Proceedings of the 2nd International Conference on Language, Literature and Education (ICLLE)

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Preface

The International Conference on Language, Literature and Education (ICLLE) Universitas Negeri Padang will be an annual event hosted by Indonesian Department, Universitas Negeri Padang. This year (2019), will be the second ICLLE will be held on 22-23 August 2019 at UNP Hospitality Centre, Padang, Indonesia.

“Language, Literature and Education in Digital Era” has been chosen as the main theme for the conference, with a focus on the latest research and trends, as well as future outlook of the field of Call for paper fields to be included in ICLLE 2019 are: Micro and Macro Linguistics, Theory, Criticism and Interdicipline Literature and Education.

The conference invites delegates from across Indonesian and South East Asian region and beyond, and is usually attended by more than 90 participants from university academics, researchers, practitioners, and professionals across a wide range of enterprise.

Prof. Syahrul R. M. Pd.
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Social criticism in the short stories anthology “Saksi Mata” by Seno Gumira Ajidarma

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Abstract. This study aims to: (1) describe the social problems in the short stories anthology “Saksi Mata” by Seno Gumira Ajidarma, (2) describe the form of criticism by the author in the short stories anthology “Saksi Mata” by Seno Gumira Ajidarma. This type of research is qualitative research using a descriptive method of content analysis. The results of this research are in the form of social problems contained in the short stories anthology “Saksi Mata” by Seno Gumira Ajidarma, namely: (a) the problem of crime, (b) the problem of population, (c) the problem of war, (d) the problem of bureaucracy. Furthermore, the form of criticism by the author in the short stories anthology “Saksi Mata” by Seno Gumira Ajidarma, namely: (a) directly, (b) cynical, (c) humor, (d) interpretative, (e) symbolic.

Keywords: Social criticism, short stories, saksi mata

1. Introduction

Literary works basically contains about issues surrounding social life. Literary presents a description of life; and life itself is a social reality. In the literature, the writer shows his attitude and giving wisdom about various aspects of human life, no exception about himself [1]–[5]. So literature has a major role in human life, exaggeration to say the literature is a social portrait that reveals the condition of society at a particular time. A literary work can provide a distinctive understanding on social conditions, culture, and ideology in certain societies.

Literary works comes from the creative process of the authors who combine a wide range of ideas, ideas, insight and feedback about things that exist in the life around it. Many forms of literary works created by the author in conveying ideas, ideas, understanding and including feedback about things that no life around it, one of which is of short stories. Indirectly, the reader can feel, appreciate and discover the problems of life offered by the author. That is why, many literary works including short stories is able to throw discourse unwittingly affect the views of readers. [6], [7]

Short story is a picture of a society that is expressed in an article, namely as a humanitarian issue, love, hope, protest, social inequality, religiosity, and so on. Short Story is one of the literary genre that has always been associated identity as a literary newspaper, the product literature that appeared in the print media in newspapers, in Indonesia.[7]–[9]

Social phenomenon in which terwacanakan short story shows no balance between the reality communities experiencing social and cultural change with the willingness and ability of the community. (Manuaba, 2009, p. 17), short stories also reflect the values that consciously sought to be implemented by the community. In the creation of literary works, the authors discuss the many social problems that occur in the community. It is seen from each of the
elements of a good story that characterization, setting, characterization and themes raised in it. [10] Therefore, the problems that exist in society are often taken into account by the author.

Explain that the shift in social values that occurs and is experienced by the people is the idea for the author in the birth of a literary work. Basically, the literary work beneficial to human life. Through literature readers can weigh the problems, whether related to personal or group. In addition, through literature, poet convey the values of life as literary works created to be enjoyed, understood, and utilized by the community. Of social problems is exactly born a criticism in a literary work, usually in the form of criticism of the government policy, the issue of religion, households, schools, poverty and others. [3]

Social criticism is the response given by observation, comparison, and consideration of the social problems in life. Form of delivery of the criticism that can be either protest or criticism by individuals / groups to certain conditions that are not in accordance with the conditions of social life. The criticism contained in the literature may be limited to lifting a problem to the surface or is accompanied by a way out that is subjective. Social criticism in relation to the theme aims to arouse the conscience of the community in addressing irregularities-irregularities committed by the authorities.

The development of the short story in Indonesia is quite rapid evidenced by the many new stories are published and the emergence of talented writers. Many authors voicing social criticism voiced in the short story as a social problem is also growing. Because the writer is a party committed to improving human dignity through the representation of social reality in literary works. [11] So much social criticism voiced a short story, a story writer who is often criticized in his writings is Seno Gumira Ajidarma.

Seno Gumira Ajidarma, born in Boston (USA), June 19, 1958 is an author, journalist, photographer, film critic Indonesia and faculty where education last one is Doctor of Letters at the University of Indonesia (2005) and received several awards in the field of authorship and literature such as the SEA Write Award (1987), Dinny O'Hearn For literary Prize (1997), Khatulistiwa literary Award (2005), and Ahmad Bakrie Award (2012). He was also known for her writing about the situation in East Timor. His writings about East Timor poured in a trilogy of books Saksi Mata (collection of short stories), Jazz, Parfum dan Insiden (roman), and Ketika Jurnalisme Dibungkam, Sastra Harus Bicara (essays). Until now Seno has produced numerous short stories published in some mass media. Study authored short stories was selected as the best short stories Kompas (1993). Book of short stories, among others: Manusia Kamar (1988), Penembak Misterius (1993), Saksi Mata (1994), Dilarang Menyanyi di Kamar Mandi (1995), Sebuah Pertanyaan untuk Cinta (1996), Iblis Tidak Pernah Mati (1999). Now Seno became rector at the Jakarta Arts Institute since 2016. [12]

A background as a journalist who made a lot Seno convey social criticism in any of his writings. Seno Gumira Ajidarma make literature as resistance to the curb symbolic space. Seno Gumira Ajidarma also try skinning symbolic world around them through fiction. Famous credo, when silenced journalism, literature must speak into a force against fate when working journalism symbolic world that preach the truth is manipulated, even covered by any attempt by the regime. [13] Such criticism was also presented by Seno Gumira Ajidarma in the book collection of Witness.

Witnesses of the book collection is composed of 16 (sixteen) and between one and the other short stories are interrelated and have a common thread on social issues. Cliff is among other things, Saksi Mata, Telinga, Manuel, Maria, Salvador, Rosario, Listrik, Pelajaran Sejarah, Misteri Kota Ningi (atawa The Invisible Cristmas), Klandestin, Darah itu Merah, Jendral, Seruling Kesunyian, Salazar, Junior, Kepala di Pagar Da Silva, and Sebatang Pohon di Luar Desa. In addition, the short stories are interesting to study because of the short stories
are laden with critiques delivered by the author. The number of social criticism expressed in a collection of short stories author Eyewitness Gumira Ajidarma Seno, such as criticism of the problems of poverty, crime, population, war, and unfair treatment by the government. That is one reason researchers determined the social criticism in a short stories anthology “Saksi Mata” by Seno Gumira Ajidarma.

2. Method

This type of research is qualitative research and using descriptive analysis method. Descriptive method is a method in researching the status of a group of people, an object, a set of conditions, a system of thought or a class of events in the present. The purpose of this descriptive study was to make decryption, picture or painting in a systematic, factual and accurate information on the facts, nature and the relationship between the phenomenon investigated.

3. Results and Discussion

In this section, described the research findings and discussion. The findings of the study contains a description of the social criticism in a short stories “Saksi Mata” by Seno Gumira Ajidarma.

1.1. result

Based on the findings Penelitian on social criticism in a collection of short stories Eyewitness Seno Gumira Ajidarma will discuss: (1) social problems in the short stories anthology “Saksi Mata” by Seno Gumira Ajidarma, (2) form of criticism by the author in the short stories anthology “Saksi Mata” by Seno Gumira Ajidarma. Read a short story collection Saksi Mata by Seno Gumira Ajidarma can be an afterthought for the reader to know the social problems that occur in the life of society and state and motivates readers to be better in life. As for the social criticism in a collection of short stories by Seno Gumira Eyewitness Ajidarma are as follows. (1) problem of evil, (2) problems of population, (3) problem of war, (4) problem of bureaucracy.

<table>
<thead>
<tr>
<th>Number</th>
<th>Social Problems</th>
<th>Amount of data</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Problem of Evil</td>
<td>7</td>
</tr>
<tr>
<td>2</td>
<td>Problem of Population</td>
<td>4</td>
</tr>
<tr>
<td>3</td>
<td>Problems of War</td>
<td>16</td>
</tr>
<tr>
<td>4</td>
<td>Problems of Bureaucratic</td>
<td>11</td>
</tr>
<tr>
<td></td>
<td>total</td>
<td>38</td>
</tr>
</tbody>
</table>

From the use of the table above the author conveys four forms of social problems, namely the problem of crime, population problems, war issues, and bureaucratic problems. Of the four social problems, authors are more likely to convey problems of warfare and bureaucratic problems.

On the issue of crime here the authors convey the problems that violate legal norms. Forms of crime here is closely linked social organization, conflicts of ideology, politics. The crime problem can be seen in the following example.
1) "Januario! They raped me, januario! I was stripped naked and my body was surrounded by clove cigarettes! I was put to sleep on the floor and my back was trampled with army shoes! My ears are ringing because of a rubber bat. It hurts so much, Januario! They put the table leg on my big toe and they stood on the table. I can not stand! They want your hiding place Januario! But how can I confess that you always keep your activities a secret? They don't believe that, Januario! I'm your girlfriend, your lover they think I would know! They raped me in turns! Eight people took turns raping me! It hurts so much, Januario! I can't stand it, Januario! After they raped, I was electrocuted, after being electrocuted I was raped. I can not hold it anymore! Moreover! When Domingos the bastard took turns rotating me. He whispered in my ear and claimed to really hate you. Isn't he a member of your movement, Januario? May God curse him! I can't do anything else, Januario. They drowned my body in the harbor with several other bodies. We will never see you again, Januario-remembers, remember me, Januario, in the name of love and love ... "

In the paragraph of the Listrik short story above, we can see the crimes committed by security officers by persecuting and raping the girlfriend of Januario. Januario's girlfriend is a victim to find out the hiding place of his girlfriend Januario. But the actions of the security officers there were too cruel and inhumane.

Further social problems which exist in the collection of short stories Witness is the population problem. The population problem is the reduction of population in an area. Can be seen in the following example.

2) In Ningi City I found something else altogether. In Ningi City, from year to year, the other population is decreasing. Very weird. When the world frowned at the horrifying rate of population growth, the City of Ningi was actually increasingly decreasing. When I rummaged through the archives, records in 1974 showed a total of 688,771 people. However, when I counted back in 1978 it turned out to be 329,271 people. Where did the 359,500 people go? Very weird. After all, it's not really a matter of shrinkage that makes me weird.

Here the author shows a population of data is always reduced every year. The problem presented by the authors is the high number of deaths in the region caused by the war that never ended.

On the issue of the war, the authors convey the problems that are difficult to resolve. The problem that resulted in many casualties both from the security forces and insurgents. But here the author more telling than the civilians who lost possessions, their families and their lives. Can be seen from the following example.

3) "AGE 5 years when the invasion took place. I heard explosions pounding from the harbor and smoke rising from behind the roofs of the houses. In front of the house I saw people running around in a panic. ‘Warships shoot,’ I hear someone screaming while running. I will never forget this atmosphere for the rest of my life, because since then our lives have been taken away. I don't know when true peace will come to our city again. "

At Manuel stories above paragraph, the author tells the material and moral impact of the war such as the destruction of people's homes there, people panicked and ran to and fro and atmosphere of war are so gripping that made peace in these areas is taken away.
Recently the problem of bureaucracy. In this social problem pengaraang describe the kind of abuses committed by the authorities, which resulted into distress and suffering population. Biokrasi problem can be seen in the following example.

4) "We've been building this for decades," my guide said without being asked. "When the time comes, we will tear down everything that has been built up there, and emerge to replace it with a new system, which is better, truer and more robust."

Klandestin stories in the sentence above, the author tells about the shape of an uprising that would result from keseweng-handedness of the authorities there. The uprising that will happen aims to replace the new state system and free from any form of arbitrariness made by the authorities.

<table>
<thead>
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<th>Table 2. Submission Form Criticism by Author</th>
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<tbody>
<tr>
<td>Number</td>
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<tr>
<td>total</td>
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</table>

From the above table use the submission form of social criticism by the author is more balanced. Seno Gumira Ajidarma in a anthology of short stories “Saksi Mata” to use all forms of delivery of social criticism, namely the form of delivery in a straightforward, cynical, humor, interpretive and symbolic. Based on the form of delivery of such criticism, form criticism delivery of the authors of the most dominant in the collection of short stories is a form of delivery “Saksi Mata” cynical criticism of affirmation and criticism interpretive form of delivery.

Use of the form of delivery of a straightforward criticism in literary works the author shows expertise in exploring the language. Author of the short story anthology “Saksi Mata” tend to use criticism in a straightforward, direct, not with a symbol or allegory and not be connotative. Use of the form of delivery of criticism straightforwardly in a collection of short stories “Saksi Mata” serves to explain about something that wants to be emphasized and expressed through the use of direct language whose meaning straightforward, not with symbols or figurative and non connotative use of form submission criticism straightly by the author can be seen in the following examples.

1) Alfredo has long been killed. He was still 17 when the foreign soldier strafed him from behind. A year later Cornelio perished in bomb shards, when warplanes broke into the settlements of refugees and guerrillas in the forest. Stay Alfonso with him, moving in a clandestine organization in the city. However, Alfonso had left at the age of 30 years, he was shot while participating in a demonstration in front of the grave and brandishing banners that expressed their hearts.

Listrik sentence on the short story above describes the authors convey in a straightforward and direct criticism. How does the author tells a war experienced by Januario and killed his best friend and his friend Alfredo Cornelio very vicious and without further ado and making readers also feel how malignancies suffered by Alfredo and Cornelio.
In the use of cynical forms of criticism, Seno Gumira Ajidarma in the collection of short stories “Saksi Mata” expressed criticism with anger and annoyance and dislike of life that was seen as bitter, full of suffering, and oppression on each of the problems presented in the short stories collection. The cynical form of criticism can be seen in the following example.

2) “I send this ear to you, Dewi, as a memento from the battlefield. These are the ears of someone suspected of being an enemy spy. We are used to cutting off the ears of people who are suspected as a warning of the risks they face if they start a rebellion. Please accept this ear, just for you, I sent it from afar because I miss you. Every time you see these ears, remember me who is lonely. Cut the ear is the only entertainment.”

Telinga fragment paragraph on the short story author tells a note in to the Goddess of her boyfriend on the battlefield. The notes contained in the sentence that tells how the goddess girlfriend send an ear of an alleged enemy. On the recordings author tells of suffering and oppression of someone who is considered an enemy by the very cruel and bitter but by not telling the story that is considered cruel by grumpy but treat it as an ordinary occurrence. That’s what makes the story even more cruel and bitter.

In the use of cynical forms of criticism, Seno Gumira Ajidarma in the collection of short stories “Saksi Mata” expressed criticism with anger and annoyance and dislike of life that was seen as bitter, full of suffering, and oppression on each of the problems presented in the collection of short stories. The cynical form of criticism can be seen in the following example.

3) “Eyewitness Brothers.”
"Me, sir."
"Where are your eyes?"
"Taken by people, sir."
"Taken?"
"Me, sir."
"What do you mean by surgery?"
"No, sir. Taken with a spoon."
"Haa? Use Spoon? Why?"
"I don't know why, sir, but they say they want to be made tengkleng."

In the dialogue on the “Saksi Mata” short story between the Eye Witness and the Judge above, it can be seen from the characters from the Eye Witness who answer each question from the Judge very casually and as is. The eyewitness explained how his eyes were lost due to being diconkel by a group of people and would be made tengkleng. The use of words like "sendok" and "tengkleng" for the conversation between Eye Witness and Judge by the author made the trial that should be tense to be more relaxed and funny. But even though the conversation above seems funny, the author also inserts criticism of the wars that took place in the area that made innocent people lose their eyes.

The use of form criticism interpretive by the authors in the collection of short stories with the delivery Eyewitness be smooth and filled with meaning. Can be seen in the following example.

4) On the battlefield, Dewi’s girlfriend is busy slaughtering people. All the soldiers sent to the battlefield have become very busy because everyone is fighting. Everyone is an enemy and everyone is worthy of suspicion. The rebels whispered the spirit of struggle, even into the ears of babies still in the womb.

In the sentence above Telinga short stories, the author describes a soldier (Dewi girlfriend) who is forced to kill the suspected enemy and no longer care that the person killed was
actually an enemy or not. In those paragraphs fragment authors criticized rulers no longer care for humanity and human rights aspects.

Last use the symbolic form of delivery criticism. Here the author criticized figurative filled with meaning and symbolism. Use of the form of delivery of a symbolic criticism can be seen in the following example.

5) When the time comes, explosives that destroy the city buffer, the buffer of large buildings, the joints of state life, will make the city collapse, sink into the dark, hot earth, as hot as a burning crater of the mountain. Really a system to destroy the system. The giant well that was built with equipment, which has increasingly become more sophisticated, since hundreds of years ago, the depth has been tens of kilometers. The city will perish, disappear, as if it had never existed. In fact, archaeologists will not necessarily ever find it again.

In the paragraphs in the cliff Klandestin above, the author criticized with symbolism. An anti-government organization and do not agree to any system that has been built by the government. Here the author tells the organization that is ready to destroy all the joints of the state and will memepersiapkan themselves to offer resistance to the authorities.

1.2. Discussion

The results of the social criticism data analysis in the anthology of short stories “Saksi Mata” by Seno Gumira Ajidarma in the form of social problems and forms of delivery of criticism by the author. The social problems used by authors in the “Saksi Mata” anthology of short stories are 7 data crime problems, 4 data population problems, 16 data war issues, and data 7 bureaucratic problems. The form of submission of criticism by the authors in the “Saksi Mata” short story anthology is a form of straightforward delivery of data 6 directly, cynical 11 data, humorous 7 data, interpretive 9 data, and symbolic 6 data. The results of this study indicate that authors are more likely to use problems of war and bureaucratic problems and cynical forms of criticism.

The tendency of the delivery of social problems by the author is a way to convey criticism of social problems that occur a lot at a time. In the “Saksi Mata” short story collection, the author often criticizes the problem of warfare and government authority. In the New Order era, Indonesia experienced many social problems such as the rejection of the Indonesian government on the will of East Timor who wanted to break away from Indonesia, which resulted in many rebellions from individuals and groups who wanted themselves to be independent. The Indonesian army plunged directly to overcome the rebellion to overcome the rebellion there and it was there that many Indonesian soldiers ignored humanitarian and human rights issues.

Furthermore, the tendency of each author to use the form of delivery of criticism is certainly different. Each author has his own style in utilizing terms or building a structure of sentences that describe social problems that occur in community life, especially authors in short stories Witnesses Short Story. This is in accordance with the opinion of Hasanuddin WS (in Banua, 2007: 171) which says that the views and attitudes of the author determine the failure or failure of an author in utilizing elements of language as an aspect of determining the meaning of the literary work it produces.
2. Conclusion

Based on the results and discussion of social criticism in a collection of short stories “Saksi Mata” by Seno Gumira Ajidarma can be concluded that the most dominant issues in the short story collection “Saksi Mata” Seno Gumira Ajidarma is a crime and warfare. While the form of delivery of criticism by the authors is the most dominant form of delivery cynically.

This finding is very important to understand and be guided by teenagers, young people, and education that will study new sciences that benefit all of society, especially students of English Literature Indonesia who deals with words and language.

Reference

‘Courage to be Dislike’: Strategies and Approach of Insta-Poetry in Digital Era

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Abstract. Heavy criticism continues to come along with the popularity of Instagram-based poetry (further ‘Instapoetry’) pioneered by Lang Leav through the work Love and Misadventure (2014). A lot of appreciation or praise for similar works is considered as an impairment of the intellectualism and craftmanship for poet due to the poetry landscape that relies on accessible and honest. The classic formulation of poetry as the best choice of words in the best composition is immediately destroyed by the presence of poetry written in the language of simplistic writing. Therefore, it is necessary to investigate the quality of Lang Leav’s works as a demand and accountability for literary criticism. By using a formalism approach that focuses on the three intrinsic elements of this poem (diction, syntax, stylistics), hence it is found that Leav’s poems do not carry out extreme reforms which deny the classical formulation of poetry. Leav conducted a series of innovations in the form of strategies and approaches which were adjusted to the spirit of the age so that her works could be accepted in the wider community.

Keywords: insta-poetry, digital era, lang leav, formalism

1. Introduction

The terminology of “digital era” within the literature domain has not been bound by a strong red thread [¹][²]. The opinion of literary critics that is quite relevant to this problem is Frederic Jameson in his thesis work entitled The Cultural Logic of Late Capitalism [³]. In his book, Jameson divided the literary period in step with the period of development of capitalism into three phases (based on Mendel’s tripartite model)[⁴], namely the phase of the steam engine (middle of the 19th century), the electrical phase (late 19th century) and the nuclear-electronic phase (mid-20th century). These three phases also eventually gave birth to three iconic literary phases namely realism, modernism and postmodernism.

The digital age could be considered as the ‘advanced phase’ (or fourth phase) of the period of capitalism offered by Jameson above recently popular as the Industrial Revolution 4.0. Unstoppable progress on the advancement of intelligence, innovation and human productivity is now also being transmitted into cultural products such as films, paintings and even classical literary works such as prose and poetry. Almost all cultural products undergo adjustments—or if not called—as extreme transformations due to the transfer of the medium of delivery or the field of fighting [⁵]. One of the cultural products that has transformed quite sharply lately is poetry.

Poetry nowadays is no longer a voice of conscience written quietly on a piece of old paper or journal book with an antique quill pen; the result of serious contemplation of lonely bohemians who for days think of a debate about themselves or their surroundings. The present century no longer allows such outmoded creative processes to take place again and slowly begins to be replaced by the digitization process [⁶]. This digital time demands openness,
experimental ideas, subjective opinions and globalization of a work \cite{7}. Poetry as a cultural product ultimately succumbs to the cultural logic of the fourth phase of capitalism.

Therefore, the occurrence of “Insta-poetry” (poetry published on Instagram platform) as per cross-breeding between the demands of the digital age and the existence of poetry as a cultural product of the advanced phase of capitalism is inevitable. This new color poem is growing rapidly and reaching a wider audience of creations that have previously existed. In this digital era, poetry made a big leap in terms of reception and market \cite{8}. Poetry is no longer synonymous with a sacred ritual, which is performed by certain people with a high degree of difficulty. In other words, poetry is considered to have undergone a significant democratization process lately \cite{9}.

We can see the large stream of poetry’s acceptance from the trends seen in social media as an open digital field \cite{10},\cite{11}. Numbers and statistics also show the same signs where poetry book sales have jumped significantly after decades \cite{12}. This great potential and vibe seems to revive poetry from prolonged sluggishness and make it as a coca-cola in a celebration of contemporary literature. Poetry won back its fame like the period of Renaissance or romanticism in the past centuries.

However, not all parties consider ‘Poetry Renaissance 2.0’ as a breath of fresh air. Literary critic, Rebecca Watt wrote an article to criticize the phenomenon with a fairly tendentious title, \textit{The Cult of the Noble Amateur} \cite{13}. Watt highlighted several important points related to the recent explosion of “insta-poetry” bombs. For example Watt questioned the craftsmanship weakness of “insta-poetry” through a fairly bold statement: “... artless poetry sells.” Watt also regretted the permissiveness of some literary retainers and institutions towards the cult of “insta-poetry”. He considered those actions as intellectual degradation and negation on the craft of poets.

Referring to the problem above, this study seeks to provide a deeper study of Insta-poetry. This paper will limit the discussion to a collection of poems written by Lang Leav which is considered by The Guardian as a pioneer and role-model of the insta-poetry movement that has overwhelmed the whole world \cite{14}. The selection of Leav was also based on the recognition of the glory of his works also reflected in several prestigious awards: a Qantas Spirit of Youth Award, Churchill Fellowship and Goodreads Reader’s Choice Award.

In-depth analysis of the poetic elements at concerning issue such as ‘honesty’ and ‘accessibility’ in relation to criticism of poetry literature is performed as a responsibility for the quality of a work. The discussion session will link this phenomenon to the context of the digital age that lies behind and influences this excessive shifting.

2. Method

Leav’s book collection of poetry entitled \textit{Love and Misadventure} \cite{15} is a material object in this study. The script is filled mostly with bite-sized poems that are written modestly and visually pleasing. For the most part, each page has only a single poem; there are a very few poems that covers full-paged. In every beginning of the section, it is featured by pencil sketch that depicts young female figures with balloons and puppies. To fully-comprehend the text as a simulation of analysis, the result of reading is followed by identification, categorization, investigation and rationalization.

Referring to the roots of polemics and insistent criticism of the form of Insta-poetry, the formal object of the study is formalism. Formalism puts the text as the soul of a literary work \cite{16}. The combination and harmony of the poetic elements (parallelism) composing a poetic text is absoluteness that cannot be bargained for. The pioneers of formalism, T.S Elliot and I. A.
Richard considers that ‘art must be treated as art and things outside of it such as sociological and historical aspects will only damage particular emotion from the work’ \[^{17}\]. Therefore, the only way to reach the best understanding and judgment from a literary work is through seeing the interrelationships of the building elements of poetry starting from elements such as sound function, word order, organization of language material, expressions and combinations in the text.

Concerning the issue of ‘honesty’ and ‘accessible which are the trademarks or fundamental differences in Insta-poetry with other kind of poems, then this assessment is conducted by relating the surface structure and deep structure. The ‘accessible’ factor refers to the surface structure which can be examined through the empowerment of diction and syntactic innovation. The ‘honesty’ factor can be tested through the placement of point of view, certainty of character identity, and clarity of the theme.

3. Finding and Discussion

Based on the formulation of predetermined problem, the results that can be submitted is Leav (the author) applies certain techniques to emphasize “accessible” and “honesty” aspects in her insta-poetry so that her work has a distinctive character. The discussion on the application of those expertise will be presented as follows.

3.1. Accessible

In an effort to assist the reader in the process of understanding her work, Leav applies three particular techniques which can be identified through morphological aspects, syntactic aspects and stylistic aspects.

3.1.1. Strong-ties diction

3.1.1. Based on Nowadays Cultural Trend

Until 2010s, poetry is claimed to have long lost allure in the midst of the reading community, mostly by the younger generation \[^{18}\]. One factor that might be pointed out is the lack of connection between these poems and the world of casual readers. Leav and other Insta-poet artist realized and tried to cover the gap through infiltration of references that were close to the current readers until finally his poems were easily digested and accepted \[^{19}\].

For example, in the poem entitled “Impossible Task”, Leav did intertextualism with one of the world’s greatest works, “Hamlet” through utterance to try or untry. With this clue, the reader will be very easy to digest the phrase because the pattern of this expression is rooted in one of the most popular expressions in literary world. Like other fields of art, this imitation-practice is positively acceptable.

Similar technique is repeated while using the phrase ‘time-travelers’ which is known and popularized by the novel H.G. Well’s The Time Machine (1985). This term developed to one of the concepts that was very well-know in the development of popular culture to date. Some famous contemporary films that present time travel formulas are Terminator, Back to the Future, The Time Traveler’s Wife, X-Men, Star-Trek, Avengers, and Doraemon.

Besides standing on shoulder of the giants of the pop culture world, Leav also attaches her works tenaciously to vocabulary words that are often occured in contemporary eminent-song lyrics. As for some examples; tic-tac-toe (Drake and Nicky Minaj), photograph (Ed Sheeran), fireworks (Katy Perry), circus (Britney Spears), rooftops (Lost Phrophet) carousel (Blink 182).
These vocabularies are like puzzle debris that are ready to be attached to the frame of Leav’s poetry. Not just only borrowing from a collection of pop culture, but Leav also conducts experiments fairly frequent in fabricating the diction. The dominant technique of mixing diction is the assimilation of ordinary vocabulary with concepts commonly found in modern civilization. This can be found in the following data: turbulent turn (A Lover’s Past), spark of static (Solo Show), question mark (Canyons), written in traffic (Written in Traffic), and major catastrophe (Rogue Planet). These wordlists do not require the reader to look at the glossarium and will immediately be able to capture messages from Leav’s poems.

Leav is certainly a poet who belong to modern age. Therefore she also tried to present the spirit of modern civilization in her poetry. In addition to being presented through explicit expressions, Leav explicitly includes the existed-problems of modern times which are also felt by most readers. The phrase ‘Sunday with Michael’ is an emphasis on something different/special with Sunday. The definition of Sunday in this century has been very different from previous centuries. Sunday now is considered a small gift because current life only allocate limited time to rest and refresh in the midst of the insistence of daily tasks.

Similar case with the phrase ‘feel like home’ that hints at the anxiety of rising generation who feel homesick due to the demands of huge task. Leav is also sensitive to the dreams of the younger people who want to go adventure in wild nature because of the congestion facing the routine urban atmosphere. This is manifested in the phrase ‘sail in waters’ (a Voyage).

b. Nowadays Lingual Attitude

Besides being skilled in combining word materials that are easily found and identified in digital era, Leav also implements a modest composition technique in compiling her poetry. Leav in this pieces adapts the spirit of the digital age where efficiency is a key. The complexity caused by a large flow of information, endless work, accumulation of big stuffs and other abundances make people easily exhausted and distracted in facing a situation. To overcome this spectacle, Leav offers the experience of reading poetry with a linguistic approach that adopts the spirit of computer age.

Some examples of data showing this point are the intensive usage of the prefix ‘un-’ as stated in: my undoing; undo; unsing (a Betrayal); untry (Impossible Task); un-feel (After You); unseeing eyes (a Reverie). The prefix “un-” in the examples above serves as ‘a negation of a concept, condition or process’. This over-generalized and simplification technique also appear in other forms but still convey the same goal. These are occurred suchlike: sadness, madness, goodness, badness (Written in Traffic); no ending, no said good-bye (Closure); no right to feel (Just Friends); no song for (Love Lost), no longer knew (a Dream).

In the realm of authorship (both creative and academic), there is an unwritten rule that states the prohibition on using excessive adverb. Mark Twain once said that adverb was the weapon of a lazy writer. The excessive use of adverb will leave many understanding gaps that must be filled by the reader in achieving the intent of poets, which of course is not efficient at all. In line with the spirit of the era that requires efficiency in all aspects, the limited use of adverb is a wise choice. Leav takes this rule cautiously by presenting adverb sequentially only twice: gently-profoundly (Lost and Found), and tentatively-passionately-tenderly (Beautiful). The sequential arrangement above can certainly be understood as creating rhyme.
c. Nowadays Romantic Diction

There is no more universal topic than love. The bitter-sweet theme of a couple’s love story in Leav’s poetry has been clear since its title. Many writers regularly present this multi-interpretation love-theme. However, Leav strongly emphasizes her poem only about the love of young couple in present-day. Leav clearly talks about it and creates a very tight association in the reader’s head through long-known romantic diction such as: first love, fell in love, skies settings, singing birds, good night, good luck, saving you, fairy tale, love letters, swan song, yours, mine, songs-sings-dream, solitary, fear and faith & hope and despair.

3.1.2. Consistent syntax

The arrangement of words in poetry is vitally sacred as emphasized many times by the romantic poet William Worthwords. Leav in her work also agreed on the formula proposed by her predecessor poet. Leav seems to consider every weight and composition of each word of her poetry lines. For example in the poem “A Toast”, Leav applies the same formulation in constructing the body of poetry.

To new beginnings, object (1)
in fear and faith explanation (1)
and all it tinges. its relation (1)

To love is a dare, object (2)
when hope and despair, explanation (2)
are gates upon it hinges. its relation (2)

Figure 1. The syntactical pattern based on enjambment function (1)

Leav truly utilizes the enjambment function efficiently. The repetition assists the readers to rapidly identify the function and relationships between the lines. In the end, it also helps the reader in the process of understanding comprehensively. In another example in the poem entitled “Xs and Os”, Leav also replicate the use of the enjambment function to build a poetic framework.

Love is a game object (1)
of tic-tac-toe, explanation (1)
constantly waiting, explanation (1)
for the next X or O its relation (1)

Figure 2. The syntactical pattern based on enjambment function (2)

Apart from linking the explanation of objects in verse, Leav also did it between stanzas. This can be found in another poem entitled “When Ignorance is Bliss”:

I deplore, object (1)
being ignored. explanation (1)
For— object (2)
I am not a bore! explanation (2)
In the broader sense, Leav continually places the object of conversation on the first line of each verse and then it is followed by explanation line. Excepting in some cases, Leav also positioned the object as a closing line as in the poem entitled “Sea of Strangers”:

And nothing else can take what only was always meant as solely yours.

Figure 4. The syntactical pattern based on enjambment function (4)

Another syntactic formulation dominantly employed by Leav is doing comparisons/analogies between stanzas. The setup is first stanza functions as object and the next stanza as explanatory. The example can be seen in a poem called “A Voyage”:

To be guided nor misguided in love, nor brokenhearted.

But to sail in waters uncharted.

Figure 5. The syntactical pattern based on stanza comparison (1)

In other versions, Leav only provides vehicles without presenting a tenor as a reference or clarification. This form can be seen from the poem entitled “An Endearing Trait”:

The scatterbrain, is a little like, the patter of rain.

Neither here, nor there, but everywhere.

Figure 6. The syntactical pattern based on stanza comparison (2)

The identical and repetitive syntactic formulation finally forms an unconscious pattern in the reader’s mind. The ultimate goal is to ease the digestive and understanding process of the
poetry as a whole by eliminating doubt, complexity, and vagueness of vision from the structure of the poetry.

3.2 Honest

The second feature claimed to be one of the prominent characteristics of Leav’s instapoetries is about honesty. Honesty is meant to be related to the clarity of what is discussed, the situation at hand, to who is involved in it. Based on the results of data analysis, two strategies were used by Leav to highlight this aspect as described below:

3.2.1 Insecure young lady as the speaker

Almost every time in reading a poem, the reader always come to the presumption that it must be the author (Lang Leav) which acts as the speaker of the story. It is not entirely true or false because readers generally assume that a work is a representative voice of the author. In Leav’s poems, a young female figure (similar to Leav) is found as the main character. This can be identified first in the introductory poem entitled “A Dedication” which mentions the presence of a female poet in she is poet and the male character she thinks about in to thought of him is her lover in and he is her poetry. This claim is then reinforced by the clue illustration of a young woman with items that are identical to the world of adolescents (balloons and puppies) beginning with each chapter of the book.

After getting the main character’s identity, the next task is to uncover the attitude of the character to describe the tone of the whole poem. After skipping the first and second poems (because they do not present characters), in the third poem entitled “A Dangerous Recipe” the character of a young woman was rediscovered who talks about her lover in to love him. The attitude shown by the character is insecurity. The woman feels reluctance in loving her lover to love him through the phrase I hold highly suspicious. The discomfort eventually leads to doubts and insensitivity in determining something (or choice). This is manifested in the phrase then being told, to do the dishes.

Insecurity experienced by female figures in dealing romance-problems reappeared in a poem titled “Just Friend.” Insecurity appears in the form of uncertainty in an effort to get the heart of the idol’s heart which is shown in the phrase perhaps i never will. Although in his heart she did not accept the situation in front of her: my anger when you’re with her however, she was completely helpless: i have no right to feel. The action that this female character wants to show suchlike I shouldn’t feel so let down; i shouldn’t show you forever will depend on the presence of the lover when you don’t call; when you’re around. Until finally this woman was really desperate to feel that she I’ve got no right to feel it.

Insecurity is not always felt as a terrible and painful experience. Sometimes, the narrator experiences it differently and even quite comfortable with the inability to reach the attention of her lover as in the poem entitled “When Ignorance is Bliss.” The female character in this poem feels a pleasant sensation that she describes with the image of taste it’s perplexingly sweet and quite sexy too when ignored by her lover: to be ignored by you. The bad attitude received by the lady-speaker from her lover is considered a blessing-in-disguise.

Placement of the character’s standing point in a situation can also show the character’s insecure attitude in dealing with her lover. In a poem entitled “Sea of Strangers”, a female character positions herself as the final destination of her lover’s long voyage. The lover (you) acts as an active agent described as if he spent his entire life searching for the woman: your life spent sailing to my shores. The woman also illustrates how heavy and dramatic the man’s journey is in conquering herself through expression the arms ... to hold / will ache beneath / the
heavy oars. Until the closing line, the woman assures her lover that nothing else can take her; she is the destiny that he must have obtained: was always meant as solely yours. The female figure here positioned herself as the winner’s prize which is contested by aggressive men and normalizing submissive behavior is a matter of pride.

Not only when dealing with her lovers, but also when alone the woman-speaker also never felt really assured. In a poem entitled “Afraid to Love”, a female character completely closes herself i turn away and close my heart from a ‘game’ of love (see poems Xs and Os). This is caused by experiences gained from the past: for the past has taught; the thing I’ve done. Until finally she did not have the courage anymore and she was confined to the the feeling: afraid to love.

In other poems, the speaker’s insecurity appears in the form of self-portrayals like grumpy in the phrase: a flicker of a blown candle; a melancholy soul; a lonely kite; a crumple note; desperate in the phrase: you come and go so easily; mine is split into two, if you were not to wake (from sleep); i can’t forgive me; jealousy in the phrase: how envy is so the half of me, confusing in the phrase: i am relieved, so relieved-and a little dissapointed; i’ll wonder why, can i un-feel it; negative thinking in the phrase: in your hesitation I found my answer, with thought to haunt you every night.

Ironically, female character seems to accept and enjoy this situation. This behavior is represented in the “Letting Him Go” poem as a sacrifice tender. In general, every belief she decides on her own or every considered step in the opposite direction of her lover pictured like the pained in the lost song of mermaid or the broken feet of ballerina.

3.2.2 Modern-day romantic problem

Outside the clarity of the context and actors, the clarity of the theme also contributes significantly to the level of honesty of the work. By knowing the subject matter since the first, the readers will be greatly helped to focus their mind on just one line of conversation until finally the readers feel easy in understanding the entire poem. In presenting her poems, Leav helped and approached her readers by focusing only on the discussion about the problem of love in modern day.

The first problem offered by Leav is the complexity in love. Leav describes the matter of love as: a dare to face hope and dispute (a Toast); a constantly waiting (Xs and Os); a dangerous recipe (A Dangerous Recipe); a sacrificial tender (Letting Him Go); and it will stir, ache, disarm, makes me turn-to-blush, split you into two or drive you mad. Mixing the features above makes love more complicated to understand but also more exciting. The entire features mentioned above are twisted tightly in a complicated knot.

The second problem highlighted by Leav in her poem is about self-doubt. As discussed in the previous discussion, the main speaker in the poems is a fragile woman. The speaker's vulnerability has an impact on her actions in facing complicated love which is one of them is prolonged pessimistic feeling. In the “Just a Friend”, the speaker showed it repeatedly: i have no right to feel; i shouldn’t feel so let down; i know i’ve no right to feel. In other forms, it appears as a feeling of being totally ignored who are exposed to the poem “His Word”: what he feels for me, he never feels / i am a word but has never seen; or in “the Wanderer”, the speaker exposes his worthlessness in the phrase: the flicker of the candle blown; a lone lone lost in flight—someone once had flown.

The later problem that often decorate the love story of female-speakers is the matter of sense-of-belonging. The speaker with a self-distrust issue repeatedly disputing the ownership of herself to her lover. As in the “Lost Things” poem, the speaker compares herself to: a thing that is waiting to be found. Women, both conventional and modern, want to be a goal of a man’s
love journey as in the poem “Sea of Strangers”: your life spent sailing to my shore. Inspired by 
the uncertainty exhibited by the nature of this disruptive era, no wonder the fragile female-
speakers, want to be as fast as possible to belong to somewhere or someone.

4. Conclusion

In general, there was no radical change from Lang Leav’s efforts in redefining the genre of 
poetry in the digital age. Leav even tends to approve the classic formula of poetry as the best 
choice of words, in the best arrangement. Leav still adheres to the classic mantra in building 
each line of her poems. Only, Leav must innovate in adjusting strategies and approaches that 
match the classical formula in order to be in harmony with the spirit of the century.

As a result, the “best words” aspect was formulated by Leav in the selection of words 
(diction) that were acceptable to the tastes of the digital age like referring to pop-cultural trends, 
using current language-attitude and inserting cliché romantics. Additionally, Leav also 
empowers the efficiency of the point of view to help the reader understand in living the trivial 
experiences presented by Leav as the common people.

The “best arrangement” aspect is manifested by Leav in a simple but consistent syntactic 
formula. She makes patterns of reasoning that are easily identified and intimate with her reader. 
In this way, public readers can save their times in comprehending a complex and long cognitive 
proces. Thus, in the end Leav’s poems can be considered as a fresh menu of contemporary 
literary consumption that is accessible and honest.

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The Position and the Role of Women in Local Minangkabau Novels

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Abstract. A woman in Minangkabau society is called by bundo kanduang. Bundo kanduang is a call to a group of women according to Minangkabau custom. Meaning bundo is mother, kanduang is true. So, bundo kanduang is a true mother who has motherhood and leadership. Description of a bundo kanduang can be seen in some novels from time to time. First, the position and the role of women in Minangkabau’s novel in the long period namely; as wife, mother, and singer in the people. Second, the position and the role of women in Minangkabau’s novel in the New period, namely; as wife, mother, and singer of members of the community and members of the community. Third, the position and the role of women in Minangkabau’s novel in the reform period namely; as wife, mother, and singer of members of the people and can be involved in the community and government.

Keywords: role of women, minangkabau novels, local wisdom

1. Introduction

Women in Minangkabau society have different positions and roles with women in any cultural ethnicity in the world. The differences can be seen from various aspects. First, for Minangkabau people who adhere to the matriarchal kinship system, lineages and tribes are drawn based on the maternal line. Second, power should also be fully held by the mother. Third, inheritance rights are inherited to women.

As special as women in Minangkabau, many writers, especially those from Minangkabau, talk about women in their novels. They talk about Minangkabau women from the perspective of culture, idealism, facts, and realities that develop in society from time to time. Novel as a literary work provides an opportunity for authors to convey various problems that are observed, discovered, and felt. This is caused by the existence of the author as a social creature. Esten [1] explained that the existence of an Indonesian’s writer is an artist from two worlds; the world of regional culture and the new world of Indonesia. His works will never be separated from the influence of the cultural value system of the area where the writer came from.

It is not surprising that in the realm of Indonesian’s literature there are emerging Minangkabau’ writers who talk about women’s issues in the Minangkabau tribe, even though they obtain education outside the Minangkabau area. Even the Minangkabau people who get education in the cultural centers outside of Minangkabau are what bring progress and creative reflection. Indonesian’ writers who made the wealth of Minangkabau’s culture as a source of creation were Marah Rusli (Siti Nurbaya), Sutan Sati (Sengsara Membawa Nikmat), Hamka (Tenggelamnya
Kapal Van Der Wijck, A.A. Navis (Kemarau) and Wisran Hadi (Orang Orang Belanti), as well as many other authors who created the work that has the power of Minangkabau.

Many novelists have discussed the Minangkabau’s problem as a matrilineal society. They also talk about women as people who are taken into account in Minangkabau culture. Siti Nurbaya and Salah Asuhan are two novels that have big names whose main characters are women. That two novels talk about the controversial Minangkabau women, causing debate. By reading the novel, there will be a change in the mindset and cultural orientation of the reader in a more open direction towards the position, rights and obligations of women in the customs and culture of the Minangkabau. This proves that the novel is not only based on the imagination of the author, but also rests on the reality that develops in society.

Many literaries work to discuss women in the Minangkabau’s culture have been published and get various awards. Starting from that, the researcher feels need to examine the position and the role of women as a bundo figure in the novels. The selection of novels are based on cultural problems raised by the author. Analysis of novels with local Minangkabau’s nuances are written from time to time with the aims to find the position and the role of women as a bundo kanduang.

2. Methods

This research aimed to describe systematically, factually, and accurately regarding the position and role of women in local Minangkabau novels from time to time. The research data was in the form of sentences related to research problem. Data was collected by using the technique identify according to the research objectives. Finally, it is continued with classified data and interpreted based on selected theory.

3. Results and Discussion

Based on the findings and consultation, it can be concluded that there are three things conclusion. First, the position and role of women in Minangkabau novels in the long period namely; as wife, mother, and singer in the people. Second, the position and the role of women in Minangkabau novels in the New period, namely; as wife, mother, and singer of members of the community and members of the community. Third, the position and the role of women in Minangkabau novels in the reform period namely; as wife, mother, and singer of members of the people and can be involved in the community and government.

Culture can be seen broadly and narrowly. Koentjaraningrat [2] explains that in the narrow sense of culture is a thought, work, and human work that fulfills the desire for beauty. The definition is said to be narrow because beauty is only one aspect of culture. In contrast, in a broad sense, culture is a total of thoughts, works, and human works that are not rooted in their instincts. Therefore, culture can be triggered by humans through the learning process.

Louis formulated five characteristics of culture. First, culture is a way of life. Second, culture is the whole of the plan or design of life. Third, functionally the culture is organized in a system. Fourth, culture is obtained through the learning process. Fifth, culture is the way of life of a group or social group, not the way of life of individuals or individuals.

Maran [4] explains that culture is a unit that is composed of different parts. The parts that make up culture are integrated and interconnected. Changes to one part of the system will change
the relationship between the other parts and will affect the whole system in question. Values are an idea of something good, which is expected. These ideas are the basis for the formation of social norms, namely the rules of how one should behave. These values and norms differ from one culture to another.

Cultural analysis is essentially an analysis of the forms of values that are adopted and used by a particular group of people. Literature as a product of culture cannot stand alone. Among these cultures there are interrelated relationships [5]. The intersection of literary and cultural works that prevail in Minangkabau society will be seen in the novel.

The novel created by the author comes from the reality that is in the midst of people's lives. Aside from being entertainment, a novel is expected to provide valuable values to its readers, especially those related to life problems. Thus, the novel as a literary product is expected to be used as a mirror in behaving and behaving for its people. If the function has been achieved, the literary work will automatically become a useful and valuable work for the reader.

3.1 The Position and The Role of Women in Minangkabau

Based on Minangkabau customary law, women are also referred to as **bundo kanduang**. **Bundo kanduang** is a call to a group of women according to Minangkabau's custom. Meaning **bundo** is mother, **kanduang** is true. So, **bundo kanduang** is a true mother who has motherhood and leadership. Gouzali [6] states that **bundo kanduang** is scientifically a mother who gives birth or a biological parent.

Furthermore, Idrus [7] argues that women as **bundo kanduang** are a place of interest for the descendants of the Minangkabau's society. It was compiled in a phrase that sounded, **Bundo kanduang, limpapeh rumah nan gadang, umbun puruak pagangan kunci, umbun puruak aluang buniang, pusek jalo kumpulan tali, sumarak di dalam kampuang, hiasan dalam nagari, nan gading basa batuah, kok hiduiak tampek banasa, kok mati tampek baniaik, kaundang-undang kamadinah, kapayuang panji ka sarugo** (women or biological mother, the main pillar of a house, the main key holder, the main center of survival in the household, decoration in society, a place for all solutions, a carrier to the path of truth, a role model for eternal life in heaven.)

Based on the statement above, it was concluded that a woman in Minangkabau had a dual duty. First, a woman acts as the center of all strength in the people. Second, a woman must be able to carry out her role of being a good wife for her husband. Third, a woman plays a role in managing all household needs and are role models for members of their people. Fourth, a **bundo kanduang** is a person who is able to socialize in the community where he lives. Fifth, a woman is a symbol of pride and glory that is the intermediary of offspring who is raised and respected so that they are required to have a good personality. Sixth, a **bundo kanduang** is required to direct members of the people towards a happy life of the world and the hereafter.

Furthermore, Idrus [6] states that a woman called **bundo kanduang** must have the characteristics of leadership and a true mother such as being righteous, honest, smart, good at speaking, and shy.
3.2 The Position and The Role of Women in Minang Kabau Novels Last Time

The novels which are written in last time and considered to represent this research are entitled Warisan by Chairul Harun [7] and Warisan by A.A. Navis [8] The presentation of the position and role of women in Minangkabau can be seen in the following explanation.

3.2.1 As a wife

A woman in Minangkabau must be able to be a good wife for her husband. As a wife, she should accompany her husband in a state of joy and sorrow until death separates them. This is different from what the author said in the following novel quote.

"Last night your husband shouted for you. Where are you? "Mak asked As to go home" [7].

Through the quote, it is known that the actor in the novel is not beside her husband when needed so that her husband Murti is calling his wife, even Murti’s father-in-law tells to As to go home. In the same novel, there are also women who carry out their duties as good wives. The woman in question is carrying out this role seen when Rafilus's stepmother. This can be seen through the following quote.

"If she becomes a widower because I died, then her good name will be preserved. She will be considered a woman who is polite to her husband, not leaving her husband in trouble “ [8].

Through the quotation it is known that if a wife only accompanies the husband in a happy state and leaves him in a difficult situation, the community will label the woman as not good. Conversely, if you can accompany your husband until the end of your life, then your good name will be maintained.

Next, the woman figure in the novel Kemarau by Navis is described as an independent wife, not dependent on other people, especially husbands. The women are used to life that is hard and challenging.

"They are not afraid to face life instead of suffering from the pain of the heart. It is not necessary to publish mercy. Aside from the fact that the incident happened naturally in the village, the women there never depend solely on their husbands. They will be able to live alone. In fact, the divorce was a whip for him to achieve glory in living with his children. “ [8]

Through this quote, Navis describes a strong woman figure who does not depend on her husband fully. They prefer to divorce their husbands rather than live in a union suffering from heartache. For them divorce is a whip to live more independently with her children.
3.2.2 As a mother

As a mother for children, **bundo kanduang** is required to direct her children to a happy life in the world and the hereafter. Novel *Warisan* by Chairul Harun also shows the role and the position of women as mothers in the family. As stated in the following quote.

*When leaving, his mother has warned not to discuss and involve himself in matters of wealth, both high heirlooms and low heirlooms. "Raf, we never expect your father's inheritance," said his mother* [7].

Through this quote, it can be seen that a mother does not teach greed to her child. Mrs. Rafilus reminded her child not to question inheritance, both high heirlooms and low heirlooms. Mrs. Rafilus only wanted her son to bring his father to seek treatment in Jakarta. As a mother, she only wants the father of her child to be healthy.

Furthermore, Navis also described a woman who surrendered in her life. She accept what has become her habit. Beside being weak, she is also lazy to explore the potential within herself. She lives surrendering without the best hope. Many things she can do to get a better and more decent life. However, in general feel enough with what is and what is destiny. This can be seen at the following point.

*He was rightly looking at the woman's face one by one. He wants to capture their thoughts, desires, and the willingness of their lives. But their faces just seemed to be. As weak, as lethargic, and just as stylish. Generally they are already elders, people who feel themselves almost to the grave. Young women who still have a future, not many people. Most of them are widows. It doesn't change with the village anywhere, only parents who diligently come to Surau to hear the teacher explain religion. Whereas young people think that at some time they will come anyway* [8].

When these women get a role model that will bring them in a better direction, it turns out they only focus on their people, not the teachings or knowledge they bring. They live in a long way and don't want to change in a better direction for tomorrow. As seen through the following quote.

*The women in the village are only followers, not followers of their teachings. He did not like the worship of people, she did not like the old system of the fatherhood* [8].

3.2.3 As a Singer in the People

The position and role of women in novels written in the old era period were not found. Even women do not have voting rights in her people, including determining her own way of life. Women are portrayed as a person who has to live a life that has been determined by men, both men in her families and her own husbands. For example in terms of marriage, women are not
given the opportunity to determine her soulmate, but when there is a problem, that woman is considered to bring bad luck. As revealed in the following quote.

*Last time, when I was married to Mr. Acin, nobody needed to ask me questions, did I like to know or not. But after my second child was born, I was divorced, all of them blamed me as an unlucky woman, who was not very good at running. In the aftermath of our lives of three children, no one loved him, let alone help. And now, while I am destitute, everyone agrees to insult me, hurt me. O, they are embarrassed, oo they feel insulted by that event? What is their right to feel ashamed, to feel insulted? [8]*

By looking at some of the quotes that have been described previously, it can be seen that women in carrying out their duties are not as expected from a *bundo kanduang*. Only a handful of people understand the duties and obligations they must do. There are still women who are only concerned with their own affairs, selfish, do not care about the family, and justify any means to achieve the desired goal.

### 3.3 The Position and The Role of Women in Minangkabau-based Novels in the New Era Period

The novels that written in the new era period and considered to represent this research entitled *Tambo* by Gus Tf. Sakai [9], *Bako* by Darman Moenir [10], *Orang Blanti* by Wisran Hadi [11], and *Negeri Perempuan* by Wisran Hadi [12]. Based on Minangkabau customary law, the role of women will be explained in the following description.

#### 3.3.1 As a wife

Apart from being a companion to her husband in a state of joy and sorrow, women in Minangkabau were also described by the author in his work as a member of the clan when he was in the members of her husband, as revealed in the following quote.

*For a woman, or a wife, marriage is not only to become a wife and give birth to children from her husband, but also to be a representative in her husband's family [9].*

The next quotation also shows that women have the same place as men without any discrimination of their rights and obligations.

*But what I want most is something that has been felt since the beginning of the marriage, namely the position of women who are put in place is no less important than men. Even as an owner, women can be very decisive [9].*

Through this quote, it appears that there is a desire from Sutan Balun as a man and the leader wants to put women in Minangkabau adat as calculated people. Even more than, namely as the owner. As owners, women will not be wasted. She has a strong position in determining decisions so that women are not treated arbitrarily, both by power and men.
Furthermore, in the *Bako* novel, the role of *bundo kanduang*, played by the character Ummi, is clearly visible. The female characters from the three novels have given good examples and examples to children and members of their people. They not only struggle with household affairs, but also can defend their families and people. The Ummi character participated in the continuation of the school of her brother's children, both materially and in-person. In fact, she is willing to mortgage her fields for the education of her children.

### 3.3.2 As a mother

In the *Tambo: a Meeting*, the author describes *bundo kanduang's* role and position as a mother. This can be seen from the picture of “mother” from the character Rido. For more details, the role and position of the candidate can be seen in the following quote.

> I love mother and mother loves me. My mother is a mighty person ... [9]
> How are you doing, baby? Mother in the village is always healthy and happy. So it should also be with you here. Always mother prayed, hopefully you will be overflowing with Allah's energy and intelligence [9]

Through quotations that have been explained that a mother gives love and affection to her child wholeheartedly. Even though her child is an adult, she will continue to pray for her child so that she will always be in the protection of the Almighty God and hope that her child will gain strength and kindness. No matter how hard a mother will still say fine and always happy so that her child is not worried. This can be seen from the mother's statement to her son Rido that she is in good condition and happy in the letter she sent. Even though the situation is not necessarily what she said.

A woman carrying out her role as *bundo kanduang*, *Bundo* is usually assisted by her daughter named Reno. Reno works outside the city. If *Bundo* needs Reno, *Bundo* will tell Reno to go home. That is, *Bundo* cannot work alone in carrying out functions so she needs other people who are still one people. That is as seen in the following quote.

> Because the situation was getting worse, Bundo always tried to persuade Reno to go home. Beside helping to manage the results of the fields and fields, it is especially important to participate in carrying out the main functions in the community, as the culmination of adat. [11]

Through this quote, it can be seen that *Bundo* also gives Reno full authority to decide a case. *Bundo* never regrets and blames every decision Reno has made. If Reno has decided on a case, that decision is a *Bundo* decision which must also be obeyed as well as obeying *Bundo*’s decision.

### 3.3.3 As a protector for her community

Aside from being a mother, *bundo kanduang* is also a brave man to defend herself, her family, and her people. Sometimes a *bundo kanduang* must also be able to be a single parent. It can also be seen in the following quote.
... my mother was the only woman in our village who dared to bring a message from someone to someone else during the PRRI period. My mother was the only widow in our village who did not need another man after her husband died, even though at that time she was still young, beautiful and radiant [9].

And from my mother, Bundo, I found a firmness wrapped in tenderness. It was really the most amazing woman ever. History and life have forged themselves in such a way, made him different, more than any woman [9].

Based on the quotation, it can be understood that a bundo besides being a mother, she can also play a role as a hero for her people. To be a hero in defending her people, demands courage and intelligence. Even in the novel it is illustrated that women as mothers can also maintain survival without having to depend absolutely on her husbands. That is, she can be a savior in the family when her husband dies or sick. She can be tough to face the problems faced in running life as an independent person. Women also accept problems faced by children an people, before she tells men or mamak-nya to be resolved.

In the novel Orang Blanti, bundo kanduang should also be considered a figure in adat. However, the position of bundo kanduang is not as it should be. This is because men as the head or mamak are more powerful than bundo kanduang. This can be seen in the following quote.

... there is no word she can say. How great a fight between grandma and her own younger brother Datuk Tuo, to seize the inheritance. Grandma relented to avoid division. Just accept what was decided. Heritage land must be shared. Islanders who work are also divided [11].

Through the above quotation, it can be seen that grandmothers as women in the people who do not have the power to defend the land of pusako. As a woman in the community, grandmother has the power to defend the pusako land so that it is not divided and sold. This was due to the power possessed by Datuk Tuo as a man who should have maintained that the inheritance remained the rights of women or bundo kanduang.

3.3.4 As Community Members

Aside from being a person who carries out the household and family needs, women in the novel Bako have tasted formal education and are involved in the activities of the organization, both political and humanitarian. Thus, the mindset depicted through the Ummi figure is more advanced than the role of other women who only take care of the household without prioritizing education and knowledge, such as the Ummi figure presented through the following quote.

The women in my village, to say a few ancient stories, but still often actual, after her menstrual period came her husband's immediate search ... and she was not surprised if she was made
second, third, and so on, she was only at home cooking and giving birth. At least, my ummah is not willing to take these methods. She ventured to take a role in the community which is usually done by men [10].

Women as *bundo kanduang* figures not only as ordinary or "home-made" women. Aside from being a mother to the children of her relatives, Ummi also cares about education, both for herself and her family. Ummi also participates in the community to fight for women's rights. Even a *bundo kanduang* must be able to attend to all the problems faced by people around the people and nagari. He does not only think of himself and his own family, but also must care for the people around her. *Bundo's* attitude can be seen in the following quote.

... While *Bundo* is busy with the *Nagariko* community. All problems, ranging from the lack of rice to be cooked daily to the affairs of law-in-law, divorced marriage, child birth and all the affairs of the dilation of the diladan with affection. *Bundo* cannot avoid because she is the mother, mother of all residents of Nagariko ... [11]

*Bundo* acts as a parent in *Nagariko* society. *Bundo* takes care of all the problems with compassion, starting from the procurement of rice, daughter-in-law, divorce, and so on.

4. Conclusions

A woman in Minangkabau’s society has a position and the rule as a *bundo kanduang*. As a *bundo kanduang*, a woman must have a good characteristic. She can act as a wife, a mother from her children, a singer from her community. The position and the rule of a woman as *bundo kanduang* is described in some novels by Minangkabau’s author. They divide the novels into three division. They are the position and the rule of woman as bunda kanduang in long period, the the position and the rule of woman as bunda kanduang in new period and the position and the rule of woman as bundu kanduang in reform period.

Reference

Love, Friendship, and Teenagers Social Conflict in Novel *Things About Him* by Nara Lahmusi

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Abstract. This article contains a discussion of teenagers issues presented in novel *Things about Him* by Nara Lahmusi. The purpose of this study is to: 1) describe the problem of teenagers love in the novel *Things about Him* by Nara Lahmusi; 2) describe the issue of friendship in the novel *Things about Him* by Nara Lahmusi; 3) describe teenagers social conflicts in Nara Lahmusi's novel *Things About Him*. This research will be carried out in several stages. The first stage of this research is the literature study by collecting references that have relevance to the research problem from various sources. The second stage of this research is data collection with the following steps: 1) reading the novel that has been used as an object of material intensively; 2) identify aspects related to the research problem; and 3) record the results of identification. The third stage is data analysis, and the last stage is to reveal the results of the analysis and discussion. Based on the analysis and discussion, it can be concluded that 1) the love problem expressed in the novel *Things about Him* by Nara Lahmusi is the love of school-age youth with all its problems. The problem of love is presented in a simple style typical of teenagers. The love problem that is described in this novel as a representation of teenage life, especially urban teenage life as a form of popularity. This can be seen in the author's description and narration displayed through his characters. 2) friendship in social groups will form the dynamics of relationships that tend to remain. This is a strategy in maintaining the group. Conflict will arise if one part of the group resigns or moves to another group. The pattern of teen friendship expressed in this novel is a representation of popularity. 3) teenagers social conflicts contained in this novel include: family conflicts (parents), social conflicts (friends).

Keywords: Love, friendship, teenagers, social conflict

1. Introduction

In the latest development of Indonesian literature, one interesting phenomenon to be studied and researched is the emergence of popular novel genres. The emergence of popular novels has given a new color to the development of modern Indonesian literature. The presence of popular novels cannot be underestimated, due to the fact that popular literature has placed itself in an important position in the development of Indonesian literature. Popular literature has become a part of the study, analysis, criticism, and study of Indonesian literature.

As a literary work, popular novels are able to express and reflect various social phenomena that occur in society. The life of the people featured in popular novels is a reflection of the social reality of the community. Thus, popular novels depict a reality, a culture because literature is a product of culture. Swingewood (1972: 43) argues that literary works are social reflections, so that the birth of a literary work is inseparable from the socio-cultural aspects of society. Lotman (in Faruk, 2005: 47) revealed that literature is a discourse that models an unlimited universe in a limited imaginary universe.

Popular literature is often treated as inferior and has no aesthetic value. Ariel Heryanto cited popular literature as an example of literature that grew up in the “bottom”, “margins, or “outside” literary forums. Popular literature is considered not worth enough to be noticed or valued (Faruk, 2005: 99). Thus, the position of popular literature is constructed lower than “inaugurated” literature. The concept of separating Indonesian literary works is seen as a practice of hegemony. The hegemony was formed by the formation of the assumption that official literature had the highest place and the satra outside it was positioned at the lower strata. (Faruk, 2005: 99).
On the other hand, popular culture is a study that is not easy to learn because it involves dimensions that are quite sensitive in society. It is in this context that studying popular literature as one of the products of popular culture is important. Popular literature is useful to explain the cultural phenomena of the creator and audience (Adi, 2011: 11).

Thus, popular literary works are a cultural product. As a cultural product, popular literature is a part of people's lives. Its existence is even more complex, in line with the increasing complexity of various socio-cultural phenomena that occur in society.

In the last decade, popular novels in Indonesia have increasingly presented various and varied forms with the publication of chick-lit and teen-type novels. The presence of chick lit and teenlit became one of the literary phenomena which gave birth to many reactions from various readers. The phenomenon of the presence of these novels is one marker of the revival of popular literature in the world of Indonesian literature. This implies that the emergence of popular novels adds to the treasury of the development of the latest Indonesian literature.

The problem of love, friendship, and adolescent social conflict is one of the problems that is often expressed in popular novels. One popular teenlit novel that expresses the problem of love, friendship, and teenage social conflict is Nara Lahmusi's novel *Things about Him*.

In accordance with the research problem, this research used the theory of sociological literature. The sociology of literature as suggested by Levin (in Elizabeth and Tom Burns, 1973: 31). According to Levin “literature is not only the effect of social causes but also the cause of social effects.” Levin's statement provides a direction that the study of literary sociology can be towards the relationship of the mutual influence between sociology and literature.

In literary sociology, first of all literary works can be social documents and can be a picture or mirror of society at an age. In this view, literature is a direct description of various aspects of social structure, family relations, and class conflict. The researcher is tasked to connect the imaginary experiences of the author and the historical climate gained by the author. The novel represents the world, this concept must be held because of the enormous influence in the study of literary sociology (Swingewood, 1972: 13).

In the relationship between sociology and literature, Swingewood (1972: 15) presents a positive outlook. He did not side with the view that considers literature as merely a side material. He reminded that in conducting a sociological analysis of literary works, critics must be careful in interpreting the slogan “literature is a mirror of society” because literary works were created by authors using a certain set of equipment. The great author does not merely describe the social world rawly, but he has an urgent task, namely to play the characters in a fictional situation to express and find value and meaning in the social world.

Meanwhile, Teeuw (1983: 11) explained that literature was not born in a cultural vacuum. Therefore, literature can be considered as a socio-cultural record or document. The same thing was also stated by Junus (1986: 3) that literary works are socio-cultural documents that express the socio-cultural reality of a society at a certain time. Literary works are not seen as a whole, but rather from socio-cultural elements in them as elements that are free from the unity of the work.

Sociology of literature covers many aspects. Swingewood (1972: 13) explains several perspectives relating to the sociology of literature. The first of the most popular is research that views literary works as social documents in which they are a reflection of the situation at the time the work was created. Second is the study of literary sociology that emphasizes the social situation of the author as the person who produces a literary work. The position of the author in the community and historical background greatly influences the development of literature because when the text was created it was much influenced by the historical background of an era. The third perspective in the study of literary sociology is how researchers trace public acceptance of a literary work or community reception of a literary work.

2. Methods

The research method is determined and selected according to the characteristics of the object of study. In this connection, literature as a science has its own scientific characteristics. Chamamah-Soeratno (2001: 12-13) explains that literary research has the truth of its own method although it is still scientific. The application of scientific methods in literary research also needs to consider the nature of literature that shows universal but at the same time special or unique phenomena.

The data in this study are words, phrases, or sentences contained in the novel that relate to the problem under study. The data source of this research is novel *Things about Him* by Nara Lahmusi.
This research is a qualitative research with descriptive method. According to Bogdan and Taylor (in Moleong, 2002: 3) qualitative methods are research procedures that produce descriptive data in the form of written or oral words from people and observable behavior. This research will be carried out in several stages. The first stage of this research is the literature study by collecting references that have relevance to the research problem from various sources. The second stage of this research is data collection with the following steps: 1) reading the novel that has been made as an object of material intensively; 2) identify aspects related to the research problem; and 3) record the results of identification. The third stage is data analysis, and the last stage is to reveal the results of the analysis in the form of a research report.

3. Result and Discussion

3.1 Love in Novel Things about Him by Nara Lahmusi

The issue of love is a problem that is always present in popular Indonesian novels. The problem of love expressed explicitly illustrated through the characters presented. Interest in the opposite sex usually starts from an accidental encounter, or through a third party. Relationship sometimes also begins with a dispute and displeasure with a partner who ultimately leads to love. As illustrated in the following quote.


The quote describes the character Cinta who falls in love with Jason. In fact, Jason is a man who was hated by Love before. However, Jason continues to try to get love Cinta in various ways. Giving serious attention and always caring about Love is a step for Jason to approach Cinta. Over time the character Cinta has a fondness for Jason. In fact, the first love of Love is Dion. Depictions of love like this are characteristic in teenagers.

Love for Jason is also illustrated in the following quote.

"Tapi, itu semua terhenti sejak gue bertemu Jason. Dia yang mengembalikan hidup gue, Dion. Dia yang perlahan, mengikis rasa sedih gue yang terasa tertumpuk karena kehilangan lo. Untuk itu sekarang gue ingin ngucapin selamat tinggal. Hati gue sekarang sudah memilih Jason buat dia tinggal di dalamnya. (Lahmusi, 2018: 224)

Changes in feelings in a relatively short time is a natural psychological thing for adolescents. Teenagers have characters that are still unstable, tend to change, and think instantly and have a dominant emotional aspect.

3.2 Friendship in Novel Things about Him By Nara Lahmusi

As a form of popularity, adolescents are usually joined in certain groups which they call gang. These groups usually consist of several people who have the same character, dimensions, vision. They in the group become formed a friendship. This arena is a place to meet, gather, play, and also as a means to solve various problems faced by group members. Within groups, there are usually conflicts and conflicts between members as a form of self-expression. In its existence as a group, competition will usually also occur with other groups (gangs). Competition between gang groups is common in teenagers’ lives. Competition is one of the directions raised by adolescents as a form of culture and as a venue for defending groups from the threat of other groups.

Competition among adolescent groups is not only in love, but there are also other competitions, such as in the form of competitions (basketball, photography, cheerleaders) and in the form of seeking the attention of others.
In the novel *Things about Him*, also illustrated how the relationship of friendship and competition between adolescent groups. As performed by the characters Love, Jason, Dion, and Ramon. This is seen in the following quote.

“Gue nggak punya siapa-siapa lagi Ta selain Claudia. Cuma dia yang selalu ada buat gue. Tapi sekarang dia sudah pergi.
“Lo kan masih punya gue, Mon. Inget, gue temen lo. Gue bakal selalu jadi temen lo.”
“Seharusnya gue benci sama lo sejak awal Ta. Karena ketulusan lo nggak bisa ngelakuin hal jahat itu.
“Jadi, kalau bukan Jason, siapa yang mukulin lo waktu itu?” tanya Cinta pelan.
Tangis Ramon terhenti, berubah jadi kebencian. Tangannya mengepal hebat. Dalam sorot matanya ada luka yang dalamnya tak sanggup kubayangkkan (Lahmusi, 2018: 185).

The quote illustrates that in adolescent social groups, conflicts often occur, conflicts within groups, as well as with other groups. This pattern of friendship is an identity of popular culture that makes teenagers the central figure.

**Teenager Social Conflict in Novel *Things about Him* by Nara Lahmusi**

Psychologically, adolescence is a transitional age between childhood and adulthood. At this age, synonymous with various problems and conflicts. Even small things can become big problems. Adolescent social conflicts in this novel are seen in individual conflicts, conflicts in social groups (gangs), and conflicts in the family.

In the novel *Things about Him*, the character Cinta as the main character has a family conflict with parents (mama). The treatment of his mother who is always busy with his personal affairs, regardless of family, father, and children (love). Her mother's behavior had an influence on Cinta's personality. Love becomes emotional, irritable, easily offended, often broken hearted and disappointed. The relationship that is not harmonious between his parents gives psychological impact on the personality of Love. The love conflict with his mother is seen in the following quote.


The relationship that is not harmonious between her parents has an impact on the psychological personality of Love. Environmental influences affect a person's personality, especially family environment. The attitude of non-love Love towards her mother is illustrated in the following quote.

“Kenapa dia nggak mau menemuiku, Pa?” Tanyaku semakin sedih.
“Papa yang melarangnya, Papa takut kamu belum bisa memaafkan mama,
“Nah, kan Papa benar, kamu masih dendam.”

Teenager social conflict can originate from oneself, groups and from families. All of these things give psychological influence on the development of adolescent personality.
4. Conclusion

The presence of popular novels has given a new color to the development of modern Indonesian literature, as well as a representation of modern society. The issues expressed therein are also increasingly complex and universal. These issues include issues of adolescent love, friendship, social conflict as a reflection of urban society. As revealed in the novel *Things about Him* by Nara Lahmusi.

References

Challenging Factors Affecting Students’ Speaking Performance

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Abstract. This research was carried due to the lack of students’ to achieve their fluency and proficiency in English speaking skill at English Department of University of Muhammadiyah Sumatera Utara. The present study aims to investigate the students’ speaking problems and seeks the underlying factors contributing those matters. This research applied descriptive qualitative design by collecting the documents, observation and interview data. Then the data was analyzed by using qualitative data analysis with Miles and Huberman data analysis by covering data collection, data display and conclusion drawing/verification. The was data obtained from the questionnaire with 125 EFL second year students, individual interviews with lecturers, and class observation. The result showed internal factors surprisingly dominated the difficulties in their speaking performance namely the students’ lack of vocabulary and their hesitance or reluctant feeling of making mistake and being afraid to be. However it will matter a lot for them if the lecturers conduct the suitable teaching approaches by helping the peers, and classroom organization.

Keywords: challenging, factors, speaking, performance

1. Introduction

In Indonesia studying English as foreign language is fundamental for the necessity presented in this globalized world since science and technology are the world culture and the means to acquire and keep up with the development of science and technology. Speaking English tends to be the most important skills of all the four skills because people who know a language are usually referred to as speakers of that language. In Indonesia, the achievement of English speaking proficiency has been more and more concerned by most English-majored graduate for its indispensable role in international communication relationships arisen from the recent trend of global integration. Such the impact has brought about the fluency and proficiency of English speaking skills as one main objective in curriculum of English language program at most universities especially in English education program. But the fact showed that it is still challenging for numerous English language undergraduates to fully achieve speaking skills, especially for second-year students in University of Muhammadiyah Sumatera Utara, Indonesia.

A number of empirical studies have examined the same research concern related to difficulties encountered by university EFL students while participating in oral classroom activities. For example (V.P., H.T., & P.T.M., 2018) studies the major difficulty revealed by the participants is lacking vocabulary to express ideas in speaking English with over two third
of agreed responses (79.4%). Another problem agreed by nearly 65% is the limitation of English speaking strategies. The study then pointed that both teachers and learners indicated that lack of vocabulary is one of the major factors in students’ inability to speaking English (Khan, Radzuan, Shahbaz, Ibrahim, & Mustafa, 2018) found that. Another study by (Al-Jamal & Al-Jamal, 2013) investigated the difficulties that may be encountered at six Jordanian public universities by collecting the data from a survey questionnaire and semi-structured interviews and revealed that most student participants faced challenges with the limitation of oral skill, lack of speaking time, and crowded classes as the most highlighted factors. (Ariyanti, 2016) examined that psychological barriers also appear in discussion session, where in this case some students do not want to participate because they are too afraid of making mistakes, lack of self-esteem and motivation so they prefer to keep silent in the class.

The findings emphasised the challenges with regard to (1) learners’ issues such as lacking vocabulary and limitation of English speaking strategies; (2) learner’ limitation of oral skill, lack of speaking time, and crowded classes; and (3) learners’ psychological barriers. Specifically, the findings similarly analysed challenges stemmed from learners’ weaknesses in speaking English and proposed the necessity of lecturers’ ready supports by diversifying their teaching activities. Since research on this aspect in Indonesian universities settings has been sparse, this study intends to adjust those findings and proposes the necessity of lecturers’ ready supports by diversifying their teaching activities.

Consequently, with regard to helping English-majored students learn speaking skills more effectively, the current research is aimed to explore that promote or hinder the students’ speaking performance and possible measures to tackle such challenges.
2. Method

This descriptive qualitative research aims to investigate the students’ speaking problems and seeks the underlying factors contributing those matters. The subject of the study was 125 EFL English department students on the second year of University of Muhammadiyah Sumatera Utara, Medan in the first academic year of 2018/2019. For the purpose of this study, the researchers conducted a. Close observation technique, the researcher acted as non-participant observer and didn’t participate and interfere in teaching speaking subject. A checklist was also given each time they face challenges during guided English conversation b. Video and audio recording, every activity among lecturer and students was recorded c. Interview technique, which was used to seek the barriers appeared during conversation. The students were given 6 questions relating difficulties related to students’ internal factors in speaking performance and 6 questions relating to external factors referring how the lecturers taught them. Furthermore the research data was analyzed by using qualitative analysis, code data and look for themes related to the research focus. In analyzing the data, the researcher concerned with the components of data analysis in interactive model proposed by Miles and Huberman (1994).

3. Findings and Discussion

The result showed the difficulties related to internal factors of EFL English department students (n= 125) for the present study comprised on a 3-point Likert scale, ranging from agree (1), not sure (2), disagree

3.1 Difficulties related to internal factorsof EFL students

The table below showed the factors as the students’ challenges in their speaking performance

<table>
<thead>
<tr>
<th>When speaking English, …</th>
<th>Agree %</th>
<th>Not sure %</th>
<th>Disagree %</th>
</tr>
</thead>
<tbody>
<tr>
<td>I lack vocabulary to express ideas</td>
<td>82.1</td>
<td>12.3</td>
<td>5.6</td>
</tr>
<tr>
<td>I do not know English speaking strategies</td>
<td>60.7</td>
<td>32.7</td>
<td>6.6</td>
</tr>
<tr>
<td>I have limited chances to involve speaking activities</td>
<td>25.4</td>
<td>43.2</td>
<td>31.4</td>
</tr>
<tr>
<td>I lack motivation in speaking English with classmates</td>
<td>31.2</td>
<td>28.9</td>
<td>39.9</td>
</tr>
<tr>
<td>I feel afraid of making mistakes and being criticised by classmates</td>
<td>69.2</td>
<td>27.8</td>
<td>3</td>
</tr>
<tr>
<td>I feel shy</td>
<td>54.4</td>
<td>28.2</td>
<td>17.4</td>
</tr>
<tr>
<td>Mean value</td>
<td>57.55</td>
<td>28.55</td>
<td>12</td>
</tr>
</tbody>
</table>
Based on the table 1 above showed challenges faced the EFL students themselves in speaking performance related to the internal and external factors. For the first type factor, lacking vocabulary in expressing their idea placed as the major challenge with the percentage of 82.1. Another problem agreed by 62% is their hesitance or reluctant feeling of making mistake and being afraid to be critized as their internal factors. However, the difficult factor dealing with limited chances to get involved speaking activities gets fewer responses with only 31.2%. Significantly, most of them agreed with lacking vocabulary as the significant hindering factor (82.1%) (Table 4).

The findings are in line with those of the previous studies (Al-Jamal & Al-Jamal, 2013) and (Ariyanti, 2016) (Cabe & Selatan, 2012) regarding the lack of vocabulary, confidence and motivation as inhibiting challenges for EFL students in their performance in speaking.

### 3.2 Difficulties related to external factors of EFL students

Regarding the second type of factor, in the current study; there were several external factors investigated namely lecturerer’s teaching method, teaching curriculum and syllabus, in-class learning environment and extra-curriculuma activities. The table 2 showed those factors as the barriers that existed as the external factors coming from outside of EFL students.

**Table 2.** Challenges as the external factors related to the lecturers’ teaching method, teaching curriculum and syllabus, in-class learning environment and extra-curriculuma activities

<table>
<thead>
<tr>
<th>Statements</th>
<th>Agree %</th>
<th>Not sure %</th>
<th>Disagree %</th>
</tr>
</thead>
<tbody>
<tr>
<td>When learning English speaking skills, I find that lecturers did not create interesting activities in class</td>
<td>5.1</td>
<td>21.5</td>
<td>73.4</td>
</tr>
<tr>
<td>When learning English speaking skills, I find that Lecturers did not correct mistakes of speaking</td>
<td>19.4</td>
<td>20.1</td>
<td>60.5</td>
</tr>
<tr>
<td>I find that teaching curriculum limit learners’ English speaking practice</td>
<td>23</td>
<td>15</td>
<td>62</td>
</tr>
<tr>
<td>I find that the assessment of speaking practice was not regularly applied</td>
<td>22.1</td>
<td>6</td>
<td>71.9</td>
</tr>
<tr>
<td>I find that the number of native teachers in language skill classes is limited</td>
<td>18</td>
<td>34.2</td>
<td>47.8</td>
</tr>
<tr>
<td>I find that some of better students dominate speaking English in class</td>
<td>12</td>
<td>40.9</td>
<td>47.1</td>
</tr>
</tbody>
</table>
As indicated in Table 2, most student respondents disagreed with the difficulties caused by their lecturers’ teaching methods with the disagreed responses which were much higher than the agreed ones. In particular, the same percentage of student respondents highly disagreed with their lecturers. The interviewed lecturers also confirmed their teaching methods which were not appropriate for all students in speaking classes. Then referring to teaching curriculum and syllabus, the findings from lecturers’ interviews and focus group interviews revealed that the participant disagrees that lecturers’ teaching curriculum limit learners’ English speaking practice. It is proven by 62% disagrees with that statement and significantly the participants’ response to disagreement reveals 71.9% to the assessment of speaking practice was not regularly applied. The interviewed participants also mentioned limited number of native teachers in language skill classes as the most challenging external factor for students’ speaking performance. Additionally, the class observations indicated that the results of interviews with lecturers and students shared the same findings as those of the survey questionnaire with respect to crowded classes and immovable tables and chairs which prevented students’ speaking performance.

These findings are in line with the previous studies (Huang, 2010; Sime & Priestley, 2005; Souriyavongsa, Rany, Jafre Zainol Abidin, & Lai Mei, 2013) in terms of hindering factors for students’ speaking practice. The role of vocabulary mastery in speaking development owned by EFL students and their hesitance or reluctant feeling of making mistake and being afraid to be criticized as their internal factor in university of Muhammadiyah Sumatera Utara placed as the dominat factors as challenged as in line with the previous study (Khan et al., 2018) (Ariyanti, 2016) (Andrade, 2006; Breckler, Teoh, & Role, 2011)(Sime & Priestley, 2005) and significantly the external factors related to the lecturers’ teaching method, teaching curriculum and syllabus, in-class learning environment and extra-curriculum activities contributes less than internal factors of EFL students.

4. Conclusion

The current study with EFL students of University of Muhammadiyah Sumatera Utara shows that the challenges faced by them in speaking performances caused dominantly by two factors namely internal and external factors. Internal factors which are related to learners themselves while external factors regarding lecturers’ teaching methods, teaching curriculum and syllabus, in-class English learning environment, and extra-curriculum activities. Internal factors surprisingly dominated as the challenges from other factors, namely students’ lack of vocabulary and English speaking strategies, limited number of native teachers, limited English speaking environment. With regard to external factors, the following concerns are recommended. First of all, it is recommended that should flexibly apply different teaching strategies that may reduce their use of mother tongue in their classes such as integrating various speaking performance, updating information related to English programs, cooperating with other lecturers of language skills to organise more English programs and share teaching experiences. After that the university and the school administrators should reconsider the improvement of curriculum and syllabus regarding teaching textbook to provide students with frequent opportunities of speaking supported by the good facilities.
Regarding internal factors, the researchers recommend the EFL students need to get more activeness in independent learning style and having better critical thinking that in line with their speaking performance. Joining English speaking club and English debate society significantly assisting them great in building their confidence in speaking. In addition, there should be studied to find out the updated strategies or methods in teaching English speaking.

Acknowledgments

This research was supported/partially supported by University of Muhammadiah Sumatera Utara. We thank you for the head of English education department who provided insight, expertise and comment for improving this research. We would also like to show our gratitude to the EFL students on the second year for participating during this research.

References


Trait Measure of Thesis Proposal Assessment to Develop Assessment Criteria

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Abstract. The objective of this study was to provide an overview of designing trait measure of thesis proposal to develop assessment criteria for English Teacher Education Program. The thesis proposal assessment design sometimes fails to look at student ability. Lecturer as a designer may unsuccessful clarifies to students what they need to do within their assessment, and how well they need to do it. Based on the observation and interview, it found lecturers who used several assessment rubric to assess students thesis proposal. To enhance the homogeneity of assessments and the ability to communicate thesis proposal both with students and colleagues. Field research and library research were conducted to construct trait measure. Based on the result, The assessment criteria of thesis proposal was constructed from two trait measure or taxonomy in rating scale development_ Accuracy and Content.

Keywords: trait measure, thesis proposal, assessment criteria

1. Introduction

Assessment criteria (sometimes referred to as scoring rubric or proficiency scale or rating scale)[1] is a tool which is realizations of theoretical constructs, of beliefs about what writing is and what matters about writing. Assessment criteria respect to quality assurance and enhancement, assisting courses, programs and institutions to measure the extent to which learning outcomes have been achieved[2]. The use of criteria has the advantage of ensuring flexibility in allocating marks to students’ essays [3]. It makes the process of grading more objective, consistent, and quicker[4]. Fulcher [5] points out that many assessment criteria are developed based on intuition conducted lecturers or language testers develop the scale, possibly by adapting an existing scale. Unfortunately, developing and validating assessment criteria is no simple undertaking [6]. Scales should be conceived and designed with the purpose of the assessment in mind [5] [7], [6],[8], should be a good representation of the construct of the evaluation [7], should be designed clearly the grading process, to increase students' writing achievement [9] as well as students' self-efficacy as writers[4], transparent and presented to students ahead of their writing task[3].

Trait measures that are unclear and difficult to implement can be sources of confusion and frustration for lecturers and students alike, as they cannot gain a clear sense of their writing scores, as well as their strengths and weaknesses[10]. Based on the result of observation and
interview, it found that there were some assessment criteria used by some lecturers in a program to assess students’ thesis proposal. To enhance the homogeneity of assessments and the ability to communicate thesis proposal both with students and colleagues necessary to construct trait measure before developing assessment criteria of thesis proposal by lecturers.

This study provides a trait measure of thesis proposal assessment to develop assessment criteria. An assessment criterion (rubric) is designed to provide students clear understanding about the aspects of thesis proposal with lecturer’s guidance; to provide clear and concise feedback to students on how well their thesis proposal does in meeting learning objectives; to encourage discussion among colleagues about improving student learning outcomes and assessment; to provide a tool that can be used by lecturer and students in and out classroom practice.

Furthermore, assessment for the thesis proposal is vital to access the effectiveness of lecturers’ class as they take place, adjust, and adapt to what their students need. Students, in the process of formative assessment, participate actively, learn to recognize and understand what they are learning and what they should do to improve. Besides, assessment for thesis proposal is needed to measure student achievement against learning outcomes, to produce valid and reliable grades and maintain academic standards; and it must be fair, transparent, and equitable.

2. Method

This study was a research and development in designing and developing useful products to improve the quality of education with systematic research procedures[11]. The research design used was Plom design research[11]. Plom research design consists of three-phase: preliminary research, development or prototyping phase, and assessment phase. Designing trait measure of thesis proposal assessment is development or prototyping phase. A trait measure has used a framework for developing assessment criteria. Field research and library research were conducted at State Islamic University Sultan Syarif Riau-Indonesia. The subject of this study was 3 lecturers with 6 classes who taught thesis proposal as learning outcome. Based on the preliminary research, lecturer and students need assessment criteria to assess students thesis.

3. Result and Discussion

The aim of designing a thesis proposal assessment is to make students aware of what is expected from the faculty, get familiar with criteria, and interpret lecturer and peer feedback. Unfortunately, the thesis proposal assessment design sometimes fails to look at student ability. Lecturer, as a designer, may unsuccessful clarifies to students what they need to do within their assessment, and how well they need to do it. However, the lecturers when designing language learning products, they need to pay close attention to each of the four components of students experience, i.e., pedagogy, content, user experience, and interaction. This study used the steps of weigle[8] as a framework to develop an assessment criteria for detailing within each step; it will be provided procedure and outcome supported the literature review that could be followed by lecturers in developing assessment criteria. Historically, lecturer should determine type of writing scale, user, criteria used as the basis for the ratings, scoring level used, and scoring reported
Table 1. The procedure of Developing Assessment Criteria

<table>
<thead>
<tr>
<th>Historically</th>
<th>Procedure</th>
<th>Outcome</th>
<th>Reference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Type of rating scale</td>
<td>Holistic, analytic, primary trait or multi-trait rating scale</td>
<td>Analytic</td>
<td>[8], [12] [13], [14]</td>
</tr>
<tr>
<td>User</td>
<td>Who is going to use the rating scale?</td>
<td>Students</td>
<td>[8] [12]</td>
</tr>
<tr>
<td>Criteria used as the basis for the ratings</td>
<td>Trait measure or taxonomy in rating scale development</td>
<td>* Accuracy involves grammar, punctuation, spelling, and mechanics, vocabulary</td>
<td>[1], [9], [15] [16] [7], [17], [18], [8], [12], [19], [20], [21] [7]</td>
</tr>
<tr>
<td>Scoring level used</td>
<td>Numerical scales divide the continuum into intervals represented by numbers</td>
<td>Scale 5-1 and/or 20-1 to show quality high to low</td>
<td>[22], [8], [7] [12], [6]</td>
</tr>
<tr>
<td>Scoring reported</td>
<td>Values to describe: ‘too many errors’ to ‘almost never makes mistakes’ or from ‘poor’ to ‘excellent’ or from ‘unacceptable’ to ‘excellent’</td>
<td>‘unacceptable’ to ‘excellent’</td>
<td>[1], [8], [12], [6], [7] [23], [10]</td>
</tr>
</tbody>
</table>

Based on the procedure of developing the thesis proposal assessment, this study developed thesis proposal rubric or assessment criteria for English Teacher Education Program students of State Islamic University Sultan Syarif Kasim Riau. The aim of constructing the rubric was to create students’ awareness about the criteria in writing thesis proposal. To be successful in conducting a learning task, students should be aware of what is expected from them (Sadler, 2010).

Fig. 1. Trait Measure of Thesis Proposal Assessment
The assessment criteria of the thesis proposal were constructed from two trait measures or taxonomy in rating scale development: Accuracy and Content. Accuracy is to measure how correct students' use of the language system is including their use of grammar, punctuation, spelling, mechanic, and vocabulary as well as the originality of writing/plagiarism. Content is to measure student’s knowledge, and understanding refers to newest literature on the selected topic and to adopt the decision based on collected and analyzed data.

In the content, the student’s thesis proposal is assessed into three chapters. Chapter I involves Background of the Research, identification of the Problem, limitation of the Problem, Formulation of the Problem, objective of Research, significant of the Research, and definition of key term. Chapter II literature review involves theoretical review, relevant research, operational Concept, and hypothesis. Chapter III research method includes research design, population and sample, technique of collecting data, and technique of analysis data.

4. Conclusion and Discussion

There are analytic scale and holistic scale in writing assessment scores. To be able to identify strengths and weaknesses in a learners’ writing and to provide useful feedback to students, an analytic scale is needed. This trait measure can help lecturer to develop thesis proposal or a thesis. The trait measure was designed for analytic scale. Indeed, A score on writing assessment is not always purely a reflection of the writers’ performance, but the outcome of the interaction between the rater, the rating scale, and the script [6],[7],[8]. Last, Trait measure helps lecturer to develop assessment criteria to create effective assessment.

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References

Contribution of Reading Comprehension and Reading Interest Skills to the Text Writing Exposition Skills

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Abstract This research aims to describe the contribution of reading comprehension skills and reading interest together to the exposition text writing skills of class X high school students in Lima Puluh Kota. This research is a quantitative research using descriptive methods and correlational designs. The population of this research was 776 students of class X of Senior High Schools in Lima Puluh Kota. The sample in this research amounted to 85 students. Next, the data were analyzed by using Pearson Product Moment correlation test, multiple correlation test, t test, and f test. The results of the research is reading comprehension skills and reading interest together contribute to the writing skills of textual exhibitions. Based on the results of the research, it can be concluded that reading comprehension skills and reading interest contribute to the writing skills of exposition text students in class X of SMA Negeri in Lima Puluh Kota.

Keywords: exposition writing skills, reading interest, reading comprehension skills

1. Introduction

Indonesian language learning has a very important position in the 2013 Curriculum. Indonesian is used as a speaker for other subjects. Indonesian language learning has an important position because in the 2013 curriculum Indonesian language learning aims to prepare Indonesian people to have the ability to live as individuals and citizens who are faithful, productive, creative, innovative, and affective and able to contribute to the life of society, nation, state, and world civilization. Indonesian language is also used to develop the ability and reasoning skills [4]. Therefore, learning Indonesian is not only about language knowledge, but also as an actualization of usage in the academic social-cultural context.

Learning Indonesian in the 2013 curriculum is text based. Text-based Indonesian learning is the process of learning the Indonesian language carried out by students whose starting point is from understanding text to making text [3]. At the level of senior high school (SMA) class X there are five texts studied, namely: (1) the text of the observation report, (2) the text of the complex procedure, (3) the text of the exposition, (4) the text of the anecdote, (5) the text of the negotiation. The writing skills of the exposition text are listed in the 4th Core Competence (KI), which is processing, reasoning, and presenting in the realm of concrete and abstract domains related to the development of what they learn in school independently, and are able to use methods according to scientific principles. 4.2nd Basic Competence (KD), producing coherent
exposition texts in accordance with the characteristics of the text to be made both verbally and in writing.

Based on the observation results of some students, obtained information as follows. First, students consider writing learning as a difficult thing, because students find it difficult to develop ideas into coherent writing, especially in the proper structure of the text. Secondly, students find it difficult to compile the right vocabulary. Third, students find writing activities boring. Fourth, students do not understand text functions, text structure, linguistic elements. This was revealed by [8] that writing exposition text learning has not yet yielded satisfactory results. Fifth, sources of reading about exposition texts are still lacking. Sixth, students feel lazy to read books related to exposition text writing skills. Seventh, students' understanding of reading is still lacking. Referring to the study conducted by [2], concluded that reading comprehension greatly affects one's writing skills. The better the reading skills of one's understanding, the better the writing skills they have. The success of the learning process at school can be seen from the learning outcomes obtained [6].

Through this research, it is hoped that we can find out the extent of the contribution of reading comprehension and reading interest skills to exposition text writing skills. Because, in the absence of reading comprehension skills and interest in reading skills exposition text writing has not been created as it should. Therefore, the researcher wants to examine how "The Contribution of Reading Comprehension Skills and Interest in Reading to Exposition Text Writing Skills.

2. Research Methods

The method used in this research is descriptive method with correlational research design. It is called descriptive method because it describes, analyzes and interprets the data in the form of numbers of the studied variables and then finds the relationship between one variable with another variable. Data is taken as it is and there is no treatment. It is said to use a correlational design because this research attempts to. According to [7] the population is all objects or subjects that are the target of research. The population in this research was the tenth grade students of state senior high schools in Lima Puluh Kota. The high schools in the Lima Puluh Kota district that have used the 2013 curriculum in the learning process are SMA N 1 Suliki sub-district, SMA N 1 Guguak sub-district, and SMA N 2 Harau sub-district. Samples are part of the number and characteristics of a population [9]. Considering the large number of population, it is necessary to do a sampling technique. Sampling is done by simple random sampling technique or simple random sampling through lottery. According to [9] it is said to be simple (simple) because the sampling of members of the population is done randomly without regard to strata that exist in that population. This simple random sampling technique is sampling from populations that are considered homogeneous. Simple random sampling, carried out by providing a population member code. Then, all the code is entered into the box, then shaken and issued according to the specified amount. And so on, until all classes in the population have sample members. The codes that come out are used as research samples. So, the samples in this study were SMA Negeri 1 Suliki sub-district, SMA Negeri 1 Guguak sub-district, and SMA Negeri 2 Harau sub-district.

This research consists of three variables, which are as follows. First, the reading comprehension skill variable as the independent variable (X1). Second, the variable read interest as the independent variable (X2). Third, the exposition text writing skill variable as the dependent variable is denoted by (Y). The type of instrument used to collect comprehension reading data is to provide an objective test (multiple choice), while to collect data on students'
reading interest is to use a questionnaire. Furthermore, to collect data on exposition text writing skills used a performance test.

There are three research variables, namely 2 (two) independent variables (X1 and X2) and 1 (one) dependent variable (Y). The independent variable is comprehension reading skill (X1) and reading interest (X2), while the dependent variable is the exposition text writing skill (Y) of class X students of SMA Negeri in Lima Puluh Kota. The data of this study are three namely (X1) is the score reading comprehension skills test results, (X2) is the score of the reading interest questionnaire results, and (Y) is the exposition text writing skills. All three data are collected and processed based on data collection techniques and data analysis techniques.

3. Discussion

In this section, the research findings are explained about the contribution of reading comprehension and reading interest skills to the writing skills of exposition text students of class X SMA Negeri in Lima Puluh Kota. Based on the results of data analysis, the following research findings are obtained. First, reading comprehension skills contribute significantly to the writing skills of exposition text students of class X SMA Negeri in Lima Puluh Kota. Second, reading interest significantly contributes to the writing skills of exposition text class X SMA N in Lima Puluh Kota. Third, reading comprehension skills and reading interest together contribute significantly to the writing skills of exposition text students of class X SMA Negeri in Lima Puluh Kota.

3.1 Contribution of Reading Reading Skills to Exposition Text Writing Skills

Based on the results of research in class X senior high school students in Lima Puluh Kota, it is known that reading comprehension skills contribute to writing explicit text skills. This shows that the students' text writing exposition skills are influenced by their reading comprehension skills. The correlation coefficient of reading comprehension skills on exposition text writing skills is 0.62 with α 0.05. Then, the contribution of reading comprehension skills to exposition text writing skills is 38.44%. Based on the results of these calculations, it is known that the two variables have a positive relationship. It shows that the higher the students' reading comprehension skills, the better the exposition text written by students.

The contribution of mastery of reading comprehension has a simple regression equation \( \hat{y} = 39.83 + 0.59 \times X_1 \). Therefore, the higher the reading skills students have, the higher the value of exposition text writing skills. This is due to students 'reading comprehension skills needed to add students' insights in writing.

