being controlled by men. She wants to be the subject that can control her own life. As an addition, this song also claims that ‘some women even wish to be the toy of men’ through a satirical way in the second stanza. By proposing this notion, this song reflects one of some feminist thoughts as Tong discuss that women need to be educated that they are not a mere object of men in her book:

“What Wollstonecraft most wanted for women is personhood … To treat some-one as a mere means is to treat her as less than a person, as someone who exists not for herself but as an appendage to someone else. So, for example, if a husband treats his wife as no more than a pretty indoor plant, he treats her as an object that he nurtures merely as a means to his own delight.
Similarly, if a woman lets herself so be treated, she lets herself be treated in ways that do not accord with her status as a full human person” [7].

As a feminist anthem, *Sit Still, Look Pretty* certainly support the notion that women have to value themselves as a human being. Those who let men treat them as a mere object reduce their value. Though this song does not directly say that this kind of women is not empowering but it leads and triggers us to think such like that. Even though *Sit Still, Look Pretty* tries to promote its standpoint, the preference always depends on women themselves since feminism has grants women with the rights to determine life choice. [15] “Women’s right to self-determination forms a core value for feminism.” Self-determination is essential to uplift women’s level as men.

4 CONCLUSIONS

Summing up the previous chapter, this song resists women stereotypes in society that are divided into 3 categories: occupational stereotypes that women are responsible for domestic work and not able to dream high, beauty stereotypes which include women should follow the standard of beauty and dress up to get love, personality trait stereotypes that said women are dependent and a mere object of men. This song co-vers women issues in domestic and public spheres as well as beauty stereotypes. On the other hand, the songwriters try to infuse its idea of empowered women through a working woman that has high dream, able to define her own beauty rules, dress up for self-fulfilment, financially independent and valuing herself as a subject. This portrayal flourishes within current feminist song as they try to build and transmit the stereotypes of empowered women. Even though this song tries to deliver its standpoint, the preference always depends on women. As third-wave feminists want women’s preference of life choices to be women’s personal picks.

REFERENCES


Factors Influencing the Usefulness of Peer Review towards EFL Learners’ Writing Performance

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Abstract. This study attempts to present the correlation of students’ perspective on the use of peer review towards students’ writing performance in Essay Writing Class in English Education Program, Faculty of Cultural Studies, Universitas Brawijaya. The research subjects were 118 students of the third semester in academic year 2018/2019 taking Essay Writing Class. In collecting data, writing scores were used to represent students’ writing performance and a questionnaire to know students’ satisfaction with peer review sessions. The result of the study proved the correlation to be weak. The paper then discusses some factors that influence the usefulness of peer review session in helping students revising their drafts, such as students’ background knowledge of the topic being written; students’ scant proficiency in English; students’ attitudes and time allotment in doing peer review session; and interpersonal relationship among students.

Keywords: Peer Review, Students’, Perspective, Writing Performance, EFL Context.

1 INTRODUCTION

Since the growing awareness of pedagogy, students are now frequently exhibited to active collaborative learning and group activity. Automatically, constructivist becomes the umbrella for many classroom activities in which the major objective is derived to students’ active learning [1], [2]. The movement of the constructivist suggests that the students should be able to interact in higher level of interaction in the classroom and take responsibility in their own learning. The students are required to develop their language skills by doing collaborative activities such as peer review, giving suggestion, and giving constructive comment on others’ performance. These activities are expected to enhance students’ ability by developing mutual communication as well [1]–[5]. Therefore, peer review becomes one of popular pedagogical activities among instructor in L2 writing classroom [6]. Further, over the past three decades there were abundance researchers used peer review in EFL context as their research topic [6]–[13].

However, some gaps in ESL/EFL peer review research were found including research design, context, grade level, and students’ perspective in peer review session [14]. Most of previous studies used classroom-based research as the research design so that there was limited amount of correlational, (quasi-)experimental or meta-analysis studies. Further, a large number of ESL/EFL Chinese or Taiwanese speakers became the subjects of the studies. It is suggested then to expand the subjects to other EFL contexts in Asia. Those studies also were conducted mostly at tertiary level, leaved out graduate or university students. It was also
suggested that further researchers can focus more on students’ attitudes/perceptions of peer review session. Considering those gaps, this current study attempts to investigate students’ perspective on the use of peer review towards students’ writing performance in Essay Writing Class in English Language Education Program, Faculty of Cultural Studies, Universitas Brawijaya by posing a research hypothesis “There is a significant positive correlation between students’ perspective on the use of peer review and students’ writing performance”.