This finding confirms that on the one hand, comprehension reading skills contribute to exposition text writing skills, but on the other hand these findings also reveal that comprehension reading skills need to be improved. Reading comprehension skills are needed by students in the learning process so that every reading they read becomes useful knowledge and can add to their horizons. This is in accordance with the opinion of [1], reading is an important activity. Through reading activities can get ideas. This idea can be developed so that from reading comprehension skills possessed can produce writing. Reading is a process that is carried out and used by the reader to obtain the message to be conveyed by the author through the media of words / written language [10]. In a previous study conducted by [5] the achievement level of reading comprehension tests was 14.60%. So, with the connection between reading comprehension skills possessed by someone with the ability to write.

Based on the research findings it can also be concluded that reading comprehension skills of class X senior high school students in Lima Puluh Kota District are already in the category
of more than enough. The results of the analysis of each indicator of reading comprehension skills, namely (1) determine the main ideas with an average value of 60.81 are in the sufficient category, (2) determine the explanatory ideas with an average value of 73.75 are in the category of more than adequate, (3) the views of the author with an average value of 76.62 are in the good category, and (4) determine conclusions with an average value of 58.40 in the sufficient category.

Based on the results of the analysis of the four indicators of reading comprehension, the indicator that gets the lowest average value is the fourth indicator, the indicator determining the conclusion. The low value of the fourth indicator shows that students have not been able to determine the maximum conclusions in the text because of limitations in reading activities. Therefore, teachers in schools are expected to pay attention to student activities, especially in inviting students to do reading comprehension activities so that students are better trained.

3.2 Contribution of Reading Interest in the Skills of Producing Exposition Texts

The results of studies towards class X senior high school students in Lima Puluh Kota District showed that the correlation coefficient of reading interest was classified as more than enough. Interest in reading contributed significantly to the skills of writing text exposition, which amounted to 18.49% because $t_{count} > t_{table}$ or 4.35 > 1.663. This shows that the students' writing text exposition skills are influenced by reading interest. Therefore, interest in reading must get more attention from students and teachers in senior high school in Lima Puluh Kota.

The contribution of reading interest to the skill of producing exposition text has a simple regression equation $\hat{y} = 32.90 + 0.668 \times X_2$. This shows that the more students are interested in reading, the higher the value of exposition text writing skills is because reading interest is able to provide a strong impetus for reading so as to obtain useful information for writing activities.

Based on the research findings, it can also be concluded that the reading interest of grade X students of SMA N in Lima Puluh Kota Regency is in the category of more than enough. The results of the analysis of each indicator of interest in reading, namely (1) the subject's attitude towards the importance of choosing activities with an average value of 71.33 are in the category of more than enough, (2) expressions about things that are of interest with an average value of 70, 79 are in the category of more than enough, (3) individual responses to things that encourage interest with an average value of 67.53 are in the category of more than enough, (4) goals to be achieved from encouragement of interest with an average value 69.45 are in the category of more than enough, and (5) techniques in achieving things of interest with an average value of 72.88 are in the category of more than enough.

Based on the results of an analysis of the five indicators of interest in reading, the indicator that gets the lowest average value is the third indicator, namely the individual's response to things that encourage interest with an average value of 67.53. Even though they are in the category of more than enough, students also need to be reminded that reading interest can add insight to the text, especially in terms of having a high awareness of reading. The teacher must also provide examples of exposition texts and other texts so that students have a high awareness of reading.

3.3 Contributions of Reading Comprehension Skills and Interest in Reading Together to Exposition Text Writing Skills

The results of studies towards class X senior high school students in Lima Puluh Kota regency showed that the correlation coefficient of reading comprehension skills and reading
interest together on exposition text writing skills was quite high. Reading comprehension skills and reading interest contributed significantly to the writing skills of exposition texts, which amounted to 42.25% because $F_{count} > F_{table}$ or $30.14 > 1.663$. This shows that the skills of exposition text writing are influenced by reading comprehension skills and reading interest. Therefore, the skill of writing exposition text should get more attention from students and teachers in SMA N Lima Puluh Kota.

Based on the research findings, it can also be concluded that the writing skills of the exposition text of class X senior high school students in Lima Puluh Kota Regency are already in the good category. Based on the research findings, it can be seen the results of the analysis of writing exposition text of class X senior high school students in Lima Puluh Kota, the average value of students' counts is in the good category (79.69), students' reading comprehension skills in the more than adequate category (67.12), and interests read students are in the category of more than enough (70.05).

### 4. Conclusions and Suggestions

This research describes the contribution of reading comprehension and reading interest skills to the writing skills of exposition text students in class X of SMA Negeri in Lima Puluh Kota. Based on the results of research and discussion carried out in chapter four, several conclusions can be drawn. First, the contribution of reading comprehension skills to exposition text writing skills was 38.44%. The purpose of the data is that reading comprehension skills contribute 38.44% to the skills of exposition text writing, while the remaining 61.56% is influenced by other factors. This shows that reading comprehension skills contribute directly to exposition writing text skills. Therefore, the better the reading comprehension skills, the better the students' exposition text writing skills. Conversely, the lower the reading comprehension skills, the lower the students' exposition text writing skills.

Second, the contribution of reading interest to the exposition text writing skills was 18.49%. That is, interest in reading contributed to the writing skills of exposition texts by 18.49% while the remaining 81.51% was influenced by other factors. This shows that interest in reading directly contributes to writing exposition text skills. Based on the results obtained by students' interest in reading must be improved. If students' interest in reading is high, the exposition skill of writing exposition texts will also be high. Conversely, if students' interest in reading is low, their exposition text writing skills will also be low.

Third, the contribution of reading comprehension and reading interest to the exposition text writing skills was 42.25%. That is, reading comprehension skills and reading interest together contribute to the writing skills of exposition texts by 42.25%, while the remaining 57.75% are influenced by other variables. This shows directly that reading comprehension skills and reading interest together contribute directly to the writing skills of exposition text students of class X SMA N in Lima Puluh Kota. Students who have good reading comprehension and interest in reading skills can certainly improve their students' exposition text writing skills, although there are still many other variables that affect the exposition text writing skills.

Based on the results of the research, the following things are suggested. First, students should increase activities in reading, especially in terms of reading comprehension. This is done so that students gain a lot of knowledge and knowledge. They also must understand the reading they read. Furthermore, after the known contribution of reading comprehension skills to exposition text writing skills by 38.44%, students should further enhance reading comprehension skills. Thus, the higher the level of student understanding, the more quality the
writing produced. Likewise with the interest of BCA students, the higher the interest in reading, the higher the student's knowledge.

Second, teachers are expected to improve their quality of education. The teacher must be able to invite and convince students that every material contained in books, magazines and newspapers is very useful for them. In addition, although the teacher is only a facilitator, the teacher must also provide encouragement and understanding of concepts to students. So they have a clear grip on practice and feel more confident.

References
Lecturer’s beliefs and practice in integrating digital literacy into lesson

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Abstract. This is case study at University level, Padang Indonesia, aimed to examining lecturer’s beliefs and practice in integrating digital literacy into lesson. The data taken base on lecturers’ interviewed following observations in class to explore lecturer’s practice in using digital literacy. The participants of this study were four lecturers who teach English reading and writing. The data were analyzed qualitatively by explaining lecturers’ beliefs of integrating digital literacy and their practice. As the result, the lecturers who teach writing and reading at university have a strong belief that integrating digital literacy into the lesson is essential to do. Unfortunately, in practices, the lecturers use digital literacy limitedly on e-learning that must be used in the university as the requirement. It suggested that the lecturers should balance the reflection of their beliefs and practice in integrating digital literacy into lesson.

Keywords: beliefs, practice, and digital literacy

1. Introduction

In digital era, involving in educational world, digital literacy is an important issue to support development of teaching and learning process. Digital literacies are commonly understood as the various skills that can be learned to use information from technology. This become the demand of 21 century skills concerning to teachers’ creativity in classroom practice. The skills and abilities of 21st Century need to teach such skills that taxonomies, theorists, and researchers have emphasized the need for critical reading, synthesis of sources, and collaborative work [1].

Many perspectives offer recommendation on digital literacies to be practiced in the classroom [2]. In some ways, technology should be balanced in education that the skills students need for the future work is an issue that should be related to the college curriculum development. It means that individuals need to be mastered both technology and information literacy. This challenge should be considered by teachers related to the use of digital literacy in improving their teaching. So, it is suggested that in particular, information and communication technology skills should also be involved in teaching programs [3].
But, digital practices and information and communication technology skills becomes the problem related to digital literacy since the use of incomplete open resources, [4] and few teachers realized it in school contexts. So that, digital literacy is not easy to be implemented in classroom practice, the teachers need to integrate and develop digital literacies into lessons, curricula, and programs [5]. In this case, teachers’ beliefs about digital literacy can guide the teachers to make it into practice in teaching learning process because beliefs is important for teacher to enrich their skill to evolve knowledge related to better understanding of using digital literacy in classroom.

Teachers’ beliefs are assumed regarding to educational issues as the filter for instructional and curricular decision and actions [6]. Beliefs appear from the perspectives that what teachers feel to be success on making plan for classroom activities [7]. Beliefs also come from the past experience in teaching that give benefit for the teachers to make decisions for future teaching practice. Beliefs are also useful to guide teachers in preparing their teaching strategies that influence teacher’s well-being, in creating language learners’ learning environment, motivation, language achievement and ability [8]. In short, teachers’ beliefs are important to improve educational process.

Concerning teaching practices, teachers acts are based on their beliefs [9]; thus in teaching learning process, the teachers need to be aware of their beliefs that related to their view of language, the social context of language, learning and learners, and also teaching situation. All these issues are related to globalization and digitalization that have been reshaped the communication that affect how and with whom to communicate [10].

Although beliefs are important to be considered in classroom practice, it is also possible for teachers to change their beliefs. In technology based classroom, teacher’s educational beliefs can change substantively, demonstrating various views which shows that it is easier to change classroom practices rather than educational beliefs [6]. This condition is possible happened in other classrooms to be research. To be related with that, it was found that there were gaps between teacher’s beliefs about teaching and the practices in the classroom [11]. It is commonly faced by the teachers that what they believed and their practices are different, because beliefs are considered as an ideal while practices are the realities.

This article is aimed to evaluate teachers’ beliefs and practice in integrating digital literacy into the lesson, as case study in Padang Indonesian context, specifically in teaching English reading and writing at university level. It examines the relationship between the beliefs and classroom practice of the lecturers who teach English as a Foreign Language (EFL) in university level, because it is assumed that beliefs and practice are interrelated [6]. The analysis and discussion of the data were carried out under the research questions identified as how is lecturers’ beliefs about the importance of using digital literacy in English Reading and Writing classes? How does the development interpersonal and social process happen in digital literacy utilization? How lecturers’ practice of using digital literacy in teaching and assessment?

2. Review of Related Literature

2.1 Digital Literacy

Although the term of digital literacy has been used in 1980, nowadays it still becomes the popular issue cause of the development of technologies affect humans’ life more and more. It is defined as the ability to communicate with information of hypertexts by using computer
Then, the concept of digital literacy is viewed wider as the ability to understand and use information from various digital resources. In other words, digital literacy needs the ability to read and write by using information technology with the current era. Gilster (2007) claimed that digital literacy is about how to master ideas where the technical skills-based are emphasized on how digital literacy is promoted and taught.

Digital literacy refers to the practices of communicating, relating, thinking and being associated with digital media and how these media affects the kinds of literacy practices [13]. In short, the practices of reading and writing can be determined by the available of digital tools. In line with this view, digital literacies involve the use of digital technologies for encoding and accessing texts in communication which shows attitude and ability of individuals to use digital tools in term of to identify, access, manage, integrate, evaluate, analyze and synthesize digital resources, construct new knowledge, create media expressions, and communicate with others, in specific life situations contexts[2].

For English language instruction, digital literacy activities can be embedded to foster language learning and digital literacy acquisition that addresses four aspects: “(1) using basic digital skills, (2) creating and communicating information, (3) finding and evaluating information, and (4) solving problems in technology-rich environments” [5]. These activities cannot be separated in integrating digital literacy in language teaching.

The various ways are needed to integrate digital literacy into English language instruction. Students can participate collaboratively for a project or problem-solving activities through teleconference. The interactive skills used in such activity of taking turns, giving opinions, expressing agreement or disagreement, and active listening that provide opportunities for real-world situations to acquire English language [5]. In reading strategies for instance, it is important to use print reading and to consider digital environments that include previewing, predicting, asking questions, monitoring comprehension, and making connections [5].

Literacy in Indonesia is an interesting area of study to be researched. Literacy has been viewed to predict how well a country develops it in education contexts. Most literatures that provide findings on English writing and reading and composition, as well as findings on rhetorical studies, claim that being able to write and read in English is a sign of an individual’s literacy existence and growth of [14]. Furthermore, literacy is not only things that are going on inside people’s head, cognitive processes of encoding and decoding words and sentences, but also all interpersonal and social processes that relates to a way of developing new ideas and solutions of the problems in reading and writing [13].

2.2 Teachers’ Beliefs and Practice in Using Digital Literacy

Teachers’ beliefs are assumptions regarding to educational issues that is said intended and do as the filter for instructional and curricular decision and actions [6]. Conceptually, belief is defined as individual capability in evaluating self thought, to decide true or not true. The connection of teachers’ beliefs and reflective teaching can be explored by questioning; how do teachers’ beliefs influence their teaching? [15]. It means that teachers’ perception is influenced by the beliefs which affect their action.

In English language teaching, teachers’ thought can be affected by their beliefs in doing classroom practices. It is because many aspects of teaching were guided by beliefs as role which relevant to their classroom practices itself. Teachers’ beliefs concern to their teaching practices that provide an opportunity to comprehend lesson practices in classroom, so that, teachers can improve many teaching skills [15]. This assumed that beliefs are closely related
to English language teaching practices, which functioning as background of teachers’ action or
classroom instructional, which affect the role of engagement of students interaction in
classroom and their learning environments [15].

Graves (2000) categorized the framework in articulating beliefs, that are: (1) teachers’
view of language, including how the language should be learned; (2) the language social
context, including language teaching sociopolitical issues, sociocultural, and sociolinguistic;
(3) learning and learner, including the process of discovery and solving of problem in learning
by learners; and (3) teaching, including the process of knowledge transmitting to the students,
and how the knowledge is negotiated with learning method and students skills.

In line with Graves (2000), many other studies found that the effectiveness and the quality
of teaching are affected by teachers’ beliefs, especially pedagogical beliefs. It considered as
important aspect in guiding the teachers to understand and improve teaching action, including
classroom behaviors, judgments, and instructional decisions. Furthermore, teachers’ beliefs
also construct environment for students that influence their motivation and outcomes in
learning [16]. It is assumed that many aspects in learning process including teaching goals and
values, teaching roles and contents, and teaching environment are constructed by teachers’
beliefs. That becomes the background of making decisions in teaching practice [9].

In similar point to teachers’ beliefs, digital literacy also determines the success of
language teaching. Digital media and literacy practices can help the students to learn foreign
language and give opportunities for them who are wished to navigate professional worlds
[17]. In listening course, podcasts are available to add listening opportunities to almost any
topic or theme. Assigning students individually to listen to the podcasts, to watch videos on
You-tube channel, and other media through internet based. It facilitate teachers to differentiate
instruction and to explores many interest and diverse of student needs in order to expand
students abilities. In reading course, online texts can be helpful for reading comprehension by
using pictures, hyper-links to meaning of word (in English or the students’ first language),
illustrative videos, and recordings of word pronunciations all provide support written form to
meaning. In writing course, the internet offers access to a broad spectrum of potential readers.
Students are using their emerging English skills by writing for authentic readers. Writing-
based technologies, especially those involving the internet, provide many chances for students
to explore their writing skill [5]. In conclusions, teachers’ beliefs and digital literacy can be
integrated in to the lesson in teaching practices.

3. Research Method

This study is designed as case studies, aimed examining lecturer’s beliefs and practice in
integrating digital literacy into lesson in university level, Padang Indonesia. The participants
of this study were four lecturers who teach English reading and writing. The data taken base
on lecturers’ interviewed following observations in class to explore teacher’s practice in using
digital literacy. Then, the data were analyzed qualitatively by explaining teachers’ beliefs of
integrating digital literacy and practice. The characteristics of teachers’ beliefs were taken
from Grave (2000) that related to teachers’ view of language, the social context of language,
learning and learners, and teaching [7]. The beliefs of digital literacy were taken from some
views [17]; [3], [12] [13]; and [5].

The analysis and discussion of the data were carried out under the research questions
identified as research problems of this paper. The open ended questionnaires were also used
for exploring teachers’ beliefs. Then, teachers’ were interviewed following observations in
class in exploring teacher’s practice in using digital literacy. The participants of this study
were four lecturers who teach reading and writing. Two lecturers teach reading (lecturer A and B) and two others teach writing (lecturer C and D). Thus the four lecturers and their 132 students were participated in this study.

4. Finding and Discussion

4.1 Finding

The data were analyzed into research questions that show lecturers’ beliefs on the important of digital literacy in teaching, how digital literacy affects students in learning, and how the lecturers’ practice digital literacy in teaching.

At first, the lecturers (A, B, C, and D) were requested to explore about their beliefs and the importance of using digital literacy in classes of Reading and Writing. They are mostly viewed that digital literacy utilization are needed in teaching. They perceive that in welcoming the era of industrial revolution 4.0, the use of digital literacy is very effective in the daily life involving teaching because the students are close with technology. The students can search the literatures they need in learning without lecturers’ assistance outside the classroom. The lecturers only facilitate them in such searching the sources recommended.

Furthermore, two lecturers (A and B) perceive that there is cognitive development process in using digital literacy. Digital literacy makes the students accustomed to access reading sources for their knowledge enrichment. While others (C and D) think that it depend on the students whether they want to learn much utilizing digital literacy or not. If the students are diligent to read manually or access digitally reading sources, their cognitive will be developed well. But if they read rarely, it is hard to increase their cognitive.

The second question is about the development interpersonal and social process happened in digital literacy utilization. There are various views of the lecturers in answering this question. Two lecturers (A and D) believe that interpersonal and social process can be happened in using digital literacy. If the students are confused of the instruction, they will communicate it to the lecturer. Then, the lecturer gives the example of e-learning that there is discussion forum in e-learning application. Through the discussion, the students can be interacted each others. Meanwhile, lecturers (B and C) mention that the interpersonal and social processes are lack in digital literacy utilization. The students work with machine without communicating with others.

In some ways, the all lecturers (A, B, C, and D) believe that in using digital literacy, the students need concern of technical ability in communication with others in specific life situations contexts. When the students are not able technically using digital literacy, it will make them difficult in using it optimally. More dominant the student in technical skill will be easier they access information and learning resources.

The lecturers believe that digital literacy utilization helps the students in increasing their learning. Although one of them (A) perceives that the students are in transition phase to understand of digital literacy use, but they must use it, because this is digital era. Anything the students want to access can be established in digital devises. While the others (B, C, and D) believe that the students can increase students’ learning by using digital literacy.

Moreover, the lecturers (A, B, C, and D) strongly agreed that the students can be master of the skills learned (writing and reading) if they use digital literacy optimally. Writing and reading are closely related to digital literacy used. In writing, for example, the students need to develop their idea by reading much. The source of reading can be established by accessing information through digital literacy. So, the intensity of sing digital literacy will make them
fluent in writing. Then, as the receptive skill, reading skill needs much information to be accessed that digital literacy accommodate this need for the students.

The last questions are about lecturers’ practice of using digital literacy in teaching and assessment. In practicing, lecturer A do not use digital literacy as the main media, but only as the aid in teaching, as the reason students readiness in using digital literacy. If the lecturer put digital literacy as main media, it will be complicated way for students if it is become the demand of the lecturer. In assessment lecturer A usually uses e-learning for task submission. Then, lecturer B uses digital literacy especially in searching international journal in internet. In assessment, she uses e-learning to collect students’ task, but it is rarely done by the lecturer. Lecturer C recommends the students in searching e-book, journal and online-text in internet. So, the students utilize digital literacy in fulfillment of learning and task. The last, lecturer does digital literacy practice by uploading teaching material in e-learning. She also accommodates online discussion with the students. For assessment, the lecturer usually instructs the students to summarize the article, beside scanning and skimming the text through online text.

4.2 Discussion

As the finding shows in this study that the lecturers’ perspectives about the importance of digital literacy is the potential consideration in practicing it at classroom. Unfortunately, it was not optimal yet to practice, because integrating digital literacy into lesson is challenging for both the lecturers and students. Because of technology changes rapidly, language teachers are in position of challenging the intersection of possibilities of using digital literacy, teaching with digital texts and using social media, or teaching not with digital texts and social media [1]. This condition influences their practice that a little bit different with what their beliefs. That is because the digital environments they use reduce opportunities of teachers interaction with students.

The concept of digital literacy is understood to be closely related to learning processes as social practices, as the examples of how digital literacies can be introduced and performed in courses and educational programs within teacher education are given [18]. The finding of this study are closely related to finding of Olsson & Edman-Stalbrant’s research that the lecturer have the effort to integrate digital literacy, although it is not as what they believe about digital literacy itself [18].

5. Conclusion

Based on the findings, it is possible having conclusion that the lecturers who teach writing and reading in university have a strong belief that it is important to integrate digital literacy into the lesson. They perceive that using digital literacy bring the students to cognitive development. Then, some of them are sure that in digital literacy utilization appears interpersonal and social interaction process, while some others think that lack of social interaction in digital literacy. So, the lecturers believe that technical skill is essential in utilizing digital literacy. In addition, the lecturers also think that the digital literacy integration into lesson affect the students’ acceleration in learning, because it help the student to enrich their knowledge through technology. In practice, the lecturers use digital literacy limitedly on e-learning that must be used in the university as the requirement. In reading, not all of them optimally use others program such as using images, hyperlinks to word meanings, illustrative videos, and recordings of word pronunciations in supporting written form to meaning for
reading. In writing, only one the lecturer offers writing-based technologies that those provide opportunities for students to be writers. While the other one only uses e-learning as the activities of task demand. In conclusion, this research suggests that the lecturers should balance the reflection of their beliefs in instructional practices, in order to have all inclusive understanding of teachers’ beliefs and practices related to digital literacy.

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Effectivity of Dance Learning Model Using Story in Elementary School

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Abstract. This research is based on observation of elementary school student learning activity where dance learning is not provided. This is due to the lack of teachers understanding about the suitable content for the students. The teachers are also lack of knowledge and know-how about dance movement. Requirement analysis result, dance learning model using story is needed. The objective of this research is to test the effectivity of dance learning model using story. Quantitative method using Quasi Non-Randomized Experiment with pretest-posttest experiment group design is used in this research. Subject of this experiment are the students of State Elementary School 11 Lubuk Buaya Padang as the experiment group. The obtained data were analysed using Wilcoxon Signed Ranks Test with SPSS version 20.00. Findings on this research, there is significant difference on the dance learning of the experiment group students, before and after the usage of dance learning model using story. Result of this research shows that the experiment group learning result score is increases. Hence, this model can be suggested to the related parties to improve the dance learning process at elementary school level.

Keywords: Dance learning model, Story, Learning result.

1. Introduction
Multilingual art activities in elementary school should provide the opportunities for students to develop their abilities in creative expression. The development can be done through a variety ways and media such as language, images, sound, motion, roles, and various forms of integration. Related to the explanation above, the process of learning art at the elementary school should provide the opportunities for students to develop the ability, and express creatively in conveying their thoughts, feelings and emotional. It can be done through movements that arranged nicely. So that, the efforts to create Indonesian society being more comprehensively: intelligence, emotional, spiritual, social, and kinesthetic-motoric can be achieved.

Furthermore, the multi-dimensional understanding could be developing a variety of student competencies which include acquisition of concepts (knowledge, comprehends, analysis, evaluation), appreciation, and creation. The application of multi-dimensional characters will be found in the process of transformation for knowledge and skills. In this case, it should be facilitated with many activities which is constructing their knowledge, even textually and contextually. Textually concept leads the understanding of motion as the basic components of dance: style, techniques, and elements. In addition, it needs a high understanding as a main basic to compose the dance creatively, it begins with exploration activities. Then, the exploration activity is the process of exploring or conscious effort to find
new possibilities for movement. The new gestures or a creative movement appears from the body language to deliver a message through the great motion. The beauty and harmony of motion could be achieved, if the process of searching, finding and arranging a series of movements was created by students, so that they will pass a various experiences from the process of thinking, imagining, feeling and responding related to the objects in their environment. This process is useful to improve the cognitive development of students, because during the process of exploration it is requires the experience to arrange their understanding into creatively and innovatively. Building concept of activities that begins from exploring the movement until taking the final decision will involve and arrange the students' minds. According to Myers [1], the ideas from the human mind are not formed by language, but by mental reflections that occur while artists using their imagination power.

In elementary schools the method of learning dance should provide opportunities for creative imagination For example, students could imagine act as a holy knight, or imitating the movement of descend butterflies, pouncing tigers and etc. The imitating of the movements or expressions made by students are very powerful to describe a particular imagination. Nevertheless, the pouring fantasy requires a strong thought as well. The imitating experience and manipulating the movement will leads the students to find out new movements and leads them to creativity.

The basic of multicultural, it can be implemented in learning activities to build an awareness and ability of students' appreciation of the local cultures and abroad. This activity can be done by giving a variety of aesthetic experiences which is generated by the expression, creation and appreciation of students. Other activity could be seen in the learning process to develop student awareness. The dance that growth at the place of origin is a cultural manifestation that deserves to be respected and it is also as the ethnic identity of a region,, because each region has specific characteristics that marked the original area. For example, the Pariaman area has an Indang Dance, the Solok area known as the Piring Dance, the South of Pesisir area has Rantak Kudo dance, and the Padang City known as Balance Madam Dance. Each dance has a unique specification that shows the diversity of dance as the form of existence in human civilization.

Many things could be obtained by students in performing the art. It can be understood that the art is believed that able to create a personality, because all of the elements of art has the ability to build self-image. It is also known as the art of dance. The dance as a form of creative work could be used to convey certain purposes, from the things that are easy until something that difficult to understand, sometimes there are things that cannot be spoken verbally, but it can be conveyed through the dance, but still in the aesthetic perspective.

The aesthetic experiences could be generated from the activities of expression, creation and appreciation that showing the possibilities for students to express their feelings through rhythmic and beautiful form of movement. The experience of beauty requires a deep thoughts and feelings, because dance is a symbol which is born from the process of interaction between emotions, thoughts, movements which is hidden in the form of aesthetic motion. In the process of learning dance for beginner, students can encourage them to realize themselves. Through the personal experiences, it will give an impact on the growth of sensitivity such as balance and harmony. It can be understood that the effort of students to express their emotional and feelings are the main way to show the character existence. Nowadays, the value of dance will help the children to achieve awareness of composing their emotions, and the important point is the way of communicating through forms that can express their emotions directly and honestly . They did not pretend to make the inspired move. Therefore, the experience of learning dance will help them in implementing the positive value such as honesty and self-confidence.
Dancing is a psychical activity, so the method of learning dance in elementary school will be a supporting point for student’s psychical development, especially in terms of acquiring pre-motoric skills and the copyright legality. Learning dance means learning about motion (motoric learning) that actively involves psychological and physical aspects, it is certainly needs follow the direction, directed, and continuity. The expressive dance focused in the strength and flexibility muscle, and it will leads to physical endurance. Therefore, more practice in the dance learning method give a great health for student's psychic.

Based on the explanation above, the learning of dance in elementary school becomes the important point because it will help for constructing the personality, intelligence, and social values. In addition, it also teaches the sensitivity and developing the creativity. The experience faced by students through learning dance, it is the way for student to realize their abilities and skills. The knowledge gained by student and the involvement of students in learning dance in a creative way will be able to gain awareness, sense of beauty, a sense of belonging and self-actualization. According to Joyce [2], most children thought that dance is a combination of steps that must be learned. Nevertheless, dance is certainly not only steps or movements. Teachers need to teach children that dance is more than just steps that must be learned, dance is also a process of finding identity.

Through doing dance is part of learning; movement is life. Movement could help a student to be himself [3]. If a student could move a part of his body, it means he will be able to control the environment, but not be controlled by the environment. A person's life consists of physical movements. Someone moves his body at each breath, if someone cannot move, it means he has died. In addition, a person will be able to coordinate movements for something useful or meaningful. For a student, movement could make a difference in his life. For example, a disabled student who has no hands could eat without asking for help from others, but their using his feet to hold a spoon. In essence, with his feet the student does not seem he could not do anything, but he is still doing the positive thing in his life. Based on the explanation above, the movement becomes the importance point in life. Kraus [4] also stated that movement is very important point at student activity. According to Kraus, it should be believed that controlling and acquisition for body movements are related to emotions, physical and mental development. It means that the appropriate movements are important aspect for the development of the children, in contrary; the movements that are not appropriate could physically hurt the children.

The dance learning should provide opportunities for students to get pleasure because they are feel free to create movement’s accordance with the ability of muscles and mental development. However, in real life, the method of dance learning is frequently not attractive for students and it seems just to be perfunctory. Based on the research, by calculating at 67 elementary schools (57 public elementary schools and 10 private elementary schools) that implementing the method of dance learning in class, there are only 3: SD N 24 Parupuk Tabing, SD Negeri 15 Padang Sara, and SD Negeri 11 Lubuk Buaya Padang (observed in 2016). Approximately, 90% of elementary schools in Koto Tangah sub-district, they do not teaching the dance in class, start from grade I to VI. Some schools do teach dance, but it just at extracurricular form. The missing of dance learning in schools, based on the researchers' observations, it happened because the teacher does not understand the practice material for students. They also lack of sufficient for knowledge and movement skills. In addition, the most important thing, there is no specific book that teaches dance method for the beginners. As a result, if there are any activities that requires for performing dances, the school only hires the trainers if there are competitions between elementary schools. If it is not, the dance of performing which displayed at school, it just for entertainment.
During this time, the teacher mindset in teaching dance form is just intentionally created by dancers for dancers by using conventional dance learning models. They teaches the dance who are trained with certain rules of motion, and then students imitate the movements. As a result, the students feel forced to do the movement. Using the learning model in this way, it will oriented to the formation of good gestures, and the teacher has a tendency to asked the students doing it, but it just only limited movements. Other interesting phenomenon is the form of dance teaching in elementary schools, deliberately arranged for standard of professional dancers. At the level of primary education, this problem, it often creates difficulties for students in learning dance movements. For elementary students who do not understand the way to dance, they should be assisted by teachers in developing their imagination, expression, appreciation and creativity.

Based on the result of observed with the teachers at SDN 10 Ganting, Koto Tangah sub-district, Padang City, meanwhile the researchers conducted a community service at this school in October to November in 2014, teachers who attended training at this school only stated that they were aware of the disconnection of students' talents and interests when students enter primary school education. They are often involved in art activities and many arts events created by teacher; it is for creating children's talents and interests. The parents unwittingly have spent a lot on this. At the playground, the children are seen to grow and develop optimally and they dance happily. The experience of learning to dance gave them happiness, but after they enter elementary school, they no longer do dancing and singing activities such as in playground. Their cheerfulness, fun, and the desire to express and to be excellent in dancing and singing that they once enjoyed was lost and interrupted, it happened because they were not given practical learning.

Furthermore, the researchers observed on extracurricular activities at SDN 38 Lubuk Buaya, Koto Tangah District, Padang City. The result was founded that situation was not much different. The dance material has been chosen by the teacher is Sofyani’s Pasambahan dance. The reason of teacher choosing the dance, because there is no one compete her as a mastered of this dance. In case the teacher begins the exercise, than students are told to imitate the teacher's movements. Within a few moments the practice begins the students has stopped because they were unable to imitate the teacher’s movements. In this observations, this can be happens because the tempo of motion / time and space that teachers doing exactly changes so that students have difficulty to following it. At that time the researcher tried to find a solution by collaborating movements that student had reached and some of the original students' movements which appeared spontaneously. Researcher had seen the satisfaction on the student’s faces and the exercises running well. Than the teacher asked the writer. "Is it permissible to change the original motion into other forms of motion?" The author answers "this can be done because dance learning is used for education and not for commercialization". Dance learning in elementary schools, is primarily the process of growing students' desire to move creatively is prioritized. For this reason, the teacher's task is to motivate students to produce expressive movements as an expression of their feelings. Therefore, researchers believe by material chosen accordance with the student needs and abilities in elementary school.

In October 2016, researchers conducted dance training for teachers at 12 Lubuk Minturun Elementary School, Koto Tangah District, Padang City by implementing creative dance learning. In the training, the teacher is given knowledge and skills in teaching dance creatively. The training was attended by 15 class teachers and none of them were based on arts education. They are generally hesitant and a little bit embarrassed to follow the training. According to some teachers, they have never taught dance in class because they have no
capability to dance. During this time, they only provide material in the form of theory in class, for practice, they usually use students who can dance, and even if there is. This was proven when the training process was carried out during four times of meetings, there were several teachers who included students who could dance in the training activities. At the first meeting, there were three students who were included by the teacher in the training. At the next meeting the authors suggested that teachers no longer bring students in further activities. The training process goes safely and smoothly, the teachers feel the benefits of the dance training. According to one of the teachers, he enjoyed the training and realized that dancing was not as difficult as what he thought so far. They also stated that it turns out that creative dance learning allows the emergence of varied movements of students. The teachers believe that after completing the activity, they will be able to teach dance to students by designing fun learning steps. Researchers' conclusions in dance learning in elementary, teachers should only act as motivators and facilitators and most importantly do not force movements that are not covered by students. The teacher must create a pleasant atmosphere by appreciating every movement the children to expresses as his personal movements.

2. Methodology

This study included a quantitative research using method experimental (experimental) with the design of Non Randomized Pretest-Posttest Control Group Design, which aims to see differences in the average score of dance learning outcomes of the experimental group students, it focused before and after the dance learning model was used. The subjects in this study were students of Padang 11 Lubuk Buaya Padang Elementary School as an experimental group. The data obtained were analyzed using the Wilcoxon Signed Ranks Test.

3. Results and Discussion

3.1 Results

The condition of student dance learning outcomes in the experimental group before and after the treatment of the dance learning model is given using stories, it can be seen in Figure 1.
Based on Figure 1, it can be seen that there are differences in student dance learning outcomes before and after being treated dance learning models using stories method. The 28 students who received treatment, all students experienced improved to the dance learning outcomes. Based on data from the pretest and post-test results, it analyzed using the Wilcoxon Signed Ranks Test showing the Asymp probability number. Sig. (2-tailed) dance learning outcomes of the experimental group students is 0.000, or the probability is below alpha 0.05 (0.000 ≤ 0.05). From these results Ho was rejected and HI was accepted. Thus, the hypothesis that tested in this study can be accepted, "There is a significant difference in the dance learning outcomes of the experimental group students, before and after the treatment of dance learning models is using stories method". Based on the data, it can be seen that the dance learning outcomes of the experimental group students have changed or increased after being given a dance learning model using stories. Before being given a dance learning model using stories, the average pretest score was 70.5 and after being given a dance learning model using stories the average post-test score increased to 85.5.

3.2 Discussion

The dance learning model uses stories is aimed in achieving a meaningful, fun, creative, dynamic and dialogic educational atmosphere. Creative movements include the ways that teachers use in learning which is fun and contributes for appearing of fundamental motor skills and coordination, cooperation, responsibility in group and psychomotor development ([5], [6]) in a pleasant teaching environment [7]. Dance learning models using stories will allows varied
communication and good interaction. This circumstance will help the students in building their own ability to move and also helping them in choosing various movements that arise from his body. In relation to the role of stories in student activities, then this model can build student-centered learning activities. According to the principle of learning by doing, in this case students, they are more active in learning than the teacher. Stories are used to drive student activities in creating to the motion as a statement of themselves, through stories students hear messages, ideas that are used as a basis for building students' creative imagination. This is based on the idea that stories can assist students in developing the potential that exists in students such as taste, intention and creativity. In the story, there are activities chosen by the teacher that allow students to explore the movements through their body and find movement in accordance with the activities. For example, the story that illustrates the life of farmers in the fields, there are activities such as hoeing, planting, and orbiting and others [8]. These activities can be chosen by the teacher and used as a stimulus in order to encourage students to make expressive movements as expressions of their feelings and desires, expected to emerge original and beautiful movements [9].

By choosing folklore or teacher with children to create stories that are joined to the themes that have been available and determine. The activities contained in the story in accordance with the plot. This is a unique activity and has not been found in other learning models. This strengthens in the dance learning model using stories by choosing contextual story themes related to the social life of the community (Lykcasas, Tsapakidou, & Tsompanaki, 2014 [9]; Altun & Atasoy, 2019 [5]), such as farming, fishing, gardening, batik, tourism, and others. This activity will open up opportunities for students to express opinions in determining the contents of dance. The activities can be selected by students according to the theme. The activities of listening, seeing, responding to ideas can provoke students' creative imagination by exploring motion until finding motion. The learning experience could help the students in building positive behaviors such as; respect the opinions of friends, help friends in making movements, finding the motion that is characteristic of this model [10].

4. Conclusion

Based on the research results obtained, and after conducting statistical analysis and hypothesis testing, it can be concluded that the dance learning model using stories can improve student dance learning outcomes.

5. Suggestion

Based on the results of the study can be suggested to the following parties.
1. Teachers are expected to be able in developing learning tools that are integrated planning and implementing dance learning in class.
2. School principals and school supervisors should try to encourage teachers to carry out dance learning, not only focused to cognitive learning but also practicing dance in the classroom.
3. Educational quality assurance institutions (LPMP), to conduct training education in dance learning in elementary schools. By using a dance learning model using stories method

References

THE FORM OF TEACHER’S DIRECT SPEECH ACT
WITH GRADE XI STUDENTS
IN LEARNING OF INDONESIAN LANGUAGE
IN SMA PGRI 1  PADANG

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Abstract. This study aims to describe "The Form of Teacher's Direct Speech Act with Grade XI Students in Learning of Indonesian Language in SMA 1 PGRI Padang". The focus of the research is teacher speech acts direct speech acts (declarative) news sentences and direct interrogative sentences with students in the process of learning Indonesian in class XI SMA PGRI 1 Padang. This type of research is qualitative research using descriptive methods. The technique of collecting data is collecting data by discussing teacher-student speeches and learning while the teaching and learning process takes place. Observations were carried out as long as the teacher carried out the teaching and learning process in the classroom, for 21 days and the number of students who studied as many as 40 people. For teachers who release only 1 person but the class receives as many as 2 classes. The data analysis technique used in analyzing data is: (1) transcribing the teacher's speech into writing. (2) Analyzing speech based on the teaching and learning process. The results of the study showed that the speech act directly passed 112 data. 83 data in the form of conventional functioning news sentences to say something and 29 data in the form of question sentences that are conventional functions to request. Based on the results of the study it can be concluded that the speech acts often used by Indonesian Language teachers in class XI SMA PGRI 1 Padang in the teaching and learning process are acts of direct speech acts in the form of conventional sentence sentences to allow material where students are more easily looking for subject matter given the teacher.

Keywords: direct speech act, news sentence (declarative), interrogative sentence

1. Introduction

Language represents a communication device or system, meaning that the language is made up of some components that are patterned and can be edited. [1] discussing a process of communication indeed often does not run smoothly because there are difficulties or difficulties.

Furthermore, communication is a fundamental thing that cannot be separated from human life. It arises and develops along with the benefits of human-acquired communication. This
benefit consists of self-identity support, to build social contact with people around us, both in the home, school, campus, and work environment [2].

One aspect of communication is verbal communication, verbal communication is a form of communication where messages are conveyed through writing. Besides, it involves several elements that support the ongoing process of communication, namely the existence of a curriculum as a message material to be conveyed, the teacher as a communicator, students as communicants, and various objects and activities as an intermediary to transfer the message [3].

Furthermore [1] says that there are two kinds of language communication, namely, direct communication and two-way communication. In unidirectional communication, the sender remains the sender, and the recipient remains the recipient. This unidirectional communication occurs for example, in informational communication, sermons in mosques or churches, lectures followed by question and answer, and so on. In two-way communication, the sender and recipient of information alternately establish continuous communication through the same media. This two-way communication occurs, for example in meetings, negotiations, discussions, in the learning process of teachers and students, and so on. In practice, these sequences of processes can take place quickly. Moreover, if those involved in the communication process have very high language skills. The higher the language skills of the two parties who communicate, the more smoothly the communication process takes place.

The smoothness of the communication process can also experience obstacles due to elements of interference. For example, the absence of awareness from one of the participants is an obstacle, disturbance or another obstacle, for example, the hearing power of one participant is not good, noise in the place of communication takes place or also the ability to use language that is not right.

Furthermore, language can affect human behavior. So if the speaker wants to know the listener's response to his speech, he can see feedback, which can be in the form of certain behaviors that listeners do after hearing the hearer's speech.

Thus, feedback functions as a system to check the response, which is shown the speaker can adjust in conveying the message / subsequent speech. Of course, this feedback is only on two-way communication.

Likewise, communication occurs in teaching and learning activities, which are teacher-centered (teacher center). Communication is determined by the teacher. The teacher arranges everything so that students become passive, communication between students and students are interrupted, as well as communication between students and teachers.

Not so with the case of student-centered teaching and learning activities (pupil center), it is expected that students can develop all their abilities, both the ability to ask express opinions, draw conclusions and skills in the discussion.

All these developments require good communication, communication between students, communication with the teacher or with other people who have certain skills, to obtain answers or solve problems. With this activity, students are trained to ask questions well or answer questions correctly [4].

The communication process that must be considered is the skill of "understanding" and the ability to present information. In the learning situation when in class that occurs in SMA PGRI 1 Padang is more active teachers than students.

Students are more likely to wait for the material explained by the teacher than to find out for themselves. So that is more instrumental in the teaching and learning process that is teachers than students. Although the teacher has stimulated the mindset of students with various interesting questions and uses the right method. However, students are still not
independent but wait for the teacher about the material explained. Because in the learning process that students pay attention to the teacher is a way of speaking the teacher with students in using good and correct Indonesian to deliver the learning material.

Besides, the way the teacher brings a language that is good by itself the students will be interested and can receive what is conveyed by the teacher. Automatically a teacher who attracts the hearts of his students by speaking well without ever issuing abusive speech, then the students will be able to catch or understand the lesson the teacher explained well too.

In the teaching and learning process teachers need creativity in interacting with students, so that what is conveyed by teachers can easily be understood and accepted by students, especially in teacher speech acts both directly and indirectly can affect student learning outcomes later, speech acts delivered by the teacher when explain the lesson, sometimes not understood by students and sometimes students do not understand what the teacher said in learning. [5] states speech acts in teacher and student conversations using a variety of different speech strategies. Related to the various strategies used in the conversation. This underlies the need for a review of what speech acts students alike in the learning process. Research on speech acts in the learning process has been carried out by [6], [7], [8], [9], [10], [11], from several studies that state that the attitude of teacher speech acts can provide good impact on student attitudes when following the learning process in the classroom.

Based on this, the need for research on "The Form of Teacher’s Direct Speech Act with Grade XI Students in Learning of Indonesian Language in SMA 1 PGRI Padang ". Things that need to be seen and examined are the forms of direct speech acts used by Indonesian Language teachers with students when the learning process takes place at SMA PGRI 1 Padang. This study aims to describe the teacher's direct speech acts declarative news sentences and interrogative sentences with students found in the learning process of the Indonesian language in class XI SMA PGRI 1 Padang.

2. Method

Based on the considerations discussed in this study, this research is a qualitative study. According to [12], qualitative research produces research procedures that produce descriptive data in the form of written or oral words from people and understandable research.

According to them, this discussion is aimed at the background and these individuals as a whole. So, in this case, it is not permissible to isolate an individual or organization into variables or hypotheses, but need to think of it as part of something wholeness. The author uses descriptive methods to achieve goals that are following the problems discussed.

The object of the research is the teacher and students working on the speech act problem in a special class of verbal communication in the teaching and learning process of Indonesian in class XI. The instrument of this research is the research itself which is equipped with aids in the form of a recording device. The recording device is used to read the teacher's speech acts with students in the learning process of Indonesian language class XI at SMA PGRI 1 Padang.

Data collection techniques are collected data by recording the teacher's speech with students and making observations while the learning process takes place. Observations were made when the teacher carried out the teaching and learning process in the classroom, for 21 days and many of the students who studied the study were 40 people. For the teacher studied only 1 person but the class studied was 2 classes.

The data analysis technique used in analyzing data is: (1) transcribing the teacher's speech into writing. (2) Analyzing speech based on the teaching and learning process. In this study, the technique used was the persistence observation technique. Persistence of observation
intends to find characteristics and elements in situations that are very relevant to the problem being sought so that all observations become clear.

3. Result and Discussion

The data of this study were obtained based on the teacher's direct speech acts with class XI students in the process of learning Indonesian in SMA PGRI 1 Padang from the first meeting to the fourth meeting. The said speech is described as follows. Based on the results of the research carried out, in this study found the form of teacher speech acts with students of class XI in the learning process of Indonesian language at SMA PGRI 1 Padang.

There are several forms of direct speech acts that are spoken by the teacher in the learning process, namely in the form of conventionally functioning news sentences to inform something, the conventional sentence functioned to ask questions.

<table>
<thead>
<tr>
<th>Table 1. Number of Direct Speech Act Data</th>
</tr>
</thead>
<tbody>
<tr>
<td>Direct speech acts (declarative) news sentences</td>
</tr>
<tr>
<td>Direct interrogative sentence</td>
</tr>
<tr>
<td><strong>Total data amount</strong></td>
</tr>
</tbody>
</table>

Direct speech acts in the form of news sentences that are functioned conventionally to inform something, often used by the teacher in delivering the subject matter, explaining questions asked by students and informing anything related to the description of the material discussed in the teaching and learning process, found 83 data.

Examples of direct speech sentence (declarative) sentence data, as follows:

**Data 22**  
Place: Classroom during the lesson  
Teacher: Before that, the paper that I sent you last Sunday was taken?  
Because later you will write the contents of the short story on the paper according to the rules, namely 3344 spaces. This will continue to be done until you go to college starting from writing papers, theses and so on.  
In data 22, when students are working on their assignments the speaker tells the teacher how to write the contents of the short story on the paper according to the rules and the spaces that have been determined.

**Data 41**  
Place: In the classroom when the lesson takes place  
Teacher: In the printed book on page 9 it contains the value of the short story in it.  
Student: Listen to the teacher's explanation  
In data 41, when the lesson takes place a teacher speaker explains to students about short stories that are located on things. 9. Students respond and hear the teacher's explanation.

**Data 80**  
Place: Classroom during the lesson  
Teacher: Then the resolution and the last time.  
Student: Listen to the teacher's explanation
On data 80, when the lesson takes place a teacher speaker explains the material about the short story structure to students. After the evaluation is resolution and students listen to the teacher's explanation.

Direct speech acts in the form of question sentences that are functioned conventionally to ask questions are often used to ask anything related to the description of the material discussed in the teaching and learning process.

Examples of direct speech act data are interrogative sentences, as follows:

**Data 33**
*Place: In the classroom during the learning process*
*Teacher: What is the structure of the short story? The others are silent! (while looking at one student)*
*Student: (can't answer)*

In data 33, when the learning process takes place the speaker of a teacher gives a question. What is the short story structure? While when the teacher asks students no one responds but silence cannot answer.

**Data 55**
*Place: In the classroom when the teacher continues the lesson*
*Teacher: What is meant by orientation?*
*Student: Students think about what the teacher asks*

In data 55, when a teacher speaks the lesson the teacher asks what is meant by orientation. Students think about what the teacher says and responds to it.

**Data 77**
*Place: Classroom during the lesson Teacher: After what orientation?*
*Student: Evaluation ...*

In data 77, during the lesson, the teacher reminds students by asking what is the orientation after. It turns out that students understand that after the orientation there is an evaluation. However, this can occur after being given a (declarative) news sentence from the teacher functioning as an initial introduction.

From the results of data analysis, there have been 112 speech acts. Direct speech acts in the form of news sentences that are functioned conventionally to inform something found 83 data, and questionable questions that are functioned conventionally to ask as many as 29 data. Thus in this study, during the learning process of Indonesian language teachers at SMA PGRI 1 Padang, teachers used more direct speech acts than indirect speech acts, because direct speech acts were more easily understood by the listener because the speech was in the form of sentences with a straightforward meaning. Where the teacher uses more direct speech acts that are functioned conventionally to inform something, the teacher is often used in delivering the subject matter. This serves as an initial introduction for students to recognize the learning to be learned so that it can provide a good effect on the learning process of students.

4. Conclusion

The author concludes that in the learning process, the Indonesian language teacher of SMA PGRI 1 Padang, he explained and explained the learning material well because indirect speech
acts are rarely found when interacting in the learning process. This is because indirect speech acts can only be understood by the listener who is sufficiently trained to understand meaningful sentences.

Based on the conclusions above, the writer suggests the subject teachers, especially Indonesian language teachers, to be able to pay attention to the patterns of language use in the learning process, especially in the form of speech acts, because the form of speech acts can directly influence students’ learning outcomes later or indirectly.

The results of this study are also expected to be useful for teachers in the field of study especially Indonesian language teachers so that they can become guidelines in the teaching and learning the process and for other writers, the opportunity to do the same research with different objects or with the same objects with more complex research.

References

Effects of PBL Model and Reading Interest towards Explanatory Text Writing Skill

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Abstract This Research about effect of PBL learning model, and high and low reading interest towards explanation text writing skill of students class VIII SMP N 1 Sungai Geringgig. Type of this research is quantitative research with factorial experimental design. Population amount 178 of 8th grade, sample of 60 students. Data collection, namely the instrument of reading interest questionnaire and the test instrument of explanatory text skills performance. Analyzing and discussing data is done by using descriptively-analysis of experimental research. The results can be concluded. First, students' explanatory text writing skills taught using PBL models are higher than students taught using conventional methods. Second, the students' explanatory text writing skills are high in reading interest, higher than students who have low reading interest. Third, there is no interaction between PBL learning models and conventional learning methods with students' interest in reading (high and low) in influencing the explanatory text writing skills.

Keywords: effect PBL, reading interest, explanatory text

1. Introduction

Writing is a skill that must be mastered by students, but writing skills of students are still inadequate. It is based on a research named Programe For International Student Assessment (PISA). According to this research, the literacy culture of Indonesian people in 2012 was still low compared to other countries, where from 65 countries which have been researched, Indonesia ranked 64th. Thus, the literacy culture of Indonesian was ranked as the second lowest compared to other countries [7]. Students who are aware of their ability to write will develop their potential to the maximum extent possible. It means that through writing, it will make it easier for them to expose all of their potential [9]. Therefore, students must develop their writing skills as well as possible. Correspondingly, "The Student who develops strong writing skills at an early age acquires a valuable tool for learning, communication, self-expression, and helping them succeed in school and society [2]. It means that students who develop strong writing skills at an early age acquire valuable tools for learning, communicating, expressing themselves, helping them succeed in school and in the community. The research about writing skills have been conducted in various countries such as Portugal [12] and Australia by [3]. According to the result of this research, writing skills must be taught at all levels of education. Therefore,
students’ writing skills must be improved by using various ways to improve students’ writing skills.

One of the writing skills learned at the SMP/MTs level is writing explanatory texts on the 4th Core Competency (KI), on the 4.9th Basic Competence (KD), and on the 4.10th Basic Competence (KD). Explanation text is a text that contains an explanation of the process of the occurrence of phenomena or events, both natural, social, and cultural phenomena. Explanation is a text which tells processes relating to the formation of natural, social, scientific, and cultural phenomena. It means that explanatory texts are texts which tell the process related to the formation of natural, social, scientific and cultural phenomena [1]. Reality at school, writing explanatory text learning is still far from the expectations. Students get in trouble with the process of writing explanatory text learning. The ability of students in writing explanatory texts is still far from expectations, where the obstacles are these students are less motivated in writing, written texts are still less logical, students find it difficult to find ideas and develop those ones. Students weaknesses in writing explanatory texts are found in writing the initial statement, then sequencing events systematically, and students’ interpretation of the phenomena they write. The constraints of students in writing explanatory texts are related to the structure of the explanatory texts, the use of EBI (Indonesian Language Spelling), and the use of effective sentences, so that writing explanatory text of students are not qualified yet [10]. Same as this research mentioned that there are weaknesses and shortcomings of students in writing explanatory texts. Fundamental deficiencies for students are in the systematic explanatory text structure, improper use of spelling, and linguistic elements that also influence the explanatory text, so text written by students is still far from perfection [11].

From the result of research and observation in the field, learning process which has been applied rarely use learning models that match with materials and student needs in learning process, applying a static learning method is considered not to increase student attention in learning, so the learning process that goes on is a little boring and monotonous. The most commonly applied method is the lecture and question and answer method because it is very easy to be applied and does not require a long time.

Based on the the problems that have been explained above, the immediate solution is needed. One of them is using a much more interesting learning model. The intended learning model is Problem Based Learning (PBL) model. PBL model is expected to make students more active, creative, innovative, and can enhance new knowledge for students.

"Problem Based Learning is one of the innovative learning models that can provide active learning conditions for students. This learning model is conducted by providing stimuli in the form of problems and then, students are expected to solve those problems in order to increase student skills in achieving learning material" [5].

The procedures that can be applied in the implementation of PBL model according "The PBL Process included the following stages: defining the problem, known, and unknown: determining possible solutions collecting and analyzing data: the result of analysis and feedback". In other words, the PBL process goes through several stages: defining the problem, needed, known and unknown: determining possible solutions by collecting data analysis: results and analysis.

The next research is about PBL model "Problem Based Learning to Improve Student's Grammar Competence". The results of her research explained that the use of the PBL model increased the ability of learning grammar and grammar of English student. The effectiveness of
the application of PBL model has a very good impact on student learning outcomes [13]. Application of PBL models to student learning outcomes increases than usual. Based on this research, it is clear that the PBL model is very effectively used as a model that gives good results in a variety of subjects [8].

On the other hand, student learning outcomes are still below the Minimum Completeness Criteria (KKM) which is expected to reach 85%. However, based on the number of students per class, namely students of class VIII, whose grades are completed according to the criteria, only 6 and the rest of them failed and do remedial. In one of the examples of writing found some errors which should be in terms of content must be logical, systematic and communicative, but in the writing of these students found many misuse of language elements in students' explanatory texts. Based on the work of eighth grade students who are not competent in writing explanatory texts, the researchers tried to apply the PBL learning model.

Based on the results of student work that has been analyzed in the form of explanatory text class VIII, the researcher tries to apply the PBL learning model. Researcher interest in choosing the PBL model because seeing in the PBL learning process students are asked individually or in groups to analyze an existing problem in the environment. This is in accordance with the learning material for explanatory texts, namely writing activities that are in accordance with the process of occurrence of an event. It is recommended that the application of the PBL model in writing lesson is students can provide quality writing in accordance with the facts they find in the field and these students can be more confident in writing their responses as well.

2. Research Methods

Type of this research is quantitative research, it is processing data (scores) with numbers. The data (score) is derived from a questionnaire of reading interest and explanatory texts of class VIII students of SMP N 1 Sungai Geringging. This research uses squasy experiment method. The research design is factorial design (2x2).

The population in this research are students of class VIII SMP N 1 Sungai Geringging in the 2018/2019 academic year consisting of 6 classes (Class VIII 1 to VIII 6) with a total number of students are 178. Because the population is more than 100 people, it means that the sample is drawn using a purposive sampling technique for more detailed sampling as follows. (a) Conduct a normality test to find out whether the population is normally distributed or not. The test used is the Liliefors test. (b) Conduct a variance homogeneity test is carried out to determine whether the population has homogeneous variance or not. The test used is the Bartlett test for more accurate data. (c) Determine the control class and the experimental class. Based on the data in the table above, the sample chosen is class VIII-4 and VIII-6 because of the following points. First, the two classes are normally distributed, the average value is not much different, compared to other classes. Secondly, in this class, students' ability to write is still low and not yet in accordance with KKM. Third, students' interest in reading is still lacking. Fourth, these two classes were suggested by the subject's teacher, Ibu Patrisna, S.Pd, to examine the students' ability to write explanatory texts because they had results that were not much different.

Data collection instruments in this research are reading interest questionnaire sheets to find out students 'interest in reading and performance tests to find out students' explanatory text writing skills.

The questionnaire data analysis process is as follows. (1) read the questionnaire filled out by students. (2) identify the questionnaire whether it has been filled in as a whole. (3) give a score on the student questionnaire. (4) summing the overall score. (5) sort scores from low to
high scores. (6) divide students' interest in reading into two groups, where 27% for upper class and lower class groups.

The process of analyzing data on explanatory text writing skills is as follows. (1) read the students' overall explanatory text whether the data in accordance with research data. (2) give a score to the writing of students in accordance with the assessment indicators. (3) change the score based on the PAP (Benchmark Reference Assessment), convert the score into a value by using a percentage formula to determine the level of mastery of explanatory text writing skills. (4) the results of calculations with the formula are transformed on the scale used. (5) describes the distribution of explanatory text writing skills tests. (6) displays data in the form of bar charts. (7) hypothesis testing

3. Discussion

1. Students' Skilled Text Exploration Skills that are Taught by Using PBL Models and Conventional Learning Methods

The results of testing the first hypothesis showed that the overall results of students' explanatory text writing skills using PBL models are higher than the students' explanatory text writing skills taught using conventional learning methods. The value obtained by students in the experimental class is higher than the value obtained by students in the control class.

Other than that, there are average differences between the experimental class and the control class. The average explanatory text writing skills of the experimental class is higher than the control class. This is due to the effect of the treatment given on the experimental class. The experimental class had an average of 84.97 with 30 students. Furthermore, the control class obtained an average value of 74.26 with 30 students.

PBL learning model is a model that encourages students to think systematically, dare to face problems, so students are able to solve or solve problems, both in their personal lives, and in groups in a way looking for data so that it can draw a conclusion [4].

It can be concluded that the theory in chapter two can be true in this research. In the experimental class showed that the explanation of writing explanatory text skills increased.

2. Explanation Text Writing Skills of Students Who Have High Reading Interest with Explanation Text Writing Skills of Students Who Have Low Reading Interest

The results of the second hypothesis testing showed that the explanatory text writing skills of students who had high reading interest with students who had low reading interest. In addition, the results of explanatory text writing skills of students who have high reading interest, are higher than students who have low reading interest.

Based on this explanation, it can be concluded that the interest in reading in writing, especially writing explanatory texts is very important. Students who have high reading interest will find it easier to write explanatory texts. Vice versa, students with low reading interest will find it more difficult to write explanatory texts.
3. Interaction between Interest in Reading and PBL Model in Influencing Explanation Text Writing Skills

Interaction occurs when the effect of one factor depends on other factors influencing something [6]. This means that each factor between the PBL model and reading interest are interdependent in influencing students' explanatory text writing skills.

There is no interaction between the PBL model and reading interest. This happens at both levels of interest in reading, both high and low, which are both taught by using the PBL learning model. The average value of students' explanatory text writing skills has high and low reading interest in the experimental class is higher than students have high reading interest in the control class as shown in the following interaction graph.

![Interaction Diagram of PBL Model and Reading Interest in Explanatory Text Writing Skills](image)

4. Figure. Interaction Diagram of PBL Model and Reading Interest in Explanatory Text Writing Skills

Based on Figure, it is seen that the average difference in the experimental class and the control class is that students who have high reading interest taught with the PBL model have an average of 85.38 while students who have high reading interest who are taught by conventional methods have average average of 77.63. Students who have low reading interest in the experimental class taught with PBL models amounted to 76.13, while students who had low reading interest in the control class taught by conventional methods were 73.5.

There is no interaction of each factor of the PBL model and reading interest that affect students' explanatory texts. Nonetheless, the PBL model has proven to be more effectively applied to two levels of students who have high reading interest and low reading interest.

4. Conclusions and Suggestions

Based on data analysis and discussion, it is known that the application of the PBL model can influence the results of explanatory text writing. First, the results of students' explanatory text writing skills taught with PBL models are higher than conventional methods. This is caused by the treatment used in the learning model and has its own advantages, so students are more active and expressive in writing.

Secondly, there are differences in the results of explanatory text writing skills of students who have high reading interest and students who have low reading interest. The results of explanatory text writing skills of students who have high reading interest, are higher than students who have low reading interest. This proves that having a high interest in reading will
make it easier for students to write, the number of readings that will provide insight and views regarding ideas or ideas that will be written, and increase vocabulary obtained from reading activities.

Third, overall in this study there was no interaction between the PBL model and the interest in reading in influencing the learning outcomes of students' explanatory text writing skills. This is caused by students who have the ability to write may not necessarily have a high interest in reading, but if you have a high interest in reading will make it easier for students to write. The PBL model can still be applied to students who have low reading interest.

The above shows that without having an interest in reading, PBL models can still influence the learning outcomes of students' explanatory text writing skills. Furthermore, students who have high reading interest and low reading interest can be taught with the PBL model. Thus the use of PBL models in writing explanatory texts is very good to be applied to learning writing materials, one of which is to write explanatory texts. It is hoped that the PBL model can be well developed, so that it has a far more impact.

References

‘BRAND NEW IDENTITY:
A GYNOCRITICAL READING OF
ENTROK & AMBA

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Abstract. Contracted identity about women has passed down from generation to
generation in common Indonesian literature is feminine. However, contemporary
Indonesian women writers through their works these days has been trying to reconstruct
this given identity with something new in accordance with recent reality and current
experience. In the view of Gynocritics, woman by herself have rights and abilities to
assemble their identity without having to be dictated by the society, and regardless of
whether the identity is admissible or not. The material objects of this research were Okky
Madasari’s Entrok and Laksmi Pamuntjak’s Amba. In achieving the purpose of the study
to reveal the novelty values about the life and identity of women, it is conducted through
Gynocritism reading along with content analysis techniques. From the results of the
analysis, women authors tries to construct new identity for women which is more credible
and balanced for women. This reconstruction is intended to leave the old formed identity
that is no longer relevant to the progress of the world of women today.

Keywords: identity of women, gynocritics, contemporary novels

1. Introduction

Every human being has an identity as a marker which is distinguishing him/her from
somebody else. The identity can be physical and non-physical. Non-physical identity is not a
permanent and innate thing, but the result of the formation of society. This can be seen from
the opinion of Berger & Luckman [1] and Lindsey [2] who say that identity is a consistent
social construction which differs from one individual to another individual [3]. Therefore,
socially, identity is the property of an individual, or group of people, as a sign of self or group
[4] [5].

Similar situation occurs to identity of women. In patriarchal Indonesian society,
women’s identities are formed in accordance with the wishes of the surrounding community's
agreement. The identification is strongly influenced by cultural values, schools, peers, the
mass media, and other family members. For example, a girl in a casual family is encouraged to
get to know how to cook, to take care for children or the house compared to a boy. This
tendency causes children to inadvertently accept differences in gender-based roles in
themselves [6].

Handel, Cahill and Etkin [7] also states that parents are only one of the earliest sources for
individuals in learning and understanding gender roles. Through the family, masculine and
feminine identities have been introduced since birth [8], [9], [10]. When newborns boys and
girls have received different treatment, for example girls will be given a pink-colored room
and stuffs and boys are given a blue one. That is because pink is identical color to a girl, and blue is identical to a boy [11], [12], [13], [14].

In the history and development of Indonesian literary works, women’s identities are mostly adjusted to the ideal picture desired by Androcentric ideology. This can be identified in the works of canonical authors from time to time. A popular example is found in character of Siti Nurbaya who is decorated with features such as soft, obedient, and emotional-oriented. Such uniformity in the portrayal of women has repeatedly been found in novels in Indonesia from the Balai Pustaka era to the most recent era of Indonesian literature [15].

However, there has been a slight movement in the development of contemporary Indonesian literature (especially 2000s until now), where female authors such Ayu Utami, Djenar Mahesa Ayu, Dewi Lestari present works that contain ideas about renewing women’s identity [16]. Those authors seek to regain authority of the formation of women’s identity today. For example, Ayu Utami’s *Saman* as Dewan Kesenian Jakarta’s Best Novel, presents women figures who are brave, strong, and economically independent through the figures Yasmin, Shakuntala, and Laila. Similar case with Okka Rusmini’s works that features women who are fearless and even heroic to make decisions that are ‘unpopular’ in the eyes of the public.

The thesis underlying this research is contemporary literature by women writers have tried to pioneer a new path to formulate the diversity of women’s identities; which in this case is represented by *Entrok* written by Okky Madasari [17] and *Amba* by Laksmi Pamunjak [18]. The efforts of these two female authors are manifested by offering new forms for women’s identity that are more original than the product of social-orthodox construction. The identity of women displayed in these two novels explore the complexity of the relationship between several aspects of socio-culture that still inhibit the vision of women figures in the vortex of daily conflict. It is hoped that by exploring the experiences of female characters from female authors in these two novels, the creation of a new model of more authentic female literary authorship can be achieved.

2. Gynocritics Theory

To answer the problem in this study, Gynocritical paradigm is used as a theoretical framework. This theory was chosen based on the premise that female authors have totally different experiences and orientations from male authors in viewing women and their world [19]. The vision will be seen in the explanations of figures, statements and conflicts narrated in the works. In approaching *Entrok* and *Amba*, this paper focused on the discussion on the identity issue constructed by the two women authors.

Gynocriticism initially highlighted women’s efforts regarding the definition of identity and social construction especially gender [20]. Showalter [21] added that Gynocritics not only examines women as a certain gender, but also examines the ‘internal awareness’ of women reflected in women’s work or writing. Disclosure of women in terms of subcultures and specific issues of womanhood is a gynocritical focus which consists of women’s recognition of women’s identity that is free from definition and opposition to masculinity [22]. Therefore in the Gynocritics paradigm, things like class, social interests, political tendencies, religion, and sexuality all of which can be taken into account in the construction of women’s identity which is illustrated through women’s literary works.

Gender determination is a way to strengthen the social construction of the division of roles which is considered appropriate because of the different sexes [23]. One of the example is women must take part in the domestic world while men tend to go to the outside world. It was
based on the perspective of primitive societies that placed men as hunters and women as gatherers. Such cultural barriers still tend to be accommodated by modern society, especially in the capitalist system. According to feminists, the division of labor based on sex, not only disadvantageous to women but also no longer relevant applied in the life of modern society [24].

Meanwhile, gender is a concept that distinguishes women and men based on socio-cultural construction [25]. Because of gender is seen from a socio-cultural perspective, then gender roles arise due to differences in people’s perceptions of the tendencies and habits of women and men [26]. That perception is manifested in some social and cultural tasks. Socio-cultural construction of men and women makes the identities, roles and relationships of women and men also different. The identity is formed performatively, repeated until the original identity is reached [27]. Finally, constructing gender is not just merely a process, but gender is a certain type of process from a set of repetitive activities.

3. Methods

The method used in the selection of research objects is the method of purposive sampling or the determination of samples with selected goals. It means the selection of research objects is based on the issue of selection discussed regarding the identity of female characters. In analyzing data, the writer conducted content analysis technique which aims to describe the meaning, purpose and tendency of the textual data. Data were interpreted based on identity theory and Showalter’s Gynocritical theory, especially regarding women’s writing and culture.

4. Result and Discussion

Based on Gynocritical reading toward two novels that were the object of research, it was found three constructed women’s identities were rarely exposed to the general public. This findings show the efforts of these female authors to provide altered perspectives that are truly in accordance with women’s experiences in real life. Since the birth and development of Indonesian literature, the description of women’s identity was dictated by the male perspective with stereotypical features such as gentle, affectionate, caregiver, timid, and all the like [28]. Gynecritics then provide the broadest possible space to uncover how other forms of identity, which are sourced from the vision, imagination and experience of female authors. Here are some of the identities proposed in the novel Entrok and Amba.

4.1 Construction of Women’s Identity in Female Literature

4.1.1 Prioritizing Education over Domestic Affairs

The female character in the novel Entrok and Amba is described as aware and independent women that prefers education than ‘things that take precedence for women in general’ such as marriage or family service [29]. This action is based on an assumption that education could change destiny for the better in the future. Here are a several quotation that state that idea:

... mereka harus menunggu setahun lamanya, setelah Amba menyelesaikan ujian akhir SMA-nya. Itu berarti ia baru saja ulang tahun ke delapan belas. Delapan belas dan belum menikah. Di Kadipura itu berarti perawan yang tidak laku. Bagi Nuniek tak ada nasib yang lebih mengerikan, justru karena ia tahu Amba tak akan peduli [18].
Amba sendiri k kukuh dalam pendirian nya. Ia tak hanya ingin lulus, tapi ia ingin lulus dengan luar biasa. Baginya tak ada pilihan lain ia harus masuk universitas. Di kelas tiga SMA, semua siswa tak lagi diharapkan hanya lulus tiga mata pelajaran-matematika, bahasa Indonesia, dan ilmu pasti-tapi diwajibkan masuk sebuah jurusan. Amba masuk "Bagian A"-bahasa [18].

The quote and narration above shows the unusual description of women’s identity from the perspective of Indonesian society in general. Generally, women are not permitted to prioritize education because women must put marriage or household matters first [30]. This antagonism is reinforced by the notion that \textit{being an old maid is far worse than being an educated woman}. In this situation, a new identity is raised about women has the right to proper education and good grades. For Amba, the social life of her surrounding community not yet apart from the old patriarchal values and stigma that cause women lose their basic rights.

This is consistent with Arivia’s opinion which states that the actions taken by a person tend to end in public judgment [31]. The society will act as a judge which decides it is appropriate or inappropriate, good and which is not good. This idea is illustrated in the following quote:

Tapi ia tak sudi terpancing. Ia tak akan membiarkan dirinya termakan oleh orang-orang bodoh di sekitarnya, dengan pikiran-pikiran mereka yang kuno [18].

The above statement is in line with the views and visions of feminist-socialist criticism. Feminism-socialists call on women as part of the subaltern (oppressed groups) to be aware of the consequences of their exclusion in the midst of the domination of patriarchal society. The process of awareness is one way to arouse the emotions of women so that they change the situation [32]. Next, this effort is infiltrated and manifested into inner resistance. Inner resistance is characterized by showing resentment and anger in the heart, ideas to overhaul social-community structures and cultural values. The rejection of old and conservative ideas that cannot be demonstrated through physical resistance will be delivered through words and actions.

The reason for Amba being unable to express her wishes out loud in front of her parents because of the imbalance of power in the family. Amba, however, is a child who should obeys instructions from both parents. Amba’s helplessness made her only fight through inner struggle and mind while quietly continuing her defense and desire. That weakness is the reason why woman is commonly silent about her will.

This is in compliance with the opinion of Shastri which argues that outside conditions make women unable to speak and will lose because society tends to blame the woman if a problem or conflict occurs [33]. Society is acted as opinions controller of the public. However, humans (especially women) are social creatures who can not be separated from her society and surrounded by long-standing social rules [34].

4.1.2 Rejecting Class Division based on Gender

Another construction of women’s identities illustrated in both novels can be seen from the women’s character resistance towards injustice. Montrose [35] explained that male domination towards women originated from the story of human creation where women are
considered to be representatives of weak-defective seed (red) and male is strong-perfect seed (white). This interpretation then developed to make a wide gap between men and women in doing or getting a job and the position in social life [36]. Therefore, gender restrictions are also in conformity with the division of labour. Instead of adopting a gender-based division of labor, Entrok’s female character comes up with a different idea. Marni describes as a character who is not legitimating work and wage differences between men and women. That issue is shown through the portrayal of eccentric figures, Marni.

“Tapi tetap nggak umum, Ni. Di pasar ini, nggak ada perempuan nguli” [17].


Marni’s character is considered to violate the general paradigm by choosing to work as a porter because it is a job that can only be performed by men [37]. Marni does not approve this convention because according to her, anybody is able to do it regardless of their gender. Marni also believes that if Teja’s work is paid with money then she also gets the same thing. This logic confirms that women also have the right to want and do a job regardless of the view on gender. This is also illustrated in the following quote:


Tapi coba lihat, begitu buruh perempuan itu sampai di rumah. Mereka harus mengerjakan semua pekerjaan yang ada, mengambil air dari sumber dengan menempuh perjalanan naik-turun. Berat satu jun yang berisi penuh air saja dengan satu goni berisi singkong. Tidak ada laki-laki yang mengambil air, katanya itu urusan perempuan. Ya jelas lebih enak nguli daripada ambil air. Nguli diupahi duit, sementara mengambil air tidak pernah dapat apa-apa [17].

Marni do not issues this matter because of her antagonism to men. That was more due to her need for money. Marni no longer wants to peel cassava because it will only be paid for food. Meanwhile, Marni wants only to have money to buy an entrok (bra).
In many of Marni’s limitations, then the only way to get money is to become coolie laborers. Although the social community where it belongs considers the choice inappropriate for a woman. This is illustrated in the quote below:


For Marni, the difference in the division of labor and wages should not be related to gender and identity matters. This is so unfavorable to women because it limits their space and creativity [37]. One form of Marni’s resistances is to ignore the confrontations of the public. By only focusing on her work, Marni can ease the burden on her mind.

In this case, Marni prefers to manifest her dream as symbolic resistance and efforts to reconstruct the identity of women in the surrounding community. Of course, this must begin while gradually increasing the struggle of women in the recognition of their full individuality. This is in harmony with the opinion that subjective rights and women’s authority can only be freed from gender-based antagonism, if the capitalistic economic system is replaced by socialist society namely egalitarian societies without classes [32].

4.1.3 Work in the Public Sector or Outside the Home

The identity of Indonesian women has always been synonymous with domestic queen and allergic to work in the public sector. If that thing exists, women still carry their home work as the main obligation. This kind of dilemma lastly makes women reluctant to get away from the house. However, the dilemmatic case as described above was not occur in the novel Entrok and Amba.

Woman as a worker in the public sector is performed by Amba in Amba. In the narration, Amba character shows strong courage in choosing the future she wants. Amba is unlike Indonesian women which most of them stay at home and are busy with their domestic work. This situation is illustrated in the following passage:

Tapi Amba akan ingat pada momen itu sebagai sesuatu yang benar dan perlu. Ada yang terasa lengang tapi murah hati di udara, yang mengisi dadanya, seperti sebuah percanda. Kediri akan menjadi ujian. ketahanan baginya, ujian atas tekad dan keberaniannya [18].

…

Dia akan pergi. Dia tak akan takut. Dia akan membantu orang lain. Menjadi berguna [18].

…

“Untuk mencoba menjadi berguna, meskipun kuakui tempat itu berbahaya.” [18].
Similar path was also taken by the main female character, Marni in *Entrok*. Marni works outside the house by selling food ingredients around the village. Marni do not bother with that and remained focused on her goal of making money. This effort proves that the Marni figure did not surrender to her fate and tried hard to achieve her financial independence. This is illustrated in the following quote:

Aku akan menjual daganganku di sepanjang jalan pasar sampai ke Singget, lalu berkeliling dari rumah ke rumah yang ada di Singget. Siapa yang masih memilih jalan ke pasar kalau ada yang menganterkan dagangan ke pintu rumah? [17].


Marni does not establish herself only as a traveling salesperson. Due to her perseverance and hard work, Marni succeeded in increasing her fortune in the public sector. Alike Amba character who wants to be useful to others, Marni also finally can create jobs for people around her. This is illustrated in the following quote:


The success of the two female figures in their job and achieving something big in the public sector will slowly remove the bad stigma attached to Indonesian woman which is identical with incompetence and inferiority [38]. This was managed by the two authors in an attempt to regain public confidence regarding abilities and limits that can be achieved by a woman. As illustrated by the two leading figures, women have their own ways and ways to realize their determination. Through this counter-discourse, the women’s movement to prove themselves and achieve their desires can no longer be hindered.

4.2 The Background on the Birth of Women’s Identity in Women Literature

The construction of woman’s identities in female literary works is quite distinctive. There are several reasons why women create such identities in their literary works which differ from the normative conditions found in society. Even in a few moments, these women characters dare to put up a challenge to what they disagree with which is very rarely seen in real life. The following are some of the reasons for the emergence of these women’s objection.
4.2.1 Factor of Community’s Social System

In *Entrok*, discrimination experienced by Marni character is caused by socio-cultural factors which still clashes between the male and female. This perspective—one of which—is manifested through drawing a line between jobs suitable for men and women. In the narration, Marni expressed her desire to work in order to get money to buy entrok, not to rival men. However, her desire was misinterpreted by the paradigm of society which is revealed by Simbok in the following quote:


In Marni’s community, people assume that heavy work is only for men. In addition, only work of men should also be paid with money because men should support their families. In this case, a job in the Marni community also has appropriate and inappropriate parameters. This is illustrated in the following quote:

Aku malas melanjutkan omongan karena merasa tidak akan ada gunanya. Kalau Simbok sudah menyebut ilok-ra ilok, itu berarti pakem yang sudah tidak bisa dibantah lagi [17].

Marni’s portrayal of characters who try to get out of social conditions that disadvantages her is a spirit of the age and also as a symbolic movement of women in the modern era. Gopur [39] states that many factors make women go beyond obsolete rules in society in recent decade. One of them is caused by many women who have been educated and forward thinking to achieve equality of opportunity in several field especially economics and politics. However, social factors and views of life existed in society are also something that have been entrenched for a long time. The act of rejection this matter and replacing it with a newer angle cannot be done immediately. The issue is also illustrated in Amba’s novel:

Ia tak punya kesabaran terhadap perempuan yang membiarkan arti hidupnya ditentukan oleh hubungannya dengan suami, calon suami, atau yang berharap jadi suami [18].

Amba character openly stated her disagreement toward the old-system in the her community which views women as a status symbol of husband’s position. This thing is not logical for Amba. Amba wants to create her own identity regardless of her husband because both are different entities. This is illustrated in the following quote:

Ia tak punya kesabaran terhadap perempuan yang membiarkan arti hidupnya ditentukan oleh hubungannya dengan suami, calon suami, atau yang berharap jadi suami [18].
4.2.2 Factor of Family Pressure

The family has long been seen as one of the most effective institutions for instilling certain values and ideologies [40]. In the family, members who take shelter under it must follow a general narrative which is dominantly controlled by ‘adult male figures’ (such as father or adult man). This hierarchy made Marni character realize that women will always be the object of oppression because of their inferior position. This is recorded in the following quote:


The power of male in Marni’s family is described as unlimited although he do not perform his function as a breadwinner for his family. This privilege is never owned by women in a family unit. With this advantages, women will continue to be silenced (physically and mentally) if it does not satisfy the expectations of the man. This mechanism it is often used as a weapon by men to emphasize ‘man-always-right’ ideology. This is illustrated in the following quote.

Saat itu aku ketakutan. Menyembunyikan diri di balik pintu sambil menangis sesegukan. Laki-laki itu pergi setelah menghajar istrinya dan tak pernah kembali lagi [17].

This is in line with Fakih’s argument [34] that restrictions on the role of women by a certain ideology will make subordinate women through discriminatory treatment. This inequality between the roles of men and women has become one of the structural obstacles which causes individuals in society not to have the same access. In addition, the lack of legal protection for women indirectly has also placed the position of women into marginalized and often as the victim. Amba character acknowledges this opinion through the following contemplation:


“Bapak mengajarkan anak-anak Bapak ndak bersyukur atas rahmat Tuhan! Atas berkah dan perlindungan-Nya! Emangnya Bapak ingin menjeblloskan anak sulung kita ke tengah-tengah api neraka!” [18]

Amba called for protests above due to pressure from her family. She did not get the right to choose her own partner, not free from the dominance of her parents at home. Her
position as a child made Amba not have the freedom in deciding her life. This is in line with the opinion of Dingwall [41] that parents often perceive that they have absolute rights toward the lives of their children so that it makes children depressed and unable to express their choices.

4.2.3 Faktor Kebijakan Publik/Politik

Female characters frequently received unfair treatment when they chose to work outside/in public because of political or government policy that is unaffected towards poor and subordinate party like Marni character. The state uses its power and position like male figure to make people afraid and obey their orders. Common people, like an oppressed female groups, can only obey the command. This case is illustrated in the following quote.

“Ya monggo. Lima ribu dibayar tiga puluh kali.”


Marni witnessed the wicked deeds of the state apparatus with her own eyes. The state that should be present as a protector and a provider for the people, instead acting as an antagonist in this case. This action is further exacerbated by the notion that women are easy targets to be bullied. This is also illustrated in the following quote:


The explanation above is in line with Fakih [34] and Widayani & Hartati [42] that government policy products never accommodate the needs of women in public eye. Ultimately, it generally makes women as victims of these policies. Historical and cultural aspects place women as those who are subjugated through patriarchal power relations, both personally and state regulation.

5. Conclusion

The emergence of female writers in recent Indonesia literature has made the pattern of feminist criticism shift to the study of Ginocritics. This effort have some aims such as to promote new feminine-base values and formulas offered by the women’s contemporary literary works without having to follow again or copy the masculine model. Through this way, feminist criticism began to focus on the scope of women’s experience and vision alone without cornering patriarchal ideology or confrontagonism with the world of men anymore. With this kind of limitation, it is hoped that the values and novelty of authentic women's literature can be achieved.
Based on the result of the analysis of the two novels Entrok and Amba, Pamuntjak and Madasari (female writers) are seen trying to offer more credible and factual identities for women to the public through the life stories of the two main characters. The renewal is manifested by promoting identities that have been marginalized, hidden or denied from public knowledge such as strong, logical, progressive and humanist. The emergence of these progressive voices has been motivated by the insistent pressure originating from socio-cultural factors, family pressures and improper public policies toward women. These pressures make women more excited and determined to walk off the timeworn life model by reconstructing a brand new identity.

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Performance of Surya Paloh national politics of original communications

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Abstract. Research on the principle of courtesy in language has been done by a number of previous researchers, but previous researchers discussed more elements of politeness, politeness scale and politeness strategies, but less examined the use of politeness performance. The purpose of this study is to provide a description of the performance of the politeness of oral communication of the national political figure Surya Paloh. This research is a qualitative descriptive study that is the object of this research is the maxim of politeness found in speech when communicating. The source of research data is a youtube video related to a speech delivered by National political figure Surya Paloh. Analysis of this research data is based on interactive techniques through, four stages of activity, namely (a) data collection, (b) data reduction, (c) data presentation, and (d) drawing conclusions and final results. The findings are six maxims of the politeness principle, first maxim wisdom 2 speech (2.5%), maximal generosity 13 speech (16.25%), maximal praise 18 utterances (22.5%), maximal modesty 5 speech (6.25%), maximal agreement 27 utterances (33.75), and maximal sympathy 15 utterances (18.75%). Total data is 80 or (80%). So the maxim of politeness used by Surya Paloh in Political communication is the maximal agreement of 27 speeches (33.75%).

Keywords: Performance, modesty, communication

1. Introduction

Humans are social creatures who always need other people to meet their needs and survival. In meeting the needs of life, humans interact with one another by using symbols or what we currently know as language, with human language interacting and exchanging information in the form of conversation (communication). Communication is meant to occur in social life involving interpersonal communication. Communication is an important part of human life. As a primary development since humans were born, the aim is none other than for humans to be able to get a sense of security and to live in harmony and to achieve their desires, especially in language.

He uses of language in political communication that develops in the community emerges a number of issues, for example, the case of preaching about politeness that occurs in one of the national political figures. Based on these scopes, in pragmatics, the use of language is not only related to meaning, but also related to performance in politeness in language, social and politics. Performance analysis in speaking related to politeness in a language is a pragmatic
The study of politeness or well-known terms of courtesy, especially in political communication is very important to do. Politeness as a firm concept, such as ideas, polite social behavior, and ethics. In the concept of courtesy to describe it certainly requires the concept of face.

[1] Face refers to the social and emotional meaning that everyone has and expects others to obey. Politeness in one interaction can be defined as a tool used to show awareness about other people's faces. Pragmatics is the study of the meaning of linguistic expressions in context. [2] In linguistics there are two main streams, namely formalism and functionalism. The first refers to the view that linguistic studies are studies of language forms and substance (substances), the second refers to the opinion that linguistic studies are studies of speech functions. [2] Pragmatics is a study of the ability to use language to match sentences with context so the sentence is worth saying. Pragmatics is the study of the relationship between linguistic forms and their use. Through pragmatics, a person can speak about the meaning of what is meant by others, their assumptions, intentions or goals, and the types of actions (for example requests) that they pay attention to when they are talking. Performance can be interpreted as the level of achievement of results or "The degree of accomplishment" [3]. This means that the performance of an organization can be seen from the extent to which the organization can achieve goals based on the goals that have been set previously. Performance is the result of collaborative activities among members or groups of organizations in order to realize organizational goals.

Assessment of performance or also called performance is a very important activity. The assessment referred to can be made as input to make improvements to improve organizational performance in the next time. If an organization does not produce output in the form of material, performance is also a term for measuring the output or results of the organization. This explanation was discussed by Stodgil in relation to the problem of organizational output.

The most influential theory of politeness is the theory formulated by [4] stating that politeness is a fundamental thing in pragmatics because politeness is a universal phenomenon in the use of language in social contexts. Next Brown and Levinson's politeness theory is the concept of the face (face). These experts use the term "face saving" (facesaving view) by explaining that politeness is done to save the face of the speaker and the interlocutor which consists of positive and negative. A positive face is a positive image that people have of themselves and the desire to get approval. While negative faces refer to basic human demands for territory, private parts, and rights are not disturbed. [5] The principle of courtesy (PS) can be translated into six maxims, namely (a) maxim of wisdom (tact maxim), (b) maxim of generosity (generosity maxim), (c) maxim of praise (approbation maxim), (d) maxim of maxim modesty maxim, (e) agreement maxim, (f) sympathy maxim.

Research on politeness in language has been carried out in various countries. [6] in Canada, he found that choosing the right politeness strategy can build solidarity in communication. Based on this, it is suspected that the speech partner can be polite in the language, of course, the speaker who starts the conversation must be polite in the language first. Salom and Monreal's findings support the statement [7] that he found that the use of language is immodest and has a terrible effect on public discourse which is vital for a person who is full of democratic considerations. It also formed disputes in comments posted on the news. [8] conducted research on politeness in language. He found communicative behavior in electoral debates, especially related to the presence of elements of politeness or impoliteness in debates. Garcia's findings support Akinwotu's statement which also found two types of verbal behavior, namely polite and disrespectful verbal behavior with an offensive persuasive strategy and a defensive politeness strategy characterized by contestant's words.
In contrast to research conducted abroad, research in Indonesia is more focused on aspects of politeness of language that almost lose meaning because it has become a means to swear, revile, attack, even drop. This is also evidenced by several research results, such as research [9]. Their findings in the form of the use of politeness in language by the Mayor in West Sumatra, the performance of the use of politeness in language by the Mayor in West Sumatra can be said to be very good. Findings support the statement [10] conducting the same research on the use of politeness principles. The findings in the form of the performance of the use of the politeness principle of communication of the Governor and Deputy Governor of West Sumatra can be said to be very good. This is evidenced by the qualifications assessed based on a range of 1-100% with the correct percentage of 98% the use of the principle of politeness in language by the Governor and Deputy Governor of West Sumatra.

[11] examined the politeness of the language of the use of participants' social media Instagram. He found speech acts on interactions that existed in Instagram using the most positive politeness strategy that is 81.3% compared to other strategies. The next set of politeness strategy choices is followed by a negative politeness strategy (10.2%), a politeness strategy disguised (7.6%) then a politeness strategy as it is (3.4%). The tendency to choose the strategy above can be explained by showing the social variables that influence the choice. [12] Research on the performance of political communication in Surya Paloh's persuasive speech. He found the form of persuasive speech in Surya Paloh's speech obtained five classifications of assertive, directive, commissive, expressive and declarative speech. The performance of political communication in Surya Paloh's persuasive speech that is used is a form of directive speech.

Unlike the relevant research above, this research focuses more on politeness in language by critically examining the use of Indonesian by political figures namely Surya Paloh. From these observations, the problem that arises is how the use of language is seen in terms of the principle of courtesy and the principle of cooperation in terms of the effectiveness of communication. Therefore, the researcher will present a description of the politeness of spoken language seen from the principle of courtesy and the principle of cooperation in the effectiveness of communication of political figures with different objects.

Based on the use of language in the community or certain communication there are two functions of language, namely the use of language as a means of delivering information in communication and the use of language as a means of conveying certain purposes of the speaker to the speech partner. Submission of speech by the speaker to the speech partner can also be influenced by emotion, compulsion, objection to the question of the speech partner, giving rise to impolite speech [13]. [14] explains that communication made in human relations has a specific purpose. The campaign is one of the ways to get the achievement of support for a party. In conducting a campaign a campaign manager should be appointed who has expertise in the field of planning and communication strategies, or who has knowledge in politics.

2. Method

This research was conducted in Padang, and the process for conducting this research was carried out in stages. When this research began on March 15, 2018. This type of research is qualitative research with descriptive methods. Descriptive means research carried out solely based on facts or phenomena that are empirically alive to the speaker. This qualitative research aims to produce descriptive data in the form of oral communication of the national political figure Surya Paloh. [15] Qualitative methodology as a research procedure that produces descriptive data in the form of spoken words from people and observed behavior.
Accordingly, according to [16] descriptive research is not intended to test certain hypotheses, but only describe what they are about a variable, symptoms or circumstances. This study aims to obtain a description and explanation of the performance of the politeness of communication of the national political figure Surya Paloh. The data of this study is the use of Surya Paloh’s oral language in communication using the principle of politeness. The data of this study are polite speeches in communication. The object of this research is the use of politeness principles in communicating. The research data source is in the form of youtube videos relating to speeches and interviews delivered by the national political figure Surya Paloh. This research data analysis technique is based on interactive techniques [17] Through this model, the analysis activities are carried out through four stages of activity, namely (a) data collection, (b) data reduction, (c) data presentation, and (d) drawing conclusions and the final result. The flow of activities from data collection, data reduction, data presentation, and drawing conclusions. The series of data analysis activities are as follows: 

Data analysis was performed with a listening technique, this stage produced a note about the verbal communication of the national political figure Surya Paloh. The data selection stage is the stage which includes the identification, classification, and numbering of speech acts, polite maxims and activities in conducting data analysis beginning with the data reduction stage. At this stage, the process of identifying, sorting and numbering data, and classification. The identification process is carried out on Surya Paloh’s speech act when communicating. The data study stage includes structuring activities that have been reduced. The arranged data is presented in a table in accordance with the problem under study. The data presented in this table is reduced again by focusing on the simplification of speech. Furthermore, the collected data is analyzed and conclusions are drawn or verification carried out on the interpretation of the data after it is presented. Pragmatic interpretation emphasizes aspects of the study of the situation or context of the speech the principle of courtesy in Leech theory.

3. Result and discussion

3.1 Use of grammatical cohesion makers

This study examines the performance of politeness in the oral communication of the national political figure Surya Paloh. This study describes the maxim of the politeness principle in communication can be seen in the following explanation.

The use of the politeness principle of national political figure Surya Paloh is there to obey and violate. The national political figure Surya Paloh obeys the wisdom maxim of 2 utterances (2.5%), the generosity of 13 utterances (16.25), the maxim of praise of 18 utterances (22.5%), the maxim of humility 5 utterances (6.25%), the maxim agreement of 27 utterances (33.75%), and the maximum conclusions of 15 utterances (18.75%). The national political figure Surya Paloh violates the maxim of wisdom 4 (20%), the maxim of generosity (-), maxim of praise 1 (5%), maxim of humility 12 (60%), maxim of agreement 3 (15%) and maxim of sympathy (-) 

This result shows the use of the principles of communication politeness of the national political figure Surya Paloh as much as 80 utterances and included in the criteria of "good".

To make it easier to understand the use of the politeness principles of oral communication of national political figures Surya Paloh is presented in table 1.

<table>
<thead>
<tr>
<th>Number</th>
<th>Politeness</th>
<th>Data</th>
<th>Percentage</th>
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<td>1</td>
<td>Obey</td>
<td>80</td>
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### 1. (Tact Maxim)

(01) "There is no problem for the NasDem for the Acehnese to vote. To all the politics he likes, choose whatever he likes."

The said speech occurred on March 16, 2014, in an open field. At that time Surya Paloh carried out a campaign in Aceh and in Palembang. Arriving at the Mecca foyer Surya Paloh and convoy groups along with thousands of motorized vehicles surrounded the city of Banda Aceh including the Masjid Baitulrahman. In the Surya Paloh event in the beginning, around a thousand of these police officers, Surya Paloh highlighted several things, including violence in political terror that occurred in Aceh before the election. In utterance (01) it appears that obeying the maxim of wisdom is because its speech maximizes the benefits of others. Hali can be seen from the statement "There is no problem for the Nasdem to the people of Aceh to drop their choice on all politics they like, choose whatever they like". In that sentence, speakers give freedom in choosing and offering something that benefits others.

### 2. (Generosity Maxim)

(02). For this reason, "I give up the spirit of my body and soul through a political party that I founded, whose name is the NasDem party".

The said speech occurred on January 13, 2014, in a closed room. At that time, Surya Paloh gave a message and hopes for the chairman of the NasDem party. In his speech, Surya Paloh delivered a message with such energy and convinced the public that NasDem was the best in this country. In the room was filled with supporters of the NasDem party. In the speech (02) the speaker was seen obeying the maxims of generosity because his speech maximized the loss for himself. This can be seen from the statement "I surrender the spirit of my physical body through the political party that I founded, whose name is the NasDem party". In this case, the speaker tries to think of interest for others and disregards interests. From the speech uttered by Surya Puloh, of course, there is a leader who dedicates his life only to the NasDem party.
3. (Approbation Maxim)

(03). We also want to say "this is the Indonesian people, a nation that has a high culture. A nation that has the ability of civilization that can be used as a thumbs up from any community from the face of this earth ".

The said speech occurred on January 13, 2014, in a closed room. Surya Paloh is the general chairman of the NasDem party. In his speech, Surya Paloh delivered a message with such energy and convinced the public that NasDem was the best in this country. In utterance (03) speakers appear to choose maxim praise by maximizing praise to the party in question. This can be seen from the statement "this is the Indonesian nation, a nation that has a high culture. A nation that has the ability of civilization that can be used as a thumbs up from any community from the face of this earth ". This means that speakers praise the Indonesian people who have a culture and have a good civilization in this country. For this reason, the community of the new community can maintain this nation and remain the best nation on the face of the earth.

4. (Modesty Maxim)

(04) The same means how important the meaning of the existence of the brothers is. "I certainly have high hopes that we can become something, something in which our opponents of compote on the battlefield of the upcoming 2014 elections will give respect and respect to us".

The said speech occurred on January 13, 2014, in a closed room. At that time, Surya Paloh gave a message and hopes for the chairman of the NasDem party. In his speech, Surya Paloh conveyed his message with energy and convinced the public that NasDem was the best in this country. Inside the room was filled with supporters of the NasDem party. In utterance (04) it is a speech that violates the maxim of humility. It was marked by the statement "I certainly put great hopes that we could become something, something in which our opponents of compote on the battlefield in the 2014 elections will come to give respect and respect to us". In this case, it can be concluded that speakers perceive that we can become a unit. Surya doesn't expect much unless Indonesia moves forward. NasDem will oversee the government in the future if the Indonesian people provide respect and respect for this nation. This means that speakers are humble by reducing self-praise. Speakers do not brag about others.

5. (Maxim Agreement)

(05) I want to give this. "This is what I expected and I say, brothers, I hope, I pray, I am not alone, I have you on the right, left, face and back."

The said speech occurred on January 13, 2014, in a closed room. At that time, Surya Paloh gave a message and hopes for the chairman of the NasDem party. In his speech, Surya Paloh conveyed his message with energy and convinced the public that NasDem was the best in this country. Inside the room was filled with supporters of the NasDem party. In utterance (05). There is compliance with the maxim of the agreement by saying something that is not excessive, so that what is conveyed can approve certain parties. This can be seen in the statement "I pray, I am not alone, I have you on the right, left, face and back". The phrase "I
have you" in the speech shows that the speaker did not try to conclude unilaterally what was said, but there was an agreement between the two parties.

6. (Sympathy Maxim)

(06). I trust the brothers. No matter how weak you are, but when you are aware of your weaknesses and you want to get up, say you want to get up you will be one of the strengths of all of my brothers.

The said speech occurred on January 13, 2014, in a closed room. At that time, Surya Paloh gave a message and hopes for the chairman of the NasDem party. In his speech, Surya Paloh conveyed his message with energy and convinced the public that NasDem was the best in this country. Inside the room was filled with supporters of the NasDem party. In the utterance (06) there is obedience to the maxim of Conflict by maximizing sympathy for others. This is indicated by the statement “but when you are aware of your weaknesses and you want to get up, say you want to rise you will become one of the strengths of my brothers and sisters”. In this case, the speaker invites to give a sense of care to the people to rise up and haraus realizes that weakness and unites for this Indonesian nation.

7. (Breaking the Wisdom Maksim)

(7) From today I command you. Are you ready, brothers and sisters to win this competition? Are we ready to unite among us? Are we ready to get rid of the bad things that don't have to be among us? We are united for this, my brothers and sisters all! ".

In the example of speech 22, it is a speech that violates the wise maxim, making the lowest possible loss of others. That is, the speaker uses an unsustainable strategy to not demand a direct response in the form of the actions of others in the form of suggestions, advice, or positives using the question sentence to express a command. The context of the speech occurred on January 13, 2014, in a closed room. At that time, Surya Paloh gave the message and hopes of the chairman of the NasDem party. In his speech, Surya Paloh delivered a message so energetically and convinced the public that NasDem was the best in the country. Inside the room was filled with supporters of the NasDem party. In a speech (7) in this case, it can be concluded that the speaker considers that by joining the NasDem party supporters the party is not easy to get rid of. For this reason, speakers expect cadres and supporting parties to be united for the sake of this nation. This means that the speaker is too coercive for the speaker, so the speaker feels disadvantaged. As if the speaker does not give freedom to others, it causes the other person to feel disadvantaged.

8. (Breaking the Maximum Praise)

(8) Even for the sake of anything that says Indonesia will disperse in 2030. We are surprised, wa is near Indonesia wants to disperse.

In the speech data (8) is a speech that violates the maxim of praise, the maxim that intends to threaten the opponent's face. do not say things that are unpleasant to others, do not berate, do not criticize and slander others. The speech act occurred on March 22, 2018 in the meeting
room with the theme of Prabowo's statement, Surya Paloh Beware of giving Stetmant. Surya Paloh said that leaders must be careful in delivering Stetmans or statements. He said this when he was a limited campaigner for the candidate for the Regent of Minahasa, namely Ifan Sarungdajang. Can be seen in the speech data. It was seen in the statement "We were surprised, wa is close to Indonesia wants to disperse". The speech threatens the face of the parties in question by directly criticizing the satire expressed by Prabowo about Indonesia will disband in 2030 which is not necessarily tested.

9. (Breaking the Maximum Humility)

(9) The nation is threatened, "your leader in the NasDem party does understand this"

Speech 9 seems to violate the maxim of humility. That is, the speaker overly praises himself. The context of the speech occurred on January 13, 2014, in a closed room. At that time, Surya Paloh gave the message and hopes of the chairman of the NasDem party. In his speech, Surya Paloh delivered a message so energetically and convinced the public that NasDem was the best in the country. Inside the room was filled with supporters of the NasDem party. In a speech (9) "your leader in the NasDem party does understand this". The speech intends to praise oneself by saying that he has been tested and seems too excessive in flattering himself and his party, NasDem. In this case, Surya Paloh as chairman of the NasDem party will try to understand his people so that Surya Paloh will do the best for this nation. Likewise, the speech act occurred on January 13, 2014, in a closed room. At that time, Surya Paloh gave the message and hopes of the chairman of the NasDem party. In his speech, Surya Paloh delivered a message so energetically and convinced the public that NasDem was the best in the country. Inside the room was filled with supporters of the NasDem party.

10. (Breaking the Maximum Agreement)

(10) The NasDem brothers have a determination to have enthusiasm, have sincerity and honesty which is observed to change the perception of the community's views. This can only happen when the brothers are elected and are consistent with the attitude of the NasDem party's view .

Speech 10 is a speech that violates the maxim of the agreement. The context of the speech act occurred on January 13, 2014, in a closed room. Surya Paloh, general chairman of the NasDem party. In his speech, Surya Paloh delivered a message so energetically and convinced the public that NasDem was the best in the country. In a speech (10) it can be concluded that the speaker considers that the NasDem party must consistently conduct a selection of candidate pairs by promoting transparency at the same time without any dowry. NasDem is always consistent because NasDem always states from the start that we want a clean and clear government. Likewise, the speech act also took place on September 1, 2018, in a closed room with the theme of crossing the NasDem party calaog. The direction of the NasDem party chairperson, Mr. Surya Paloh, accompanied by the NasDem party song. Ahead of the 2019 legislative elections, the NasDem party held an orientation week for NasDem candidates. In the orientation week for candidates from the NasDem Party, the briefing included especially for 575 candidates for legislative members at the DPR RI level from 80 electoral districts.

The use of the principle of courtesy by Surya Paloh includes wisdom maxim, the maxim of generosity, a maxim of praise, maxim of humility, maxim of agreement and sympathy of
sympathy. This shows that the speech of national political figure Surya Paloh can be said to be polite and relevant to Leech's opinion that to create polite language one must pay attention to the six maxims. The results of the analysis of speeches by national political leaders Surya Paloh obey the maxim of courtesy, namely: maxim of agreement 27 utterances (33.75%), maxim of praise of 18 utterances (22.5%), maxim of sympathy of 15 utterances (18.75%), maxim of generosity 13 utterances (16.25%), maxim of humility 5 utterances (6.25%) and maxim of wisdom 2 utterances (2.5%). The speeches of the national political figure Surya Paloh who violated the maxims of courtesy were a maxim of humility 12 utterances (60%), a maxim of wisdom 4 utterances (20%), an agreement maximal of 3 utterances (15%) and a maxim of praise of 1 utterance (5%). This result shows the use of the principle of communication politeness of national political figure Surya Paloh included in the criteria for starting a "good" language.

This study complements previous research conducted by [10] with the topic of the performance of the use of politeness of the governor of communication and vice governor of West Sumatra in social media that aims to find out whether there is a significant influence between conformity and non-compliance found in the use of politeness in language. do the same research about using the principle of politeness. The findings in the form of the performance of the use of the politeness principle of communication of the Governor and Deputy Governor of West Sumatra can be said to be very good. This is evidenced by the qualifications assessed based on a range of 1-100% with the correct percentage of 98% the use of the principle of politeness in language by the Governor and Deputy Governor of West Sumatra.

Besides completing the research findings [9] also conducted the same research with the topic of Indonesian politeness performance in terms of the use of the politeness principle of the mayor in West Sumatra. The findings in the form of the performance of the use of the politeness principle of communication of the Governor and Deputy Governor of West Sumatra can be said to be very good. This is evidenced by the qualifications assessed based on a range of 1-100% with a percentage of 94.2% use of politeness principles of 275 utterances, found a sentence according to the politeness principle of 259 sentences (94.2), the appropriate sentence consists of a maxim of wisdom, maxim of generosity, maxim of praise, maxim of humility, maxim of agreement and maxim of sympathy, while those that do not fit there are 16 sentences (5.8%), the sentence that does not fit consists of maxim of praise, maxim of humility and maxim of agreement.

Thus the function of language is not only limited to a means of delivering messages, but the language is also a means of thinking, reasoning tools, and cultural tools. Therefore the language used by politicians will actually reflect their ability to think, reason and be cultured. That is, the language used by politicians can actually be used as a parameter to measure the extent to which the level of intelligence and the level of his existence so that the public figure representing the people. Based on the results of the study, found 100 data politeness performance and effectiveness of oral communication of the national political figure Surya Paloh. The most dominant maxim in respect of polite maxims was the maximal agreement of 27 utterances or 33.75%. At the maxim of the agreement, it was explained that the participants of the speech could foster mutual agreement or agreement within the spoken environment. This is in line with the opinion [18] that the agreement maxim is also called the agreement maxim which explains that the speech participants foster mutual compatibility or agreement in speaking activities.
4. Conclusion

Based on the results of the discussion, it can be concluded that the performance of politeness in the oral communication of the national political figure Surya Paloh is good. In the speech found six maxims of politeness principles, first maxim wisdom 2 speech (2.5%), maximal generosity 13 speech (16.25%), maximal praise 18 utterances (22.5%), maxims of humility 5 utterances (6.25%), agreement maximal 27 utterances (33.75%), and maximal sympathy 15 utterances (18.75%). Total data is 80 or (80%). So the maxim of politeness used by Surya Paloh in Political communication is the maximal agreement of 27 speeches (33.75%).

Based on the analysis and conclusions that the author has done, the authors advise the readers and those interested in language to conduct a more in-depth study of language, especially politeness in language, the authors hope this research can contribute to further researchers and the authors also hope that with this research, should be able to provide knowledge and understanding for readers regarding politeness of language especially in communicating with others.

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References


The Role of Parents in the Ayah’s Novel by Andrea Hirata: The Study of Sociology of Literature and Its Applications in Learning Literary Appreciation in High School

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Abstract. This research is a qualitative research, which is research that is concerned with content assessment, to describe the role of parents in Ayah’s novel by Andrea Hirata. Data collection techniques include the procedure of reading and understanding Andrea Hirata's Father's novel that has been provided, with the aim of gaining a clear understanding of the novel provided, recording and marking research objects found, and inventorying data related to the role of parents using table-shaped format. Data analysis techniques include the procedure of identifying data, classifying data that has been inventoried according to each problem with examples of table formats, describing data that has been classified according to their respective aspects based on the theory used in research, analyzing data, interpreting data, i.e. interpreting data results to obtain understanding in accordance with the research problem, and conclude the data obtained in the analysis of the previous stage. Based on data analysis in general, it can be concluded that there are 3 types of parental roles found in Andrea Hirata's Father's novel, in the field of education such as maturing, naming, mentoring, teaching skills, caring for and protecting children. The role of parents in the economic field such as supporting children, business development, budget planning and infrastructure procurement at home and at school. The role of parents in the social field is to invite children to work together, tolerance, respect for opinions, responsibilities, confide in and, observe the child's environment.

Keyword: Sociology of Literature

1. Introduction

Researchers chose Ayah’s novel by Andrea Hirata as the object of research because this novel tells the figure of a father who played a role in a broken family, but the father was able to take care of children from infants to children without the assistance of a wife. In addition, parents Ayah’s novel by Andrea Hirata instill norms and teach children social skills such as poetry, work and so on. Parents are also able to instill traditions and habits to children even though they have separated. In family life in general, children are born by mothers and then nurtured by both parents namely father and mother until the child can be independent. However, something else happened to the family in Ayah’s novel by Andrea Hirata. In Ayah’s
novel by Andrea Hirata after being born by his mother, the baby was under his father's care until he was at school.

States literary sociology as a scientific and objective study of people in society, the study of religion, economics, politics, and family which together form what is called the structure of sociology. [1]

Explains that the novel is a modern narrative fiction that developed in the mid-18th century. Novels take the form of prose, which is longer in complexity than short stories, which express something about the quality or value of human experience. Novels are also an element of humanity that describe life events using language as its medium. So that it can penetrate the thinking power of readers and inspire readers to imagine and gain knowledge. Novels created by authors who are productive and have extensive knowledge, experience, and feelings will motivate readers to understand them intensively. Because the wisdoms expressed by the author in his novels must be a guarantee for the reader to overcome the problems of life. [2]

The role is “The dynamic aspect of the position (status), if someone carries out rights and obligations in accordance with his position, then he performs a role”. If someone has carried out an obligation or done a job, after doing the job then someone will receive rights or something that must be demanded to others. The obligation of parents towards their children is to educate and raise children, in addition, children are obliged to study diligently and be devoted to parents, because it is a right for parents.[3]

Role is a certain pattern of behavior that is characteristic of all officers of a particular job or position. Every person has a position or position, in the world of work, it is called an officer. Each officer has their own characteristics. One person is different from others. The difference is said to be the behavior or role it has. [4]

Parents are people who become educators and foster who are in the family environment. A parent in a family environment is an educator, teacher, or teacher. It is parents who give instructions to good and bad children. Arifin also said that children are students (students) who must be educated and nurtured so that they become successful in achieving the ideals of a happy family. [5]

Literary learning in schools consists of poetry, prose (short stories and novel) appreciation activities, and drama. Novel appreciation learning has its own constraints. The constraints, as revealed, are: (1) insufficient time in school to read the novel to the end, (2) in the school there are not available various suitable novel titles as choices, and (3) almost every novel considered to be of relatively thick quality. [6]

2. Method

The data of this study are verbal data in the form of words or sentences, so this study is classified in qualitative research using descriptive methods. The object of this study is Andrea Hirata's Ayah novel published by Bentang 2015, (412 pages). In this study, in addition to researchers as the main tool, researchers also use stationery as other tools to mark and record research results. In this research data collection is done by: (1) reading and understanding the novel that Ayah has provided, with the aim of gaining a clear understanding of the novel provided, (2) recording and marking the research objects found, and (3) inventorying the data

3. Result and Discussion

a. The Role of Parents in the Field of Education
In the novel Ayah by Andrea Hirata found the role of parents in the field of education. Parents educate children with the aim that children have the knowledge, experience and skills that will be used by children in the future. Education provided by parents to children starts from childhood to adulthood. The role of parents starts from maturing, naming, mentoring, teaching skills, caring for and protecting children. This can be seen in the table below.

<table>
<thead>
<tr>
<th>No</th>
<th>character</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
<th>Soucher</th>
<th>Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Amirza</td>
<td></td>
<td>√</td>
<td></td>
<td></td>
<td></td>
<td>Hal 14</td>
<td>Di rumah</td>
</tr>
<tr>
<td>2</td>
<td>Ayah</td>
<td></td>
<td></td>
<td>√</td>
<td></td>
<td></td>
<td>Hal 90</td>
<td>Di rumah</td>
</tr>
<tr>
<td>3</td>
<td>Tamat</td>
<td></td>
<td></td>
<td></td>
<td>√</td>
<td></td>
<td>Hal 45</td>
<td>Di rumah</td>
</tr>
<tr>
<td>4</td>
<td>Insyafi</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>√</td>
<td>Hal 10</td>
<td>Di sekolah</td>
</tr>
<tr>
<td>5</td>
<td>Jon</td>
<td></td>
<td>√</td>
<td></td>
<td></td>
<td></td>
<td>Hal 62</td>
<td>Di rumah</td>
</tr>
<tr>
<td>6</td>
<td>Markoni</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>√</td>
<td>Hal 10</td>
<td>Di rumah</td>
</tr>
<tr>
<td>7</td>
<td>Sabari</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>√</td>
<td>Hal 65</td>
<td>Di pasar</td>
</tr>
<tr>
<td>8</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>√</td>
<td>Hal 112</td>
<td>Di rumah</td>
</tr>
<tr>
<td>9</td>
<td>Tuan</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>√</td>
<td>Hal 17</td>
<td>Di rumah</td>
</tr>
<tr>
<td>10</td>
<td>Razzak</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>√</td>
<td>Hal 17</td>
<td>Di kampong</td>
</tr>
</tbody>
</table>
Based on the table above, it can be concluded that in Father's novel there is the role of parents in the field of education. Parents who play a role in growing a child are Amirza, Insyafi and Markoni. Parents who play a role in naming are, Tamat Father and Mr. Razak. Parents who play a role in guiding religious and cultural values are Amirza, Insyafi, Markoni and Sabari. Parents who play a role in teaching skills are Amirza, Insyafi and Sabari. Parents who play a role in caring for children are Jon and Sabari. Parents who play a role in protecting children are sabari.

b. The Role of Parents in the Economy

The role of parents in the economic field of children is very important, without parents, children may not be able to eat, buy clothes, and have a comfortable place to live. When a child is born he is unable to do anything but receive help from those around him. People who are usually around children when they are young are parents. In Andrea Hirata's Father's novel, a form of parental role in the economy is found. The role of parents in the economic field will be seen when parents support their children, business development, budget planning and procurement of facilities and infrastructure at home and at school. This can be seen in the table below.

<table>
<thead>
<tr>
<th>No</th>
<th>character</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>Soucher</th>
<th>Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Amirza</td>
<td></td>
<td>✓</td>
<td></td>
<td></td>
<td>Hal 5</td>
<td>Di rumah Amirza</td>
</tr>
<tr>
<td>2</td>
<td>Ayah Tamat</td>
<td></td>
<td>✓</td>
<td></td>
<td></td>
<td>Hal 70</td>
<td>Di sekolah</td>
</tr>
<tr>
<td>3</td>
<td>Juru antar surat</td>
<td></td>
<td>✓</td>
<td></td>
<td></td>
<td>Hal 204</td>
<td>Di rumah</td>
</tr>
<tr>
<td>4</td>
<td>Markoni</td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
<td>Hal 20 dan 26</td>
<td>Di rumah</td>
</tr>
<tr>
<td>5</td>
<td>Sabari</td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
<td>Hal 182 dan 228</td>
<td>Di rumah</td>
</tr>
<tr>
<td>6</td>
<td>Tuan Razak</td>
<td></td>
<td></td>
<td>✓</td>
<td></td>
<td>Hal 17 dan 26</td>
<td>Di kampong</td>
</tr>
</tbody>
</table>

Keterangan
A. Menefkahi
B. Pembinaan usaha
C. Anggaran biaya
D. Pengadaan sarana
Based on the above table, it can be concluded that in Andrea Hirata's Father's novel there is the role of parents in the economic field towards children. Parents who play a role in supporting the child are the End Dad, Inter-Mail Clerk, Sabari, Mr. Razak. The parent figure who plays a role in business coaching is Amirza. Parents who play a role in the budget are Amirza and Markoni. Parents who play a role in the provision of facilities and infrastructure is Mr. Razak.

c. The Role of Parents in the Social Field

In the world of children the first social environment he knew was the family environment. The family environment is headed by parents, namely father and mother. Parents must know the social environment of children, not all social environment is good for children. Parents must be able to direct their children in a better direction by choosing a good social environment. The role of parents in the social field such as inviting children to work together, tolerance, respect for opinions, responsibilities, confide in and, observe the child's environment. this can be seen in the table below.

<table>
<thead>
<tr>
<th>No</th>
<th>character</th>
<th>The Role of Parents</th>
<th>Soucher</th>
<th>Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Amirza</td>
<td>√</td>
<td>Hal 24</td>
<td>Di rumah dan di kadang bebek belakang rumah</td>
</tr>
<tr>
<td></td>
<td></td>
<td>√</td>
<td>Hal 52 dan 7</td>
<td>Di rumah</td>
</tr>
<tr>
<td></td>
<td></td>
<td>√</td>
<td>Hal 14</td>
<td>Di rumah</td>
</tr>
<tr>
<td>2</td>
<td>Insyafi</td>
<td>√</td>
<td>Hal 48 dan 64</td>
<td>Di pasar dan di rumah</td>
</tr>
<tr>
<td></td>
<td></td>
<td>√</td>
<td>Hal 63 dan 64</td>
<td>Di dermaga yang berilalang</td>
</tr>
<tr>
<td>3</td>
<td>Markoni</td>
<td>√</td>
<td>28, 167 dan 170</td>
<td>Di rumah</td>
</tr>
<tr>
<td>4</td>
<td>Niel</td>
<td></td>
<td>Hal 167 dan 170</td>
<td>Di rumah</td>
</tr>
<tr>
<td>5</td>
<td>Sabari</td>
<td>√</td>
<td>Hal 221, 226 dan 230</td>
<td>Amerika</td>
</tr>
<tr>
<td></td>
<td>Tuan Razak</td>
<td>√</td>
<td>Hal 20</td>
<td>Di kampong</td>
</tr>
</tbody>
</table>
responsibility are Amirza and Markoni. Parents who play a role in vent for children are Insyafi and Amirza. Parents who have a role in observing the environment are Amirza, Insyafi, Sabari and Mr. Razak.

4. Conclusion

Forms of the role of parents based on the theory used there are 3 kinds, including the role of parents in the field of education, the role of parents in the economic field and, the role of parents in the social field. The role of parents in the field of education is maturing, naming, guiding religious and cultural values, teaching skills, maintaining, and providing protection for children. The role of parents in the economic field is to provide for, business development, budget planning and, procurement of facilities and infrastructure of children at home and at school. The role of parents in the social field is cooperation, tolerance, respect for opinions, responsibility, a place to share, and care for the environment around the child.

Based on data analysis, it can be concluded that the form of parental roles found in Andrea Hirata's Father's novel. The role of parents in the field of education is maturing, naming, mentoring, teaching skills, caring for and protecting children. the role of parents in maturing children is to make children mature and independent in the environment that is shown by the figures Amirza, Insyafi and Markoni.

REFERENCES

Speech Act of Refusal In Indonesian Talk Show  
As Art of Rhetoric

Tressyalina¹, Ena Noveria², Ermawati Arief³, Nindy Leona⁴  
¹,²,³Lecturer, Faculty of Language and Art, Padang State University, Padang, Indonesia

Abstract. Talking titles on television can be used as guidelines in developing language skills, ranging from interviewing skills, debate, and also speech art of refusal. The focus of the problem in this research is how to speech art of refusal contained in speech titles in Indonesia. The method used in this study is a qualitative method with a descriptive approach and data collection using the technique of listening and note taking. Based on this research, 29 speech act of refusal were found divided into 6 strategies, namely the speech act refuse strategy with a statement of denial, the direct speech act of refusal strategy, the speech act refuse by denial, the speech act refuse with clarification, the speech act refuse with a new statement, the speech act strategy refusal with promises in the future, and the speech act of refusal with the delegation of mistakes.

Keywords: Speech Act Refused, Talk Show, Rhetoric

1. Introduction

Language has an important role in human life. Language in linguistic studies is defined as an arbitrary system of sound symbols that humans use as tools for social interaction or communication tools. Through language a person can express the intention he wants to convey to the interlocutor or the speech partner. Speech delivered by the speaker should use good and correct language, in using context language it becomes something that must be considered so that what is conveyed is easily understood by the speech partner. The context used in a speech can affect the understanding of the speech partner of the speech that occurs in a speech event. Speech is a process of linguistic interaction in one or more forms of speech involving two parties, namely the speaker and the speech partner, in a time, place, and in certain situations. Speech events can occur anywhere and anytime, can be between students and lecturers, sellers and buyers, interviewers and resource persons, and so forth. Speech events built by both parties have a purpose to convey a specific purpose or goal[1].

Searle [2] explained that speech acts are theories that try to study the meaning of language based on the relationship of speech with the actions taken by the speaker. Correspondingly, Austin [3] argues that when someone tells something someone also does something on the basis of the speech, such as refusing something that is not desirable.

Lexically, rejection means the process, method, act of rejection, it can be said that the act of rejection speech is a way to express disapproval of the utterance partner's expressions. Eelen [4] states that rejection is an act that threatens the face of the speech partner. The rejection strategy must be understood by the speaker and the speech partner so that both the speaker and the speech partner do not lose a positive face. In line with the opinion of Eelen,
states that speech acts refuse to possess traits that can threaten the face, speech partners. Rejection often involves a long sequence of negotiations, and the form and content varies depending on the conversation that arises [5].

According to Carla [6], in Japanese culture refusal is not only for requests or invitations, but can also be stated to refusals statement of speech partners. Japanese speakers express their cautious refusing in using speech strategies so as not to hurt the feelings of the speech partner. Apologies, expressions of regret, and self-deprecating comments are sometimes used to give a good impression of refusal. In line with that, Durer [7] states that the act of refusing speech does not only occur between speakers and peer partners, but can also occur between speakers and speech partners of different ages. In his research, Durer examined the speech acts of refusal spoken by the Polish and Turkish people in English.

In line with Carla's opinion, Mahdiah [8] state that speech acts refuse not only to refusal a request, invitation, suggestion, invitation, or offer, but also serves to reject an argument. Arguments often arise in a debate or discussion. Debate or discussion activities have been widely broadcast on television, one of which is in speech titles. Many speech titles are broadcast by Indonesian television, for example Mata Najwa, Alvin & Friends, Satu Jam Lebih Dekat, Tea Time, Kick Andy, Apa Kabar Indonesia, Sudut Pandang, and Satu Meja.

From some of the expert opinions above, it can be concluded that the act of refusing speech is an utterance that can be spoken by the speaker if he wants to refusal the request, the offer or the speech partner, but there are several strategies that must be considered in refusing a speech in order to save the speech and the refusals speech can positive value.

Research related to speech acts refused in speech titles is very interesting to be studied and has been widely studied by previous researchers. Mushtaq [9] examined the act of refusing speech with the title "Analyzing The Speech Act Of Disagreement Produced By Iraqi Efl Learners: A Gender Study" in his study Mushtaq examined whether gender differences affect a person in refusing a speech, from his study Mushtaq concluded that gender has a significant and not significant effect on the attitude of someone in refusing a speech.

Ilmiani [10] also examined the acts of rejection which he gave the title "Politeness in Efl Refusals: The Comparison Between Indonesian and Thai Learners Of English", in his research Ilmiani examined how the rejection spoken by English students from Indonesia and Thailand, and from his research Ilmiani concluded that the two students used almost the same rejection strategy, but the politeness strategy was different.

Furthermore, Kanemoto [11] examined the same thing with the title "A Comparative Study of Refusal Assertion in the United States and Japan" in his research Kanemoto examined how the strategy of refusing utterances in the United States and Japan, from his research Kanemoto found that speech acts refused in The United States uses two formal strategies and in Japan uses three formal strategies.

Eslami [12] also examined the problems related to refusing speech acts with the title "Refusals How To Develop Appropriate Refusal Strategies", according to Eslami, this research depart from how speech acts reject is a speech that is difficult to express, because speakers must be able to maintain the feelings of the speech partner, as stated by Brown and Levinson [13], rejection is considered as one of the most threatening actions because it intrinsically threatens the face of the speech partner.

Iliadi [14] examined the same thing as the previous researchers with the title "Refusal Strategies In English And Russian", Iliadi examined how to express the rejection speech in English and Russian, and investigated the British and Russian refusal strategy from the perspective of cross-cultural communication. The research carried out by Iliadi aims to find similarities and differences between how to refusal requests, offers, and invitations in different
social contexts in two languages and cultures. From his research Iliadi found that Russian
speakers tended to use the word not followed by an apology or explanation, whereas English
speakers strongly avoided the word no to refuse an utterance or request, English speakers
preferred to use a combination of positive politeness strategies that were more typical of
Russian speakers to save the face of a partner partner said.
In Indonesia, there are already several researchers who have examined this issue. Madihah
[8] examined the act of refusing speech in the title of Mata Najwa with the title " Tindak Tutur
Menolak dalam Gelar Wicara Mata Najwa serta Implikasinya ", in his research Madihah
examined the act of refusing speech spoken by the source at the Mata Najwa title, from his
research Madihah found 52 utterances that were spoken by the speakers.
Furthermore, research conducted by Hermaji [15] entitled " Tindak Tutur Penerimaan dan
Penolakan dalam Bahasa Indonesia ", in his research Hermaji examined the act of acceptance
and refusal in Indonesian as an effort to describe or describe the actual use of language in the
community. Acts of acceptance and refusal in Indonesian can be seen that the form is very
diverse and from his research, from his research Hermaji found 5 structures of acceptance and
2 structures of refusal.
Santoso [16] also examined with the title " Bentuk, Strategi Penggunaan, dan Kesantunan
Tindak Tutur Menolak dalam Interaksi Antar Mahasiswa Prodi Sastra Prancis FBS UNNES ",
in his research Santoso examined how the politeness of speech acts refused in French, from
Santoso's research found that respondents preferred to use the single mode, which is the
declarative mode of refusing requests.
Maryamah [17] examined the same thing with the title " Strategi Tindak Tutur Menolak
Anak Usia 7 Tahun ", in his research Maryamah examined how a 7-year-old child refused an
order, request, offer, or invitation if the child did not want to fulfill it, from his research
Maryamah found that the speech act strategy of refusing 7 year olds was expressed through
the use of the lingual element.
This research will also examine the same thing as the previous research, namely the speech
act of refusing. But what distinguishes this research from previous research is the object to be
analyzed. The research to be analyzed analyzes how speech acts refusal the eight speech titles
found on television in Indonesia. Researchers chose the object of speech titles on television
because today, television is the most popular media by all people and all ages. So the degree
of speech broadcast by the television station can be used as a reference or guideline in refusing
utterances, moreover television is a media that is seen by millions of pairs of eyes, of course
the speaker must think of a rejection strategy like what should be said so as not to threaten the
face of the speech partner. The results of this study will be implicated as the art of rhetoric in
interviewing skills to reject an utterance, request, or offer of a speech partner.

2. Methodology

The method used in this research is descriptive qualitative method with a pragmatic
approach. Qualitative research is research whose data are expressed in verbal form and
analyzed without using statistical data [18]. Qualitative research is research in which data is in
the form of words or images, so it does not emphasize numbers and aims to describe or
describe the events that occur. The approach used in this research is the pragmatic approach.
The pragmatic approach can be used in research where the object is in the form of speech acts,
because speech acts are bound to the context and the context itself is the main subject in
pragmatics [19].
Data collection and data analysis in this study used the note-taking technique with the following steps. 
2. Listen to the video of the speech title that has been downloaded and identify the resource person’s speech containing the speech act, then record it.
3. Grouping data into observation tables based on the type of speech act of refused it.
4. Describe data that has been grouped according to the type of speech act refused.
5. Pulling conclusions from data that has been found.

3. Discussion / Analysis

1.1 Reaction Speech Act of Refusal in Indonesian Talk Show

Interview skills that can be used as a guideline are interviews on television talk shows. Speech is an event that is broadcast to the public. The programs offered today are very varied and have become more interactive over the years. Starting from the monologue to the narrative that was replaced in the form of dialogue, such as: interviews, panel discussions, and audience participation in speeches (talk shows) [20]. In an interview, there are several reasons why the resource person must say a reject to fulfill the interviewer's request. In rejecting the interviewer's request, there are many strategies that can be used. The classification of speech act refused strategies made by researchers is an update of the classifications made by Carla [21]. Carla with her research title "Structure of Refusals" classifies the speech act refuse strategy into two, namely the speech act of refusal directly and the speech act of refusal indirectly. For speech act of refusal directly, Carla divides it into 2, while for speech act of refusal indirectly, Carla divides it into 11, which is a statement of regret. For the purposes of this study, there are several Carla strategies that the researcher does not explain because they are not present in the speech titles being analyzed. Based on an analysis of eight speech titles in Indonesia, the following strategies were found.

<table>
<thead>
<tr>
<th>No</th>
<th>Talk Show</th>
<th>Speech Act of Refusal</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Mata Najwa</td>
<td>-</td>
</tr>
<tr>
<td>2.</td>
<td>Alvin &amp; Friends</td>
<td>-</td>
</tr>
<tr>
<td>3.</td>
<td>Satu Jam Bersama</td>
<td>1</td>
</tr>
<tr>
<td>4.</td>
<td>Tea Time</td>
<td>-</td>
</tr>
<tr>
<td>5.</td>
<td>Kick Andy</td>
<td>-</td>
</tr>
<tr>
<td>6.</td>
<td>Apa Kabar Indonesia</td>
<td>-</td>
</tr>
<tr>
<td>7.</td>
<td>Sudut Pandang</td>
<td>-</td>
</tr>
<tr>
<td>8.</td>
<td>Satu Meja</td>
<td>-</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>1 16 4 2 1 1</td>
</tr>
</tbody>
</table>

| Percentage | 3.44 % | 55.17 % | 13.8 % | 17.24 % | 3.44 % | 6.9 % |

Note: 1 = speech act of refusal
2 = speech act of refusal with denial
3 = speech act refusing clarification
4 = speech act of refusal with new statements
5 = speech act of refusal with promises in the future
6 = speech act of refusal with delegation of mistakes

From table 1 above it is known that there are 29 speech act of refusal that are divided into 6 strategies. The speech act strategy refusal with the denial statement appears the most is 16 speeches, this means the speech act strategy refusal the denial most often used by the speakers of the eight speech titles. The direct speech refusal strategy is 1 speech, the speech refuse strategy is clarified by 4 speeches, the speech act strategy refusal with 5 new statements, the speech act strategy refusal with a promise in the future as much as 1 speech, and the speech act strategy refusal with delegation error of 2 utterances.

1.1.1 Speech Act of Refusal

Madihah [8] call this strategy with the term speech act, refusal it directly with performative sentences, while researchers use the term direct speech act of refusal, the researcher changes the term for this strategy because the language is easier to understand. Speech act of refusal are strategies of refusing speech acts that directly use the word refuse or do not agree with what is said by the speech partner. Based on the results of an analysis of 8 speech titles, only 1 speech act was found refusing the speech degree Satu Jam Bersama which aired on the RTV episode “Satu Jam Bersama Susi Pudjiastuti dengan Cheryl Tanzil”.

Speech made by Cheryl Tanzil as the host made the Minister of Maritime Affairs and Fisheries Susi Pudjiastuti said a refusing in the form of speech.

Susi: “Secara pribadipun saya tidak setuju dengan kita menjual pasir kepada Singapur.”

1.1.2 Speech Acts Refused by Denial

This strategy is almost the same as the rejection strategy with non-performative statements classified by Carla [21] but the difference is the researchers add a new marker for this strategy, i.e. no. The speech act of refusing by denying is a speech act strategy of refusing by using the words of blame like not and not. Based on the results of an analysis of 8 speech titles, it was found that 16 speech acts refused which speech titles Mata Najwa which aired on the Metro TV episode “Laga Usai Pilpres” containing 4 utterances refused, Satu Jam Bersama which aired on the RTV episode “Satu Jam Bersama Susi Pudjiastuti dengan Cheryl Tanzil” containing 1 utterances refused, Kick Andy which aired on the Metro TV episode “Satukan Hati Setop Bullying” containing 2 utterances refused, Apa Kabar Indonesia which aired on the TV One episode “Pilpres Belum Usai Prabowo Gugat Lagi” containing 1 utterances refused, Sudut Pandang which aired on the Metro TV episode “Kisah Anak-anak yang Tak Diinginkan” containing 1 utterances refused, and Satu Meja which aired on the Kompas TV episode “Demokrasi Setengah Hati” containing 7 utterances refused.

In the title of Mata Najwa speech, a speech uttered by guest star Arief Puyono to Adian Napitupulu made Adian speak of a strategy in the form of speech.

Adian: “33 negara yang mengirimkan pemantau pemilunya sama sekali tidak satupun yang mengatakan curang, kemudian 11 njo independen dari berbagai negara asing juga tidak ada yang mengatakan ini curang,
51 lembaga pemantau dalam negeri juga tidak mengatakan ini curang, lalu yang bilang ini curang siapa?

1.1.3 Speech Acts Refused with Clarification

Carla [21] calls this strategy the term of remorse, but researchers prefer the term clarification. The speech act of refusing with clarification is a speech act strategy of refusing by providing clarification or explanation of why the speaker cannot approve the statement of the speech partner. Based on the results of an analysis of 8 speech titles, it was found 4 speech refuse where the speech title is Mata Najwa which aired on the Metro TV episode “Laga Usai Pilpres” containing 3 utterances refused, Alvin & Friends which aired on the INews Tv episode “Ditanya Lawan Terberat Debat, Rocky Gerung: Tak Ada yang Setara” containing 1 utterances refused.

In Mata Najwa speech title uttered by Rocky Gerung guest star Arief Puyono made Puyono say a refusing in the form of speech.

Puyono : “Oh Jokowi Dodo itu dan Pak Maruf amin itu akan jadi presiden dan wakil presiden versinya lembaga quick count bukan lembaga KPU, jadi sama kaya di Bengkulu dia menang versi lembaga quick count bukan versi real count KPUD Bengkulu.”

1.1.4 Speech Act Refused with New Statement

The speech act of refusing with a new statement is a strategy of the speech act of refusing by giving a new statement from what was said by the previous speech partner. So in this strategy, the speaker does not agree with the statement of the speech partner, then gives another statement in lieu of the previous statement, This researcher's opinion is in line with what is expressed by Madihah [8] according to him this strategy is a speech-refusing strategy by offering other alternatives as a substitute for the desires that are speech act of refusal. Based on the results of an analysis of 8 speech titles, it was found 5 speech refuse where Mata Najwa speech was aired on Metro TV episode “Laga Usai Pilpres” containing 2 utterances refused, Satu jam Bersama was aired on RTV episode “Satu Jam Bersama Susi Pudjiastuti dengan Cheryl Tanzil” containing 1 utterances refused, and gelar wicara Sudut Pandang was aired on Metro TV episode “Kisah Anak-anak yang Tak Diinginkan” containing 2 utterances refused.

In the speech title Sudut Pandang by Fifi Adelya Yahya the speech made Ms. Monika as the speaker say a refusing in the form of speech.

Monika : “Pergumulan tentunya karena sekalipun memang dia hamil di luar pernikahan itu pun sudah merupakan sebuah kecemasan, tetap dengan melakukan aborsi, bahasanya aborsi tapi saya lebih senang ngomong pembunuhan karena itu memang pembunuhan.”

1.1.5 Speech Act Refused with Promises in the Future

The speech act of refusing with promises in the future is a speech act strategy spoken by the speaker as a form of refusing of the wishes of the speech partner by promising to fulfill their wishes at a later time, this opinion is in line with what is expressed by Madihah [8]. Based on the results of an analysis of 8 speech titles, only 1 speech act was found refusing the speech degree Apa Kabar Indonesia was aired on TV One episode “Putusan MK Akhir
In the title of *Apa Kabar Indonesia*, the questions raised by Kamaratih Kusuma as the master of ceremonies made Andre Rosiade say a refusing with dialogue as follows.

Kamaratih: 
Jadi rencananya kapan bang pertemuannya?

Andre:  

1.1.6 Speech Act Refused with Delegation of Errors

Madihah [8] call this strategy with speech acts refusing indirectly with avoidance, but researchers make the term speech act refusing with the delegation of mistakes because of what the speaker says in refusing the wishes of the speech partner is done by delegating errors or responsibilities to the parties other. Based on the results of an analysis of 8 speech titles, it was found 2 utterances that were refused, where as *Mata Najwa* talk show that aired on Metro TV episode “Laga Usai Pilpres” contained 1 speech refusing, and the title of the speech *Apa Kabar Indonesia* that aired on TV One episode “Pilpres Belum Usai Prabowo Gugat Lagi” contains 1 utterance.

In the title of *Apa Kabar Indonesia* that aired on TV One episode “Pilpres Belum Usai Prabowo Gugat Lagi”, the question that was said by Putri Viola as the master of ceremonies made Abdullah, Kabiro Hukum dan Humas MA say a refusing with the dialogue as follows.

Putri:  
Kapan rencananya ini akan disidangkan dan hakim juga yang akan bertugas dalam penyelesaian atau persidangan penyelesaian kasus sengketa ini siapa saja pak?

Abdullah: 
Untuk tuntut menuntut itu pada pihak yang telah ditentukan oleh UU. Mengenai tuntutan itu akan dikabulkan atau tidak itu kewenangan hakim yang menentukan, bukan kita yang berdiskusi sekarang ini.

1.2 Refusing Speech Acts in Speech as Art of Rhetoric

In every communication, not all speeches expressed by the speaker can be accepted by the speech partner, not infrequently the speaker refused what is said by the speech partner. Based on the results of this study it can be seen that there are many strategies that can be used to refuse the utterance of speech partners, not just the words "I do not agree with you" "I refuse your statement". So far, most speakers only use refusing speech which can threaten the face of the speech partner with negative refusing language. The strategies of refusing the degree of speech on television found in this study can be used as art in language skills (rhetoric) to refusal speech.

4. Conclusion

Television is believed to have a great influence on the attitudes and behavior of its audience so that it will have an impact in the short or long term. Talk shows on television can be used as a guide in developing language skills, ranging from interviewing skills, debate, and also acts of speech refuse. Based on the results of this study, 29 speech refuse were found which were divided into 6 strategies, namely the speech act refuse strategy with a statement of denial, the direct speech
disclaimer strategy, the speech act refuse by denying, the speech act refusing with clarification, the speech act refusing with a statement new, the speech-action strategy refuse with promises in the future, and the speech-action strategy refuses with the transfer of mistakes. The results in this study can be implied as rhetorical art in refuse a speech.

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Ibn Rushd’s Strategic Analysis on Mutakallimin’s idea of God’s Existence

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Abstract. : The existence of God has been considered as a theological discussion existed since the days of ancient Greek Philosophers. In Islamic Tradition, Muslim Philosophers (Faylasuuf), Theologians (Mutakallim), and Sufis apprehended this topic in multiple approaches and methods elaborating God’s Existence (wujuud) scientifically. As one of well-known Muslim Philosopher, Ibn Rushd (520/1126- 590/1198) offered his idea to describe the nature of God’s existence through demonstrative (burhaniy) method combining reason, faith, and Qur’anic interpretation. This inquiry is initiated by criticizing previous Muslim Scholar’s methodology earlier before presenting his strategy, in a way that Ibn Rushd found that there was a conflict either between logical rhetoric method appropriated by Faylasuuf or dialectical discourse (jadaly) applied by Theologians. Accordingly, Ibn Rushd introduced his idea regarding God’s existence through advanced formulations they are: teleological argumentations (daliil al-I’naayah) and invention argumentations (daliil ikhtiraa’).

Keywords: Theological, Ibn Rushd, Mutakallimin’s, God, epistemology.

1. Introduction

The subject to prove God's existence is one of the important topics that need to be examined both in the history of the previous century and in the modern century[1]. Research in proving the existence of God has been in demand by philosophers for a long time including the ancient Greek philosopher Aristotle, as well as several Muslim philosophers namely Abu Yusuf Yaqoub ibn Ishaq al-Kindi, al-Farabi and Ibn Sina.

Since ancient Greece, the first Greek philosophers have seen the physical unity of all things, especially the existence of God. Among Aristotle's proofs related to the existence of God is to prove the prima causa of God that God is the main mover of all nature and has a fixed immovable nature[2]. So the Greek philosophers used rational evidence to prove the existence of God by bringing up ideas related to creatures in the world.

And departing from religious humans who grow in the Divine way is a sign that God is the Creator Himself, the Organizer, the refuge of all His creations, and dependent on Him. However, the self which worships man and takes refuge in all his creatures and returns to Him. Therefore, God is the place of vengeance and the return of all beings. One of the most difficult doctrinal problems in most religions is the problem of monotheism[3]. Because every adherent of the religion recognizes the oneness of God on the one hand, but on the other hand recognizes other gods only this one God is either in faith or in worship. The agreement
between them is to acknowledge the existence of one God, while the difference is in the
description of God[4].

And paper researchers see that all religions have a special understanding of God, which in
Islam is called theology. The discussion of God in the view of Islamic theology has been
discussed by Mutakallimin and philosophers. The point of equality between the two is to know
the existence of God and the point of difference between them lies like God[5].

As we know that Mutakallimin is talking about using the arguments of 'Aqly and putting
aside Naqly's arguments. Keep in mind that some of the thoughts of Mutakallimin also
mingled with the thoughts of the Philosophers so that the Kalam Science thought arose
because philosophical thought had entered the realm of Islamic aqeedah. Abraham Maslow
said that everything based on the mind will always cause problems, in terms of renewal that
often occurs in contemporary thinking is a culture of philosophy of empiricism and
positivism[6].

Whereas Mulla Sadra said that a new idea in philosophy is to prove the existence of God
not only from the basis of what is but the basis of reality until it is reality itself[7]. The same
thing was expressed by Fazlur Rahman that the existentialism of Western philosophers was
interpreted as a doctrine of materialism and idealism that was more inclined towards atheism,
whereas in Islam existentialism was interpreted as a metaphysical philosophical doctrine
aimed at knowing the truth in proving the existence of God and not part of the mystical
nature[7].

In the sixth and seventh centuries, a problem arose in proving God and existence was at
issue, because Western philosophers prioritized reason. The same is used by madzhab the
Mu'tazilah in expressing God's proof that put forward logical reasoning and taking the Greek
logic machine to think[7].

One of Ibn Rushd's valuable books, "al-Kasyf 'an Manahij al-Adillah fii 'aqaidi al-
Millah" in the book there is a problem Madzhab of Ash'ari doctrine which determines that the
invalidity of evidence signifies the invalidity of meaning and the creator. Ibn Ruysd gave an
answer that drew his attention in proving God, namely Ibn Rushd's critique of Ash'ari in view
of the existence of God or the way of proving God that has been included in the Qur'an[8].
Therefore Ibn Ruysd proves it with two propositions namely 'inayah and ikhtira' arguments'
as well as the search for the propositions of religious ideology, especially the doctrine of
aqeedah discussed by philosophers and Mutakallimin[9]. The same thing was expressed by
Ibnu Rysyd in his work "fashl Maqal fii Taqriri ma Baina Shari'ah wal Hikmah Min Ittishal",
the defense of philosophers lies in the explanation of the law of logic, but Ibn Rushd prefers
not to rule out aqidah in the understanding of proof of God or the existence of God. What is
maintained by Ibn Rushd in proving the existence of God is by prioritizing the Qur'an and the
Hadith and putting forward the takwil burhany[10].

However, Ibn Rushd focused his attention on a fundamental problem, namely the conflict
between logical rhetoric adopted by philosophers and dialectical discourse (jadaly) which was
adopted by Mutakallimin. This is what destroys people and religion and endanger the shari'ah
and wisdom[10].

2. BIOGRAPHY OF IBN RUSHD

Ibn Rushd had the full name Abu al-Walid Muhammad ibn Ahmad ibn Rusyd al-Andalusi.
He was born in Cordova, Andalusia in 520H / 1126M. Averroes is another name for Ibn
Rushd who is famous in the West, Ibn Rushd is part of a family of experts in the field of fiqh.
Thus his father worked as a judge, as well as his grandfather had been the head of the court in Andalusia[11].

Ibn Rushd's educational journey began with the care of his father. He began to study the Qur'an, Hadith, Fiqh, language, literature and other Islamic scholarship[12].

Then after mastering these Islamic scientific branches, Ibn Rusyd learned about philosophy, law, grammar, mathematics, astronomy, logic, and medicine. The last branch of knowledge studied by Ibn Rusyd was from al-Zuhri's doctor in Marwan, a prominent doctor of his time[13].

The position of supreme judge in Cordova was held by Ibn Rushd until he was summoned to Marrakech by the Khalifah Abu Yakub, al-Mukmin's successor to replace Ibn Tufail as Khalifah's doctor. Ibn Rushd's closeness to the center of power went well until the beginning of the reign of the Khalifah Yusuf, the successor to Khalifah Abu Yakub. However, because of his fame and closeness to the Khalifah, about ten years after the ascension of the Khalifah Yusuf (1184 AD), Ibn Rushd was slandered by apostasy by the jurists who did not like the presence of philosophy in his thinking. With this, Ibn Rushd was removed from his post, and after being tried was exiled to Lusinah, a small town south of Cordova. Not only that, several Ibn Rushd's works were destroyed except works that were solutive such as medicine, mathematics, and astronomy. This removal is not due to the issue of disagreement related to scientific treasures but is more dominated by political conflict. According to Majid Fakhry, Ibn Rushd was vilified by those who did not like Ibn Rushd's closeness to the Caliph. To facilitate the removal, the enemies of Ibn Rushd were riding on the philosophy-sentiments of the fuqaha, even though Ibn Rushd's mistakes in studying philosophy himself had not been proven[13].

According to other information, the Khalifah Yusuf who also loved philosophy was forced to make a decision following Fuqaha's demands, to relinquish his post and exile Ibn Rushd. Because at that time the government needed army support to attack Christian power in Spain. In that sense, that is not because the Khalifah Yusuf hated Ibn Rushd and philosophy. This is reinforced by the fact that shortly after, after gaining victory in the attack, the Khalifah called Ibn Rushd back to the palace and welcomed him with honor and glory[14].

2.1 Ibn Rushd's Works

Ibn Rushd was classified as a prolific Ulama-Philosopher because he had hatched many scientific works related to various fields even in very busy situations and during exile. These works include: Bidayah al-Mujtahid wa Nihayah al-Muqtasid, Fashl Maqal fi Ma Baina al-Hikmah wal Shari'ah min Ittishal, Tahafut al-Tahafut, al-Syarh al-Wasith and al-Syarh al-Kabir, al-Kasyf ‘an Manahij al-Adillah fii’ Aqaidi Millah, al-Kulliyat, and many other related works in other fields of science such as astronomy, physics, and logic.

3. THE CONCEPT OF GOD ON MUTAKALLIMIN VIEW’S

Often in talking about beings, people will pay attention to beings and nature. Creatures and nature are all forms besides Allah. Thus the opinion of the Salaf, as told by Al-Juwaini, and the same thing is also discussed by the views of all believers to date, including the Mutacallimin. According to him, because Allah is the Creator (Khaliq) then anything and anyone besides Him is a creature (creature) and what is meant is nature[15].

Although the Mutacallimin believe that he is a creature created by God, between them there are differences of view regarding the eternal state (qadim, azali) or new (hadith). The
word qadim which has the meaning of the origin of a state in eternity which did not originate absolutely and that is indeed only Allah. The hadith is the opposite, that is, everything whose existence is preceded by something else. However, in the discourse of Kalam, it turns out that the word qadim is used taqaddum (precedence). The word is divided into taqaddum dzati (substantially eternal) and zamani taqaddum (eternal within a time limit).

Although not found in the text of the revelation (dalil naqli) both from the Qur'an and the Hadith of the Prophet, it explicitly states it, but there are various signs and statements among other dalil naqli propositions that lead people to believe that God exists. The sign put forward by the revelation is the existence of the universe as a masterpiece, so that humans want to use reason to think of the form behind it.

Then it is necessary to postulate a logic stating that every form must have something to make it become a form(al-mawjudat la budda laha main maujud)[16]. So that it will arise in human reasoning that if a form occurs then there must be someone who does the act, and if the form is through movement then there must be a mobilizer. The proposition which states that every mawjud (nature) exists because of mujid can form a series of causes and effects. Missal natural objects occur because of a cause that precedes it, because it is a result of another cause that precedes it, and so is another cause that is a result of another cause that precedes it. Then the logic will conclude that there is no possibility of a series of causes and effects arranged without end, and surely there must be a final sequence, which is called the Prima Cause or Muharrik Awwal. If someone says that nature exists because of nature itself, that is, nature, as a result, occurs due to nature as a cause, then that statement cannot reach the point of rationality and will cause doubt and confusion, because between cause and effect no circuit breakers are found.

Theorems of revelation that offer rational and empirical evidence can also bring people who are aware and think to conclude that behind the form of the universe there is God who created and controlled it. Except for the dahiriyin or naturalists, they understand that nature exists by itself, and is destroyed by itself. Both dahiriyin in the past and naturalists in the present are of the view that nature does not depend on anything outside of nature, and therefore no one preserves nature except nature itself[17].

There has been a debate about whether God's form can only be known based on revelation information or without revelation can be known with reason. The Mu'tazilah and Ash'ariyah groups hold that knowledge of God's form can be obtained by humans even without reason without revelation information. The same thing was expressed by the Maturidiyah group that knowledge of God's form can be obtained by humans even with reason without revelation information[8].

Another case is the Hasywiyah group which states that the way to arrive at knowledge about the form of God is through revelation not through reason, or that reason is not able to know the form of God without the help of information revelation[8]. There is something to note about the Hasywiyah group, namely that the group is due to understanding the messages of revelation that they only see their birth.

According to Qadhi Abd al-Jabbar that human obligation is to think to reach knowledge about the existence of God because God can not be known immediately or with real vision, but must be known by way of thinking and reasoning[18]. The same thing was expressed by Abu al-Hasan al-Asy'ari in the book Nihayah al-Iqdam, stating that distinguishing between the human ability to achieve knowledge about God's form with the obligation to know His form. He also believes that knowledge of God's form, like knowledge of others, can be achieved by reason, but the obligation to know that form is not based on reason, because it involves taklif
(the responsibility imposed by religion), then according to that obligation must go through al-
sam '(based on revelation information)[19].
According to the salaf view, nature is the designation for everything except Allah, that is, all of His creatures. And according to the view of the khalaf, nature is all that consists of jawhar (substance) and āraḍh (accident)[15]. The arguments put forward by Mutakallimin above in several passages have similarities with the arguments put forward by the Falasifah, including those put forward by other philosophers, both in classical times and in the future.

4. RESEARCH METHODOLOGY

4.1 Ibn Rushd's Criticism of Mutakallimin Thought

The subject to prove God's existence is one of the important topics that need to be examined both in the history of the previous century and in the modern century[1]. Research in proving the existence of God has been in demand by philosophers for a long time including the ancient Greek philosopher Aristotle, as well as several Muslim philosophers namely Abu Yusuf Yaqoub ibn Ishaq al-Kindi, al-Farabi and Ibn Sina.

There are various approaches taken by different groups to arrive at the recognition of the existence of God. Some rely solely on revelatory information, and some are exerting logical reasoning thinking.

The Hasywiyah group believes that the way to arrive at the knowledge of the existence of Allah is through revelation information and not by ratio[20]. That is, these groups believe in the form of God and the hereafter is sufficient to simply believe in what is conveyed by revelation even if it does not make sense. Ibn Rushd criticized the group for ignoring the objectives of the Shari'a. Besides, the establishment of the group ignored the call of the verses of the Qur'an to think about reaching that belief. If it is enough to believe alone, it is no different from the views of pre-Islamic Arabs, that is they have recognized the form of God.

Hasywiyah sect is one of the anthropomorphism groups which contain many elements of Isra'iliyat and agnosticism in the interpretation of mutasyabih verses[21]. The reason was made because they were of the view that the God they worshiped was described as a form that had members and parts, both spiritual and physical dimensions. Besides, they also believe that God can move around, down, up, residing, or settled[10].

While the Ash'ariyah group has their way of thinking to know the existence of the form of Allah. This group holds that to arrive at the knowledge of the existence of Allah is through reason or logic[8].

The same thing was expressed by the Mu'tazilites even though Ibn Rushd could not directly refer to books written by Mu'tazilite figures because they did not find them, but he saw the views of these groups in terms of the existence of Allah being in common with the views of the Ash'ariyah[8]. The sources obtained by Ibn Rushd come from Ash'ariyah books when discussing the views of the Mu'tazilah class. The Ash'ariyah and Mu'tazilah groups use the method of thinking more dialectically (jadaly) instead of demonstrative (burhany)[22].

Furthermore, the Mutakallimin prove the existence of Allah by proposing the theory of al-Jawhar al-Farid or also called the argument of hadith, which states that nature consists of divided parts, namely atoms, thus nature is new and created, therefore nature there must be a creator who made it exist, and the creator of this nature is God[8]. The conclusion from the above theory that God's creation is an act (fi'il) must be related to the will (iradah). If this nature is a hadith because Allah created it from nothing (creation ex nihilio), then the problem is whether the will (iradah) associated with the creation is hadith or qadim. The issue is approached with three possibilities, namely first, with the will of the qadim and the actions of
the hadith, second, the will of the hadith and the actions of the hadith as well, third, the will and deeds of the qadim.

The method stated by Mutakallimin indeed feels difficult, moreover, they take it by taking the atomic theory of the existence of nature as a base of proof of the existence of God. Apart from not easy to understand, the road is not a method recommended by the Qur'an. Their proposition cannot be understood by the laity, but it is also not suitable for the khawas[8]. In fact, according to Ibn Rushd, the solution is very easy if they return to the first source, the Al-Qur'an, because there are many proofs of evidence that are easily understood by ordinary people.

Likewise, Ibn Rushd concluded that the method of proof of the form of God as presented by the Mutakallimin was not categorized as a rational approach that contained truth, nor was it a religious approach that contained beliefs. According to Ibn Rushd, the religious method in the Qur'an has two characteristics; that is, it contains simple beliefs and logical paths so that the conclusion is not far from that God who created nature has wisdom and provided the wisdom of this creation for humans[23][24].

5. RESEARCH RESULT

5.1 Ibn Rushd's concept of God

Ibn Rushd had a different method in determining the existence of God. As in the work of Abid al-Jabiri, Ibn Rushd's method that God is a movable mover, He is the Mover and causes the movers thereafter[8]. This proves that Ibn Rushd's metaphysics discusses God's problem which is divided into three problems namely, al-Maujud, al-Jauhar, and al-Wahid. He also divided into three things in proving al-Maujud, namely; first, based on each of the ten maqulat. Second, based on the truth, that what is in the mind is the same as what is outside it. Third, based on the nature of something that has nature and substance that is outside the nafs; both substances that can already be imagined and substances that can not yet be imagined. However, the philosophers of the following ages, including the many scholars of kalam who hold on Ibn Sina's theory, namely God is Wajibul Wujud[25].

Another argument used by Ibn Rushd in proving the existence of the form of God is by proposing rational propositions as well as religious arguments. This was done aiming to strengthen faith in God, the Creator of the universe. To explain the existence of the form of Allah, Ibn Rushd chose the path of proof contained in the Qur'an. Here he introduces dalil al-'Inayah al-Ikhtira', the proposition 'Inayah and the proof of al-Ikhtira'. The argumentation theory introduced by Ibn Rushd was the result of collaboration with the cues understood from the revelation information. So that he gets a conclusion in proving God's form there are two; namely the argument of dalil al-Inayah and Dalil al-Ikhtira [8].

5.2 Dalil al-'Inayah

This proposition is also called the final cause (al-asbab al-gha'iyah) because it shows that God is the preserver of man and that the purpose of the creation of nature is in the context of human welfare. This means that humans realize that everything exists because there is interference from God's will, then automatically humans will acknowledge the existence of God. There are two foundations built by Ibn Rushd; first, that everything that exists and stretches in the universe is created and designed in such a way as to be suitable (compatible) for humans. Secondly, that conformity occurs definitely because it comes from the design of the Creator, not accidentally or intentionally. Example; presence day and night, sun and moon.
From these examples that the existence of a convincing human being can be rationalized and felt by humans. That way humans want to prove that God exists, then he can think of it from the benefits of all these forms for humans[8].

Through the proposition of al-ayInayah, which is to pay attention to nature and phenomena that exist, it will be reflected in the human mind that the existence of natural objects as if intended for the benefit of humans[8].

Through the proposition of al-ayInayah, which is to pay attention to nature and phenomena that exist, it will be reflected in the human mind that the existence of natural objects as if intended for the benefit of humans, because all of them have compatibility with human life. The proposition introduces that God is through the works of His creation. This is the method of proving the wisdom experts (jalasifah). In the book Metaphysica, Ibn Rushd mentioned that the special way for the Falifa is to investigate all that is in mini style because there is no devotion to God that is more important than the effort to know the works of His creation to arrive at the knowledge of His Essence seriously[22]. In other words, for someone who wants to know God perfectly, then he should investigate or tadabbur natural that is found in all that is in this universe[8].

To strengthen the argument, Ibn Rushd used the information of revelation as a basis for the proof of the existence of Allah, namely surah al-Furqon (25): 61; "Glory be to God who makes the heavens in the heavens and He also makes the sun and moonshine."

Ibn Rushd's view of this proposition that investigating and contemplating the creation of the universe is part of the knowledge of the form of Allah through a ratio that does not rule out revelation information, namely the Qur'an and the Hadith. The proof of the existence of God is that the universe is created, therefore there must be a Creator.

Dalil al-Inayah, when compared with the dialectical arguments (jadaly) put forward by Mutakallimin, is because this proposition invites true knowledge, not just dialectics, but gives a signal to carry out investigations to uncover the secrets of nature. Because Ibn Rushd also paid attention to nature, that nature and everything in it is in harmony, not just coincidence. This means that the creation is arranged in such a way that rapid and regular, which is measured by modern science, shows its accuracy in detail[25].

5.3 Dalil al-Ikhtira’

In this second dalil, Ibn Rushd proposes relating to al-Ikhtira’ which has the meaning of creation. The proposition is intended to prove natural events through proof of creation. For example; animals and plants and living things in the universe, with the example above is to prove empirically the existence of that creation. So by observing and investigating the existing creatures, humans are required to think up to a thought of the creation. Likewise, objects in space move, then humans will arrive at a thought that movements occur with control, meaning that in space also has been running regularly, it is called the cosmos, and everything that is controlled in space is invented. Both living and inanimate objects show that there is a creator who controls it and that He is the cause of the existence of these objects and creatures in the universe. Therefore this proposition is also referred to as the sababiyah proposition (causality)[26][27].

In Western literature, it is called the cosmological argument which is the most classic, simplest proof of proof, and can also support a human belief. Even this theorem is analogous to the proposition of motion (dalil al-harakah) which shows that the universe is always in motion, and that motion is caused by the existence of a prime mover. The same thing was expressed by Aristotle that all of this nature is moving and there is something that moves, that is the prime mover or prima causa which is not moved by anything (the Unmoved Mover) because he is the maker of all movements[16][2].

This proposition is built based on two foundations, namely, first, that everything in nature exists because it is created and sustained by its existence, such as food, sustenance, water, and
all human needs. Second, that everyone created must create it. On this basis, it is clear that there is a creator for what is in nature. If a man has arrived at the thought of the existence of knowledge of Allah, then he should try to know the nature of all things. From these efforts will be achieved in the essence of the existence of all forms of creation.

To strengthen the argument, Ibn Rushd used the information of revelation as a basis for the proof of the existence of Allah, namely surah al-A'raf (7): 185: "Do they not pay attention to the kingdom of heaven and earth and everything that God created".

According to Ibn Rushd, the two propositions of dalil al-'Inayah and dalil al-Ikhtira’ are the propositions of syara’. Both propositions are based on clear foundations, namely revelations, of course, there are several verses of the Qur'an which touches on the proof of the existence of a Creator of the universe[1]. This is already quite clear, namely inviting humans to think in that direction. Furthermore, Ibn Rushd stated: "That the verses contained in the Qur'an in the matter if examined closely, there will be found three patterns. Namely, verses that contain messages with the model of dalil al-'Inayah, some verses contain messages with the model of dalil al-Ikhtira’, or verses that combine the two models of the proposition.”[8].

Ibn Rushd invited to prove the existence of Allah by observing events in nature, plants, animals, and humans. Every creature in the universe has the same symptoms, such as eating and breeding, while at the same time having different characters. For example, humans have advantages in creation compared to other creatures, because he is dzu ‘aql (has the power to think). The argument shows the existence of a Creator who wants a being to be higher in rank than other creatures, meaning that the Creator who governs is one.

When compared with the methods of proof as stated by the Mutakallimin, then the rational proposition put forward by Ibn Rushd is the argument of shara’ because it is in line with God's call. As explained by some verses in the Qur'an which call for faith in the form of Allah by looking at the universe as His creation. While the methods of proof by the Mutakallimin group, such as the arguments of al-Jawhar and the arguments of al-mumkin wa al-wajib, are not sharply patterned because their propositions only express dialectics, and do not offer a clear answer[8].

6. CONCLUSION

The Mutakallimin group unceasingly discusses one of the themes of discourse in the knowledge of proving the existence of God, this group puts forward the dialectical method (jadaly) and is not sourced from the thought of propositions that originate from revelation or takwil burhany. So that the methods derived from this group make ordinary people confused who can only prove the form of God as illusions and doubts.

Regarding the question of the existence of God, Ibn Rushd agreed with the Mutakallimin view that the natural form is evidence for the form of God, but he rejected the arguments, such as dalil al-jawhar al-farid and dalil al-mumkin wa al-wajib. Ibn Rushd tried to understand the message of some verses of the Qur'an as shari'ah arguments for the proof of the existence of the form of God with dalil al-'Inayah and dalil al-Ikhtira’.

From the criticisms made by Ibn Rushd to the Mutakallimin group, it can be learned that the assessment of a view is not based on presumptions but must be preceded by a genuine understanding of the view to be criticized. This is what is used by Ibn Rushd called the burhany method.

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Lecturers’ and Students’ Perception toward the Importance of Development Multimedia-assisted Drama Appreciation Teaching Materials in College

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Abstract. The purpose of this research to describe lecturers’ and students’ perception toward the importance of development multimedia-assisted drama appreciation teaching materials in college. Teaching materials, all this time, it used to tend more theories and manually so that it could not give the experience contextually to students. Therefore, also through National Qualifications Framework (NQF) is stated the way students would have experience with find and learn by themselves. Besides, lecturers also are charged to be more creative and innovative, especially in design learning set, so as to be able to create interesting learn’s atmosphere. This is also same with the 4.0 revolution where the lecturers also have to be able design the learning that more contextual. The result of analysis requirement through questionnaire was obtained that it is necessary to develop multimedia-assisted drama appreciation teaching material.

Keywords: perception, teaching materials, drama appreciation, multimedia, college, development importance

1. Introduction

Drama Appreciation Learning is one of the subject in Indonesian Language and Literature Education majors, FKIP Universitas Bung Hatta with a weight of 3 credits. As compulsory subject in that major, students not only equipped by theory about drama as literature work, but also they were given the experience how practice one of the typical drama to be shown in the performing arts. Besides, through this learning then as a prospective teacher, students also have to be able to design teaching materials to be applied in learning at school. So, fit to learning outcomes, through this drama appreciation subject students expected have competence about literary and performing arts as well as drama characteristics that also contain two dimension that are literary and performing arts dimension. However, some studies toward Drama Appreciation learning in the form of Learning Program Design (LPD) at some majors in Padang, such as: STKIP Padang, Unes Padang, and STKIP YDB Lubuk Alung obtained the information
that lecturers have limited time in teaching this subject because there are things that must
be studied literary and performing arts. Then, the learning is considered less effective. In
the other side, it also obtained the information from students that the drama appreciation
learning all this time not followed by varied media, so that make the learning become
unattractive.

As one of literary genre, drama has been taught since elementary school as well as
also at college. But in fact, there are still many of problems were found in drama
learning. One of them is lack of understanding by teachers or lecturers toward the
essence of drama learning itself [5]; [14]; [15]. Besides, the problem of teachers’ or also
lecturers’ creativity in teaching the subject, so that drama learning has not become
something interesting for students yet. Drama learning not merely aiming that students
become the reliable litterateurs or playwrights, but rather give experiences to appreciate
drama [10]; [6]; [1].

The experience of appreciating the drama will lead students to be more interested and
positive about the drama. In reality, through the questionnaire given to students, many
lecturers did not understand well how to teach drama. Drama is only interpreted as a play
that will be difficult to teach in class because of various obstacles. Even though, many
ways can be done by lecturers how to make drama learning something fun and even
attractive to students because through drama learning many positive things can be
conveyed to them. This is in line with the results of research that through drama plays
can sometimes appease emotional students.

As innovation in learning, drama learning material can be developed through the use
of multimedia, if during this learning process tends to be conventional (lectures,
discussions, seminars, and exercises) by directing students solely to things that are
theoretical and less touching aspects of drama as a performance art or dramaturgy
process. As a result, drama appreciation learning becomes less attractive to students.
Therefore, one alternative that can be done by lecturers is to create innovative, creative,
and fun learning designs without eliminating pedagogical touches through learning using
multimedia. This is following recommendations through Udim & Etin's research [16] so
that lecturers conduct a series of training and development skills in the use of these high-
tech facilities. Even an educator (in this case; a lecturer) must and need to create his
multimedia application as an effective tool in education [3]. When students finish the
task of appreciating drama, then proceed with a study on aspects of the dimensions of the
performing arts, then by themselves, they can follow up by transferring to a form of
performance art. Evaluation of the results of the show can bring up ideas that allow the
student's creative process to be more dynamic.

Therefore, lecturers need to convince students by providing stimulus through learning
multimedia-based drama. The result of previous research was reinforced through related
to learning using multimedia such as Theng & Neo, namely students in Malaysia
increased their performance, was more active, and motivated in learning because the
lecturers used learning through multimedia by developing interactive learning modules
(ILM). Meanwhile, Alshadan, et al. [2] also developed a learning model by utilizing
multimedia technology which also has an impact on student learning outcomes in Saudi Arabia in all disciplines and subjects.

Learning can be more interesting if the teachers can make creations in their learning. Rodríguez-Bonces research results [13] states that a curriculum that integrates music and drama as a strategy for language teaching can create meaningful learning and positive student attitudes to generate high interest in language learning. Similarly, the results of the study. The opinions and experiences of pre-service teachers and preschool teachers state that drama has a positive impact on the learning of preschoolers about continued development. Not only for students but also drama activities on learning can also improve the independent learning skills of prospective teachers [9]. Then, previous research was also conducted from Finland trying to use drama learning to develop the collaborative assessment. The research results said that by playing drama, the competencies of students could be seen directly through their performances in staging a script.

2. Method

Type of this research is development research using ADDIE models with the development model that will be used in this research is the development of the ADDIE (Analysis-Design-Development-Implementation-Evaluation) model, developed by Molenda and Reiser [12]. This model is often used to describe a systematic approach to instructional development. Molenda stated, "I am satisfied at this point to include that the ADDIE model is merely a colloquial term used to describe a systematic approach to instructional development, virtually synonymous with Instructional Systems Development (ISD)." Besides, Molenda also said that the ADDIE model is a learning model that is general in nature and is suitable for development research. When it used in the development, this process is considered sequential, but also interactive [12]. After Molenda's opinion, Cheung [4] states that ADDIE is an easy model to use and could be applied in the curriculum that teaches knowledge, skills or attitudes. Research procedures at the preliminary research stage in the form of an analysis of needs and context analysis, literature review, and development of a conceptual or theoretical framework. Data is collected by giving questionnaires to lecturers and students. Lecturers were given questionnaires related to the learning process of Drama Appreciation. Lecturers that were selected to teach Drama Appreciation subject in several colleges in the city of Padang. While students were also given questionnaires related to their learning process as their response to the learning of Drama Appreciation so far.

3. Finding and Discussion

After analyzing the questionnaire given to lecturers and students, findings were found related to their perception of the need for the development of multimedia-assisted Drama Appreciation teaching materials. The following results are obtained:
3.1 Preliminary Phase

Table 1. Analysis the Questionnaire towards Lecturers

<table>
<thead>
<tr>
<th>No.</th>
<th>Research Activity</th>
<th>Research Focus on Answering Questions:</th>
<th>Collecting Data</th>
</tr>
</thead>
</table>
| 1.  | Analysis of teaching material subjects available in study program | • Have the teaching materials used all this time sufficient to achieve learning purposes?  
• If have not, which aspects will be corrected?  
• Is that necessary for material to be developed could make the learning atmosphere interesting? | Analysis of the is made a list of questions in a checklist |
| 2.  | Concept of Analysis                                     | • What concepts should be in drama appreciation teaching materials?  
• Whether the available content of teaching materials is relevant to the learning purposes?  
If not, which parts of the concept will be developed? | Analysis of various journals/ learning resources/ literature about interactive multimedia-based teaching materials |
| 3.  | Analysis of learning activities with all this time available teaching materials | • Are the students activities in learning quite varied or only focused in concepts?  
• Is the lecturer teaching method focused on theory only because the available teaching materials are in the conventional form?  
• Is there any interaction between lecturers and students in learning time? | Interview and Observation |
| 4.  | Literature analysis to interactive multimedia based teaching materials | • How the basic of interactive multimedia-based teaching materials?  
• How far the effectivity interactive multimedia-based teaching materials could be able to make the learning atmosphere become more attractive?  
• Etc | Literary analysis/ related journal |
| 5.  | Analysis of existing learning tools                     | • What is the component that would be developed in this teaching materials aspect?  
• Development is needed in interaction aspect in learning then the center of learning methos is students | Analysis of checklist document |

Table 2. Analysis the Questionnaire towards Students

<table>
<thead>
<tr>
<th>No.</th>
<th>Research Activity</th>
<th>Research Focus on Answering Questions:</th>
<th>Data Sources</th>
</tr>
</thead>
</table>
| 1.  | Analysis of teaching material subjects available in study program | • The teaching materials used all this time sufficient to achieve learning purposes.  
• Which aspects should be fixed?  
• It is necessary for material to be developed could make the learning atmosphere interesting. | Analysis of the is made a list of questions in a checklist |
| 2.  | Concept of Analysis                                     | • What concepts should be in drama appreciation teaching materials?                                    | Analysis of various journals/ learning            |
1. Whether the available content of teaching materials is relevant to the learning purposes? If not, which parts of the concept will be developed?

2. Resources/literature about interactive multimedia-assisted teaching materials

3. Analysis of learning activities with all this time available teaching materials
   - The students activities in learning quite varied or only focused in concepts.
   - The lecturer teaching method focused on theory only because the available teaching materials are in the conventional form.
   - There is no interaction between lecturers and students in learning time.

4. Literature analysis to interactive multimedia-based teaching materials
   - The basic of interactive multimedia-based teaching materials.
   - The effectiveness interactive multimedia-based teaching materials could be able to make the learning atmosphere become more attractive.
   - Etc

5. Analysis of existing learning tools
   - Components to be developed mainly in the aspect of teaching material model that is no longer in the form of manual but multimedia content. This is in line with technological developments so that the learning carried out by lecturers is relevant to current conditions.
   - Development is needed in the aspects of interaction in learning then learning has to based on student activities.

Based on the two tables, it could be that both lecturers and students stated that the need for teaching materials for multimedia-assisted Drama Appreciation courses.

Based on these findings, it said that the results of this study are in line with what was done by previous researchers, including Theng & Neo; ie students in Malaysia increased their achievements. They were more active and motivated in learning because the lecturers used learning through multimedia by developing an Interactive Learning Module (ILM). Meanwhile, Alshadan, et al. [2] also developed a learning model by utilizing multimedia technology which also has an impact on student learning outcomes in Saudi Arabia in all disciplines and subjects. Furthermore, Rodriguez-Bonces [13] found a curriculum that integrates music and drama as a strategy for language teaching, could create meaningful learning and positive student's attitudes to generate high interest in language learning. Similarly, the results of the study is the opinions, experiences of pre-service teachers, and preschool teachers state that drama has a positive impact on the learning of preschoolers about continued development. Not only for students but also drama activities on learning could improve the independent learning skills of prospective teachers [9].
4. Conclusion and Recommendation

Based on the research findings, it concluded that it is very necessary to develop multimedia-assisted teaching materials for Drama Appreciation subject. It is intended that the learning process is more contextual and following the development of the technology-based 4.0 revolution.

Related to the development of the revolution 4.0, even in the learning process students are no longer given theoretical things but rather practical things so students can do it in the form of skills that can be implemented directly. Besides, in the current conditions, the learning material is presented in writing or printout ways. It is no longer attractive to students, this is also because the desire to read students is also declining due to the existence of this digital technology. Therefore, the solution to anticipate is offered by developing multimedia-assisted teaching materials is considered appropriate.

References


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Development Of Electronic Module Writing Biographic Text Based On Project-Based Learning in Class X High School Students

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ABSTRACT. This study aims to describe the process of developing a valid project-based writing e-module (in terms of content, presentation, linguistic, and graphic), practical (in terms of presentation, ease of use, readability, and timeliness), and effective (seen from student activities, learning outcomes, and students' affective) . This type of research is research and development (research and development). The development model used is the 4D model, namely the definition phase, the design phase, the development stage, and the deployment stage. This research data consists of qualitative data and quantitative data. Qualitative data were collected through filling out the e-module validation questionnaire, e-module practicality questionnaire, student activity sheet observation, and observation sheet. Quantitative data were obtained from student learning outcomes in learning to write biographical text. The results of this study indicate that the e-module write text biography are project-based very valid. Practicality of e-modules by teachers and students with very practical categories. The effectiveness of e-modules is based on the value of aspects of attitude with the title A and categorized as very effective.

Keywords: development, electronic modules, project based learning, writing biographical text.

1. INTRODUCTION

Based on Minister Regulation No. 19 of 2005 concerning National Education Standards explains that the learning process in educational units is held interactively, inspiring, pleasing, challenging, motivating students to actively participate and providing sufficient space for innovation, creativity, and independence according to their talents, interests, and physical development and psychological learners. Therefore, the learning process must be designed, carried out by teachers as educators in order to fulfill the mandate of government regulations. One of the media used to support student learning is the presence of electronic modules. Learning to use electronic modules helps students study independently. In addition, the use of electronic modules can motivate students to learn and improve learning outcomes [1].
The interactive electronic module presents material displayed by multimedia such as videos, animations, simulations, and questions with direct feedback. Electronic modules (e-modules) are good development choices because conventional ones (print modules) are less interactive and have static or monotonous images, while e-modules can present interactive material displayed by multimedia such as videos, animations, simulations, and questions with direct feedback [2]. The electronic module is one of the teaching materials that demand students’ independence in finding the concept of learning [3], [4]. The effectiveness of the use of electronic modules is supported by several domestic and foreign research results in the past few decades. The results of the Serevina et al. from Indonesia, published in Turkish international journals, shows that electronic modules can improve students’ scientific skills. Furthermore, a study from Indonesia published in the *International Journal of Science and Applied Science: Conference Series* proves that electronic modules can improve students’ critical thinking and increase learning motivation [5]. From abroad, many electronic module studies are also carried out such as in Kenya, Slovakia, Saudi Arabia, England, and Palestine [6−10].

The development of electronic modules can be done in various ways or strategies that can trigger students to be more active in the learning process. One way to develop these electronic modules is to use a project-based learning model. Learning using a project-based model enables students and teachers to plan to learn easily, collaborate collaboratively and successfully complete the project on time [11]. Project-based learning involves teachers, students, class activities, and group activities [12]. Project-based learning not only encourages students to complete learning based on learning steps but can also develop critical thinking skills and develop knowledge. Project-based learning is a broad model of instructional learning and can be adapted for all fields of knowledge and various types of learning [13].

The selection of project-based electronic module development models is motivated by several previous studies. *Project-Based Learning* (PjBL) which is used as the basis for compiling electronic modules is arranged based on seven steps. Therefore, the seven languages are used as a basis for compiling electronic modules on biographical material. The seven steps include, (1) determining fundamental questions; (2) project determination; (3) preparing project planning; (4) preparation of project implementation schedules; (5) project implementation with facilitation and monitoring of teachers; (6) preparation of reports and presentations; and (7) project evaluation and project results. *Project-based learning* (PjBL) can be applied in various fields, one of which is in Indonesian learning.

The application of PjBL is intended so that students can produce products. In this study, the product is in the form of biographical text. PjBL is assumed to be right for use in the development of electronic modules in biographical text material. PjBL learning is expected so that students are able to produce a product in the form of a collection of text. Text that is made into something product set text biography could motivate students for writing. Writing that is too could be read by students others. Besides that, PjBL gives away chance students manage own activities or activity settlement assignments so as to train students to be independent.

This electronic module development research is based on the composition of the X grade high school syllabus in the even semester 2013 curriculum with KD 3.15 which is analyzing aspects of meaning and linguistics in biographical text and KD 4.15 namely compiling biographical text.

Facts in the field show that students’ ability to understand and produce biographical text is still low. This information was obtained from the results of interviews conducted with one of the Indonesian language subject teachers in class X Padang 10 Public High School.
the high benchmark value for completing Indonesian language learning, many students have not been able to achieve a score above the determined KKM of 80.

Furthermore, information was also obtained about the limitations of learning resources used by teachers. Teachers only use sourcebooks provided by the Ministry of Education and Culture so that learning resources are also less varied. The limitation of class time learning is also one factor in the development of e-modules. In addition, research on the development of electronic modules for writing biographical text has never been carried out at the location of the research subjects. Besides, information is also obtained that, in learning to write biographical text, students more often copy biographical text that is available on the internet. So, students do not develop their own creativity by going directly to the field interviewing leaders or sources. In writing biographical text, students also have not been able to sort the events experienced by characters.

The use of the learning model is also one of the factors in learning to write biographical text. In learning activities, students tend to be more passive, relying solely on resources and direction from the teacher. Therefore, researchers chose e-module basis with project-based learning model (project-based learning) which has never been adopted by teachers in teaching writing biographical text. With project-based learning, the ability to think creatively as well as the activities of students in learning can be improved, so is the skills of students. Understanding and learning activities of students increase with the implementation of project-based learning. Project-based learning not only improves student learning outcomes but also teacher professionalism [14-15].

So, based on this description, it is necessary to develop an electronic module to write PjBL-based biography text (project-based learning) for class X high school students. This electronic module is expected to help teachers and students in the learning process that is creative, innovative, and independent by applying the seven steps of the project-based learning model. The seven steps are as follows. First, determine the basic question. Second, determine the project. Third, develop project planning. Fourth, arrange a schedule for implementing the project. Fifth, project implementation. Sixth, compile reports and presentations. Seventh, evaluation and process and results of the project.

2. RESEARCH METHOD

The type of research used is research and development. Research is the development of research methods used to produce a specific product and test the effectiveness of these products [16]. Research development is the activity of specific products and to test the effectiveness of such products [17]. In conjunction with education, education research and development is a process used to develop and validate products in development. In this case, development research is used to develop e-modules to write a valid project-based biographical text for students to use in learning Indonesian.

This development study uses a 4-D (four-D Models) model which is carried out in four stages, namely (1) define, (2) design (design), (3) develop, and (4) spread (disseminate) [18].

The development model used is the development model suggested by Thiagarajan, et al, namely the 4-D model. The product developed in this study is a project-based electronic module. The 4-D development model consists of four stages of development, namely (1) define, (2) design (design), (3) develop (develop) and (4) dissemination (disseminate).
3. RESULTS AND DISCUSSIONS

3.1 Defining Phase (Define)

Based on the results of the initial preliminary analysis, we found deficiencies related to writing biographical text, namely learning resources. Therefore, students need to have practical learning resources to support learning to write biographical text. Thus, students can understand the material and do the exercises to write biographical text well. Students need learning resources that are by their characteristics, both in terms of material, use of language, images, and the attractiveness of presentation of material. Therefore, the researcher designed the e-module as one of the learning resources that were easy to understand, interesting, and by the students' needs to complete the textbook used. For learning to be interesting, the e-module developed is an e-module based on project-based learning (PiBL). Through this project-based learning (PiBL) model students can produce a product based on the steps specified. These steps start from determining the basic questions, determining the project, arranging the project plan, arranging the project implementation schedule, implementing the project, preparing reports and presentations, and evaluating the process and results of the project.

3.2 Design Stage (Design)

The design stage is the stage that is carried out to prepare the e-module prototype. There are two activities carried out at this stage, namely (a) designing the e-module framework, and (b) designing the draft module.

<table>
<thead>
<tr>
<th>Table 1. The e-Module Framework for Writing Biographical Text</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Preliminary Framework</strong></td>
</tr>
<tr>
<td>Core Competencies (KI) and Basic Competencies (KD)</td>
</tr>
<tr>
<td>Time</td>
</tr>
<tr>
<td>Instructions for using e-modules</td>
</tr>
<tr>
<td><strong>Learning Activities</strong></td>
</tr>
<tr>
<td>A. Indicators of Competency Achievement</td>
</tr>
<tr>
<td>B. Learning objectives</td>
</tr>
<tr>
<td>C. The benefits of studying each learning activity</td>
</tr>
<tr>
<td>D. Material Description</td>
</tr>
<tr>
<td>E. Summary</td>
</tr>
<tr>
<td>F. Exercise</td>
</tr>
<tr>
<td><strong>Evaluation Framework</strong></td>
</tr>
<tr>
<td>A. Performance test</td>
</tr>
</tbody>
</table>
B. Performance test assessment rubric
The table contains aspects assessed, weight, level of performance, and a brief description of the score

C. Guidelines for evaluating performance tests
The way students assess performance tests

3.3 Development Stage (Develop)

Validity test

E-Modules that have been compiled will be validated by validators/experts to find out the feasibility of e-modules. This E-Module will be validated by two validators/experts. The two experts are experts in the field of learning Indonesian language and literature and experts in the field of educational technology. Aspects assessed in the validation of the e-learning module consist of four aspects, namely content, language, presentation, and graphics.

Table 2. Description of Data Validity of e-Modules by Experts

<table>
<thead>
<tr>
<th>No.</th>
<th>Rated aspect</th>
<th>Score Gain</th>
<th>Validity (%)</th>
<th>Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Feasibility of the contents of the e-module</td>
<td>97, 50</td>
<td>97, 50</td>
<td>Very valid</td>
</tr>
<tr>
<td>2.</td>
<td>Language e-module</td>
<td>31, 50</td>
<td>98, 44</td>
<td>Very valid</td>
</tr>
<tr>
<td>3.</td>
<td>Presentation of e-modules</td>
<td>76</td>
<td>95</td>
<td>Very valid</td>
</tr>
<tr>
<td>4.</td>
<td>Kegrafikaan e-module</td>
<td>43</td>
<td>89, 58</td>
<td>Very valid</td>
</tr>
<tr>
<td></td>
<td>Validate the e-module as a whole</td>
<td>248</td>
<td>95, 13</td>
<td>Very valid</td>
</tr>
</tbody>
</table>

Based on the analysis of the data, obtained the validity of e-module Skilled in Writing Biographical Text is 95.13 % with a very valid category. The description of the validity values of each validated aspect is as follows. First, the validation of the feasibility aspect of the e-module content is 97.50 % with a very valid category. Second, the validation of the language aspects of e-modules is 98.44 % with very valid categories. Third, the validation of the e-module presentation is 95 % with a very valid category. Fourth, validation graphic aspects e-modules by 89, 5 8% with a very valid category.

Practicality Test

The practicality of e-modules is useful to find out whether the e-module designed is a practical e-module used by teachers and students.

Table 3. Data Description of Teacher Practicality e-Modules

<table>
<thead>
<tr>
<th>No.</th>
<th>Assessment Aspect</th>
<th>Total score</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Ease of use</td>
<td>49</td>
<td>81, 67%</td>
</tr>
<tr>
<td>2.</td>
<td>Time used</td>
<td>11</td>
<td>91, 66%</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>60</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Practicality Value</td>
<td></td>
<td>86, 65%</td>
</tr>
</tbody>
</table>

After analyzing the practicality questionnaire of e-modules filled by practitioners, it was found that the practical value of 86.65 % with categories was very practical. This value is obtained from the calculation of the score of each indicator of practicality. First, the ease of
use has a practicality value of 81.67% with a very practical category. Second, the time used has a practicality value of 91.66% with a very practical category.

<table>
<thead>
<tr>
<th>No.</th>
<th>Assessment Aspect</th>
<th>Total score</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A.</td>
<td>Ease of use</td>
<td>1220, 52</td>
<td>87, 18 %</td>
</tr>
<tr>
<td>B.</td>
<td>Time used</td>
<td>267, 31</td>
<td>89, 10 %</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>1487, 83</td>
<td>88, 14 %</td>
</tr>
</tbody>
</table>

After analyzing the e-module practicality questionnaire filled in by students, it was found that the practical value of 87.18% with categories was very practical. This value is obtained from the calculation of the score of each indicator of practicality. First, from the convenience of users, it has a practicality value of 89.10% with a very practical category. Second, the time used has a practicality value of 88.14% with a very practical category.

**Effectiveness Test**

The effectiveness of e-modules is the final stage of development. The effectiveness of e-modules is done in two ways. First, assess students' biographical knowledge. Second, after learning to write biographical text is complete, students take a performance test writing biographical text.

Data on the assessment of knowledge in writing biographical text can be seen in the following figure.

![Figure 1. Diagram of the Result of Assessment of Biographical Text Cognitive Tests](image)

Furthermore, overall the average value of the knowledge obtained by students is 90.67% with a change in the value of A. So, it can be concluded that through biography text learning using effective e-modules to achieve student learning outcomes hin can meet the standards above KKM.

Data on the assessment of procedure text writing skills can be seen in the following figure.
Furthermore, overall the average knowledge value obtained by students is 86.43 with a change in the value of A.

Deployment Stage (Disseminate)

The deployment stage is the end of the e-module development process write project-based learning biography text based on grade X students at Padang Public High School 10. Before doing the development, the e-module is revised based on suggestions on the practicality test and module effectiveness. The revised E-Module is shared in the form of master/softcopy. The distribution was carried out according to the advice given by the teacher collaborator in the trial class.

Furthermore, the spread of e-modules to students is also done by distributing master/softcopy e-module on main individual students in a way to copy the right softcopy device using a data cable to each of the students to other than student test subjects. In addition to the distribution carried out in research schools, the distribution was also carried out with friends. The distribution was carried out by distributing e-module files to post-graduate students in Indonesian language and literature education programs at the UNP. Students who get the module are Indonesian language teachers in high school who teach in class X.

The aspects examined at the e-module deployment stage are the benefits provided by e-modules to teachers and students. First, e-module writing biography text based on project-based learning is a practical learning solution related to biographical text writing material. Second, e-modules can complement students’ learning resources because they have learning activities that are relevant to text-based learning and scientific approaches. Third, e-module is assumed to support learning activities in writing biographical text of high school students. Fourth, this e-module is an alternative companion learning resource must be owned by students. Fifth, this e-learning module facilitates teachers to achieve Indonesian language learning objectives in the 2013 Curriculum.

4. CONCLUSIONS

Based on the results of research and discussion in this study, it can be concluded as follows. First, the project-based module for learning to write biographical text in high school class X students is very valid. The validity of e-modules is seen from four aspects, namely the aspects of feasibility of content, language, presentation, and graphics. Aspects of content
feasibility can be seen from the modules made by the KI and KD 2013 curriculum in learning to write biographical text. The aspects of language feasibility can be seen from e-modules that are made by Indonesian spelling, easy to understand and stimulate students’ enthusiasm in learning. The presentation aspect can be seen from the e-modules that have been made using a project-based learning approach. The graphic aspects can be seen from e-modules that have been made easy to read and can increase student motivation in learning.

Second, the project-based module for learning to write high school biography text in class X is very practical. The practicality of e-modules can be seen from two aspects, namely ease of use and compatibility with time. The ease of use aspect can be seen from e-modules that have been made easy to use by teachers and students. The material contained in the module is clear and easily understood by students. Students can study independently without help from teachers and students can study anywhere. The aspect of time suitability can be seen from the e-module that is made by the set time.

Third, project-based e-modules for learning to write high school class X biographies are very effective. The effectiveness of e-modules can be seen from three things, namely attitudes, activities, and student learning outcomes. Judging from the observations made by observers, students showed polite, caring, and appreciative attitudes in learning. Judging from observations made by observers, students look active when learning to use e-modules. Student learning outcomes are obtained from knowledge tests (cognitive) and performance tests (psychomotor). From the results of the assessment, it was concluded that students had mastered biographical text material and were skilled in writing biographical text

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Education and Digital Media Literacy: The Use of Digital Media by Teachers in Middle Schools

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Abstract. Knowledge and skills in using digital media are important for everyone, regardless of the occupation. One of them is a teacher. The use of various digital media can be useful for teachers in the learning process. Besides being useful for teachers as a means of delivering information, it is also useful for students in training to use digital media in the learning process. This study aims to determine the use of digital media in the learning process by the teacher. This research is a descriptive study using survey methods. The study sample was 112 Indonesian language teachers in West Sumatra. The research instruments used were questionnaires and interview guide sheets. The results of the study show that the media devices used have not been varied, policies that are known about the use of digital media have not been mastered, making many digital media creative content not mastered, the application of data transmission used has varied, and learning resources are still dominant through books. In general, the teacher agrees if the learning process uses online classes by relying on digital media. However, there are many obstacles if the policy is implemented, such as teacher competency, student competence, facilities and infrastructure, and other.

Keywords: digital media literacy, teacher, middle school

1. Introduction

The emergence of a rapidly developing information age and digital media will change the way users interact with information. The behavior of information use has changed dramatically with the advent of computers, the internet, and smartphones [1]. Technology creates a cultural space, where the role of the user is not clearly defined, whether as a sender or recipient. Interaction is the key word of the digital era [2]. The high level of consumption of media technology signifies the importance of thinking about media literacy [3]. This has an impact on the popular use of various technologies and digital media in various sectors of life, one of which is education [4].

Information and communication technology is present in almost a sophisticated technological and global society. There is rapid growth in the use of devices that support the Internet that facilitate web browsing and allow access to social media and cross-border communication [5]. Connectivity to the Internet and access to information available on the web offers commercial opportunities, greater participation and social awareness, and enables informed decisions [6]. Worldwide, technology enables more people to access learning resources and contribute to the development of knowledge and education improvement [7].
Digital literacy is variously referred to as internet literacy, cyber literacy, multimedia literacy, online literacy, and information literacy [8]. It can be defined as a capacity that supports users in engaging in social and cultural activities through the use of various media [3]. Digital literacy is needed to face transformation at all levels, including the level of communication, learning, satisfaction, curiosity, entertainment and recreation [9]. In general, this literacy framework can be reflected in the use of digital technology (various hardware and software technology and applications), communication tools (accurate digital products and services for information transmission purposes) and networks (as data transmission technology) to access, manage, integrating, evaluating, and creating information to function in the information society [10]. Therefore, the notion of literacy has evolved from having the competence to access, evaluate and understand static printed text to be able to access, discover, evaluate, understand and dynamically utilize digital text through the Internet [11].

This digital literacy approach also provides more interesting reasons for the use of technology in education [12]. Developing digital competencies effectively and efficiently, and to achieve digital literacy can be achieved with formal education. In formal education, teachers have a leading role[13]. Teachers must adapt their teaching methods so they can motivate students to engage in active participatory learning. It is important to develop new methods and innovative pedagogy to foster change in the educational paradigm [4].

Progress in the field of education in obtaining information using various digital media cannot be avoided. Teachers must have competence in selecting and using media in learning tailored to the needs of students [14][15]. The media is also adapted to learning tools such as text, tools and cutting-edge media technology [16]. Teachers can also cultivate critical thinking skills in students, and provide variation in the teaching process by holding various materials for students with different learning styles [17]. Therefore, this paper will explain the use of digital media by teachers in the learning process.

2. Method

This research is a descriptive study using survey methods [18]. Survey methods are defined as research methods that try to define cases as they are from research samples obtained from the study population. The study population consisted of Indonesian language teachers in West Sumatra who taught at the secondary school level [19]. The sample of this study was 112 teachers. In this study, sampling from the population used purposive sampling. The instrument used is a questionnaire in the form of a questionnaire consisting of 5 statements, in addition to that also used an interview guide sheet consisting of three questions. The instrument is used to find out the explanation of the correspondent regarding the use of digital media in the learning process [20].

3. Result

The results of this study aim to collect information on the use of digital media in learning. The results of the study were obtained through questionnaires by way of respondent choosing the options that represented their answers. Each correspondent is allowed to choose more than one option. Each option is assessed with a percentage of 100%. The results of these studies are described as follows.

The results of this study are described based on the following indicators, including the use of digital

First, the media devices used by the teacher in the learning process are as follows. Computers were chosen as many as 82 people with a percentage of 73.21%. Projectors were
chosen as many as 66 people with a percentage of 58.93%. The tablet PC was chosen as many as 24 people with a percentage of 21.43%. Smart phones were chosen as many as 58 people with a percentage of 51.78%. An interactive whiteboard was chosen as many as 22 people with a percentage of 19.64%. Television was chosen as many as 12 people with a percentage of 10.71%. The radio was chosen as many as 12 people with a percentage of 10.71%. Based on these percentages, the media devices most used by teachers in learning are computers, projectors, and smart phones.

Second, the policies and rules of the media that are known to the teacher to be used in the interest of obtaining teaching material are as follows. The policy regarding copyright is known by the teacher as many as 82 people with a percentage of 73.21%. The policy regarding illegal downloads is known by the teacher as many as 42 people with a percentage of 37.5%. The policy regarding the behavior of dangerous media is known by the teacher as many as 38 people with a percentage of 33.93%. The policy regarding the age limit of media users is known by the teacher as many as 54 people with a percentage of 48.21%. Based on these data, in general more than 50% of teachers know about digital media copyrights used, while other policies are less known to teachers. This can be seen from the percentage that is below 50%.

Third, digital media that can be made by the teacher for the learning process is as follows. Setting the blog was chosen as many as 12 people with a percentage of 10.71%. Making images and photos selected as many as 39 people with a percentage of 34.82%. Making videos was selected as many as 64 people with a percentage of 57.14%. Making recorded sound recordings with a percentage of 57.14%. Making a concept map was chosen as many as 78 people with a percentage of 69.64%. Making power points was chosen by 102 people with a percentage of 91.07%. Based on these data, more teachers are able to make power points and at least create blogs for learning. So that the ability to make online media itself, is still rarely done by the teacher.

Fourth, the application used by teachers to share documents and various media used for the learning process is as follows. Google Drive was chosen by 30 people with a percentage of 26.79%. Drop Boxes was chosen by 9 people with a percentage of 8.03%. Email was chosen as many as 82 people with a percentage of 73.21%. Whatsup selected 89 people with a percentage of 79.46%. Line selected 15 people with a percentage of 13.39%. Based on these data, more teachers use whatsup and gmail to send documents and various media for the learning process.