Peer view or also known as peer feedback or peer response is defined as an activity in which students exchange draft one another in order to give and receive comment, suggestion, and revision from other students in the form of oral, written, or both oral and written. Generally, peer review is focused on some elements of writing. It covers global and local writing aspect [14]. The global aspect is given when the review is emphasized on the content, cohesion/coherence, and text organization, while the local aspect is assessed when the criticism focuses on the grammar, vocabulary, and punctuation. In addition, peer review can also be conducted using some media, such as face to face, commuter-mediated communication (CMC), asynchronous (e-mail), and synchronous (chats) [1], [9]. Therefore, by using the media and focused elements, peer review is stressed to get many feedbacks in order to improve the writing quality.

There is a common believe that writing is not only the product, but also the process, since then peer review is needed. Some previous researchers [9], [12], [12], [15] state that peer review involves thought, process of writing, and social cognitive aspect, and social constructionism. In the process of writing, peer review contributes in the beginning of writing process such as brainstorming and outlining and it also involves in the writing cycles that are started by brainstorming, outlining, drafting, and revising. Chang [14] also adds that peer review may also involve between drafting and final revision. Seen from the social cognitive and social constructionism which are pointed on the principle of the social constructed, peer review forms these aspects while students make an interaction in exchanging their works. In other words, peer review is beneficial for students writing and social facet.

Formerly, peer review is developed from sociocultural theory where the students interact throughout the writing process in order to create an illegible text [5], [16], [17]. In peer review, there will be mutual communication between students. It is also fruitful to establish sustained peer interaction and cooperation, shared decision making, and shared idea and responsibility to complete a task [3]. The benefits of peer review also appear in two conditions. The first benefit is helping the students to verbalize speculation on the language use and make negotiation meaning with their peer. These activities are involved in the peer assessment process when the students read the others’ writing which is focused on the word choice, vocabulary items, or some expressions. That is why these activities make the students have better linguistics competence than involving in solely writing activity. In line with this, Scott & Fuente [18] explain that working with peer allows the students to get linguistic resources more. It also helps the students to do scaffolding, so they can booster their cognitive aspect.

Second, peer assessment also encourages students to have better accuracy in their writing. Accuracy refers to the grammatical construction. According to Wigglesworth & Storch [19] who conducted previous researches in peer assessment, found that students would have better sentence and passage structure in their written work. Vorobel & Kim [4] also states that peer assessment helps the students in improving word choice and vocabulary matters. Further, it also encourages a good content of students writing as stated by Kostrova and Kulinich [20]. According to Yang [21] after receiving peer comment, students have better revision in
meaning compared to getting comment from their teacher. In conclusion, peer review is useful to boost a good writing result.

In this present research, peer review session was divided into two activities. The first activity was done after the students finishing their first draft in each assignment both in group work and individual work. This activity involved scoring rubric focusing on the content, organization, and mechanics. After the students received the first draft review, they revised and created the second draft based on the first review result. The second activity was giving peer feedback in the form of written and oral feedback. This peer feedback was conducted when the students got review on their second draft and the focus of this activity was on the use of language.

Perception can be described as someone belief or attitudes toward particular aspect. According to Campbell [22], perception is described as an observation and a view about the observed aspect. Ahen [23] also mentions that perceptions can also be recognized as impression about someone or something. This perception matters in particular way because the perception affects the attitudes towards something. Therefore, if a teacher apply a technique, she/he needs to know the students’ perception since students become the object of the technique.

Previous researches showed various results on the students’ perception on peer assessment. Chang [14] shows that students have moderate positive perception on peer review. They thought that peer assessment is linguistically and cognitively helpful. Besides, it is socially and affectively enjoyable for them. Ho & Savigno [24] mentions the students’ perception on this activity. They states that this activity helps the reviewer to enhance their awareness of the text quality, both in content and in the lexist. Moreover, De Guerrero & Villamil [25] state that this activity encourages to establish social support from other students. Despite the advantages, when it goes to the deeper investigation, Chang [14] found that the students accept this activity as the complementary activity rather than replaces the teacher feedback. Other researches also shows that students prefer to have teacher feedback to their peer feedback. The students are hesitant with their peer ability to assess their writing. They still questioned with their peer competency and credibility of the feedback [13].

2 RESEARCH METHOD

This study was conducted by using correlational method. Starting from July to December 2018, 118 students of third semester students registered in Essay Writing class, 3 credits course. During 14 weeks of lecturer session, students are engaged in peer review session for three texts types; those are compare and contrast, cause and effect, and also argumentative text. Total, the students are exposed to six peer review sessions and six lecturer assessments. There were 2 assignments for group work in each type of the text and 3 assignments for individual group work for each text type.