Fifth, the sources used by the teacher to obtain learning materials are as follows. Scientific articles was selected as many as 72 people with a percentage of 64.28%. The print newspaper was selected as many as 58 people with a percentage of 51.78%. Online newspapers were selected as many as 46 people with a percentage of 41.07%. Blogs were selected as many as 44 people with a percentage of 39.28%. The book was selected as many as 112 people with a percentage of 100%. E-books was selected as many as 50 people with a percentage of 44.64%. The magazine was chosen as many as 32 people with a percentage of 28.57%. Based on these data, the teacher prefers to find learning resources through books rather than other sources.

In addition to the questionnaire, data was also obtained by interviewing Indonesian language teachers in West Sumatra who were teaching at the secondary school level. First, the learning process using online classes by relying on digital media in general teachers agree with this. The reasons include; the development of digital media is very rapid, must be adapted to the learning process by facilitating students to be not outdated; students will get information faster; the learning process carried out is more interesting, creative, efficient and innovative. However, online classes have several disadvantages. These weaknesses include; facilities and
infrastructure must support the implementation of online classes; lack of direct interaction interaction during learning thereby reducing emotional closeness between teacher and student; the teacher must be able to control the content that is accessed by students during learning; and lack of interaction between students.

Second, the readiness of teachers to run online classes. Based on the question, the majority of teachers are ready to run online classes. The reasons include; the teacher must be able to keep up with the times to meet the needs of students in learning; the progress of digital media is now possible to carry out these activities; if it has become a policy, the teacher must be prepared to face the demands of work. However, the implementation of the online class can run optimally with the following requirements. (a) Teacher readiness, in this case teachers who will teach using online classes are teachers who have been literate with technology, not awkward and ready to learn to master technology. (b) Readiness of students. Students are the key to the success of online classroom learning, in this case they must be taught to be able to study online. Of course this requires a fairly long process, students must also be directed about the advantages of online classes. (c) Readiness of facilities and infrastructure. To use online classes, of course the school must complete facilities to support online classes, such as computers and internet availability. If the three factors can be implemented properly and correctly, learning to use online classes will work well.

Third, the use of digital media today in the learning process. In general, teachers have used digital media, although its use is still limited and has not varied. For example, teachers are more dominant using projectors connected to a laptop to display learning material rather than using a blackboard. Send assignments via email rather than hand-written assignments, and other examples.

4. Discussion

Defining media literacy is a complicated task. Media literacy is increasingly plural and multiplied in educational discourse. Various media appear, making it easier for teachers to choose media that can be used in the learning process. Based on the data obtained, the use of computers, projectors, and smart phones is the choice of tools that many teachers choose in the learning process. This is possible because computers make it easier for teachers to present teaching material to students with the help of a projector. Computers and smart phones make it easy for teachers to search for various sources and learning media with the help of the internet. In accordance with statement [3], digital media can create learning in a new way, users can compile text by combining writing, still images and moves, sounds, movements, meanings and narratives. This convenience can help teachers to create learning that is innovative and fun, and can be understood by students.

Live in a multimedia era where the majority of information received by people is less often from print sources and more usually from highly constructed visual images, complex sound settings, and various media formats. The influential role of media plays in organizing, forming, and disseminating information, ideas, and values creating strong public pedagogies [21]. Based on the data obtained, teachers are more dominant able to make power points, while making learning media less than 60%, especially making blogs, only with a percentage of 10.71%. So that it can be concluded that the media that can be made by teachers is still not very diverse. The data is also in accordance with other data, that for learning resources used by teachers more dominant comes from books than other sources. So the teacher is still dominant using print sources rather than online sources.
Social media produces various ways to communicate with anyone through messages, images, audio and video based content [22]. This shift to social media communication is associated with increased availability of digital and cellular interfaces that influence the way people interact with each other through social media and other communication platforms [23]. It also affects education. In the process of sending and receiving data, both teachers and teachers, teachers and students or vice versa have used various media. Gmail and whatsup applications are more widely used than other applications. The choice of this media is also influenced by the ease of use and adaptation to the needs of the user.

Digital media makes it easy for teachers to teach. The teacher can obtain various kinds of information and media for the benefit of learning. However, the use of such media can involve problems such as ethics, moral values, law and security that need to be seriously considered so that all media users can productively produce and produce media works [3]. Based on the data obtained, the presentation of the teacher's understanding of the policy of using digital media is very low. This needs to be considered by various parties in the education environment to understand wisely in using the media. If the teacher does not know about the policy, it will adversely affect students as recipients of information in the learning process.

The use of digital media now makes it possible for education to carry out the online learning process. Based on interviews conducted with the teacher, in general the teacher agrees if there is a policy to carry out the learning process online, because the teacher must be able to adjust to the times. However, to make this happen in Indonesia it is still difficult to implement it evenly. Teacher competencies, school facilities and infrastructure, learning resources, media and internet networks have not spread evenly in every region in Indonesia. Williamson sees the curriculum as the core canon or the main content of the content to see the curriculum as a hyperlink with network digital media, popular culture, and daily interactions. Based on these statements, changes in the curriculum, the learning process can change due to technological advances and the use of diverse digital media [24]. Therefore, the teacher must always strive to improve his knowledge, not only material, but in the use of media and learning methods that are suitable for the current and future needs of students. In education, students do not follow the wishes of the teacher, but the teacher must be able to teach students according to the needs of students.

5. Conclusions

Today, the world has entered the digital era. This was marked by the use of communication and information technology in various sectors of life, one of which was education. Based on the results of the study it can be concluded as follows. First, the media devices most used by teachers in learning are computers, projectors, and smart phones. Secondly, teachers generally know about the policies regarding digital media copyright that are used, while other policies are less known to the teacher. Third, teachers are more able to make power points and at least make blogs for learning, so the ability to create online media itself is rarely done by teachers. Fourth, teachers use more whatsup and gmail to send documents and various media for the learning process. Fifth, teachers prefer to find learning resources through books rather than other sources. Sixth, the teacher generally agrees if the learning process uses online classes by relying on digital media. However, there are many obstacles if the policy is implemented, such as teacher competency, student competence, facilities and infrastructure, and others.

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References


Strategies on Direction Acts of Fishing Communities in Salido

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Abstract. The purpose of this study is to explain the directive speech acts and the strategies used in the speech act by the fishing communities in Salido in their daily lives. The source of this research data is the directive speech act carried out by fishermen in Salido in daily life. This data was collected by observation and interview techniques. The research instrument was the researcher himself who was equipped with observation sheets, voice recording devices, and interview guides. Data were analyzed qualitatively based on theory of speaking strategies and politeness in language. The results of the type of directive speech acts used by the Salido fishing communities are (1) asking questions, (2) asking, (3) demanding, (4) suggesting, and (5) prohibiting. The following strategies are used 1) speaking straightforwardly with no strings attached, 2) speaking straightforwardly with positive politeness bases, 3) speaking frankly with a negative of politeness, and 4) speaking vaguely.

Keywords: directive acts, strategies, fisherman

1. Introduction

Usually the fishermen speak in a loud voice because of natural factors. This natural factor is caused by the noisy atmosphere of the sea, due to the sound of the waves swishing along with the wind. Therefore, the fishermen speak loudly to be heard by the speaker. The language of the fishermen like that is often judged harshly by non-people.

Speech act is the smallest speech device and is part of the speech event. Speech acts must be distinguished from sentences because speech acts can be defined by any linguistic unit and grammatical unit. [1]

Speech acts are included in the pragmatic element that involves the speaker and listener. The center of pragmatics is the intention of the speaker behind the utterance spoken. The purpose of speech is not always explicitly stated, but it is often implied. Wijana also stated that pragmatics as a branch of linguistics that studied the structure of language extensively, namely a language used in communication, this section discusses speech acts as pragmatic studies, directive speech acts, and types of directive speech acts. [2]

The outline of speech acts outlines are as follows: (1) assertive, the speech act serves to state something so that it can be judged to be true or not such as stating, proposing, making, complaining, expressing an opinion, and reporting; (2) directive, the speech act serves to express a request that the speech partner does something or does not do something, for example ordering, ordering, requesting, demanding, and giving advice; (3) commissive, speech acts function to state something that shows that the speaker is more or less bound to an action in the future, for example, promising and offering; (4) expressive, the speech act serves to express something that reflects the speaker's psychological attitude towards the situation,
for example to say thank you, congratulate, apologize, criticize, praise, express condolences, and so on; (5) declaration, the speech act serves to state something that shows disappointment, dislike, and pleasure. [3]

The directive speech acts are broken down into six types, namely (1) demand groups, which include asking, asking, inviting, encouraging, inviting, and pressing; (2) question groups, which include asking questions, believing and interrogating; (3) group of requirements, which includes governing, commanding, demanding, dictating, directing, instructing, regulating, and requiring; (4) prohibited groups, which include prohibiting and limiting; (5) the licensing group, which includes granting permits, allowing, granting, releasing, allowing, authorizing, and granting; and (6) advice groups, which include advising, warning, proposing, guiding, and suggesting. For example, (1) speech groups that contain the meaning of the request, for example "Please repeat your answer again", (2) question groups, for example "Where You Conduct Research", (3) requirements groups, for example "try to explain the steps of the analysis the data ", (4) the prohibition group, for example" Don't use step five ", (5) the licensing group, for example" Next steps you may write now ", and (6) the advice group, for example" you should write an example ". [3]

A speech event must fulfill eight components, which if the first letters are arranged together into an acronym SPEAKING. The eight components are the setting and scene, where the setting relates to the time and place of speech, while the scene refers to the situation, place and time or psychological situation of the conversation. Different times, places and situations of speech can cause different language variations to be used. Participants are the parties involved in the conversation, can be speakers and listeners, greeters and greeters or senders and recipients of the message. End, referring to the intent and purpose of speech. Act sequence, refers to the form of speech and the contents of the utterance. The form of the utterance and the content of this utterance pertain to the words used, how they are used, and the relationship between what is said and the topic of conversation. Key, refers to the tone, manner, and spirit in which a message is delivered with pleasure, with srius, in a nutshell, and so on. Instrumentalities, referring to the language path used. Norm of interaction and interpretation refers to the norm or rules of interaction. Genre refers to the type of delivery form. [4]

Speech strategies that take into account the status of the speaker and the speaker are important matters relating to the successful regulation of social interaction through language. Language has developed into a medium for communicating information that shows the level of affiliation or distance between speakers and speakers. [5]

The directive speech acts are commensurate (although they are essentially different) in the form of an imperative lingual unit whose contents govern, force, order, invite, ask, so that the person being governed does what is meant in the order. Based on its meaning, what is meant by this commanding activity is the practice of informing the speech partner that the speaker wants the person who is spoken to to do what he is being told. [6]


Based on investigations conducted by researchers in 2017, research has not yet been found in the directive speech acts of fishermen, especially in the Salido area of Pesisir Selatan
Regency. The purpose of this study is to explain the speech strategies in speech acts in daily life by Fishermen in Salido, Pesisir Selatan District.

2. Method

The study was conducted in the Salido area of Pesisir Selatan Regency. The subject of this research is a source of information dug up to reveal facts in the field. Thus, the subjects of this study were fishermen in Salido Beach, Pesisir Selatan Regency. The research subjects were observed in the process of communicating among fishermen.

The selection of informants in this study was based on the assessment of the local community. The informants in this study were fishermen in the Salido area of Pesisir Selatan Regency. The determination of the research subject is based on consideration of the appropriateness of the title and research objectives. Data collection techniques used by researchers in this study through observation, and interviews.

3. Result and Discussion

This section contains a description of the types of directive speech acts and the strategy of speaking in directive speech acts.

Types of Directive Speech Actions Used by Salido Regional Fishermen

<table>
<thead>
<tr>
<th>No</th>
<th>Directive speak act</th>
<th>Count</th>
<th>Persentase</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Asking</td>
<td>64</td>
<td>58.18%</td>
</tr>
<tr>
<td>2</td>
<td>Ordering</td>
<td>14</td>
<td>12.72%</td>
</tr>
<tr>
<td>3</td>
<td>Demanding</td>
<td>7</td>
<td>6.36%</td>
</tr>
<tr>
<td>4</td>
<td>Allowing</td>
<td>8</td>
<td>7.2%</td>
</tr>
<tr>
<td>5</td>
<td>Prohibiting</td>
<td>3</td>
<td>2.72%</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>110</td>
<td>100%</td>
</tr>
</tbody>
</table>

Based on the data in table 1, it can be seen that the types of directive speech acts used by fishermen in Salido are (1) asking, (2) ordering, (3) allowing, (4) demanding and (5) prohibiting. Speech acts that are often used are acts of speech asking questions (58.18%). Conversely the least used speech acts are prohibited speech acts (2.72%).

The use of directive speech acts of asking questions can be seen in example 1:

*Baa kok murah bana Uda ago ikan ambo?*

Why are you offering my fish so cheap?

Example (1) is an act of speech using a straightforward speaking strategy without stale with direct orders or imperative mode.

The use of directive speech acts demanded types can be seen in the example 2:

*ma pitihnyo ko Da?*

Where is the money, sir?

Speech act (2) is a directive speech act demanded. The speaker tells the speaker that he is asking for money.

The use of directive speech acts of instructed type can be seen in example 3:
Alright sir, please take thirteen thousand thousand kilos.
Fishermen tell Petutur to buy fish.
The use of speech acts prohibiting directive types can be seen in example 4: 
*jan Uda piliah nan gatang sajo ikannyo.*

Speakers forbid speakers from choosing only large fish. Speakers prohibit speakers by directly using the word "do not".
The use of directive speech acts suggested that the type can be seen in example 5: 
*kalau bisa rancak Uda ambiak 25 kilo, bisa ambo agiah harago kurang*

The speech act is a speech suggested in the directive speech act. The speech is said to suggest because speakers use "if possible" meaning there is no requirement for speakers to implement it.

**Speech Strategies in Directive Speech Actions Used by Local Leads Salido**

**Tabel 2.** Speech Strategies in Directive Speech Actions Used by Fisherman in Salido

<table>
<thead>
<tr>
<th>No</th>
<th>Strategi Tindak Tutur Direktif</th>
<th>Jumlah Temuan</th>
<th>Persentase</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>speaking straightforwardly without strings</td>
<td>7</td>
<td>6.36%</td>
</tr>
<tr>
<td>2</td>
<td>speaking straightforwardly with positive politeness bases</td>
<td>86</td>
<td>78.18%</td>
</tr>
<tr>
<td>3</td>
<td>telling frankly with bases of negative politeness</td>
<td>13</td>
<td>11.81%</td>
</tr>
<tr>
<td>4</td>
<td>speak vaguely</td>
<td>4</td>
<td>3.63%</td>
</tr>
<tr>
<td></td>
<td><strong>Jumlah</strong></td>
<td><strong>110</strong></td>
<td><strong>100 %</strong></td>
</tr>
</tbody>
</table>

Based on table 2, it can be seen that the speech strategies used by the navers in the Salido area are 1) speaking straightforwardly without strings attached, 2) speaking straightforwardly with positive politeness bases, 3) telling frankly with bases of negative politeness, and 4) speak vaguely. The speaking strategy which is often used is speaking straightforwardly with positive politeness bases (78.18%). Conversely the least used speaking strategy is vague speaking (3.36%).

The use of speech strategies with positive politeness bases in directive speech acts can be seen in example 1:
*Awak jamin Ibu ndak kecewa bali ikan wak, dek ikan wak segar-segar juo baru, jadi awak samo-sama ndak kecewa Bu*

I guarantee, mother will not be disappointed to buy my fish, because my fish are fresh, so we are not equally disappointed, ma'am.

In speech act (1), the speaker gives advice to the speaker so that the buyer does not feel disappointed with the fish he bought, because the fisherman is still fresh and new. In the speech, the speaker uses a straightforward strategy with positive politeness substrategy of the same identity marker. Speakers use the sub-strategy of marking the same group identity, namely "us".

*bara kilo dek Uni? Piliahlah ikannyo, ma nan katju dek Uni!*

How many kilos mom? Please choose which one you like!
Speech acts (2) can be seen that speakers without further ado ask the speaker why it is too cheap to bid on the fish.

Yo, cubolah Ibu tanyo ka yang lain dulu, kalau ado harago nan dibawah harago nan wak latakan ndak usah ibu kamari

In speech act, it is directive speech act using speech strategy with negative politeness. Speakers demand to exemplify others. However, before instructing, the speaker starts the speech by using the sub-strategy of choosing the sub-strategy to minimize the coercion of the speaker, namely by saying "Try something else". The use of vague speaking strategies in directive speech acts can be seen in the following example:

cubolah uda pacik ikan ambo ko dulu, lai baru atau indak?

Speech acts (4) suggest holding the fish first. The strategy used by the speaker, namely BSS.

4. Conclusions

Based on the data analysis and discussion that has been carried out in this study it can be concluded that the types of directive speech acts found are (1) asking, (2) demanding, (3) asking, (4) prohibiting, (5) allowing. Of the five speech acts, the most widely used by fishermen are 64 directive speech acts of questions. Furthermore, the second directive speech act that fishermen often use, namely to instruct. This speech act instructed as many as 14 utterances out of 110 utterances studied. Speech acts that are least used by fishermen, namely prohibiting speech acts. Of the 110 studied only found 3 utterances that intend to ban. Besides that, it was also found that the speech act suggested, namely 8 speeches, and demanded 7 speeches. The speech strategies used are (1) speaking frankly without further ado, (2) speaking with positive politeness pleasantries, (3) speaking with negative politeness pleasantries, and (4) speaking vaguely.

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Politeness Performance Communications National Political Figures Prabowo

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Abstract. Political figures is a public figure who must pay attention to the use of good language, with regard to principles of politeness and other elements. The purpose of this study was to describe the use of the principle of linguistic politeness national political figure Prabowo. The data in this study a speech utterances of six national political figure Prabowo. The method used in this research is descriptive qualitative. Technical analysis of these data is the identification of data, data classification, interpretation data and drawing conclusions. The results of the analysis of utterances national political figures contained Prabowo keep and violates the maxim and the two maxims of politeness principle. Speech that adhere to the maxim of politeness principle, namely: the maxim of wisdom as much as 15.46%, the maxim of generosity as much as 4.12%, 3.09% praise maxims, maxims of humility as much as 8.24%, the maxim of the deal as much as 15.46%, and maxim of sympathy as much as 4.12%. Speech that adhere to the two maxims of politeness principle, namely: the generosity maxim pijian as much as 2.06%, the generosity with humility as much as 1.03%, the generosity of the deal as much as 2.06%, generosity and sympathy as much as 2.06%, humility with sympathy as much as 1.03% and the agreement with sympathy as much as 1.03%. Speech that violates the maxim of politeness principle, namely: the maxim of generosity as much as 2.06%, maxim praise as much as 1.03%, the maxim of humility as much as 1.03%, the maxim of the deal as much as 19.58%, and the maxim of sympathy as much as 9.28%. Utterances that violate the two maxims of politeness principle, namely: the maxim of wisdom with sympathy as much as 1.03%, the praise with humility as much as 2.06% and kesepakatang with sympathy as much as 3.09%. That is, the speech of national political figures more dominate Prabowo adhere to the principle of politeness, of 97 data adhere to as much as 57 utterances (58.72%) and in violation of 40 utterances (41.28%). These results indicate the use of communication politeness principle national political figure Prabowo included in the language of assessment criteria of "good enough".

Keywords: Politeness principle, communication, and national political figures.

1. Introduction

Politeness language is a term associated with courtesy, respect, good attitude or behavior that is inappropriate. In everyday life, the relationship decency and fair play suggests that politeness is not only related to language, melaiakan Jugan with nonverbal behavior. Manners in the form of speech or politeness at least not solely the primary motivation for speakers to speak, but also a factor that is keeping up with the correct regulator, fun and not in vain [1].

Politeness national political leaders in Indonesia to the attention of the researchers. First,[2] concluded that the strategy of President Jokowi in instilling linguistic ideology and manifesto of government is done by utilizing the formal aspects of the text of his speech. Second,[3] concluded that political communicator using YouTube as alternative media to form a positive image and influence public opinion. Third,[4] states that a polite greeting may facilitate the planting of ideology. Fourth, [5] The findings of the research is the use of the
principle of modesty officials of West Sumatra according to the maxims of wisdom, generosity maxims, maxims of praise, humility humility maxims, maxims agreement and sympathy maxim.

Violations of politeness in speaking of the last decade seems to be a serious phenomenon in the world of politics. The study, discuss it among them in England [6],[7],[8]; in the USA [9],[10],[11]; and in France [12]. Research in Indonesia about it shows that the language in the political world almost lost its meaning because it is a means of blaming, berate, attack, even dropping other people or political opponents [13]. It is also evident from several studies in Persia [14]; in Japan [15],[16],[17]; in Turkey [18]; and in Italy [19].

Political communication means talking to people associated with what is to be achieved in the context of the elections, is associated with intelligence and logic to discuss a problem state, vision, mission, plan, program and arguments. The situation is, consciously or unconsciously the political elite has been conducting activities to speak with the position as speaker and hearer. Speakers as people who speak, those who declare certain pragmatic function in the event of communication.

National political leaders must pay attention to two things and other elements. Prabowo is a political figure of concern to the general public due to ketokohanannya in political attitudes. Prabowo verbal communication becomes the most important thing to note, if the use of the principle of politeness are not addressed, will cause a reaction that is worrying for society, the impacts can include verbal abuse or physical violence. It is encouraging to examine the activities of language in political communication Prabowo, who is a political figure. Lt. Gen. (ret) Prabowo Djokohadikusomo, who was born in Jakarta, 17 October 1951, who currently serves as the chairman of the Great Indonesia Movement Party, other than that Prabowo Djokohadikusomo was a military officer and businessman. After listening to references in the form of research beforehand, investigators have not yet found the object of research with studies and research alike. It shows that the performance of politeness Prabowo political communication needs to be studied.

The principle of modesty can be translated into six maxims, namely (1) the maxim of wisdom, (2) mercy maxim, (3) acceptance, (4) humility, (5) agreements, (6) sympathy. Politeness is acceptable with respect to, the correct behavior, shows that is not limited to language, but also can include nonverbal behavior and nonlinguistic. Brown and Levinson (1987, p.229-232), explains that the considerations that form the basis of politeness strategy selection factors are (1) the social distance between the speaker and the hearer (social distance), (2) the difference of power between speakers (speakers) and speakers (addreas power), (3) the relative status of speech acts. In certain cultures there are certain forms of speech that are considered polite and some forms of speech that are not considered polite.[20].

The purpose of this study is describes the use of the principle of oral communication kesantuna national political figure Prabowo.In this study, researchers analyzed the use of verbal politeness principle komuinikasi national political figure Prabowo. Researchers also analyzed breach of oral communication politeness national political figure Prabowo.

2. Methods

The method used in this research is qualitative method because it does not prioritize the figures, but describe with words. This study uses language research. Research related languages with the aim of a study involving the collection and selection of data [21] language study method used in this study because it is the most appropriate research methods
to the phenomena that have been proposed. The research is a qualitative descriptive for the presentation of the data obtained based on the object of research.

3. Results and discussion

This research data in the form of oral speech uttered by a national political figure Prabowo in speech activity. Transcribed speech to forms of written language to facilitate data analysis. Data downloaded from youtube account Gerindra Tv.

3.1 Results

This study was done using theory Lecch which outlines six maxims: (1) perinsip politeness, (a) the maxim of wisdom, (b) maxim generosity, (c) maxim awards, (d) the maxim of humility, (e) the maxim of the agreement, (f) the maxim of sympathy. From the analysis of the speech can be classified using politeness principle Prabowo Subianto national political figures in the following table.

<table>
<thead>
<tr>
<th>Number</th>
<th>Politeness principle</th>
<th>number of speech</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>adhere to the maxim</td>
<td>57</td>
<td>58.72%</td>
</tr>
<tr>
<td>a.</td>
<td>Wisdom</td>
<td>15</td>
<td>15.46%</td>
</tr>
<tr>
<td>b.</td>
<td>Generosity</td>
<td>4</td>
<td>4.12%</td>
</tr>
<tr>
<td>c.</td>
<td>Praise</td>
<td>3</td>
<td>3.09%</td>
</tr>
<tr>
<td>d.</td>
<td>Modesty</td>
<td>8</td>
<td>8.24%</td>
</tr>
<tr>
<td>e.</td>
<td>Deal</td>
<td>15</td>
<td>15.46%</td>
</tr>
<tr>
<td>f.</td>
<td>Sympathy</td>
<td>4</td>
<td>4.12%</td>
</tr>
<tr>
<td>g.</td>
<td>Generosity and Praise</td>
<td>2</td>
<td>2.06%</td>
</tr>
<tr>
<td>h.</td>
<td>Generosity and Humility</td>
<td>1</td>
<td>1.03%</td>
</tr>
<tr>
<td>i.</td>
<td>Generosity and Agreements</td>
<td>2</td>
<td>2.06%</td>
</tr>
<tr>
<td>j.</td>
<td>Generosity and sympathy</td>
<td>2</td>
<td>2.06%</td>
</tr>
<tr>
<td>k.</td>
<td>Humility and sympathy</td>
<td>1</td>
<td>1.03%</td>
</tr>
<tr>
<td>2</td>
<td>violates the maxim</td>
<td>40</td>
<td>41.28%</td>
</tr>
<tr>
<td>a.</td>
<td>Generosity</td>
<td>2</td>
<td>2.06%</td>
</tr>
<tr>
<td>b.</td>
<td>Praise</td>
<td>1</td>
<td>1.03%</td>
</tr>
<tr>
<td>c.</td>
<td>Modesty</td>
<td>3</td>
<td>3.09%</td>
</tr>
<tr>
<td>d.</td>
<td>Deal</td>
<td>19</td>
<td>19.58%</td>
</tr>
<tr>
<td>e.</td>
<td>Sympathy</td>
<td>9</td>
<td>9.27%</td>
</tr>
<tr>
<td>f.</td>
<td>Wisdom and sympathy</td>
<td>1</td>
<td>1.03%</td>
</tr>
<tr>
<td>g.</td>
<td>Praise and Kerendaha Heart</td>
<td>2</td>
<td>2.06%</td>
</tr>
<tr>
<td>h.</td>
<td>Agreements and Sympathy</td>
<td>3</td>
<td>3.09%</td>
</tr>
</tbody>
</table>

The result of this research is a national political figure Prabowo there abide and violating the maxim, two maxims, maxims and four maxims three working principles. Speech Prabowo national political figures are memetahui one maxim of the principles of cooperation, namely: the maxim of quantity as much as 1.03%. National political figures of speech that adhere to two principles of cooperation, namely: abide Masim quantity with as much relevance 3.09%, and adhere to the maxim of relevance to the maxim of how much 1.03%, Utterances national
political figure Prabowo three maxims that comply with the principles of cooperation, namely: the quantity, quality and relevance as 34.02%, Quality, relevance and how much 2.06%, as well as the quantity, relevance and how much 4.12%. Speech Prabowo national political figures are also adhere to the four maxims are: maxim of quantity, maxim of quality, relevance and maxims maskism how much 7.21%, Utterances national political figure Prabowo also a speech that violates the maxim of the principles of cooperation, namely: violate the maxim of quantity as much as 14.43% and the maxim of quality as much as 3.09%, Utterances national political figure Prabowo two maxims that violate the principles of cooperation, namely: the maxim of quality with quantity as much as 8.24%, Maxim of quantity with the maxim of relevance as 3.09%, maxim of quality with the maxim of how much 3.09%, And the maxim of quality with as much relevance 1.03%. Utterances national political figure Prabowo three maxims that violate the principles of cooperation, namely: quantity, relevance and how much 4.12%, Quality, quantity and how much 3.09%, As well as the quantity, quality and relevance as 1.09%, Speech Prabowo national political figures are also in violation of the four maxims are: maxim of quantity, maxim of quality, relevance and maxims maskism how much4.12%, That is, the speech of national political figures more dominant Prabowo comply with the principles of cooperation of 97 data, it can comply with the detailed speech 52 (53.61%), and breaking the 45 utterances (46.39%). This result suggests that the use of the principles of cooperation of national political figures Prabowo included in language assessment criteria "less". From the details of the table above, the use of speech politeness principle in national political figure Prabowo more memetahui dibandingka with abuse. It can be concluded that the communication made by national political figures during a speech Prabowo adhere to the principle of politeness.

According Luthfiyanti (2017, p.15) states that the speech was polite when showing six things: (1) wisdom maxims, maxims have this linguistic politeness principle is that participants should utterances should always adhered to the principle to continuously reduce the profits for themselves and maximize the benefit to the other party in the activities bertutur; (2) Is also called the generosity maxim maxim of acceptance. This maxim requires each participant to maximize the speech acts themselves and minimize losses profits for themselves. This maxim is expressed by speech commissive and imposif ; (3)maxim of praise is a maxim that uses speech by reducing insults at others and add to the praise on others. In the award maxims explained that a person would be considered polite when in speaking always reward hearer; (4)maxim maxim of simplicity or also called humility, with this maxim speakers are expected to keep a low profile by reducing the praise of himself. Maksim is also expressed by the utterances expressive and assertive. When the generosity maxim centered on others, this maxim humility self-centered; (5)said participants stressed the maxim agreement to establish a match in activities bertutur; and (6)sympathy maxim requires participants said maximize sympathy between the parties with each other.

National political figures of speech that memetahui Prabowo single politeness principle is: adhere to the maxim of wisdom, generosity maxims, maxims of praise, humility maxims, maxims agreement and sympathy maxim. Utterances national political figures who abide prinsip Prabowo double politeness namely: the maxim of generosity with praise maxims, maxims generosity with sympathy maxims, maxims generosity with modesty and humility with maxims maxims sympathy.

National political figures Prabowo when there are political speeches comply seen maxims wisdom of efforts to reduce profits for themselves and maximize the benefit to the other party. Efforts to provide benefits for others done to deliver the vision and political missions. National
political figures Pabowo speech that adhere to the maxim of wisdom Subianto can be seen in the following example.

(1) Kami juga akan pastikan, perusahaan-perusahaan BUMN penting kita, seperti Krakatau Steel, Pertamina dan Garuda kuat dan tidak terus menerus rugi. (P5-PS48)

Speech (1) speakers adhere to the maxim of wisdom because tuturannya sendri minimize the benefits to themselves and maximize profits for others. In the above speech the context of the speech occurs when the body's office inauguration speech pemengan dikegiatan Prabowo Password hosted by the award body region (BPD) in Boyolali, Central Java, Central Java. Speakers adhere to the maxim of wisdom, it is evident from the statement “perusahaan-perusahaan BUMN penting kita, seperti Krakatau Steel, Pertamina dan Garuda kuat dan tidak terus menerus rugi”. In this case, the speaker would like to have been of certainty to state companies in order to not lose money.

National political figures Prabowo when there are political speeches comply generosity maxim visible from addressing respect for others as well as reducing the benefits for themselves and maximize profits for others. Respect for others is done by national political figures Prabowo form of respect. Speech Prabowo national political figures who adhere to the maxim of generosity can be seen in the following example.

(2) Apapun keputusan rakyat kami terima, kami hormat, kami hanya ingin berkuasa dengan izin rakyat, dan kami ingin berkuasa untuk mengabdi kepada rakyat Indonesia. Kami ingin mengabdi supaya tidak ada orang miskin di Indonesia, dan tidak boleh ada orang lapar di Indonesia, tidak boleh ada keadilan tidak sampai ke seluruh rakyat Indonesia. Saya kira itu tekad kami, itu hasrat kami. (P2-PS22)

Speech (2) speakers adhere to the maxim of generosity for tuturannya maximize losses for herself. Context speech occurs at the time of the declaration of the presidency and vice-president of the Republic of Indonesia in the General Election Commission, Central Jakarta. Speakers adhere to the maxim of generosity, it is evident from the statement “Kami ingin mengabdi supaya tidak ada orang miskin di Indonesia, dan tidak boleh ada orang lapar di Indonesia, tidak boleh ada keadilan tidak sampai ke seluruh rakyat Indonesia. Saya kira itu tekad kami, itu hasrat kami”. The phrase “saya kira itu tekad kami, itu hasrat kami” is a form of speech maximize losses for herself.

National political figures Prabowo when political speech are visible adhere praise maxims of efforts to reduce criticism on others and add to the praise on others. Praise deberikan by national political figure Prabowo to another party a sense of admiration for the achievement of something. National political figures of speech that adhere to the maxim of praise can be seen in the following example.

(3) Partai Demokrat yang telah melahirkan seorang Presiden Republik Indonesia, yang telah memimpin bangsa Indonesia 10 tahun dengan adem ayem, dengan tenang, dengan sejuk, dengan stabilitas dan tentunya Partai Gerakan Indonesia Raya, partai saya sendiri. (P4-PS29)

Speech (3) speakers adhere to the maxim of praise, speakers maximize perghargaan against others. Context utterances occurs during a speech nationality "Indonesia Win" in Jakarta. Speakers adhere to the maxim of praise, it is evident from the statement “Partai Demokrat yang telah melahirkan seorang Presiden Republik Indonesia, yang telah memimpin bangsa Indonesia 10 tahun dengan adem ayem, dengan tenang, dengan sejuk, dengan stabilitas”. The sentence intends praised the democratic party who has given birth to a president of the Republic of Indonesia led by the cool and calm.
National political figures Prabowo when there are political speeches comply modestly maxim visible effort to be humble by reducing the praise of himself. Humble attitude made by national political figures Prabowo is aware of the limitations attitude of her abilities. Speech Prabowo national political figures who memathis maxim of humility can be seen in the following example.


Speech (8) speakers adhere to the maxim of humility by minimizing respect for yourself and maximize respect for others. Context speech occurs when dikegiatan deklarsi welcome the support of the Indonesian Trade Union Confederation (KSPI) in Senayan, Jakarta. Speakers adhere to the maxim of humility, it is evident from the statement "Bagi saya, kehormatan yang paling mulia digunakan sebagai alat bagi bangsa dan rakyat saya" speakers offer herself as a tool for the benefit of the nation.

National political figures Prabowo when there are political speeches comply seen maxim deal of effort to reduce the mismatch on yourself with others and improve persuesuain between oneself and others. Incompatibility yourself done by national political figures are what the business can provide a certain party approval. Speech Prabowo national political figures who adhere to the maxim of the agreement can be seen in the following example.


Speech (9) speakers adhere to the maxim of the deal, because the speaker said something prioritize adjustments between oneself and others so that what is presented to provide specific and informed consent. Context utterances occurs during a speech dikegiatan Gerindra Party conference in Jakarta. Speakers adhere to the maxim of sympathy, it is evident from the statement "kalau mereka bisa, kenapa kita tidak bisa. Kalau mereka mampu membela rakyatnya, kenapa bangsa Indonesia tidak mampu membela rakyatnya?" speakers are not trying to deduce what dituturkannya unilaterally. Speakers invited to able to defend the people.

National political figures Prabowo when political speech are visible adhere sympathy maxim of efforts to reduce the antipathy between oneself and others and increase sympathy between oneself and others. Sympathetic to others carried out by a national political figure Prabowo is an expression of caring to others. Speech Prabowo national political figures who adhere to the maxim of sympathy can be seen in the following example.

(6) Beberapa waktu yang lalu, saya mendapat laporan, seorang buruh tani, seorang bapak, bernama pak Hardi di Desa Tawangharjo, Grobokan, meninggal dunia karena gantung diri di pohon jati di belakang rumahnya. Almarhum gantung diri, meninggalkan isteri dan anak karena merasa tidak sanggup membayar utang, karena beban ekonomi yang ia pikul dirasa terlalu berat. (P5-PS36)

Speech (6) speakers adhere to the maxim of sympathy to maximize the sense of caring for others. KContext utterances occurs during a speech dikegiatan Gerindra Party conference in Jakarta. Speakers adhere to the maxim of sympathy, it is evident from the statement "Beberapa waktu yang lalu, saya mendapat laporan, seorang buruh tani, seorang bapak,
bernama pak Hardi di Desa Tawangharjo, Grobokan, meninggal dunia karena gantung diri di pohon jati di belakang rumahnya” sentence speakers expressed invited to give a sense of caring to a worker who died of suicide by self hinge behind the house.

National political figures Prabowo when political speech there abide and adhere to the maxim maxim praise generosity visible from addressing respect for others and reduce criticism on others and add to the praise on others. Respect for others is done by national political figures Prabowo menghagai form of flavor. Praise to others is awe speakers to the achievement of something. Speech Prabowo national political figures who adhere to the maxim of generosity and memathui maxim of praise can be seen in the following example.

(7) Saya juga didampingi oleh tokoh Jawa Tengah dan tokoh TNI yaitu mantan Gubernur Jawa Tengah Letnan Jenderal TNI Purnawirawan H Bibit Waluyo. Saudara-saudara di Jawa Tengah yang lebih tahu bagaimana seorang Bibit Waluyo itu. Orang gubernur yang bekerja keras untuk rakyat, untuk petani, untuk nelayan, untuk wong cilik di seluruh Jawa Tengah. (P4-PS33)

Speech (7) in honor of a prominent speaker and pay tribute to the person concerned. Context utterances occurs during a speech nationality “Indonesia Win” in Jakarta. Speakers adhere to the maxim of generosity by the maxims of praise, it is seen in the speech, “Saudara-saudara di Jawa Tengah yang lebih tahu bagaimana seorang Bibit Waluyo itu. Orang gubernur yang bekerja keras untuk rakyat, untuk petani, untuk nelayan, untuk wong cilik di seluruh Jawa Tengah”, speakers in honor of a former governor of Central Java. Speakers also gave awards terhadpa performance of the former governor of Central Java.

National political figures Prabowo when political speech there abide and adhere to the maxim maxim generosity humility, visible deal of effort to provide respect for others as well as efforts to reduce the mismatch on yourself with others and improve persesuain between oneself and others. Respect for others is done by national political figures Prabowo menghagai form of flavor. Incompatibility yourself done by national political figures are what the business can provide a certain party approval. Speech Prabowo national political figures who adhere to the maxim of generosity and memathui maxim of the deal can be seen in the following example.

(8) Namun di sini saya sampaikan. Jika saya dipilih bersama Sandiaga, saya akan bekerja untuk seluruh rakyat Indonesia, termasuk untuk saudara yang belum percaya kepada kami. (P6-PS66)

Speech (8) speakers have been of respect for others and reduce compliment to ourselves. Context speech occurs when the body's office inauguration speech pemengan dikegiatan Prabowo Password hosted by the award body region (BPD) in Boyolali, Central Java, Central Java. Speakers comply with the maxim maxim kedermawan humility, it is evident from the statement "saya akan bekerja untuk seluruh rakyat Indonesia, termasuk untuk saudara yang belum percaya kepada kami", the speaker gave respect terdapap people who do not believe him. Speakers also submit himself to work for the people of Indonesia.

National political figures Prabowo when political speech there abide and adhere to the maxim maxim of generosity visible deal of effort to provide respect for others as well as efforts to reduce the mismatch on yourself with others and improve persesuain between oneself and others. Respect for others is done by national political figures Prabowo menghagai form of flavor. Incompatibility yourself done by national political figures are what the business can provide a certain party approval. Speech Prabowo national political figures who adhere to the maxim of generosity and memathui maxim of the deal can be seen in the following example.

(9) Terima kasih kepada semua pihak mengikuti perkembangan dari semua elemen agama, semua etnis, semua ras, semua suku, kita berjuang untuk NKRI, untuk Indonesia. Ki
bejuang untuk seluruh rakyat Indonesia apapun sukunya, kelompok etnisnya, kelompok agamanya, apapun rasnya, seluruh warga Indonesia, rakyat kita, akan kita bela akan kita perjuangkan hak-haknya. (P2-PS21)

Speech (9) speakers pay tribute to a particular party and speakers menyatakankan something that not too much so that what is presented to provide specific and informed consent. Context speech occurs at the time of the declaration of the presidency and vice-president of the Republic of Indonesia in the General Election Commission, Central Jakarta. Speakers adhere to the maxim of generosity with maxims kesepakatan, it is evident from the statement "Kita bejuang untuk seluruh rakyat Indonesia apapun sukunya, kelompok etnisnya, kelompok agamanya, apapun rasnya, seluruh warga Indonesia, rakyat kita, akan kita bela akan kita perjuangkan hak-haknya" speakers provide penghagaan to the people who are struggling to defend their rights. Speakers also not trying to conclude unilaterally what is spoken.

National political figures Prabowo when political speech there abide and adhere to the maxim maxim of generosity visible deal of effort to give respect to others and reduce the antipathy between oneself and others and increase sympathy between oneself and others. Respect for others is done by national political figures Prabowo menghagai form of flavor. Sympathetic to others carried out by a national political figure Prabowo is expressing care for others. Speech Prabowo national political figures who adhere to the maxim of generosity and sympathy maxim can be seen in the following example.

(10) Ada satu kejadian unik pada hari ini ada putri presiden pertama RI, putri proklamator kita, ada juga putri presiden RI yang kedua, ada juga dua putra presiden RI yang keenam. Saudara-saudara, ini kehormatan besar bagi saya. Saya ingin mengucapkan terima kasih ke KPU yang bekerja keras. (P3-PS21)

Speech (10) speakers maximize damages for himself and sympathy for something to happen. Context utterances occurs during a political speech dikegiatan Grand Reunion 212, Jakarta. Speakers comply with maxims ksimpatian generosity maxim, it is evident from the statement "Saudara-saudara, ini kehormatan besar bagi saya. Saya ingin mengucapkan terima kasih ke KPU yang bekerja keras", the speaker thanked atak hard work of election commissions.

National political figures Prabowo when there are political speeches comply maxim maxim of humility and sympathy visible effort to be humble by reducing the praise of itself and reduce the antipathy between oneself and others and increase sympathetic between oneself and others. Humble attitude made by national political figures Prabowo is aware of the limitations attitude of her abilities. Respect for others is done by national political figures Prabowo menghagai form of flavor. Sympathetic to others carried out by a national political figure Prabowo is expressing care for others.

(11) Dari sejak umur 18 tahun saya sudah mempertaruhkan jiwa dan raga saya demi RI yang kita cintai. Dengan tekad dan dengan harapan hati saya bahwa kami para prajurit akan menjaga negara dan kaum penimpin, kaum cendekiawan, kaum elite sipil akan mengelola dan memimpin negara sebaik-baiknya agar rakyat kita sejahtera, rakyat kita makmur, rakyat kita mengalami kehidupan yang adil dan sejahtera. (P1-PS2)

Speech (11) speakers minimizing respect for yourself and maximize respect for others, in addition to the speakers provide a sense of sympathy toward others. Context speech occurs when dikegiatan deklarsi welcome the support of the Indonesian Trade Union Confederation (KSPI) in Senayan, Jakarta. Speakers adhere to the maxim of humility with the maxims of sympathy, it is evident from the statement "kami para prajurit akan menjaga negara dan
kaum pemimpin, kaum cendekiawan, kaum elite sipil akan mengelola dan memimpin negara sebaik-baiknya agar rakyat kita sejahtera, rakyat kita mukmur, rakyat kita mengalami kehidupan yang adil dan sejahtera". Speakers have a strong belief against the soldiers who will keep the country and the leader. Speakers also put sympathy to the people in order to get a fair and prosperous life.

Utterances national politic al figure Prabowo also a speech that violates the principle of a single politeness namely: abuse generosity maxim, maxim of praise, humility maxims, maxims and maxims deal of sympathy. National political figures are Prabowo also violates the principle of double politeness namely: violating the maxim of wisdom and sympathy maxims, maxims of humility and praise and maxim maximum agreement and sympathy. Violations of politeness principle national political figure Prabowo described as follows.

National political figures Prabowo when there is political speech violates the maxim of generosity visible from maximizing profits for himself and minimize profits for others. Maximizing profits for themselves dialukan by national political figures Prabowo Subianto for support in his political career. National political figures Prabowo speech Subiantoyang violate the maxim of generosity can be seen in the following example.

Speech (12) speakers seen violating the maxim of generosity for maximizing profits for himself. Context speech occurs when dikegiatan deklarsi welcome the support of the Indonesian Trade Union Confederation (KSPI) in Senayan, Jakarta. Speakers violate the maxim of generosity, it is evident from the statement "Bahwa apabila rakyat saya masih membutuhkan saya, apabila rakyat saya masih ingin memakai tenaga, jiwa dan raganya Prabowo Subianto, maka saya siap melaksanakan tugas." The speaker asks to be given the opportunity of people when they require tanaganya, which would indirectly benefit from the speakers of the speech.

National political figures Prabowo when political speech violates the maxim of praise are visible effort to give a compliment to someone else, but insinuated parties. Praise deberikan by national political figure Prabowo to another party a sense of admiration for the achievement of anything but praise is accompanied by allusions to other parties. National political figures of speech that violates the maxim of praise can be seen in the following example.

Speech (13) is a national political figure of speech that violates the maxim Prabowo praise, give praise but marginalize one of which is praised. the context of the speech occurs at the time of the speech nationality "Indonesia Win" in Jakarta. It is seen in the phrase "mereka mungkin giginya sudah ompong. Giginya ompong semangatnya masih menyala, tapi terutama yang saya rasakan adalah dukungan dari emak-emak yang militan. Emak-emak ini militan. Mereka berani." (P4-PS30)

Speakers giving out compliments However the next corner the party is not stronger spirit of mothers militant and bolder on the fathers.

National political figures Prabowo when there is political speech violates the maxim of humility seen from the attitude of speakers who are not humble to praise himself. Humble
attitude is not done by a national political figure Prabowo is a narrative to believe that he was right. Speech Prabowo national political figures who violate the maxim of humility can be seen in the following example.


In the speech (14) looks speakers violates the maxim of humility, speakers look too much credit to himself. Context utterances occurs during a speech dikegiatan Gerindra Party conference in Jakarta. Speakers violate the maxim of humility, it is evident from the statement “kami mengalah kami terima bahkan saya tuturann pada pelantikan lawan saya”, Speakers too far in praising himself. Speakers stated that he tuturann inauguration political opponents, when he lost the presidential election arena.

National political figures Prabowo when there is political speech violates the maxim of the agreement unilaterally evident from the speakers concluded something to waive non-compliance with other parties. Summing unilaterally and disregard incompatibility with other people is forcing listeners to agree with the speaker's speech. Speech Prabowo national political figures who violate the maxim of the agreement can be seen in the following example.

Dan bila nanti insyaallah kita berhasil, saya yakin dengan cepat kita akan rubah keadaan bangsa Indonesia. Karena apa? Saya sudah punya tuturan dan saya sudah bikin buku dan saya sudah sebarkan belasan tahun. dan saya mengatakan bahwa kekayaan Indonesia dirampok, dicuri. (P1-PS8)

Speech (15) speakers seen violating the maxim deal, because the speaker unilaterally conclude something to waive non-compliance with other parties. Context speech occurs when dikegiatan deklarsi welcome the support of the Indonesian Trade Union Confederation (KSPI) in Senayan, Jakarta. Speakers violate the maxim of the agreement, it is evident from the statement “kita berhasil, saya yakin dengan cepat kita akan rubah keadaan bangsa Indonesia”, The speaker considers there are still many problems in the country of Indonesia that has not been resolved. Speakers too far in expressing his opinion and unilaterally conclude anything without thinking about whether this opinion is approved or not by certain parties.

National political figures Prabowo when political speech violates the maxim of sympathy are visible from the speakers who have sympathy but with allusions to other parties. Sympathy with sarcasm merungikan particular party. Speech Prabowo national political figures who violate the maxim of sympathy can be seen in the following example.

Ternyata di saat saya harus pensiun, di saat saya harus istirahat, saya melihat negara saya berada dalam keadaan yang tidak adil dan tidak makmur. Saya melihat elite-elite Indonesia, entah bodoh atau entah apa, atau memang mereka hatinya sudah beku, atau memang mereka tidak cinta sama bangsa Indonesia. (P1-PS3)

Speech (16) speakers seen violating the maxim of sympathy, because the speaker showed sympathy toward others as he threw a sentence in the form of satire. KContext speech occurs when dikegiatan deklarsi welcome the support of the Indonesian Trade Union Confederation (KSPI) in Senayan, Jakarta. Speakers violate the maxim of sympathy, it is evident from the statement “saya melihat negara saya berada dalam keadaan yang tidak adil dan tidak makmur. Saya melihat elite-elite Indonesia, entah bodoh atau entah apa, atau memang mereka hatinya sudah beku, atau memang mereka tidak cinta sama bangsa Indonesia”
penutur stated ketidaksimpatian with the parties in question, because the expression is indirectly insinuated leaders who have not been able to create a state within a state fair and prosperous. Moreover, to call "Indonesian elites, either stupid or something, or indeed their heart is frozen, or if they do not love each nation Indonesia" Which can be interpreted as permasalahan already berkepanjangan that can not be resolved.

National political figures Prabowo when there is political speech violates the maxim of wisdom and sympathy maxim visible from the speakers to maximize profits for itself and not sympathy for the events dituturkannya. The advantage for himself carried by speakers to mendaatkan empathy and sympathy for the speaker nor spoken events. Speech Prabowo national political figures who violate the maxim of wisdom and sympathy can be seen in the following example.,


Speech (17) the context of the speech occurs when the body's office inauguration speech pemengan dikegiatan Prabowo Password hosted by the award body region (BPD) in Boyolali, Central Java, Central Java. Speakers maximize profits for themselves and not sympathy for the events dituturkannya. Speakers violate the maxim of wisdom and keseimpatian, it looks at the statement "saya memutuskan kepada diri saya sendiri. Bahwa apabila rakyat saya masih membutuhkan saya, apabila rakyat saya masih ingin memakai tenaga, jiwa dan raganya Prabowo Subianto, maka saya siap melaksanakan tugas" speaker intends to be given the opportunity of people when they require tanaganya, which would indirectly speakers benefit from speech the. speakers no sympathy for the country was bearing debt.

National political figures Prabowo when there is political speech violates the maxim of humility and praise can be seen from speakers Excessive praise himself and honor to himself. Speech Prabowo national political figures who violate the maxim of humility and praise can be seen in the following example.

(18) Dalam usia saya yang sekarang 67 tahun, saya sudah mengabdi pada negara dan bangsa di berbagai bidang terutama sejak umur 18 tahun. Saya berjuang, mengabdi sebagai seorang prajurit, TNI. Sejak usia muda saya telah menandatangi bahwa suatu perjanjian dengan negara bahwa saya siap untuk berkorban jiwa dan raga untuk membela kemerdekaan, kedaulatan dan kejayaan bangsa Indonesia. (P1-PS1)

Speech (19) speakers excessive praise himself and pay tribute to himself. Context speech occurs when dikegiatan deklarsi welcome the support of the Indonesian Trade Union Confederation (KSPI) in Senayan, Jakarta. Speakers violate the maxim humility with maxims of praise, it is evident from the statement "'saya sudah mengabdi pada negara dan bangsa di berbagai bidang terutama sejak umur 18 tahun. Saya berjuang, mengabdi sebagai seorang prajurit, TNI" The speech shows that the speakers too far in praising himself and pay tribute to himself. Speakers stated that he was devoted to the state has been started since the age of 18 years.

National political figures Prabowo when addressing politics are violating the maxim of humility and maxims praise, visible from the speakers unilaterally conclude something and speakers are not sympathetic to the other side of utterances national political figures Prabowo
who violate the maxim of the agreement and the maxim of sympathy can be seen in the following example.

(19) **Saudara-saudara sekalian, kekayaan Indonesia tidak tinggal di Indonesia.** Kita adalah negara yang paling... ada wartawan nggak? Ya sudah terserah mau dipelintir bagaimana, nggak ada urusan sama gue. (P1-PS9)  

Speech (19) unilaterally speakers and the speakers did not conclude anything sympathy toward others. K. Context speech occurs when dikegiatan deklarsi welcome the support of the Indonesian Trade Union Confederation (KSPI) in Senayan, Jakarta. Speakers violating an agreement with the maxim maxim of sympathy, it looks at the speech "**Saudara-saudara sekalian, kekayaan Indonesia tidak tinggal di Indonesia**" of this speech can be concluded that the speaker considers the wealth of Indonesia did not stay in Indonesia. Speakers too far in expressing his opinion and unilaterally conclude anything without thinking about whether this opinion is approved or not by certain parties. Speakers also no sympathy for the situation.

3.2 Discussion

The results of the analysis of utterances national political figures contained Prabowo keep and violates the maxim and the two maxims of politeness principle. Speech that adhere to the maxim of politeness principle, namely: the maxim of wisdom as much as 15.46%, the maxim of generosity as much as 4.12%, 3.09% praise maxims, maxims of humility as much as 8.24%, the maxim of the deal as much as 15.46%, and maxim of sympathy as much as 4.12%. Speech that adhere to the two maxims of politeness principle, namely: the generosity maxim pijian as much as 2.06%, the generosity with humility as much as 1.03%, the generosity of the deal as much as 2.06%, generosity and sympathy as much as 2.06%, humility with sympathy as much as 1.03% and the agreement with sympathy as much as 1.03%. Speech that violates the maxim of politeness principle, namely: the maxim of generosity as much as 2.06%, maxim praise as much as 1.03%, the maxim of humility as much as 1.03%, the maxim of the deal as much as 19.58%, and the maxim of sympathy as much as 9.28%. Utterances that violate the two maxims of politeness principle, namely: the maxim of wisdom with sympathy as much as 1.03%, the praise with humility as much as 2.06% and kesepakatan with sympathy as much as 3.09%. That is, the speech of national political figures more dominant Prabowo adhere to the principle of politeness, of 97 data adhere to as much as 57 utterances (58.72%) and in violation of 40 utterances (41.28%). These results indicate the use of communication politeness principle national political figure Prabowo included in the language of assessment criteria of "good enough". Utterances that violate the two maxims of politeness principle, namely: the maxim of wisdom with sympathy as much as 1.03%, the praise with humility as much as 2.06% and kesepakatan with sympathy as much as 3.09%. That is, the speech of national political figures more dominant Prabowo adhere to the principle of politeness, of 97 data adhere to as much as 57 utterances (58.72%) and in violation of 40 utterances (41.28%).
and in violation of 40 utterances (41.28%). These results indicate the use of communication politeness principle national political figure Prabowo included in the language of assessment criteria of "good enough". national political figures of speech more dominant Prabowo adhere to the principle of politeness, of 97 data adhere to as much as 57 utterances (58.72%) and in violation of 40 utterances (41.28%). These results indicate the use of communication politeness principle national political figure Prabowo included in the language of assessment criteria of "good enough".

The results of this study differs from other studies with Dramatugi Analysis Speech of President Susilo Bambang Yudhoyono on Bintan Island Aquatic dispute incident whose findings use politeness principle of President Susilo Bambang Yudhoyono more dominant adhere to the maxim. 1 september 2010 speeches held at the headquarters of Indonesian National Armed Forces related to insiden Bintan island claimed by neighboring Malaysia [22]. This finding contrasts influenced political positions and attitudes, Susilo Bambang Yudhoyono gave a speech as President of the firm and dampen the anger of the people of Indonesia to neighboring countries, while the position and attitude of different political Prabowo with Susilo Bambang Yudhoyono although both preside over a party. Positions to be one factor in the use of the principle of politeness,

4. Conclusion

Application of the principle of politeness by national political figures Prabowo includes maxims of wisdom, generosity maxims, maxims of praise, humility maxims, maxims and maxims deal of sympathy. This shows that national political figures speech Prabowo can be quite polite and relevant to the opinion of Leech (1986) that in order to create a language that courtesy then must pay attention to the six principles of politeness. The use of communication politeness principle national political figure Prabowo based criteria [24] The language assessment showed "good enough".

References

A Need Analysis Approach In Developing Esp Module Based On Interactive Multimedia For Academy Industrial Technology Padang

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Abstract. Need analysis is the first important step in developing ESP module. It is a way to gather information of needs towards the material, methods and strategy in teaching ESP. This research is aimed to find and analyze the need for developing ESP module for students in Agro-Industry department ATIP Padang using eight aspects of need analysis by Dudley-Evan and St. John (1998). The research is using descriptive qualitative approach. The object of the research is 81 students and 2 English lecturers. Data are collected by using questionnaires, interview and previous test result. Data are presented by using graph and description. The result shows that ESP module with most of out-of-class activities is needed and the use of interactive multimedia in ESP class is recommended to be carried on. The result of this research will be used as matrix for the next research.

Keywords: need analysis, ESP, interactive multimedia.

1. Introduction

The need of having competency in speaking English this century has been inevitable. In order to step in to professional world, you must be able to communicate in international languages, including, English language. In realizing this fact, the government in Indonesia decrees that English must be used as one of the compulsory subjects taught in schools, colleges and universities.

The development of learning English in higher education in Indonesia has been set up as English as a foreign language. It is mostly classified into General English (GE) and English for Specific Purpose (ESP). General English is usually given as unspecifiable English language ability contain basic and general grammar and vocabulary, whereas English for Specific Purposes is given as a specific required English ability.

Learning English for specific purposes have been a good recommendation to be taught for non-English major students in the university. Besides having more technical vocabulary relate to the students’ major, learning English for specific purpose also helps students to see their roles of study in global perspective. The students will read article, see videos, do activities which relate to their major in English which of course apply international standard. According to Hammer, ESP means “situations where the student has some specific reason to learn a language”[1]. In more specific idea, Hutchinson et al states ESP as “ An approach to
language teaching in which all decisions as to content and methods are based on learner’s reason for learning.”. The main characteristic of ESP is the orientation of the goals is more specific to the academic purposes or profession [2]. Furthermore, Dudley-Evan and St. John argue that ESP is a way of delivering materials and exercises which is appropriate to the students in a specific context[3].

Moreover, the content of ESP is designed and developed based on the concept of Need Analysis (NA). This concept is try to link the needs of students academically and professionally with the language courses given. In the other words, the English course gives more rooms for students to learn English which is related to their studies and job orientation in the future. In regards to the importance of NA, Richards explains that NA in teaching a language has some goals:

…to find out what language skills a learner needs; to help determine if an existing course adequately address the needs of potential students; to determine which students from a group are most in need of training in particular language skills; to identify a change of direction that people in reference group feel is important; to identify a gap between what students are able to d and what they need to be able to do; and to collect information about a particular problem learners are experiencing.[4]

Based on the explanation, it is apparent that the urgency of carrying out Need Analysis in ESP in general is to find out to find the appropriate English learning methods, materials, tasks, activities, environment which is really needed by the students to be success in their study and their future career. Brown states that when all the needs have been identified, then they would become the goals of basis to develop suitable materials, exercises, tests, activities and evaluation strategy[5]. Knowing how important ESP for non-English department students, English lecturers try to do their best to provide the teaching materials. In Agro-Industry department of ATIP Padang, the materials and concepts of English course which has been taught tend to rely on the lecturers’ decisions. Some lecturers, considering that the students only have one semester of learning English, may give more portion for GE. Some others think ESP would be better and try to collect and even to create materials which related to Agro-Industry subject from any resources. Yet, they are not always available. Some of the books and videos are provided online and published abroad. It also costs a fortune to purchase them, especially for the students.

In responding to the present situation, the research is done to find out the students’ needs and wants from their English course in accordance with their major and job orientation. Since the needs of ESP for every students are different to their level of English skill, interest, and environmental support, it is very important to conduct Need Analysis (NA) towards the students’ needs and wants. Overall, this research is aimed to gain information in the procedure of NA so the students can take English course based on their need and interests, to create a course which contains of English language which deals with Agro-Industrial aspects and finally to target that the results of the ESP course can be applied and used in the jobs the students will have in the future.

Based on the reasons, it is important to conduct the research of Need Analysis for ESP course, especially to the class in Agro-Industry department of ATIP Padang. The results of this research will also be used as a matrix of the next research, namely syllabus and material designs and development of ESP course in Agro-Industry department of ATIP Padang.
The research of Need Analysis has been conducted by many researchers, notably, for those who want to design and develop learning syllabus and materials for ESP courses. Hermawati has conducted a research of Need Analysis for Management Agro-Industry students in State Polytechnic of Jember [6]. Hilmi has also done Need Analysis of Flight Attendant Students in Learning English at LKP Graha Wisata Nusantara School, Padang[7]. They both used Need Analysis by using theory and concept by Hutchinson and Waters [8] which divided Target Needs and Learning Needs. The investigation done by Soroka about the way of researching ESP learners need has brought out some similar facts like how the lecturer and students in Ukrainian universities aspect internet and textbook as two of their need in teaching and learning ESP [9]. The research of Hui also exposes the need of teachers’ skill to keep the students motivation and interest in learning ESP [10]. Both of these implemented Need analysis by using varied questioners and interview. However, this research chose to use theory and concept proposed by Dudley-Evans and St. John [3] along with the article suggested by Wahyudi who developed English learning materials based on content-based approach for nursing students of STIKES Payung Negeri Pekan Baru [11]. Dudley-Evans and St. John divided Need Analysis into 8 aspects. The first aspect is wants, means, subjective analysis. It figures out the personal information of the students; the way they want to learn, etc. The second aspect is Present Situation Analysis. It requires information about the students’ English competency and skill. The third aspect is Target Situation Analysis. It determines the activities and tasks which will be performed by students in English course. The fourth aspect is Lack Analysis. It finds out the students lacks – the gap between the ideal situation with the present situation in order to achieve the target of language learning. The fifth aspect is Learning Need Analysis. It is to find out the most effective way to learn English skills. The sixth aspect is Linguistics Analysis. This aspect determines the knowledge of how the language will be used in the target situation. The seventh aspect is What is wanted from the course. This aspect must have the students’ needs and wants from the English course. And the last aspect is Means Analysis which gathers the analysis of information about ‘the environment’ where the course will be taken. In brief, the research is a Need Analysis research on students of Agro-Industrial department in ATIP Padang by using 8 aspects from Dudley-Evans and St. John [3] which are partly questioned as follow:

1. How is the student need analysis of multimedia module based on the questioner given?
2. How is the lecturer need analysis based on the interview and previous test result?

2. Methods

The research is using qualitative descriptive approach. This is also a preliminary research of developing an ESP module with interactive multimedia as in the procedures of research and development method by Borg and Gall [12]. The object of the research were 81 students come from three classes of Agro-Industry department of ATIP Padang. The instrument of the research questioners designed by using 8 concept of Dudley-Evans and St. John [3], interview to the English lecturer and the previous test-result. The data were collected by using questioner which is given students in the academic year of 20018/2019 in Agro-Industry department of ATIP Padang. The questioner contained the questions derived from the elaboration the eight aspects proposed by Dudley-Evans and St. John The data from the questioners were analyzed by using simple statistics to find the mean of the results.

The steps of the research can be elucidated as follow:

1. Designing the questioners based on the eight concept of Dudley-Evans and St. John
2. Giving the questioners to the respondents.
3. Collecting the questioners.
4. Analyze the data based on simple statistics.
5. Having the interview with the English lecturer.
6. Previewing the previous test-results of students from who have taken English course.
7. Presenting the result of the data collected descriptively.

Furthermore, the data of the researcher will reflect the need of students for ESP module and new method. The researcher will use this data to develop new module and strategy in order to fulfill the needs and improve the students English capability in accordance with their disciplines.

3. Result

3.1 Need analysis based on questioner’s result

In order to find out students need to develop a learning module of ESP with interactive Multimedia, the researchers have already given questioners to all students who learn English in Agro-Industry department, ATIP Padang. The questioner adapted eight aspects by Dudley-Evans and St. John [3]. Some questions are customized in order to achieve the aims of the research.

3.1.1 Wants, Means Subjective Analysis

In the first aspect, students are given three questions. The questions are; (A1) how important English is to for the students, (A2) How often they do activities using English language, and (A3) What kind of English they want to learn in the only one semester to learn English. The students’ answers of the questions are displayed in the bar diagram below.
The bar diagrams shows that the A1 got 86.4 percent for *very important* answer which means most students think that English is very important to learn. The A2 got 81.5 percent for *seldom* answer which indicates that most students seldom use English in their activities. And A3 got 65.4 percent for ESP which means most students believe that they should study English for specific purposes which relate to their major.

### 3.1.2 Present Situation Analysis

In the second aspect of NA, the questions asked about the present situation of the English class in the following context: (B4) whether the lecturer asked for the students need of English before began the class, (B5) whether the materials given had included the topics of their major (agro-industry), (B6) whether the material given had helped the students to comprehend more English for Agro-industry and (B7) whether English they learned had helped them to find work in Agro-industry field. The answer options are between yes and no. The answers of the questions are displayed below.
In figure 3.2, B4 bar hit 51.9 percent for no answer which means half and more students said that the lecturer did not try to find out their need before they began the class, and the rest students said yes. The questions in B5 bar hit 55.6 percent,, B6 hit 56.8 percent and B7 hit 51.9 percent for yes answers.

3.1.3 Target Situation Analysis and Objective Needs

The third aspect figured out the target situation of when they need ESP to work or to hunt jobs in agro-industry field. The students are required to mention which topics they think to be most important, important, less important and not-important to use when they work. The topics given are The Combine Harvest, Soils, Giving Instruction, Requesting, Ecological Problems, Irrigation, Water Pumping Systems, Agricultural Machinery and Tractor. Most students (about more than 60 percent) agreed that those topics would be very important when they work and also connected to their field of study.

3.1.4 Lacks Analysis

In the fourth aspect, the questions are given to find out the students ability in English in the scope of the six skills; (10A) listening, (10B) speaking, (10C) Reading, (10D) Writing, (10E) Vocabulary, (10F) Grammar. The rate focuses to discuss the students’ lack ability in English.
Figure 3.3 shows that most students faced lacks of competence in Grammar which shows in 67.9 percent for deficient answer and 11.1 for very deficient. The second lack is in vocabulary with 60.5 percent for deficient answer and 12.3 for very deficient. The third lack is in Speaking with 56.8 percent for deficient and 1.2 for very deficient. Question (11) asked how the students level of capability in using English in the purpose of agroindustry. The most percentage for this question is deficient, that is 72.8 percent.

3.1.5 Learning Needs

In learning needs aspect, the researcher analyzed the English skills that the students need to learn (E12) and the activities that the students want to do in English class (E13). In E12, the questions asked the students opinion about the skills that they need to learn in English class in order to master English in the field of agro-industry. The skills listed are listening, speaking, reading and writing. The results of the answers are shown as the bar diagram below.
In the figure 3.4, we can see that the most skill that the students think is very important to learn is Speaking with 60.5 percent for very important answer and Reading with 54.3 percent for very important answer. In E13 questions, the students are asked to decide which learning activities that they think important to support their progress in mastering English. The activities are specified into pair work, whole class, group work, out of class work, and individual. The students' answers are shown as the bar graph below.

![Figure 3.4 Learning Needs of English skills](image)

![Figure 3.5 Learning Needs of English activities](image)
Based on the figure, it can be seen that the most needed English learning activity the students think is very important to perform in English class is out of class activity which hit 61.7 percent for very important answer. The second most important activity is pair work which hit 56.1 percent for very important answer. Other activities also were also considered very important although they gained less than 50 percent.

3.1.6 Linguistics Analysis, Discourse Analysis, Genre Analysis

In question (F14) the students were asked how often they found or read articles or other readings which contained agro-industry content and for about 56.8 students answered ‘seldom’. In the question (F15) the students were asked to list some topics or ideas relate to agro-industry which need to be included as topics and materials in English class. The topics chosen by the students are Agricultural in general, tractor engineer, The Combine Harvest, Farm Management, Physical and Chemical Properties of Soil, Soil, Fertilization and Ecological Problems. Almost all of the students agree that the topics are considered important and very important to be discussed in English class.

3.1.7 What is wanted from the Course

The seventh aspect tried to find out the what the students hope to learn in enrolling English class. For about 84 percent answers said that they wanted to improve their English ability in the field of agro-industry and get the competency to get good job in the future.

3.1.8 Means Analysis

Question (17) asked about the educational background they student wanted the lecturer of English to have. Most of the students are expected to have English lecturer came from both English and Agro-Industry graduates. Question (18) asked the students perspective of ideal time to carry on English class during the academic years of Agro-Industry department, ATIP Padang. For about 60.5 percent answered that it is better to run the class in the second semester of the first year.

3.2 Need analysis based on Interview with the lecturers and previous test result

In order to gain the accurate need analysis of ESP module with interactive multimedia, the researcher also interviewed the lecturers who had already taught English in the previous years. The questions given are followed: (1) Do you have any module to teach English class?, (2) What kinds of materials given in class? Do they related to Agro-Industry field of study or ESP? (3) What are the sources of the material? (4) How are the students motivation in learning English? (5) How do you think the use of ESP module with interactive multimedia for students in department of Agro-Industry Padang?

During the year of 2017 and 2018, there are two lecturers taught English in three classes of Agro-Industry department ATIP Padang. Both of them are given interview separately and give the answers as follow: (1) Not yet. They did not have any module specifically for Agro-Industry students, they just used hand-outs during the meetings. (2) Most of the material given are reading which the topics given in ESP for Agro-Industry field. (3) The materials came from many sources like internet, Cambridge dictionary, etc. (4) The students have less motivation during the class activities but seems to be more excited in out-of-class activities.
The lecturers believe the use of ESP module with interactive multimedia will jack up the students' motivation and competence ESP.

Besides having an interview, the researcher also asked the lecturers to show the students’ previous test results. Unfortunately, only one lecturer who still kept the record of the score. The records show that almost 60 percent of students should have got C (deficient) for their English competence alone and only 10 percent got perfect score or A. However, considering both the hard work and the sedulity, there are only less than 50 percent of students got grade under C (deficient) and more than 20 percent of students got perfect score or A.

4. Discussion

After having the results of the questioners, the eight aspects of Need Analysis can be figured out. The first aspect reveals that the students already know the importance of studying English, though they seldom use it in most of their activities. This aspect also reveals that most students agree to learn ESP instead of GE. The main reason is because they only have one semester to study English during all the academic years in campus. Therefore, the researcher will develop English modules based on the students need of disciplines. The second aspect reveals that shows that about fifty percent more or less students thought that they need had been represented in the English class they had already taken, and other fifty percent were still in doubt. As the matter of fact, the lecturers did ask them some questions and gave them material which related to certain topics of Agro-Industry, only that they did not always representative. Based on this situation, the researcher will continue to set a representative modules for Agro-industry.

In the third aspect, the students are required to think about the use of English in their disciplines. Some common topics related to Agro-Industry have been set and most students agreed that all of the topics are important to be mastered in English. All the topics will be the guidance and will be included when making the ESP module. The fourth aspects unveil the students lacks in English competency. Since the most deficient skills are grammar, speaking and reading, the development of ESP module then will use more activities and exercises focusing to these skills.

The fifth aspect is discussing about the learning needs that is what and how the students want to learn English which they think might increase their English ability. The most skills chosen are speaking, reading and writing. The students also felt like they love to study out of class. Therefore, the main methods and strategy are proposed for the development of ESP module is the activities which are flexible and can be done anywhere and anytime like module with interactive multimedia. The sixth aspect also open up the students request of the English class to certain related topics. The seventh aspect is more technical. This brought out the students’ demand of how English lecturer need to have knowledge in Agro-industry. This suggestion could be transferred to the stakeholders in the faculty.

Based on the interview and the previous test result, it reveals the fact that during the the lecturers have not designed any module for ESP class. So developing module for ESP class is considered urgent for now. Also, the lecturers said that the use of interactive multimedia in English learning seems promising and might bring positive improvement to the students' ability in English.
5. Conclusion

In developing a module, need analysis has become a vital procedure to follow. According to Otilia need analysis is “the foundation on which we can develop curriculum content, teaching materials and methods that can lead to increasing the learner’s motivation and success” [13].

In carrying on need analysis for ESP, the researcher has adapted the aspects proposed by Evan – Dudley and St. John which contains aspects the students need from and after having ESP class technically and linguistically. By using this aspects, the researcher has set up the questioners to and asked students to answer. Besides that, need analysis may also include further information like interview with lecturers and stakeholders in the campus and also students’ test result. What is gained in need analysis will then pursue to be the goals for designing the module, the methods and strategy in teaching.

The research of need analysis which has been done in department agro-industry ATIP Padang, has already gained information from the questioners, interview and test results. It can be concluded that the development of module for ESP is urgent especially in regards to some topics related to this discipline. Furthermore, the implementation of interactive multimedia is also considered as a breakthrough in engaging students to be active in English in and outside of the classroom.

References

N-Gain Algorithm for Analysis of Basic Reading

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Abstract. The background of this research is to observe the effectiveness of the Basic Reading textbook as one of learning materials for reading subject. It is intended to discover the implementation of the Basic Reading textbook in one of the private universities in West Sumatera. The method of this research is descriptive research which quantitatively approaches. The second-year students of English Department at one of the private universities in West Sumatera were taken as the sample for this research. Data collection techniques were used tests; reading tests and observation; to identify students’ soft skills. The researchers used one group pretest-posttest design which is calculated by using N-Gain Normalization. The data showed that there is significantly different between the result of the test before and after using the Basic Reading textbook. The result of N-Gain calculation shows 0.43 which is categorized as moderate which means the book improves students’ cognitive learning outcomes in the reading subject. Thus, students also instill core ethical values in daily living. It can be concluded that the textbook used increased students’ hard and soft skills.

Keywords: Basic Reading textbook, N-Gain, Character Values.

1. Introduction

Reading is an activity that used by the students in getting new information and improving their knowledge. Reading is an activity to comprehend the material that will be learned by the students in school. By reading, students can get and catch the ideas from the lesson which they have study, especially in reading. Reading is one of the important activities that can help students to understand information from the texts. Reading can make students involved in getting new information, improving their knowledge, and supporting basic background knowledge to be connected. Without reading, students cannot improve their understanding of the material; they become less information and also knowledge. Thus, reading is very useful for the students in the learning process. It is stated that “reading is probably the most important skill for the student learning development because students use written texts in searching for information and acquiring new data of knowledge” [1].

Teaching and learning processes can be affected by learning materials especially in the reading classroom. In the reading classroom, learning and understanding a text can be influenced by the format and the medium of the text being read [2]. It means that in teaching and learning reading subject, learning tool helps both students and instructors to understand and comprehend the lesson. A textbook has an essential role in the courses, the students, and also the instructor. “Textbooks include the essential elements of language and culture and that they correspond to learners’ needs, cultural background and level of linguistic proficiency” [3]. It means textbook is one of important thing by the student in improving their ability in reading. At present, lecturers are required to be able to make and develop teaching material that can increase students interest in reading and can improve students’ critical and innovative
thinking skills. For this reason, teaching materials need to be developed that can cover both abilities, they are hard skills and soft skills.

Teaching materials used by lecturers today especially in one of the private universities in West Sumatera Indonesia have not been able yet to create learning and teaching processes that can make an interactive classroom atmosphere. This is because; teaching materials given to students tend to be only monotonous texts. Teaching materials given to students are more oriented towards hard skills. Besides, the teaching material used is also not able to motivate students to achieve not only hard skills but also soft skills that are expected to be suitable for the learning objectives. It states that “textbook need to fulfill these criteria; 1) Textbooks should be revised from time to time to make sure they are free from spelling, grammatical and lexical mistakes; 2) An appropriate plan should be organized in which the roles of textbook developers, teachers, students, and educational managers at a specific stage of learning and teaching are stated clearly; 3) In revising the textbooks, good qualities of the textbooks should be retained and the shortcomings should be eliminated or at least reduced; 4) Teachers and supervisors should be consulted when selecting the textbook material, and they should participate in making any modifications or improvements concerning the textbooks; 5) Finally, materials development is by now an area of specialization with abundant literature[4]”. These criteria above are used to develop a reading textbook subject to fulfill both hard skills and soft skills criteria in learning achievements.

Therefore, textbook writers are required to appreciate and employ principles of materials development in the process of writing and revising books. Thus, the textbook used in a reading subject needs to be evaluating, developing and also modifying for the learning process. The purpose of textbook development relates to create better lesson and to improve learning outcomes. The instructors have developed and modified a textbook for reading subject which named a Basic Reading textbook. Basic reading is not only the name of the textbook but also as the subject in reading in the first semester for English department students in this private university in West Sumatera Indonesia. It is concerned with the subject for the next level of reading course. Here, the basic reading subject is one of the important subjects and it is chosen as an appropriate textbook that is needed for teachers and students.

The textbook was organized based on multimodality and character education values. Multimodality is a combination of elements such as visual design, text style, and physical make-up. The design of the textbook consists of pictures, highlight, font colors, font style, table, graphic, etc. It is defined that multimodality as two means of representation and communication, such as still image, gesture, posture, speech, music, writing, or new configurations of the elements [5]. It means multimodality is the combination of several semiotic modes, which is nearly always present in communication. Another factor that underlying the development of this book is character education. “Character education is an action which done nationally and intentionally to create ethical, responsible, and caring young people which is actively carried out at school, districts, and states to embed important essence values such as honesty, responsibility, caring, respect, and others” [6]. The core values develop in this textbook oriented to eighteen values of Ministry of Indonesia National Education such as religious, honesty, tolerance, discipline, hard work, creativity, independent, democracy, curiosity, spirit of nationality, love country, appreciate for achievement, friendship, love peace, like to read, care for environment, care for social, and responsibility[7].

The purpose of this research is to investigate whether the use of the Basic Reading textbook can improve both students’ hard skills and soft skills in reading courses at one of the English Department in Private University in West Sumatera Indonesia. The result of this research is aimed to develop a textbook which can increase students cognitive abilities, skills,
and attitudes in the learning process which is suitable with the learning outcomes of higher education program based on Indonesian National Qualifications Framework (KKNI) [8].

2. Method

This research was pre-experimental research that used One Group Pretest-Posttest Design. It was conducted using basic reading textbooks as a learning resource to improve students’ learning outcomes in reading courses. The population of this study was third-semester students of English Language Education STKIP PGRI Sumatera Barat in Padang West Sumatera, Indonesia where the sample was chosen by using a cluster sampling technique. The instruments in this research were reading tests and observation. Tests are used to find out the improvement of student learning outcomes in the cognitive fields and observation is used to discover students’ soft skills improvement. The technique of data analysis used One Group pretest-Posttest Design. The design of the effectiveness test uses One Group Pretest-Posttest Design, with one class used to teach basic reading in learning[9]. After that, the pretest is given at the beginning of learning and the posttest at the end of learning. Then tested using the T-Test (Paired Samples T-Test) which is used to test the average difference of more than two samples, the same data variation, but the sample is not related to one another, and it is calculated with normalized N-gain. The Normality gain score is a technical analysis to determine the level of increase in learning outcomes before using the basic reading textbook on learning and after using it. The Hake’s formula [10] can be seen below:

\[
\text{Normalized Gain} = \frac{\text{Score (Posttest)} - \text{Score (Pretest)}}{\text{Score (ideal)} - \text{Score (Pretest)}}
\]

Gain criteria:
- \(g > 0.7\) : High
- \(0.3 < g < 0.7\) : Moderate
- \(g < 0.3\) : Low

3. Result And Discussion

There is substantial evidence that character values have been integrated in learning materials [11,12,13,14,15,16] especially in Indonesia curriculum [17,18,19,20]. Indonesia curriculum is focused on character education which is hoped can produce students who have good moral values. This research also integrated character education into learning materials which is called “Basic Reading” textbook.

The implementation of the basic reading book in reading was carried out in eight meetings. The data of the research has begun with doing a pretest to find out the initial conditions of students' ability in reading before they use the basic reading book, then after the implementation of the book in reading the posttest is done to find out students' understanding of using the book in the learning process. The description of the result of cognitive that has been gotten from pretest and posttest can be seen in table 1 below;

| Table 1. Description of the cognitive result |
Based on the data of cognitive learning outcome, it can be seen the average cognitive learning outcomes before using basic reading textbooks or pretest is 63.63 with a standard deviation of 8.20, the standard error is 1.58. Then, cognitive learning outcomes after using the basic reading textbook which has been used by students in the title with the same subjects for the results of the posttest are 80.52 with a standard deviation is 6.12 and standard error is 1.18. It means students’ reading ability was increased after using the Basic Reading textbook. The result of the pretest and the posttest scores are used to determine the effectiveness of the Basic Reading textbook by using the N-Gain normalization formula. This formula is used to analyze the comparison of pretest and the postest score [10]. It can be seen in the table below;

<table>
<thead>
<tr>
<th>Kind of the test</th>
<th>amount of the student</th>
<th>Average</th>
<th>Standard Error</th>
<th>Standard Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pretest</td>
<td>27</td>
<td>63.63</td>
<td>1.58</td>
<td>8.20</td>
</tr>
<tr>
<td>Posttest</td>
<td>27</td>
<td>80.52</td>
<td>1.17</td>
<td>6.12</td>
</tr>
</tbody>
</table>

In table 2, it can be seen that the minimum score for pretest is 50 and the maximum score of the pretest is 78 while the average score is 63.63. Meanwhile, after the implementation of the Basic reading Textbook, students’ minimum score for the posttest is 66 and the maximum score for the posttest is 94 while the average score is 90.52. Based on the result of the minimum and the maximum score of pretest and postest of students’ reading ability, it can be said that students’ ability in reading is improved. Furthermore, the calculation of the N-Gain Normalization result shows the average score is 0.46 which categorized as moderate. The table of classical N-Gain’ result can be seen as the following table below;

<table>
<thead>
<tr>
<th>Score range</th>
<th>Students</th>
<th>Percentage (%)</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>g≥0.7</td>
<td>1</td>
<td>0.04</td>
<td>High</td>
</tr>
<tr>
<td>0.3&lt;g≤0.7</td>
<td>24</td>
<td>0.89</td>
<td>Moderate</td>
</tr>
<tr>
<td>g&lt;0.3</td>
<td>2</td>
<td>0.07</td>
<td>Low</td>
</tr>
</tbody>
</table>

Based on table 3, it can be seen that the percentage of students who classified to the high gain criteria is 0.04%, the moderate gain is 0.89% and the low gain is 0.07%. By increasing the value of the pretest and posttest, thus, the use of basic reading textbooks has been effective to be applied. To evaluate the effectiveness of using the textbook that has been implemented, hypothesis testing is done by using the t-test (t-test). The results of the t-test can be seen in table 4;
Table 4. T-test result

<table>
<thead>
<tr>
<th>Data</th>
<th>Mean</th>
<th>Number of Student (N)</th>
<th>T-test</th>
<th>P value</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre test</td>
<td>63.63</td>
<td>27</td>
<td>13.10</td>
<td>0.000</td>
<td>Significant</td>
</tr>
<tr>
<td>Post test</td>
<td>80.52</td>
<td>27</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Referring to the calculation obtained $t = (13.10)$ with a probability of 0.000 (p-value <0.05) so that H0 is rejected. The data shows that there are significant differences between the value of cognitive learning outcomes before the application of basic reading books and after applying the textbook. Based on the average value pretest score which is 63.63 and posttest value 80.61, it is concluded that student cognitive learning outcomes increased. Improving cognitive learning relates to N-gain analysis is known that the categorization of cognitive improvement in learning outcomes is moderate so that the pretest and posttest scores are different. The results of the T-Test (Paired Samples T-Test) indicate a significant difference; the results are sharpened by improvement cognitive values of pretest and posttest.

Furthermore, the results of students’ soft skills also show that students’ core ethical values have changed significantly. Before implementing the Basic Reading textbook, the students were often doing their assignments individually which makes them often do cheating. It also obstructs their sense of cooperation. Furthermore, the students also late in submitting their assignments which caused by their lack of motivation in reading [21] and sometimes they did not do the assignment. The Basic Reading textbook developed to instill core ethical values to the students of the English Department of STKIP PGRI Sumatera Barat, Indonesia. The character values embedded in this textbook are based on the core character values developed in Indonesia Education Curriculum [7],[8]. The implementation of character education in colleges and schools should meets the characteristics of character education such as value-based education; college culture-based character education; and character education [22] which requires aspects of knowing the good, desiring the good and acting the good [23].

The observation shows that after utilizing this book, students’ ethical values are developed. They became more disciplined, responsible and respectful students. In doing their assignments, they often do cooperatively and help each other. It means even though the implementation of this textbook does not give a significant effect on students’ character values, but it can instill students' ethical values. It is because text plays a crucial place in education which contains character and moral values [24].

The results of the N-gain value explain the use of basic reading textbooks in reading subjects has an impact on improving students’ thinking skills. Improving students 'thinking skills both from soft skills and hard skill is caused by the book material that contained in character education which had an effect on improving students' soft skills and also the use of multimodality which could make students interested and understand the texts they read and increase their curiosity on a topic in learning reading. The results of this study show the use of basic reading textbooks can improve student learning outcomes.

Cognitive learning outcomes are categorized as moderate from learning outcomes in using basic reading textbooks that enable students to improve their reading skills. It is caused by the contents of this textbook consists of basic skills of reading such as understanding topic, understanding paragraph, using context clues, scanning, skimming, and previewing. This textbook points the students to be able to practice their reading skills. It because in each part of this book, the students are asked to practice one reading skill. By applying a reading skill
for each chapter, the students focus to use it effectively and it will be used unconsciously while they have reading difficulty [25].

This reading textbook is also arranged to sharpen students’ reading skills which already had. They are given the knowledge first and then they are asked to apply their skills in the exercises contained in this book. These exercises direct students to solve problems that instill character education values. It also aims to build up students to think critically, creatively, and innovatively in solving problems related to their surrounding environment. The result of this study shows that the implementation of the Basic Reading textbook can improve students’ reading skills.

Moreover, the implementation of this textbook establishes the students in acquiring different learning experiences that they build from previous learning. They also can interact with peers, work together in expressing opinions, and do discussion in solving problems. This book is arranged in uncomplicated and straightforward design to understand the text which serve with many illustrations in the form of pictures as examples and exercises that clarify the material contained in the textbook.

4. Conclusion

Based on the result and discussion above, it can be concluded as that the Basic Reading textbook is effective to be used. It can be seen on the results of N-gain calculations have gotten from the increase in the cognitive learning test of 0.43 which is categorized as 'Moderate'. The T-test result also shows that there is significant different between the pretest and the posttest’s score of students’ reading ability which means the Basic Reading textbook is effective in improving students’ reading ability. Furthermore, the result also shows that students’ ethical values are changed after the implementation of this book.

Suggestions

The results and the conclusion of this research related to improve students’ reading ability and instill character education, it can be suggested that learning tool such as textbook plays essential role in the teaching and learning process of reading subject. The content of the textbook should be designed interestingly and creatively to encourage students foster a love of reading. It is also suggested that the textbook designed should integrated character education not only in the teaching process but also in teaching materials to produce young good character people.

References


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References

Realization of politeness in Ermato Tolantang Sansai novel

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Abstract. The purpose of this study is to provide a description of the realization of politeness in Ermanto Tolantang's novel Sansai in expressing the principle of courtesy in the use of language. This research is a qualitative descriptive study which is the object of this research is a form of speech in the form of the polite maxim in the novel Sansai by Ermanto Tolantang. Collecting data in this study by grouping using polite maximal analysis tables. The results of the discussion can be concluded that the realization of politeness in the novel Sansai by Ermanto Tolantang uses the principle of courtesy, namely Maximum Wisdom (Tact Maxim) totaling twelve data, Generosity Maxim totaling eight data, Appreciation Maxim seven data, Maxims of modesty seven data, Maximum praise of seven (Data) hearts (Modesty Maxim) nine data Maksim agreement (Agreement Maxim) sixteen data and Maksim sympathy (Sympathy Maxim) eleven data. So the data most often found in the realization of politeness in Ermanto Tolantang's Sansai novel is an agreement maxim. This result shows the use of courtesy in 63 Ermanto Tolantang's novels of Sansai and is included in the "good enough".

Keywords: Realization, politeness, and Sansai novel

1. Introduction

The poverty experienced by Emak Naimah's family and her daughter Berlian in the coastal village, Negeri Sepuluh Nation. The longer life sansai when his father left his famous triggers went to neighboring Malaysia. In addition, Diamond's house and land must be executed by the court and expelled immediately from the coastal village. The living conditions that sansai has, the family of Buya Bahar sincerely invites Berlian and Emak Naimah to ensure his love for a village girl named Nurlela, the son of Buya Bahar, whom he has long desired. To change his destiny and to improve his dignity and life, Berlian decided to migrate and replace Nurlela to anchor their love into a more serious relationship, namely in marriage. Mother of Diamonds is entrusted so that in Perantuana look for relatives from Pariaman because Grandma Berlian has also been driven out of her home country. As for the conflict that was violated by the Berlian family, it had to be expelled from Pariaman and Negeri Sepuluh Nation.

Research on politeness in language has been carried out in various countries. A number of literature reviews were conducted, research on language politeness was conducted by. Research conducted by [2]) in Thailand reveals that someone who asks politely will tend to get polite answers to the questions they ask. These findings support the statement [3] in Canada. [3] found that choosing the right way of speaking can build solidarity in communication. Based on this, it is suspected that the speech partner can be polite in the language, of course, the speaker who starts the conversation must be polite in the language first. In Indonesia, [4] examined the object of major studies as revealing the style of language, types of speech acts, speech strategies and politeness principles as well as the level of
politeness contained in the DKI Jakarta club and cawagub debates. [5] examine the object of question and answer speech from the presenter and resource persons in the Mata program. Based on the description that has been explained, the discussion that will be examined in this article is how the realization of politeness in Ermanto Tolantang Novel Sansai. This study aims to describe, analyze and interpret in a detailed and systematic form of politeness in Ermanto Tolantang's Novel Sansai.

2. Method

This research was conducted in Padang, and the process for conducting this research was carried out in stages. When this research began on August 12, 2018. This research was included in a qualitative descriptive form. Descriptive means research carried out solely based on facts or phenomena that are empirically alive to the speaker. This qualitative research aims to produce descriptive data in the form of politeness in the Sansai novel by Ermanto Tolantang. [6] defines qualitative methodology as a research procedure that produces descriptive data in the form of spoken words from people and observed behavior. The data in this study are the use of oral discussion in the Sansai novel by Ermanto Tolantang that uses the principle of courtesy. The data of this study are utterances or sentences that contain elements of the principle of courtesy by grouping them using a maximal courtesy analysis table.

3. Result and discussion

This study examines the realization of politeness in the Sansai novel by Ermanto Tolantang using the principle of courtesy. The realization of politeness in Ermanto Tolantang's Sansai novel uses the principle of courtesy, namely the Maximum Wisdom (Tact Maxim) of twelve data, Generosity Maxim totaling eight data, the seven Data Maximization (Approbation Maxim), The Maximum Humility (Modesty Maxim) nine data, the maximal agreement (Agreement Maxim) sixteen data and the Max Sympathy (Sympathy Maxim) eleven data. So the data most often found in the realization of politeness in the novel of Sansai Karya Ermanto Tolantang is the maxim of agreement. This result shows the use of the principle of courtesy in the Sansai novel by Ermanto Tolantang as many as 63 utterances and included in the criteria of "quite good".

To make it easier to understand the use of politeness principles in Ermanto Tolantang's novel Sansai presented in table 1.

<table>
<thead>
<tr>
<th>Number</th>
<th>Politeness</th>
<th>Data</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Obey</td>
<td>63</td>
<td>63%</td>
</tr>
<tr>
<td>a.</td>
<td>Tact Maxim</td>
<td>12</td>
<td>19,0%</td>
</tr>
<tr>
<td>b.</td>
<td>Generosity Maxim</td>
<td>8</td>
<td>12,6%</td>
</tr>
<tr>
<td>c.</td>
<td>Approbation Maxim</td>
<td>7</td>
<td>11,1%</td>
</tr>
<tr>
<td>d.</td>
<td>Modesty Maxim</td>
<td>9</td>
<td>14,2%</td>
</tr>
<tr>
<td>e.</td>
<td>Maxim Agreement</td>
<td>16</td>
<td>25,3%</td>
</tr>
<tr>
<td>f.</td>
<td>Sympathy Maxim</td>
<td>11</td>
<td>17,4%</td>
</tr>
</tbody>
</table>
3.1 Tact Maxim

[7], the wisdom maxim has the following characteristics: (a) make the loss of others as small as possible, and (b) make the benefit of others as much as possible. The purpose of the maxims above is to always reduce one's own profit and maximize the profits of others in speaking activities. [8] explains that the maxim of wisdom in the principle of politeness is that the speaking participants should hold to the principle of always reducing their own profits and maximizing the profits of others in speaking activities.

Speech: "Apakah pantas Ananda tinggal dirumah Pak Haji? Bagi Ananda tinggal di Masjid Annur beberapa minggu ini sudah layak Pak Haji".

Not far from Jao Village, Aisyah and Mother Aisyah had cleaned up at the pavilion and had asked Bapak to invite Berlian. Based on the speech above, the speaker has obeyed the wisdom maxim because Hajj Amran was so wise and cared about Berlian. Mr. Haji Amran tried to persuade Berlian to accept the request of Aisha and Mother of Aisha. Not beautiful to reject the kindness of Mother and Aaisyah.

3.2 Generosity Maxim

A maxim of generosity or maxim of generosity, participants in speech are expected to be able to respect others. Respect for others will occur if people can reduce profits for themselves and maximize profits for other parties.

Speech: "Nak Berlian, kalau memang ingin mengadu untung di kampung jao ini, silahkan nanti pukul tujuh ke toko Bapakya".

At that time Berlian Koto prayed at the Annur Mosque and met with Haji Amran to work for his character. It is as if the answer to the long and solemn Diamond Koto prayer was earlier. Based on the example above, I have complied with the maxim of generosity because Haji Amran, who at that time heard Berlian's prayer was so solemn. At that time Berlian Koto prayed fully to the Creator and ruler of Nature. Haji Amran, who was also after the morning prayer, was stunned to pay attention to the village man in the corner of the mosque. looks seriousness of the young child. the more convinced Haji Amran's heart to help Berlian Koto's life.

3.3 Approbation Maxim

[8] Explaining that the maxim of appreciation or maxim of praise is said that people will be considered polite if in speaking they always try to give appreciation to other parties. With this maxim, it is hoped that the participants of the speech will not mock one another, meaning each other, or demean each other. Speech participants who often denigrate other parties. Speech participants who often invite other speeches participants in speaking activities will be said to be rude. It is said so, because the act of mocking is an act of disrespect for others.

Speech: "Oleh karena kecantikan Nurlela itu, aku juga berhak untuk mendapatkannya. Sama halnya dengan Roni Caniago, aku juga mempunyai hak untuk mendekatinya Nurlela".
Spoken by a young man named Berlian Koto who praised the beauty of the village girl Nurlela. The speech is a maxim of praise because Diamond Koto has physical beauty that is the beautiful cheeks of Nurlela like a sliced fruit using a catter knife that has just been used. Her cheeks are slightly reddish white. Above him there were eyebrows like ants accompanied by a regular line which had been prepared by troop commanders who lined up neatly. The oval white chin is like hanging to the ground that's Nurlela's beauty.

3.4 Modesty Maxim

[8] Explain that in the maxim of simplicity or maxim of humility, the speech participant is expected to be humble by reducing praise to himself. People will be said to be arrogant and proud when in speaking activities always praise and favor themselves.


Mother's face is increasingly dim. Berlian Koto improves his sitting position. Koto diamonds moved slightly so that they approached Mother. Based on the speech above, the speaker has obeyed the maxim of humility, because Berlian Koto sincerely did not continue schooling due to the poverty conditions experienced, with a sad tone, with humility Berlian Koto asked permission from Mother to leave this village and decided to migrate to support her his family.

3.5 Agreement Maxim

[8] Explains that in the maxims of agreement it is often referred to as compatibility maxims. In this maxim, it is explained that the speech participants foster mutual compatibility or agreement in speaking activities.

Speech: “Buya Bahar sebagai kepala kampung yang kami hormati, kami sebagai juru sita atas nama pengadilan Negeri Mulia di Salido, kami mohon izin mengeksekusi rumah, sebagai kebun, dan sepiring sawah atas nama keadilan akan mengembalikan kepada yang punya hak yaitu keluarga besar Mak Uwo Hafsah, permohonan kepala juru sita pagi ini disaksikan oleh hampir seluruh penduduk kampung Pesisir. Silahkan, jika itu memang atas dasar kebenaran”.

This speech was delivered by the chief bailiff, regarding the execution of the house, garden and land to the big family of Emak Uwo Hafsah. Based on the speech above, the speaker has complied with the maximum agreement because Buya Bahar as the village head has received approval from the bailiff. Please, if it is indeed based on the truth, with the command of the bailiff's head, move dozens of young men and claws bring down the wooden house which has also been tilted towards the Qibla, the doors are released.
3.6 Sympathy Maxim

[8] Explain that in the maxim of sympathy, it is expected that the speech participants can maximize the attitude of sympathy between one party with another party. Snippipati attitude towards one of the speech participants will be considered as an act of impolite.

Speech: "Tabahkanlah hatimu, Nak Berlian. Sesungguhnya didalam kesulitan Allah akan hadirkan kemudahan dalam hidup kita, Nak. Yakinlah itu seyakin-yakinya, Nak ".

Spoken by mother Naimah with a stoic heart. Based on the example above, Naimah's mother had sympathy for her child, Berlian Koto, who at that time was hesitant in facing the problem of a house dispute. Berlian Koto, who has lived in the house for years with her mother, must leave the house tomorrow morning. Mother Naimah tries to give her sympathy to her child to remain patient and we leave all our life paths to the owner. Rest assured it is as much as possible.

This study complements the previous research conducted by Cahyaniringru which found that there was a maxim of wisdom maxim, simplicity maxim, consultation maxim, appreciation maxim, and sympathy maxim. The obedience of students' language politeness can be used as teaching material for Indonesian negotiation text material in High Schools.

4. Conclusion

Based on the results of the discussion it can be concluded that the realization of politeness in Ermanto Tolantang's Sansai novel uses the principle of courtesy, namely the Maximum Wisdom (Tact Maxim) amounting to twelve data, Generosity Maxim totaling eight data, Appreciation Maxim seven data, Maximum compliment seven humility (Modesty Maxim) nine data Maksim agreement (Agreement Maxim) sixteen data and Maksim sympathy (Sympathy Maxim) eleven data. So the data most often found in the realization of politeness in the novel of Sansai Karya Ermanto Tolantang is the maxim of agreement. These results indicate the use of the principle of courtesy in the Sansai novel by Ermanto Tolantang as many as 63 utterances and are included in the criteria that are "quite good". more deeply about the realization of this politeness.

The author thanks the supervisor who has taken the time to complete this article and the contributors who have provided criticism and suggestions for this article. The author hopes this research can contribute to further research and the authors also hope that with this research, it should be able to provide knowledge and understanding for readers about the realization of politeness in written form.

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References


Violation of the national campaign teamsness principles and the national winning agency in the presidential and vocational presidential polemic of the 2019 president of Indonesia.

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Abstract. Abstract. Presidential and vice-presidential elections invite a lot of public attention, especially in the media expressed by the two different teams. Therefore, this research tries to see a form that replaces the principle of politeness in the speech of the National Campaign Teams and the National Candidate Body for Indonesia's 2019 presidential and vice-presidential candidates in a polemic on the online news portal. This study uses qualitative considerations with descriptive methods. Analyzing data uses Miles and Huberman's theory with three hi: reducing data, presenting data, and drawing conclusions. The results of the research show that who are more dominant politicians oppose the principles of politeness for the progress of others or the intended parties. Violation of the politeness principle occurs in six maxims. Of the six maxims in the politeness principle, the most violated are the maxims of praise and the least violated are the maxims of generosity and generosity.

Keywords: politeness principles, speech acts, online news portals.

1. Introduction

The 2018 and 2019 local elections were the years of the democratic party for the Indonesian people. In 2019 the first time the presidential election and the election of legislators are held simultaneously. The party of democracy is felt now. This is due to the many media that highlight the development of politicians in print and online mass media. Candidates for president and vice president along with the National Campaign Team (TKN) and the National Winning Agency (BPN) were the main highlights in political discourse. Candidates for Indonesian President and Vice President 2019-2024, Ir. H. Joko Widodo, who is the 7th President of Indonesia, is paired with Prof. Dr. K. H. Ma'rub Amin from ulama and politicians. Furthermore, Lieutenant General (Purn) H. Prabowo Subianto Djojohadikusumo came from Indonesian politicians and military officers paired with H. Sandiaga Salahuddin Uno, B.B.A., M.B.A. who came from Indonesian businessmen and politicians.

Speech acts are a basic unit of communication. In communicating activities, the speaker and the speech partner do the speech act not only to convey or say the sentence but also to be followed by the action. [1] states that a speech act is an act that is displayed through utterance
in a communication process. Therefore, to act by the wishes or can be realized, the speaker and speech partner need to consider various aspects [2]. The speech acts of both the presidential candidates and the TKN and BPN on the online news portal were highlighted by all parties. Based on observations made, some public speech acts published in online news portals contain violations of politeness in the language in the last decade. Likewise, [3] considers that politeness in the language is an attempt to make the beliefs and opinions that are not polite to be as small as possible by obeying the principle of politeness in language. This has become a serious phenomenon in the world of Indonesian politics.

The contributing factor to this is the use of language for the benefit of even political gain. This is evident from the following studies. In Indonesia, recently based on the research of [4], it has been proven that verb violence in DKI Jakarta's local election discourse. The research concluded that generally, politicians are less polite in discussing politics in the mass media while the people are more polite in commenting politics on social media. In Liberia, [5] revealed that the language used by the media to report on the activities of women political leaders tends to show they are 'violating' the world of politics. In Romania, [6] stated that a discourse analysis for the Cluj District Council presidency, Romania in the 2012 local election campaign, the overall message of his campaign was negative, but his speeches highlighted several positive aspects. In Indonesia, [7] with the results of his research shows that language is a powerful communication tool that can be used by many people to persuade. In the courtroom, for example, lawyers use language to convince a jury that their client is right even though the client is not always right.

Human life can never be separated from politics. So, it can be said that TKN and BPN both presidential candidates are role models for the community. Of course, the words of TKN and BPN can affect the electability of the two presidential candidates if language politeness is not obeyed. However, not a few who feel less polite, rude, and tend to distort the facts. This is evidenced by several research results, including [8] explaining that the many uses of language that are not polite and cause terrible effects on public discourse that are vital for someone full of democratic considerations. [9] in his research shows that to express the identity of politicians not only use first-person pronouns but also use Twitter handles, hashtag nouns or proper nouns, referring themselves to third people. The same thing is also done in Indonesia, [10] in his research results are in three levels, namely the comments of politicians at the level of 'impolite', at the level of 'impolite', and in the position of 'polite'. Other research on this matter in Indonesia shows that language in politics almost loses meaning because it has become a means to swear, revile, attack, even bring down other people or political opponents.

From several studies in various countries, it can be concluded that in general politicians use language for political purposes. However, there are differences in each of these studies. The difference lies in the object of research, namely TKN and BPN of the two Indonesian presidential candidates in 2019. Also, previous researchers saw politeness in a language only through the principle of politeness being obeyed or violated. Whereas in this study, to see the illocutionary acts of TKN and BPN the two presidential candidates went through three formulations, namely in terms of types of speech acts, speech strategies, and politeness principles.

Excerpts delivered by TKN and BPN of the two presidential candidates are widely published in the online news portal Pinterpolitik.com. The quotations include sentences that violate politeness in language. The online news portal Pinterpolitik.com routinely makes infographics of both presidential candidates, TKN and BPN, especially in terms of language quotes. This makes it easy to understand the intentions of the two presidential candidates,
TKN, and BPN. Also, online news portals offer convenience and speed in accessing news or information in them [11].

Responding to the statement delivered by Prabowo in the 212 Reunion event on December 2, 2018, which misprinted the blessings of the Prophet Muhammad, led to comments from Inas N. Zubir who was a Jokowi-Maaruf TKN. "Prabowo was unable to say 'Shallallaahu Alayhi Wa Sallam' so that it became 'salla laulaih wassallam' Evidence that he never paid tribute to the Prophet Muhammad. The phrase is an expressive speech act in the form of an accusation. The speech strategy used was direct. This directly accuses the speech partner even though it has not been proven. The speech also violates the principle of the maxim of praise, because of the speech delivered in the form of ridicule or demeaning other parties.

Following this, Suhud Aliyu din, BPN spokesman Prabowo-Sandi commented, "What's the difference with Al Fatekah? I think that's something that can be fixed together." The expression is a representative speech act in the form of an opinion. The spoken strategy used is a vague strategy using signals to attack the opposing camp. In this opinion, he also insinuated the other TKN camps. This is a violation of the politeness principle of maxim language agreement.

From these data, it can be concluded that whether or not the candidates for president and deputy along with TKN and BPN in delivering speeches or opinions in public will have an impact on the community. The politeness of the language of the presidential candidates is something that must be obeyed by both candidates. Language politeness is related to politeness, respect, good attitude or appropriate behavior in daily life. Therefore, according to [12], courtesy in the form of speech or politeness of language is not solely the main motivation for speakers to speak, but also is a regulating factor that maintains correctly, is pleasant and is not in vain.

If the presidential and vice-presidential candidates, as well as TKN and BPN, were not polite in speaking, then the public as a listener or reader will wonder the truth and will become polemic. So, the presidential and vice-presidential candidates in delivering speeches or opinions must choose his speech. Based on these descriptions, the researchers felt it was necessary to examine the speech acts in the polemic of TKN and BPN candidates for president and vice president 2019 in the online news portal. Speech acts are mostly used by presidential and vice-presidential candidates as well as TKN and BPN in speeches and writing. Based on the background and the phenomenon, this research is important to be studied further in order to reveal how the politeness of the TKN language in expressing their aspirations in the online news portal. So, this research discusses the problem with the title "Violation of the Principle of Politeness Prudence of the National Campaign Team and the National Winning Agency in the Polemic of Presidential Candidates and Vice President of Indonesia 2019".

2. Method

The This research is a qualitative descriptive study. This type of qualitative research intends to describe as clearly as possible the object under study, as well as describe the overall, systematic and accurate data [13]. The method used in this research was the descriptive method. In this study, the main instrument is the researcher himself or a member of the research team. In the process of collecting data, researchers use tools in the form of computer media to search, download, and store data. In addition, it is also to create data inventory format sheets, data identification format sheets, and data classification format sheets. The sheet is used for analyzing the politeness of the TKN and BPN speaking
Indonesian presidential and vice-presidential candidates in 2019 in the online news portal Pinterpolitik.com.

The data in this study are sentences delivered by TKN presidential candidates and vice-presidential candidates which contain controversy and cause polemics on both TKN and BPN camps. That is because the speech of the presidential and vice-presidential candidates and TKN and BPN are key polemic sentences about the topics discussed. The team was divided into two groups, namely the TKN and BPN groups. TKN is a team of presidential candidate pairs Jokowi and Ma’aruf, while BPN is a team of presidential candidate pairs Prabowo-Sandi. The data source of this study was taken from the speech of TKN and BPN Candidates for Indonesian President and Vice President 2019. The speech acts were published in the online news portal, especially Pinterpolitik.com from December 2018 to March 2019.

Data collection techniques in this study were collected by the use of documentation techniques. The data is collected by searching for speeches by the 2019 Indonesian presidential and vice-presidential candidates, TKN, and BPN published in the online news portal Pinterpolitik.com, then the data is sorted. Furthermore, the existing data is matched with the theory used by the researcher. The following steps are taken by researchers in collecting data. First, Indonesia's presidential and vice-presidential candidates 2019, TKN, and BPN. Second, do an inventory and classification of data. Third, mark the data entered into the criteria and record the data that has been marked into the format.

The qualitative data analysis technique was inductive. Data analysis techniques are guided by the opinions expressed by Miles & Huberman [14], which provide three stages, namely by reducing data, presenting data, and drawing conclusions from existing data. Data reduction means summarizing. The reduction is done to simplify the data. Next is to present data. Presentation of data can be done in the form of tables, graphs, and the like. After the data presentation, final conclusions are drawn.

This research is proposed in theory, but it is not intended as a guide for all researchers in studying various phenomena contained in speech that uses politeness elements, namely types of speech acts, speech strategies and the principle of politeness in language to find the politeness of the TKN-speaking Indonesian presidential and vice-presidential candidates in 2019 contained in the online news portal Pinterpolitik.com.

3. Result and discussion

3.1 Result

The problem that will be discussed in this research is the form of violation of the politeness principle of the National Campaign Team and the National winning Agency for the candidates for the president and vice president of Indonesia in 2019 in a polemic on the online news portal. From the identification of data in accordance with the problems raised, the following data classification was obtained.

<table>
<thead>
<tr>
<th>Principle of Politeness</th>
<th>Form of politeness</th>
<th>Breaking</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Based on table 1, it can be concluded that from 106 data there are 51 data that violate politeness principles. The data is divided into five forms of violation of the principle of modesty, namely wisdom, generosity, praise, humility, agreement. While the form of violations of conclusions is not found in the data that has been analyzed. The following will explain the five forms of modesty violations.

Based on these data, it can be explained that out of 212 paragraphs with 602 pairs of registered sentences, there was an error in the use of markers, namely 135 markers of anaphorous reference markers and 107 markers on the conjunction marker of additive meaning relationships. In addition, 20 paragraphs that do not contain markers are obtained.

### 3.1.1 Wise Wisdom

Based on the analysis that has been done, there were 5 utterances of politeness principle that do not comply with the wisdom maxim. The violation can be seen in the following statement.

2. “Sudah lazim dalam dunia politik, kebijakan fiskal (APBN) menjelang pemilu akan menunjukkan pola yang cenderung berbeda dari tahun sebelumnya. Alokasi dana dalam bentuk Cash Transfer/Block Grant akan membengkak jumlahnya di tahun politik” (Fahri Hamzah) (011/FHM:11-01 /T1/ BPN).
3. “Saya tak ingat janji tentang nilai rp. Yg saya ingat janji pertumbuhan rata2 7 persen selama 2015-2019” (Faisal Basri) (020/FB:/24-01 T1/TKN).

In speech (1), the speaker does not obey the maxim of wisdom because the speech gives harm to the intended party. This can be seen in the use of sentences ini suatu bentuk pelecehan. This means that the speaker indirectly accuses the interlocutor of harassing the speaker. Furthermore, in speech (2) the speech is in the form of speculation which can be detrimental to certain parties with the form of innuendo delivered. That is because speakers have stated that the amount of fund allocation will swell in the political year, even though it is not certain that the allocation of funds will increase. The speech can be seen in the sentence alokasi dana dalam bentuk Cash Transfer/Block Grant akan membengkak jumlahnya di tahun politik. Sama halnya pada tuturan (3), tuturan tersebut berupa pernyataan mengenai janji yang pernah disampaikan yang dapat merugikan pihak lain karena penutur tidak ingat atau tidak menepati janjinya. Tuturan tersebut dapat dilihat pada kalimat berikut Yg saya ingat janji pertumbuhan rata2 7 persen selama 2015-2019.
3.1.2 Maxims of Generosity

In the analysis carried out there are 2 utterances of politeness principle that do not adhere to the maxim of generosity. The violation can be seen in the following statement.

4. “Saya ingatkan jangan main-main. Tapi kalau masih main-main, saya juga punya mainan” (Moeldoko) (050/MD:13-03/N T1/TKN).

5. "Semalam akun Twitter saya dihack. Sekarang Instagram dan Facebook saya yang dihack..!! Cebong udah mau kalah kayak gini amat..!! JANGAN sampai saya bawa ke POLISI..!! SEGERA BALIKIN Instagram dan Facebook saya atau kalian RASAKAN..!!” kata Ferdinand Hutahaean (069/FH:05-04/ T1/ BPN).

In speech (4), the speaker is seen violating the maxim of generosity. That is because the speaker shows a favorable attitude for himself by threatening his speech partner so as not to mess with him. As in the sentence Tapi kalau masih main-main, saya juga punya mainan. Likewise, in speech (5) speakers also appear to violate the maxim of generosity. This can be seen in the use of sentences JANGAN sampai saya bawa ke POLISI..!! SEGERA BALIKIN Instagram dan Facebook saya atau kalian RASAKAN..!! The sentence intends to threaten the interlocutor to return his social media account. Speech can maximize losses for others.

3.1.3 Maxims Praise

In the maxim of praise, there are 36 utterances of politeness principle that do not comply with the maxim of praise. Maximum non-compliance is seen in the following statement.


7. “Spesial capres Prabowo kebohongan paling lebay, selang cuci darah sudah dipakai 40 kali” kata Tsamara Amany, Ketua DPP PSI (007/TA:07-01 /T2/TKN).


Speech (6), is a speech that does not adhere to the maxim of praise. This, seen in the use of sentences Kami kira itu semacam sindiran keras ke Pak Jokowi. The speech is a conclusion that minimizes respect for other people / institutions in this case Mr. Jokowi. The speaker gives an award in the form of innuendo to the interlocutor. Therefore, the speech is a maxim of praise that does not comply with the maxim. Likewise, utterance (7), it seems that the speaker violates the maxim of praise by criticizing the intended party. The violation can be seen in the sentence Spesial capres Prabowo kebohongan paling lebay, selang cuci darah sudah dipakai 40 kali. The speaker said that Prabowo had done the most lies. Next, speech (8), the speech is in the form of speculation that minimizes respect for other people/institutions/systems, in this case Mr. Jokowi's policy. Speakers compliment by denouncing Jokowi who gave Clemency to Brain Murder journalists in Bali. The speech can be seen in the sentence Mungkin karena dia adik dr Bupati Bangli saat itu. Bupati Bangli ini dr PDIP. Jadi tak perlu heran lagi atas Grasi itu..!
3.1.4 Maxims Humility

The principle of politeness that does not obey the maxim of humility is 4 utterances. Maximum non-compliance is seen in the following statement.

9. "Mumpung lg bicarakan UI, bukan UI palsu. Sy alumni UI S1 n S3. Sy mewakili UI debat ASEAN, fellow SIF, n forum2 internasional. Sy yg memimpin demonstrasi mhs UI, sy Mahasiswa Berprestasi I UI n Berprestasi III Nasional. Sy tentu di pihak berakal sehat: memilih @prabowo @sandiuno" kata Fadli Zon (013/FZ:14-01 /T1/ BPN).


In speech (9), it appears that the speaker does not obey the maxim of humility. The violation was seen, in the use of the sentence Sy tentu di pihak berakal sehat: memilih @prabowo @sandiuno. That was, in fact the speaker claims that the other presidential candidates are a party that is not sensible. Furthermore, speech (10) is a speech that violates the principle of humility. This is because speakers use sentences Iya, gue bagian dari elite. Tapi, gw elit yang sadar. The point was that the speaker praises himself by saying he is part of it elit yang sadar. Indirectly, the speaker is arrogant because he is too praising himself. Furthermore, speech (11) is also a speech that violates the principle of humility. Can be proven in sentences Berarti saya mewakili orang Sunda, clearly seen directly by the speaker with confidence he will represent the Sundanese people because it is seen from the pedigree. That is, the speaker believes that he can represent from the Sundanese. The speaker also shows his humility by boasting about being able to represent the Sundanese.

3.1.5 Maxims Agreement

The principle of politeness that does not comply with the maxim of agreement as much as 4 utterances. Maximum non-compliance is seen in the following statement.


Speech (12) is in the form of utterances that do not comply with the maxim of the agreement because it harms one of the parties. The speech is a challenging sentence that emphasizes fostering agreement / compatibility with other people / groups in this case Mr. Jokowi to give his eyes to Novel Baswedan. That is, the speaker gives his response regarding Mr. Jokowi who cannot solve the problem at hand. These utterances can be seen in sentences Kenapa mata Pak Jokowi? Karena percuma punya mata tapi mau melihat persoalan yg
mudah ini untuk diselesaikan. Similar to speech (13) and (14), the speech is in the form of an invitation that emphasizes fostering agreement / compatibility with other people / groups in terms of audiences so as not to respond to politicians who seek attention and not to choose leaders who are not good. That is, the speaker is too excessive in expressing his opinion without thinking about whether the opinion is approved or not approved by others. The speech can be seen in the sentence Anak alay poltitik yg lagi cari perhatian jangan ditanggapi serius, diketawain aja. dan Adab yg begini mau dipilih jadi pemimpin? Kalau saya sih pasti TIDAK PILIH.!

3.2 Discussion

Based on the findings that have been presented, it can be concluded that the speech of the TKN and BPN in the polemic of the 2019 Indonesian presidential and vice-presidential candidates in the Online News Portal is quite polite. This can be proven from the data that has been analyzed. Speeches that adhere to the politeness principle by 51% and speeches that violate the politeness principle by 49%. This means that the TKN and BPN still speak rudely in their speech. Judging from the percentage of speech, the TKN and BPN almost half do a speech that violates the principle of politeness.

The results of this study are still relevant to research conducted by [15], which is about violations of the politeness principle done by politicians. Violation of the politeness principle and function of violation of the politeness principle can be seen from three types of speech acts, namely directive, expressive, and assertive. Also, [16] also said that politicians in Pakistan often use language without paying attention to the listener's face or public self-image. That is, in previous studies, politicians have spoken less politely in expressing their opinions.

Furthermore, [17] who examined the politeness of the participants in the TV Indonesia Lawyers Club (ILC) on TV One such as lawyers, politicians, and highly educated people. That caused a discussion that contained opinions that were sometimes different from the opinions of other participants. However, the method of expressing the opinion of the participants was not a few who had a strong and impolite tone, things that did not contrast with the position or title they were in. [18] also examined the politeness of language in the discourse of political humor in the 2014 Presidential Election on the Twitter account @CapresJokes. He said that people's behavior did not heed the politeness in language.

Based on this research, it can be concluded that there have been many who have examined the politeness of politicians' language. However, there are differences in each of these studies. The difference lies in the formulation of the problem. Most researchers have previously seen the politeness of language only through the principle of politeness being obeyed or violated by politicians or only seeing what speech strategies politicians use in expressing their opinions. In this study, researchers only used one formula to look at politeness in politicians' language, namely in terms of politeness principles.

4. Conclusion

Based on the results and discussion that has been presented, it can be concluded that there are five maxims that were violated by the National Campaign Team and the National winning Agency for the president and vice president of Indonesia in 2019 in polemics on online news portals, namely the maxim of wisdom, maxim of generosity, maxim of praise, maxim of modesty the heart, and the maxim of the deal. From 106 speech data analyzed, there were 51 violations of politeness principle data. The maxim that tends to be violated by the National
Campaign Teams and the National Winning Agency for the 2019 presidential and vice presidential candidates in the polemic on the online news portal is a maxim of 36 speeches. That is, violations of the five maxims, both from the BPN Agency or TKN there are still 50% violations of the maxims. As a political figure, to speak in public must speak politely and politely because every utterance that is spoken will affect one's attitude in the community's view. Although the speech is contradictory, it should still speak politely.

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References


Sosial Criticism of Minangkabau Cultural in The Persiden Novel by Wisran Hadi

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Abstract. Wisran Hadi in the novel Persiden revealed the social problems that occur in the Minangkabau community. The purpose of writing this article is to describe the type of problems or social criticism in the novel Persiden Wisran Hadi. These results indicate that the novel form of social criticism Persiden Hadi Wısrın work covering issues of culture, customs, religion, law, and politics. These social problems are conveyed in a direct and indirect form. Clearly, this criticism is a critique of (1) the problem of government bureaucracy that is not functioning as it should; (2) a Mamak who does not understand the condition of a nephew and Sumando who likes to interfere in matters that exist within the wife; (3) the rapidly growing number of political parties; (4) community morals that deviate from religious norms, the function of surau, and changes in beliefs; and (5) traffic rules, demonstrations, and building placement guidelines do not comply with the law.

Keywords: social criticism, Minangkabau culture, Persiden novel.

1. Introduction

Novel Persiden work explores Hadi Wisran about the cultural issues of the Minangkabau community in which the work was born. Wisran Hadi presents a side of the cultural environment that is experiencing complexity due to globalization. Various socio-cultural change events that become problems, such as issues of customs, culture, and sexual violations are presented so clearly and contrary to the idealized environment. If examined further, globalization has an impact on government policies that pay less attention to the culture of the Minangkabau people [1].

Based on previous research reviews, research that is relevant to this research is Sugiarti's research about the representation of Minang's identity and ethnicity in the novel Persiden by [2]. [3] about a shift in the value of the Minangkabau culture in the novel From Surau to Church Helmidjas Hendrawork and novel Persiden work [3]; and [2,4] about the representation of cultural ecology in the novel Persiden and Seventh Generation by [4]. Previous research generally explained the representation of Minangkabau culture in the novel by [2]. The results of [3] and [4] explain the representation of the Bagonjong house as ancestral inheritance, family tree, community lifestyle, the principle of living in dealing with shame, and the position of the husband only as a descendant maker [2,4]. Meanwhile, the results of [3] research explained that in the Novel Persiden by [2] there was a shift in social
life that was no longer in line with Minangkabau cultural values caused by economic and modernization factors [3].

When examined more deeply, the causes of social life shifts that can be represented in previous studies are due to social inequalities. Efforts are made to provide an assessment of the problems or social gaps that occur in the community is with social criticism. Therefore, the writer will examine the socio-cultural criticism of the Minangkabau in the novel Persiden by Wisran Hadi. Social criticism will be examined in the form and factors that cause social criticism.

In a literary work, social criticism is the author's means to express his dissatisfaction with the joints of community life. Literature reflects social problems that exist in society, and if the author has a high level of sensitivity, his literary work will certainly cause social criticism (perhaps hidden) in that society [5]. Literature that contains messages of criticism will usually be born in the middle of society if things go wrong in social life in society [6]. The Minister of State Secretary, Moerdiono [7] said:

Some of the poems inevitably contain social criticism of various irregularities that occur in development. Personally, I think that we need to accept the social criticism of the poets naturally and gracefully. We can and need to understand the social criticism of poets as input to refresh our social, national, and state life .......... Such social criticism is not new. For hundreds of years, the puppeteers have been doing it past the inserts of the goro-goro in the standard wayang story that is shown. More than that, the treasures of world literature are so rich with literary works that contain social criticism.

Starting from some of the opinions above, it can be concluded that social criticism in literary works is one form of communication in the form of innuendo, responses, objections to things that are deviated, violate the rules, laws, and values in a literary work. Without criticism, literature can indeed progress but with criticism of the contribution of literature to cultural life and humanities knowledge can be more complete. Literature without criticism is like a campfire without wind, does not burn and does not provide optimal warmth.

Social criticism studies include politics, economics, law, religion, customs, culture, and defense and security. The form of the delivery of social criticism in literary works can be both direct and indirect [6]. First, the form of direct delivery is by describing a description or explanation. Second, in the indirect delivery, this message is only conveyed implicitly in the story, combined, coherence with other elements of the story. Based on previous studies and exposure to the material, this article discusses the social criticism in the novel Minangkabau culture Persiden Wisran works Hadi. Social criticism will be examined in the form and factors that cause social criticism.

2. Method

The research method used in this research is a descriptive. The research method is intended to describe the situation of a subject which contains social criticism in the novel Persiden Wisran works Hadi. The type of descriptive method used is descriptive analysis, which is the method used in dealing with one variable and is more exploratory. The approach used in the method is qualitative. This research data is a quote or sentence exposure to the narrator, narrative characters, or action figures that can be formulated as a social novel permaslahan Persiden Wisran works Hadi. The data source in this research is the novel of Persiden by [2].
The main instrument of this study is the researchers themselves, starting from direct read, identify, clarify, and interpret a sentence that can be abstracted in social criticism on novel *Persiden* Hadi Wisran work. The research tools used are in the form of recording and analyzing data. The data validation technique used in this study is a detailed description technique. The detailed description technique requires the researcher to report the results of his research so that the description is done as carefully and as carefully as possible which illustrates the research context and refers to the focus of the study [8]. The data validation technique in this study was carried out by interpreting the data with direct evidence taken from quotations containing social criticism of the novel *Persiden* by Wisran Hadi. The final stage of this research is to conclude the results of the study and make a report.

3. Result and discussion

After analyzing the novel *Persiden* by Wisran Hadi, a social point was found that included issues of culture, customs, religion, law, and politics. Social criticism is conveyed in the form of direct and indirect. Wisran Hadi takes the reader to a mall called *President*, which the local people have pronounced "President", a change which the narrator said was "additional mockery caused by public anger at the management and appearance *President's* that was not environmentally friendly". This study analyzes and describes the social criticism in the novel *Persiden* Wisran works Hadi. Based on the research, found a wide range of social criticism contained in the novel *Persiden* Wisran works Hadi, described below.

These results indicate that the novel form of social criticism *Persiden* Hadi Wisra work covering issues of culture, customs, religion, law, and politics. These social problems are conveyed in a direct and indirect form. Clearly, this criticism is a critique of (1) the problem of government bureaucracy that is not functioning as it should; (2) a *Mamak* who does not understand the condition of a nephew and *Sumando* who likes to interfere in matters that exist within the wife; (3) the rapidly growing number of political parties; (4) community morals that deviate from religious norms, the function of *sura*, and changes in beliefs; and (5) traffic rules, demonstrations, and building placement rules do not comply with the law.

3.1 Critics of cultural issues

Minangkabau culture is very clearly depicted in this novel. However, protests against culture astonish the reader especially in terms of the construction of government buildings in the Minangkabau area whose roof always resembles the oval shape of a *Gadang* House. An office whose roof mimics the roof of a traditional house is called *Bagonjong* House. In the Minangkabau tradition that is by tambo, *Bagonjong* House is a *Gadang* House built by a people in which there are prince, *niniak mamak*, and clever. Bagonjong's house in the Minangkabau function is used as a place to stay and a place to gather in discussing traditional issues. In the development of culture in Minangkabau, office roofs may imitate the roof of a *Gadang* House, but not in the name of a name because the two things have different functions and meanings. Thus, the designation of the House of *Bagonjong* for a government office is not feasible because it has nothing to do with the customary family tree.

Four hundred and fourteen meters less than the *Persiden* down the Katib road toward the center of the city, to the left of the road, stood a large, tall office. The roof is made to tilt as the roof of a traditional house, even though the building
has no connection with customs ... A large office whose roof is attached to the roof of a traditional house is also called Bagonjong House (Persiden, p. 14).

The government has felt proud of the architecture of the roof of the building resembled the oval of a Gadang House because it indicated that the government system had glorified a high and strong spirit of the culture. In fact, the buildings that were given the gonjong did not reflect the Minangkabau traditional values, but the bureaucrats' offices were based on customs which were far different from the procedures and customs which they said they maintained through the traditional form of the traditional house.

3.2 Criticism of adat issues

In the novel Persiden by Wisran Hadi there are adat issues especially the role of Sumando and the role of Mamak in Minangkabau. Sumando is a Minangkabau language for men who joins a family of women who is tied with a marriage string. Sumando was treated as an honored guest. Sumando, respected, treated by his wife, is manatiang minyak panuah which means his presence is highly respected and respected. However, on the other hand some are treated bak abu diateh tungku which means they are not valued. The role of Sumando is only to participate in making decisions that affect the affairs of the property of their children, and supervision of the finances of his wife and children, basically the father's power is very limited in the wife's house [9]. Sumando's position in the wife's family is very fragile. The traditional proverb of Minangkabau says Sumando, “bak abu di ateh tungku” (like ashes on a stove). Ash is the result of the combustion process of the furnace which is very easy to clean. Just a little wind, the ash will go from the furnace. This expression means that the position of a Sumando in his wife's family is easily displaced if he is caused by a problem.

The role of the Sumando told in this novel is the role of the Sumando who likes to interfere in the affairs of the wives and Sumandos who are not good at society. In such a case it is called “sumando kacang miang”. Sumando kacang miang is a bad behavior, making chaos, chaos and often slandering or fighting sheep. One of the worst behaviors in social interaction. This behavior is very much avoided and kept away from every human being. Pa Lendo always interfered in the problems that occurred in the Bagonjong House, as evidenced in the following quote.

If the turmoil in the family happens again, it can also spread to the existence of Ci Inan's husband. Ci Inan's husband, Pa Lendo likes to be crazy and always threatens to slaughter people. Anyone who is considered to disturb the peace of his wife and children will be slaughtered. If the threat had been carried out, perhaps two hundred and fifteen Paratingga people had lost their heads (Persiden, p. 45).

The role of Mamak in Minangkabau is in stark contrast to the role of Sumando. Mamak in Minangkabau is the brother of a female parent. Mamak must play a deeper role in understanding nephews. A Mamak must understand about his nephew, he must know what problems occur to his nephew. Adat teaches that brothers must take responsibility for the safety and survival of their sisters and children because of the inheritance and inheritance of inheritance. If people do not have female offspring, it means that the people are extinct. Results of research by Hudiya, R, et al. stated the role of Mamak in the Minang migrant community namely guiding nephews in terms of inheritance of roles, taking care of marriages,
resolving disputes, managing the household economy of the nephews, while the role of Mamak in heirloom assets cannot be applied overseas because the property of the nephew here is private property originating from father's quest for wealth did not originate from the legacy of our ancestors [10].

The rights and powers of deliberation and consensus are in the hands of nephews and Nagari children who are carried out by princes, clerics and clever called "tali tigo sapilin, tungku tigo sajarangan " expressed in the traditional saying: "Kamanakan barajo ka Mamak, Mamak barajo ka mufakat, mufakat mufakat barajo ka bana, nan bana badiri sandirinyo [11]. AA Navis explained in his book that the Mamak family ties and nephews are the relationship between a man and his mother's brother's son or the relationship of a boy with his sister's child [12].

In this novel, the Mamak is told who does not understand the condition of his nephew. The nephew was impregnated by someone else, married to the person who impregnated her, and her child was born but mamak didn't know that. This is evidenced in the following quote.

You Mamaknya! Four men! All great! Journalists, lecturers, migrated to the neighboring country, the treasurer of the provincial Public Works, the temperature of the children of the President also, descendants of clerics, civilized people! How could you not know about his niece being cheated by someone else! what kind of man are you What kind of moms are you! (Persiden, p. 62).

Tsuyoki Kato said that at present the father and mother are more responsible and responsible for ensuring the welfare of their children even though occasionally they are also assisted by Mamak [14]. Lkaam in his book said that in the past, Mamak was fully responsible for the interests of his nephews. However, there is now a shift in values in the relationship between Mamak and nephews. The relationship between Mamak and nephew began to stretch [13, 14]. In addition to being responsible for the safety and survival of his sister and children, Mamak also plays a role in the inheritance of heirlooms. Mamak told in this novel is a mamak who is not responsible for the inheritance, namely Rumah Bogonjong which is the only inheritance of the people. They did not care about the condition of the Bagonjong House which had been aged.

"You leave the Bagonjong House that has been leaked! Soon it will collapse! Why don't you watch this collapse! "Pa Mikie shouted standing on the steps of the mossy Bagonjong House. (Persiden, p. 375).

3.3 Criticism of religious issues The problems

Relates to religion in this novel relate to the moral problems of the people of the President who deviate from the rules of religion, the surau (place of worship) that changes their function, and changes in beliefs. Regarding the morality of the people of the President, who deviated from religious values in general in the association of teenagers who were free and uncontrolled.

Day and night the President visited. Often seen young women who are still attending the school come to the disco with tacky and stimulating makeup. That said, they want to entertain themselves, music while dancing happily. People say
they secretly attach or sell the body there. God knows you, man. In the dark who knows. (*Persiden*, p. 4).

How powerful the President was, man. In taxis lined up along the road in the opposite lane, couples moaning in adultery, while in other lanes people click and hold their breath watching the acrobatics of luxury cars, and gulp when losing in gambling (*Persiden*, p. 5).

The problem of the *surau* (place of worship) changing its function is very alarming to readers and the public. Reality at this time many old mosques (place of worship) are not used anymore and its function has changed. Surauang is a term for an old *surau* in this novel with many deviations occurs. Surau has been converted into a place for teenagers to play, such as playing English drama, *karate* training, debating economic and political issues, and other activities whose actions are no longer by Islamic teachings. Previously the name of the *surau* was *Teleang Surau* because it was increasingly tilted as a result of being located on the edge of the river, then out of anger, the old people called the name of the surau now *Surauang*. The effect of *surau* waang or Suraumu. Unfortunately, young people like that title.

Once there was a dispute between old people and young children in the case of Surauang. Old people want to finish off all activities by dismantling the mosque. They consider that *surau* has become an arena for young people whose actions are no longer by Islamic teachings. There have been many deviations. They play English drama not the plays of the prophets, karate training is not an exercise in tradition, debating economics and politics, not religious matters. They sing not the songs of the Qasidah (*Persiden*, p. 92).

### 3.4 Criticism of legal issues

In this novel binding laws or rules imposed by the government cannot yet be implemented properly, such as traffic rules, demonstrations, and building placement guidelines. The rules then intas always denied by the user is proven by the following quote.

> They play cat and mouse with the traffic police. If there are police standing there, they obey the traffic rules, but if the police leave they return to violation (*Persiden*, p. 6).

> "Traffic rules are only for the police", said the topic-driver calmly while glancing at the stall where the police were resting (*Persiden*, p. 6).

### 3.5 Criticism of political problems

The narration of the *Persiden* novel was not free from the political problems that were rife at the time. The political problems in this novel are the problems of building and dismantling monuments for political needs, demonstrations, the rapidly growing number of parties, and the misuse of buildings related to politics. For the problem of monuments, the city of Padang that is told in this novel deserves to be a monument city nickname because in almost every intersection, bus terminal, and reclamation site a monument was established. However, this
development only consumes state money. None of these monuments last long, according to the following quote.

Many such monuments were demolished by officials in power, then on the ruins, new monuments were built according to their taste. Like the monument at the President, for example, was made based on the taste of the wife of an official in power. When asked why all of that was built, then the answer of everyone who is asked will be the same: the project. That is, building a monument like that is one way to spend state money without the need to account for the amount, quality, or value of its art (Persiden, p. 8).

Increasingly, the party is increasing in number. Social criticism in the problem of the increasing number of parties is likened to the color of the fence of one of the citizens of the house as follows.

Because the party now has many in number and also many other colors used to represent their party. Jinaha intends to add color to the fence as much as the number of parties. His house will be fenced in colors, as the colors are the symbol of the party. However, now the intention cannot be implemented because a lot of paint is missing on the market. (Persiden, p. 109).

In the case of misuse of buildings related to politics, the Balai Pemuda office is bigger than the mosque which stands across the street in front of it, is more beautiful than a schoolhouse or lurah office, and is cleaner than a hospital. From the size, completeness, and beauty it can be estimated how great harmony, prosperity, and youth groups are there. However, the building turned out to be a place where former mayors, former regents, retired high-ranking officers, old businessmen, gathered and reminisced.

4. Conclusion

Social criticism is one form of communication in the form of innuendo, responses, rebuttal to deviant things, violate the rules, laws, and values. Based on the results of an analysis of the novel Persiden by Wisran Hadi, social criticism is found covering cultural, cultural, religious, legal and political issues. These social problems are conveyed in a direct and indirect form. First, the construction of government buildings which always resembles the gadang gonjong house, but has a function that deviates from the Minangkabau culture. The construction of a government building whose roof always resembles a gadang gonjong shape, but the building is the office of bureaucrats with far different customs. Meanwhile also explained the issue of the relationship of making monuments with Minangkabau culture. Second, in the novel Persiden Wisran Hadi work there are problems, especially indigenous Sumando role and the role of Mamak Minagkabau. Mamak who does not understand the condition of the nephew and Sumando who likes to interfere in the affairs of the wives. Third, the political problems in this novel are problems of building and dismantling monuments for political needs, demonstrations, the rapidly growing number of parties, and the misuse of buildings related to politics. Fourth, the problems relating to religion in this novel are related to the moral problems of the people of the President who deviate from the rules of religion, the surau (place of worship) that changes their function, and changes in beliefs. Fifth, in this novel binding laws or rules imposed by the government, cannot yet be implemented properly, such
as traffic rules, demonstrations, and building placement guidelines. There factors are causing social criticism, namely economic factors, psychological factors, and cultural factors.

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References

The Obsession of Female Major Character in 

*Divergent* Novel

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**Abstract.** This study is aimed to analyze Divergent novel by Veronica Roth in the case of the obsession of female major character. The problem in this study is analyzed by using Sigmund Freud’s Psychoanalysis theory. The problem of this study is "how is the obsession of female major character in Divergent Novel By Veronica Roth?". The research method of this study is qualitative descriptive analysis. The source of data in this study is Divergent novel which published in 2011 in America. The data collected through reading comprehension, notes and selecting by the relevant information to get a complete analysis about the obsession of female major character. The result of analysis found that the obsession of female major character in Divergent novel by Veronica Roth, namely Jeanine Matthews is trying to overthrow the government Abnegation factions by the following steps: 1) she wrote an article or report to make people believe that Beatrice's father and all the other Abnegation leaders are corrupt and awful, 2) she worked with Will's sister to develop a longer-lasting serum for the simulations because she wants to control them (Dauntless factions). She needs to control large groups of people to stay secure, so she developed a way to do it with serums and transmitters. Divergence is just another problem for her to solve, and that is what makes her so terrifying because she is smart enough to solve anything, even the problem of Divergent existence.

**Keywords:** obsession, female major character, divergent.

1 Introduction

Literature is a creative work of a thought process to convey ideas, experiences, and systems thinking or theory. Abrams (Norton, Rushton, 1957) expressed that "literature as a raw expression of what he/she had witnessed, experienced and felt by people about aspects of life". Thus, literary works will be revealed through human appreciation of the deepest in the world.

Literature is creating in tune with the dynamics of society and culture. Growth and development of literature is very dependent on the social system and culture of the people. Literary works always used to express the collective human personality through the merging of individual literary imagination with society's obsession [1]. It is reinforced by the Hamalian's statement [2] that:

*Literature is a product of a society, reflecting the community. The society's obsession becomes an obsession author, who became members of the community to be able to study the literature study is to learn the aspirations of the people of that society, its cultural level, tastes, outlook on life, etc.*

Literary works not only as modifying of imagination, but also as a mirror of society. In this case Hamalian (1970) says that, "the literary works records of suffering and hope of a society,
so that the nature and problems of an era can be read in the literature". This social dimension is emphasized by Thrall [4], who said that "literature is a direct reflection of various aspects of social structure."

In its development, literary works have many forms. The major forms of literature are novel, poem, drama, short story, and novella. These main forms of literature can be written in various genres. Genre is a category characterized by similarities in form, style, or subject matter. The classic major genres of literature: Comedy, Romance, Tragedy, and Satire [1]. The major literary works take factual themes that reflected by the real-life at the time the works are produced. These forms of literary works represent two dimensions: the idea and the works itself.

One form of literary works is novel. It uses the words to present the works. According to Abrams [5], "…its (novel) magnitude permits a great variety of characters, greater complication of plot…" The ideas flow naturally word by word. It is stated by Abrams as "great variety of writings". Thus, the reader can read the situation in the works in detail. They can also feel the situation by their imagination. The novel is known in Indonesia after the writers are turning to English books. So, these are the reasons why the writer chooses Divergent novel by Veronica Roth as the object of the study.

Divergent is the debut novel of American novelist Veronica Roth, published by Harper Collins Children's Books in 2011 with 226 pages. The novel is the first of the Divergent trilogy, a series of young-adult dystopian novels set in the Divergent Universe. It presents how to interpret the story of life experiences, such as joy and sorrow, affection, truth, lust and all of the things that happen in human life experiences, especially obsession or someone wishes are realized by shortcuts with high risk [6].

Based on the description, the writer formulates the research question: How is the obsession of female major character in Divergent Novel By Veronica Roth?. It will be analyzed by using Sigmund Freud's psychoanalysis theory. It includes all side of literary work both intrinsic and extrinsic as a structural analysis. Psychoanalysis theory is relevant to the object of the study because obsession is part of psychological. It draws by the personality structures and mental protection. Personality structures are composing of three elements. These three elements of personality are known as the id, ego, and the superego that work together to create complex human behaviors. Meanwhile, mental protections are rationalization, projection, sublimation, reaction formation, displacement, denial, and regression.

2 Method

The type of research in this study is qualitative descriptive analysis. It means that the importance of this study uses the resources of materials from libraries because every purpose of the study is to find, develop, or test the truth of an empirical knowledge based on data and fact as a basis to act. The ability to do qualitative descriptive analysis begins with an understanding of how libraries organize their collections and with a knowledge of basic bibliographic and reference materials [7].

According to Sukmadinata [8] basic of qualitative descriptive analysis is constructivism, assume that reality is plural dimensional, interactive and an exchange of social experiences interpreted by an individual. Research is guided by the qualitative paradigm is defined:

"an inquiry process of understanding a social or human problem based on building a complex, holistic power, formed with words, reporting detailed views of informants, and conducted in a natural setting" [9].
Based on the description of the qualitative method above, this research applied qualitative descriptive analysis to analyze the objective of this study, which reveals the obsession of female major character in Veronica Roth's *Divergent*. In doing this study, the writer uses two sources of data, namely primary and secondary data sources. The primary data source is the novel itself, *Divergent* by Roth Veronica. *Divergent* is the first sequel of the trilogy of *Divergent*. Divergent is published by Harper Collins Children's Books in 2011 with 226 pages. The secondary data are taken from other sources which are related to the primary data such as the biography of the author, and using the theory of psychoanalysis by Sigmund Freud.

In collecting data, the writer uses the following steps based on Sarah Griffith [10], as follows:
1. Firstly, the writer reads and comprehends the primary and secondary data source;
2. Secondly, the writer notes down of important information in both source;
3. Thirdly, the writer selects them by accepting the relevant information with the problem and rejecting the irrelevant information that does not support the topic of the study. This process helped the writer to understand the problem of this study to get a complete analysis

In analyzing the data, the writer uses the following steps, as follows:
1. Understanding the theory of psychoanalysis by Sigmund Freud;
2. Finding the material of psychoanalysis to connect with the object of the study;
3. Classifying the novel of *Divergent* as a literary work, especially structural analysis. It consists of two categories, such as intrinsic and extrinsic elements. The intrinsic element of a literary work includes elements which establish a literary work inside. The elements are setting, character and characterization, and conflict [11]. For that reason, the analysis of any kind of literary work needs a good knowledge of literary elements. Extrinsic element refers to social condition in a society and psychological condition.

3 Theoretical Frameworks

Psychoanalysis is one way to analyze feelings, behaviors, thoughts, consciousness, and unconsciousness that guiding an individual to adapt to the social environment and also the physical environment. To develop a personality, we should try to unity and maintain harmony among all of the elements of personality [12]. He developed some of the most influential theories in modern psychology and psychoanalysis.

A developmental psychologist may order what makes us progress as individuals. One obvious insight is that the life drive pushes personal progress. Its need for harmony and balance within the nervous system creates an incentive to do the things we deem acceptable as a society. It appears that personality development was driven by the desire for immediate resolution of the problems we face as human beings [13]. Even memory is often noticeably affected, as we have seen. The complex must, therefore, be a psychic factor which in terms of energy, possesses a value that sometimes exceeds our conscious intentions, otherwise such disruptions of the conscious order would not be possible at all. An active complex puts us momentarily under a state of duress of compulsive thinking and acting.

In psychoanalytic theory, the mind protects itself from threats by using defense mechanisms such as rationalization, projection, sublimation, reaction formation, displacement, denial, and regression. According to Sigmund Freud's *Psychoanalytic Theory of Personality*, personality is composed of three elements. These three elements of personality are known as the *id*, *ego*, and *the superego* that work together to create complex human behaviors. This
study just describes the ego as the main factor to create an obsession. Ego is the component of personality that is responsible for dealing with reality.

According to Freud [14], Ego develops from the id and ensures that the impulses of the id can be expressed in a manner acceptable in the real world. Ego functions in both the conscious and unconscious mind. It operates based on the reality principle, which strives to satisfy the id’s desires in realistic and socially appropriate ways. Freudian conceptualization, ego refers to a psychic structure which mediates between society (superego) and instinct drives (id).

According to Freud [14], the mind is best conceptualized in two distinct components; those are the consciousness and the unconsciousness. The consciousness is perceived by our ego that includes all of concerning self and the environment of the person's life, inner, and outer. As a part of consciousness, ego is playing an important role to determine perceptions, feelings, thoughts, and memories to maintain the integrity of the personality and give people a sense of continuity and identity. The consciousness is being often weak, given to submit the urges and desires of the body and waking mind.

Freud [15] states that the ego is responsible for repressing unconscious thoughts. Things that are too disturbing to face immediately are pushed out of the individual. This psychological pressure creates a continuous battle between the ego and unconscious portions of the psyche. Each component is responsible for one of the various functions the mind executes.

Meanwhile, an obsession is the inability of a person to stop thinking about a particular topic or feeling a certain emotion without a high amount of anxiety. When obsessed, an individual continues the obsession to avoid the consequent anxiety. In the case of obsessive-compulsive disorder (OCD), the individual may have only the obsessions, compulsions or both [16].

Obsessive-compulsive disorder (OCD) is an anxiety disorder in which people have unwanted and repeated thoughts, feelings, ideas, sensations (obsessions), or behaviors that make them feel driven to do something (compulsions). Often the person carries out the behaviors to get rid of the obsessive thoughts, but this only provides temporary relief. Not performing the obsessive rituals can cause great anxiety. A person's level of OCD can be anywhere from mild to severe, but if severe and left untreated, it can destroy a person's capacity to function at work, at school or even to lead a comfortable existence in the home [17].

According to Brown & Lynn (1976), obsession is a fixed idea that occupies one’s mind. Sometimes obsession can be an aspiration for us to chase what we in life but sometimes we are obsessed with something which is not good. Rachman and Hodgson (in Rachman, 1998: 455) propose that obsessions are caused by catastrophic misinterpretations of the significance of one's intrusive thoughts.

The central feature of obsessive thinking is compulsive and repetitive mental preoccupation with images, ideas or words that the individual finds highly disturbing. Typically the client experiences intrusive distressing thoughts that interfere with daily living and attempts to control these by further thoughts that seek to neutralize initial distressing ones [10].

Relative to obsessive-compulsive disorder, obsessive thinking has received little attention by academics or practitioners, perhaps reflecting the difficulties of accessing and controlling-neutralizing strategies that are covert [19]. Nevertheless, it can be described as an important variant of the condition, differentiated by the absence of ritualized behavior patterns [20]. It has been suggested that the content of obsessive thinking is commonly drawn from primitive sexuality and aggression. The object of aggression is often apparent, spouse, or child [16].
4 Analyses and Discussion

This study aims to analyze the obsession of female major character, namely Jeanine Matthews. Her obsession is to become the leader for all factions. Obsession is a feeling or emotions that influence thinking. So, it causes distress and anxiety. Freud [13] stated that the features of obsession are sensations, compulsions, and ego. All the features of obsessions are presented as the way to create Jean's obsession to become a leader.

4.1 Compulsion

According to Freud [21], compulsions are defined as performing an act persistently and repetitively without it necessarily leading to an actual reward or pleasure. Compulsions could be an attempt to make obsessions go away. It needs to reduce apprehension caused by internal feelings a person wants to abstain or control. It can be proved by the following quotation:

“As to the reason for your presence here...a quality of my faction is curiosity,” she says, “and while perusing your records, I saw that there was another error with another one of your simulations. Again, it failed to be recorded. Did you know that?” [6].

The quotation described as one kind feature of obsession. It is called as compulsions. It showed the conversation between Jeanine and Tris. Jean feels that there was something wrong with Tris' result of the aptitude test. It makes her curiosity, but she wants to abstain or control her compulsion. Jean still does not believe why the aptitude test failed to be recorded Tris' simulation. It makes distress and anxiety for Jeanine.
4.2 Sensation
Sensation based on Freud (in Cooper, 2000) is a physical feeling or perception from something that comes into contact. It can be proved by the following quotation below:

"Jeanine gives speeches about how corrupt Abnegation is all the time, almost every day."

The quotation described that Jeanine makes a sensation through her speech in front of her faction (Erudite) to inform them about the Abnegation's leaders is a corruptor. The report label Tris' family as a corruptor, power-hungry, and moralizing dictators. She also says how corrupt Abnegation's leader is all the time.

4.3 Ego
Ego is the main factor to create an obsession. Ego is the component of personality that is responsible for dealing with reality [22]. It can be shown by Jean's report. The report showed that carry subtle threats and hint at revolution. It can be proved by the following quotation below.

"Improved, and working toward a world in which people will live in wealth, comfort, and prosperity," Jeanine says. [6]

The quotation showed that Jean's report. It described that if Jeanine became a leader she guaranteed they live in wealth, comfort, and prosperity. It showed as Jean's ego.

4.4 Jean's Strategy to Get Her Obsession
The obsession of Jean is becoming a leader. She has two strategies to get her obsession, those are:

4.4.1 Black Campaign
The first strategy was sending a report to all factions to overthrow the leader of Abnegation. It can be seen by the following quotation:

"Not even after your faction’s leaders decided to join in a plot to overthrow the government?" [6].

The quotation described that Jean tried to overthrow the Abnegation government. It showed a black campaign. Black campaign is false information and material that purports to be from a source on one side of a conflict, but is typically used from the opposing side. It is typically used to vilify, embarrass or misrepresent the enemy. Sometimes the source is concealed or credited to a false authority and spreads lies, fabrications, and deceptions. Jean tried to influence the other factions by a report. It can be proved by the following quotation:

"His eyes scan the paper again."

"However, perhaps the answer lies not in a morally bereft man, but the corrupted ideals of an entire faction. Perhaps the answer is that we have entrusted our city to a group of proselytizing tyrants who do not know how to lead us out of poverty and into prosperity."

[6].

The quotation showed the content of Jeanine’s report about the weakness of Abnegation’s government leaders. She said that all factions has entrusted for the leaders of Abnegation because they do not know how to lead all the factions out of poverty and into prosperity.
4.4.2 Developing Serum and Aptitude Test

After she wrote a report about the failure of Abnegation’s government, she tries to develop a longer-lasting serum for the simulations and aptitude tests. It can be seen by the following quotation below.

“When she was a leader she worked with my sister. They were trying to develop a longer-lasting serum for the simulations,” [6].

The quotation described that Jeanine worked with Will's sister to develop a serum for the simulation of fear. It showed that she wants to control all Dauntless. She wants everyone to be pliable and easy to control their activities, feelings, and thinking. She did not have an army, so she found one in Dauntless. She knew that she would need to control large groups of people to stay secure, so she developed a way to do it with serums and transmitters. It is the way to collect the power to overthrow Abnegation's leader. Then, she tries to make a deal with dauntless leader that new improvement of government. It can be seen by the following quotation below.

“Weak-willed is mind-controlling an army because it’s too hard for you to train one yourself.” “I am not a fool,” says Jeanine. “A faction of intellectuals is no army. We are tired of being dominated by a bunch of self-righteous idiots who reject wealth and advancement, but we couldn’t do this on our own. And your Dauntless leaders were all too happy to oblige me if I guaranteed them a place in our new, improved government” [6].

The quotation showed that Jeanine tries to convince that if she becomes a leader, she guaranteed a place in their new improvement of government. So she worked together with Will's sister to develop serum to control them. Will's sister name is Cara. Cara and Will from Erudite faction. It can be seen through the below:

“Statistically speaking,” the Erudite boy next to me—his name is Will [6].

The quotation showed that Will comes from Erudite. They do not like stupid people, but he decided to leave his faction and he chooses Dauntless as his new faction. It can be seen by the following quotation:

Will laughs. “No, they’re not. They’re arrogant and dull, and that’s why I left them, but they aren’t revolutionaries. They just want more say, that’s all, and they resent Abnegation for refusing to listen to them” [6].

The quotation described that Will left his faction because all of the members of Erudite was so arrogant and dull. On the other hand, Jean and Will’s sister developed an aptitude test to find people who Divergent are. It can be seen by the following quotation below.

“The aptitude test is by far my greatest achievement as a scientist.” [6].

The quotation showed the greatest achievement from Jeanine. This test was conducted by all members of factions. It is one of her primary goals. Her primary goal is to neutralize the threat posed by the Divergent's ability to crack simulations. It purposes to look for a Divergent
because she believes that *Divergent* is extreme danger and also become a problem for her. So that's why she develops a serum and aptitude test to support her obsession to become a leader.

Based on the description above, the writer concluded that the obsession of female major character, namely Jeanine Matthews is to become the leader for all factions. She wants to control all Dauntless. She wants everyone to be pliable and easy to control. She is more machine than maniac. She sees problems and forms solutions based on the data she collects. Abnegation stood in the way of her desire for power, so she found a way to eliminate it. But she didn't have an army, so she found one in Dauntless. She knew that she would need to control large groups of people to stay secure, so she developed a way to do it with serums and transmitters. Divergence is just another problem for her to solve, and that is what makes her so terrifying because she is smart enough to solve anything, even the problem of *Divergent* existence. Her obsession is influenced by the three features of obsession; those are sensations, compulsions, and ego. Sensation is proven by the report of Abnegation's leader. Compulsion is proven by Jeanine's curiosity to Tris' result of aptitude test. And ego is proven by Jean's hope to work together with Dauntless' leader.

This obsession is negative things because it is called a black campaign for the other faction. Black campaign is false information and material that purports to be from a source on one side of a conflict, but is typically used from the opposing side. It is typically used to vilify, embarrass or misrepresent the enemy. Sometimes the source is concealed or credited to a false authority and spreads lies, fabrications, and deceptions.

5 Conclusion

This study draws a conclusion based on the description previous chapter that the obsession of female major character in *Divergent* novel by Veronica Roth, namely Jeanine Matthews is trying to overthrow the government Abnegation factions by the following steps: 1) she wrote an article or report to make people believe that Beatrice's father and all the other Abnegation leaders are corrupt and awful. This report is a part of her strategy to make sure that they choose Abnegation as a government to lead all factions is a mistake. She said that all factions has entrusted for the leaders of Abnegation because they do not know how to lead all the factions out of poverty and into prosperity, and 2) she worked with Will's sister to develop a longer-lasting serum for the simulations because she wants to control them (Dauntless factions). She needs to control large groups of people to stay secure, so she developed a way to do it with serums and transmitters. Divergence is just another problem for her to solve, and that is what makes her so terrifying because she is smart enough to solve anything, even the problem of *Divergent* existence. Her obsession is influenced by the three features of obsession, those are sensations, compulsions, and ego. Sensation is proven by the report of Abnegation's leader. Compulsion is proven by Jeanine's curiosity to Tris' result of aptitude test. And ego is proven by Jean's hope to work together with Dauntless' leader. This obsession is negative things because it is called a black campaign for the other faction. Black campaign is false information and material that purports to be from a source on one side of a conflict, but is typically used from the opposing side. It is typically used to vilify, embarrass or misrepresent the enemy. Sometimes the source is concealed or credited to a false authority and spreads lies, fabrications, and deceptions.
References

Grammatical Cohesion in The Headlines of The Singgalang Newspaper

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Abstract. The purpose of this study is (1) to explain the use of grammatical cohesion in the aspects of reference, substitution, ellipse, and inner conjunction; (2) explain the quality of the use of grammatical cohesion markers in the Singgalang newspaper. The object of this research is the Singgalang newspaper with a total sample of 20 Singgalang newspapers. Samples were taken randomly from Singgalang newspapers in 2018 and 2019. The methods and techniques of data collection are language methods. The technique used is the library method by dividing the discourse into several sentences to be grouped and analyzed based on the cohesion aspects, then proceed with the basic tapping technique followed by the note-taking technique. The results showed that out of 212 paragraphs with 602 pairs of sentences with grammatical cohesion, there were markers of grammatical cohesion from the dominant to the least used, namely (1) reference (54.82%), (2) conjunction (32.89%), (3) ellipsis (5.81%), and (4) substitution (3.65%). From the research data, there are 48.00% accuracy in using markers of grammatical cohesion and 52.00% inaccuracies in the use of markers of grammatical cohesion.

Keywords: Cohesion, grammatical cohesion, cohesion markers, newspapers.

1. Introduction

Authors from a number of countries have conducted research on cohesion. From the search of the literature conducted. Research on this is important to study because it affects the information we get from reading [1,2,3,4,5]. The cohesion contained in the feature. He found that in the objects studied, grammatical cohesion was found more than lexical cohesion [3]. Furthermore, research on cohesion was also carried out by Bahaziq from Arabia in 2016. He examined the cohesion contained in student essays. His findings only revolve around the reference and conjunction aspects. He found that very little lexical cohesion was used. The results of the research conducted by Bahaziq are in line with the results of a study conducted by Aziz (2015) so that grammatical cohesion is more important to study than lexical cohesion [6].

Research on cohesion has also been carried out in Indonesia [6], including Aziz (2015). The object of the study is the headline of the student newspaper. He discovered the phenomenon that students in writing newspaper headlines only pay attention to the contents of the news headlines, the process of completion. In addition, there are students who write newspaper headlines to fulfill their assignments. However, his research is not centered on grammatical cohesion and does not suggest the quality of the use of markers of grammatical cohesion in the objects studied. Cohesion in the headlines of student newspapers. However, the findings are not very significant because grammatical cohesion in student thesis tends to be appropriate for its use [7].
In contrast to the relevant research above, research focuses more on grammatical cohesion by critically examining grammatical cohesion in the aspects of reference, substitution, ellipsis, and conjunction in the main news setting in the Singgalang newspaper. The analysis was carried out on the headlines in the Singgalang newspaper because the main news was the most important thing displayed in a newspaper. From these observations, the problems that arise are whether the Singgalang newspaper is written according to the criteria of a good discourse, which is grammatical?

From the relevant research, it has not fully answered the question of how grammatical cohesion in a newspaper, especially in the Singgalang newspaper. What percentage of accuracy is the use of markers of grammatical cohesion? Then, how to use the correct markers of grammatical cohesion and how to mistake the use of markers of grammatical cohesion. The researcher will present a critical analysis of scientific discourse in the form of newspapers and investigate the use of cohesive markers.

Cohesion is a semantic concept that presents meaningful relationships between text elements. This element can be understood because of its association with other elements. That is why the existence of cohesion is an important aspect in the preparation of a discourse to produce interrelationship relationships so that they become whole and coherent [5,4,6,8,9,10,2,1].

Discourse requires cohesion as a formal form. The form is used by the author to explicitly show how the parts of the discourse can be interpreted properly by the reader. The parts of the discourse are characterized by the use of formal tools in the form of markers of grammatical cohesion. The markers of grammatical cohesion consist of references, conjunctions, substitutions, and ellipses [3,4,6,2,8,9,11]. Reference cohesion is one type of grammatical cohesion in the form of a particular lingual unit that refers to other lingual units that precede and follow, for example, the following, and so on. Substitution cohesion or replacement is grammatical cohesion that replaces certain constituents with other constituents. Examples are him, he, he, them, and so on. Elliptical cohesion is a grammatical cohesion in the form of the dissolution of the so-called constituents. Although not expressly stated, the presence of the sentence elements can be estimated. Conjunction cohesion or sequencing is a grammatical cohesion that expresses the meaning relation, for example [12,13,4,2,6].

Based on this understanding, it can be said that the text will be easily understood if it contains cohesion. Cohesion by using its markers, will build intact and interconnected texts. One text that must contain cohesion is the headline in the newspaper.

Newspapers become one of the basic information for the community. Through newspapers the community is able to see actual events. Both information from within the region and outside the region. Like the Singgalang newspaper, which contains various information. The Singgalang newspaper has also applied the form of cohesion marking in his writing [14].

Therefore, the purpose of this study is to explain the use of grammatical cohesion in the aspects of reference, substitution, ellipsis, and conjunction in the Singgalang newspaper. The specific purpose of this study is to explain the quality of the use of grammatical cohesion markers in the Singgalang newspaper. Because the smallest element in a discourse is a sentence, the researcher examines the conjunction that connects between the sentiments, not between words or phrases.
2. Method

The method used in this study is a qualitative method because it does not prioritize numbers, but describes with words. This research uses language research methods. Language research is related to the purpose of research involving data collection and selection [15]. Language research methods are used in this study because it is a research method that best fits the phenomenon that has been proposed. This type of research is descriptive qualitative because the presentation of data obtained is based on the object of research. The object of this research is the Singgalang newspaper with a total sample of 20 Singgalang newspapers. Samples were taken randomly from a collection of Singgalang newspapers in 2018 and 2019. The research was conducted in Padang within three months. The following is a data source analysis table found in the Singgalang newspaper.

<table>
<thead>
<tr>
<th>No.</th>
<th>Newspaper Year</th>
<th>Number of Newspapers</th>
<th>Number of paragraphs</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2018</td>
<td>10</td>
<td>9 11 14 11 12 8 9 12 11 9</td>
</tr>
<tr>
<td>2</td>
<td>2019</td>
<td>10</td>
<td>12 10 9 13 13 10 7 10 12 10</td>
</tr>
<tr>
<td>total</td>
<td></td>
<td>20</td>
<td>212 paragraphs</td>
</tr>
</tbody>
</table>

From the data source, the sample consisted of 212 paragraphs. The technique used is the library method by dividing the discourse into several sentences to be grouped and analyzed based on the cohesion aspects, then proceed with the basic tapping technique followed by the note-taking technique. The tapping technique is used to obtain data first with all the ingenuity and willingness to tap from written data sources in the form of newspaper headlines. The next technique is the note-taking technique. The recording technique is recording of various books or references relating to scientific discourse.

The instrument of this study was the researchers themselves and assisted with analysis tables. The analysis table used can assist researchers in collecting and processing data. The analysis table will facilitate the researcher in analyzing and confirming the main story of the analysis of grammatical cohesion in the aspects of reference, substitution, ellipsis, and conjunctions in the background of the problem in the Singgalang newspaper headline.

The data analysis technique in this study was carried out descriptively with content analysis. The researcher analyzed the pairs of sentences in each sample studied. Steps for analyzing data in detail, as follows: (1) coding each sentence containing aspects of grammatical cohesion; (2) classifying aspects of grammatical cohesion in each sample; (3) analyze grammatical cohesion in all aspects with sentence pairing techniques; (4) compiling into a supporting table all aspects of grammatical cohesion found; (5) concocting findings; (6) determine the quality of grammatical cohesion using the 10 scale conversion guidelines; (7) conclude the results of the study.
3. Result and discussion

3.1 Use of grammatical cohesion markers

The markers of grammatical cohesion in the Singgalang newspaper are as follows.

<table>
<thead>
<tr>
<th>No.</th>
<th>Main News Code</th>
<th>Number of paragraphs</th>
<th>References</th>
<th>Substitution</th>
<th>Ellipsis</th>
<th>Conjunction</th>
<th>Paragraph without Marker</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>S-01</td>
<td>9</td>
<td>9</td>
<td>1</td>
<td>3</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>S-02</td>
<td>11</td>
<td>12</td>
<td>6</td>
<td>2</td>
<td>12</td>
<td>1</td>
</tr>
<tr>
<td>3</td>
<td>S-03</td>
<td>14</td>
<td>7</td>
<td>2</td>
<td>3</td>
<td>14</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>S-04</td>
<td>11</td>
<td>10</td>
<td>4</td>
<td>3</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>S-05</td>
<td>12</td>
<td>15</td>
<td>5</td>
<td>4</td>
<td>11</td>
<td>1</td>
</tr>
<tr>
<td>6</td>
<td>S-06</td>
<td>8</td>
<td>13</td>
<td>6</td>
<td>6</td>
<td>10</td>
<td>2</td>
</tr>
<tr>
<td>7</td>
<td>S-07</td>
<td>9</td>
<td>13</td>
<td>3</td>
<td>1</td>
<td>4</td>
<td>19</td>
</tr>
<tr>
<td>8</td>
<td>S-08</td>
<td>12</td>
<td>11</td>
<td>2</td>
<td></td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>S-09</td>
<td>11</td>
<td>18</td>
<td>4</td>
<td>2</td>
<td>8</td>
<td>2</td>
</tr>
<tr>
<td>10</td>
<td>S-10</td>
<td>9</td>
<td>15</td>
<td>5</td>
<td></td>
<td>9</td>
<td>1</td>
</tr>
<tr>
<td>11</td>
<td>S-11</td>
<td>12</td>
<td>16</td>
<td>1</td>
<td>4</td>
<td>12</td>
<td>2</td>
</tr>
<tr>
<td>12</td>
<td>S-12</td>
<td>10</td>
<td>16</td>
<td>2</td>
<td></td>
<td>3</td>
<td>10</td>
</tr>
<tr>
<td>13</td>
<td>S-13</td>
<td>9</td>
<td>14</td>
<td>2</td>
<td></td>
<td>3</td>
<td>11</td>
</tr>
<tr>
<td>14</td>
<td>S-14</td>
<td>13</td>
<td>10</td>
<td></td>
<td></td>
<td>2</td>
<td>9</td>
</tr>
<tr>
<td>15</td>
<td>S-15</td>
<td>13</td>
<td>9</td>
<td>7</td>
<td></td>
<td></td>
<td>7</td>
</tr>
<tr>
<td>16</td>
<td>S-16</td>
<td>10</td>
<td>12</td>
<td>5</td>
<td></td>
<td></td>
<td>10</td>
</tr>
<tr>
<td>17</td>
<td>S-17</td>
<td>7</td>
<td>12</td>
<td>6</td>
<td></td>
<td>3</td>
<td>9</td>
</tr>
<tr>
<td>18</td>
<td>S-18</td>
<td>10</td>
<td>10</td>
<td>7</td>
<td>4</td>
<td></td>
<td>8</td>
</tr>
<tr>
<td>19</td>
<td>S-19</td>
<td>12</td>
<td>16</td>
<td>5</td>
<td></td>
<td>4</td>
<td>7</td>
</tr>
<tr>
<td>20</td>
<td>S-20</td>
<td>10</td>
<td>17</td>
<td>2</td>
<td></td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td>212</td>
<td>255</td>
<td>75</td>
<td>22</td>
<td>35</td>
<td>198</td>
<td>20</td>
</tr>
<tr>
<td>Error using the marker</td>
<td>136</td>
<td>107</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Based on the results of the recapitulation of 212 paragraphs from 20 newspaper headlines, the results of the analysis of the main news content of the Singgalang newspaper can be seen. The results of the grammatical cohesion analysis of the discourse in the aspects of reference, substitution, ellipsis, and conjunction consisting of 212 paragraphs with 602 pairs of sentences, are as follows: (1) The most widely used type of grammatical cohesion is the reference cohesion markers 265 (54, 82%) consisting of 255 anaphoric references and 75 katafora references; (2) The second type of grammatical cohesion markers is 198 (32.89%) conjunction markers which consist of conjunctions of additive meaning relationships; (3) The third largest type of grammatical cohesion markers is marking elliptical cohesion as much as 35 (5.81%) consisting of noun ellipsis; (4) The least number of types of markers of grammatical cohesion are 22 (3.65%) substitution cohesion consisting of noun substitution.

Based on these data, it can be explained that out of 212 paragraphs with 602 pairs of registered sentences, there was an error in the use of markers, namely 135 markers of anaphororous reference markers and 107 markers on the conjunction marker of additive meaning relationships. In addition, 20 paragraphs that do not contain markers are obtained.
The data studied are the headlines of the Singgalang newspaper. The following will describe
the grammatical cohesion contained in the headline of the Singgalang letter.

References.

Based on the analysis table of reference grammatical cohesion, the data obtained as many
as 255 reference markers with the correct use and 136 reference markers with improper use.
The reference marking data is located in the headlines of the S-01 newspapers to S-20. The
correct form of markers use in the analyzed data can be seen in the pair of sentences (1), while
the form of incorrect use of markers in the analyzed data can be seen in the following sentence
pairs (2).

(1) Komisi Pemilihan Umum (KPU) Kota Padang secara resmi melakukan rekapitulasi
perolehan suara Pilkada Padang yang diselenggarakan 27 Juni 2018 lalu. Dari
rekapitulasi itu, pasangan nomor urut 2 Mahyeldi-Hendri Septa memperoleh 62,92
persen atau 212,526 suara.

itu is a reference that refers to rekapitulasi perolehan suara Pilkada Padang yang
diselenggarakan 27 Juni 2018 lalu. The use of the reference is correct because the word TT
refers to the referent contained in the previous sentence.

(2) Diduga keduanya tak menyadari ada kereta api yang sudah mendekat, hingga ditabrak
saat melintas rel di depan SPBU Lubuk Buaya. Akibat tabrakan ini, Nasrizal
terpelanting ke arah kanan.

ini in the sentence pairs is reference that refers to the previous sentence. However, this word is
not appropriate when used to refer to things that have been explained. Ini should be used to
refer to what you want to explain. This demonstration is one of the katafora reference
characteristics that is used to refer to things to be explained, while those data are used to refer
to things that have been explained.

Substitution

Marking data for substitution grammatical cohesion are 22 substitution markers. The
substitution marker data is located in the headlines of the S-03, S-05, S-6, S-07, S-11, and S-
18 newspapers. The correct form of marker usage in the analyzed data can be seen in the
following sentence pairs.

Dalam kesempatan itu, senator asal Sumatera Barat, Nofi Candra, sekaligus menanyakan
nasib tenaga K2 yang masih dalam tanda tanya. Bahkan ia juga menanyakan nasib sebagian
alumni UIN Imam Bonjol Padang, Sumatera Barat, yang tidak bisa mendaftar CPNS karena
persoalan nomor ijazah tidak terdaftar di Kemeritekdikti.

The pronoun is a substitute for persona which refers to senator asal Sumatera Barat, Nofi
Candra. The use of the right ia pronoun is used to replace the person's name.

Ellipsis

The marking data of the elliptical grammatical cohesion are as many as 35 ellipsis
markers. The substitution markers data is located in the headlines of the S-01, S-02, S-04, S-
05, S-07, S-09, S-12, S-13, S-14, S-17 and S-19 newspapers. The correct form of markers
usage in the analyzed data can be seen in the following sentence pairs.

The phrase that is applied is KNID-SB (Dewan Perwakilan Rakyat) yang dipimpin Moh, Syafei, DR. Moh Jamil dan Rasuna Said. If not done, it will become a KNID-SB (Dewan Perwakilan Rakyat) yang dipimpin Moh, Syafei, DR. Moh Jamil dan Rasuna Said memutuskan untuk membentuk kembali dan mengambil alih kekuasaan Keresidenan Sumatera Barat dari penjajah Jepang.

Conjunction

The marking data of grammatical cohesion conjunctions are as many as 198 markers of conjunction with correct use and 107 markers of conjunction with improper use. The substitution marker data is located in the headlines of the S-01 main newspaper and S-20. The correct form of marker use in the analyzed data can be seen in the pair of sentences (1), while the form of incorrect use of markers in the analyzed data can be seen in the following sentence pairs (2).

(1) Jumlah tersebut melingkupi berbagai formasi, terutama tenaga pendidik, tenaga teknis, serta tenaga kesehatan. Namun, ulah itu baru usulan.

Namun is a conjunction that connects interalimat. Namun means comparing with the previous sentence or stating the difference from the previous sentence. Its use is right because the word is located between the clauses.

(2) Peneliti Padahal rakyat tahu orang tersebut berminat. Tetapi sebut Yosmeri, mereka masih gamang untuk menyatakan maju, karena dari bakal calon menjadi calon tentu melalui proses yang tidak mudah apalagi bagi yang bukan kader partai.

Tetapi can mean denying the previous statement or the opposite of the previous statement. However, the use of the word tetapi as a conjunction between sentences is not appropriate. His is because the word tetapi is an intracalimat conjunction or that connects words to words in one sentence.

3.2 Quality of use of grammatical cohesion markers

The quality of the use of markers of grammatical cohesion contained in the headlines of newspaper students of the Language and Arts Faculty of Padang State University are as follows.

<table>
<thead>
<tr>
<th>No.</th>
<th>Marker of Grammatical Cohesion</th>
<th>Accuracy of Use</th>
<th>Change Value</th>
<th>Qualification</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Referensi</td>
<td>46.67%</td>
<td>5</td>
<td>Bad</td>
</tr>
<tr>
<td>2</td>
<td>Substitusi</td>
<td>100%</td>
<td>10</td>
<td>Perfect</td>
</tr>
<tr>
<td>3</td>
<td>Elipsis</td>
<td>100%</td>
<td>10</td>
<td>Perfect</td>
</tr>
<tr>
<td>4</td>
<td>Konjungsi</td>
<td>45.96%</td>
<td>5</td>
<td>Bad</td>
</tr>
</tbody>
</table>

Based on the results of the recapitulation of 212 paragraphs from the 20 headlines of the
Singgalang newspaper, it can be seen the quality of the use of markers of grammatical cohesion background problems in the Singgalang newspaper headline. Table 4 illustrates that the quality of the use of markers of grammatical cohesion can be said to be imperfect because of the four aspects of marking grammatical cohesion has less good qualifications as many as 2 aspects. The quality is determined after calculating the accuracy of the following markers: (1) the accuracy of the use of reference markers is 136 out of 255 markers; (2) the accuracy of the use of substitution markers is 22 out of 22 markers; (3) the accuracy of the use of ellipsis markers is 35 out of 35 markers; (4) the accuracy of the use of conjunction markers is 107 out of 198 markers. So, there are 300 pairs of sentences with grammatical cohesion and 602 pairs of sentences with the correct use of markers of grammatical cohesion. That is, there is less than 50% accuracy in the use of markers in the Singgalang newspaper headlines.

4. Conclusion

Based on the results and discussion above it can be concluded that from the number of paragraphs as many as 212 paragraphs, obtained paragraph data marking as many as 602 grammatical cohesion pairs of sentences and 20 paragraph data that does not contain a marker of grammatical cohesion. The mark of the grammatical cohesion contained in the paragraph in the headline of the Singgalang newspaper is 265 references (54.82%), 22 substitution markers (3.65%), 35 elliptical markers (5.81%), and the conjunction marker is 198 data (32.89%). Thus, the most widely used grammatical cohesion in Singgalang newspaper headlines to the least used ones, respectively (1) reference markers, (2) conjunction markers, (3) ellipsis markers, and (4) substitution markers.

The newspaper headlines that researchers analyzed based on grammatical cohesion contained 48.00% accuracy in using markers of grammatical cohesion and 52.00% inaccurate use of markers of grammatical cohesion. Thus, the headlines of the Singgalang newspaper can be said to have grammatical cohesion with imperfect quality qualifications. That is, there is still disparity in the headline of the Singgalang newspaper.

Based on these conclusions, there are two suggestions that can be proposed, namely as follows. First, the Singgalang newspaper's top news writers are advised to pay attention to aspects of grammatical cohesion in addition to other important aspects. This is done so that what is written can be well understood by the reader in accordance with what was intended by the author. Second, for other researchers it is suggested to examine grammatical cohesion in literary discourse so that there is clearly a difference in cohesion in scientific discourse and cohesion in literary discourse.

5. Acknowledgements

This article was realized thanks to help from various parties. The author would like to thank all parties who are willing to contribute data to this article. The author also thanked the Lecturer who has given criticism and suggestions for the perfection of this paper.

References


The Development of Authentic Assessment Model for the Learning of Drama Text Appreciation Skill among High School Students in Padang: A Strategy for Youth Character Building

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Abstract. The learning and evaluation of literature appreciation in the classroom are still not optimal. The measurement kits for learning appreciation of literature are mostly only up to the level of knowledge (cognitive) whilst the psychomotor and affective domains are inadequate. Therefore, this study aims to develop an authentic assessment model for Basic Competencies in the literary text of drama based on the 2013 Curriculum for high school. The development of the assessment of drama text appreciation is essentially begun by conducting a needs analysis, basic competency analysis, material analysis, and student analysis. The design of implications development follows the Basic Competencies of learning drama texts appreciation include understanding, abstracting, producing, and comparing texts, as well as aspects of language in Curriculum 2013. The development model taken is the 4-D consisting of define, design, develop, and dissemination.

Keywords: appreciation skill, drama text, the development of authentic assessment model, authentic assessment instrument, linguistic aspects of 2013 Curriculum.

1 Introduction

Assessment is the third main task of the teacher and carried out following the assessment principles that should have been prepared including the lesson plan and a series of materials developed in the learning process. If the teacher implements the concept of authentic assessment, the teacher must be prepared with cognitive, psychomotor and affective domain assessment instruments during the learning process. This assessment requires a process-standard measuring tool to determine the level of student achievement consisting of a grid of test material, questions or tests, scoring guidelines, and answer keys [1]. The 2013 curriculum defines assessment as the process of documenting knowledge, skills, attitudes, and beliefs in a structured manner [2],[3],[4].

Assessment is the process of gathering the information that is used to make decisions about educational policies or curriculum quality, the quality of the educational process, the quality of inputs and products or about the mastery of students regarding something that has been taught to them [5],[6],[7]. According to Brown [8], Assessment is an ongoing process that encompasses a much wider domain. Then, the test is a subset of assessment. Airasian [9] stated that assessment is the process of collecting, synthesizing, interpreting information to aid in decision making”. McMillian agreed with this definition and emphasizes it by asserting: “The broader, more inclusive, the definition is better because it places such task as making up
a test, administering it, and scoring the result in a larger context that includes interpretation and use of the results”.

According to Johnson and Johnson [10], the purpose of the assessment is to trigger the teachers to have the instruments for (a) diagnosing the level of knowledge and skills of students; (b) monitoring progress to achieve the learning objectives to help produce learning programs; (c) providing data to assess the final level of student learning.

The development of models and authentic assessment tools for competency learning in literary texts (drama) appreciation is necessary for effective literary appreciation learning in the classroom. The conducive and measurable learning model for drama appreciation with reliable instruments will be able to build and explore students’ sensitivity and concern for their lives and social environment [11]. Referring to the opinion of experts, in a well-organized language and literacy learning, students are given the opportunity to demonstrate the ability to use language, such as speaking, reading out loud, and writing various forms of essay [12]; [13];[14];[15];[16];[17];[18]; students are prepared and given the opportunity to practice appreciating literary works in class, starting from understanding, abstracting, producing and comparing following the stages of text-based Indonesian learning [19].

Conceptually, the types of authentic assessment developed for the learning of drama texts can bring a fun, challenging, and enhance learning atmosphere and increase students’ enthusiasm for the appreciation of literary works, and in an extended level, for creating literary works [3],[20] Teachers, together with students, build knowledge, give meaning, seek clarity, be critical, communicate, and be able to justify the literary works. Learning becomes a process that helps students to think correctly and logically because the instruments given to students train and allow them to think in their ways. Students’ ability to think adequately is more important than answering questions correctly. In order for an individual (student) to reach the level of thinking correctly and logically, he must understand the argument of logic which consists of three parts, namely the rationale or reality of the ground, the argument or how to place the basis shared thoughts, and the conclusions or results achieved by applying arguments to the rationale [21]. This will give an experience to students to love the world of work that they will later face in professional life.

2 Methods

This study is categorized as research and development and commonly called R & D. It aims to produce certain products and test the effectiveness of the products so that they can function in the wider community [22]. The development model used as a guideline is a learning development model suggested by Thiagarajan, Semmel, and Semmel [23] the 4-D model [24]. This model consists of four stages, namely define, design, develop and disseminate which is converted into the assessment development theory proposed by Earl and Katz [4]. The development of the learning assessment model for the ability to appreciate the drama text is carried out in three stages: (1) the initial stage, namely the formulation of the problem and the theoretical study, a description of the empirical conditions of assessment carried out in the field, and analysis of students; (2) the advanced stage, the model development stage; and (3) the model trial in the sample schools as the third stage.

3 Discussion
The define stage in developing an authentic assessment of learning the ability to appreciate drama texts that refer to the 4-D model is the initial situation explanation stage, namely the empirical facts of student and teacher perceptions in State High Schools No. 3 Padang which were collected by questionnaire. The assessment data included in the teacher's lesson plan is also used to reveal the empirical facts of the assessment.

The design stage of research on assessment development in drama text appreciation learning for High School level in Padang is designing an assessment instrument following the concept of authentic assessment. The authentic assessment model developed is shown in the following chart.
The development of authentic assessment models of learning the ability to appreciate literary texts (drama) is based on supportive learning theories, such as constructivism theory,
social cognitive theory, and meaningful learning theory. The theory of constructivism emphasizes that learning activities are efforts to build new knowledge on an old knowledge framework. The use of authentic assessment instruments in constructive learning helps students practice building meaning from the knowledge they have gained in the learning process.

In social cognitive theory, knowledge can be obtained by students effectively through interaction with others in joint activities, and this idea reflects the view that cognitive functions originate from social situations. While learning theory is meaningful, learning is a process of linking new information to relevant concepts contained in a person's cognitive structure. Ausubel believes that teachers must be able to develop students' cognitive potential through meaningful learning processes wherein they are involved in many activities directly. However, students are subjects of learning that must be active.

The syntax or arrangement of learning implementation with an authentic assessment model as an instrument to guide activities in class is shown in the following table. The define stage in developing an authentic assessment of learning the ability to appreciate drama texts that refer to the 4-D model is the initial situation explanation stage, namely the empirical facts of student and teacher perceptions in State High Schools No. 3 Padang which were collected by questionnaire. The assessment data included in the teacher's lesson plan is also used to reveal the empirical facts of the assessment.

The design stage of research on assessment development in drama text appreciation learning for High School level in Padang is designing an assessment instrument following the concept of authentic assessment. The authentic assessment model developed is shown in the following chart.

<table>
<thead>
<tr>
<th>Syntax of Drama Text Appreciation Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>STEP</strong></td>
</tr>
<tr>
<td>Step 1</td>
</tr>
<tr>
<td>Step 2</td>
</tr>
<tr>
<td>Step 3</td>
</tr>
<tr>
<td>Step 4</td>
</tr>
</tbody>
</table>
The class social system is a description of the position or role of teachers, students, and support systems. The position of the teacher and the student is equal. Both have their roles. The implementation of their roles is assisted by the device. The teacher's role is supported by lesson plans, teaching materials, and assessment instruments, as well as a support system consisting of classroom organizations, resource facilities, and school culture. The teacher's role in helping students obtain learning experiences is to create a variety of situations and learning methods while utilizing assessment instruments as learning tools [26]; [27].

The following is a Class Social System chart with an authentic assessment model:

<table>
<thead>
<tr>
<th>Teacher’s roles</th>
</tr>
</thead>
<tbody>
<tr>
<td>➢ As an administrator</td>
</tr>
<tr>
<td>➢ As an facilitator</td>
</tr>
<tr>
<td>➢ As a moderator</td>
</tr>
<tr>
<td>➢ As a commentator</td>
</tr>
<tr>
<td>➢ As a feedback contributor (Reflection)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Students’ activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>➢ Work in team</td>
</tr>
<tr>
<td>➢ Be responsible for fulfilling the group assignment</td>
</tr>
<tr>
<td>➢ Exchange ideas</td>
</tr>
<tr>
<td>➢ Measure other students’ performance</td>
</tr>
<tr>
<td>➢ Help each other</td>
</tr>
<tr>
<td>➢ Respect each other</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Supporting systems</th>
</tr>
</thead>
<tbody>
<tr>
<td>➢ Class organization</td>
</tr>
<tr>
<td>➢ Facility/resource</td>
</tr>
<tr>
<td>➢ School culture</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Learning Kits</th>
</tr>
</thead>
<tbody>
<tr>
<td>➢ Lesson plan</td>
</tr>
<tr>
<td>➢ Material</td>
</tr>
<tr>
<td>➢ Assessment instrument</td>
</tr>
</tbody>
</table>

As presented in the chart, the type of learning model interaction in drama text appreciation is designed in a multi-directional pattern; from teacher to student, student to teacher, and student to student. The help is given by the teacher if necessary. Learners are focused on discussing performance results. Performance results that have been corrected by the teacher are communicated again to students. Teachers also give a note of improvement or praise if the results of student performance are good.

The following chart illustrates the principle of learning reactions.
The develop stage is a development stage that has been composed. There are three things that need to be explained at this stage: philosophical foundation, development phase, and limited trials. The philosophical foundation for the development of authentic assessment tools for the ability to appreciate drama texts is supportive learning theories, such as constructivism theory, social cognitive theory, and meaningful learning theory, as explained earlier.

In line with the substance of the development meaning, an authentic assessment tool for learning the ability to appreciate drama texts was developed in four phases. The four phases are integrated into the research procedure as listed in the following chart and explained in detail.
Phase 1 produces a prototype device I which was compiled based on the theory of the development of learning tools conceived by authentic assessment experts. The components of the prototype I include: (1) indicators and learning objectives; (2) Syllabus; (3) assessment indicators; and (4) instrument kit. The instrument kit consists of: (a) instructions; (b) assessment rubric; (c) scoring descriptors; (d) scoring format; (e) score calculation formula. The closing component of all devices is the score recapitulation format and the formulation for one unit mastery final score calculation.

Phase 2 produces a prototype II device which is produced based on the revision of phase I. Phase I revision is made after receiving criticism and input from Focus Group Discussion (FGD) forums attended by assessment experts, lecturers of Indonesian Language and Literature Education department, and Indonesian language and literature high school teachers which become the partner of researcher. The prototype II device is submitted to the validator to be validated.

Phase 3 produces an authentic assessment tool for learning the ability to appreciate the prose (drama text). The prototype III is a result of improvement based on notes and suggestions from the validator. The process of repairing the devices referring to the phase II revised material is done by carefully reading the notes made by the validator and contemplating the oral suggestions. The prototype III device was tested limitedly. The limited trial data is used as a reference to conduct extended trials which are also called the dissemination stage (Phase 4).

Based on the concept of literary appreciation learning that is in line with the learning of literary skill, the models and devices developed to reach a high level of appreciation and creative appreciation. The development of authentic instruments of the ability to read, analyze and interpret drama texts reaches a high level of appreciation. Meanwhile, the instrument development of writing skills based on drama text reading achieves creative appreciation. Both are high levels of appreciation. Additionally, following the aspects of the competence that must be learned in Indonesian Language and Literature subjects, the developed authentic assessment model is used to assess the training of listening, speaking, reading, writing, serving, and reviewing, as well as instruments that measure the development of the noble character of learners.
The instrument device that indicates low appreciation, as well as the beginning of the drama appreciation activity, is the assessment of retelling story (abstracting/reviewing). In this activity, students only retell and review the contents of a text according to their understanding of the text. The text appreciation is being carried out when students are able to identify the elements of the text they have read, or perform reading comprehensively, rhythmic vocals, and performances that support comprehension and vowels in beautiful reading.

A high level of appreciation is obtained with an authentic assessment instrument of the ability to appreciate drama texts that analyze the relation of intrinsic elements with extrinsic elements. This instrument requires students to be able to connect the reality in the drama text with the reality within the life of the community, particularly the society told in the drama text that the students read. Based on the students' efforts to connect the reality in the drama text with the reality within the life of the community, they interpret the values that can be used as guidance for their lives. For this matter, Marx, et.all [28] stated that reading skill is a substantial prerequisite for lifelong learning and implemented in almost all aspects of human life. The activity of reading drama texts can be maintained to practice the students' ability to abstract, interpret values or portray the character of the characters depicted in the drama text.

Achieving a high level of appreciation is obtained with an authentic instrument of instrument assessment of the ability to appreciate drama texts that analyze the relationship of intrinsic elements with extrinsic elements. This instrument requires students to be able to connect the reality that is in the drama text with the reality that is in the life of the community, especially the society told in the drama text that the students read. Based on the students' efforts to connect the reality in the drama text with the reality in the life of the community they interpret the values that can be emulated and guided for their lives. For this matter, Marx, et.all [28] suggested that reading skills are an important prerequisite for lifelong learning and participating in almost all aspects of people's lives. The activity of reading drama texts can be continued to practice the students' ability to abstract, interpret values or portray the character of the characters depicted in the drama text.

In accordance with the logic of the development, the learning process for drama text appreciation begins with reading examples of drama script. After that, the students write their own drama script, design the cast, play the characters, and finally converts the nine types of authentic assessment can be developed, namely: (1) The assessment of retelling the content of the text, which aims to train students' ability to memorize and tell a story coherently and completely as well as the framework of the drama script based on their own memorable events or experiences. The learning model is implemented with a group pattern by designing characters/roles as many as group members; (2) The performance appraisal, which is developed to guide students to compile and develop the framework of a drama script into a complete script (a series of dialogues describing a set of events includes conflict, character development, and story completion); (3) The assessment of investigative projects, which purposes to assess the creativity of students to design the perform their drama scripts on stage; (4) The assessment of interview and conference. The topic of the interview follows the assessment indicators of investigative projects carried out by students such as (a) the management of the play (for example, a childish face is chosen to play a child character, the quiet is chosen as a mother, etc.); (b) the relevance of the role play to the substance of the story through the dialogue (the role of costumed and formal or authoritative teachers, the role of costumed and modest head of dormitories, etc.); (c) the planning of the role authenticity (the acting performance is as natural as possible with full appreciation) (5) the assessment of the verbalization and role of dialogue, namely reciting conversations between characters following the required vocals or pronunciation by following the linguistic rules: phonological,
morphological, and syntactic supported with the intonation of literary language, as well as the ability of students to portray and say the dialogue of their characters (role acting); (6) the performance evaluation converts drama texts to poetry texts which if possible and desirable can also be accompanied by evaluations of the poetry's beautiful reading performance; (7) the assessment of open response questions, conducted as a complementary material for learning material in cognitive skill category. This assessment is done by giving several questions to measure students' comprehension and knowledge about drama. These questions require students' open responses.

The full assessments focusing on the learning process and contributes to affective domain assessment are self-observations and peer evaluation which are categorized as the 8th and 9th authentic assessments. The process assessment is an assessment conducted in and during the learning process. Observation assessments are carried out by the teacher. Additionally, self-assessment and peer-assessment are carried out by students. Each assessment is developed into 2 types following the goals or objectives. Type 1 is an assessment of students’ participation and their perseverance in the learning process and assessment of students' character and social skills. This pattern is also developed for self-assessment of students and peers.

Conclusion

An assessment that is often simplified as scoring is one of the important activities in education and learning today because assessments that are planned, structured, and carried out effectively determine the level of success in achieving curriculum objectives. The 2013 curriculum that is based on contextual aspects indicates the need for an assessment of the process. Thus, each achievement of student behavior change can and must be assessed appropriately. The process-based assessment is well known as an authentic assessment using the assessment rubric instrument.

In line with linguistic learning, literacy learning is basically also useful for language practice in understanding the types of authentic assessment. The learning of drama text appreciation will be more effective by following types of authentic assessment: (1) The evaluation of retelling the contents of the text; (2) The performance evaluation of developing drama scripts; (3) The assessment of project investigations; (4) The interview and conference evaluation; (5) The verbalization and participation in drama on stage; (6) The assessment of converting drama texts into poetry; (7) The open response questions; (8) The observation assessment; and (9) The self and peers evaluation. All of these types of assessments potentially integrate simultaneous literacy and language skills training.

References


Abstract. Political figures are public figures known by the public, in communicating a political figure utilizing language as a means to an end. One of the uses of language in political communication is the style of language used which aims to gain sympathy, showing empathy, stealing attention, and to get support. The purpose of this study is to describe the use of the language style of national political figure Surya Paloh. The data in this study are in the form of speeches of two national political leaders Surya Paloh. The method used in this research is descriptive qualitative. Technical analysis of research data is data identification, data classification, data interpretation and conclusion drawing. The results of this study were reviewed from Keraf's Gorys language theory, showing that there were 5 forms of language style based on sentence structure, namely: 1) climax of 12 data, 2) Anticlimax of 7 data, 3) parallelism of 25 data, 4) antithesis of 5 data, 5) repetition of 30 data. These results indicate the use of the Surya Paloh language style based on whether or not the meaning found in this study is dominated by the repetitive language style while the antithesis style is rarely used. This repetition style is a good form to accentuate words or groups of words.

Keywords: Language style, communication, and national political figures.

1. Introduction

Performance can be interpreted as the level of achievement of results or "The degree of accomplishment" [1] A character's communication performance presents competence in conveying ideas, opinions, and assessments of an object. Performance according [2]. The ideas to be conveyed will be well understood if the character's communication appearance is presented well and smoothly. The character's opinion can be accepted by others if the character's communication performance does not disappoint or does not hurt the listener. While the evaluation put forward by the character will be accepted if stated objectively and convincingly. [3] that speaking is the ability to say articulation sounds or words that express, express, and convey thoughts, ideas, and feelings.

Language contributes greatly to the development of all aspects of human life. These aspects include education, social, cultural, economic, religious, defense and security as well as politics. The use of language in political communication tends to gain sympathy, show empathy, steal attention, get support and create positive perceptions from the community to determine their choice in elections to have official power. [4] states that language with its various aspects is so prominent in the world of politics in Indonesia. Political education is carried out by politicians. Politicians are individuals who engage in political activities and use language as a means to achieve their goal of achieving power. Politicians have the ability to appear in communication. The art of speaking politicians is reflected in the style of language,
so that this style of language is effective in conveying strong thoughts, opinions and messages in a concise, concise, clear and impressive manner.