More specifically, the peer review sessions consisted of peer review activity by using rubric focusing on the content, organization, and mechanics; and peer feedback in the form of both written and oral feedback. The peer review activities were done after the students finishing the first draft and focused on content, organization, and mechanics. While the peer feedback sessions were done after the students finishing the second draft and focused on language use.
a. Instruments

Questionnaire was used as the instrument in this study to get clear vision on students’ perspective towards peer review sessions. The questionnaire consists of 16 questions related to the students’ satisfaction on peer review session. Questions number 1-6 used the following scale; strongly disagree, disagree, agree, and strongly agree. The other questions consisting questions number 7 up to 16 used never to always in 4 point scales (see appendix 1).

Another instrument was students’ writing performance taken from students’ score in writing 3 individual tasks. The students completed their task on difference text type including 2 expository essays (compare and contrast, and cause and effect) and also argumentative text essay. The researcher then used the students’ mean score from those 3 assignments to represent students’ writing performance in this study. Content, organization, diction, grammar, and mechanic became the criteria in evaluating the students’ work.

b. Statistical Analysis

To measure the correlation between students’ perspective on the use of peer review and students’ writing performance, this research will employ Pearson Correlation technique which commonly called as Pearson product Moment Correlation. The correlation statistics was analyzed using SPSS resulting in correlation coefficient that display the degree of relationships and how closely there two variables.

The correlation coefficient is represented with $r$ and expressed as number between -1 and +1. If the $r$ is -1 sign that the variables perform negative correlation and if the $r$ is +1 show that the variables are in positive correlation. When $r$ is 0, it means that the variables are not correlated [26].

![Figure 1. Flowchart of data collection](image-url)
3 RESULT AND DISCUSSION

This research employs 2 variables that consist of 1 independent variable and 1 dependent variable. Students’ respond/satisfaction on peer review sessions (X) becomes the independent variable while students’ writing performance (Y) is used as the dependent variable. This research tried to reveal the correlational relationship between students’ satisfaction on peer review sessions (X) to students’ writing performance (Y). From the result of statistical computation using Pearson product Moment the researchers drawn an assumption: Correlation coefficient between students’ satisfaction on peer review sessions (X) to students’ writing performance (Y) is 0.298 categorized as having weak positive correlation. While the P values 0.001>0.5 shows that the correlation between two variables is insignificant.

This current study has addressed whether there is correlation between student’s perspective on the usefulness of peer review session and the students’ writing performance since many previous studies proved that student’s has positive response on the use of peer review session in writing classes e.g. [4], [6], [8], [10]–[12], [15], [18], [19], etc.). However, the finding in this current research shows that correlation between students’ respond on the use of peer review and students’ writing performance is having weak positive correlation. It means that the highest students’ score in writing is not followed by high positive response from students.

The reasons underlying this result may lie from some factors such as the students’ score being computed in SPSS and students’ difference proficiency in English. Related to the students’ score in which used to show the students’ writing performance, the researcher use students’ score from the final draft of each tasks. Most of students’ score were good, since it has been revised and edited several time in peer review sessions, self-assessment, and also teachers’ feedback sessions. As a result, the students’ score were not varied significantly. Further, the students with high proficiency in English tend to have low responds towards the usefulness of peer review sessions since they did not regard the feedback from peer review session as effective as teachers’ feedback.

This research finding is in line with Wang [13], there are some factors that influence the usefulness of peer review session in helping students revising their drafts, such as students’ background knowledge of the topic being written; students’ scant proficiency in English; students’ attitudes and time allotment in doing peer review session; and interpersonal relationship among students.

4 CONCLUSIONS

This research has justified the usefulness of peer review session on students’ writing performance from students’ point of view. It was proven that the students’ responses on the usefulness of peer review session indeed are affected by both internal factors such as students’ proficiency in English and also external factor such as teachers’ feedback. Different proficiency in English between student as a writer and student as a peer reviewer lead to different response on the usefulness of peer review session. Students as a writer with high proficiency in English tend to give negative response towards the usefulness of peer review session. On the other hand, Students as a writer with medium or low proficiency in English have different perspective. They feel that peer review sessions were very useful for them in improving their writing. Further, factors influence the students writing performance are varied
during the writing process since the students did some revision and editing not only based on peer review session but also on self-assessment session and teachers feedback session.

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