The style of language in political communication is used to be able to convey messages, information, and goals and be able to maintain the cultural harmony of society. This is related to social norms and cultural systems that apply in society when interacting. This polite interaction is to avoid offense and even misunderstanding so as to minimize the appearance of conflict and create harmonious relations between politicians and the community. Language style also has cultural values related to politeness, respect, good attitude, language ethics, or appropriate behavior. The use of language style in political communication is a picture of good communication procedures. Each politician has a different style of language in his political approach, so it is interesting to study the analysis of the Indonesian style approach. [5] argues that politicians are well aware that one powerful strategy for imaging is language, and the other linguistic strategy is the use of euphemisms, style of language (metaphor), lexicalisation, terms or jargon and certain grammatical structures. [6] the communication performance of West Sumatra politicians in terms of politeness and politeness in their political approach uses the principle of politeness guided by the maxim of wisdom, generosity, praise, humility, approval, and sympathy.

The study of language style has been carried out by several researchers namely by [7] examining the style of language and the meaning of the connotation of President Jokowi's first speech. The research of [8] analyzed the story style of news in the Kompas daily print media. Dewi (2014) who reviewed the style of language in online media news in Indonesia and looked at the use of standard words and takbaku. [9] suggests the use of language styles in the lyrics of the songs of the Purple band. [10] examines how the evolution of the rhetoric and language style of American presidents from 1789 to 2017 concluded that government speeches tend to use words related to humanity and emotions, also referring to God and symbolic expressions namely American freedom states. Next [11] reviews diction and language style in President Soeharto's speech. The difference between Agustin's study and this research is that the subject of the study, Agustin examined the subject of Soeharto, the former president of the Republic of Indonesia who had been in power for 32 years, while the subject of this research was Surya Paloh, the general chairman of the nasdem party. Then Agustin's research examines the text of President Soeharto's speech, while this study examines Surya Paloh's oral speech. The novelty of this research is to see how the particular style of language used by Surya Paloh when giving a speech.

2. Method

This research includes the type of qualitative research with descriptive methods. Qualitative research is an activity that takes place simultaneously with data analysis activities namely problem solving methods by describing the researched object [12]. Data collection in this study was carried out by referring to the method. [13] states that the listening or listening method is a research method in which to obtain data by observing the use of language. This research data is in the form of speeches from the speech of national political figure Surya Paloh. Next, the researcher identifies the data, classifies the data, interprets the data and draws conclusions.
3. Result and discussion

The data of this research are oral utterances uttered by national political figure Surya Paloh in his speech. Speeches are transcribed into written language to facilitate data analysis. Data downloaded from metrotvnews youtube account.

3.1 results

The results of this study obtained the analysis of language style based on the structure of the most sentences were climax language style 12 data (15.2%), anticlimax data 7 (8.9%), parallelism 25 data (31.6%), antithesis 5 (6.3%), repetition 30 (38%). The following is a style table based on the sentence structure contained in the oral communication of the national political figure Surya Paloh, which is presented in the form of table 1.

<table>
<thead>
<tr>
<th>Number</th>
<th>Language Style Based on Sentence Structure</th>
<th>Amount of Data</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Climax</td>
<td>12</td>
<td>15.2%</td>
</tr>
<tr>
<td>2</td>
<td>Anticlimax</td>
<td>7</td>
<td>8.9%</td>
</tr>
<tr>
<td>3</td>
<td>Parallelism</td>
<td>25</td>
<td>31.6%</td>
</tr>
<tr>
<td>4</td>
<td>Antithesis</td>
<td>5</td>
<td>6.3%</td>
</tr>
<tr>
<td>5</td>
<td>Repetition</td>
<td>30</td>
<td>38%</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>79</td>
<td>100%</td>
</tr>
</tbody>
</table>

From the details of the table above, the use of language styles in speeches of national political leaders Surya Paloh is more dominant using the language style of repetition, the language style of parallelism and the least used is the style of antithesis. The language style is widely used by Surya Paloh to highlight the words or groups of words that want to be emphasized in his speech.

According to [14] repetition language style is repetition of sounds, syllables, words or parts of sentences that are considered important to put pressure in an appropriate context. The use of the Surya Paloh repetition style can be seen in the following example.

(1) Yang kita hormati, kita banggakan, kita cintain dan kita muliakan saudara-saudara berikan sambutan hangat tumpuan besar pada presiden republik Indonesia bapak Jokowi. (metrotvnews : 02-09-2018)

(2) Kami merasa memilikin seorang presiden, seorang kepala pemerintahan, seorang kepala negara secara totalitas partai ini benar-benar menaruh harapan dan keyakinan bangsa ini akan bergerak maju. (metrotvnews : 02-09-2018)

In examples (1) and (2) you can see the repetition of sounds, syllables, words or parts of sentences that are considered important to put pressure on paloh solar speech. In the example (1) Yang kita hormati, kita banggakan, kita cintain dan kita muliakan saudara-saudara berikan sambutan hangat tumpuan besar pada presiden republik Indonesia bapak Jokowi, the sentence “kita” repeated by Surya Paloh four times. Whereas in the example (2) Kami merasa memilikin seorang presiden, seorang kepala pemerintahan, seorang kepala negara secara totalitas partai ini benar-benar menaruh harapan dan keyakinan bangsa ini akan bergerak maju, the word “Seorang” repeated three times.
Furthermore, the language style of parallelism is the second most spoken language style used by Surya Paloh. Although more dominant to put pressure during the speech, Surya Paloh also tried to achieve alignment in the use of words or phrases. According to [14] Parallelism language style is a kind of language style that seeks to achieve parallels in the use of words or phrases that occupy the same function in the same grammatical form. The following can be seen examples of data on the use of language style parallelism.

(3) Dan yang kita ikrarkan sesungguhnyalah kalau kita bisa menyatakan kesaksian kita pada hari baik ini, mengawalin angkatan pertama sekolah legislatif partai ini, kecintaan kita pada jokowi, karena cintanya tulus dan iklas.

In example (3) shows the parallel effort to use words in the parent sentence and clause. The use of words in the sentence above occupies the same function in grammatical form.

The oral communication of national political figure Surya Paloh uses a climax style with the aim of emphasizing ideas or intentions to be conveyed to the listener or reader. According to [14] the climactic language style contains a sequence of thoughts which each time is increasingly increasing in importance from previous ideas. The following can be seen the climax language style in the following sample data

(4) Tanpa terasa waktu berjalan begitu cepat dalam usia partai yang belum 7 tahun, partai ini telah mengikuti satu kali pemilu dan sekarang mempersiapkan diri untuk memasuki tahapan pemilu kedua.

In example (4) the sentence is a climax style because it describes a situation from the ordinary to the greater importance. This is indicated in the sentence which states “tanpa terasa waktu berjalan begitu cepat dalam usia partai yang belum 7 tahun, partai ini telah mengikuti satu kali pemilu dan sekarang mempersiapkan diri untuk memasuki tahapan pemilu kedua”.

The next language style used by Surya Paloh is the anticlimax language style. Several times Surya Paloh in his speech put the main idea at the end of the sentence, Surya Paloh did not use this style much because the anticlimax style of language was less effective. According to [14] this style of language shows ideas that are ordered from the most important successive to less important ideas. Here is an example of anticlimax language style data:

(5) Partai ini telah mengikuti tiga kali tahapan pilkada dari tiga tahapan pilkada ini partai ini sekarang memiliki 182 kepala daerah, yang menjadi kader partai, yang menjadi kader partai nasdem.

In example (5) the language style contained in the sentence contains sequences of thoughts or ideas that are sorted from the most important to the less important ideas. It was seen in a sentence which stated that the party had participated in three stages of the elections but later it was described that it had 182 regional heads, party cadres, and cadres of the nasdem party.

The style of language that is rarely used by Surya Paloh is the style of the antithesis. Surya Paloh rarely says two things that are felt to be in conflict. If everything contradictory is presented, then an imbalance of thought occurs between the speaker and the listener so that the listener becomes unfocused because they both think about issues thrown to the public. [14] argues that the style of antithesis shows the content of conflicting ideas by using opposing words or groups of words.

(6) Sebuah pertandingan tidak semuanya menjadi pemenang, ada yang pemenang ada juga yang kalah, inilah konsekuensi kehidupan ini.

In the data sentence (6) above the conflicting ideas are pemenang with kalah.
3.2 Discussion

The results of language style data analysis based on sentence structure, there are five language styles that exist in Surya Paloh's speech, Climax language style of 12 speeches (15.2%), anticlimax language style of 7 speeches (8.9%), language style of parallelism 25 speeches (31%, 6%), antithesis style 5 utterances (6.3%), repetition style language 30 utterances (38%). These results indicate the use of the language style of the national political figure Surya Paloh based on these data shows that Surya Paloh uses all types of language styles based on the direct or indirect meaning. In general, the five language styles based on the sentence structure of Surya Paloh tend to use the repetition language style and the antithesis style is rarely used.

This research on language style in the communication of national political figures is a development from previous research which is similar by using the application of language style analysis theory. The following are some of the study findings that are linked to theoretical studies. The findings of this study were compared with the research of [11] "Language and Style in President Soeharto's Speech" found: (1) the use of abstract diction, (2) the use of special diction, (3) denotative diction, (4) usage popular diction, (5) the use of regional diction, and (6) the typical diction that characterizes President Soeharto's speech. As for the language style including: (1) speech is dominated by repetition and parallelism, (2) the use of repetition and parallelism is a good form to highlight words or groups of words that have the same function. However, if it is often used it makes the sentences in the speech stiff.

The results of this study found the use of language styles based on sentence structure include: (1) climactic language styles, (2) repetitive climax language styles, (3) parallelism language styles, (4) antithetic language styles, and (5) repetitive language styles. The similarity of the findings between the research [11] with this research is the use of diction in the form of special words and the use of repetition language style. As for the difference, [15] found no use of language styles in the form of antithesis.

4. Conclusion

Performance of the use of language styles by national political figures Surya Paloh in the speech analyzed based on the style of sentence structure there are five types of language styles used. The results of Surya Paloh's speech analysis showed that of the five linguistic styles based on sentence structure repetition language style is the dominant linguistic style used by Surya Paloh. This shows that Surya Paloh wants to highlight words and phrases in the speech delivered.

5. Acknowledgements

This article was realized thanks to help from various parties. The author would like to thank all parties who are willing to contribute data to this article. The author also thanked the Lecturer who has given criticism and suggestions for the perfection of this article.

References


[18] https://www.youtube.com/watch?v=EhDruEupjgq


A Need Analysis Study in Developing Multimedia for Functional Grammar Course

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Abstract. In developing multimedia, the need analysis takes an important role. There are some instructional designs in developing and designing multimedia. Instructional design is usually started by analyzing the students’ need. This study aimed to find out the needs of students on multimedia on Functional Grammar Course. The subject of the study was the English Department students who have attended Functional Grammar Course at Universitas Negeri Padang. The sample of the study was selected by using cluster sampling, and Educational 3 class was the sample. The data were collected by using questionnaire. The questionnaire of need analysis contains three components namely necessity, lack, and want. The indicators of the needs analysis questionnaire consist of the necessities on multimedia, lack in the content of functional grammar course, and wants on multimedia. Based on the findings of needs analysis, it showed that the students strongly agreed that the use of multimedia is needed in teaching-learning process. The result of this study will be used as reference in the next study in developing multimedia.

Keywords: Need analysis, multimedia, functional grammar.

1. Introduction

The success of teaching and learning cannot be separated from the media. It has an important role in supporting teachers to reach the teaching-learning goals. No matter what approach is used in the classroom, it is agreed that media can improve the language teaching. By using media, teachers can emphasize their points of the material while at the same time gain the students’ interest to the lesson. In teaching English as a foreign language which the students get minimal exposure to the language outside the classroom, the media is really useful. Media can provide students with the language exposure they need since media help teachers to inspire students by bringing a piece of real life into the classroom and by performing language in its more complete communicative context. In addition, media can also provide a mass information and cultural richness input which is not available in the classroom. One of the most fundamental advantage of using media in the classroom is it can lend authenticity to the classroom circumstances, reinforce for students the direct connection between the language classroom and the outside world. [1]
Teachers use many kinds of media in their teaching, it can be mechanical; or non mechanical. Almost everything can be used as a media in education. The media itself can be found as pictures, cards, video, realia, puppets, newspaper, brochures, puppets, and online instruction over the internet, etc. By presenting the material by using several media, students may be more active in the class. Besides, they may be more motivated to learn.

Multimedia can be defined as the combination of different content forms. It includes a combination of text, audio, images, animation, video, or interactivity content forms. It is usually recorded and played, displayed, or accessed by information content processing devices, such as computerized and electronic devices, but it can also be a part of a live performance. Multimedia in educational context aims to describe the mix of video and audio cassettes, printed texts and handbooks which traditionally make up distance learning material. Besides, multimedia can be defined as the presentation of words and pictures. The words can be printed text or spoken text. Meanwhile, pictures can be clarified as illustrations, photos, animation, or video. Beside, the multimedia principle states it is better for people to learn from the words and pictures than words alone. It means that students more understand the lesson through the use of multimedia. Furthermore, he states more specifically that it can make people learn more deeply as appropriate pictures are added to text.

The definition of multimedia can be different based on the level. Multimedia can be defined as the use of multiple delivery media such as computers, screens, and loudspeakers on the level of technology. On the level of presentation formats, multimedia means the use of different forms of presentation such as texts and pictures. On the level of sensory modalities, it means the use of multiple senses such as the eye and the ear. Multimedia usually refers to the capacity of computers to provide real-time presentations of nearly all existing media and sensory modes of instruction. Multimedia is also the combination of interactive elements by using computer technology. Multimedia has been associated with technology recently. For example, the existence of CDROM, CD-I (compact disc-interactive) and the World Wide Web irrespective of the material they contain.

Students learn best by seeing the value and importance of the information presented in the classroom. In order to achieve the ultimate goal of student learning it is important to use a combination of teaching methods and to make the classroom environment as stimulating and interactive as possible. Therefore, proper combination of multimedia and teaching methodology is appropriate to attract students’ attention towards English language learning.

Nowadays, the development of technology has affected to education. It changes the way lecturers teach. They tend to use laptop than to use whiteboard, marker and other traditional things in presenting the material. Besides, the rapid development of internet makes changes in the way students learn. They just send their assignment to their lecturer through e-mail when they are at home. They do not need paper and pen in making assignment anymore. It really helps the students in learning process. Unfortunately, the multimedia in the functional grammar class does not run well as expected. The preliminary research has been conducted in state University of Padang by interviewing some students which have taken Functional Grammar Class and the students who were attending the class.

Based on the preliminary research, it can be found that the use of multimedia in Functional Grammar class is still limited. The students said that the lecturer present the materials by using presentation format through the Microsoft PowerPoint software. The slide show presentation only consists of the text about the material which is in black and white form. The use of colors, graphics, and other objects, such as audio and video are neglected by lecturers. Besides, they do not use design theme effects or any slide transitions. In short, their slide presentation is very simple.
Furthermore, multimedia used in functional grammar class is not appropriate yet. In functional grammar class, the material should be presented in diagram form or in table form in order to make student easier to understand the material. In fact, lecturers just present the material in a text form. Besides, the multimedia that made by lecturers do not covers various learning activities for the students. The multimedia made by lecturers is only made for presenting the materials. It does not include the activities for the students. They just do the exercises which are included in their textbook. As a result, they do not have many activities which measure their comprehension about the materials. As it is known that in functional grammar class students are not only taught about the theory, but also its application in analyzing the text or sentences. Therefore, they need many kind activities in order to know whether they understand the lesson or not.

The limited use of multimedia in learning might happen because multimedia that has been made by the lecturers may be not based on the students’ needs. Lecturers do not know the students needs of multimedia in studying functional grammar class. As a result, they do not know which multimedia that is appropriate for their students in functional grammar course.

Needs analysis takes an important role in designing English for Academic Purposes (EAP) program. It is conducted to collect the information about the needs of a particular group of students in order to design a suitable curriculum, syllabus, and materials. Needs analysis can be defined as the technique in collecting and assessing information related to course design. Besides, need analysis is the main activity in gathering information incorporates learners’ goals and backgrounds, their language proficiencies, their reasons for taking the course, their teaching and learning preferences, and the situations they will need to communicate in. Besides, needs analysis is identifying of specific language needs that can be addressed in developing goals, objectives, and content in language program.

It needs to clarify between target needs and learning needs. The target needs refers to what the learners needs to do in the target situation and the learning need refers to what the learner needs to learn. They categorize target needs into (1) necessities; what the learner has to know in order to function effectively in the target situation (2) lacks; the discrepancy between necessity and what the learner already knows, (3) wants; what the learner actually wants to learn or what they feel they need. The learner’s wants may or may not confirm those perceived by the lecturers of course designers. Meanwhile, the learning need is equated to the route of learning. This concerns to the things such as how learners learn the language, why they learn it, what resources are available to help them.

Needs analysis refers to identify what specific language and skills the group of language learners will need. The result of needs analysis is used to determine and refine the content of the course. Besides, it is used to assess learners and learning at the end of the course. The needs analysis process consists of target situation analysis, Discourse analysis, Present situation analysis, Learner factor analysis, and Teaching context analysis. Furthermore, needs analysis as the process which is done to establish the “what” and the “how” of a course. It means that needs analysis is conducted to know the purpose and the content of the course. It is the first stage in ESP course development, followed by curriculum design, materials selection, methodology, assessment, and evaluation.

There are many researches that have been done related to need analysis in developing media in teaching and learning. The first research entitled “A Need Analysis in Developing Virtual Laboratory According to the Chemistry Teachers”. This research aimed to find out the need in the chemistry class according to the chemistry teachers. The respondents of this descriptive research were 37 chemistry teachers who have been teaching chemistry for at least 5 years. The
results of this study obtained 91.89% of respondents stated that they need an integrated virtual chemistry laboratory in hybrid learning. [13]

The next research entitled “Needs Analysis in the Development of Natural Science Teachers' Book of Junior High School based on Local Wisdom of West Sumatra” aimed to perform needs analysis in developing natural science teachers' book of junior high school based on local wisdom of West Sumatra. Needs analysis consists of three aspects items, namely teacher analysis, task analysis, and material analysis. The respondents of this descriptive research were natural science teachers at SMP N 18 and SMP N 28 in Padang City. The research instruments used were observation sheet, questionnaire and interview guide. Based on the results of the needs analysis, the teacher needs a natural science teachers' book based on local wisdom for Natural science (IPA) materials. [14]

Those previous researches have similarity and difference with this research. This research similarly focused on the need analysis. On the other hand, this research had different subject compared with previous researches. This research focused on the need analysis on multimedia. Referring to previous researches related to need analysis, there was no one conducting research about the need analysis on multimedia for Functional Grammar Class. Thus, it seems that it was necessary to conduct this research which was never researched before and it was different from the others whether it was about the focus of the research or the students being observed.

In conclusion, needs analysis is a tool in getting the information about the students needs. It can be done by analyzing the target needs and learning needs of the students. The result of the needs analysis can be used as the consideration in developing goals, objectives, and content of the course. Based on the explanation above, it can be concluded that it is important to conduct a research about students' need analysis in order to develop multimedia for Functional Grammar Course.

2. Method

The population of the research was English Department students who have attended Functional Grammar Course at 5th semester. The sample of the research was selected by using cluster sampling. There were four classes of education program. Then, Educational 3 class is the sample of this study. Questionnaire was used to obtain the data about students needs on multimedia in Functional Grammar Class. The questionnaire of need analysis examines three components namely necessity, lack, and want. [10] The indicators of the needs analysis questionnaire consist of the content of functional grammar and the multimedia. Questionnaires were distributed to the students. Then, they were asked to fill the questionnaires based on their needs. The data from the questionnaires were analyzed quantitatively by using the following formula, and the result was classified into the following interval as in Table 1.

\[
\text{Percentage} = \left( \frac{\text{Total scores}}{\text{maximum score}} \right) \times 100
\]

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>80 – 100 %</td>
<td>Strongly agree</td>
</tr>
<tr>
<td>60 – 79.99 %</td>
<td>Agree</td>
</tr>
<tr>
<td>40 – 59.99%</td>
<td>Undecided</td>
</tr>
<tr>
<td>20 – 39.99 %</td>
<td>Disagree</td>
</tr>
<tr>
<td>0 – 19.99 %</td>
<td>Strongly Disagree</td>
</tr>
</tbody>
</table>

Table 1. The category of percentage level of the students.
3. Result and Discussion

The data gotten from the need analysis is divided into three parts, which are necessity, lacks, and wants. The data about the students’ necessities on multimedia is described and analyzed as follow:

<table>
<thead>
<tr>
<th>Item</th>
<th>Percentage</th>
<th>Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>Text</td>
<td>89%</td>
<td>Strongly agree</td>
</tr>
<tr>
<td>Audio</td>
<td>86%</td>
<td>Strongly agree</td>
</tr>
<tr>
<td>Video</td>
<td>81%</td>
<td>Strongly agree</td>
</tr>
<tr>
<td>Graphic/animation</td>
<td>86.50%</td>
<td>Strongly agree</td>
</tr>
<tr>
<td>Print publications</td>
<td>84.50%</td>
<td>Strongly agree</td>
</tr>
<tr>
<td>Presentation</td>
<td>86.50%</td>
<td>Strongly agree</td>
</tr>
<tr>
<td>Tutorials</td>
<td>85.50%</td>
<td>Strongly agree</td>
</tr>
<tr>
<td>Simulations</td>
<td>83.50%</td>
<td>Strongly agree</td>
</tr>
<tr>
<td>Games</td>
<td>82%</td>
<td>Strongly agree</td>
</tr>
<tr>
<td>Web sites</td>
<td>77.50%</td>
<td>Agree</td>
</tr>
</tbody>
</table>

Based on the findings, it can be concluded that students strongly agreed that lecturers should use text in teaching Functional Grammar. Besides, the use of graphic/animation and presentation are also media which students strongly agreed. The next media should be used by lecturers is audio (86%), followed by tutorials (85.50%), print publication (84.50%), simulations (83.50%), games (82.50%), video (81%), and web sites (77.50%). Based on the score gotten, it can be concluded that various media are needed for students. The next data from questionnaire is the lacks on functional grammar.

<table>
<thead>
<tr>
<th>Item</th>
<th>Percentage</th>
<th>Category</th>
<th>Item</th>
<th>Percentage</th>
<th>Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>Process types</td>
<td>72%</td>
<td>Agree</td>
<td>Nominal Group structure</td>
<td>74.50%</td>
<td>Agree</td>
</tr>
<tr>
<td>Participants roles</td>
<td>67%</td>
<td>Agree</td>
<td>Nominalization and grammatical metaphor</td>
<td>75</td>
<td>Agree</td>
</tr>
<tr>
<td>Circumstances</td>
<td>68%</td>
<td>Agree</td>
<td>Spoken and written language and mode</td>
<td>74.50%</td>
<td>Agree</td>
</tr>
<tr>
<td>Mood and Residue</td>
<td>61%</td>
<td>Agree</td>
<td>Spoken and written language differences</td>
<td>77%</td>
<td>Agree</td>
</tr>
<tr>
<td>Mood elements</td>
<td>65.50%</td>
<td>Agree</td>
<td>Cohesion</td>
<td>75.50%</td>
<td>Agree</td>
</tr>
<tr>
<td>Types of mood</td>
<td>69.50%</td>
<td>Agree</td>
<td>Conjunction</td>
<td>71.50%</td>
<td>Agree</td>
</tr>
<tr>
<td>Modality</td>
<td>71%</td>
<td>Agree</td>
<td>Interpreting context</td>
<td>73.50%</td>
<td>Agree</td>
</tr>
</tbody>
</table>
Based on the data, it can be concluded that students have difficulties in most topics, especially in topic “spoken and written language differences”. 77% of the students agreed that topic about “spoken and written language” is difficult for them. Besides, topic about “Clause and Clause Complex” got 76.50%. Similarly, 76.50% of students agreed that topics about “Pattern of Theme Choice”, from “lexicogrammatical analysis to contextual description”, and “Texture” are difficult. In order to help students understand more about the topics, the multimedia should be developed about all topics in Functional Grammar Course.

The last data from questionnaire is about students’ wants on multimedia. It is described in the following table.

<table>
<thead>
<tr>
<th>Item</th>
<th>Percentage</th>
<th>Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>Text</td>
<td>84.50%</td>
<td>Strongly Agree</td>
</tr>
<tr>
<td>Audio</td>
<td>85%</td>
<td>Strongly Agree</td>
</tr>
<tr>
<td>Video</td>
<td>79%</td>
<td>Agree</td>
</tr>
<tr>
<td>Graphic/animation</td>
<td>82%</td>
<td>Strongly Agree</td>
</tr>
<tr>
<td>Print publications</td>
<td>81%</td>
<td>Strongly Agree</td>
</tr>
<tr>
<td>Presentation</td>
<td>85%</td>
<td>Strongly Agree</td>
</tr>
<tr>
<td>Tutorials</td>
<td>80%</td>
<td>Strongly Agree</td>
</tr>
<tr>
<td>Simulations</td>
<td>79%</td>
<td>Agree</td>
</tr>
<tr>
<td>Games</td>
<td>77%</td>
<td>Agree</td>
</tr>
<tr>
<td>Web sites</td>
<td>78.50%</td>
<td>Agree</td>
</tr>
</tbody>
</table>

It can be seen from the table that students strongly agreed if lecturers use presentation, text, audio, graphic/animation, print publications, and tutorials in Functional Grammar Course. Based on the result of the students’ wants on multimedia, the combination of media can be the best ways in helping students understand the topics of functional grammar.

In the previous researches, need analysis was done to the teachers. [13] Need analysis questionnaire consists of three aspects items, namely teacher analysis, task analysis, and material analysis. [14] On the other hand, this research was done by giving questionnaire to the students. The questionnaire examines the necessities, lacks, and wants. Furthermore, the result of the previous research showed that teacher needs a natural science teachers' book based on
Local wisdom for Natural science (IPA) materials. Similarly, the result of need analysis of the research also showed that students need multimedia in Functional Grammar Course.

4. Conclusions

Based on the findings and discussion, it showed that students need multimedia in Functional Grammar course in order to help them understanding the material. The students highly wants lecturers use not only text in learning process, but also the use of the audio, and other multimedia are needed. The result of this study hopefully will be used as a matrix for the next research which is the development multimedia for Functional Grammar Course.

Acknowledgements

The writer would like to dedicate his deepest gratitude to Dr. Hamzah, M.A., M.M and Dr. Refnaldi, S.Pd, M.Litt who have patiently given the writer a great deal of time, considerable help, great willingness, and suggestions toward the completion of this study. The writer would also like to thank everybody who was important to the success in the realization of this research and to express his apology that he could not mention personally one by one. May Allah bless you all.

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The Effect of the Think Talk Write (TTW) Learning Model on the Students’ Ability to Write Commercial Letters in High School Students Grade XI

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Abstract. The purpose of this study was to describe the "The Effects of the Think Talk Write (TTW) Learning Model on the Students’ Ability to Write Commercial Letters in Grade XI at SMA Negeri 1 V Koto Kampung Dalam". The research method used is an experiment. The research subjects were grade XI students of SMA Negeri 1 V Koto Kampung Dalam. The results of this study indicate that first, the ability to write a commercial letter using the think talk write learning model by grade XI Students of SMA Negeri 1 V Koto Kampung Dalam with an average value of 83.82 is included in the excellent category. Second, the ability to write a commercial letter by using a conventional learning model by grade XI students of SMA Negeri 1 V Koto Kampung Dalam with an average value of 67.29 included in the sufficient category. Third, Based on the results of the test results obtained tcount> ttable is 6.06> 1.66. So h₀ is rejected and h₁ is accepted. Thus it can be concluded that there is the influence effects of the Think Talk Write (TTW) learning model on the students’ ability to write commercial letters in grade XI at SMA Negeri 1 V Koto Kampung Dalam.

Keywords: experiment, learning model, think talk write (TTW)

1. Introduction

Education, in essence, is a conscious effort to prepare students through guidance and teaching activities. In teaching Indonesian four language skills must be considered. These skills include the ability to listen, speak, read, and write. If learning is done by linking the four aspects, the learning activities will be more focused so that student learning activeness increases in the end.

As one aspect of language skills, writing is not a stranger in human life. However, in reality, not everyone can put all their opinions, ideas or contents into complex writing. Based on this, it is no exaggeration to say writing is a complex ability that demands several abilities and skills.

In the school environment, Indonesian language teaching has been established firmly and clearly. However, the implementation often fails in achieving the stated goals. Failure to achieve these goals can be caused by the learning model factors that the teacher uses in the classroom are not following the situations and conditions that support the learning process, so that the impact on learning outcomes.
Seeing some problems in students in the learning process, problems that arise, namely the ability of students to write commercial letters have not reached a satisfactory level. There are still many students who do not understand how to write trade letters properly and correctly. From the phenomenon that has been conveyed, it can be assumed that the learning model used by the teacher so far needs a variety of learning models. This is where the teacher is required to use a learning model that can improve the condition.

Given the problems that exist, there needs to be a renewal effort to see the ability to write commercial letters of high school students, namely by learning using the Think Talk Write (TTW) learning model. [1] states that learning that can spur students to be more active in teaching and learning activities is the Think Talk Write (TTW) model. The Think Talk Write (TTW) model can focus the learning process into (student-centered) in this case the sued students are more active than the teacher.

Think Talk Write (TTW) learning model, [2], [3], [4] states that activities that can be carried out to develop students' ability to understand concepts and communication are by applying Think Talk Write learning. First, think means to think. In the big Indonesian dictionary, thinking means using reason to consider and decide something. Thinking is a mental activity to be able to formulate an understanding, synthesize, and draw conclusions. Based on the above meanings, thinking (think) is a mental activity carried out to make decisions and draw conclusions after going through the process of considering. Second, talk means talking. In the Big Indonesian Dictionary, talk means to consider, thoughts, and opinions. At the talking stage, students work with their groups aiming to build mutual understanding and knowledge through interaction and conversation between individuals in the group. Third, write means writing. In the Indonesian dictionary, writing is making letters (numbers, etc.) with pens (pencils, chalks, and so on). Writing activities will help students make connections and also allow teachers to see the development of students' concepts. Writing means helping to realize one of the learning objectives, namely students' understanding of the material he is learning.

This Think Talk Write (TTW) model has been applied by [5], [6], [7], [8], [9], [10], [11], [12], [13], [14], [15], [16] from the study the Think Talk Write (TTW) model has a significant effect on the results and student learning activities. Based on the explanation, it can also be concluded that the Think Talk Write (TTW) model is well used to train students' thinking well. For this reason, the Think Talk Write (TTW) learning model emphasizes increasing students' reasoning power, students' critical power, students' imagination, and analysis of problems.

Thus the authors are interested in researching with the title "The Effects of the Think Talk Write (TTW) Learning Model on the Students' Ability to Write Commercial Letters in Grade XI at SMA Negeri 1 V Koto Kampung Dalam". The limitation of the problem taken is focused on the influence of Think Talk Write (TTW) learning model on the ability to write a commercial letter in grade XI at SMA Negeri 1 V Koto Kampung Dalam.

2. Method

Stated [17], "the research method is the method used by researchers in collecting research data". The method used in this study is the research method. This study aims to study "The The Effects of the Think Talk Write (TTW) Learning Model on the Students’ Ability to Write Commercial Letters in Grade XI at SMA Negeri 1 V Koto Kampung Dalam". This research was conducted at SMA Negeri 1 V Koto Kampung Dalam, Pariaman. This research is an experimental study, so this sample is divided into two groups. The first group
was XI-IPA2 class as an experimental class with 35 students and the second group XI-IPA1 class as a control class with 35 students. This study uses an instrument consisting of writing a commercial letter in written form. With the instrument data obtained for variables X1 and X2.

<table>
<thead>
<tr>
<th>Class</th>
<th>Treatment</th>
<th>Post-test</th>
</tr>
</thead>
<tbody>
<tr>
<td>XI-IPA 2 (X₁)</td>
<td>X</td>
<td>T₁</td>
</tr>
<tr>
<td>XI-IPA 1 (X₂)</td>
<td>-</td>
<td>T₂</td>
</tr>
</tbody>
</table>

Information:
X1 and X2: Classes randomly selected for class experiment and control class
X: Experimental treatment
T1 and T2: Influence after therapy

<table>
<thead>
<tr>
<th>Experimentation Class</th>
<th>Control class</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Model Think Talk Write)</td>
<td>(Conventional Model)</td>
<td>2 x 45</td>
</tr>
</tbody>
</table>

**Initial activity**
1. Pray
2. The teacher creates a conducive learning atmosphere and focuses attention on students
3. Give praise. Giving praise can increase morale and motivate students.

**Core activities:**
1. The teacher divides the group, one group consists of 5 people
2. The teacher divides the reading text in the form of a Student Discussion Sheet (LDS) which contains the problem situation and the instructions and procedures for its implementation
3. Students read the text and make notes of the reading results individually to be taken to the discussion forum (think)
4. Students interact and collaborate with their group friends to discuss the contents of the notes (talk)
5. The teacher acts as a mediator of the learning environment,
6. Ask students to write a commercial letter
7. Invite students to ask questions for those who do not understand
8. Asking students to work on writing commercial letters
9. Asking students to show their work to the teacher

<table>
<thead>
<tr>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 Minute</td>
</tr>
<tr>
<td>60 Minute</td>
</tr>
</tbody>
</table>
students construct their own knowledge as a result of collaboration (write).

**End activities:**
1. The teacher instructs students to make a commercial letter
2. Pray to end learning

<table>
<thead>
<tr>
<th>No</th>
<th>Rated aspect</th>
<th>Indicators and basis for assessment</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Seller and Buyer Identity</td>
<td>1. Identity of both parties is complete</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. The identity of both parties is incomplete</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. The identity of both parties is incomplete</td>
<td>1</td>
</tr>
<tr>
<td>2.</td>
<td>Articles (rights and obligations of sellers and buyers)</td>
<td>1. Article written in full</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Article written is incomplete</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. Article written is incomplete</td>
<td>1</td>
</tr>
<tr>
<td>3.</td>
<td>Place and date of agreement</td>
<td>1. Place and date of complete agreement</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. The place and date of the agreement are incomplete</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. The place and date of the agreement are incomplete</td>
<td>1</td>
</tr>
<tr>
<td>4.</td>
<td>Seller-buyer names and signatures</td>
<td>1. Complete seller-buyer name and signature</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. The seller's name and signature are incomplete</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. Seller-buyer names and signatures are incomplete</td>
<td>1</td>
</tr>
<tr>
<td>5.</td>
<td>Names and signatures of witnesses</td>
<td>1. Full names and signatures of witnesses</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. The names and signatures of witnesses are incomplete</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. The names and signatures of witnesses are incomplete</td>
<td>1</td>
</tr>
<tr>
<td>6.</td>
<td>Spelling accuracy, punctuation, and use of capital letters.</td>
<td>1. There are no errors</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. There are 5 to 10 errors</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. There are more than 10 errors</td>
<td>1</td>
</tr>
</tbody>
</table>

**Total** 18

End activities:
1. The teacher instructs students to make a commercial letter
2. The teacher closes the learning by saying greetings

20 Minute
Value = \frac{\text{Score obtained}}{\text{Maximum score}} \times 100

<table>
<thead>
<tr>
<th>No.</th>
<th>Value Category</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Very good</td>
<td>80-100</td>
</tr>
<tr>
<td>2.</td>
<td>Well</td>
<td>70-79</td>
</tr>
<tr>
<td>3.</td>
<td>Enough</td>
<td>60-69</td>
</tr>
<tr>
<td>4.</td>
<td>Less</td>
<td>50-59</td>
</tr>
<tr>
<td>5.</td>
<td>Very less</td>
<td>0-49</td>
</tr>
</tbody>
</table>

3. Result and Discussion

After the research was conducted by giving tests in the form of essays to class grade XI Students of SMA Negeri 1 V Koto Kampung Dalam, 35 experimental class students and 35 control class students, all the results of the completed tests were collected for analysis.

After knowing the raw score of each student, the score is summed to find the mean. To calculate the mean, use the following formula:

$$M = \frac{\sum x}{N}$$

$$M = \frac{2916.51}{35} = 83.32$$

Based on the above discussion, it can be seen that the average value obtained by grade XI Students of SMA Negeri 1 V Koto Kampung Dalam in the ability to write a commercial letter using the think talk write model is 67.29.

3.1 Homogeneity Test

Data homogeneity testing is done to find out the sample used in the study whether homogeneous or not and whether the sample used in the study can represent the entire population, the calculation is as follows:

$$X_1 = 83.32 \quad SD = 13.13 \quad SD^2 = 172.510 \quad N = 35$$

$$X_2 = 67.29 \quad SD = 12.90 \quad SD^2 = 116.599 \quad N = 35$$

Then,

$$F_{\text{count}} = \frac{\text{Varian the biggest}}{\text{Varian smallest}} = \frac{172.510}{116.559} = 1.48$$

$$F_{\text{count}} = \frac{dk \text{ numerator}}{dk \text{ denominator}} = \frac{35-1}{35-1} = 1.48$$

Based on the numerator number 35-1 and the denominator 35-1 = 34 and in \(f_{\text{table}}\) that is 1.77. So, \(F_{\text{count}} < f_{\text{table}}\) is 1.48 < 1.77. This proves that the sample comes from a homogeneous group, meaning that the data obtained represents the entire population.
3.2 Hypothesis testing

After calculating the score and the final value for each variable, then the effect of learning is sought by using the think talk write learning model for writing trade letters. In this study the researcher conducted a comparison between the results of the ability to write a commercial letter with the think talk writing learning model and the ability to write writing a commercial letter with a conventional model, for which the authors used the formula:

\[ T_{\text{count}} = \frac{x_1 + x_2}{\sqrt{\frac{1}{n_1} + \frac{1}{n_2}}} \]  

with value, \( S^2 = \frac{(n_1-1)s_1^2 + (n_2-1)s_2^2}{(n_1 + n_2)-2} \)

\[ X_1 = 83.32 \]
\[ X_2 = 67.29 \]
\[ n_1 = 35 \]
\[ n_2 = 35 \]
\[ S_1^2 = 172.510 \]
\[ S_2^2 = 116.599 \]

Then the above values are transformed into the following formula:

\[ S^2 = \frac{(n_1-1)s_1^2 + (n_2-1)s_2^2}{(n_1 + n_2)-2} \]

\[ S^2 = \frac{(35-1)172.510 + (35-1)116.599}{(35+35)-2} \]

\[ S^2 = \frac{5865.34 + 3963.36}{68} \]

\[ S = \frac{\sqrt{9828.706}}{68} \]

\[ S = 12.02 \]

Then \( T_{\text{count}} \) is

\[ T_{\text{count}} = \frac{x_1 - x_2}{\sqrt{\frac{1}{n_1} + \frac{1}{n_2}}} \]

\[ T_{\text{count}} = \frac{83.32 - 67.29}{\sqrt{\frac{1}{35} + \frac{1}{35}}} \]

\[ T_{\text{count}} = \frac{16.03}{\sqrt{0.05}} \]

\[ T_{\text{count}} = 16.03 \]

\[ T_{\text{count}} = \frac{12.02}{0.22} \]

\[ T_{\text{count}} = 54.55 \]

\[ T_{\text{count}} = 150.67 \]

\[ T_{\text{count}} = 6.06 \]

After the \( t_{\text{count}} \) is obtained, then it is compared with the value of \( t_{\text{table}} \) at the significance level = 0.05 with \( d_k = N_1+N_2-2 = 68 \) obtained \( t_{\text{table}} = 1.66 \) thus \( T_{\text{count}} > t_{\text{table}} \) is 6.06 > 1.66 then \( H_a \) is accepted by the hypothesis reads "the influence effects of the Think Talk Write (TTW) learning model on the students’ ability to write commercial letters in grade XI at SMA Negeri 1 V Koto Kampung Dalam".
4. Conclusion

Based on the results of research and data analysis obtained several conclusions as follows. First, the ability to write a commercial letter using the think talk write learning model by grade XI students of SMA Negeri 1 V Koto Kampung Dalam with an average value of 83.82 included in the excellent category. Second, the ability to write a commercial letter by using a conventional learning model by grade XI students of SMA Negeri 1 V Koto Kampung Dalam with an average value of 67.29 included in the sufficient category. Third, Based on the results of the test results obtained $t_{\text{test}} > t_{\text{table}}$ is 6.06 $> 1.66$. So $H_0$ is rejected and $H_a$ is accepted. Thus it can be concluded that there is the influence of the think talk write learning model on the ability to write commercial letters by grade XI students of SMA Negeri 1 V Koto Kampung Dalam.

Based on the results of this study, the suggestions that researchers can give are as follows. First, considering the mean of writing a commercial letter using the think talk write learning model is not maximal, so it is better for Indonesian language subject teachers to improve the quality of the lesson. Second, to improve student learning outcomes, teachers should be able to provide training in writing commercial letters, use of varied books and use of appropriate learning models.

References


Design of Learning Media of Arabic Subject for Informatics Engineering Study Program

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Abstract. Learning media for reading is an influential element in the success of learning Arabic language for the college student level. Lecturers need to prepare the appropriate learning media to lead the success of reading learning. This study aims to produce printed learning media (books) of Arabic subjects that will be used in the college especially for students of Informatics Engineering, produce reading learning media, and formulate the effectiveness of teaching materials to improve students’ reading skills based on a limited test. This study used Research and Development approach. In addition, this study employed theoretical and practical analysis, the analysis of lecturer and student needs, design development, design validation, and limited design tests. The results of this study show that: (1) Design of reading learning media, and (2) the learning media is effective for reading class and independent learning. From the results of this study, it can be concluded that the printed learning media can be used in learning activities

Keywords: Arabic, Learning media, Textbook

1. Introduction

In the success of learning, appropriate and relevant learning media become one of the supporting factors. Learning media include lesson plans, research, media and methods that will be used in learning. In the learning process, assessment, media and methods that will be used in learning, lecturers must adjust all activities in learning with the conditions and abilities of students, especially in the preparation of learning media that serve as a support for learning success.[1] This is in line with the Regulation of Ministry of Education No. 56/2013 on the process standards, regulating the planning of the learning process and emphasizing that lecturers in the education unit must be able to develop lesson plans.

The success of learning is substantially influenced by the planning of learning media. One of the learning media is teaching material, which is in accordance with the learning objectives, abilities and fields taken by students. However, the availability of teaching materials that are in accordance with the learning objectives, abilities and fields taken by students are lack, even do not exist.[3] One of the cases in in Arabic course (reading) in the Department of Informatics Engineering at Darussalam University of Gontor.

Research on Arabic course learning media has been conducted and learning media has been produced to help the success of learning Arabic both in the printed and non-printed media. However, Arabic learning media for the realm of lectures at college get rarely paid attention to, especially in the Informatics Engineering study program which is in fact the subjects and terms learned use English and are difficult to find in Arabic, resulting in confusion in the learning process.
From analysis, these problems come from the absence of Arabic learning media which causes a lack of enthusiasm from lecturers and students in carrying out learning activities. Therefore, this indicates that there are serious problems that must be immediately sought for a solution. In addition, it is feared that the absence of Arabic teaching materials that are in line with the Informatics Engineering study program will lead to the misachievement of competencies that have been set. If student’s competence does not meet the standards set, it will not rule out the possibility of students not being able to compete in the national and international world.

Efforts in solving the arising problems in the learning process are the preparation of teaching materials in accordance with the learning objectives and the field pursued by students.[4] This study seeks to contribute knowledge and understanding of making appropriate teaching materials. Research conducted by the author in making teaching materials for students of Informatics Engineering study programs is feasible in terms of content, language, presentation and graphics.

Learning media used in teaching and learning activities can be printed or non-printed media. Printed learning media such as dictionaries, notebooks, textbooks, exercise books, and teacher’s manuals.[5] While the learning media (books) created are lesson plans that are specifically intended to train students’ skills and abilities in reading and understanding Arabic in the realm of Informatics Engineering which are in accordance with the age and generation of students equipped with vocabulary and exercises that will add insight and hone students’ abilities.[6] Through this research, it is expected that it can foster interest in learning for students and related parties in developing learning activities.

Learning media are all materials (both information, tools, and texts) that are arranged systematically, which presents a complete figure of the competencies that will be mastered by students and used in the learning process with the aim of planning and studying learning implementation.[7] Teaching materials contain fields of study given to students in accordance with the objectives and learning curriculum, which are given by instructors to students to realize the desired learning objectives by paying attention to the affective, cognitive and psychomotor aspects.[8] In addition, there are four aspects that need to be considered in the preparation of teaching materials. These aspects include content or material, material presentation, language and readability, and graphic.[9]

This Arabic learning media (reading) is developed for the students of the 2nd semester of Informatics Engineering study program at Darussalam University of Gontor and is adjusted to the students’ level of ability in Arabic which is in the secondary level in learning Arabic. This textbook has several advantages, because there are principles and methods in learning. Each title is adapted to the Informatics Engineering course, supplemented with Arabic and vocabulary that explain the meaning of new and difficult words for students to understand, and there are also exercises that have a gradual difficulty level to hone Arabic language skills (reading) and in accordance with reading skills. It is arranged based on a design that can attract attention and arouse student learning enthusiasm, both in terms of shape, graphic arrangement, color, type and size of letters, and also with pictures as translator tools.

2. Method

This study used research and development method, aiming to create or develop products through trials of products.[10] This method was employed to produce certain products and test the effectiveness of the products. This research method was slightly modified to be adjusted to the research context. The scope of the research was the development of Arabic teaching
materials (reading) for students of Informatics Engineering study programs. In adjusting the research, ten stages were carried out, namely potential and problems, data collection, product design, design validation, design revisions, limited product trials, product revisions, product trials, product revisions, and mass production.[11]

In the design validation stage, researchers asked for assistance from a team of experts, namely lecturers at the Department of Arabic Language Education and the Department of Informatics at the Darussalam University of Gontor. The expert team was divided into four fields, namely experts in learning, matrices, language, and graphic design. While the practitioner test team consisted of 2 people, and the number of user test samples included in this development study were 30 students. Analysis of the validation test results by experts used descriptive analysis method by calculating the percentage of experts’ assessment, while the revision of the textbook was based on the results of discussions from the validation test by experts. Product revisions were based on results and evaluations on the first test and the results of the validation test. The first trial aimed to improve and revise the product, while the second trial aimed to determine the effectiveness of textbooks in improving Arabic language skills (reading). Analysis of the effectiveness of textbooks used the Paired Samples t-Test. Product revisions were carried out only if there is an evaluation of the results of the product usage test.[12]

3. Result

This study produced an Arabic textbook for reading skills to be the competence standard in learning Arabic, especially for students of Informatics Engineering study programs. This textbook consists of 100 pages including a calm presentation of Competency Standards, Basic Competencies and Achievement Indicators, allocation of learning time and instructions for using textbooks. This textbook is dominated by blue color and black writing on white paper to attract the attention of students and adapted to the realm of Informatics Engineering. This teaching material displays a lot of images with a good level of sharpness and bright color to make the readers do not get bored easily. The contents of the books that have been compiled and chapters on Arabic teaching materials (reading) for Informatics Engineering study programs are shown in Table 1.
Table 1. Material contents of learning media

<table>
<thead>
<tr>
<th>Chapter</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chapter 1</td>
<td>Minal ‘Ulama’ Al musliminfiArriyadiyat</td>
</tr>
<tr>
<td>Chapter 2</td>
<td>Asysyabakah Ad dauliyyah</td>
</tr>
<tr>
<td>Chapter 3</td>
<td>Al hasub</td>
</tr>
<tr>
<td>Chapter 4</td>
<td>MarahiluTathowwwuratiTiknuljinya Al ma’lumat</td>
</tr>
<tr>
<td>Chapter 5</td>
<td>MihanuTiknuljinya Al ma’lumat</td>
</tr>
<tr>
<td>Chapter 6</td>
<td>Wasailu At tiknuljinya Al haditsahfiKhidmati Ad da’wah</td>
</tr>
<tr>
<td>Chapter 7</td>
<td>BarmajatulHasubi</td>
</tr>
<tr>
<td>Chapter 8</td>
<td>Al fairusaat</td>
</tr>
<tr>
<td>Chapter 9</td>
<td>ThuruquHimayati Al ma’lumat</td>
</tr>
<tr>
<td>Chapter 10</td>
<td>Anwa ’ulJaraimi Al iliktruniyyi</td>
</tr>
<tr>
<td>Chapter 11</td>
<td>Ijabiyyatu Al intirnit</td>
</tr>
<tr>
<td>Chapter 12</td>
<td>Salabiyyatu Al intirnit</td>
</tr>
<tr>
<td>Chapter 13</td>
<td>AadahuwaAkhlaqiyyatuIstikhdami Al intirnit</td>
</tr>
<tr>
<td>Chapter 14</td>
<td>KafiyyatuInsya i’Mauqi i’iliktruniyy</td>
</tr>
</tbody>
</table>

The validity level of this textbook is shown in the results of validation test conducted by the experts stating that the initial design of this textbook of Arabic course (Reading) is Very Good with a percentage of 91.5%. The full results are shown in the following table.

Table 2. Criteria of Product Validity

<table>
<thead>
<tr>
<th>No</th>
<th>Percentage</th>
<th>Level of product validity</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>0% – 55%</td>
<td>Very Bad</td>
</tr>
<tr>
<td>2</td>
<td>56% – 64%</td>
<td>Bad</td>
</tr>
<tr>
<td>3</td>
<td>65% - 74%</td>
<td>Enough</td>
</tr>
<tr>
<td>4</td>
<td>75% - 89%</td>
<td>Good</td>
</tr>
<tr>
<td>5</td>
<td>90% - 100%</td>
<td>Very good</td>
</tr>
</tbody>
</table>

Based on the results of the assessment and evaluation of experts on the design of textbooks, product trials were conducted to determine the level of feasibility of Arabic textbooks (reading). The level of feasibility of textbooks is shown in the results of the trial of textbook products in a small scale learning, where researchers act as observers in the classroom by paying attention to the overall teaching and learning processes without being involved in it. From the questionnaire data involving the lecturers and students, the following descriptive analysis results are obtained (Tables 3 and 4).

Table 3. Recapitulation of Teacher Questionnaire Data on Product Feasibility

<table>
<thead>
<tr>
<th>No</th>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The role of textbooks in facilitating the teaching process</td>
<td>80%</td>
</tr>
<tr>
<td>2</td>
<td>Systematic preparation of textbooks</td>
<td>80%</td>
</tr>
<tr>
<td>3</td>
<td>The suitability of the material with the environment</td>
<td>100%</td>
</tr>
<tr>
<td>4</td>
<td>The suitability of language with the level of language</td>
<td>100%</td>
</tr>
</tbody>
</table>
From the results of descriptive analysis of teacher questionnaire data, it is known that Arabic textbook is good and feasible for writing skill with a percentage of 87.5%.

**Table 4. Recapitulation of Student Questionnaire Data on Product Feasibility**

<table>
<thead>
<tr>
<th>No</th>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The suitability of textbooks with daily activities</td>
<td>74%</td>
</tr>
<tr>
<td>2</td>
<td>Simple language in the textbook</td>
<td>74%</td>
</tr>
<tr>
<td>3</td>
<td>Exercise in the textbook</td>
<td>76%</td>
</tr>
<tr>
<td>4</td>
<td>Simple sentences in the textbook</td>
<td>77%</td>
</tr>
<tr>
<td>5</td>
<td>Simple vocabularies in the textbook ajar</td>
<td>79%</td>
</tr>
<tr>
<td>6</td>
<td>Simple examples of sentence arrangements</td>
<td>76%</td>
</tr>
</tbody>
</table>

From the results of descriptive analysis of student questionnaire data, it is known that Arabic textbook (reading) is good and eligible with a percentage of 76%.

In the testing phase, the first trial provide exercise in Arabic language material (reading) before the textbook was used in the learning process, while the second trial was conducted after the textbook was in the learning process. From the trials, it can be seen that there were significant differences, i.e. the mean for pre-test (Y1) was 5.1 and for post-test (Y2) was 6.3; therefore, the difference was 1.2. Significant value differences indicate that this textbook is effective in helping improve Arabic language skills of the students of Informatics Engineering study programs, especially in reading skills.
The results of t-Test on paired samples with pre-test and post-test scores are shown with the following output:

**Table 8. The results of t-Test on paired samples**

<table>
<thead>
<tr>
<th>Paired Differences</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>Std. Error of the Mean</th>
<th>Lower</th>
<th>Upper</th>
<th>95% Confidence Interval of the Difference</th>
<th>T</th>
<th>df</th>
<th>Sig. (2-tailed)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pair 1 Y1 - Y2</td>
<td>-1.20000</td>
<td>1.15166</td>
<td>0.11516</td>
<td>-1.73899</td>
<td>-0.66101</td>
<td>(-1.73899, -0.66101)</td>
<td>-4.660</td>
<td>19</td>
<td>.000</td>
</tr>
</tbody>
</table>

Hypothesis formulations of t-test for paired sample as follows:
Ho: there is no difference between pre-test and post-test scores
Ha: there is a difference between pre-test and post-test scores.

The test criteria in the t-test for paired samples are if t-count ≥ t-table or t-count ≤ t-table, Ho is accepted, and if t-count <t-table or t-count> t-table, Ho is rejected. T-table value is a statistical table value at a significance of 0.05 with a degree of freedom df 19, i.e. -1.72. The output in Table 4 shows that the value of t-count> t-table (-4.660 > -1.72); thus, Ho is rejected and it can be concluded that there is a difference between the pre-test and post-test values.[13]

4. Conclusions

From the result of analysis, this Arabic textbook (reading) is good and feasible to be used in terms of content, language, presentation and graphics, because it has been through validation from experts and the feasibility and effectiveness tests. The effectiveness of this textbook can be seen from the significant difference between the pre-test and post-test average scores that have been carried out on a small scale. In addition, this textbook can help the second semester students of Informatics Engineering study programs in improving their Arabic language skills, especially in reading skills.

5. Suggestions

It is expected that lecturers of Arabic course will pay more attention to all language proficiency possessed by students, especially in the ability to read and determine appropriate teaching materials, because this is one of the skills that plays a major role in students to open the window of knowledge. This research and research product can be developed based on the needs of each campus and student. It is expected that this textbook can be used to achieve the objectives of this textbook, i.e. to help and develop Arabic language skills (reading), especially for students of Informatics Engineering.
Aknowledgment

The author would like to thank the Ministry of Research, Technology and Higher Education which have supported research funding, and Darussalam University of Gontor which have facilitated various stages of research, both in data collection, data acquisition and also the preparation of research reports.

References

Gender discrimination In Novel Biru By Fira Basuki

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Abstract. This research is motivated by the phenomenon of gender discrimination experienced by women leaders who were targeted male sex object. This novel depicts a strong female figure, brave commanding and so on. However, women are still the object of violence by men. This study aimed to describe gender discrimination in Novel Biru Creation Fira Basuki in the form of marginalization, stereotypes, and violence. The research is a qualitative descriptive method. Sources of data in this study are novel Biru Creation Fira Basuki which consists of 340 pages. The results of this study indicate that gender discrimination in the novel Biru 17 data consists of marginalization, stereotypes, and violence. It can be deciphered. First, the form of marginalization of gender discrimination found as many as two data. This is reflected in the characters Gloria are marginalized by their parents so exiled from his family. Second, gender discrimination in the form of stereotypes found as many as eight data. This is illustrated in the figure as the Singapore women SPG (Sarong Party Girl) who likes to hook Caucasians and marry her. Third, gender discrimination violent form found as many as seven data. This is reflected in the characters Gloria getting physical violence on her body that is raped by four men on the way to his house.

Keywords: Discrimination, Gender, Women, Novel Biru.

1. Introduction

The literary work is not foreign to human life. It can be seen from the resulting works such as poetry, prose, and drama. The literary work is a creation of one's thoughts in the form of the submission of ideas derived from the reality of life. Through literature, one can convey his views on life and appreciate it is written from so that connoisseurs of literature can know the problems that occur in life. an author expressed his views about life in the surround[1]. One form of literary works is novel.

The novel as a literary work product, provide various possibilities of human life issues, namely the issue of gender discrimination that distinguishes humans on women and men based on the social and cultural construction[2]. These problems afflict many women's lives are rife from the beginning until now. Many women workers are eliminated and become destitute as a result of the development program. Women are marginalized from the various types of agriculture and industry is more unskilled male and focuses solely on male farmers[3]. Female gender as perceived as being weak and need protection [4]. The differences are constantly giving birth to gender inequality so socialized an imbalance which in general can be detrimental to women [5]. This is the aspect triggers gender discrimination is unfair treatment against one sex between men and women based on cultural construction of the role, functions, political and social life [6,7].

As a written discourse, in the novel, there is one element forming a discourse that genders discrimination.[8]states that gender is a distinction between women and men in the roles, functions, rights, behavior established by the provisions of the local culture.
Gender discrimination is the denial or restriction made based on gender roles that are socially constructed [9]. Gender discrimination is manifested in various forms, namely (1) the marginalization that the incidence of poverty in society and the state caused by a variety of events, (2) the subordination of the attitude that puts women in a position that is not important and emerging notion that women are emotional or irrational that women could not perform the lead, (3) stereotype (violence) is labeling or tagging adversely group or a certain type, (4) violence that is the attack on the physical and mental integrity psychological, (5) the workload that is processing the household so many women the burden of work more and longer than men [3].

Gender roles can lead to various problems and inequities for women [10]. Depictions of women who are victims of gender discrimination are the depiction of the female figure or a mass-mediated in the literature that tends to marginalize the position of women. In crime news, highlighted many women-related issues of violence, abuse, and sexual harassment. Women are portrayed as objects of exploitation, as a suspect or a victim. There is a presumption that women are invited (fishing) crime on themselves. The depiction of such research is the basis for researching gender discrimination.

The course of a study on gender discrimination last few years has been carried out by various states such as California, Canada, Turkey, Pakistan, India. This can be proved the existence of discrimination and unequal treatment of one gender because of cultural influences, social life, education, politics, and race [11, 12, 13, 14, 15, 16].

Gender discrimination remains a problem in the world are like Europe also occurs gender inequality. This is seen in the finding[17]shows that there has been inequality of women in employment. This is reflected in the level of job satisfaction is lower. In the country of Zimbabwe (city of Gweru) also occur gender discrimination. It can be seen in the findings[18]findings showed in educational institutions are gender discrimination against girls, to reduce gender inequality, Zimbabwe made an international treaty. [19] findings show that discrimination also occurs in primary school students in the 1950s, 1970 and 1980 in Turkey interviewed with different times since 2010.

Also, based on a review of previous research on gender discrimination has been done before by researchers in Indonesia. Research relevant to this study is [20, 21, 22, 23] The findings indicate that gender discrimination experienced by the female characters, namely marginalization, subordination, stereotyping, violence and workload.

[24] findings show gender discrimination experienced by characters Ginko caused by gender. This is due to the Meiji era there are boundaries between men and women. [25] Also says in its findings that gender discrimination also occurs in female characters such as physical violence, sexual violence, economic violence, and spiritually caused by poverty, social, psychological, cultural, and weak social control primer that caused this to happen. [26] findings indicate that gender discrimination experienced by Marni figures that Marni had to violate the norms and nature as a woman in the new order era until he reaped the scorn of local communities, [27] findings show that discrimination received by women in the form of subordination and stereotyping in the form of abusive treatment of women caused by the power of the men, causing women is subject to these powers.

When discussed more deeply, women's issues are often present in the literature. It can be seen from the findings earlier. Many women authors who raised and disseminate women's issues such as novelistBiru namely Fira Basuki, raised the issue of gender discrimination. The interesting thing in this novel is the author was able to drag the reader to enter and visualize the position of the character. Therefore, this article discusses the gender discrimination which focuses on the forms of marginalization, stereotyping, violence in the novelBiru creation Fira
Basuki, Differences of this study is contained in the object and the depiction in analyzing the object. This study aimed to describe, analyze and interpret the detailed and systematic form of gender discrimination against the novel Biru creation Fira Basuki.

2. Method

This study used a qualitative descriptive study [28] With the objective of gender discrimination in the novel describes Biru creation Fira Basuki. This research data in the form of words, sentences, paragraphs contained in the novel Biru creation Fira Basuki, Sources of data in this study is novel Biru creation Fira Basuki published PT Grasindo 2003 consists of 340 pages.

The data collection technique is technical documentation. Steps, namely (1) read and understand novel Biru creation Fira Basuki as a whole to get a thorough understanding, (2) identify the data, (3) classifying the data, (4) recording the data has been classified. The data analysis technique used is the technique description. The steps do is (1) to read the classified data, (2) analyzing the data, (3) summed up the results of the analysis.

3. Results and Discussion

History penalties describe gender discrimination that consists of marginalization, subordination, stereotyping, violence, and double burden. But after reading and analyzing the novel Biru Fira Basuki's work. The data in this study focused on marginalization, stereotypes, and violence against gender discrimination in the novel Biru creation Fira Basuki. In this novel Fira Basuki try dragging the reader to be able to sign and imagine if it was in the position of each of the characters. The results of this study indicate that gender discrimination in the novel Biru creation Fira Basuki 17 data consists of marginalization by 2 data, the stereotype as much as 8 data, and violence as much as 7 data.

Marginalization

Marginalization is a process of marginalization in the field of work that resulted in poverty to one gender. For example, evictions, natural disaster or the exploitation process, food self-sufficiency program or the green revolution (green revolution) economically have removed the woman from his job so that impoverish them. The marginalization can be seen from the excerpt below:

This event draws on Aris concern of street children living in slums, of suburban railroads Pejempongan, under bridges Layang Klender, until the edge of the area Tanah Abang times. They live in poverty, poor as a beggar. This is evidenced by the following quote.

(1) "Ini sarang anak-anak tak punya, mereka hidup sebagai pengemis cilik, dagang asongan, dan mungutin sampah...melarat, “begitu katanya, yang dimaksud tentu saja anak-anak yang tinggal dipinggir kali dan di bawah jembatan di Jakarta”.

The quote above indicates that street children and children living in the outskirts times get gender discrimination in the form of marginalization. This is evidenced by the quote "Ini sarang anak-anak tak punya, mereka hidup sebagai pengemis cilik, dagang asongan dan mungutin sampah" these quotations indicate that the children periphery marginalized with a life of poverty, they have to work hard to survive, although it must be a beggar.

These events illustrate the character Gloria who raped until pregnant. These events resulted in Gloria expelled by his parents because of shame and no longer recognizes as his daughter Gloria, Gloria was forced to leave home because their parents no longer want her, despite the
disaster suffered by Gloria is not merely of his behavior. But Gloria did not dare to tell her what happened to her. This can be seen in the quote below.

(2) “Kamu terpaksa keluar dari rumah besar itu Gloria. Papi memutuskan untuk pindah kembali ke Manado, dengan mami dan kakak-kakakmu.. tapi kamu tidak diajaknya. Kami akan membiayai anak itu, Gloria. karena kami umat beragama, tidak percaya pembunuhan sebuah janin yang diciptakannya dan membawa pesan. Cuman ayahmu keres Gloria”.

In the quote above indicates gender discrimination-shaped Gloria get marginalization. This is evidenced by the quote "Kamu terpaksa ke luar rumah Gloria, Papi memutuskan untuk kembali pindah kemanado dengan mami, kakakmu, tetapi kamu tidak di ajak" the statement signifies Gloria marginalized from the release because the parents Gloria embarrassed by the state of Gloria that now, because before Gloria was the only child to be proud of his family. But that changed when Gloria made a disgrace to his family.

Stereotype

The stereotype is labeling or tagging against gender-restricting effects or harm one sex get unfair treatment. For example, marking the beginning of sums that women preening is to lure the attention of the opposite sex. Stereotypes can be seen in the excerpt below.

His incident tells the story of Su lin telling his homecoming named Roger who brought another girl who was not his wife, but the young and passionate woman. This can be seen in the quote below.

(3) “Dua puluh tahun, bayangkan! Muda dan bergairah. Yang jelas si perempuan itu sungguh SPG (Sarung Party Girl), Julukan untuk perempuan Singapura yang memang niat menggaet bule dan kalau bisa menikahinya”.

In the quote above indicates young women (female Singapore) get a form of gender discrimination stereotypes. This can be evidenced by the quote " yang jelas si perempuan itu sungguh SPG (Sarung Party Girl)". Said SPG (Sarong Party Girl) is negative labeling obtained by women in Singapore. Labeling Singapore arises because women often rake in Caucasians and marry her.

This event tells the story of Mita conducting illicit relations (sexual relations) with one of a man who was a friend of his parents. This prohibited relationship occurs because Mita likes her security, Mita did not realize until the act of doing will ruin himself. In the end Mita apologetic and admitted his guilt to his parents. This can be seen in the quote below.

(4) “Kemudian pak Aris itu Ma, yang tadinya si Gepetto, memberi napas seperti Peri Biru. Si peri Biru yang baik. Tetapi Mita tidak sadar ketika ia berubah wujud jadi si Stromboli, memiliki Mita”.

In the quote above indicates Aris obtain shaped stereotypical gender discrimination. This can be evidenced by the quote " Ia berubah wujud jadi sistromboli". This labeling occurs because Mita imagines Aris like Stromboli, which has the attitude and expertise in seducing women and Hafa satisfies his lust. So the woman who approached him was trapped with his seduction persuasion.

This event tells the story of the meeting of parents Mita laments about life suffered. This happens, for Mita imagine a beautiful life. But in the end all is not as expected Mita. Mita disappointed with the actions to overwrite the bad luck, and blamed by his friends who are proud of the events that happened. This can be seen in the quote below.

bangga, Ma? Ketika perempuan-perempuan lain itu berubah menjadi keledai, berjalan, bersuara dan berlagak aneh...mengapa Mita yang seperti Pinokio, baru bertelinga dan berekor keledai, tapi belum berubah wujud, ketakutan? Mita mencoba berlari dari pulau miliknya”.

In the quote above indicates, Mita friends get gender discrimination in the form of stereotypes (negative labeling) of Mita. This is evidenced by the quote “perempuan-perempuan lain itu berubah menjadi keledai, berjalan, bersuara dan belagak”. The mention of this donkey appeared as Mita very disappointed with his friends who had made him fall kelembah destruction. Mita equates her with Donkey.

These events tell about the pain suffered by Mita. Mita took a big hit on the events that happened. The downturn caused Mita can not hold it and told her parents. This can be seen in the quote below.

(6) "Lebih sakit lagi ternyata, Mita memang boneka mainannya, pinokio yang tadinya gembira dihidupkannya, dimainkannya untuk pertunjukan dan diajak senang-senang hingga jadi keledai. Dia tertawa puas Ma, sementara Mita sebelum ini serasa Pinokio berhidung panjang, berbohong terus, menyimpan ini dari mama”.

In the above quotation indicates gender discrimination Mita give to him in the form of negative labeling (stereotypes). This labeling appears as Mita blames himself that gullible, deceived by the persuasion of others. Mita admitted his guilt to his parents until Mita felt like long-nosed Pinocchio who had lied to their parents.

These events tell about the disappointed of parents Mita to Aris who is his own. This can be seen in the quote below.

(7) " Ibu mana yang tidak terenyuh mendengar putrinya berbicara demikian. Hatiku terasa disayat-sayat tipis hingga kesumsum tulang. Aris brengsek! Biadab! Binatang ".

In the above quote, Aris gets gender discrimination from Mita's parents in the form of stereotypes (negative labeling). This can be evidenced in a quote "Aris brengsek! biadab! binatang”. This labeling arises because of parents Mita very disappointed with Aris's treatment to their children. Aris has damaged personality Mita's cause was devastated and always blames himself for the events that happened. Parents Mita did not receive treatment to his son until his Aris could not contain his anger and harsh words came out of his parents.

This event tells the anger of parents Mita to Aris who has left wounds to his son, but Mario is a friend Aris defended and communicating Aris kindness to others. But Mita’s parents ignore the slightest kindness of Aris. This can be seen in the quote below.

(8) "Aku tidak peduli lagi jika ia membantu banyak orang, atau bahkan si Ondi, anak jembatan yang bau dan kumal dulu. Yang kupeduli sekarang adalah nasib Mita. Nasib buah hatiku sendiri ".

In the quote above indicates a bridge child get gender discrimination by parents Mita shaped stereotypes (negative labeling). This is evidenced by the quote "Anak jembatan yang bau dan kumal dulu". This labeling occurs because of resentment and disappointment parents when Aris Aris Mita to help children bridge with him.

This event tells of disappointment Rahman (parents Mita) to his daughter Mita who does not want attention from his father. Although father Mita very ignored and anxious about the state of Mita. This can be seen in the excerpt below.

(9) "Aku dianggapnya monster, Ma, “keluh bang Rahman. Aku mencium pipi suamiku itu. Sabar, Pa.”Hebat sekali pria itu Ma, ia merusak keluarga kita, “katanya lirih".
In the above quote Bang Rahman obtain gender discrimination by Mita (daughter) in the form of stereotypes (negative labeling). This is evidenced by the quote "Aku dianggapnya monster". Said the monster is a form of negative labeling received by Bang Rahman. This labeling happened because Mita considered all the man's attitudes to be the same as his own. Mita traumatized by the events that happened until he identifies his father with others.

This event tells about the origin of Aris who does not know who the father is. Aris always finds out the identity of her to any person who is close to his mother, but Aris never knowing who his real father. This makes Aris upset and blames himself. can be seen in the excerpt below.

(10) "Ini mungkin menjawab pertanyaan, siapa aku? aku berasal dari darah kotor dengan napsu binatang. Darah seorang pria pemerkosa yang mengalir kenadi-nadiku. Aku terlahir demikian! Aku terlahir dari seorang suci perawan, ibuku yang bernama Gloria".

In the quote above indicates Aris obtain gender discrimination against him that is shaped stereotypes. Negative labeling is obtained Aris Aris considers itself derived from animal lust.

Violence

Violence is an attack or invasion (assault) against the physical and mental integrity of a person's psychology. Gender violence caused by power inequalities that exist in society. The violence can be seen in the following excerpt.

This event tells the story of Mama Greta's anger at Horison who has dropped food (chicken porridge) to the plate and the food scattered about. Mama Greta angry because the funds to replace the plate will be taken from the fund orphanages, but the fund is not to replace other damages like broken dishes chicken porridge. Anger Mama Greta inflicts pain by Horison is a punishment that is not reasonable. This can be seen in the quote below.

(11) "Aku tidak bisa memaafkanmu, sejak pertama kali! Tidak bisa!"Mama Greta menggeret tanganku dengan paksa dari kursi. Aku diseret -seret hingga kedua sepatuku yang menggeser lantai berdenyit-denyit".

The quote above indicates Horison gets the violent form of gender discrimination by Mama Greta. Violence obtained Horison form of mental abuse and physical violence in the form of a threat then Horison he chains hands and feet. This violence occurs because Mama Greta does not accept behavior that has been dropped food Horison until strewn.

This event tells the story of disappointment, anger Mama Greta at Horison who had ruined his life. Greta mama loved lover left him because Horison that suddenly appeared in the room, Mama Greta. Until Mama Greta's anger peaked for Horison Dropping food until scattered. These events cause mama Greta revenge on the Horizon. Although the Horizon does not know the least of the event experienced by Mama Greta. This can be seen in the quote below.


The quote above indicates Horison gets the violent form of gender discrimination by Mama Greta. Violence obtained Horison form of mental abuse and physical violence in the form of a threat then Horison he chains hands and feet. This violence occurs because of
disappointment. Mama Greta told Horizon that has ruined his life. coupled with the food being dropped by Horizon to place food dishes broken and strewn on the floor. This incident adds to the anger Mama Greta against Horison.

These events tell about the abuse sexual conducted by Rick to Cindy. This happens when they're looking at a show. Mid-Events Rick performs the unnatural treatment to Cindy. This can be seen in the quote below.

   “Duh...apa lagi nih? Rick...not again, please,” pintaku. Tangannya kini merogoh-rogoh rok bawahku yang mini. Jarinya mulai memainkan celana dalamku”.

   In the quote above indicates, Cindy obtains gender discrimination in the form of physical violence by Rick. This can be seen in the quote "tangannya kini merogoh-rogoh rok bawahku yang mini dan memainkan celana dalamku". Words fumbled and play my underwear is a form of physical abuse received by Cindy. This violence occurs because Rick wanted to vent their lusts to Cindy.

   This event tells the story of Cindy's career while in Singapore with Robin. In Singapore, Cindy taught how to walk on the catwalk, how to smile and pose, to manners and social ethics. But one night Robin brazen act to Cindy. This can be seen in the quote below.


   In the above quote, Cindy obtains gender discrimination in the form of physical attacks by Robin. Cindy obtained violence contained in the said crushing, touched my lips, crushed my lips, pussy torn. The violence began when Robin was unconscious in his sleep. Robin with raping Cindy rough sleeping. However it is felt by Cindy to Cindy struggled, but Robin ignored rebellion, Cindy.

   This event tells of disappointment Lindih to her husband cheating with her classmates. The incident began when Lindih see Setiawan (her husband) were in the same car with his friend. Lindih then follows the car. Unexpected turns in the car are the husband Lindih. To be sure, the next tomorrow Lindih returned to the house. Lindih anger peaked when I saw they were in the same room. This can be seen in the quote.

   "Lindih menendang pak Gamut yang mencoba mendekat, ia bahkan menggigit lengan Yu Iyah yang menahannya. Dibukakannya pintu kamar tadi yang tidak terkunci”.

   In the quote above the father, Gamut get gender discrimination in the form of physical violence by Lindih. This violence is contained in the word kicking, biting. This violence occurs because the pack approached Lindih Gamut to try to reclaim the dagger held Lindih. However Lindih plays with me for holding the machete, so it was forced to pack Gamut Lindih kick that was holding a machete stay with him.

   This event tells the story of the feud between Lindih, Kira and Setiawan. Guess who did not receive treatment Lindih guess tells him that he has officially become the wife Setiawan. However, Lindih still did not accept what was said by Kira and her husband told her of betrayal that is having an affair with his friend. Lindih did so desperate to kill Setiawan. This can be seen in the quote below.
Buktinya bisa. Kami menikah resmi...seminggu lalu..."Lindih melotot dan kian menekankan ujung golok yang membuat leher Setiawan sedikit berdarah".

In the above quote, Setiawan gets gender discrimination in the form of physical violence by Lindih. Violence is in getting there in the sentence Setiawan pressed the dagger that made the Setiawan bloody neck. This violence occurs because Lindih felt betrayed by her husband and herself. Until the feud between Lindih with Kira. Without thinking long Lindih pressed the dagger into the neck Setiawan.

This event tells the story of Gloria's fear when entering a narrow alley toward his home, on the way Gloria collided with four men were grim, rough who want to harm Gloria. This can be seen in the quote below.


In the above quotation Gloria obtain gender discrimination in the form of physical abuse of four men were grim and rude. Violence obtained by Gloria illustrated by the quote "Mulutnya dibungkan dengan kain lusuh, baju seragamnya dicabik-cabik, tangan dan kaki diikat, Tubuhnya dijilati dan digigit sana-sini beramai-ramai, dua buah dada kebanggaannya dibagi-bagi untuk empat orang, melahap bagian terenak yaitu simbol kewanitaan ". The quote is a form of violence experienced by Gloria. This event occurs because Gloria walking in a deserted place and was followed by some evil men.

**Discussion**

This section will discuss some of the findings related to the aspects that have been analyzed. After analyzing the gender discrimination that consists of marginalization, stereotyping, and violence in the novel *Biru* creation Fira Basuki. In theory, invented [3] (there are five forms of gender discrimination. However, the researchers limit by analyzing the third part of gender discrimination by the novel being investigated.

In the novel *Biru* creation Fira Basuki there is gender discrimination against women named Gloria, Gloria suffers injustice since he was unfortunate when school is gang-raped by a bunch of lads. The tripGloriaconfronted by a swarm of men inhuman until this tragedy happened. Injustice occurs in various forms such as marginal or economic impoverishment process, stereotypes or negative labeling, physical and psychological violence. As a result of gender inequalities experienced by Gloria cause Gloria expelled from the house and abandoned by their families.

**4. Conclusion**

Based on the findings that have been made, it can be concluded that gender discrimination 17 data consists of marginalization, stereotypes, and violence. It can be described as following. First, the form of marginalization of gender discrimination found as many as 2 data.
Acknowledgements

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References


THE ACT OF DIRECTIVE SPEECH IN LEARNING PROCESS AT 8TH GRADE NURUL IKHLAS YUNIOR HIGHT SCHOOL

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Abstract. The purpose of this study is to explain the types of directive speech acts and the strategy used in directive speech acts by teachers in classroom learning. This type of research is a mixture of qualitative and quantitative research. The data source is the teacher's speech act in learning in class VIII Junior High School Nurul Ikhlas Padang Panjang. The research instrument was the researcher himself using a recording device, observation sheets, and interviews. Data were collected by observation, recording, recording, survey and interview techniques. Based on data analysis and discussion, the following is concluded. The types of directive speech acts used in the learning process in the classroom by teachers with high to low frequency of use are as follows: requests, statements, requirements, prohibiting, licensing, advice that includes advising, commemorating, proposing. The use of teacher's speech act strategies in classroom learning in the order of frequency of use from high to low is as follows: speaking frankly without further ado, speaking frankly with positive politeness pleasantries, speaking frankly with negative politeness pleasantries, speaking vague, and speak in the heart. Based on the findings and discussion, it is suggested the following. To explain learning material, it is better to use a straightforward speaking strategy without further ado because it makes the speech act message easily and clearly understood. To govern, it is best to use a direct strategy with small talk or a vague strategy because it minimizes coercion and burden on students.

Keywords: directive speech act, teacher, learning, speech strategy

1. Introduction

The process of communication and interaction by humans has a purpose and purpose in speech events that are manifested in speech acts. Every speech act contains the specific intention of the speaker. The speaker understands the intention of the speaker by making an inference. Teacher directive speech acts are often done in classroom learning.

Directive speech act are speech acts carried out by the speaker so that the speaker takes the actions mentioned in the speech.¹ This is in line with the opinion [²] that directive speech acts are speech act designed to encourage speech partners to do what the speaker wants. [³] defines the directive speech act as an action taken as a tool for the interlocutor to take an
action. Based on some of the opinions above, directive speech act are concluded as speech acts that are intended for the speaker to take an action.

The use of language in the learning process can be seen as speech act. Speech act is a theory that examines the meaning of language based on the relationship between speech and the action taken by the speaker [4]. Based on this, the use of language, especially in directive speech act in the context of classroom interaction, can be assessed based on speech act theory as a pragmatic part.

Speech strategy is how someone to produce speech that is interesting and understood by the interlocutor. [5] states that the speech strategy may be applied within a group or as a whole speaker or it may be only as an option used by a speaker individually on a particular event.

Some people have conducted directive speech act research in the teaching and learning process in class, namely [6] discusses the Teacher and Student Directive Speech Act in Class III Learning at Tipo Palu Elementary School. The results of this study found the use of directive speech act in the form of commanding learning. [7] discusses a pragmatic study of the high school teacher directive speech act in classroom teaching activities. In this study found the frequency of the occurrence of directive speech act of high school teachers in classroom teaching activities that include:

1) orders
2) requests
3) suggestions

Discussed directive speech act in the interaction of teaching and learning of Indonesian subjects at Sidenreng Rappang 6 Public Junior High School [8]. The results of research in the types of directive speech act that often arise are direct direct speech act compared to indirect direct speech acts, and directive speech act strategies found in 7 speech functions. Examines the teacher directive speech act in Indonesian language learning at Middle School 15 Padang. In the study, it was found from the five types of directive speech act that teachers tend to do in learning Indonesian in Middle School 15 Padang that are instructed speech acts,[9]

Examined the teacher directive speech act and student responses in learning Indonesian in class VII of Junior High School 2 Painan. The result of the research directive utterances most widely used is the type of speech act ordered. [10] Examined the directive speech acts of teachers in the Palu 19 Public Middle School. The results of this study indicate that the directive speech act of teachers in the classroom are found in the form and function of speech. [11] Examined the directive speech act analysis on teacher and student interactions in learning in class V of Primary School Kanisius. The results of this study found 28 types of directive speech act ‘questions’. 10 types of directive speech act ‘commands’, 2 types of directive speech acts ‘requests’, 4 types of directive speech act ‘advice’, and 1 type directive speech act ‘prohibition’. [12] Examines the directive speech acts of teachers in learning Arabic. In the research found speech act of asking, praying, inviting, asking, directing, prohibiting, allowing, suggesting, and encouraging. [13]

Although a number of people have conducted research on directive speech act, directive speech action strategies in classroom learning have not been thoroughly studied.

Trends in teaching teacher speech act need to be investigated because students who study at Nurul Ikhlas Middle School are sometimes uncomfortable in the learning process. When the students were interviewed on November 23, 2018, they answered that the discomfort was partly due to the teacher's speech act.

Based on the description above, the researcher is interested in examining the directive speech act. This study aims to explain the types of directive speech act and the use of speech
strategies in teacher directive speech acts in the teaching and learning process in the classroom.

2. Research Methods

This study uses a mixed method, namely qualitative and quantitative. The location of this research is Junior High School Nurul Ikhlas Padang Panjang which is located on Pincuran Tinggi Street, Panyalaian, Ten Koto, Tanah Datar, West Sumatra. The school, which was established 26 years ago, is quite good because all of its students come from outside West Sumatra and abroad.

The subjects of this study were three teachers who taught in class VIII Nurul Ikhlas Junior High School Padang Panjang. The reason for choosing the subject is based on the experience of the teacher who has had teaching experience, so that it is smooth in teaching.

The research instrument was the researcher himself using a recording device, observation sheets, and interviews. The researcher has the role of setting the focus of the study, selecting the informant as the source of the data, collecting data, assessing the quality of the data, analyzing the data, interpreting the data and making conclusions on the findings.

This data was collected by observation and interview techniques. Thus, researchers in an effort to obtain data is done by recording the speech of teachers and students while the learning process in class is underway. In addition, interviews were used with students to determine the level of politeness in the speech acts of the teacher. Recording technique is done by researchers going to the field and recording the voice of the teacher who is teaching in the classroom without the teacher's knowledge. Recorders use mobile phones. Data were analyzed qualitatively and quantitatively based on speech act theory.

3. Discussion

In this section, the discussion of research is concerned with two things that will be revealed based on the objectives of this study, the types of directive speech acts and the strategy of speaking in directive speech acts that can be seen in Table 1.

<table>
<thead>
<tr>
<th>Type of Directives Speech Act</th>
<th>Total</th>
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<tr>
<td>Demand</td>
<td>53</td>
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<tr>
<td>Question</td>
<td>76</td>
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<tr>
<td>Requirement</td>
<td>41</td>
</tr>
<tr>
<td>Prohibition</td>
<td>8</td>
</tr>
<tr>
<td>Permits</td>
<td>11</td>
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<tr>
<td>Advice</td>
<td>34</td>
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<tr>
<td>Presentatif</td>
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<tr>
<td>Amound</td>
<td>34%</td>
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<tr>
<td>Presentatif</td>
<td>18%</td>
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<td>5%</td>
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<td>100%</td>
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</table>

Based on table 1. It can be seen that the speech acts used in the learning process in class are speech act asking, asking, prohibiting, allowing, and advising. The use of speech acts of asking, asking, prohibiting, permitting, and advising can be seen in the following example.

The speech act demand group can be seen in example (1).

(1) Yes, please Azkia read now!

Ya, silakan Azkia baca sekarang!
Example (1) is a speech act of type of request marked with the word please.
Speech action group types of questions can be seen in example 2.

(2) Do you still remember what the description text is?
Masih ingat itu apa teks deskripsi?
Example (2) is an act of speech which type of question is indicated by what word.
Speech action group types of requirements can be seen in example 3.

(3) So, now the cleric continues to his structure and language again. In the book Marbi there is page 13.
Example (3) is a type of commanding speech act which is indicated by the word continue.
The speech act type group advice can be seen in example 4.

(4) Oh, you don't need to use the table.
Oh, nggak usah pakai tabel.
Example (4) is an advising speech act that is marked with the word no need.

Based on table 1, it can be seen that there are seven types of directive speech act, namely groups of questions, requests, requirements, advice, licensing, and prohibitions. The frequency of use of directive speech acts in the order mentioned earlier is higher and then smaller is as follows (1) group B, namely asking questions, having thoughts and interrogating, (2) group A, namely asking, asking, inviting, encouraging, encouraging, inviting, and suppressing, (3) group C, i.e. governing, commanding, demanding, dictating, directing, instructing, regulating, and suggesting, (4) group F, namely commemorating, proposing, guiding, and suggesting, (5) group E, namely giving permission, allowing, granting, releasing, permitting, giving authority, and granting, (6) group D, i.e. prohibiting and limiting.

**Speech Strategies in Directive Speech Actions by Teachers in Classroom Learning can be seen in table 2**

<table>
<thead>
<tr>
<th>Strategi Bertutur</th>
<th>Jumlah</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>BTTB</td>
<td>BTdBK</td>
<td>BTdKN</td>
<td>BTSS</td>
<td>BTdH</td>
<td>190</td>
</tr>
<tr>
<td>Persentatif</td>
<td>44.73%</td>
<td>36.84%</td>
<td>7.89%</td>
<td>7.36%</td>
<td>3.15%</td>
<td>100%</td>
</tr>
</tbody>
</table>

**Description:**
BTTB : Keep On Lasting Without a Tongue
BTdBKP : Keep Bright with Positive Humor Language
BTdBKN : Keep it Bright with Negative Moral Language
BTSS : Speak Vaguely
The frequency of the use of speech strategies in directive speech acts by teachers in learning in class VIII from high to low is as follows: Clearly without further ado (85% out of 85), Continued light with positive politeness language (85 out of 44.73%), Keep up the light with negative politeness language (70 of 36.84%), speak vaguely (14 of 7.36%), and speak in the heart (6 of 3.15%).

An example of using a speech strategy can be seen in the following example.

(5) Borrow the notes first, okay?

Example (5) is a straightforward-talking strategy that is marked with the word Borrow which is used to express requests and records that are something that is requested.

(6) So, now the cleric continues on to his linguistic structure.

Example (6) is a frank speaking strategy with positive politeness that is indicated by the present word which implies that the speaker invites the speaker to jointly perform the actions stated by the speaker.

(7) Yes, can the one sitting in the front explain it? What is his name?

Example (7) is a frank speaking strategy with negative politeness, the speech is carried out by a teacher to students and their relationship is not yet familiar.

(8) Yes, what else is it, son?

Example (8) is a frank speaking strategy with vague politeness marked with the word Nak. This strategy is used by speakers to soften their speech so that the speech feels polite.

Based on the results of the research in table 2 above, it appears that the straightforward strategy without further ado is most used in teacher directive speech act in learning in class VIII, because in this situation the classroom situation is calm, the topic of discussion in learning without offending the speech feelings and goals is want to achieve is to explain the subject matter, the strategies that teachers tend to use are frank speaking strategies without further ado. With a straightforward speaking strategy without further ado, students can understand the subject matter easily and clearly.

4. Conclusions And Suggestions

The types of directive speech acts used by teachers in learning Indonesian in class VIII Junior High School Nurul Ikhlas Padang Panjang are (1) the demand group, requesting, inviting, encouraging, inviting, and suppressing amounting to 23.7% of 223 data, (2) the question groups that includes asking, interrogating 34% of 223 data, (3) group requirements, which includes governing, commanding, demanding, dictating, directing, instructing, regulating and requiring 18.7% of 223 data, (4) prohibition groups include prohibit and limit to 3% of 223 data, (5) licensing groups, which include granting permission, allowing, granting, releasing, authorizing, authorizing, and granting 5% of 223 data, and (6) counseling group that includes advising, commemorating, proposing, guiding and suggesting amounting to 15% of 223 data.

The sequential strategies used in directive speech acts in order from high to low are as follows: (1) the question group, (2) the demand group, (3) the requirements group, (4) the advice group, (5) the permit group, and (6) prohibited groups.
References

Lexical Cohesion of Antonyms in The Folklore Literature Materials Titled Asal-Usul Burung Hantu

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Abstract. The folklore literature titled Asal-Usul Burung Hantu was published by the Language Development and Fostering Agency in 2016. This one of the recommended folklore books as supporters of the National Literacy Movement, and is most widely downloaded from the page gln.kemdikbud.go.id. This research aims to describe discourse cohesive supported by aspects of the lexical cohesion, especially the antonyms. This is qualitative research. The source of data used is Asal-Usul Burung Hantu folklore discourse. Techniques of collecting data in this research are the library method, view, and record methods. Based on the analysis, there are two findings, namely (1)there are six variations of antonym, (2)there are five forms of antonym.

Keywords: lexical cohesion, antonymy, literacy, and the Asal-Usul Burung Hantu folklore

1. Introduction

Literacy material for folklore entitled Asal-Usul Burung Hantu [1] published by the Language Development and Fostering Agency is one of the recommended folklore books as supporters of the National Literacy Movement and is most widely downloaded from the page gln.kemdikbud.go.id. This folklore is used as a means of supporting the literacy movement to facilitate student access to reading books to get reading material easily. This written discourse certainly can’t be separated from one unit of meaning.

One of the interesting words meaning relations to study is the meaning relationship which states the contradiction or antonym. Many times someone interprets that anonymity is the opposite of words. Actually, antonyms are contradictions/conflicts of meaning. The antonymic lexical cohesion doesn’t play a role as a synonym for the role of synonymy because antonymy consists of pairs of words, the nature of each of these words plays an important role in presenting a unity of meaning.

Antonymy has the meaning of opposition meaning in lexical pairs that can be stretched, for example high: low (not "high" doesn’t mean "low") [2]. Furthermore, antonyms are several pairs of words that have opposite meanings [3]. Next opinion, antonym is a semantic relationship between two words whose meaning stating the opposite, opposition, or the contrast between one another and the relationship of the two words is two-way [4]. Antonyms are expressions (usually words, but can also be phrases or sentences) that are considered to mean the opposite of other expressions. It can be simply concluded that antonyms are words whose meanings are the opposite. For example, a good word is the opposite of a bad word; and the buy word is the opposite of the sell word [5]. Antonymy (opposite word) is a part of lexical cohesion that is related to other names for objects or other things; or lingual units
whose meanings are opposite/in opposition to other linguistic units [6]. Antonymy is also called
the opposition of meaning which includes concepts that are opposite to those which only
contrast meaning. By its nature, antonymy is divided into absolute opposition, polar
opposition, relations opposition, hierarchical opposition, and plural opposition.

Antonyms in the morpheme level occur because of differences in phonemes found in pairs
of words, for example progressive opposing meanings with regressive [7]. Antonymy or the
opposite of words is one form of lexical cohesion which is interpreted as another name for
objects/other things, or linguistic units whose meanings are opposite/in opposition to other
linguistic units. Antonyms aren’t only at the word level, but antonyms are also at the morpheme
level, phrase level, and sentence level [8]. Therefore antonymy is also called opposition of
meaning, which includes concepts that are opposite to those that only contrast meaning. By
their very nature, the opposition of meaning can be divided into five, namely absolute
opposition, polar opposition, relations opposition, hierarchical opposition, and plural
oppositions.

A number of studies using lexical cohesion devices, especially antonyms, have been
conducted by Chunming Gao and Qianzhen Zheng about a linguistic study of antonymy in
English Texts [9]; Josephine B. Alarcon about the lexical cohesion in students’ argumentative
essay among a select group of Filipino College Students [10]; Siti Nor Fatimah Haris and
Melor Md Yunus about the use of lexical cohesion among TESL post graduate students in
academic writing [11]; Dilin Liu about the writing cohesion: using content lexical ties in
ESOL [12]; Jian-Sheng Yang about a contrastive study of cohesion in English and Chinese
[13]; Carita Paradis and Caroline Willners about the Selecting antonyms for dictionary entries:
methodological aspects [14]; Caroline Willners about the antonyms in context a corpus-based
semantic analysis of Swedish descriptive adjectives [15]; M. Lynne Murphy, Carita Paradis,
Caroline Willners, and Steven Jones about the discourse functions of antonymy: a cross-
linguistic investigation of Swedish and English [16]; and Carita Paradis, Caroline Willners,
and Steven Jones about the Good and bad opposites: Using textual and experimental
techniques to measure antonym canonicity [17].

After research by examining the text, the literacy material of folklore Asal-Usul Burung
Hantu published by the Language Development and Foresting Agency enables the emergence
of anthemic lexical cohesion, because the cohesion of antonymic cyclical arising that appears
in the text will support the formation of discourse cohesion in a single discourse. Besides, the
meaning that is raised will be fully exposed. Therefore, researchers examined “Antonymy’s
Lexical Cohesion in literary material folklore Asal-Usul Burung Hantu published by the
Language Development and Foresting Agency”. In this study, researchers sought to explain
variations in shape, type of antonym, and the precise use of antonym lexical cohesion.

2. Methods

The data source of this research is the literacy material of the folklore Asal-Usul Burung
Hantu published by the 2016 Language Development and Foresting Agency which is one of
the recommended folklore books as supporters of the National Literacy Movement,
downloaded from the page gln.kemdikbud.go.id. The data in this study are the intercultural
relationship.

This research was conducted in three stages of the method, namely (1) data collection
techniques, (2) data analysis techniques, and (3) data analysis results presentation techniques.
The data source of this research is written data. In the text discourse literary material folklore
Asal-Usul Burung Hantu published by the Agency for Development and Language
Development, especially words and language that shows the existence of conflicting meanings (antonymy). From the use of grammatical and lexical cohesion aspects. Collecting data in this study using library techniques, refer to, and record.

3. Results and Discussion

Found 75 data that show antonymy lexical cohesion in the Asal-Usul Burung Hantu folklore.

3.1 Variations in the Forms of Antonymy's Lexical Cohesion

Antonymic lexical cohesion contained in literary material folklore Asal-Usul Burung Hantu there are several forms of variation, namely antonyms between words with words, word antonyms with phrases, antonyms for phrases and phrases, antonyms for clauses with clauses, antonyms for clauses and sentences, and antonyms for sentences with sentences.

3.1.1 Antonymy between words with words

Antonymy between word and word is antonym that shows the relationship of conflicting meaning between word and word.

(1) “Ibu harap kelak engkau dapat mencari kehidupan yang bahagia carilah pasangan hidup yang bisa menjagamu!” ujar sang ibu dengan suara yang parau akibat sakit yang dideritanya. Setelah mendengar ucapan sang ibu tercinta, Dayu merasa sangat sedih. (SK10/2-SK11/1)

(2) Sang ibu yang telah tua dan sakit-sakitan merasa kasihan terhadap anaknya yang sehari-hari hanya disibukkan mengurus dirinya. (SK1/5)

(3) Tidak lama kemudian, datanglah ketiga pria kekar yang kemarin dan menagih janji mereka kepada perempuan tua itu. Tak lama berselang, terlihat para penagih utang itu pergi dengan membawa banyak hasil panen milik perempuan tua. (PT12/1-2)

In the quote (1) above, happy >< sad is an adjective form of words, both of which express nature. Happiness means a state or feeling of pleasure and peace (free from all that is troublesome). Sad means feeling very sad in the heart. Antonymy (2) mother >< her child is a form of pronouns/nouns, her child has a basic form of child. Antonym (3) come >< go is a verb/verb form. Come get an affix (-lah) so that the word states the action/action, and has a basic form to come. Come means to be present or appear. To go means to leave (somewhere).

3.1.2 Antonymy between words and phrases

Antonymics between words and phrases are antonym that show the relationship of conflicting meaning between words and phrases.

(4) Ketika kembali, Burung Hantu melihat adiknya telah tidur lelap. Burung itu pun tak tega untuk membunyikan sang adik. (PT37/4)
(When he returns, the owl sees his little brother sleeping soundly. The bird did not have the heart to wake the younger sibling.)

5. Burung Hantu kembali ke hutan yang tidak jauh dari ladang. Burung itu kemudian bertengger di pohon yang cukup besar. Tak lama kemudian seekor tikus mendekat. (BT1/1-2)

(The owl returns to the forest not far from the field. The bird then perches on a large tree. Shortly thereafter a mouse approaches.)

6. Sang ibu menyambut anak tercintanya. (BKDI17/5)

(The mother welcomes her beloved child.)

In quote (4) there is deep sleep >< awaken. Both words include verbs. Deep sleep is a form of verb phrase because it consists of two words (occupying a function) which states a verb/verb and awakens is a form of a word. Antonym (5)not far >< close is a verb/verb form. Not far away is a verb form because it consists of two words (occupying a function) which states verbs/verbs and approaches are word forms. Antonym (6)The mother >< child is a form of pronoun person/pronoun. The mother is a form of noun phrases because it consists of two words (occupying a function) which states the pronouns/nouns and the child is the form of the pronouns/noun.

3.1.3 Antonymics between phrases and phrases

Antonymics between phrases and phrases are antonym that show the relationship between the meaning of the phrase with the phrase.

7. Sang Ibu pun bekerja keras untuk menghidupi kedua anaknya. (KD7/1)

(The mother works hard to support her two children.)

8. Jadi, biarkan saja taruhan ini kita lanjutkan dengan berharap ada keajaiban datang pada kita. Jika tidak ada keajaiban, bersiaplah kita semua meninggalkan kampung ini mencari tempat yang lebih baik untuk kita tinggali dan kita mulai semuanya dari awal. (TP11/5-6)

(So, let's just let this bet continue by hoping that a miracle will come to us. If there is no miracle, prepare us all to leave this village in search of a better place for us to live in and we will start everything from the beginning.)

9. Semua panen milik Pak Kosih telah selesai dihitung, para juru hitung mulai menghitung hasil panen milik warga kampung. (TP19/1)

(All harvests belonging to Mr. Kosih have been counted, the counters have begun to count the yields belonging to the villagers.)

In the quote (7) above, there is a conflict of meaning between the mother and her two children. The two phrases are pronouns because they consist of more than two words occupying a function.In the phrase 'the mother' the word 'mother' is the core word, and in the phrase 'the two children' the word 'child' is a core word. Antonym (8) there is a miracle >< there is no miracle is a noun phrase because it consists of more than two words occupying a function. The two phrases that show nouns are words of miracle. The word miracle in both phrases is the core word. Antonym (9) has finished counting >< start counting is a verb phrase because it consists of more than two words occupying a function. The two phrases that indicate verbs are arithmetic words. The word count in both phrases is the core word.
3.1.4 Antonymy between clause and clause

Antonymy between clause and clause is antonym that shows the relationship between the clash of meaning between clause and clause.

(10) *Pak Kosih dan Bu Kosih terlihat tersenyum penuh kemenangan karena keyakinan mereka yang sudah pasti menang.* Sementara itu, wajah-wajah para warga kampung terlihat cemas menunggu hasil hitungan juru hitung. (TP18/4-5)

(Mr. Kosih and Mrs. Kosih are seen smiling triumphantly because of their certainty of winning. Meanwhile, the faces of the villagers looked anxiously waiting for the counters to count.)

In the quote (10) above, Mr. Kosih and Mrs. Kosih are seen smiling triumphantly >> The villagers are worried that they are antimony between clause and clause. The first clause (Mr. Kosih and Mrs. Kosih is seen smiling triumphantly ) patterned subject-predicate (SP). Mr. Kosih and Mrs. Kosih as subjects, and seen smiling triumphantly as a predicate. The second clause (the villagers look worried ) patterned subject-predicate (SP). Villagers as subjects, and look worried as a predicate.

3.1.5 Antonymy between clauses and sentences

Antonymics between clauses and sentences are antonymes which show the relationship between the clash of meanings and sentences.

(11) *Kami akan menjaga padi ini dengan baik,* jawab Dara Ranti dengan senang hati. Namun, sebaliknya Bujang Ampan yang pura-pura tidak mendengar perintah ibunya. (KD10/2-3)

(We will take good care of this rice, "answered Dara Ranti happily. However, on the contrary Bujang Ampan who pretended not to hear his mother’s orders.")

In the quote (11) above, we will take good care of this rice >> Bujang Ampan who pretends not to hear his mother's orders are antimony between clauses and sentences. Antonymy in this data clause We will keep this rice well consisting of subject sentence patterns, predicates, objects, and way information (SPOK). Meanwhile, Bujang Ampan who pretended not to hear his mother's orders was in the form of a sentence. The series of words can be referred to as a sentence because it qualifies as a sentence, beginning with a capital letter and ending with a dot, and patterned subject-predicate-object (SPO).

3.1.6 Antonymy between sentences by sentences

Antonymies between sentences and sentences are antonyms that show the relationship between the meaning of the sentence and the sentence.

(12) *Jika kautebarkan pada benda apa pun asalkan milik orang yang berhati baik, serbuk surga ini akan menghasilkan sesuatu keajaiban yang indah. Namun sebaliknya, jika kautebar pada benda apa pun milik orang yang berhati busuk, serbuk surga ini akan berdampak buruk baginya.* (SN13/4-5)

(If you spread it on any object as long as it belongs to a person with a good heart, this heavenly powder will produce a beautiful miracle. But on the contrary, if you spread on anything that belongs to a person with a bad heart, this heavenly powder will have a bad effect on him.)
The antonymy of data (12) is antimatallic antonym. Both sentence qualify as sentences. (a) Both are preceded by a capital letter. (b) The sentence ends with a period. (c) Sentence 1 is complementary-subject-predicate-object pattern (Pel.-SP-Ket. Outcome), as well as sentence 2 with complementary-subject-predicate-object pattern (Pel.-SP-Ket. Outcome).

3.2 Types of Antonymy’s Lexical Cohesion

Antonymy can be interpreted as another name for an object or something else; or lingual units whose meanings are opposite/in opposition to other lingual units. Antonymy also called opposition meaning. The notion of oppositional meaning encompasses concepts that are completely opposite to those of contrasting meanings. In the literary material of folklore Asal-Usul Burung Hantu there are five types of antonym lexical cohesion. The five types of opposition meaning are absolute opposition, polar, relationship, hierarchical, and compound.

3.2.1 Absolute Opposition

Absolute antithmetic occurs because of a conflict between two words that contradict their meaning absolutely. This opposition is “yes” or “no” meaning that if one applies then the other does not apply. That is, the contradiction of meaning is a conflict between words/phrases/clauses/sentences with words/phrases/clauses/sentences that have full, complete, and unlimited conflict, and the contradiction cannot be denied.

(13) Setelah kematiannya, kembali mereka menjadi semakin susah. (KD1/3) (Having to die late father, to live an they are becoming increasingly difficult.)

(14) Oleh sebab itu, kita tidak mungkin memenangkan taruhan ini. Sementara itu, jika kalah, tetap saja kita akan terus tertindas dengan keadaan seperti ini. (TP11/3-4) (Therefore, we may not be me to win right bet. Meanwhile, if we lose, we will continue to be oppressed under these circumstances.)

In the quote above, there is absolute opposition (13) between right and wrong; if not true means wrong, if not wrong means right. Antonyms (14) between win and lose; if not winning means losing, if not losing means winning. Everything has absolutely contradictory meanings.

3.2.2 Polar Antonymy

Polar Antonymy is an opposition of meaning which is not absolute, but gradual. That is, there are levels of meaning in these words. This polar opposition occurs because of the level of meaning of words marked by the use of words rather and very.

(15) Engkau cekatan dalam bekerja seperti ayahmu dulu. Walaupun adikmu malas bekerja, ibu tetap sayang terhadap kalian berdua,” ujar ibu sambil menikmati jagung yang disediakan Dara Ranti. (KD4/3-4) (You are as skilful at work as your father was. Even though your sister is lazy to work, I still love you both,"said the mother while enjoying the corn provided by Dara Ranti.)

(16) Oh Ibu, sungguh berat bebanmu yang engkau tanggung selama ini. Wajarlah jika engkau begitu marah kepada diriku. Padahal, tugaskan sungguhlah ringan hanya menjaga jemuran padi, tetapi aku tidak bisa melakukannya dengan baik. (PT2/3-5)
(Oh Mother, what a burden you have endured so far. Naturally, if you are so angry with me. In fact, my job is really light just to keep the rice drying, but I can't do it well.)

(17) Diambilnya sedikit serbuk surga itu dan mulai ia tebar kan di hasil panen milik warga. Setelah itu, Burung Hantu terbang menuju tempat Pak Kosih dan menebarkan bubuk surga di hasil panen milik Pak Kosih yang melimpah. (TP17/2-3)

(He took a little of the heavenly powder and began to scatter it on the crops of the people. After that, the Owl flies to Mr. Kosih's place and spreads heaven's powder on Mr. Kosih's abundant harvest.)

In the example of the quote, there is a polar opposition (15) between work man like and lazy to work; (16) between weight and light; and (17) between a few with abundance. It is not known what is called 'deft in work' is the size of how it can be "very dexterous" <> "very lazy", "rather deftly"<>"somewhat lazy", or can also be "quite dexterous"<> "very lazy". Likewise in the example of quote (16), it is not known what is called "weight" in terms of size, as well as lightly. It could be said to be "very heavy"<>"very light", "rather heavy"<>"rather light", "rather heavy"<>"very light". Beg also in the example quote (17), it is unknown what is called "a little" the size of how much, maybe it can be "very little"<> "very abundant", or "quite a bit"<>"somewhat abundant", or it could be "very little"<> "rather abundant". All of them have conflicting meanings, but they are gradations or levels.

3.2.3 Antonymy Relationship

The antithesis of relations is the opposition of complementary meanings. So that one word may be present because of the presence of another word which is the opposition; or the presence of one word is caused by the presence of another word. The opposition of this relationship occurs when the opposing meaning of the word is complementary to one another.

(18) Mendengar jawaban sang anak tercinta sang ibu pun menangis terharu. (SK6/1)

(Hearing the answer of the beloved child the mother cried with tears.)

(19) Kondisi sang ayah Apu semakin lama semakin memburuk. Sang ibu pun lebih banyak di rumah guna mengurus suami tercinta. (KA1/1-2)

(Father Apu's condition is getting worse and worse. The mother was more at home to take care of her beloved husband.)

(20) Sang suami berpostur tinggi dengan raut muka yang tampak tegang. Sementara itu, sang istri tampak mengenakan pakaian yang cukup bagus jika dinilai untuk seorang petani biasa. (TP2/2-3)

(The husband has a high posture with a tense look on his face. Meanwhile, his wife appeared to be wearing pretty good clothes if judged to be an ordinary farmer.)

In this quote, there is an opposing relationship (18) between the child's lingual unit and the mother's lingual unit in the same sentence. Children exist because their presence is complemented by their mother. Likewise with mothers, their presence will be meaningful if equipped with children. In the citation (19) between the unit lingual father with units lingual the mother on the line next. Father as a reality is possible because his presence is complemented by his mother and vice versa. In quote (20) between the husband's lingual unit and the wife's lingual unit in a different sentence. Husband as a reality is possible because of his presence complemented by his wife and vice versa.)
3.2.4 Antonymy Hirarkial

Hierarchical anthropometry is antimony of meaning which states a series of levels or levels. Lingual units which are hierarchical in general are words that refer to the names of the units of measure.

(21) *Hari berganti hari, bulan berganti bulan* tanpa terasa kedua anak itu beranjak menjadi remaja yang cantik dan tampan. (BB4/1)
(month after month without the two children felt to be a beautiful and handsome teenager.)

(22) *Hari berganti hari, bulan berganti bulan* tanpa terasa *kedua anak itu* beranjak menjadi remaja yang cantik dan tampan. (BB4/1)
(Day after day, month after month without the two children felt to be a beautiful and handsome teenager.)

(23) *Mereka pergi pagi dan pulang petang.* (BB2/5)
(They leave early in the morning and return later in the evening.)

In these quotations found the unit lingual support discourse cohesion lexical and semantic, ie (21) there is a hierarchical opposition day by day and month turned into months that depict levels of time from a matter of days to a matter of months. In quote (22) there is a hierarchical opposition between the two children and the teenager who describes the process of one’s growth from child to teenager. In quote (23) there is a hierarchical opposition morning, afternoon, evening, and night that illustrates the reality of the level of time, ie between the unit of morning time that is positioned and the morning which is positioned with the evening.

3.2.5 Compound Antonymy

Compound Antonymy is the opposition of meaning that occurs in several words (more than one). The following data illustrates compound antonym.

(24) “Ibu, apa yang *Ibu katakan? Ibu* tidak boleh meninggalkan Dayu, Bu. Dayu sayang *Ibu.*” Dayu mencurahkan rasa sedihnya setelah mendengar perkataan ibunya. (SK12/1-3-SK13/1)
("Mother, what did you say? You can't leave Dayu, ma'am. Dayu dear mother.” Dayu poured out her sadness after hearing her mother's words.)

(25) *Tidak lama kemudian, Dayu pun mengandung, ia melahirkan seorang anak perempuan.* (BB3/1-2)
(Not long after, Dayu was pregnant. He gave birth to a daughter.)

(26) *Ia malah pergi bermain ke sungai. Padi dan jagung yang sedang dijemur tersebut ditinggalkannya.* Karena padi dan jagung tersebut tidak ada yang menjaga, berdatanganlah ayam dan burung untuk memakan padi dan jagung-jagung yang sedang dijemur itu. (KD15/2-3)
(Instead he went to play in the river. He left the rice and corn being dried in the sun. Because the rice and corn unattended, berdatanganlah chickens and birds to eat rice and corn-corn being dried it.)

In these quotations found the unit lingual support discourse cohesion lexical semantic, ie in (24) are o position of hierarchical say and hear, the unit lingual it describes a person who is saying something and no other party is listening. In quotation (25) there is an opposition to the hierarchy al containing and giving birth, in the lingual unit it describes a person who is pregnant until later he gives birth. In quote (26) the word goes in the above quotation can be in opposition to the word abandonment and come.
4. Conclusion

Based on the results of the research and discussion, it was concluded that the results of the study by applying Halliday's theory [18] to the type of lexical cohesion of antonymy type in literary material folklore Asal-Usul Burung Hantu published by the Language Development and Fostering Agency there are markers of antonym lexical cohesion so that there is cohesive discourse.

Based on the analysis, there are some kinds of variations, namely antonymy between word by word, antonymy between words with phrases, antonymy between phrases with phrases, antonymy between clause by clause, antonymy between clause with sentences, and antonymy between sentences by sentences. Besides, the antonymy aspects are found, namely absolute antonym, polar antonym, antonym of relationship, hierarchical antonym, and compound antonym. The most striking aspect of this antonym aspect lies in the semantic lexical cohesion of discourse that describes the lingual unit and hierarchical opposition of a discourse.

Acknowledgments.

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References


The Culture of Helping Indonesia in the Children's Story Book as Media for Character Education

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Abstract: Children's story is a literary work that contains cultural values. A culture of help is found in children's stories. The purpose of this study is for the form of help culture found in children's literature and its relation to character education. The research method uses descriptive research. Form of qualitative research. Data source in the form of document study. Document study data collection techniques. The results of the study include: (1) there are two forms of culture to help, namely help in the form of material and non-material, (2) children's stories can be applied in character education. The results of this study can be concluded that the culture of helping is reflected in children's stories and can be used as a medium for character education.

Keywords: Culture, help, character education

1. Introduction

A literary work as a result of human work cannot be separated from the social conditions of the surrounding community [1]. Literature is often placed as a social portrait. Literature reflects the social conditions of society at a particular time. Literature provides an understanding of social, economic, cultural, religious and ideological situations that reflect local wisdom. Literature and culture are very interrelated. Literary works were born from the culture of the local community.

Culture develops and is standardized in the social traditions of a society. Culture belongs to the community which is used together as a guideline or frame of reference for the community members concerned in a variety of behaviors related to efforts to meet their daily needs [2].

Children's literature is one type of literature that promotes local wisdom. Children's literature is literature that talks about anything related to life's problems so that it can provide information and a better understanding of life itself to children [3]. Children's story is one of children's literary works that is being developed in Indonesia. One of the noble values of the nation's culture that is often raised in children's stories is help.

Helpful behavior as a part of prosocial behavior is seen as any action intended to benefit one or many people. Helpful behavior has been taught to individuals from an early age, from very simple things to things that can attract someone's empathy [4]. Please help is the result of encouragement in the soul in the form of loving and caring for others than yourself [5].

The helpful behavior contained in children's stories is closely related to character education. Character education is an effort to deal with the current multidimensional crisis problem. This is done by instilling values in education[6]. Character education is a system of
instilling character values that includes components of knowledge, intelligence or will, and actions to implement these values [7].

Character education can also be understood as an effort designed systematically to understand the values of human behavior related to God, self, fellow human beings, the environment, and nationality manifested in thoughts, attitudes, feelings, words, and actions based on norms religion, law, etiquette, culture, and customs [8].

Characters can be formed from habituation. The earlier habituation is taught, the stronger the character grows in the child as explained by Hurlock [9]. Introducing children to literary works, especially children's stories, is an initial step to introduce cultural and educational values contained therein. This certainly greatly influences the formation of children's character. Over time the child will know the values of goodness and can distinguish the good from the right.

In this study using pragmatic studies. Wahyudi stated that the pragmatic approach is the approach of literary study that emphasizes his study of the role of readers in accepting, understanding, and living literary works [10]. Pragmatic analysis emphasizes the usefulness of the reader. This study discusses the forms of help in children's literature and their relation to character education.

2. Method

The method used in this research is descriptive method and qualitative research. Descriptive method to explain data or objects naturally, objectively, and factually. Qualitative research is research that produces data in the form of words aimed at understanding social phenomena including linguistic phenomena. The source of research data is children's stories. Document study data collection techniques. This research uses data triangulation, data triangulation (data triangulation) researchers use multiple data to collect the same data. Data triangulation techniques prioritize the effectiveness of the process and the desired results. Therefore, triangulation can be done by testing whether the process and the results of the method used are going well.

3. Result and Discussion

Helping behavior has become a culture in Indonesian society. Indonesian people are known to the world as good and helpful people. Please help, there are two forms, namely material and non-material. The forms of mutual help among humans contained in the majority of children's stories are non-material.

That is because children are taught in advance to help in the form of non-material behavior. Children will be easier to give help abilities that he has such as skills and services. Children are not familiar with the material so it will be more difficult when teaching help in the form of material. This is the background of a number of folklore that teaches a lot of help in the form of non-material material.

The behavior of Indonesian people who preserve a culture of help has become a national identity. To maintain and preserve a culture of help-helping since childhood students to cultivate help to their friends. One of the efforts they made was raising the theme of helping for children's stories. The following are excerpts of children's stories that illustrate the form of please help in the form of non-material love.
"From up there, pigeons can see the ants they once help him are at the hunter's feet. After making sure the hunter left and the situation was safe, the dove then approached the ant and thanked him. The ant responded by saying that it was his shoes he had done because the dove had also helped him first when he fell into the river."

The story above tells the story of friendship between pigeons and ants. When a pigeon is in danger of being shot by the hunter, the ants help it. Vice versa with pigeons. Pigeons have also helped ants that have almost drowned. The excerpt from the story contained mutual help behavior.

Children who have read the story will think that a culture of help needs to be done. Children will imagine if in trouble there will be people who help. The story above tells the ant that was helped by the dove from the hunter because the ant also helped the dove when it was in danger. Based on the story, the child will conclude the importance of a culture of help. In order for others to be willing to help their difficulties, they must also be willing to help others who need help. The following are excerpts of stories that also raise the theme of helping.

"Seeing the ant almost drowned, the elbow immediately looked for a dry leaf and he placed it on the surface of the river near the ant. The ant immediately climbed the leaf and the butterfly danced at the edge of the river. "Thank God, you survived ants, butterflies arrived on time to help you" said deer with those beautiful wings "said the ant. "Actually, we've met and know each other if you still remember ants, I'm a caterpillar that you've taunted. I just metamorphosed into a butterfly" answered the butterfly with a smile.

The story above tells the story of butterflies that are often teased by ants. One day the ant sank in the river. Butterflies are happy to help ants. A good butterfly helps without discrimination even with bad ants to it. Ants are aware of their mistakes. Now ants and butterflies are good friends and live helping each other.

The story is very inspiring because children are taught to provide help to anyone who is in need even if someone is mean to him. It is also not much different from Indonesian society which is found in the philosophy of life which reads "bad is rewarded with kindness." The behavior of helping does not expect a reply from humans but from God. So please help others without discriminating.

The story above also teaches children not to do bad things to others. It is possible that the people we treat are not good who will provide help. From the story above also teaches children to forgive the mistakes of others. When children can forgive the mistakes of others they also easily help others even though they have acted badly.

The following are excerpts from the help-help story full of sacrifice. Sometimes the people of Indonesia help others who are full of sacrifice who sacrifice their material, even their body and soul. That is what makes Indonesian people known as someone who likes to help.

"Do you want to eat another meal, the important thing is you want to eat? Say my friend, I'll find it for you," the squirrel offered to the cork fish. Really my dear friend, you want to find it for me? "Asked the cork fish." Right, my friend, I will find it for you, the important thing is that you want to eat so that you heal quickly and we can play together again," the squirrel replied convincingly.

The story above tells the story of the sacrifice of the squirrel to its cork fish friend who is sick. Cork fish can be cured if you eat shark liver. It is not very easy for squirrels to get shark hearts. Squirrels have to sacrifice their bodies and lives to get shark hearts. Squirrels are willing to go into the sharks belly to get shark hearts.

In the story above, there is a sacrifice that is so great to help. In real life the story of sacrifice appears to the SAR team volunteers who are willing to sacrifice their body and soul to
save others. Help and assistance certainly need to be familiarized with early on because humans cannot live alone. Humans are social creatures who need help from others. The helpful behavior contained in children's stories is closely related to Character education. Character education will be easier to teach since childhood. Children in general have not been able to distinguish what is good and what is bad. New children can mimic the behavior around them. Therefore, it is necessary to pay attention to various information obtained by the child. Children's stories are the first media for children to recognize cultural values, one of which is helping.

4. Conclusion

There are two types of help culture contained in children's stories, namely: (1) help in the form of material, and (2) help in the form of non material. The most helpful form of help found in a child's story is non material. A culture of help and assistance needs to be instilled in children since childhood so that the noble values of the nation's culture are not lost. The Indonesian people are known for their good personal and helpful people. Therefore, the culture of help that is contained in children's stories can be used as learning media as character education.

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pp. 284–292.


Exclusions and Inclusions on Liputan6.com Demo
News: Critical Discourse Analysis Based on Theo Van Leuween's Theory

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Abstract. The use of critical theory as a means of measurement in this study due to the issue of workers, students, and demonstrates protesting against rising BBM, and demanding re-election of Mayor, ending in chaos, and anarchism. This study basically emphasizes the point of attention on the figure of workers, students, and demonstrates as who marginalized in liputan6.com. This study is a qualitative approach and descriptive method with a critical discourse analysis method to describe how events and actors are portrayed in the news. Discourse analysis model used is a model of Theo Van Leuween with the aim to detect and investigate how the demonstrators the demonstrators who protested against the increase in fuel prices, and urged the re-election of the mayor marginalized position in a discourse. The research found that there are two types of exclusion that are done, is passivation and nominalization; whereas the inclusion of five types, namely differentiation-indifferentiation, objectivity-abstraction, nomination-categorization, determination-indetermination, and assimilation-individualization.

Keywords: Discourse Analysis, Exclusion, Inclusion, Theo Van Leeuwen, Liputan6.com.

1. Introduction

The use of incubation strategies Theo Van Leeuwen is often used in research in various countries. Previous research on inclusion strategies has been done by [1], [2], [3], [4], and [5]. [1] is one of those who have done critical research using inclusion strategies in an educational policy discourse in the UK. In his findings he argued that inclusion as a "force" in regulating policy. The policy is based on pursuing equality and justice for children.

In Indonesia alone, research on exclusion and inclusion strategy has been done by [6]. The object of his study is figure of KRL passenger as someone who always marginalized in social life in the Metropolitan section on Harian Compass edition May 2013. He found the phenomenon how to passengers sitting of KRL marginalized position in a discourse. In addition, research on exclusion and inclusion strategies was also undertaken by [7]. This study used descriptive qualitative methods. The results of this study revealed that Kompas did not use the exclusion strategy too, that is, not removing the relevant actor (FPI). Preaching to Kompas more often includes an inclusion strategy, in which FPI is shown as a mass organization that only acts anarchist in carrying out its actions and does not display FPI activities that are positive, such as social activities.
Based on the explanation above, this study has two objectives, namely: (1) describing the exclusion strategy in the media Liputan6.com in the news about Changing Anarchic, Demo to Reject Fuel Increases. Makassar Police Disbanded and coverage of Hundred Persons Attacking Pekanbaru KPU, Police Tear Gas Shot and (2) describe the inclusion strategy in the media Liputan6.com on the news about Changing Anarchists, Demo of Fuel Reject Up Disbanded Makassar Police and reporting Hundreds of Persons Attacking KPU Pekanbaru, Police Tear Gas Shot.

Speech is social practice, "social practice are socially regulated ways of doing things," as defined by Van Leeuwen. Critical Discourse Analysis (CDA) is an ideology detector. Its practitioners employ different theoretical orientations in uncovering the creeping ideologies and asymmetry in texts they wish to approach. "What unites critical discourse analysis is neither methodology nor theoretical orthodoxy, but a common goal: the critique of the hegemonic discourses and genres that effect inequities, injustices, and oppression in contemporary society [8]."

Mass media is one of the media that uses language as a tool to spread social values in society. The statement is in line with one of the five functions that the mass media has on people's lives, namely supervision, interpretation, interrelation, distribution of values, and entertainment. Of all these functions, the function of spreading values/social functions is the most important and shows the power of mass media in influencing society. Through this social function, the media can pass on certain norms or values to the public.

Based on a deeper view of the relationship of language and mass media in the development of social life, it is seen that language as a basic element in information in the mass media, it becomes a central role in spreading group ideology so that it is hegemony in broad social structures. Language becomes a hidden weapon used by those who have the power to suppress those who experience social inequality. Language and media are the two forces that construct reality. This reality is manifested in the interests of certain centers of authority which are then intertwined with the interests of the survival of the media itself.

In linguistics, there is one branch that focuses attention and study of language in social life, namely discourse analysis. However, this field of discourse analysis has not been touched by linguists. The term discourse analysis has a very diverse understanding, considering this term is used in various fields of science such as social, political, psychological, communication, etc. In the field of language, discourse analysis is the study of the structure of messages in communication. Specifically, discourse analysis is a study of various functions (pragmatics) of language, and analysis of critical discourse.

Among several figures who contributed to the development of CDA, Theo van Leeuwen was one of the CDA experts who offered an analysis model. Theo van Leeuwen's CDA model seeks to detect and examine how a group or person is marginalized in a discourse. This model generally shows how the parties and actors are presented in the news. There are two centers of attention in this model, namely the expenditure process (exclusion), namely the neglect of the parties relating to discourse, and inclusion, namely how the parties involved in the discourse are presented [9].

One of the models carried by experts in the analysis model presented by Theo Van Leeuwen. Specifically, Van Leeuwen revealed that language is a reflection of ideology so that by learning the language reflected in the text, ideology can be exposed. This analysis model is used to detect and examine how a group or a person is marginalized in his position in discourse. How in a dominant group is more holding in interpreting an event and its meaning, while other groups that are in a lower position tend to continue to be made objects of meaning and depicted badly? For example, labor groups, farmers, fishermen, illegal immigrants, and
women are groups that not only do not have power and power, but also in the discourse of preaching are often described as uneducated, wild, disturbing peace and comfort, and often act anarchically. Here there is a link between discourse and power. Power does not only operate through a series of discourses to define something or a group that is poorly described [10].

In his theory, Theo Van Leeuwen's analysis model is divided into two things, namely the process of exclusion and inclusion. The exclusion process is divided into passivation, nomination, and substitution of clauses. The inclusion process is divided into seven, namely, differentiation-in differentiation, objectivation-abstraction, nomination-categorization, nomination-identification, determination-indetermination, assimilation-individualization and association-disassociation. One of the most important agents in defining a group is mass media. Through the news that is constantly being spread, the media indirectly shapes the understanding and awareness in the minds of the public about something. The discourse created by the media may legitimize one thing or group and delegitimize and marginalize other groups [11].

Van Leeuwen’s analysis generally shows how the parties and actors (individuals or groups) are presented in the news. There are two centers of attention. First, the expenditure process (Exclusion). Whether in a news text, some groups or actors appear in the news and what discourse strategies are used for it. The process of bringing up this actor can indirectly change the public's understanding of an issue and legitimize the position of a particular understanding. Second, the process of inclusion (inclusion). If exclusion relates to the question of how the process of a group is excluded in the news text, then inclusion relates to the question of how each party or group is displayed through reporting. Both the processes exclusion and inclusion use what is called a discourse strategy. By using words, sentences, information or formulations of certain sentences, certain ways of telling stories, each group is represented in the text [12].

The limitation of this research is the research on a critical discourse analysis of this news text is limited to the position of exclusion (passivation, and nomination) in the news coverage of differentiation, in differentiation, objectivation-abstraction, nomination-categorization, determination-indetermination, and assimilation-association) in news coverage 6 November 2014 and October 2016 editions. To use the analysis of Theo Van Leeuwen's model we need to know how actors are presented in the news. Two things need to be considered when examining the displayed social actors. First, Exclusion: are the actors displayed or omitted in the news text? If so how is the media doing it? Second, Inclusion: how is the actor displayed, and how is it portrayed in the news?. Even though the actor is not eliminated, the process of marginalizing a person or group can still be done.

Research that studies news reporting strategies like this has been done by several people before. Researchers use references from several such studies, but this study still has the characteristics and differences with previous studies. Similar research related to the research conducted by researchers is as follows.

2. Methods

The type of research entitled "Theo Van Leeuwen's Critical Discourse Analysis: Marginalizing Workers/Student Position in the News Demo Action at Liputan6.com November 2014 and October 2016 Edition" is a descriptive study because it aims to describe the main issues then each party or each party or groups involved in the news are displayed (inclusion) or hidden (exclusion). This study uses a qualitative approach because it presents data in the form of words and sentences that are analyzed based on the actual form without
releasing the context of the surrounding data based on the interpretation of the researcher. Qualitatif is an approach for exploring and understanding the meaning individuals or groups ascribe to a social or human problem. The procedure of research involves emerging questions and procedure, data typically collected in the participant’s setting, data analysis inductively building from particulars to general themes, and the researcher making interpretations of the meaning of the data. The final written report has a flexible structure [13].

The data source of this research was in the form of news discourse from Liputan6.com, November 2014 and October 2016. The data used in this study were in the form of texts relating to the marginalization of workers/students in Liputan 6, April and May 2017. Issues. In this study, the data collection method used to refer to the method because of the data of information in the study directly sourced from the results of listening to the news of the demonstration action contained in the Coverage 6 of November 2014 and October 2016. From this method of referring, the technique used directly was the reading-note technique. The reading technique is done by reading carefully and thoroughly all things that have a characteristic as a form of marginalization of workers/students in a demonstration. After reading activities are carried out, then the recording activities are carried out. The recording activity is carried out by recording the classification of all data based on the position of the perpetrators or parties involved in the news. The research instrument used to support research and facilitate data analysis is the data table. The data found is then entered in the appropriate table.

<table>
<thead>
<tr>
<th>Table 1. Data Analysis</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Number</strong></td>
</tr>
<tr>
<td><strong>In this study researchers as instruments of data collection because researchers are tools for collecting data and observers of research data sources. Besides, other research instruments are Liputan 6, November 2014 and October 2016 editions which are used as data sources. This method is used to describe and analyze existing data to describe completely, regularly and thoroughly the object of research (news of sexual harassment). Data analysis techniques in this study include the following steps.</strong></td>
</tr>
<tr>
<td>a. The selection of data following the subject of the study is data in the form of news that raises the issue of demonstrations that are displayed in Cover 6 of November 2014 and October 2016 Edition.</td>
</tr>
<tr>
<td>b. Data coding uses codes determined by the researcher to facilitate the classification of data based on research problems. The coding of news text data is based on the date, month and year of publication, followed by the first letters of each word in the headline, then ends with the alphabet az which shows some data are taken from the same title, for example (07/11/14/BADTBNPDPM/a), the code stated states that the data was taken from Cover 6 which was published on November 7, 2014 with the title &quot;Changed Anarchist, Demand for BBM Refuses to be Disbanded by Makassar Police&quot; and is the first data from the headline.</td>
</tr>
</tbody>
</table>
| c. Data description is done by classification based on exclusion (passivation, and nominalization), and Inclusion (inclusion of differentiation-in differentiation,

d. Analyze data that has been classified to answer the subject matter of the study and obtain conclusions from the results of the study based on the analysis of critical discourse Theu Van Leeuwen.

3. Research Results and Discussion

The results of this study include (1) exclusion strategies in the media Liputan6.com on reporting on Changing Anarchists, Demand for BBM Rejects Disbanded by Makassar Police and Hundreds of People Attacking Pekanbaru KPU, Police Shoot Tear Gas, and (2) inclusion strategy in the media Liputan6.com on the news about the changing news anarchist, the refusal to refuse BBM Up Disbanded by the Makassar Police and the reporting of Hundreds of Persons Attacking KPU Pekanbaru, Police Shoot Tear Gas. This section will describe the results that researchers have obtained after analyzing the data on the two news items mentioned above in the daily Liputan6.com dated November 7, 2014, and October 26, 2016. The results of this study are as follows.

3.1 Exclusion

3.1.1 Passivation

This strategy discusses the process of how a particular group or actor is not involved or eliminated in discourse to protect himself.

Evidence of the sentence in the news:
The police finally opened fire with tear gas to disperse the demonstrators at the intersection of Jalan Petarani, Makassar, South Sulawesi on Thursday, November 6th this afternoon.

Table 2. Data Analysis of Exclusion (Passivation)

<table>
<thead>
<tr>
<th>Active</th>
<th>The police finally fired tear gas to disperse the demonstrators</th>
</tr>
</thead>
<tbody>
<tr>
<td>Passive</td>
<td>demonstrators are given tear gas</td>
</tr>
</tbody>
</table>

From the two sentences above it can be concluded that, if a report is presented in an active form, then the social actor or actor can be displayed in the text. However, if the news is presented in a passive form, the social actor or actor is lost. As a result, the focus of the discussion is the victim, not the perpetrator. Then the readers are not critical, they only think of the victims, not the perpetrators, because they have been directed by the media through passive sentences.

3.1.2 Nominalization

With the nomination of social actors or groups can be eliminated in a discourse. This strategy is to change the verb (verb) to be a noun (noun) which means an event, usually with
the effect of "pen". For example, the word raping (verb) in the form of an action or activity, 
then converted into rape (noun) which means an event.
Evidence in the nomination news text that could eliminate the subject or perpetrator of the 
action:

Table 3. Data Analysis of Exclusion (Nominalization)

<table>
<thead>
<tr>
<th>Verba</th>
<th>Noun 1</th>
<th>Noun 2</th>
<th>Noun 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>The police finally opened tear gas shots to disperse the demonstrators</td>
<td>The air masses demo disband the consequent release of tear gas</td>
<td>the release of tear gas against protesting mass</td>
<td>again the release of tear gas against the masses protesting</td>
</tr>
</tbody>
</table>

In verb sentences, between subject and object complement each other so that they can have 
meaning. Whereas in nouns 1, 2 and 3, the presence of the subject (police) has been removed, 
then the act of releasing has changed meaning as an event.

3.2 Inclusion
3.2.1 Differentiation-Indifferentiation

It is a discourse strategy on how a group is cornered by presenting other groups or discourses that are seen as more dominant or better.

Table 4. Data Analysis of Inclusion (Differentiation-Indifferentiation)

<table>
<thead>
<tr>
<th>In differentiation</th>
<th>Uncontrolled situation, mob attacks police with stones and water</th>
</tr>
</thead>
<tbody>
<tr>
<td>Differentiation</td>
<td>Uncontrolled situation, mob attacks police with stones and water. The police tried to repel and tried to calm the crowd, but the crowd became more determined and attacked the officers with wood</td>
</tr>
</tbody>
</table>

In the first sentence, it is clear that the mob attacked the police with stones. Whereas in 
the second sentence, there is the fact that the police are trying to repel and try to calm down, 
but the masses are becoming more determined and attacking officers with wood. Indirectly 
this second sentence there is a difference between the masses who continue to attack the police 
with the more humane (police) by trying to calm the masses.

This can be said to be marginalizing because the text has separated the position of the 
masses who attacked the police. Then the facts about why the mob attacked the police are not 
shown in the text. Instead, the facts about the police trying to calm the masses are displayed in 
the text.

3.2.2 Objectivity-Abstraction

This discourse strategy relates to the question of whether information about an event or social actor is presented by giving concrete (clear) or abstraction (vague) instructions.

Table 5. Data Analysis of Inclusion (Objectivity-Abstraction)

<table>
<thead>
<tr>
<th>Objectivity</th>
<th>hundreds of workers in Subang, West Java also protested against rising fuel prices at the Regent's Office</th>
</tr>
</thead>
<tbody>
<tr>
<td>Abstraction</td>
<td>several students were finally secured because they acted anarchically and provoked the masses</td>
</tr>
</tbody>
</table>


In the first sentence, it is clear how many workers demonstrated. While in the second sentence some students still vaguely "some". So the reader will have a different view between the so-called clear with abstraction.

According to Teo Van Leeuwen, mention in the form of abstraction is often caused by journalists' ignorance of clear information, but rather as a journalist's strategy in presenting something.

3.2.3 Nomination-Categorization

This strategy often occurs whether the actor or actor is presented as is or categorized (religion, status, physical form, etc.). The category is not very important because generally, it will not affect the meaning to be conveyed to the public. However, it will indirectly give a stamp to that group. Evidence in the news text:

Table 6. Data Analysis of Inclusion (Nomination-Categorization)

<table>
<thead>
<tr>
<th>Nomination</th>
<th>hundreds of workers held a convoy to the Grahadi State Building</th>
</tr>
</thead>
<tbody>
<tr>
<td>Categorization</td>
<td>Students who became mass provocateurs demonstrated, one of whom was named Ershad who was black</td>
</tr>
</tbody>
</table>

Giving the category of "black", is additional information about who the student is. As a result, the public will see that black people are identical to provocation (pitting sheep).

3.2.4 Determination-indetermination

Often actors or events in the news delineated or specific, but often portrayed universally as a possible reporter has not received strong evidence to be written. Evidence in the news:

Table 7. Data Analysis of Inclusion (Determination-Indetermination)

<table>
<thead>
<tr>
<th>Indetermination</th>
<th>anarchist action student this is unfortunate because initially, the students held a protest against the government's plan to raise the price of subsidized fuel oil.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Determination</td>
<td>The demonstrators who demonstrated and were injured were taken by officers to the nearest hospital</td>
</tr>
</tbody>
</table>

When the first sentence of the student is mentioned, the meaning designated is specific. However, if called by the demonstrators in the second sentence, the meaning is no longer single but plural.

3.2.5 Assimilation-Individualization

Assimilation occurs when social actors are in the community or social groups themselves, not as specific actors. Evidence in the news text:

Table 8. Data Analysis of Inclusion (Assimilation-Individualization)

<table>
<thead>
<tr>
<th>Individualization</th>
<th>Students who became mass provocateurs, one of whom was named Ershad</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assimilation</td>
<td>Police finally opened tear gas fire to disperse the crowd the demo one</td>
</tr>
</tbody>
</table>
A first sentence is a form of individualization because there Isyad categorized students clearly stated. Whereas in the second sentence in the form of assimilation, where one's name is not mentioned but refers to the community called the police, and the masses. The impression that arose from this strategy was that many police fired tear gas. Likewise, with the masses, all the masses seemed to demonstrate.

4. Conclusion

Based on the results and discussion that have been presented, it can be concluded several things regarding this research. These things are as follows. Exclusion strategy is the process of releasing an actor, both a person and a group in the news. Several actors often get this treatment from journalists or news writers. This is done with the aim of (1) corner the social actor or actor if what is shown is positive action or activity; or (2) protect or defend the social actor, if what is shown is an act or activity that looks bad or negative. Inclusion strategy is a strategy that seeks to present or present each party or group in certain ways. In this study, researchers found that the selection of speakers also determines the marginalization or corner of a particular group/partty. From the news examined, the most widely used strategy is inclusion by displaying actors who are victims in the news.

As for suggestions that researchers can convey, among others (1) given the number of discourse communication strategies that exist and are starting to be used by the media today, the reading community should be able to absorb information critically and carefully, not just swallowing that information outright; (2) not only for readers, media workers should also always try to be neutral, create accurate, accurate, and clear news so as not to cause ambiguity or confusion from an event that can confuse readers; (3) this research is still limited to the media model text strategy or Theo van Leeuwen's approach. Therefore, it is suggested to other researchers to conduct further research related to strategies or approaches from other experts that have not been reviewed in this study; (4) this research was carried out only on one of the print media in the form of electronic media liputan6.com, which focused on two news about Changing Anarchists, Demo of Fuel Reject Up Disbanded by Makassar Police and Hundreds of People Attacking Pekanbaru KPU, Police Tear Gas Shot.

Therefore, other researchers can conduct similar research in other media, both print and electronic media, as well as local or national media, and also on the focus of other news; (5) academics in charge of conducting teaching and learning activities should always update the existing communication theories. Besides, it is hoped that they will not be too much concerned with theory, but rather emphasize relevant examples and increase communication practices so that communication science can be applied in life.

Acknowledgement

This paper and the research behind it would not have been possible without the exceptional support of my supervisor. His enthusiasm, knowledge and exacting attention to detail have been an inspiration and kept my work on track from my first encounter with the log my paper. Thanks to my supervisor Mrs. Novia Juita and Mr. Ngusman Abdul Manaf, for his direction and guidance. I also thanks to FBS UNP for providing the opportunity, and a place to publish my paper trough ICLEE 2019. I hope this paper is appropriate, passed, and published in the international journal indexed Scopus.
References


Development of Electronic Module for Description Text Writing Skill Based Contextual Teaching and Learning for Seventh grade student of SMP

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Abstract. This research was conducted to overcome the limitation of teaching materials in description texts. Students need teaching materials in the form of electronic learning module as one of learning resource for students in grade VII. This study aimed to describe the process of developing electronic module of description text writing skills based on valid contextual teaching and learning (CTL) (seen from the aspect of content, presentation, language, and graphics) and practical (seen from the ease of use and conformity with time), used by students in grade VII of junior high school. The theory used in this research were description text, Contextual Teaching and Learning (CTL), e-learning module, and development model. The type of this research was research and development. The development model used was 4-D (defining, designing, developing, and distributing). The subject of this research was the students in grade VII of SMP 12 Padang, which numbered 25 people. The research data consists of qualitative and quantitative data. Qualitative data was collected through filling in e-module validation questionnaire, e-module practicality questionnaire, and student activity observation sheet. Quantitative data was obtained from student learning outcomes in learning to write description text. The results of this study indicated that electronic module for writing description text based on contextual teaching and learning (CTL) which was created is valid, practical, and effective. This can be proved by the results of validity, practicality, and effectiveness of e-modules. E-module validity by experts was obtained based on the value of e-module validity that scored 93.83% so that e-modules are categorized as a very valid module. The practicality of e-module was obtained based on teacher practicality values which was 84.16% with practical category and student practicality was 84.14% which was categorized as a very practical categorie.

Keywords: Text description, module electronic, contextual teaching and learning

1. Introduction

Based on the result of an interview on November 14, 2018, with Ms. Misefrita, S.Pd. as a Bahasa’s teacher who teaches in grade VII of SMP 12 Padang, it is known that students' ability to write explanatory texts is below average. This can be seen from some student score task which has not met the minimum completeness criteria that have been determined, which is 80.
Not only obtained from teacher’s interview, but student learning outcomes in writing descriptive text in SMPN 12 Padang is also known by conducting student analysis, teacher analysis, and concept analysis. Based on the analysis of students who have done, there were two aspects which are analyzed, they were learning source and students personality and environment. First, the aspect of learning sources that are used by students is the only a textbook from the government. The book is a compulsory source that must be provided during the learning process. Second, the personality and environment aspects of students. (a) Students are more likely to like a comfortable classroom atmosphere when learning Bahasa. (b) There are 50% of students who prefer independent learning. This means that students can do writing exercises both independently and in groups.

Based on those aspects, it is necessary to develop e-modules that can attract students to learn and facilitate students in learning. There must be appropriate e-modules with good material, presentation, language, and graphics [1]. Making e-modules aimed to provide references other than textbooks that are distributed by the government. In addition, e-modules can be used by educators or teachers as a reference to make the new e-modules. It is done so that e-modules are designed in accordance with the development of students, their abilities, interests, and needs so that students are interested in writing [2,3,4].

The facts in the field showed that e-modules had a higher value compared to study groups that use textbooks. An online learning environment allows students to explore information from various sources quickly and easily. This will encourage students to learn to be critical and selective in choosing information according to the problems which are given [5,7,8,9,10]. Based on this reality, it is important to develop e-modules based on Contextual Teaching and Learning (CTL) writing skills in the description text for students in grade VII of SMP 12 Padang. Learning models that connect subject material with the context of everyday life are certainly needed by students. The development of writing e-modules based on Contextual Teaching and Learning (CTL) is very appropriate because writing activities require material that is close to the environment and daily life of students so that student can be more attractive to write[11,13]. With the presentation of the material and steps of structured activity, it is expected that students will get the concept faster and be able to understand the contents of the description text properly. This e-module is expected to provide solutions for students who have difficulty in writing description texts and to overcome the limitations of the learning resources that teachers have. This e-module is also expected to develop students' creativity and innovation in learning[14,15].

2. Research and Methods

The development model used is a 4-D model. The product that is developed in this study is an e-learning module based on contextual teaching and learning. The development of 4-D E-module consists of four stages of development, namely (a) define, (b) design, (c) develop, and (e) disseminate.

The subject of this e-module is a seventh-grade student of Junior High School in the City of Padang. This study is limited in junior high schools that have used the revised edition of the 2013 curriculum. The school is SMPN 12 Padang. Data from the trials are qualitative and quantitative data. Instruments used consisted of interview sheets, student analysis questionnaires, curriculum analysis questionnaires, concept analysis questionnaires, product validation sheets, e-module practicality sheets, student activity observation sheets, writing performance tests, writing performance test assessment rubrics, and e-module distribution questionnaires.
The data analysis technique used is descriptive data analysis, that is by describing the validity, practicality, and effectiveness of the e-learning module writing description text based on contextual teaching and learning of eighth-grade students in SMP N 12 Padang. The results of this study were analyzed using descriptive statistics to obtain average and percentage values as detailed information needed. Analysis data of the study was conducted to determine the validity, practicality, and effectiveness of e-modules.

3. Research Results and Discussion

3.1 The definition phase (Define)

The defining stage consists of five steps, they were the initial analysis, student analysis, task analysis (curriculum analysis, concept analysis, and formulation of objectives). The final preliminary analysis aimed to bring up and determine the basic problems in learning. Student analysis is a study of student characteristics which include ability, knowledge background, and the level of cognitive development of students. Task analysis is a collection of descriptions to determine the contents of teaching material in the form of an outline. Task analysis includes content structure analysis, concept analysis, and formulation of learning objectives. Content structure analysis is a series of descriptions to identify the suitability of the curriculum with the compiled e-modules. Concept analysis is a way to determine the material concepts needed for the preparation of e-modules.

3.2 Stage design (Design)

The preparation of e-module begins with finding various references needed. After that, design the outline of the e-module, and design it to have an attractive appearance. The preparation of the e-module framework is adapted to contextual teaching and learning concept. E-modules are designed based on theories about the structure of e-modules, namely introduction, learning activities, and evaluation. The development of the learning activities section in e-modules is divided into two, learning activities 1 is about aspects of knowledge while learning activities 2 is concerning aspects of skills.

3.3 Development stage (Develop)

a. Validity test

The defining and design phase is complete, then the development phase is carried out. Development is carried out to test the draft of e-module that has been prepared. The activities carried out at this stage consist of three, such as (a) validity test, (b) practicality test, and (c) effectiveness test. The first activity is to test the validity of e-modules. Validity test is carried out to determine the level of validity of e-modules that have been designed. The validation process is carried out by experts who are experts in their fields. Based on the results of validation, e-module can be known whether it is valid or not, or feasible to be tested or not on students. After e-module is declared valid, the next activity is to conduct a practicality test. Whereas the effectiveness of e-modules is obtained from learning outcomes (cognitive, psychomotor), then the effectiveness of e-modules is obtained from the value of student attitudes during studying e-modules.

<table>
<thead>
<tr>
<th>No</th>
<th>Rated Aspects</th>
<th>Score</th>
<th>Validity (%)</th>
<th>Category</th>
</tr>
</thead>
</table>

Table 2. Results of the electronic module validation strategist
Based on the analysis of the data, it is obtained that the validity of e-module Skilled Writing Text description is 93.83% with a very valid category. The description of the validity values of each validated aspect is as follows. First, the validation of the feasibility aspect of the e-module content is 87.11% with a very valid category. Second, the validation of the language aspects of e-modules is 100% with very valid categories. Third, the validation of the e-module presentation aspect is 96.64% with a very valid category. Fourth, the validation of the graphic aspects of e-modules is 91.6% with very valid categories. Test Practicalities The results of teacher and student e-module analysis can be known in the following table.

Table 3. Data Description Practicalities Electronic Module by Teacher

<table>
<thead>
<tr>
<th>No</th>
<th>Rated Value</th>
<th>Practicality Value (%)</th>
<th>Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Ease of use</td>
<td>85.00</td>
<td>Very practical</td>
</tr>
<tr>
<td>2.</td>
<td>Time used</td>
<td>83.33</td>
<td>Very practical</td>
</tr>
<tr>
<td></td>
<td>Overall E-Module Practicality</td>
<td>84.16</td>
<td>Very practical</td>
</tr>
</tbody>
</table>

The E-module is filled by practitioners, the practical value is 84.16% with very practical categories. This value is obtained from the calculation of the score of each practicality indicator. First, the ease of use has a practicality value of 85.00% with a very practical category. Second, the time used has a value of practicality 83.33% with a very practical category. For more details, see the following picture.

Table 4. Data Description Practicalitas electronic module by Students

<table>
<thead>
<tr>
<th>No</th>
<th>Rated Aspects</th>
<th>Practicality Value (%)</th>
<th>Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Ease of use</td>
<td>85.23</td>
<td>Very practical</td>
</tr>
<tr>
<td>2.</td>
<td>Time used</td>
<td>82.14</td>
<td>Very practical</td>
</tr>
<tr>
<td></td>
<td>Overall E-Module Practicality</td>
<td>84.14</td>
<td>Very practical</td>
</tr>
</tbody>
</table>

3.4 Deployment phase (Disseminate)
The disseminate stage is the final stage of the process of developing e-learning modules for writing description text based on contextual teaching and learning in grade VII of SMP N 12 Padang. The distribution was carried out according to the advice given by the collaborator teacher in the trial class. The distribution of e-modules is conducted in two stages. The first stage is the limited distribution of e-modules to other teachers besides collaborators in the trial class, namely teachers who teach in other classes. The teacher receives one file or one softcopy of e-module. In addition, the teacher was also given a questionnaire about the distribution of e-modules. The second stage of distributing e-modules to students is conducted by sharing e-module files or softcopy to all students in the class.

4. Conclusion

Based on the results of the development that has been carried out, the following points can be concluded. First, the process of developing the e-module at the defining stage. At this stage it is concluded that there are several problems that inhibit the achievement of learning objectives in writing description text, it is because the limitations of the teaching materials used. This has an impact on student learning outcomes which the average score is still below the Minimum Completion Criteria (KKM). Second, the process of developing e-modules at the design stage. At this stage, the e-module framework is designed and the e-module draft is arranged. The planning of e-module draft consists of at least learning instructions, competencies to be achieved, contents of the material, exercises, and worksheets. Third, the process of developing e-module at the develop stage. At this stage, e-module that have been created are then validated to see the validity of e-modules. E-module for writing description text based on contextual teaching and learning which is developed is a very valid category. This can be known from the validity of e-module with the acquisition of module which has score 93.83 with very valid categories. The practicality of e-module can be seen from the ease of students and students using the module. Module practicality includes ease of use and time spent. Module practicality by the teacher is 84.16% with a very practical category. Whereas, the practicality of the module by students is 89.78%, with a very practical category. Fourth, the process of developing e-modules at the dissemination stage (disseminate).

References


CONTEXTUAL TEACHING AND LEARNING BASED ON LEARNING MODULE FOR SDN 09 AIRPURA SELATAN COASTAL

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¹,²,³Major of Elementary School Teacher Education Faculty of Teacher Training and Education Bung Hatta University, Indonesia

Abstract. This study aims to develop an Indonesian Language Learning Module with a Contextual Teaching and Learning Approach on child rhyming material for Grade IV students of SD Negeri 09 Airpura Pesisir Selatan. The theory used as a reference is the opinion of Hasan [1] about learning, Bowers opinion [2] about the module and Kurniati [3] opinion about the Contextual Teaching and Learning approach. This research was conducted in fourth grade students even semester 2018/2019 Academic Year. Data collection was carried out with validation and trial modules developed. The module design that was designed was validated by two experts then tested in class IV A SDN 09 Airpura to find out practicality. The results showed that the Indonesian language learning module with the Contextual Teaching and Learning Approach on child rhyming material for fourth grade students at SD 09 Airpura was in a very practical category with an average percentage of practicality 91.31 by students. The results of the validation by two experts obtained a value of 96.87 which is included in the category of very valid and the practicality score of the teacher of 100 which is included in the category of very practical.

Keywords: module, contextual teaching and learning approach

1. Introduction

The learning process is basically a process of learning and teaching that cannot be separated from one another. Teaching and learning process is a process of interaction between two human elements, namely students as the learning party and the teacher as the teaching party, with students as the main subject. Through Indonesian subjects in primary schools, students are expected to have knowledge and insights about the basic Indonesian language. In order to achieve the objectives of Indonesian language must be supported by a conducive learning process because learning developed by the teacher has a very big influence on learning success. Likewise learning success is greatly influenced by the ability and accuracy
of teachers in choosing and using various approaches and strategies in learning. One of the abilities that must be possessed by teachers in carrying out the Indonesian learning process is to use appropriate and correct media in the teaching and learning process. According to Hanafy [4], learning and learning is a complex process by bringing together components that have their own characteristics that are integrated, interrelated and influence to achieve the expected goals or competencies. Learning components are meant, including objectives, materials, methods, media, and sources, evaluations, students, teachers, and the environment. While Firmansyah [5] revealed that learning is a process or activity that changes the behavior of an individual in gaining knowledge after he gets a learning or experience, this is certainly a change towards a better (positive), for example who had no idea after experience the learning process of at least being know. According to the writing, Md. Kamrul Hasan & Mohd. Monirzzaman Akhand [7] said that writing is a fluid process created by writers as they work. And in additional Reza Biria & Sahar Safari [8] said writing is a complicated process through which ideas are created and expressed. Indubitably, learning to write is even harder and it takes a considerable amount of time and effort to write skillfully.

Based on observations made in Indonesian language learning conducted on Tuesday 30 October 2018 until Thursday 1 November 2018 in class IV SD Negeri 09 Airpura, Pesisir Selatan Regency, it was found that there were problems in the learning process. Problems found in the Indonesian learning process, including teachers tend to use conventional methods (lectures and questions and answers). In addition, teaching materials used are in the form of Student Work Sheets (LKS) and printed books. Researchers also saw a lack of students' desire to ask questions, even though they had not mastered the material taught by the teacher. This can be seen when the teacher gives questions, only three or four students are able to answer the teacher's questions. To overcome these problems, teaching materials in the form of modules can be developed using one approach to be able to improve student understanding. Kurniati [3] Module is a unified whole, consisting of a series of learning activities, which have clearly provided effective learning outcomes in achieving clearly and specific goals that have been formulated. As for Gusmania [8] explained that the Module is one of the smallest teaching and learning program units which module elements consist of teacher guidelines, student activity sheets, work sheets, answer sheet keys, test sheets, test sheet keys. In addition, Suriyanti & Yaacop [9] state that descriptive, narrative, expository and argumentative writing are the four most common types of writing. Based on the explanation, the module is one of the learning alternatives that can arouse students' enthusiasm and fun and increase curiosity. One of them is in learning Indonesian by using the Contextual Teaching and Learning approach. According to Enoh [10] Contextual Teaching and Learning (CTL) is a conception that helps teachers link subject content with real-world situations and motivate students to make connections between knowledge and its application in their lives as family members, citizens, and labor. Meanwhile, according to [11], Contextual Teaching and Learning (CTL) is an integrated learning process planning process that uses themes to link certain subjects that are carried out with contextual concepts, namely linking material taught with real-world situations of students so as to improve performance learners. So, through this research, an attempt to develop an Indonesian language learning module by using an educational unit level curriculum (KTSP) based on Contextual Teaching and Learning because there have not been many studies related to the development of modules in learning Indonesian in elementary schools.

Based on the aforementioned description, an alternative is determined, namely developing a module using a Contextual Teaching and Learning-based approach in Indonesian Language Learning Class IV Elementary School 09 Airpura.
2. Development Style

This research is a research and development study with a 4-D development model that is limited to 3-D. This model consists of 4 stages of development, namely: the stage of definition (define), the stage of design (design), the stage of development (develop), and the stage of dissemination (desseminate). In this study, researchers will only go through the development stage (develop) because of the limitation of ability, time and cost.

a. Defining Phase

According to Trianto [12] the purpose of this stage is to define and define learning conditions. This stage includes namely (a) curriculum analysis; (b) needs analysis; (c) student analysis; and (d) concept analysis.

b. Design Stage

The results obtained after analyzing the needs, are used to design Indonesian learning modules based on Contextual Teaching and Learning, consisting of several components namely cover / cover, preface, table of contents, material chart, SK, KD, indicators and learning objectives, learning activities and practice questions.

c. Development Phase (Develop)

According to Trianto [12] the purpose of this stage is to produce a revised learning tool based on expert input. The steps taken are the validation and practicality stages. For the validation stage carried out by experts, the practicality phase is carried out by the teacher and students.

d. Data Analysis Technique

Module Validation Results Analysis

The results of the validation of the validator for all aspects assessed are presented in tabular form. To find out the module validity, the maximum score is determined first on the validation sheet.

Determine the value of validity by using a formula that was modified from [11] as follows:

\[
\text{Validity value} = \frac{\text{number of scores obtained}}{\text{maximum score}} \times 100\%
\]

<table>
<thead>
<tr>
<th>Presentase</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>90% - 100%</td>
<td>Very valid</td>
</tr>
<tr>
<td>80% - 89%</td>
<td>Valid</td>
</tr>
<tr>
<td>65% - 79%</td>
<td>Valid enaught</td>
</tr>
<tr>
<td>55% - 64%</td>
<td>Less valid</td>
</tr>
<tr>
<td>0% - 54%</td>
<td>Invalid</td>
</tr>
</tbody>
</table>

Table 6. Validity Assessment

Source: Purwanto (Saputri:2015:8)
e. Analysis of module practicality results

Data obtained by calculating the score of students who answered each item as contained in the questionnaire. Media practicality test data were analyzed by percentage (%) using a modified formula from [11] as follows:

Practicality score = (total score obtained) / (maximum score) x 100%

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>86% - 100%</td>
<td>Very practical</td>
</tr>
<tr>
<td>76% - 85%</td>
<td>practical</td>
</tr>
<tr>
<td>60% - 75%</td>
<td>Practical enough</td>
</tr>
<tr>
<td>55% - 59%</td>
<td>Less practical</td>
</tr>
<tr>
<td>≤54%</td>
<td>Inpractical</td>
</tr>
</tbody>
</table>

Table 7. Percentage of Practicality Assessment

Source: Modified from Purwanto [11]

3. Research Results and Discussion

3.1 Data Description

Before conducting research in elementary school, researchers conducted observations at SDN 09 AirpuraPesisir Selatan in class IV on October 30, 2018 to November 1, 2019 to find out the problem and collect data. After knowing the problem and collecting data, the researcher designed a module with a Contextual Teaching and Learning approach that can help teachers and students in the learning process. After the module has been prepared, the material validity and media validity tests are carried out to determine the weaknesses of the modules so they can be revised immediately.

Experts who tested the material aspects namely Mr. RomiIsnanda, S.Pd., M.Pd. He is a lecturer in Indonesian Language and Literature Education Study Program. Experts who tested aspects of the media were Mr. AshabulKhairi, ST.M.Kom. He is a lecturer in the Education and Information Technology Study Program. After validation and revision, the module is ready to be tested on a large scale. A large-scale module trial was conducted at SDN 09 Airpura on Tuesday 12 February 2019. The teacher who assessed the practicality of the module was Mrs. ZainatulAnida, S.Pd as the fourth grade A.

3.2 Result of research

In general, the results of module validation based on Contextual Teaching and Learning can be illustrated in table 9 as follows:

<table>
<thead>
<tr>
<th>No</th>
<th>Aspect of rating</th>
<th>Validator Score</th>
<th>Total</th>
<th>Value of Validity</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Content Feasibility</td>
<td>36</td>
<td>36</td>
<td>72</td>
<td>100%</td>
</tr>
<tr>
<td>2</td>
<td>Language</td>
<td>20</td>
<td>20</td>
<td>40</td>
<td>100%</td>
</tr>
</tbody>
</table>
Based on Table 9 it can be seen that the percentage of module validations that are considered validator in general is 100% with a very valid category. From the assessed aspects, the average percentage of content eligibility is 100%, the language and readability aspects are 100%, the presentation aspect is 100%, and the graphic aspect is 87.5%. Table 9 shows that the Indonesian learning module with the Contextual Teaching and Learning approach developed is valid. Following are the results of the validation of the Indonesian learning module with the Contextual Teaching and Learning approach in brief by expert lecturers. Through the results of practicality by the fourth grade elementary school teacher 09 Airpura, the recapitulation results obtained from the practicality sheet are seen in Table 10 as follows:

<table>
<thead>
<tr>
<th>No</th>
<th>Rating Aspect</th>
<th>Total Score</th>
<th>Percentage of Practicality</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Ease of use</td>
<td>20</td>
<td>100%</td>
<td>Very practical</td>
</tr>
<tr>
<td>2</td>
<td>Practical learning time</td>
<td>8</td>
<td>100%</td>
<td>Very practical</td>
</tr>
<tr>
<td>3</td>
<td>Benefits</td>
<td>20</td>
<td>100%</td>
<td>Very practical</td>
</tr>
<tr>
<td></td>
<td>Average</td>
<td></td>
<td>100</td>
<td>Very practical</td>
</tr>
</tbody>
</table>

Based on Table 10 it can be explained the percentage of practicality Indonesian Language Learning Module with the Contextual Teaching and Learning Approach to the material rhymes of children by the teacher is 100 with very practical criteria. This shows that This module is very practical to be used by teachers as teaching material on child rhymes.

Table 11. Practicality Test Results of Indonesian Language Learning Modules with the Contextual Teaching and Learning Approach by Students

<table>
<thead>
<tr>
<th>No</th>
<th>Practicality Variable</th>
<th>Total Score</th>
<th>Practical Value</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Student Interest</td>
<td>590</td>
<td>92.18%</td>
<td>Very Practical</td>
</tr>
<tr>
<td>2</td>
<td>Process of Using</td>
<td>284</td>
<td>88.75%</td>
<td>Practical</td>
</tr>
<tr>
<td>3</td>
<td>Increased Student Activity</td>
<td>304</td>
<td>95%</td>
<td>Very Practical</td>
</tr>
<tr>
<td>4</td>
<td>Available Time</td>
<td>146</td>
<td>91.25%</td>
<td>Very Practical</td>
</tr>
<tr>
<td>5</td>
<td>Evaluation</td>
<td>143</td>
<td>89.37%</td>
<td>Practical</td>
</tr>
<tr>
<td></td>
<td>Average practicality of Modules</td>
<td>91.31</td>
<td></td>
<td>Very Practical</td>
</tr>
</tbody>
</table>
Based on Table 11, it can be seen the results of the responses of 20 students of Class IV A SDN 09 Airpura to the Indonesian learning module with the Contextual Teaching and Learning approach to the rhyming material of children with an average practicality of modules 91.31 and the category of Very Practical. Following are the results of the practicality test of Indonesian language learning modules with the Contextual Teaching and Learning approach in a nutshell by the students and the results of the practicality test.

4. DISCUSSION

Based on the results of research conducted on a large scale at SDN 09 Airpura in the Indonesian learning process with the Contextual Teaching and Learning approach can be said to be very practical. According to Daryanto (2013, 13), modules need to be designed and developed by showing some elements that require them, including format and attractiveness. The learning process in rhyming material using modules makes students enthusiastic and happy to read all the pages in the module during the learning process. This is demonstrated by active students and enthusiasm during learning. Students are more serious in reading the modules they have.

Analysis of practicality test data results by Grade IV A students of SDN 09 Airpura shows that the Indonesian language learning module with the Contextual Teaching and Learning approach on child rhyming material that has been developed is very practical with a percentage of practicality 91.31. The figure is obtained from an average of five aspects of practicality of the modules assessed by students, namely aspects of student interest, the process of use, increased student creativity, time available, and evaluation.

From the aspect of student interest, the Indonesian language learning module with the Contextual Teaching and Learning approach to the child rhyme material that has been developed is declared very practical with a practical percentage of 92.18%. This shows that modules that have been developed can increase students’ interest in participating in learning. From the aspect of its use process, the Indonesian language learning module with the Contextual Teaching and Learning approach on child rhymes material that has been developed is declared practical with a practical percentage of 88.75%. The results show that the modules that have been developed are easy to use by students independently with the guidance of the teacher. From the aspect of increasing student creativity, the Indonesian language learning module with the Contextual Teaching and Learning approach to the child rhyme material that has been developed is declared very practical with a percentage of practicality of 95%. This shows that modules that have been developed can increase student learning creativity, and make learning more meaningful.

From the available time aspect, the Indonesian learning module with the Contextual Teaching and Learning approach to the child rhyme material that has been developed is declared very practical with a practicality percentage of 91.25%. From the aspect of evaluating the Indonesian learning module with the Contextual Teaching and Learning approach to the child rhyme material that has been developed, it is declared practical with a practical percentage of 89.37%. This shows that formative tests contained in the module can be a benchmark for students in understanding the material, and can help students better understand concepts. Daryanto (2013: 22) that evaluation is intended to find out and measure whether the implementation of learning with modules can be carried out in accordance with the design of its development. Therefore it can be concluded that the use of Indonesian learning modules with the Contextual Teaching and Learning (CTL) approach can help students in teaching and learning on a large scale at SDN 09 Airpura Pesisir Selatan.
5. CONCLUSION

1. Indonesian learning modules with the Contextual Teaching and Learning approach in the material for children's rhymes for the fourth grade elementary school that have been developed are declared valid with an average percentage of validity 96.87.

2. Indonesian learning modules with the Contextual Teaching and Learning approach on the material for children's rhymes for grade IV elementary schools that have been developed are declared very practical with an average percentage of practicality 100 by teachers and 91.31 by students.

References


Character Education In The Novel *Bumi Cinta* and Novel *Merindu Baginda Nabi* by Habiburrahman El Shirazy

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**Abstract.** This research is motivated by the weak character of the current generation of young people, both in terms of individuals and based on experience of the community, nation and state. Therefore, this study aims to describe the values of character education in the novel *Bumi Cinta* and the novel *Merindu Baginda Nabi* by Habiburrahman El Shirazy. Data was collected using a data inventory format, and analyzed based on the theory of sociological literature in accordance with the research objectives. The results showed that there are five values of character education that stand out in each novel namely novels *Bumi Cinta* and the novel *Merindu Baginda Nabi* by Habiburrahman El Shirazy. The five values include: (1) faith and piety, (2) honesty, (3) intelligence, (4) toughness, and (5) caring.

**Keywords:** Character Education, Novel Bumi Cinta, Novel Merindu Baginda Nabi

1. **Introduction**

The literary work is creative work that discusses the life of Air society is based on experience or the reality he saw in society. [23] argues k Arya literature is a means used by the authors to express feelings, ideas and all the problems of life and human life. The disclosure is realized based on the experience experienced by the author or seeing the reality that exists in the community. All life experiences and life becomes the object of creation of literary works. In the process of creating literary works, the authors digest the reality around them as outlined in a literary work. Literary works are written for the consumption of readers because readers also need [9].

[7] asserted that literary works can emerge from the author's experience or from the stories of others. Literary works fall into the category of fiction that must have an aesthetic purpose in it and can provide interesting stories and inner satisfaction for the reader. [19] states that literary works are the work of creative thoughts of the author as outlined in a story using language as the medium. Literary works emerge from the combination of social reality in the environment with the creativity of the author. Through the media of literary works, the author also wants to elevate existing life values to be able to understand the meaning and nature of life, because literary works are a reflection of a people's life.

Novel is one literary genres as a manifestation of contemplation and inner struggle of the writer, especially, about dialectic life of human being [14]. Literary works are written for the consumption of readers because readers also need [20]. The novel is a form of life and real behavior that is described in the form of an imitation that has interrelated elements [5], [22], [17].

According to [12] novel is a work of prose that contains stories involving many characters in it and incorporates complex storylines as part of a very complicated life in a society. Responding to the fondness of the Indonesian state that is being haunted by
worrying about the young generation in the future, Andrea Hirata with her various novels helps uncover the mystery of the story by displaying the values of character education that teachers are longing for now.

[9] states that the novel is a complex, unique organizational structure and expresses something (more of a nature) indirectly. Novels as one of the literary products that have an important role in providing possibilities for human life, for example, can be taken several lessons to understand the nature of life. In the novel the author pours out the feelings he sees, is felt with the help of imagination. In addition, the author's imagination will not be possible if it does not have sufficient knowledge about other objective realities.

Literary works have a function and very closely related for people's lives. [24], [23], said that literature serves to provide pleasure and benefits. These two things complement each other; the pleasure derived from literature is not physical or material pleasure, but rather higher pleasure, namely contemplation that is not seeking profit. The benefits obtained from literary works are literary works able to create a more interesting atmosphere, more vibrant, and provide enjoyment for its readers so that what is needed by the community can be fulfilled properly. Literary works written certainly contain advice for the reader [4].

[9] states that as a miniature world, literary works function to infest a large number of events that have been framed in patterns of creativity and imagination. As an imaginary work, fiction offers a variety of human and humanitarian problems, life, and life. Of course in literature there are many noble values that can be emulated by students. According to [2] the novel is not only a fiction, but can also be a reference or reading to understand the culture of an ethnic group. Novels that are in great demand by readers at the moment, namely stories that have a lot of themes related to the reader [1].

Each type of novel can be studied using many approaches, one of them is the novel Bumi Cinta and the novel Merindu Baginda Nabi by Habiburrahman El Shirazy. Novel Bumi Cinta and novel Merindu Baginda Nabi by Habiburrahman El Shirazy studied by the researchers hooked up an value - the value of character education. This study is a means of knowledge that the novel Cinta Cinta and the novel Merindu Baginda Nabi by Habiburrahman El Shirazy have a positive value when read by all groups, especially teenagers.

[12] explains that character education is the overall interpersonal relational dynamics with various dimensions both from within and from outside. It is expected that each person can experience his freedom more so that he can be more responsible for his own growth as a person and the development of others in their lives. In short, character education can be interpreted as a social assistance so that individuals can grow in living their freedom in living together with others in the world. Character education as a pedagogy provides three important meanings in every educative and intentional intervention for the advancement of education. This mantra is individual, social, and moral.

Character education has recently has regained its importance in the word of education [10]. [18] explains character education targeting the character of child development which is a combination of psychological characteristics that activate and motivate children to function as effective moral agents that have social attitudes and are responsible and ethical and ethical. According to [3] more character refers to the results of the process of inculcation of values. The issue of what values are internalized depends on the value system that is upheld or agreed upon in society. Character education is a values related to one’s morals that needs to be applied in everyday life [6].

[11] put forward five focus values of character education that are sourced from the development of human dignity and dignity components (HMM) and Pancasila values. The
values of character education include: (1) faith and piety to God Almighty, (2) honesty, (3) intelligence, (4) toughness, and (5) caring.

This type of research is a qualitative research with descriptive analysis method. According to [19] qualitative research is research carried out by not using numbers, but rather using researchers' appreciation of the interactions between concepts being studied empirically. According to [13], the descriptive method of analysis is done by describing the facts which are then followed by analysis. Etymologically description and analysis mean outlining. It does not merely describe but also provides sufficient understanding and explanation. The data in this study are stories that illustrate the values of character education contained in the novel Bumi Cinta and the novel Merindu Baginda Nabi by Habiburrahman El Shirazy. Data sources in this study are the novel Bumi Cinta and the novel Merindu Baginda Nabi by Habiburrahman El Shirazy.

The novel Bumi Cinta is the brainchild of Habiburrahman El Shirazy's thoughts, published by the publisher Republika. This novel is the first printing in February 2019. The novel consists of forty titles and a total of 546 pages. The cover design of this novel, which is in blue dongker. Furthermore, it is equipped with pictures of cars lined up neatly parked on a snow-covered roadside. In addition, with the same author the novel Merindu Baginda Nabi, also published by the publisher Republika. This novel is the second printing in November 2018. The novel consists of fourteen story titles and totaling 176 pages. The cover design of this novel is green combined with white. Furthermore, it is equipped with a mosque dome image and white clouds and flying birds.

The data collection techniques of this research are as follows: 1) reading and understanding as a whole this novel Bumi Cinta and the novel Merindu Baginda Nabi by Habiburrahman El Shirazy, 2) marking every part of the novel that contains the values of character education, 3) inventorying data in the format data collection. The data validation technique in this study is to use triangulation techniques. According to [8] triangulation is a data validation checking technique that uses something else outside the data for the purposes of checking or comparing data. The use of other observers helps reduce skewness in data collection. Data analysis techniques were carried out namely: (1) identifying data, (2) analyzing data, and (3) summarizing the findings.

The novel Bumi Cinta and the novel Merindu Baginda Nabi by Habiburrahman El Shirazy are novels with the theme of the struggle of life. In the novel Bumi Cinta and the novel Merindu Baginda Nabi by Habiburrahman El Shirazy, the writer tries to write about the struggle of one's life from various tests and continues to strive to achieve his education and ideals. Obtained education certainly cannot be separated from parental upbringing. The novel Merindu Baginda Nabi provides very valuable lessons for the educational process. This can be seen in the struggle of the characters in this novel who are always excited and never give up despite the many obstacles faced. The reason for the researchers choosing the values of character education in this novel is that many teenagers are now easily discouraged from leaving education.

Habiburrahman El Shirazy is an Indonesian writer and scholar who has an international reputation. He is the first Southeast Asian writer to get an award from The Istanbul Foundation for Sciences and Culture, Turkey. In addition, the cultural dropout from Al Azhar University Cairo, has been rewarded with various awards from within and outside the country. Among these; Southeast Asian Archipelago Literature Award, Paramadina Award 2009, Award for Archipelago Islamic Arts and Arts Award from the Chief Minister of the State of Sabah, Malaysia, Figure of Change from the Republika Daily. In 2008, Insani Undip Semarang, ordained the author of these Love Verses as Novelist No. 1 Indonesia.
This research was conducted on the grounds that the novel *Bumi Cinta* and the novel *Merindu Baginda Nabi* by Habiburrahman El Shirazy were interesting to analyze, and had never been studied before. In addition, because in the novel *Bumi Cinta* and the novel *Merindu Baginda Nabi* by Habiburrahman El Shirazy, many values of character education are found. The values of character education include: (1) faith and piety, (2) honesty, (3) intelligence, (4) toughness, and (5) caring.

Based on the description above, the purpose of this study is as follows. *First*, describing the values of character education of faith and piety to God Almighty in the novel *Bumi Cinta* and the novel *Merindu Baginda Nabi* by Habiburrahman El Shirazy. *Second*, describe the values of honesty character education in the novel *Bumi Cinta* and the novel *Merindu Baginda Nabi* by Habiburrahman El Shirazy. *Third*, describe the values of intelligence character education in the novel *Bumi Cinta* and the novel *Merindu Baginda Nabi* by Habiburrahman El Shirazy. *Fourth*, describe the values of tough character education in the novel *Bumi Cinta* and the novel *Merindu Baginda Nabi* by Habiburrahman El Shirazy. *Fifth*, describe the values of caring character education in the novel *Bumi Cinta* and the novel *Merindu Baginda Nabi* by Habiburrahman El Shirazy.

### 2. Text Formatting

#### 2.1 Citation and references

Based on the research findings, there are values of character education in the novel *Bumi Cinta* and the novel *Merindu Baginda Nabi* by Habiburrahman El Shirazy. The educational values are limited in five ways including (a) faith and piety, (b) honesty, (c) toughness, (d) intelligence, and (e) intelligence. The character education values that stand out in the novel *Bumi Cinta* and the novel *Merindu Baginda Nabi* by Habiburrahman El Shirazy will be described as follows.

<table>
<thead>
<tr>
<th>No</th>
<th>Data Source Code</th>
<th>Data Code</th>
<th>Marker</th>
<th>Values of Character Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>01</td>
<td>1</td>
<td>Faith</td>
<td>✓</td>
</tr>
<tr>
<td>2</td>
<td>02</td>
<td>2</td>
<td>Piety</td>
<td>✓</td>
</tr>
<tr>
<td>3</td>
<td>01</td>
<td>3</td>
<td>Keep promise</td>
<td>✓</td>
</tr>
<tr>
<td>4</td>
<td>02</td>
<td>4</td>
<td>To be responsible</td>
<td>✓</td>
</tr>
<tr>
<td>5</td>
<td>01</td>
<td>5</td>
<td>Intelligent</td>
<td>✓</td>
</tr>
<tr>
<td>6</td>
<td>02</td>
<td>6</td>
<td>Intelligent</td>
<td>✓</td>
</tr>
<tr>
<td>7</td>
<td>01</td>
<td>7</td>
<td>Not hopeless</td>
<td>✓</td>
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<td>Not hopeless</td>
<td>✓</td>
</tr>
<tr>
<td>9</td>
<td>01</td>
<td>9</td>
<td>Helpful</td>
<td>✓</td>
</tr>
<tr>
<td>10</td>
<td>02</td>
<td>10</td>
<td>Comply with Regulations</td>
<td>✓</td>
</tr>
</tbody>
</table>

Information

1 = Faith and piety
2 = Honesty
3 = Intelligence
Values Character Education Faith and Devotion to God Almighty

Faith is a belief or belief in God Almighty, while piety means to carry out all commands and avoid all His prohibitions. The values of the character education of faith and piety to God Almighty contained in the novel *Bumi Cinta* by Habiburrahman El Shirazy are as follows.


Data 1 above illustrates that there is value in character education in the novel *Bumi Cinta* about faith. As a religious person, of course always draw closer to God. In this case, the figure of Ayyas who always remembers God whenever and wherever he is. Because wherever we are tests and trials will always come. Therefore, by always remembering God we will avoid things that can shake the priest and avoid disobedience.

The values of character education of faith and piety to God Almighty contained in the novel *Merindu Baginda Nabi* by Habiburrahman El Shirazy are as follows.


Data 2 above, is the value of character education contained in the novel *Merindu Baginda Nabi* by Habiburrahman El Shirazy who carries out orders and away from God's prohibition. Quote the data above, illustrates that figure Rifa obediently to practice prayer without delay. The atmosphere depicted when Rifa was even though he was having a small discussion with his friend and immediately stopped him. After praying, Rifa took part in the routine activities at the pesantren and examined the thin book which was directly influenced by his Abah. It can be seen that the educational value found in the Rifa figure is to always prioritize the teachings of his religion.

b. The values of honesty character education

Honesty is a small part of the value of life that must be owned by humans because of high value. The values of honesty character education contained in the novel *Bumi Cinta* by Habiburrahman El Shirazy are as follows.

3. “Ia berjanji kepada Allah, jika Sofia selamat, ia akan menikahinya dan menjadikannya sebagai teman berjuang di jalan-Nya sampai mati datang menjemput” (BC, 2019, p. 542)

Data 3 above, illustrates the value of character education contained in the novel *Bumi Cinta* by Habiburrahman El Shirazy, which holds promise. Ayyas figure who promised God, if Sofia's character can be saved then he will marry her. In the above statement, Sofia who was unconscious after she was shot by a stranger. Ayyas figure tries to save his life by rushing to take Sofia to the hospital to get help.

The values of honesty character education contained in the novel *Merindu Baginda Nabi* by Habiburrahman El Shirazy are as follows.
(4) “Usai lulus SMA dengan paket C, Mas Sokib pamit ingin merantau ke Jakarta. Abah tidak melepaskan anak asuhnya tanpa jalan dan rencana yang jelas. Ia menghubungi beberapa kenalannya di Jakarta. Seorang teman sekolah abah di kampung dulunya, namanya Pak Mustain sudah jadi orang Jakarta dan bekerja di sebuah biro umrah di daerah Jakarta Timur, Mas Sokib dititipkan pada temannya itu” (MBN, 2018, p. 14)

Data 4 above, is one of the values of character education contained in the novel *Merindu Baginda Nabi* by Habiburrahman El Shirazy, which holds promise. Abah figure (who is a boarding school nurse) who is responsible for foster children. He could not release his foster children to go abroad with unclear plans. He contacted his friends in Jakarta to leave his foster children and find him a job. For obvious reasons, the Abah character will calmly release his foster children to leave.

c. The values of intelligence character education

Intelligence is the perfect development of a person's mind to think, understand, sharp mind, and perfect growth of his body. The values of intelligence character education contained in the novel *Bumi Cinta* by Habiburrahman El Shirazy are as follows.

(5) “Devid dulu di SMP termasuk siswa cerdas, selalu masuk tiga besar, bahkan dirinya saja, ia rasakan saat SMP dulu masih kalah dengan Devid” (BM, 2019, p. 20)

Data 5 above, is the value of character education contained in the novel *Bumi Cinta* by Habiburrahman El Shirazy namely intelligence. Devid figure who is one of the close friends of Ayyas figures since middle school. Devid's figure is one of the smart students in his class. He always ranked in the top 3 while in middle school. In the quote above, it is illustrated that Devid's character is smarter than Ayyas.

The values of intelligence character education contained in the novel *Merindu Baginda Nabi* by Habiburrahman El Shirazy are as follows.


Data 6 above, there is the value of intelligence education. This illustrates that Rifa is able to master English well. The use of good English, can lead him to get a scholarship to study after graduating from high school.

d. The values of Resilience character education

Resilience is the strength that causes a person to survive, strong, able to overcome the burden, and not easily discouraged in the face of trials. The values of resilience character education contained in the novel *Bumi Cinta* by Habiburrahman El Shirazy are as follows.

In the quote above, there is the value of toughness character education that is not hopeless. Yelena figure who continues to try to reach his cellphone to tell his friends that he was having a small accident. The accident broke his hand, his legs could not be moved. He kept trying so he could save himself from the cold snow that would cover his entire body.

The values of resilience character education contained in the novel *Merindu Baginda Nabi* by Habiburrahman El Shirazy are as follows.

(8) “Aku akan datangi rumahnya dan minta penjelasan. Kalau aku memang ada salah sama dia, aku akan minta maaf.” (MBN, 2018, p. 75)

Data 8 above, is one of the values of character education contained in the novel *Merindu Baginda Nabi* by Habiburrahman El Shirazy, which is certainly not hopeless. This is illustrated by the figure of Rifa who always tried to invite Arum to talk with him but Arum did not want to. Rifa is confused about what exactly happened with his classmate. Since Rifa returned from America, Arum's attitude immediately changed to him. Therefore, Rifa wants to come to Arum's house to ask for an explanation about the change in his attitude to Rifa. Rifa always tries to get Arum to talk to him, if he has something wrong with Arum, he will apologize.

e. The values of character education into care early

Kep eduli early is one way to maintain relationships with others, whereas others feel the commitment and personal responsibility. The values of caring character education contained in the novel *Bumi Cinta* by Habiburrahman El Shirazy are as follows.

(9) “Baiklah. Mari kita selamatkan nyawa umat manusia malam ini semampu kita”

(BM, 2019, p. 171)

Data 9 above, is one of the values of character education contained in the novel *Bumi Cinta* by Habiburrahman El Shirazy, which is sure to be helpful. The quote above illustrates that the Ayyas figure is eager to save someone who is experiencing hardship. Ayyas thinks that our fellow humans should help one another. Right now other people who need our help, and who knows tomorrow or the day after tomorrow we need someone else's help. Ayyas' figure who tries to save the life of a woman who turns out to be a woman named Yelena is a friend of her.

The values of caring character education contained in the novel *Merindu Baginda Nabi* by Habiburrahman El Shirazy are as follows.

(10) “Kalau saya sih, tidak masalah mau diletakkan di kelas berapa nanti oleh pihak sekolah. Saya ikuti kebijakan sekolah dengan ikhlas. Besok saya akan datang ke sekolah, insya Allah.” (MBN, 2018, p. 32)

Data 10 above, is one of the values of character education contained in the novel *Merindu Baginda Nabi* by Habiburrahman El Shirazy, which is sure to comply with regulations. Rifa figure who has a big heart accepts the school's decision about staying in class or continuing to grade. He highly valued the school's decision that he went to America to exchange lessons and was also a messenger from the school. Therefore, he waited for the school's policy on this and accepted it sincerely.
2.1 Acknowledgements

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References


Morphology Of Legends Folktale Of The Minangkabau Boys In West Sumatra Who Was Rebellious To His Mother

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Abstract. This research article contains a discussion about the morphology of the legends folktale of the Minangkabau boys in West Sumatra who was rebellious to his mother. This research is a descriptive qualitative study. Morphological data was obtained through a search of the structure of the motives and role functions of the four legends folktale of the Minangkabau boys in West Sumatra who was rebellious to his mother. The data sources of this study are legendary folktales (1) Malin Kundang and (2) Si Boko represents the coastal area of West Sumatra, (3) Batu Lengong, and (3) Bukit Talio representing the mainland area of West Sumatra. This study of the legends folktale of the Minangkabau boys in West Sumatra who was rebellious to his mother uses the theory of structural studies as used by Proop (1967, 1984), Greimas (1972), Scoles (1974), Rusyana (2000), and Hasanuddin WS (2018, 2019). The theory used assumes that the motives in the structure of folktale are the main thing because of the motives that make up the theme and explain the possibility of spreading the folktale to other regions. West Sumatra as the main residence area of the Minangkabau people has many legends folktale of rebellious children, both of rebellion boys and girls. The motive of the story of a rebellious boys to his mother is important to know and compare. Based on the research findings, the motifs of legends folktale of rebellious boys to their mothers have the same motive for the perpetrators' functions. The motives of the perpetrator's function on the legends folktale of the Minangkabau boys who was rebellious to his mother were (1) Initial situation: (a) living as an only child, (b) living only with mother, (c) living in very simple/ poor conditions (d ) want to change destiny for the better; (2) Transformation situation: (e) migrate following merchants and business people, (f) work hard and economically, (g) become rich and get married to women from families/ wealthy, (h) return to their hometown to meet their mothers; (3) Final situation: (i) meeting with an elderly and poor mother, (j) refusing to acknowledge her old and poor mother because she is ashamed of his wife, (k) condemned by her mother; (l) changes shape to stone due to the curse of his mother. The morphology of the legends folktale the Minangkabau boys in West Sumatra who were rebellious to their mother from the West Sumatra coastal region is more complete and intact than the legends folktale of the West Sumatra from mainland region.

Keywords: morphology, legendary folktale, rebellious boys, West Sumatra, Minangkabau people
1. Introduction

Legendary folklore, especially folktales, local legends is part of oral literature that is considered and trusted by the people who own it as something that really happened or happened. As a matter of truth, local legends folktales have an important position. Human life, and by itself relations between people, are controlled by beliefs. If it grows and develops, beliefs or beliefs are accepted as a truth. Public belief in something may well cross the line of general logic, but such beliefs according to Barthes (2003: 124) cannot be blamed. The thing that must be considered from the community's belief is not the issue of true or false beliefs, but the extent to which these beliefs function in fulfilling the social functions of the community's life.

Minangkabau people or people are one of the strongest ethnic groups in Indonesia. The Minangkabau identity has contributed to the form of Indonesia's national culture, including language, art, culinary, and various other aspects of tradition. People who are able to contribute their culture are people who are strong, solid, and proud of their identity.

In terms of folklore, local legends, people or Minangkabau people have stories of local legends about rebellious children which are very legendary and are known in almost all regions of Indonesia, even in several Southeast Asian countries, namely the story of the legend of the rebellious child Malin Kundang. Many things caused why the legends folktales of the legend of Malin Kundang became famous and widely known, even adapted by people outside the Minangkabau people. This is also evidence of the contribution or contribution of Minangkabau people in terms of culture.

Indeed, the Minangkabau people in West Sumatra not only have folktales about a Malin Kundang as a rebellious boy to his mother, there are still others, even many. In addition, the Minangkabau people in West Sumatra also have many folktales of local legends that are rebellious daughters to their mothers. Folktales about another son besides Malin Kundang who was a disobedient mother, among others, was the legends folktales of Batu Kutu (Surantia, Pesisir Selatan), Batu Tagak (Sungai Lareh, Kota Padang), Batu Lengong (Lembah Gumanti, Solok), Si Boko (Sungai Piasang, Kota Padang), Batu Galeh (Sulikaie, Solok), Bujang Jibun (Surantiah, Pesisir Selatan), Bukik Talio (Taram, Lima Puluh Kota), and Nankodo Bincik (Solok). Whereas local folklore stories about daughters who were rebellious to their mothers included Awang Tingkuluak (Sungai Sariak, Padangpariaman), Batu Menangis (Sungai Tarab, Tanah Datar), Batu Puti Bayang (Nagari Api-api Bayang, Pesisir Selatan), Batu Menagis (Ngalau, Payakumbuh), and Batu Bangkai (Pauah Duo, Solok Selatan). Thus, the reality of the many stories about Minangkabau children who are rebellious to their mothers, both boys and girls is a unique and very interesting phenomenon to be studied further from various aspects. The study in this study focused only on the structural study of the story, about its morphology, and only on the sons of the Minangkabau in West Sumatra who were rebellious to their mothers.

Folktales (local legends) about the Minangkabau boys were rebellious to his mother as the object of research are legendary folktales (1) Malin Kundang, (2) Si Boko, (3) Batu Lengong, and (4) Bukik Talio. Selection considerations are based on the representation of the story with the background story of the coastal area of West Sumatra (coast), and the background story of the area not the coast (mountains). Local legend folktales Malin Kundang and Si Boko represent the story with the background story of the coastal area (Kota Padang and Pesisir Selatan), while the story with the background story is not coastal (mountains) represented by folktales of Batu Lengong and Bukik Talio (Solok and Lima Puluh Kota).
The study of the four folktale stories of local legends is focused on structural studies, especially on story morphology. As Proop and Greimas's attention, the study of four local legendary folktale of Minangkabau boys in West Sumatra who were rebellious to their mothers did not focus on the study of the intrinsic elements of literary texts, but instead focused on the most important narrative motives, namely actions and roles actor (story character). Proop (1987) and Greimas (1972) give equal attention in establishing the morphology of folklore, namely giving emphasis to actions and not to the perpetrators of the story. This is also the case with this study.

By knowing the morphology of the functional structure of local legends folktale text of Minangkabau boys who are rebellious to their mothers, as previously explained, a number of things can be concluded, for example about the philosophy of life, concepts, behavior, perceptions, and problems about Minangkabau people. Research to form the morphology of the local legends folktale of the Minangkabau boys in West Sumatra who were rebellious to his mother is one of the stages to be able to answer questions about a number of formulations of the social behavior of Minangkabau people. This formulation can be seen as the basic values that have "cemented" the Minangkabau ethnic community into a strong ethnic group and exist in this archipelago.

2. Literature Review

The study of the morphology of the local legends folktale of Minangkabau boys in West Sumatra were rebellious to his mother was carried out as a study of narrative oral literature. This was done by Proop (1928, 1967, and 1987) and Greimas (1972). Scholes (1974) on the basis of Proop's study and Greimas conducted a study of stories in drama texts with the same principle. Thus, the study of the category of local legend of Minangkabau boys in West Sumatra who were rebellious to their mother was the foundation of the study of structure. Propp (1967 and 1984) was the first structuralist figure to carry out a thorough study of the narrative structure while giving new meaning to the fibula dichotomy and sjuzet. Proop (1967) concluded that the narrative story of one hundred Russian folklore he collected had the same structure. What he means is, in the folklore of the perpetrators and their characteristics can change, but the actions and functions are the same, do not change. Proop views sjuzet as a theme not a plot as understood by formalists. According to Proop (1987) motives are important elements because motives form the theme. The motives in the structure of folklore can be divided into three, namely (i) perpetrators, (ii) actions, and (iii) victims.

Greimas (1972) conducted a narrative analysis of story texts. The study includes two stages of structure, namely the physical structure and inner structure. Greimas narratology is a combination of the Levi-Strauss paradigmatic model with the Proop syntagmatic model. Compared to Proop, the object of Greimas' study is not limited to folk tales, but is extended to myths. Greimas and Proop's similarity is to emphasize actions and not the actors of the story. Greimas argues that the concrete is an action which then forms the actor as a false subject (see also Teeuw (1984), Junus (1993), and Hasanuddin WS (2018; 2019).

From the various reference references as discussed above, the study of the morphology of the local legends folktale of the Minangkabau boys in West Sumatra who were rebellious to his mother in this discussion looks special, that is, on the object of his study. The object of the study focused only on local legend folktale of Minangkabau boys in West Sumatra who were rebellious to their mothers, and not daughters, and not outside the administrative area of West Sumatra. The results of this study, in addition to of course producing documentation of local legendary folktale of Minangkabau boys in West Sumatra who were rebellious to their
mothers, also resulted in classification or categorization, especially the morphological aspects. On the other hand, in terms of its relation to the development of the world of tourism, the results of documentation and morphological categorization of folklore will enable it to be used to increase the attractiveness of tourism to areas in West Sumatra. Tourists who visit West Sumatra not only enjoy nature and culinary, but also can hear and know the folklore of local legends related to the area they visit.

3. Methods

The research that forms the basis of the preparation of this article is qualitative research, research carried out by not using numbers and statistical data processing, but prioritizing researchers' appreciation of interactions between concepts that are being studied empirically. A study carried out with the intention of understanding the phenomenon of what is experienced by the subject of research such as behavior, perception, motivation, action, holistically, with a specific natural context, and by utilizing scientific methods.

This research is a study that produces descriptive data in the form of written or oral words from people and observable behavior, depending on observations in humans, both in the region and in its terminology. This research prioritizes the natural setting and is carried out to present the social world, and its perspective in the world in terms of concepts, behaviors, perceptions, and problems concerning the human being studied.

The data of this study are morphological data on the stories of oral literature from local legends folktale of Minangkabau boys in West Sumatra who are rebellious to their mothers. Data collection is carried out in two stages. The first stage is the inventory stage through literature studies (document analysis) and recording of oral literature of legend folktale of Minangkabau people in West Sumatra. Data that is told directly by the informant is recorded using a recording device. Recordings are transcribed into written form. The result of transcription (literacy) is then transliterated (transitional) from the Minangkabau language into Indonesian. The text of the story of the transliteration results is further examined by the functional structure of the morphology using theory as explained earlier. The second stage is collecting data about the storytelling environment, including the views and philosophy of life, as well as the life values of the people who speak the story of local legend related to the oral literature of the Minangkabau legend in West Sumatra. Data about the storytelling environment was collected through recording techniques, observations, and interviews.

4. Results and Discussion

a. Functional Structure

The findings of this study show that the of local legends folktale of Minangkabau boys in West Sumatra who were rebellious to their mother, based on functional structures, can be formulated in twelve function functions arranged in three situations, namely the initial situation, the transformation situation, and the final situation. In the initial situation there were four functions of the perpetrator, namely (a) living as an only child, (b) living only with the mother, (c) living in a very simple / poor condition, (d) wanting to change the destiny for the better. In the transformation situation there are four functions of the perpetrator, namely (e) migrating to follow merchants and business people, (f) working hard and frugally, (g) becoming rich and getting married to women from families / wealthy, (h) returning to their homeland to meet her mother. In the final situation there are four functions of the perpetrator,
namely (i) meeting with an elderly mother who is still poor, (j) refusing to recognize her old and poor mother because she is ashamed of his wife, (k) condemned by his mother; (l) changes shape to stone due to the curse of his mother.

The four folk tale that became the object of study can be explained as follows. Legend folk tale of *Malin Kundang* in the Early Situation, told Malin Kundang is the only child (a) who no longer has a father and only lives with his mother (b), they both live in a state of lack or poverty because their mother only works as a wood collector burn in the forest around Air Manis Beach where they live, however Malin Kundang is very loved by his mother, whereever goes Malin Kundang is always carried (carrying in Minangkabau language called kundang) by his mother, that's why he is called Si Malin Kundang, Malin is always invited or held by his mother (c), aware of their poverty, Malin Kundang aspires to be rich and can please his mother's life (d). In the Situation of Transformation, it was told to stop the ark of a wealthy merchant on Air Manis Beach who wanted to take clean water for drinking supplies that had run out, Malin Kundang asked his mother for permission to sail and work for the rich merchant, his mother allowed and the rich merchant was willing to accept Malin Kundang to come with him (e), Malin Kundang worked earnestly, diligently, disciplined, lived frugally so that the rich merchants were very pleased with Malin Kundang (f), because of his perseverance Malin Kundang became a successful merchant as well and living well in the wanderings of people and can marry a beautiful merchant's daughter (g), after having a family Malin remembered his mother in his hometown, on Air Manis Beach, then sailed with his wife and entourage to his hometown to meet his mother (h). In the Final Situation, it was said that Malin Kundang's ark anchored on Air Manis Beach and he met his mother, but he was shocked because his mother remained poor and looked very old and dingy (i), such circumstances caused Malin Kundang to be ashamed of his wife do not acknowledge that the poor, old, and shabby woman is his biological mother (j), his mother feels very sad and disappointed at Malin Kundang's actions, then prays to God, if it is true Malin Kundang is his biological child who has drunk his milk, then curse he became a stone (k), suddenly a rainstorm came, lightning merged and merged, Malin Kundang along with his ark crashed to the shore of Air Manis Beach, Padang City and turned to stone (l).

![Picture 1. Malin Kundang Stone on Air Manis Beach, Padang West Sumatra](image)

The Si Boko Legend folk tale in the Early Situation, told that Si Boko is said to be the only child (a) who no longer has a father and only lives with his mother (b), they both live in a state of poverty or poverty because of their mother and are only able to farm simple on the hillside around where they live on the Sungai Pisang Bungus (c), aware of their poverty, Si Boko aspires to be rich and be able to please his mother's life by (d). In the Situation of Transformation, Si Boko went to leave his hometown to look for fortune (e), Si Boko through
his hard work to become a successful and wealthy overseas (f), because Si Boko's wealth had many men and had wives who beautiful (g), Si Boko returned home to his village on the Sungai Pisang Bungus on a boat he owned (h). In the Final Situation, Si Boko was reunited with his mother, but he was surprised because his mother remained poor and looked very old and dingy (i), such circumstances caused Si Boko to refuse to admit that the poor, old, and dirty woman was his biological mother (j), his mother felt very sad and disappointed at Si Boko's action and then swore and condemned Si Boko in Spilling (k), Si Boko and all of his ships became rocks in the Sungai Pisang Bungus area of Padang City (l).

Figure 2. Si Boko Stone on the Sungai Pisang Bungus in Padang West Sumatra

The Batu Lengong or Bujang lengong Legend Story in the Early Situation, told there was a family that only had a son (a) the boy lived alone with his mother (b), they both lived in a state of lack or poverty because of his mother and he only able to earn a living from the forest around them in the Lembah Gumanti (c), this boy used to be called Bujang, likes to hunt into the forest with his basket, pole and dog (d) In the Transformasi Situation, told Bujang to go abroad to leave his hometown to look for fortune of fate by trading cloth (e), Through the hard work of trading cloth he became a rich man (f), there was no function of the perpetrators of this stage (g), Bujang returned to his village in the Lembah Gumanti (h). In the Final Situation, it was told that Bujang was reunited with his mother, but he was surprised because his mother remained poor and looked very old and dingy (i), this condition caused the Bujang to refuse to admit that the woman was poor, old, and dirty. refuse the food the mother has provided and then go to the forest to do her pleasure, which is hunting with a basket, pole and a dog (j), her mother feels very sad and disappointed at the act of the Blessed One and curses the child (k), the bachelor upon arrival in Bukit Lembang Pinjaro Lembah Gumanti hearing the curse of his mother, he turned (Minangkaba language call malengong) and when he turned it over, his pole, his basket, his dog, and himself turned into stone, known as the stone Bujang Lengong (l).

Figure 3. Bukit Lembang Pinjaro Lembah Gumanti Bujang Lengong Hunting Place and turned into stone
Bukit Talio Legend Story in the Early Situation, said to be told of a boy from a family living in Mungka (a) living with his mother (b), their family lived a simple life as a farming family (c), there was no function of the perpetrator at this stage (d). In the Transformasi Situation, the boy went to the mosque, which was quite far from his house for Friday prayers (e), the mother of the boy told him not to eat the bananas at home because the banana was a banana he had long desired (f), coming home from Friday prayers this boy felt tired and very hungry (g), this boy forgot to order his mother, he ate the banana (h). In the Final Situation, told the mother, the boy learned that his banana had been eaten up by his son (i), the mother scolded and chased her running son and hid in the Batu Bulek Mungka and refused to apologize and disobeyed the mother's instructions to go home, but continued to climb Batu Bulek to its peak (j), his mother felt very sad and disappointed at his son's actions and then swore and cursed his child (k) When that big lightning came, the large lightning grabbed the child so that the Batu Bulek split into nine the part and child who is not obedient to the mother changes to stone (l).

Based on the explanation of the functional structure based on the initial situation, the transformation situation, and the final situation above, the morphology of the local legend folk tale of the Minangkabau boys who were rebellious to their mother can be seen in the following table.

<table>
<thead>
<tr>
<th>Num.</th>
<th>Titles of the Legends Folktales</th>
<th>Function character</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Initial situation</td>
</tr>
<tr>
<td></td>
<td></td>
<td>a</td>
</tr>
<tr>
<td>1.</td>
<td>Malin Kundang</td>
<td>✓</td>
</tr>
<tr>
<td>2.</td>
<td>Si Boko</td>
<td>✓</td>
</tr>
<tr>
<td>3.</td>
<td>Batu Lengong</td>
<td>✓</td>
</tr>
<tr>
<td>4.</td>
<td>Bukit Talio</td>
<td>✓</td>
</tr>
</tbody>
</table>

Based on these findings, the morphological functional structure of the local legend folk tale of the Minangkabau boy in West Sumatra who were rebellious to their mother from the coastal area of West Sumatra has the same and complete morphology. Whereas stories originating
from the mainland (mountains) region of West Sumatra have a simpler function of functional structure compared to stories originating from coastal areas. Another thing, between the two stories originating from the mainland (mountains), turned out to have a relatively diverse functional structure.

**b. Actor Motives**

Folk stories of local legends about the Minangkabau boys in West Sumatra who were rebellious to their mothers were numerous and varied. This is also consistent with the allegations of folklore researchers, such as Proop (1967, 1987) Greimas (1929), Dundes (1971), Brunvand (1975), Danandjaja (1984, 2003), and Koentjaraningrat (2009), that the number legendary folklore in every culture is far more than myth and fairy tales. This is because legends folktale, especially local legend, has an unlimited number of basic types. Local legend folktale will continue to be produced so that it will always increase in number compared to legendary folklore that can wander from one area to another (migratory legends).

The four local legendary folklore about the Minangkabau boys in West Sumatra who were rebellious to their mother, the object of this research came from two different regions, namely from the coastal area of West Sumatra and from the mainland (mountainous) region of West Sumatra. There are identical perpetrators' motives and there are also motives of different actors between the two different regional stories. To find out how the similarities and differences in the motives of the local legend folktale about the sons of Minangkabau boys in West Sumatra who were rebellious to their mother, see the following explanation.

The motives of the existing and (identical) actors in the functional structure of local legend about the Minangkabau boys in West Sumatra who were rebellious to their mothers from the two regions are as follows, namely (1) A rebellious boy to his mother is an only child. He has no brother; (2) A rebellious boy to his mother lives and is raised only by his mother (single parent); (3) A rebellious boy to his mother comes alive in poor because the mother of an ungodly boy does not have broad access to economic resources; (4) A son who is rebellious to his mother before the condemnation of committing an act which is not pleasing to his mother; and (5) A son of disobedience to his mother, completely transformed into stone after being cursed by their mother.

The motives of different actors in the functional structure of local legend about the Minangkabau boys in West Sumatra who were rebellious to their mothers from the two regions are as follows, namely (1) Boys from disobedient coastal areas to their mothers must leave their mothers to wander to get success in the economic field (get rich) so that they can help and please their mothers; (2) Boys from lawless coastal areas to their mothers returned home after success and became rich to meet their mothers, but later when they met, they were ashamed to admit their mothers because their mothers were poor, looked very old, and were dirty. This is what makes their mother disappointed, sad, and feels abused; (3) Boys from the lawless mountainous regions of their mothers do not (must) leave their mothers to wander to gain success in the economic field (to become rich) so that they can help and please their mothers; (4) The boys of a rebellious mountain region to his mother is not too disturbed by the condition of poverty, the desire to improve his destiny by wandering out so that things become rich and refusing to admit to having a poor mother is not the cause of rebellion, but by the behavior of those who ignore orders and prohibitions from their mothers.

Based on the explanation of the similarities and differences in the functional structure of the motives of the perpetrators of the Minangkabau boys in West Sumatra who were rebellious
to their mothers from the coastal and mainland areas of West Sumatra can be seen in the following table.

**Table 2. The Similarities and Differences in the Motivation of Folk Stories of Local Legends of Men of the Minangkabau Man of Durhaka to His Mother from the Coastal and Mountainous Regions of West Sumatra**

<table>
<thead>
<tr>
<th>Num.</th>
<th>The area of origin of the Legends Folktales</th>
<th>Actor Motives</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Coastal</td>
<td>Mountains</td>
</tr>
<tr>
<td>1.</td>
<td>Malin Kundang and Si Boko</td>
<td>Batu Lengong and Bukit Talio</td>
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<td></td>
</tr>
<tr>
<td></td>
<td>Malin Kundang and Si Boko</td>
<td>Batu Lengong and Bukit Talio</td>
</tr>
</tbody>
</table>
conditions of poverty but they take action not to obey orders and prohibitions from their mothers so that their mothers are disappointed, sad, and feel harassed.

The phenomenon of local legend folktale about the Minangkabau boys in West Sumatra who were rebellious to their mother continued to live and dominate the folklore of the legend of Minangkabau people in West Sumatra, must be given attention in the investigation. The number of stories is very large, even in one area, for example, Mungka in Lima Puluh Kota Regency found more than one story of a child who was rebellious to his mother, both boys and girls. The interesting thing about this as an initial prediction, as the results of the study of functional structures carried out in this study appear to be the functional structure and motives of different actors from two different regions. It can be assumed that there are also differences in the functional structure and motives of the offender.

Based on the preliminary study, there was a difference in functional structure between the sons and daughters. The motives and characteristics of male and female child offenders appear to be different. This is unique and requires further research. In addition to the problem of functional structure, matters relating to the aspect of wandering (migration) the story of these rebels, it seems that there is an archetype that can be assumed that the odyssey of local legendary stories about lawyers in West Sumatra is the odyssey of monogenesis, ie there is one discovery in one area Minangkabau in West Sumatra followed a process of diffusion into other Minangkabau areas in West Sumatra, even outside of the Minangkabau region of West Sumatra. This allegation must be answered through separate research.

Therefore, the research findings in the form of morphology from the legends folktale of the Minangkabau boys in West Sumatra who were rebellion to their mother opened up another greater possibility for further research on legendary folklore related to motherhood and possibly related to other folktales, such as myths and fables Minangkabau people in West Sumatra. According to Hadi (2002), Navis (2002), Goodenough (1981) and Sedyawati (2007) it will be done earlier because the authenticity of the story will be better. The longer the delay will be possible the influence of outside culture and the influence of communication technology tools affect the narrator in telling folklore they master.

c. **Functional Structure, Motives, and Themes**

Proop (1967 and 1987) concluded that narrative stories from Russian folktales he studied had the same structure. The structure that he intended was more to the functional structure, meaning in the folklore of the perpetrators and their characteristics can change, but the actions
and functions are the same, do not change. Therefore, Proop views sujzet as a theme not a plot as understood by formalists, because the motives form the theme.

The functional structure of folk tale legend of the rebellious Minangkabau boys in West Sumatra who were rebellious to their mother forms the theme of the story. The theme as well as the main message formed by the functional structure of the legend of the Minangkabau boys in West Sumatra who were disobedient to their mother was never to disobey the mother because the consequences were very bad for both the cured and for the cursors themselves. In reverse, listeners to the legendary story of the legend folk tale of the Minangkabau boys in West Sumatra who were rebellious to their mother asked not to imitate the characters of the storytellers, especially those related to the behavior and motives of the perpetrators of disobedience and cursing. The motives of the perpetrators of disobedience and condemnation are conveyed not to be imitated and obeyed, but rather to be rejected. In relation to the research conducted by Greimas, this type of storytelling is referred to as the story of the myth of freedom.

The motives of the offender relating to the events of iniquity, condemnation, and the consequences of condemnation are the main themes. Beyond the main theme, the motives of the perpetrators as well as themes and side messages (themes and minor messages) are in the form of exemplary. The motives of the perpetrators of disobedience and condemners before the rebellion occur are the themes and important side messages of legendary folklore, such as being responsive and diligent, resilient trying, like working hard, disciplined, frugal, fast in making decisions, always wanting to be the best in everything, protect, love to guide and advise, and pray for good things for others. This theme and side message, in relation to Greimas' study, is referred to as the story of the myth of concern.

5. Conclusion

The folklore of the legend of the son of the Minangkabau in West Sumatra who was rebellious to his mother contained values, a philosophy of life, a description of attitudes and behavior, as well as what the Minangkabau thought. Thus, the folklore of the legend of the Minangkabau people in West Sumatra is both the knowledge and local wisdom of the Minangkabau people in living their lives. The wisdom values of legendary Minangkabau folklore are valuable intangible cultural heritage. As with other oral traditions, the folklore of Minangkabau legend not only has linguistic pragmatic functions in speaking, but also other broader social functions.

The folk tale of the legend of the Minangkabau boys in West Sumatra who were rebellious to their mothers as intangible cultural heritage has social functions as well as a projection system; as a means of ratifying paranata and social institutions; as a means of children's education; and as a means of forcing and supervising community norms to always be obeyed. The folklore of legend of the Minangkabau boy in West Sumatra who was rebellious to his mother was a communication tool in terms of community control (social control) which was concrete to criticize someone or a group that had violated the norms of society. Reproach someone by using folklore is easier to accept and more targeted than direct reproach. This is because folklore is not impersonal. As stated by Bakar (1981), Siegel (1979) and Sulistyowati (2016), if someone feels insinuated by hearing folklore addressed to him, he cannot be angry with the narrator because he is aware that the folklore he hears is a traditional heritage of the ancestors of his community that must be obeyed. Critics who use folk tales in these circumstances are supported by cultural heritage traditions. In this position, the tradition plays a role, the narrator only applies as the distributor.
References


Abstract. This study aimed to reveal the form of violence against women by men in Kompas selected short stories published in reformation era, particularly related to patriarchal culture. This study applied qualitative methods and feminist literary approaches. The short stories analyzed were ‘Liang’ by Indra Tranggono (2004), ‘Dua Wanita Cantik’ by Jujur Prananto (2004), ‘Ripin’ by Ugoran Prasad (2005), ‘Suatu hari, Ada Ibu and Radian’ (2009), and ‘Sonya Rury’ by Indra Tranggono (2010). The research findings proved that female characters are victims of violence by men both as husbands and lovers. Forms of violence consist of direct violence and indirect violence. The violence occurs mainly caused by the presence of patriarchal issues and economic factors. The violence affects the destruction of future life as happens to Ripin whose the life was miserable, Wasti who raised four children without knowing who the father of each child was, Radian’s mother character who managed to escape along with Radian for killing Radian’s father, Sonya who ended his life, and Meta who was going to experience her mother’s fate, becoming a widow without getting married.

Keywords: violence, women, Kompas short stories, feminist literature.

1. Introduction

Violence acts reported by media to this day are still dominated by violence against women. In fact, according to Komnas Perempuan (National Women’s Commission) violence against women increased by 14% in 2018 compared to the previous year[1]. There were 348,446 cases of violence against women during 2018, both those reported and those handled by Komnas Perempuan. Violence against women is also dominated by sexual violence.

Mass media are never lacking news about violence. The violence allegedly becomes part of a daily event, particularly in big cities that are indeed vulnerable to social conflicts. Perpetrators of violence are possibly anyone without distinguishing social, ethnic, or religious status. On the contrary, the acts of violence that occurred during the New Order government were generally carried out by the government and its allies, specifically the military. This was revealed from the results of the author's dissertation (Thahar, 2007 at.all) through the research on Kompas selected short stories during the New Order government which reflects this violence[2].

A Short story is one of the literary genres that have been written in the country and published on newspaper since the 1980s. As a literary work, short stories are expressions of authors written in the form of stories and inevitably a reflection of the author's own life as well. From the perspective of the Sociology of Literature (Ratna, 2004), literary works (novels, short stories, poetry, and drama) are representations of social situations at certain times and places.
The Kompas daily newspaper is one of newspapers that consistently publish weekly short stories. Since 1992, the published short stories over the year are reselected to be published as an annual book of selected short stories. Therefore, it can be assumed that all the best writers over the country must submit their works to be published in this newspaper. Eventually, the Kompas newspaper contributes to the appearance of new writers.

Since the beginning of the Reformation Era, numbers of short stories on the Kompas have taken violence as a theme, as a reflection of the social situation of the author's life as well. In specific, the violence told in the short stories was violence against women, where women become victims of violence. The selected short stories which tell about violence against women are: (1) "Liang" by Indra Tranggono published in 'Sepi pun Menari di Tepi Hari' (2004), (2) "Dua Wanita Cantik" by Honest Prananto, published in 'Sepi pun Menari di Tepi Hari' (2004), (3) "Ripin" by Ugoran Prasad published in Ripi's group (2005-2006), "Pada Suatu Hari, Ada Ibu dan Radian" by Avianti Armand, published in a collection with similar title (2009), and (5) "Sonya Rury" by Indra Tranggono, published in “Dodolit Dodolit Dodolibret” (2010).

These five short stories were selected based on the occurrence of violence against women which affects women becoming victims, both directly and indirectly. Besides, the five short stories can represent the themes of violence among the selected short stories on the Kompas during the post Reformation period (2000-2010).

This study aims to: (1) uncover the forms of violence experienced by female characters which are done by men in five Kompas selected short stories conveying violence theme during post-reformation era; (2) revealing the background of the violence occurrence done by male characters and experienced by female characters in those five short stories; and (3) expose the impact of violence done by men to female characters as reflected in the short stories of (a) Liang by Indra Tranggono, (b) Dua Wanita Cantik by Jujur Prananto, (c) Ripin by Ugoran Prasad, (d) Pada Suatu Hari Ada Ibu and Radian by Avianti Armand, and (e) Sonya Rury by Indra Tranggono.

Rokhman syah et al. [8] stated that violence against women generally occurs due to the patriarchal culture that is still rooted in society[10]. In a patriarchal culture, male power is absolute power and cannot be changed. Men occupy positions as leaders and rulers, while women as workers and servants for men.

Galtung[9] divided violence into two, namely: (1) direct violence, physical violence which seen as behavior, such as injuring, killing and war; and (2) invisible violence or structural violence. In addition, Gender Equality Index-Report [11] distinguished violence against women into two categories: direct violence and indirect violence.

Direct violence against women focuses on all gender-based actions that result in physical, sexual or psychological harm to women including the threat of coercion or arbitrary deprivation, both publicly and privately. Meanwhile, indirect violence in gender context focuses mainly on attitudes, strategies and cultural norms supporting gender practices that can lead to gender violence[9].

2. Method

This research is a qualitative study applying feminist literary critique. Source of data in this study are short stories included in Kompas selected short stories book in the year of 2004, 2005/2006, 2009, and 2010 in which one short story represents each year: (1) Liang by Indra Tranggono, (2) Dua Wanita Cantik by Honest Prananto, (3) Ripin by Ugoran Prasad, (4)
This study was conducted by following five steps of the research process. First, the researcher did a heuristic reading of short stories and continued by reading hermeneutically to get a more detailed understanding. Second, the researcher recorded all data needed in accordance with the indicators of each research question. Third, tabulation and classification of data are made regarding the indicators determined. Fourth, the researcher analyzed the data by confirming to the formulation of the problem to achieve the objectives of the study. Fifth, a descriptive analysis of the data was performed. Last, the researcher wrote the conclusion of this study.

3. Findings and Discussion

In general, the five short stories analyzed in this research represent violence committed by men against women. Some male perpetrators of violence have relations as a husband to the victims and some do not. This is somehow related to the form of direct and indirect violence in which the female characters in the short stories become victims both physically and non-physically (psychologically).

<table>
<thead>
<tr>
<th>No</th>
<th>Title of Short Story</th>
<th>Male Violence Against Women</th>
<th>Consequence</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Background of the Violence</td>
<td>Direct Violence</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Physical</td>
</tr>
<tr>
<td>1</td>
<td>Liang</td>
<td>Economy</td>
<td>v</td>
</tr>
<tr>
<td>2</td>
<td>Dua Wanita Cantik</td>
<td>Economy</td>
<td>v</td>
</tr>
<tr>
<td>3</td>
<td>Ripin</td>
<td>Patriarchy</td>
<td>v</td>
</tr>
<tr>
<td>4</td>
<td>Pada Suatu Hari, Ada Ibu dan Radian</td>
<td>Patriarchy</td>
<td>v</td>
</tr>
<tr>
<td>5</td>
<td>Sonya Rury</td>
<td>Economy/Biological need</td>
<td>v</td>
</tr>
</tbody>
</table>
3.1 Description of Woman Figure

1. *Liang* Short Story by Indra Tranggono

Wasti was the only daughter of Yu Milah. Yu Milah used to be a prima donna among Ketoprak seller and was impregnated by a man. Unfortunately, the man disappeared after knowing about Yu Milah’s pregnancy. Yu Milah lived in a 3x3 M² house in a high-density village. Yu Milah did not want Wasti to have the same fate as her, living a life as a fatherless kid. Therefore, she was sent to school. After Wasti graduated from high school, economic problems made her unable to go to college.

Finally, after graduating from school Wasti went to town and got a job. However, Yu Milah did not know where her daughter worked. The only thing she knew was Wasti sent her a lot of money. With that money, Yu Milah could repair her house and facilitate it with furniture. It turned out that Wasti was working in a club and becoming a courtesan for wealthy men.

A man who had slept with her gave her a cheque worth millions and left a message "*Good morning, dear,*" on her cellphone screen. Wasti wanted to make the man her husband, but the man disappeared after she sent him a reply "*Why so hurry, dear?*"

Wasti had slept with different men she did not know. As a result, every year she returned to the village taking her babies with her without knowing who the father of the babies is.

Satirical responses of neighbors are inevitable.

"Well, if every year Wasti comes home with a child, our village must be crowded" a fat woman laughed. The laughter was greeted by customers who clustered around moneylenders.

"It’s not like that, huh. Uh, probably she wanted to imply that you are infertile” said the thin woman with laughter.

"Eventhough I am infertile, I have my husband ... “ [7]

The insinuation that hurt Wasti and Yu Milah triggered Yu Milah to pull out an iron bar at the door of her house and beat the fat lady and caused her to pass out. Yu Milah was then arrested by the police.

2. *‘Dua Wanita Cantik’* Short Story by Jujur Prananto

A beautiful mother figure, Yustin, was so worried to see her daughter's beauty, Meta, who had been caught storing lipstick in her bag. Her concern was Meta’s fate. She was afraid if her daughter’s fate later was a repetition of his fate. When she was at Meta’s age, her beauty made all the men tempted and the one who succeeded in seizing his virginity was Meta's biological father who disappeared from her life.

"There is only one condition you must obey: Do not disturb my wife and children.” And Yustin has no power to sue. Years later, the man disappeared without any notification. Suddenly, Yustin's debit card was rejected by the cashier and a group of people came to her house and claimed it as their house. From that day she suddenly realized that the baby she was pregnant with would never have a father[4].

That does not seem unreasonable because one day Meta was caught answering a phone call in secret.

"Wait a minute ...!” But the telephone on the other side had been hung off. And what was heard later was the voice of her mother standing right in front of the door outside the room and asked: "Who are you talking to, Meta?” [4]
3. ‘Ripin’ Short story by Ugoran Prasad

Ripin was a child who lived in a village and liked to play marbles. One day, there was a sound from a pick-up car singing Rhoma Irama songs. The car was decorated by colorful posters announcing there would be a night market, a ‘Demon Barrel’ game, and fascinating Rhoma Irama's performance. Ripin asked his mother to invite him to the event. His mother is blowing her traditional stove in the kitchen. Mak just said ‘There was no night market. There was no demon barrel game’.

Ripin knew that Mak was quietly crying every time she heard Rhoma Irama singing on the radio. Ripin even saw Mak holding and cradling the radio even though Mak had sworn she would not cry no matter how hard Ripin’s father hit her face[5].

Ripin’s father is a bandit who slept all day and went out all night and returned before dawn. Lately, he did not go out late at night because many of the bandits were shot dead mysteriously. Even though he still beat Mak, he taught Ripin to get ready to be beaten by rattan. A bitter fact that was not understood by Ripin decades later, his Mak died after her head was knocked down against the wall by his father. His father's body was found floating at times with a wound on his chest and forehead shot by another spooky gangster called Petrus.

3.1 ‘Pada Suatu Hari, Ada Ibu dan Radian’ Short Story by Avianti Armand

This short story tells about a mother and her son who is still a boy named Radian who liked to draw as an impingement for his emotions. At school, Radian strangled a hamster to death in front of his friends and teachers. However, he was shaken. Radian was shocked to see his mother strangled by his father yesterday morning. His mother was not dead, but she was knocked down on the floor.

My neck was chattering. My head almost broke. When the consciousness was almost gone, he suddenly dumped me - lying on the floor, reaching up to the unwilling air to breathe. He just left. And when my eyes recovered, my heart sank. Radian stared from a dark silent corner[6].

In the morning, the mother got Radian's room empty, but still warm. He found Radian startled in front of the bathroom. There, his father was laid down with a knife still stuck in his bloodied chest.

3.2 ‘Sonya Ruri’ by Indra Tranggono

A woman who worked as a cafe waiter, named Sonya Rury, declared that she had just divorced her husband. She confessed to the Me (the narrator) that she and her ex-husband were just lived together. During that time she was sold by her ex-husband to numerous strangers. Her ex-husband threatened her that he would injure and kill her. The woman's back was full of wounds caused by a folding knife incision done by her ex-husband.

In her teenage, Sonya had been raped by a middle-aged man. Not only that, she was also sexually harassed by the boss of a company. Furthermore, she always became a victim of sexual abuse before he met her ex-husband, a charming-faced man. He said that he was in love with her and they both lived together.

3.3 Discussion

The form of direct violence experienced by Mak Ripin character (in Ripin), Mrs. Radian (in
Pada Suatu Hari, Ada Ibu dan Radian), and Sonya (in Sonya Rury) belongs to physical violence. As revealed by Galtung (2003), physical violence is a form of classical violence such as: throwing objects at the victim's body, beatings, slaps, strangling, kicking, stomping, injuring victims with weapons or empty-handed.

The three short stories above clearly describe about the suffering of women as victims of violence done by men who are in official and unregistered marital status with the victims. For example, Ripin’s father, a bandit, wandering all night and sleeping during the day, often beats Mak (Ripin’s mother). One day, Ripin’s father caught Mak watching the outdoor cinema screening. She was immediately beaten by Ripin’s father until the morning. In this story, Mak died after his head was knocked against the wall. Ripin’s Father also died because of being shot by a mysterious shooter.

The reason for the violence done by Bapak character against Mak Ripin is all about the patriarchal culture embraced by the Javanese rural community as the background of the story. Furthermore, this short story took place in the New Order era of Indonesia when bandits or gangsters were finally banished by mysterious shootings, without going through the court (extrajudicial killing).

In the following quote: “The woman showed the picture to her husband at dinner time. The principal had shown her the picture this morning. Radian’s drawing. The man did not say a word. He just hit the table, grabbed the plate, and threw it away. Right to her face. She choked out. The pain almost blew up her head. She swallowed it. Anger ambushed immediately. She swallowed it. The deafening noise of smashing plates.

Radian’s mother was told that she had not dissolved her husband's physical abuse. The marriage of Radian’s parents was not based on love. Therefore, they had to get married because Radian’s mother was already pregnant. The violence which was always witnessed by Radian triggered him to kill his father in the bathroom by stabbing a knife in the chest. Similar to Ripin’s father case, Radian’s father also adheres to a patriarchal culture that considers women to be under the power of men. The impact of the violence was the destruction of the marriage and the death of the father by the hands of his son.

Another case experienced by Sonya character (in Sonya Rury). She is a victim of gender-based direct violence that results in physical, sexual, or psychological harm to women, including threats of action and intimidation. The violence is also motivated by cultural violence, namely violence based on male supremacy (gender-based). The impact of the violence on Sonya’s character is her death.

Direct and indirect violence experienced by Wasti character (in Liang) is fundamentally based on economic problems. Wasti who was born without knowing who her father was, chose to get a job in the city even though her mother, Yu Milah, wanted her to go to college. Poverty in her life forces Wasti to accept any work that earns a lot of money. Wasti earns a lot of money from men she has slept with. She then gives the money to her mother to repair their house and provide sufficient furniture. The risk of her work is that she has to take along with her new babies every year she returns home from the result of her relationship with several men who gave her money but do not legally marry her.

Wasti is a victim of gender-based direct violence done by men who give her a lot of money. The form of indirect violence experienced by Wasti is psychological violence. It psychologically affects her for being a pregnant woman and a mother to three children without marriage. This psychological violence has a significant effect on her and her mother's life. Satirical statements coming out from the community push them down. This stress results in
Wasti’s mother desperately striking her sarcastic neighbor with an iron peg. Nonetheless, there has been a spiral of violence as cited by Camara [17],[18],[19].

Yustin, a female character in Dua Perempuan Cantik, also psychologically experiences gender-based violence both directly and indirectly. Yustin experiences this gender-based violence because her beauty makes her the target of men’s aggressive behavior. She is pregnant and gives birth to a beautiful daughter named Meta. Instead of being responsible, the man who makes her a mistress disappears, along with his financial support which he used to give. Her experience concerns her to worry about Meta who is growing to be a beautiful woman. She is afraid that Meta will become a victim of gender-based violence like she did in the past. Her fear comes true.

The violence experienced by Yustin and Meta was based on a patriarchal culture which has an impact on Meta’s future. It results in the obscurity in Meta’s future to have a normal and harmony family.

4. Conclusion

The theme of those five short stories analyzed in this research is women as victims of male violence published by the Kompas newspaper. The Kompas newspaper was published in the era of reformation (the era when the press was no longer controlled by the government). The short stories represent the social situation at the time they were written. In general, the five short stories studied include a portrait of violence done by men against women.

Three short stories are illustrations of direct physical violence (Ripin, Pada Suatu Hari, Ada Ibui and Raduan, and Sonya Rury) which derive from patriarchal culture or the supremacy of male power covered by different social issues such as economic and education.

Other two short stories: Liang and Dua Wanita Cantik portray the gender-based violence that causes Wasti and Yustin characters experience violence directly and indirectly. In the beginning, Wasti and Yustin get the violence is by compulsion or under a threat. However, it turns out later that they are finally used to it and take it as a dirty work to earn a lot of money easily. As a result, both of them are victimized and become women who give birth to children without legally getting married and the fathers of their children remain unknown.

The recent violent incidents reported by the media are still interesting themes for several authors. Based on the findings of this research, women will always be the victims of male violence if the patriarchal culture still dominates this world. This is different from Bonilla’s findings [20], that violence occurs due to the culture of class differences, where the lower class are willing to be oppressed, become victims of violence [20].

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Development of E-LKPD exposition text based on CTL class VIII Junior High School

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Abstract. The purpose of this study is to describe the process of developing an electronic Student Worksheet (E-LKPD) for learning exposition text based on Contextual Teaching and Learning (CTL) which is valid (viewed in terms of content, presentation, language and graphics) and practical (seen in terms of ease of use and conformity with time) used by students of class VIII SMP. This type of research is research and development. The development model used is a 4-D model (defining, designing, developing and distributing). The subjects of this study were grade VIII students of SMP 12 Padang. The research data consists of qualitative data and quantitative data. Qualitative data was collected through filling in the E-LKPD validation questionnaire and the E-LKPD practicality questionnaire. The results of this study indicate that the E-LKPD produced is valid and practical. The value of E-LKPD validity of 85.72% is very valid category. Practicality based on teacher practicality values is 77.94% with practical and practical categories of students at 84.14% with a very practical category.

Keywords: Development, e-LKPD, exposition text, CTL

1. Introduction

Student writing skills in Indonesia are essential to be developed. One of the types of writing learned in Indonesian subjects is exposition text. Exposition text is a type of text that serves to express ideas or propose something based on strong arguments [1,2,3]. However, writing skills are the most difficult language skills mastered because writing is a very complex cognitive process [4].

Facts on the ground show that writing skills are still low. Research from various countries such as USA Crossley, S.A. & McNamara, D.S. (2016); in Malaysia by Togatorop (2015); in America by Wahdan (2018); in Ethiopia by Muluneh (2018); in Europe by Alfaki (2015) revealed that student writing skills are lower than other language skills. To overcome the students' low writing skills, the right solution is certainly needed [5,6,7,8,9].

In Indonesia alone, exposition text writing skills of students in schools are in the category of imperfect and not yet satisfying. This is known based on the results of interviews with Ms. Maimunah, S.Pd. This is also supported by the results of research conducted by Lubis (2014) and Ariningsih (2012). The results of the study revealed that learning to write exposition text had not achieved satisfactory results [10,11].
Based on these facts, alternative solutions and problems are needed in developing the Participant Educator Worksheet (E-LKPD). The use of E-LKPD affects the learning process of students. In accordance with the Minister of Education and Culture Regulation [12] concerning Basic and Secondary Education Process Standards which states that learning planning includes the preparation of plans for implementing learning and preparing media and learning resources. Related to this, a worksheet for the participants in the education department is needed that can help students become creative, active and independent by finding and discovering a concept or principle for themselves that has not been previously known. Students’ thinking abilities like this can be developed by applying the learning model Contextual Teaching and Learning (CTL).

Contextual Teaching and Learning (CTL) is applied because it is able to explore the potential of students in a variety of ways not monotonous so that students’ understanding and abilities in writing are better. Furthermore, The E-LKPD with the CTL approach was assessed to motivate students to understand the meaning of the material being studied, namely by linking the material with the context of the daily lives of students [13].

Therefore, the author will present E-LKPD which is filled with various colors in the hope of being able to arouse students’ interest in learning. The other important thing is the presentation of material on E-LKPD supported by seven components that are owned by the CTL model so that learning will be more meaningful. Furthermore, the development of teaching materials in the form of worksheets of educated participants in the exposition text writing material is expected to be able to answer the problems found in the exposition text learning class VIII junior high school students. The development of this student worksheet is designed as an alternative to help the learning process interesting. Besides being interesting, the worksheets of participants participating in the CTL model are also expected to be a valid and practical tool to use.

The standard of education and secondary processes which states that the preparation of learning tools is part of learning planning. Learning planning in question is an activity in the form of preparing tools that will help the learning process such as RPP and E-LKPD. The RPP and E-LKPD are adjusted to the approach that will be used [14].

E-LKPD is one of the teaching aids in the form of sheets containing tasks that must be done by students [15,16]. There are four functions of E-LKPD, as follows. First, as a teaching material that can minimize the role of educators, but more activate students. Second, as teaching material that makes it easier for students to understand the material provided. Third, as a teaching material that is concise and rich in tasks to practice. Fourth, facilitate the implementation of teaching to students [16].

In order for E-LKPD to be more meaningful, a learning model of Contextual Teaching and Learning (CTL) is used. CTL is learning that enables the learning process where students use their academic understanding and abilities in various contexts inside and outside the school to solve problems that are simulative or real, both individually and together [17,18].

2. Method

This research is research and development because in the research that will be carried out, an implementation plan for learning electronic student worksheets (E-LKPD) based on contextual teaching and learning (CTL) is developed on exposition writing skills in VIII grade junior high school students in the city. Padang. The E-LKPD development process was carried out following the 4-D model suggested by Thiagarajan and Semmel (in Trianto 2012). The 4-D model consists of four stages of development, namely define, design, develop, and disseminate. The product trial was conducted at one of the junior high schools in the city of Padang, namely grade VIII students of SMP 12 Padang. Data generated from trials in the form of an assessment...
of the product being tested is collected through the development instrument. The instruments used in data collection in this study are validation instruments and practical instruments.

Data analysis techniques are carried out by describing validity and practicality. Validation results from the validator on all aspects assessed from the validator in the form of a table, and then look for the average score using the formula. Then, find the average score of the final value of all validators with the formula. Then, the validity level criteria can be seen in table 5 as follows.

<table>
<thead>
<tr>
<th>Table 1. Criteria for level of validity.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage (%)</td>
</tr>
<tr>
<td>----------------</td>
</tr>
<tr>
<td>86 − 100</td>
</tr>
<tr>
<td>75 − 85</td>
</tr>
<tr>
<td>41 − 74</td>
</tr>
<tr>
<td>21 − 40</td>
</tr>
<tr>
<td>0 − 20</td>
</tr>
</tbody>
</table>

Questionnaire data was obtained by calculating the scores of students who answered each item as contained in the questionnaire. The E-LKPD practicality test data was analyzed by formula percentage. Then the average of all students will be searched by formula. The results obtained are interpreted using the following criteria.

<table>
<thead>
<tr>
<th>Table 2. Criteria for practicality.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage (%)</td>
</tr>
<tr>
<td>----------------</td>
</tr>
<tr>
<td>0 ≤ NA ≤ 20</td>
</tr>
<tr>
<td>21 &lt; NA ≤ 40</td>
</tr>
<tr>
<td>41 &lt; NA ≤ 74</td>
</tr>
<tr>
<td>75 &lt; NA ≤ 85</td>
</tr>
<tr>
<td>86 &lt; NA ≤ 100</td>
</tr>
</tbody>
</table>

3. Result and Discussion

3.1. Define

The defining stage of the development of the E-LKPD consists of three steps, namely the initial analysis, student analysis, and task analysis. Meanwhile, content structure, concept analysis, and formulation of objectives, are included in the task analysis section. Found deficiencies related to exposition text writing, namely learning resources. Therefore, students need to have practical learning resources to support learning to write exposition texts. Thus, students can understand the material and do the exposition text writing exercises well. One learning resource that can be used is E-LKPD learning. E-LKPD learning must be in accordance with the needs of students, and can arouse the motivation of students to learn.

3.2. Design

The preparation of the E-LKPD begins with finding the various references needed. After that, design the E-LKPD outline, and design it to have an attractive appearance. The preparation of the E-LKPD framework is adjusted to the Contextual Teaching and Learning (CTL) learning model. The placement of CTL steps can be seen in the framework of the E-LKPD skilled in writing exposition text in the following table.
Table 3. Framework of E-LKPD learning to write exposition text based on CTL.

<table>
<thead>
<tr>
<th>Preliminary Framework</th>
<th>Fill in the Introduction Framework</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Core Competencies</td>
<td>Core competencies are used as a reference for compiling the contents of the E-LKPD</td>
</tr>
<tr>
<td>B. Basic Competencies</td>
<td>Basic competencies are used as a reference for compiling the contents of the E-LKPD</td>
</tr>
<tr>
<td>C. Orientation</td>
<td>Presentation of important points learned by students.</td>
</tr>
<tr>
<td>D. Prerequisites</td>
<td>Terms that must be met before studying E-LKPD.</td>
</tr>
<tr>
<td>E. Instructions for use and time</td>
<td>Guide on how to use E-LKPD for students and the amount of time needed to study E-LKPD.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Learning Activity Framework</th>
<th>Fill in the Learning Activity Framework</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Basic Competence</td>
<td>Basic competencies are used as a reference for preparing the contents of the E-LKPD.</td>
</tr>
<tr>
<td>B. Indicator</td>
<td>Competencies that must be achieved by students every learning.</td>
</tr>
<tr>
<td>C. Learning objectives</td>
<td>Statement that students want to achieve every learning activity.</td>
</tr>
<tr>
<td>D. Benefits of learning activities</td>
<td>Benefits obtained by students every learning activity.</td>
</tr>
<tr>
<td>E. Description of material</td>
<td>Contains material relating to indicators.</td>
</tr>
<tr>
<td>F. Summary</td>
<td>Contains a summary of knowledge, concepts, principles about competencies contained in the material description.</td>
</tr>
<tr>
<td>G. Practice</td>
<td>Contains questions that aim to provide students with an understanding of the concepts they have just learned.</td>
</tr>
<tr>
<td>H. Self Assessment</td>
<td>Assessment of student attitudes and behaviors to measure strengths and weaknesses in achieving learning goals.</td>
</tr>
<tr>
<td>I. Supporting information</td>
<td>Contains additional information for students.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Performance test</td>
<td>Contains instructions for working on the test that students will write, namely writing exposition text.</td>
</tr>
<tr>
<td>B. Assessment rubrics Performance tests</td>
<td>The table contains the aspects assessed, weight, and level of performance, and exposition of the score.</td>
</tr>
<tr>
<td>C. Guide to assessing performance test results</td>
<td>Contains ways that can be used to calculate scores into values, formulas used, and benchmark reference assessment tables.</td>
</tr>
</tbody>
</table>

3.3. Develop
3.3.1. Validity of E-LKPD Skills for Writing Exposition Text
Based on the analysis carried out on the answer validator on the validation sheet, the results obtained as shown in the following table are obtained.

Table 4. Results of expert E-LKPD validation.

<table>
<thead>
<tr>
<th>No.</th>
<th>Rated aspect</th>
<th>Earnings Score</th>
<th>Validity (%)</th>
<th>Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Feasibility of the contents of E-LKPD</td>
<td>89,33</td>
<td>93,05</td>
<td>Very valid</td>
</tr>
<tr>
<td>2</td>
<td>E-LKPD language</td>
<td>32,00</td>
<td>100,00</td>
<td>Very valid</td>
</tr>
<tr>
<td>3</td>
<td>Presentation of E-LKPD</td>
<td>94,66</td>
<td>95,33</td>
<td>Very valid</td>
</tr>
<tr>
<td>4</td>
<td>Layout of E-LKPD</td>
<td>42,00</td>
<td>87,50</td>
<td>Very valid</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>257,99</td>
<td>93.97%</td>
<td>Very valid</td>
</tr>
</tbody>
</table>

Based on the data analysis, the validity of the exposition text E-LKPD was 93.97% with a very valid category. The description of the validity values of each validated aspect is as follows. First, the validation of the feasibility aspect of the E-LKPD content is 93.05% with a very valid category. Second, the validation of the language aspect of E-LKPD is 100% with very valid categories. Third, the validation aspect of the presentation of E-LKPD is 95.33% with a very valid category. Fourth, the validation of the E-LKPD graphics aspects is 87.50% with a very valid category. To be clearer, the level of achievement or percentage of each aspect can be seen in the following figure.

Figure 1. The level of achievement or percentage of each aspect.

Based on the results of the feasibility validation of the E-LKPD contents, it can be stated that the contents of E-LKPD are in accordance with the applicable curriculum, namely the 2013 curriculum. Contextual teaching and learning used as the E-LKPD base has been well integrated. Based on this description, it is necessary to state that the competent contents of the E-LKPD are feasible and can be used for the product testing phase. This can be seen from the value of the E-LKPD validity and no comments related to the contents of the E-LKPD.

Validation of E-LKPD on linguistic aspects, namely providing assessment and improvement with sentences, punctuation, and typing letters. Based on the results of language validation, the language of E-LKPD is in accordance with EBI and good and correct language. However, there are still some typos, such as the misuse of capital letters.

Based on the results of the validation on the presentation aspects of E-LKPD, information was obtained that the presentation of E-LKPD obtained information that the presentation of E-LKPD
was arranged according to the structure, namely the introduction, learning activities, and evaluation. The instructions for using the E-LKPD already contain a statement that makes it easy for students to use the E-LKPD. The material has also been presented in accordance with the curriculum and student needs. In addition, the evaluation presented at the end of the learning activity is in accordance with the learning objectives achieved by students.

Validation of E-LKPD grammar is an assessment of E-LKPD display. These include cover design, and content design. According to the graphic validator, overall the E-LKPD has an attractive appearance and can be said to be a feasible E-LKPD. However, there are several things that need to be improved to maintain the aesthetic value of the E-LKPD for E-LKPD users.

3.3.2. Practicality of E-LKPD Skills for Writing Exposition Text

Table 5. Practicality of E-LKPD by teachers/practitioners.

<table>
<thead>
<tr>
<th>No.</th>
<th>Assessment Aspect</th>
<th>Practicality Value (%)</th>
<th>Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Ease of use</td>
<td>52,00</td>
<td>Practical</td>
</tr>
<tr>
<td>2.</td>
<td>Time used</td>
<td>10,00</td>
<td>Practical</td>
</tr>
<tr>
<td></td>
<td>Overall E-LKPD Practicality</td>
<td>85,00</td>
<td>Practical</td>
</tr>
</tbody>
</table>

After analyzing the E-LKPD practical questionnaire filled in by practitioners, it was obtained a practical value of 85.00% with practical categories. This value is obtained from the calculation of the score of each indicator of practicality. First, the ease of use has a practical value of 86.66% with a very practical category. Second, the time used has a value of practicality of 83.33% with a very practical category. To be clearer the practicality of each of these indicators can be seen in the following picture.

Figure 2. The practicality level of each indicator by the teacher.

Table 6. Practicality of E-LKPD by students.

<table>
<thead>
<tr>
<th>No.</th>
<th>Assessment Aspect</th>
<th>Practicality Value (%)</th>
<th>Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Ease of use</td>
<td>86,66</td>
<td>Very Practical</td>
</tr>
<tr>
<td>2.</td>
<td>Time used</td>
<td>83,33</td>
<td>Very Practical</td>
</tr>
<tr>
<td></td>
<td>Overall E-LKPD Practicality</td>
<td>85,00</td>
<td>Very Practical</td>
</tr>
</tbody>
</table>
After analyzing the E-LKPD practical questionnaire filled in by students, it was obtained a practical value of 85.00 with very practical categories. This value is obtained from the calculation of the score of each indicator of practicality. First, the ease of use has a practical value of 86.66% with a very practical category. Second, the time used has a value of practicality of 83.33% with a very practical category. To be clearer the practicality of each of these indicators can be seen in the following picture.

![Figure 3. The level of practicality of each indicator by students.](image)

**Table 7. Student learning activities.**

<table>
<thead>
<tr>
<th>No.</th>
<th>Statement</th>
<th>Frequency of Activities</th>
<th>Percentage of Activities</th>
<th>Categories</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Study the E-LKPD instructions</td>
<td>25</td>
<td>100</td>
<td>Very active</td>
</tr>
<tr>
<td>2</td>
<td>Constructivism</td>
<td>25</td>
<td>100</td>
<td>Very active</td>
</tr>
<tr>
<td>3</td>
<td>Inquiry</td>
<td>24</td>
<td>96</td>
<td>Very active</td>
</tr>
<tr>
<td>4</td>
<td>Asking</td>
<td>23</td>
<td>92</td>
<td>Very active</td>
</tr>
<tr>
<td>5</td>
<td>Learning Society</td>
<td>24</td>
<td>96</td>
<td>Very active</td>
</tr>
<tr>
<td>6</td>
<td>Modeling</td>
<td>23</td>
<td>92</td>
<td>Active</td>
</tr>
<tr>
<td>7</td>
<td>Reflection</td>
<td>21</td>
<td>84</td>
<td>Very active</td>
</tr>
<tr>
<td>8</td>
<td>Take the test writing description text.</td>
<td>25</td>
<td>100</td>
<td>Very active</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>190</td>
<td>760</td>
<td>Very active</td>
</tr>
<tr>
<td></td>
<td>Average</td>
<td></td>
<td>95</td>
<td>Very active</td>
</tr>
</tbody>
</table>

The results of the analysis of the observation sheet of student activities show that student learning activities using E-LKPD are categorized as very active. It was seen from the acquisition of the average value of the percentage of overall student activity by 93.33% with a very active category. The way to get these results is to summarize the frequency of activities for each observation item contained in the observation sheet.

4. Conclusions and Suggestions

Based on the results of the development that has been carried out, the following points can be concluded. The process of developing the E-LKPD that has been carried out includes four stages, namely defining, designing, developing and disseminating. This development process
produces products in the form of E-LKPD learning exposition text writing based on contextual teaching and learning that is valid and practical.

The process of developing the E-LKPD at the develop stage. E-LKPD learning to write exposition text based on contextual teaching and learning which is developed is very valid category. The validity of the E-LKPD is illustrated by the results of the validation by experts on the four aspects of E-LKPD validation, namely the feasibility aspects of content, language, presentation, and graphics. This can be seen from the validity of this learning E-LKPD with the acquisition of the E-LKPD validity value as much as 85.72 with a very valid category. E-LKPD learning exposition text writing based on contextual teaching and learning developed in a very practical category. Practicality of E-LKPD by teachers is 77.94% with practical categories. Meanwhile, the practicality of E-LKPD by students is 84.14%, with a very practical category.

As for suggestions related to E-LKPD learning aimed at students, students, and subsequent researchers. First, through the results of the development of this E-LKPD, students are expected to be able to take advantage of learning E-LKPD writing exposition text based on contextual teaching and learning as a model for developing teaching materials in learning materials in Indonesian Curriculum 2013. Second, the results of product development in the form of E-LKPD learning to write exposition text based on CTL, is expected to help students master three competencies (attitudes, knowledge, and skills) in learning to write exposition text. Third, the results of this development study can be used as a comparison material or as a reference to consider and implement good development research related to writing exposition texts and CTL learning models.

References

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Acknowledgments

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Use of Gender Based Vocabulary in Minangkabau Language

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Abstract. The use of gender-based vocabulary in regional languages, especially Minangkabau language, is an interesting topic of study. This study aims to describe gender-based vocabulary in Minangkabau language. This research uses descriptive analysis method by using the referential equivalent method with the basic techniques, which select the determinant elements with advanced techniques, power to divide as a differentiator of referents. In this study, the authors found many uses of gender-based vocabulary in Minangkabau speech. There are four gender groups in the Minangkabau language, Masculine Gender, Feminine Gender, Common Gender and Neuter Gender. Feminine gender is a dominant vocabulary in Minangkabau language because it’s more widely used than masculine gender. Vocabulary with female gender is more than male gender. The noun word class is found mostly in male and female gender but most of female gender is in adjectives class the noun word class is more than the class of adjectives both male and female gender.

Keywords: vocabulary, gender, expressiveness

1. Introduction

Male language is different from female language. The difference can be seen from the style of language, how to express, and the vocabulary spoken by male and female speakers. The difference in mastery of male and female languages is influenced by various aspects, namely aspects of education in the family, superiority and sociocultural [Yuliani, 2013] there is a mismatch of style of pronunciation, then the view is not common or unusual. The distinguishing aspects in commonly applied in the family environment and the level of superiority between gender and socio-cultural aspects. This creates a pattern of socialization that is applied to each gender and forms both gender styles of male and female language styles.

Language expressions describe the tendency of the speaker. In English it can be seen that there is a style of language that discriminates against women due to the factors of power and male dominance over women in various fields (Munjin, 2008). Language expression reflects the speaker. Because the expression of this language appears the term asymmetry, unmarked terms, narrowing and giving meaning or negative meaning to words in English.
Gender inequality in the Indonesian language is revealed in the naming of family status or marriage markers [Jaeni 2009]. Every married woman will follow the name of her husband or her husband's surname. This implies an inequality in gender. Women have limited roles, including in terms of language. In addition, according to Jaeni this gender difference in language can be found in Arabic. According to him, gender inequality in Arabic is more dominant than in Indonesian.

The representation of gender discourse in Indonesian and English phrases is discussed by [Budiwati, 2011]. The results of his research, based on intralinguistic analysis, Indonesian and English idioms and proverbs containing gender discourse in the form of nouns, noun phrases, verb phrases, adjective phrases, prepositional phrases, clauses, sentence end particles, interjections, nouns, and verbs. Women's language is more feminine while men's language is more masculine. Women's language is rarely used by men and vice versa. The danseigo male language is used by women when he is angry or talks with close friends and for the comic the author uses the children's language, ninsho, daimeishi, kandoushi and shuujoshi.

In French, the noun form in French is in the form of a gender marker (masculine-femina), the form of number markers (singular-plural), and the use of companion article nouns in French [Yuliati, 2016]. So, there is a formation process for masculine nouns and for feminine nouns. In Arabic, gender markers can not be separated from cultural elements because language is a mirror of the culture that surrounds it [Ardiansyah, 2017]. Gender markers in Arabic are dominated by bound morphemes and slightly free morphemes. In Arabic the division of gender or the separation of male and female gender is more stringent and also the complexity of language and its grammatical rules for male language and female language. Said Suhaiedah investigated the lexical basis of gender in the Malay language in Malaysia to see an analysis of components of meaning. In this study women's lexicals are classified into family categories only and in Malay there is a form of gender, but not many [Said, 2005].

In Educational, male and female gender differences [Wekke, 2013]. Male boarding school education is different from female boarding school education. Male boarding schools develop vocabulary more in accordance with the field and environment. The differences also in teaching material, social factors, biology, learning environment and learning patterns. Whereas in teaching materials, there are differences in Arabic text of Mts students with scientific approaches [Shodiq 2016]. His findings include gender equality in textbooks. According to him, understanding the concept of gender ideology in students can be done in textbooks through gender perspective discourse. Illustrated images in textbooks are very influential on the level of student social development. Textbooks that reflect the quality of social relations between women and men are equal without any tendency to charge messages that are discriminatory and subordinate meaning. Then, indirectly will result in the acquisition of mental quality of students who will appreciate the spirit of gender equality.
Minangkabau language is one of the many regional languages in Sumatra. The Minangkabau language is used by speakers of the Minang tribe in West Sumatra. In accordance with government regulations, local languages should be preserved. Then the enactment of Law No. 24 of 2009 articles 41 and 42 concerning the handling of regional languages and literature is the responsibility of the regional government and coordinates with the central government as a linguistic national policy maker. In accordance with the law, regional languages need to be preserved. The preservation of this regional language was done so that the regional language would not become extinct, so that the regional language would continue to be a repertoire of local culture and always be a characteristic of the area's people.

Based on the description above, it appears that gender differences in language are not only in everyday life, in comics, boarding schools and in textbooks. But the discussion about gender in local languages has not been pretty much covered. What is the gender vocabulary based on gender in the Minangkabau language? Authors interested in researching about it. This study aims to look at the use of gender-based vocabulary in the Minangkabau language and also to see the vocabulary productivity in speech. In line with this, the study also aims to describe the use of vocabulary based on gender in Minangkabau language.

2. Research Methods

This research includes qualitative research. The author uses descriptive analytical methods by using referential equivalent methods with basic techniques of technique, select the determinant elements with advanced techniques, power the breakdown as a differentiator. (Sudaryanto, 1993 ). This study discuss about vocabulary in Minangkabau sentences with the following procedure; first, collecting data by investigating the use of utterances or sentences in Minangkabau language, second, grouping data based on gender, third grouping based on word class, fourth analyzing data using referential methods with basic techniques of technique select determinants with advanced techniques with selective power as distinguishing referents and fifth presentation of the results of the analysis. The data analysis will also carried out by following the model of Miles and Huberman, namely data collection, reduction, presentation, and conclusions about the research findings and tringulation.

3. Findings and Discussion

Research on gender-based vocabulary will discuss all of the vocabulary in relation to gender in Minangkabau language. Vocabulary classified by gender and class determine the sentence or word in the speech. In this regard, the discussion about the language is considered central for two reasons: first, the language has a major contribution to the process of gender social construction and second language is related to the mechanisms of power that has implications on empowerment. Focus will be given to the study of sex and gender bias in the language, stertiopte and perceptions of language use both men and women, gender differences and similarities in linguistic and interactional in the use of language [Abdullah 2012]

In contrast to Arabic which distinguishes language into two gender groups namely men and women is muzakar and muanats. Then in Indonesian gender is divided into four groups. First Masculine Gender; namely nouns that have male sex. For instance, father, man, and uncle. Second,
Feminine Gender which is a noun that has a female gender. For instance, mother, wife, and girl. Third Common Gender is a noun that can be male or female or of general sex. For instance teachers, parents, and employees. Fourth, Neuthers Gender are nouns that do not recognize gender, whether they are Masculine Gender or Feminine Gender. Rudi Haryono in [Ardiansyah, 2017] state the examples, There are books, gold, roads, money, pleasure and freedom

Language differences between men and women are looked in daily life (Kutjara, 2011). Vocabulary is describes more about women than men. This is causing women become the object of public attention than men. Selection of the vocabulary used by females to show the color also varies. According to Lakoff (in Kutjara, 2011) men often underestimate the problem varied color nuances. For them, the difference was too small for the issue in the real world.

Vocabulary or lexicon is a language component that contains all the information about the meaning and usage of the word in the language; word wealth owned by a speaker, author or language; vocabulary; vocabulary; a list of words that are arranged like a dictionary but with a short explanation and practical (Kridalaksana, 1993). In connection with this study the authors used the term first language component that contains all the information about the meaning and usage of the word in the language.

Harimurti divides the class of words into thirteen namely verbs, adjectives, nouns, pronouns, numerals, adverbs, interrogative, demonstrative, prepositions, conjunctions, phatic categories and interjections (Kridalaksana, 1994). The author will explain the results of vocabulary findings based on gender in the Minangkabau language and include any class of words the following words.

3.1 Gender in Minangkabau Language

There are four gender word groups in Minangkabau, namely masculine gender, feminine gender, gender and neither common gender.

Masculine Gender

Masculine gender is a noun that has a male gender. In the sentence or the Minangkabau language utterances there are found to be masculine gender. Sentences and utterances can be in the form of news sentences or statements, command sentences or question sentences. Examples of these sentences can be seen in the following sentence.

Kama abak tadi? (DN: 01)
‘Where did father go?’

Kalau pulang heko, jan lupo balian Sate Ajo. (DN:03)
‘If you come home, don’t forget to buy Ajo Satay’

Iyo sabana malang si Labai tu. Inyo tibo alek sudah. (DN: 10)
‘How poor is Labai, he came after the party ended’

Pukua baru dijapuk marapulai tu? (DN: 18)
‘What time does groom will be pick up?’

Untuak acara bisuak, jan lupo cari pawang hujan. (DN: 21)
'For the event tomorrow, don’t forget to look for a shaman'.

In the datum number (01) the word of *abak* includes masculine gender. The word *abak* is a call for male parents in the Minangkabau community. In the datum number (03) the word of *Ajo* is a call for men in Pariaman. *Ajo* can not be replaced by other words and reserved exclusively for men only. In datum number (10) the word of *Labai* also included a call for men. Labai this means that a man who was called the prayer of salvation. In the datum number (18) the word meaning *marapulai* groom in Minangkabau also used only for men and for custom event wedding party. And the datum (21) said the handler, the handler says that means people who are experts in a particular field in a social community. *Pawang* is a profession that is usually only owned by men in Minangkabau communities such as rain handlers, snake charmers, and others.

The words *abak, ajo, labai* and handler include gender masculine which is a noun that has a male gender. Like father 'father', man 'male', and uncle 'uncle' in English [Ardiansyah, 2017].

**Feminine Gender**

Feminine gender is a noun that has a female gender. In the Minangkabau language also distinguishes sentences or utterances in the form of the female sex were found on the following words.

*Anduangnyo maningga saminggu yang lalu.* (DN: 41)
‘Her grandmother was died a week ago’.

*Gadang bana sanggua mah, Piak?* (DN: 59)
‘How big is is your bun, Piak?’

*Lai bisa Leni jadi sumandan minggu katibo?* (DN: 60)
‘Could Leni be bridesmaid next week?’

*Baralek bisuak, carian lah suntiang nan agak baru.* (DN: 61)
‘In the next wedding party, please find the newer suntiang.

*Iyo sabana kamek inyo mamakai suntiang.* (DN: 62)
‘She is very beautiful wearing a bride's headdress’

Based on the above examples there are several words containing female gender. In the datum number (41) *Anduangnyo,* this word means a woman's grandmother or a call to grandmother. In the datum number (59) The words of *Piak* is a call for girls in Minangkabau. In the datum number (60) The word of *sumandan* only for women because the meaning of *sumandan* is bridesmaids and this is usually in a traditional wedding ceremony. In the datum number (61) *suntiang* also includes the word containing female sex. The word of *suntiang* can’t be used for men because this is the meaning *suntiang* headdress of the bride.

The words of *anduang, sumandan, Piak* include feminine gender; namely nouns that have female gender. As with the word mother 'mother' wife 'wife', and the lady 'girls in English [Ardiansyah, 2017]. While the word *suntiang* including culture, or culture with the word class of nouns, whereas adjectives *kamek* including class and gender can be used for women only.
Common Gender

Common gender is a noun that can be male or female or of general sex. These words are general so they can be used for men and women. In Minangkabau we also find these types of words among them.

Malik ko adiak  Meri, Ani ko adiak si Haris, Niang! (DN: 36)
‘Malik is Meri’s adiak, Ani is Haris’s adiak, Niang.

Anak  ambo tigo urang. (DN: 39)
‘I have three childrens’

Bara banyak  murik di MDA tu kini ? (DN: 67)
‘How many students are in MDA now’

In the datum number (36) the word of adiak whose meaning brother and younger ones can be interpreted women and also men. Then in the datum number (39) My son is three. This sentence states the number of child speakers but the speaker does not say whether the child is male or female. In the datum number (67) too, the speaker asked the number of all students in the MDA but the speaker did not mention or ask which number of students were male students or the number of female students.

Then, word adiak, anak and murik are including common gender; namely nouns that can be male or female or of general sex. As an example of teacher, parent, and deer in English [Ardiansyah, 2017].

Neuther Gender

Also in Minangkabau language there are words that do not contain sex, it can be seen from the data below.

One pai manjanguak, sudah tu pai ka pasa lai. (DN: 54)
‘My sister will make a visit condolence, after that she will go to supermarket’

Kalau pai ka pasa, balian rendo yo! (57)
‘If you go to the market, don't forget to buy lace!

Upiak pai ka lapau mambali sayua. (DN: 66)
‘Upiak went to the departement store to buy vegetables’

Alah pulang, ayah Ang dari surau Yuang? (DN: 69)
‘Has your father returned from the mosque, Yuang?’

Minangkabau language have words that do not contain sex, it can be seen on the above account data. In the datum number (54) the word pasa neither for men nor women. Datum number 57 sayua also does not contain sex. Likewise, the word surau also does not contain sex. In
conclusion, these words included neither gender, as pasa, lapau, banang, panjaik sayua and surau these words do not have sex as in the word book, gold, street, money, happiness, pleasure, and freedom in English [Ardiansyah, 2017].

3.2 Gender in the Nomina and Adjective Word Class in the Minangkabau Language

Class words based on gender in Minangkabau are namely nouns and adjectives. The example can be seen in the following description.

**Nouns**

Nouns can be seen in terms of semantics and syntax. In terms of semantics, nouns are words that refer to humans, animals, objects and concepts of understanding. In terms of syntax, nouns tend to occupy subject, object or complementary functions Moeliono in [Yuliati, 2016]. Nouns can be found in the following data.

Buyuang pai mangaji ka surau dari tadi lai. (DN: 06)
‘Buyuang went to recite the mosque.’

Jaan pai juo barubek ka dukun, ka rumah sakik se lah. (DN: 09)
‘Don’t go to a shaman, just go to the hospital! (DN: 14)

Kalau pai ka pasa, balian kupiah den yo, no 6. (DN: 14)
‘When going to the market, buy a cap for me, it’s the number 6.’

Den danga laki kau pai ka Jawa, iyo tu Piak? (DN: 16)
‘I heard your husband went to Java, is that really, Piak?’

Pukua bara dijapuik marapulai tu? (DN:18)
‘What time does the groom get picked up?’

The noun word class is very much found in male and female gender. On the record number (06) Buyuang words including nouns word classes with male gender. Data number (09) the word shaman also includes nouns with the male gender. So is the record number (14) word meaning kupiah cap also includes a noun with the male gender. (16) word meaning male husband is also included male gender and (18) word meaning marapulai also definitely include male gender. In addition, nouns are also present in female gender words, for example in the following data.

Bininyo urang Jawa. Dapek wakatu inyo kuliah di Jawa tu. (DN: 43)
‘His wife is Javanese. He knew while studying in Java.

Bundo pai ka pasa. Sabanta lai pulang tu mah. (DN: 45)
‘Mother goes to the market, coming home soon.’
Etek, jaikan baju ambo yo. Minggu katibo ka dipakai baralek. (DN: 47)
Etek, sew my clothes on. Next week is used for a wedding party.'

Inyo kawin jo jando kayo. (DN: 48)
‘He married a rich widow.

In the datum number (43) word bininyo which means the wife, the datum number (45) the word bundo which means mother (answering to the mother), the datum number (47) the word etek which means that the call for women younger than the mother or sister, mother, the datum number (48) the word jando which means widows (women who have no husband/divorced). All of the data includes nouns but for female gender.

Adjective

Language differences between men and women are looked in daily life (Kutjara, 2011). It is also in Minangkabau language that encountered gender adjectives containing either gender male and female. Adjectives with pretty much the female gender, but gender to male only slightly. Adjective word classes can be seen in the following data.

Iyo, sabana cantiak anak ayah ko. (DN: 44)
‘Father's daughter is so beautiful’

Rancak bana, Upiak ko pakai kabaya. (DN: 49)
‘It's beautiful, Upiak uses kabaya.

Jilbab mambuek padusi Minang jadi kameh jo kamek .
(DN: 50)
‘Headscarves make women nice and beautiful.’

Panari tu jarinyo, iyo sabana lantiak. (DN: 52)
‘The dancer's fingers are very tapering’
Anak padusi indak buliah mantiak. (DN: 53)
‘Girls can't be sassy.’

Inyo kawin jo jando kayo. Lah coga inyo kini. (DN: 48)
‘He was married to a rich widow. It looks good now’.

Inyo sabana tageh nyo. Lah duo kali jatuah nyo tagak liak.
(DN: 28)
‘He's really tough. He has risen twice already’.

In the data number (44, 49, 50, 52, 53 and 48) the words cantiak, rancak, kamek, lantiak, and mantiak. All the words that included adjectives and used only for the female gender, where as datum number (48 and 28) coga, and tageh used only for the male gender.
In the words *cantiah, rancak, kamek, lantiak, and mantia*.*k* All the words that included adjectives and used only for the female gender, while the word *coga* and *tageh* used only for the male gender. The adjective word class with its relation to gender is also influenced by Minangkabau culture or culture. As stated by Yuliani. Differences in the character of men and women who influenced the social culture that is associated with the presence status between the sexes both male and female, both the position and the role played gender [Yuliani, 2013]. In relation to language, gender also influence the vocabulary used in everyday conversation.

4. Conclusions

Gender in languages is not only found in Arabic, English, French, Japanese and Indonesian, but is also found in regional languages. In the Minangkabau language there are four gender groups namely masculine gender, feminine gender, common gender and neuter gender. Besides that, also found vocabulary with word class based on gender, namely noun and adjective class. But for language adjectives with female gender more than adjectives with male gender.

Acknowledgments

The author would like to thank Prof. Dr. Ermanto, S. Pd. M. Hum. who has guided in completing this article.

Reference


Relationship of interest read with skills of living provide novel students of class VIII private vocational school 3

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Abstract. The background of the problem in this study is the lack of student awareness of the importance of reading and the lack of students' ability to listen specifically to listening to snippets of novels. This type of quantitative research uses the correlation method. The population and sample in this study were class VIII students of SMPN 3 Pangkalan Koto BaruSubdistrict which consisted of 4 classes totaling 108 people, while the sample in this study were 28 people, with sampling using a cluster random sampling technique. Based on the results of data analysis and discussion, the following results are obtained. First, the average reading interest of class VIII students of SMPN 3 Pangkalan Koto BaruSubdistrict, which is 74 in the range of 66-75% with qualifications more than enough. Second, the average skill of listening to the novel footage of class VIII SMPN 3 Pangkalan Koto BaruSubdistrict is 80 which is in the range of 76 - 85% with good qualifications. Third, there is a significant relationship between the two variables because tcount is greater than ttable, which is 2.361 > 2.056 with n-2 (28-2 = 26) and a significant level of 0.05. From the results of the correlation it can be concluded that there is a significant relationship between interest in reading with the skill of listening to the novel footage of class VIII students of SMPN 3 Pangkalan Koto Baru District.

Keywords: Reading interest, novels, vocational school

1. Introduction

Language is one aspect that distinguishes between one ethnic group and another. Humans in interacting need language as a communication tool in the form of symbols or signs that always contain thoughts, meanings, ideas, ideas and feelings of someone. Regarding the use of language, there are four basic language skills, namely listening, speaking, reading and writing skills. Four skills are used as a communication process. Between each other influence and are interconnected. The four language skills cannot be separated from one another, because to be a good speaker, must be a good listener and to be a good writer, must be a good reader. Therefore, these four reading skills support each other to be able to achieve the objectives of learning Indonesian [1,2].

Reading interest is one of the important factors that must be grown for students when they have to master reading skills. Reading interest as a tendency of the soul to be obtained in stages to respond selectively, positively, and accompanied by a sense of satisfaction with
specific things that are read. If you are interested in reading, you will seriously read the reading that you are interested in to get information or other purposes of reading [2,3].

Based on initial observations the author obtained information about several factors regarding reading interest (1) lack of encouragement from teachers or the surrounding environment about the importance of reading, (2) limited means due to collection of reading in the library is still limited, (3) reading material that is not interesting, so students prefer to read humor stories, comics and newspapers rather than reading works of fiction, (4) lack of student awareness of the importance of reading, (5) wifehat's time to read to library [5,6]. Listening skills are an important factor for students' success in learning at school, listening to our frequent encounters in life, one of which is in school all students are required to listen to what the teacher is talking about, because by listening they can learn lessons and understand what the teacher is saying. One of the listening skills that is of concern to students is the skill of listening to the trailer snippets. The teacher at the school reads a sample of the novel, the student will determine the intrinsic element of the novel's footage. However, many students do not understand or understand what they see, so the low listening skills of the novels read by the teacher because the class atmosphere is not conducive so that what the teacher conveyed is not well absorbed[7,8].

Based on these explanations, researchers are interested and want to investigate further about this problem. It needs to be done to determine the extent of reading interest, learning students in learning Indonesian, especially the skills of listening to novels in SMPN 3, Pangkalan Koto Baru District.

2. Method

The method used in this study is the correlation method. Correlational descriptive is research that is designed to determine the level of relationship of different variables in a population which aims to determine how much influence the variable X on the Y variable and the shape of the relationship that occurs[4]. The population in this study were eighth grade students of SMPN 3 Pangkalan Koto Baru Subdistrict totaling 108 students. So in the sampling of this study the authors used cluster random sampling technique, the study sample was obtained, namely class VIII.3 which numbered 28 students.

The variable in this study, namely reading interest with the skill of listening to samples of novels of class VIII students of SMP Negeri 3, Pangkalan Koto Baru Subdistrict. The variables in this study are the independent variables and the dependent variable which becomes the X variable (independent variable), namely the reading interest and the Y variable (the dependent variable), namely the skill of listening to the trailer sample. The independent variable is estimated to have an effect on the dependent variable whereas the dependent variable will be influenced by the independent variable. The relationship between the independent variable and the dependent variable in this study is reading interest with the skill of listening to the trailer snippets. The research research instruments used in this study were two, namely questionnaires and subjective tests.

3. Result and Discussion

3.1 Interest in reading class viii students of smpn 3 pangkalan koto baru district

The results of the measurement of reading interest in the indicators of the benefits of reading with an average value of 82.46 are included in the good qualifications because they are in the range of values of 76-85%. The average reading value is more important than other
activities 69.25 including qualifications more than enough because it is in the range of 66-75%. The average score trying to get material reading 71.86, including in qualifications, is more than enough because it is in the range of 66-75%. The average value of using the time to read 74.60 including qualifications is more than enough because it is in the range of 66-75%. The average reading interest for all 74.28 indicators is in the range of 66-75% with qualifications more than enough.

3.2 Skill of listening to novel excerpts of class viii students of smpn 3 pangkalan koto baru district

The average listening to novel footage seen from the figure indicator is 99 with perfect qualifications which are in the range of 96-100%. The average listening to novel footage seen from the characterization indicators is 87 with excellent qualifications which are in the range of 86-95%. The average listening to novel footage seen from the theme indicator is 58 with sufficient qualifications which are in the range of 56-55%. The average listening to novel footage seen from the background indicator is 71 with more than enough qualifications which are in the range of 66-75%. The average listening to novel footage seen from the flow indicator is 75 with more than enough qualifications which are in the range of 66-75%. The average score of students in listening to novel skills for all indicators is 80 with good qualifications which are in the range of 76-85%.

3.3 Relationship to reading interest with skill of listening to novel footage

The following is known the level of relationship between reading interest and the level of skill in listening to the novel footage of class VIII students of SMPN 3 Pangkalan Koto Baru District. To determine the value of the reading interest variable (X) and the variable of the novel snippet listening skill (Y) will be correlated.

The calculation of the correlation coefficient between reading interest and listening skills for novel footage can be seen as follows.

\[
N \sum XY - (\sum X)(\sum Y) \\
\sqrt{[(N \sum X^2 - (\sum X)^2)(N \sum Y^2 - (\sum Y)^2)]}
\]

\[= \frac{28.161545 - (2085)(2240)}{\sqrt{[28.157643 - (2085)^2][28.174750 - (2240)^2]}}
\]

\[= \frac{4523260 - 4670400}{\sqrt{4414004 - 4347225}[4893000 - 5017600]}
\]

\[= \frac{-147140}{\sqrt{66779}(-4528300)}
\]

\[= 0.420
\]

<table>
<thead>
<tr>
<th>R</th>
<th>interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>between 0.800 to 1.000</td>
<td>High</td>
</tr>
<tr>
<td>between 0.600 to 0.800</td>
<td>Enough</td>
</tr>
</tbody>
</table>

Table 1. Value interpretation
Second, from the time that you use are rated practicality of 83.33% with a very practical category. Based on the value of \( r = 0.420 \), the correlation coefficient between reading interest and the listening skills of the novels of class VIII students of SMPN 3 Pangkalan Koto Baru Subdistrict showed a rather low correlation. This can be seen in the interpretation table \( r \) value. The value of \( r = 0.420 \) lies in the range of 0.400 to 0.600 which is low. Therefore, the next step of analyzing the data is to test the hypothesis by using the t-test formula as follows.

\[
t = \frac{r \sqrt{n - 2}}{\sqrt{1 - r^2}}
\]

\[
t = \frac{0.420 \sqrt{28 - 2}}{\sqrt{1 - 0.420^2}}
\]

\[
t = \frac{0.420 \sqrt{26}}{\sqrt{1 - 0.1764}}
\]

\[
t = \frac{0.420 \times 5.099}{0.8236}
\]

\[
t = \frac{2141.58}{0.907}
\]

\[ t = 2.361 \]

After the value of \( t \) is obtained, the next step is to compare the value of \( t \) count with \( t \) table at a significant level of 0.05 with the degree of freedom \( n-2 \). For more details, can be seen in the following table.

<table>
<thead>
<tr>
<th>( R )</th>
<th>( Th )</th>
<th>( Nn-2 )</th>
<th>( Tt )</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.420</td>
<td>2.361</td>
<td>26</td>
<td>2.056</td>
</tr>
</tbody>
</table>

From the results of testing the hypothesis, it can be concluded that there is a significant relationship between Reading Interest and the Skill of Listening to Novel Class VIII Students in SMPN 3 Pangkalan Koto Baru District. Thus, H0 in this study is rejected while H1 is accepted because the test results prove that \( t \) count is greater than \( t \) table, which is 2.361 < 2.056.

4. Conclusions

Based on the data description, data analysis and discussion on the relationship of reading interest with listening skills to the novel footage of class VIII students of SMPN 3 Pangkalan Koto Baru Subdistrict can be concluded as follows: First, the reading interest of class VIII
students of SMPN 3 Pangkalan Koto Baru Subdistrict is in qualification more than enough because it is in the range of 66-75% with the acquisition of an average value of 74. Second, the listening skills of novels of class VIII students of SMPN 3 Pangkalan Koto Baru Subdistrict are in good qualification because they are in the range of 76-85% with the acquisition of an average value of 80. Third, there is a significant relationship between interest in reading by listening to novels of class VIII students of SMPN 3 Pangkalan Koto Baru District because tcount is greater than ttable which is 2,361 > 2,056.

References

Expressive Speech Actions In The Novel Ayahku Bukan Pembohong And Dia Adalah Kakakku By Tere Liye

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ABSTRACT. Speech act is a very important thing in human life. With speech, humans are able to communicate among themselves. In speech it certainly has a specific purpose, as in expressive speech acts, expressive speech acts are speech acts that aim to express themselves. Expressive speech acts can be in the form of: apologizing, thanking, criticizing, etc. The purpose of this study is to look at expressive speech acts in a novel entitled Ayahku Bukan Pembohong and Dia Adalah Kakakku Tere liye's work. This type of research is qualitative research. The data validation technique in this study uses the investigator triangulation technique. The results of this study are what speech acts are contained in the novel Ayahku Bukan Pembohong and Dia Adalah Kakakku by Tere liye seen from the pragmatic function of speech acts, speech strategies and the context of speech acts.

Keywords: Speech Actions, Expressive, Novel

1. Introduction

Language is a communication tool used by humans to interact with each other in the community. With the existence of language, humans can convey information in the form of ideas, ideas, intentions, feelings to others both directly and indirectly through speech. The language produced by the public can be in the form of utterances or utterances, these utterances not only have lexical meanings but also have grammatical meanings, through speech not only speaking but also having other purposes from the utterances. Therefore, in every process of communication that occurs has a function, contains the purpose, and specific objectives and influence or effect on the partner or interlocutor. The novel is a narrative work by relying on the power of imagination in its creation process. Novel as a literary work has its building elements [13] According to [16] the novel is a totality, an artistic whole. This means that the novel has parts, elements that are most related to one another. [16] also defines it as a form of totality, an artistic whole, meaning that the novel has parts or elements that are interrelated with one another. [2] argues that pragmatically, there are at least three types of actions that can be realized by a speaker in conducting speech acts, namely localized speech acts, illocutionary speech acts, and Rustomo's speech acts.

[18], [18] states that the function Pragmatic speech act is a function that refers to the intention of speech in its use for communication. The function of this speech will support the disclosure of speech acts that are representative, directive, expressive, commissive and declaration. [3] formulated five strategies that could be used in different situations. The five strategies are (1) speaking frankly without further ado, (2) speaking frankly with positive politeness pleasantries, (3) speaking frankly with negative politeness pleasantries, (4) vaguely
speaking, (4) 5) speaking in the heart. According to [11] the context is directly influenced by several variables. Hymes also said that in a speech event (linguistic) linguistic interaction in an utterance involves two or more parties, namely the speaker and the speech partner with one or more parties, namely the speaker and the speech partner with one subject in a certain time, place, and situation. In addition, Hymes also said that a context must fulfill eight elements that are synchronized with S-P-E-A-K-I-N-G which will be explained as follows: (1) S (setting and scene), setting with regard to place and time; (2) P (participant), are parties involved in speech; (3) E (end), referring to the intent and purpose of the speech; (4) A (actsequence), referring to the form of utterance and the content of the utterance; (5) K (Key), referring to the tone, manner, and spirit in which a message is delivered with a heart, serious, inviting, and joking; (6) I (instrumentalies), referring to the language used; (7) N (norm of interaction and interpretation), referring to the behavior related to the speech event; (8) G (gendre), refers to the type of delivery [26] divides two kinds of context, namely linguistic context (co-tect) and physical context. Linguistic contexts are words used in languages such as sentences or phrases. Physical context is the context that forms meaning outside the language, for example in the environment or situation where language is used. For this reason, researchers want to see how expressive speech acts are based on the type, function, strategy and context of the speech.

[6] also defines speech acts as actions taken through speaking. Furthermore [6] also explains that pragmatics is a linguistic field that examines the relationship (reciprocity) of speech functions and the form (structure) of sentences that express that utterance. Pragmatics is not the same as other branches of linguistics, pragmatics does not study the elements of language structurally but examines how language elements are used in communication which is also used in communication which is also called speech acts or speech acts. According to [20] expressive speech acts are expressing psychological states that are determined by honesty conditions about conditions as stipulated in the contents of propositions. Expressive verb paradigms such as saying thank you, congratulating, expressing condolences, regretting and criticizing [28]. So this research will look at expressive speech acts in the novel. Novels are textual literary works that are not only studied from intrinsic study with a structural approach, but can also be studied in terms of their linguistics [8]. Linguistic studies in which there are pragmatic studies that examine language activities in the real world [15]. In this case, the researcher will examine pragmatics with textual data contained in the novel Ayahku Bukan Pembohong end Dia Adalah Kakaku by Tere Liye. The conversations in the novel are in accordance with the context and conversations that are similar to real situations in terms of language use, such conversations that will be studied in the pragmatic field, especially in the expressive speech acts section contained in the Ayahku Bukan Pembohong end Dia Adalah Kakaku by Tere Liye

Several studies that have examined the speech acts are those conducted [21] research with the title Implementation of Speech Actions in the Title of "Dare to Be Better" in Kompas TV for Debate Material ". The purpose of this study is that students can think critically in solving problems that require a decision that must be taken. The speech acts consist of assertive speech acts, directive speech acts, commissive speech acts and expressive speech acts. Second, in the year [22] with the research title "Speech ACT in Indonesian Television Talk Show (Content Analysis Research in Mata Najwa Talk Shown Metro TV). Third, [24] with the research title "Question Types as Determinants of the Use of Direct and Indirect Speech Acts in Indonesian Television Speeches" with the results of the study showed that the type of interview statement as a determinant in the use of direct and indirect speech acts. Good to require information in the form of affirmation, mention, and explanation. Fourth, in the [23]
with the research title "Closed Questions as an Embodiment of the Use of Direct Speech Acts in Speech Degrees on Indonesian Television". With the results of the study indicate that the type of closed questions conducted by the interviewer as a determinant in using direct speech acts, both to require information in the form of affirmation or mention. This research with the research that has been done by the researchers above has similarities and differences.

Another study conducted by [1] entitled Speech Politeness at the Special Political Study Meeting in the Rules of Margaret Thatcher in the film The Iron Lady. This study has 4 objectives set. The first and second goal is to describe the types of politeness principles by and for Thatcher in the film Iron Lady. The third and fourth goals. From the observations and analyzes that have been carried out, the four most important linguistic facts are found from the use of immodesty and politeness. First, the principle of impoliteness dominates speech from and to Thatcher in political meetings rather than the principle of politeness. Second, the principle of impoliteness in the majority of successive functions functions as: (1) questions, (2) blame, (3) suggestions, etc. The equation with this research is to examine the pragmatic field of speech act. The difference in this research is that the object of study is the researcher investigating two research objects in the form of novels written by Tere Liye. [4] entitled Speech Acts and Expressive Speech Functions in the Rhenald Kasali Change House Event aims to describe the use of speech acts used by speakers to the interlocutor in the Rhenald Kasali Change House event in the form of locus, illocutionary speech acts, percussion acts and expressive speech acts that serve the purpose congratulate, thank you, criticize, complain, wonder, praise, and apologize. The results found 10 utterances and expressive acts found 11 utterances. The speech consisted of three locutionary utterances, two perlokusi utterances, two expressive congratulatory utterances, two expressive thanksgiving utterances, one expressive criticizing utterance, one expressive complaining utterance, two expressive praising utterances and one apologetic utterance. The equation in this study is equally researching about speech acts and expressive functions. the difference lies in the object of research. [27] conducted a research about Critical Speech Acts in the Indonesia Lawak Club Event in Trans 7: a pragmatic study. The purpose of this study is to look at the criticism of speech acts contained in the Indonesian Lawak Club Event. This research is different from previous research, namely the object of research, while the same is examining speech acts in the pragmatic field. There are similarities in studying the pragmatic field of speech act, while the difference lies in the object of research, the object of research in this study is a karagan novel by one of the well-known Indonesian authors, namely two novels entitled Ayahku Bukan Pembohong end Dia Adalah Kakaku by Tere Liye

This novel by Tere Liye is very interesting to be investigated to see the expressive speech acts in the novel. Tere Liye is one of the novel writers who gave birth to many of his works. In fact, there are also works from Tere Liye that have been screened, namely the Memorization of Delaying Delisa and Moga Bunda Loved by Allah, both films contain a lot of educational value which is very good to watch, besides Tere Liye's works in the form of novels, there have also been many novels such as Bumi (2014), Bulan (2015), Matahari (2016), etc. Tere Liye's novel became famous, not even a few of his works entered as Bestsellers with stories that went up and had educational values that were good for readers or viewers. In this research, the writer will take two new novels from Tere Liye published in 2018 and 2019 with the title My Father Is Not a liar and He Is My Brother. Research on expressive speech acts in the novel Ayahku Bukan Pembohong end Dia Adalah Kakaku by Tere Liye is a type of qualitative research with descriptive methods. According to [12] qualitative research is research that intends to understand phenomena about what is experienced by research subjects such as behavior, perception, motivation, action, and others. Descriptive analytic method is a method
that is done by describing the facts and then followed by analysis [17] The data in this study are dialogues and exposure to stories that contain expressive speech acts in the novel Ayahku Bukan Pembohong end Dia Adalah Kakaku by Tere Liye. The data source in this study is the novel Ayahku Bukan Pembohong end Dia Adalah Kakaku by Tere Liye. Data analysis techniques were carried out in the following way. First, read and understand the contents of the novel Ayahku Bukan Pembohong end Dia Adalah Kakaku by Tere Liye. Second, classifying data related to expressive speech acts in the novel Ayahku Bukan Pembohong end Dia Adalah Kakaku by Tere Liye. Third, Analyze data about expressive speech acts in the novel Ayahku Bukan Pembohong end Dia Adalah Kakaku by Tere Liye.

The First Novel, Ayahku Bukan Pembohong tells about a child who grew up with simple tales that is about the simplicity of life. Simplicity that actually makes him hate his own father. And this is the story of true happiness. Second, a novel called Dia Adalah Kakaku, this novel tells about a brother who sacrificed anything so that his younger siblings could go to school. About the extraordinary patience and about the struggle of the family filled with inspiring stories to struggle for life. The reason the writer chose Tere Liye's novel is because the two novels titled Ayahku Bukan Pembohong end Dia Adalah Kakaku are the two most recent novels from Tere Liye published in 2019 and 2018 besides the two novels are very good to have a touching story theme, besides There are many expressive speech acts stating that his father is not a liar and states that there is someone who is his brother, who continues to fight for the lives of his younger siblings. For that reason, the writer wants to see how the expressive speech act form can be seen from the pragmatic function of the speech act, the speech strategy and the context of the speech situation in the two novels entitled Ayahku Bukan Pembohong end Dia Adalah Kakaku.

2. Text formatting

2.1 Citations and references

Based on the explanation above, this study will describe expressive speech acts that are seen from aspects, namely from the form of experimental speech acts, from function, context, and speaking strategies, contained in the novel Ayahku Bukan Pembohong end Dia Adalah Kakaku by Tere Liye. In terms of and forms of expressive speech acts, several types of expressive speech acts praising, criticizing, complaining, blaming, criticizing, and regretting [7] The study of expressive speech acts in the novel Ayahku Bukan Pembohong end Dia Adalah Kakaku by Tere Liye. The following are the results and discussion.

Table: of Expressive Speech Actions Data

<table>
<thead>
<tr>
<th>No</th>
<th>Data Source Code</th>
<th>Data Code</th>
<th>Marker</th>
<th>Form of Expressive Speech Acts</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>01</td>
<td>(01)</td>
<td>I'm sorry</td>
<td>✓</td>
</tr>
<tr>
<td>2.</td>
<td>02</td>
<td>(02)</td>
<td>I'm sorry</td>
<td>✓</td>
</tr>
<tr>
<td>3.</td>
<td>01</td>
<td>(03)</td>
<td>Thank you</td>
<td>✓</td>
</tr>
<tr>
<td>4.</td>
<td>02</td>
<td>(04)</td>
<td>Thank you</td>
<td>✓</td>
</tr>
<tr>
<td>5.</td>
<td>01</td>
<td>(05)</td>
<td>The greatest</td>
<td>✓</td>
</tr>
<tr>
<td>6.</td>
<td>02</td>
<td>(06)</td>
<td>Leading</td>
<td>✓</td>
</tr>
<tr>
<td>7.</td>
<td>01</td>
<td>(07)</td>
<td>Frowning</td>
<td>✓</td>
</tr>
<tr>
<td>8.</td>
<td>02</td>
<td>(08)</td>
<td>S i alan</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td></td>
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<tr>
<td>---</td>
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<td>---</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td>01</td>
<td>Data (09)</td>
<td>Why Quiet</td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td>02</td>
<td>Data (10)</td>
<td>Kind of Uwa child</td>
<td></td>
</tr>
<tr>
<td>11.</td>
<td>01</td>
<td>Data (11)</td>
<td>Stop calling me a coward</td>
<td></td>
</tr>
<tr>
<td>12.</td>
<td>02</td>
<td>Data (12)</td>
<td>You must be punished</td>
<td></td>
</tr>
<tr>
<td>13.</td>
<td>01</td>
<td>Data (13)</td>
<td>Lame</td>
<td></td>
</tr>
<tr>
<td>14.</td>
<td>02</td>
<td>Data (14)</td>
<td>God damn it</td>
<td></td>
</tr>
<tr>
<td>15.</td>
<td>01</td>
<td>Data (15)</td>
<td>Congratulations</td>
<td></td>
</tr>
<tr>
<td>16.</td>
<td>02</td>
<td>Data (16)</td>
<td>Congratulations</td>
<td></td>
</tr>
<tr>
<td>17.</td>
<td>01</td>
<td>Data (17)</td>
<td>Coward</td>
<td></td>
</tr>
<tr>
<td>18.</td>
<td>02</td>
<td>Data (18)</td>
<td>Sinul Babylon</td>
<td></td>
</tr>
</tbody>
</table>

**Information:**

Data Source Code

01: My father is not a liar

02: He Is My Brother

Speech Form

1. Apologize

2. To say thanks

3. Praise

4. Complain

5. Criticize

6. Threatening

7. Lamented

8. Congratulate

9. Condemning

10. Blame

To be more clear in the elaboration of data to see the expressive speech acts in the novel *My Father Is Not a Liar* and *He Is My Brother* by Tere Liye following his presentation and analysis:

**Speech acts ek s presif apology**

This subfunction is a flattering speech that binds its speakers to express psychological attitude which is intended to be interpreted as an evaluation by apologizing. The following speech is an example:

(1). "Forgive me that the past month has upset Father."

( *My father is not a liar : p. 57*)

Based on data 1 above, it can be seen that expressive apologizes. Said the character Dam against his father, he felt guilty for making his father upset speech with his actions then he apologized to his father.
But as I said earlier, I'm sorry for the second time, because today I decided not to discuss the research that has been well-published by the popular, secular and discriminatory journal, Science. (He Is My Brother: Page 12)

In data 2 in the novel He Is My Brother by Tere Liye there is also an expressive expression of apology, which is seen in the speech of the figure Delimunte apologizing to those who attended the research seminar, he apologized because he could not talk about existing research.

**Expressive speech acts say thank you**

This sub-function is a statement that binds the speaker to express the psychological attitude that is intended to be interpreted as an evaluation by saying thank you. The following speech is an example.

(3) "Thank you, Auntie." I hurriedly nodded towards Jarjit's mother. (My father is not a liar: p. 64)

Data 3 shows that there was an expressive speech act saying thank you, which was said by the figure of Dam, to Mrs. Jarjid who thanked her for giving her a cake. He appreciated the giving of others and thanked him.

(4) "Okay, first of all, thank you for the long and super complete introduction." (He Is My Brother: Page 11)

Data 4 also shows expressive speech acts of thanks. Seen in the speech of the Delimunte figure, who thanked the participants of the research seminar, to appreciate the attendance of the seminar participants.

**Expressive speech acts praised**

This sub-function is a statement that binds the speaker to express psychological attitude which is intended so that the utterance is interpreted as an evaluation. Here is an example of the praising subfunction. The following speech is an example.

(5) "Here comes our greatest player! The hearts of all fans! Here comes the top scorer! Here he is ... "And I was standing, along with tens of thousands of spectators at the station, joined in shouting out loud," EL CAPITANO! EL PRINCE! "(My father is not a liar: p. 9)

Data 5 shows that there are expressive acts of praise. Speech performed by the emcee at a football event, namely praising a character player named EL CAPITANO! EL PRINCE, praised how great a soccer player who is very good at playing football, and is the best soccer player.
(6) "This is the world's leading science journal that has the greatest reputation among other magazines". (He Is My Brother: Page 6)

In data 6, there is expressive speech act praising. What was seen in the talk of the host at the Delimunte seminar, praised Delimunte's cleverness as a leading science journal. As a token of appreciation.

**Expressive speech acts complained**

This subfunction is a speech that binds the speaker to express psychological attitude which is intended so that the utterance is interpreted as an evaluation in the speech complaining. The following are examples of speech acts.

(7) "I frown, it can be taken care of later. I turned to Dad, asking for support. "Ibukau is right, we can continue the day after tomorrow". I'm rich "yes" slowly, disappointed. "(My father is not a liar: p. 17)

Data 7 shows expressive acts of complaining. The speech is seen in the character Dam, towards his father and mother, he complained to his father and mother, he hoped to get support from his father but he did not get that support.

(8) "Ordinary! The dream is being chased by Sis using a broom stick. 'Si alan, this time he managed to spank me. It really hurts". (He Is My Brother: Page 22)

In data 8 it refers to expressive speech acts of complaining. The speech was made by the Fishele character to his younger brother Wibisana, he screamed at the sound that was beaten by his sister Laisa. He complained because he got hit by his brother.

**Speech acts criticize**

This subfunction is a speech that binds the speaker to express psychological attitude which is intended so that the speech is interpreted as an evaluation by criticizing. Here is an example.

(9) "Why are you so quiet, coward? Afraid of your name I crossed out huh? And your swimming trunks? can't you look for better models and colors? Tacky." (My father is not a liar: p. 24)

Data 9 shows that there are expressive acts of criticism. Speech of criticism made by Jarjid to Dam. Jarjid criticized and blamed the selection of pants worn by Dam, which stated that the pants worn by Dam were inappropriate.

(10) "hi! you help bring Delimunte's suitcases from the car, don't be like uwa kids, just busy watching." (He Is My Brother: Pg. 164)
In data 10 it is aimed at expressing criticism. Speech criticizes seen in Laisa's character to his younger siblings who just keep quiet there is no initiative to help. Laisa criticizes the nature of her younger siblings so they understand and understand and her younger siblings can be helpful children.

**Expressive speech acts threaten**

This subfunction is a flattering speech that binds its speakers to express psychological attitudes that are intended to be interpreted as threatening evaluations. The following speech is an example.

(11) "But if you lose, you will also stop calling me a coward? You and all of you will stay away from my life."

( My father is not a liar : p. 68 )

Data 11 shows the existence of threatening expressive speech acts. The threatening speech acted seen by the Dam figure, Dam threatened his friend and gave a challenge to Jarjid, to do a race if Dam won Jarjid could no longer bother him.

(12) "If you know that you have stolen again, you will certainly not be punished for entering this house." ( He is My Brother : p. 117 )

Data 12 shows the existence of threatening speech acts. The threatening speech act was seen by Laisa's character who threatened her younger siblings because they were caught stealing, Laisa said the threat was so that her siblings would no longer take what was not theirs.

**Expressive speech acts deplore**

This subfunction is a speech that binds the speaker to express psychological attitude which is intended so that the utterance is interpreted as an evaluation in the blaming speech. The following is an example of the speech.

(13). "Poor, he should have scored three goals if he hadn't been cheated." Page 20. " ( My father is not a liar : p. 117 )

Speech 13 refers to the existence of regrets. Tutran deplored being seen by the character Dam, who felt sorry for the defeat of the soccer player he idolized, Dam deplored the cheating of other soccer players participants cheating on his idol players.

(14)"Damn soccer. Why had sem u a person busy watching twenty-two balls well alone ". ( He is My Brother : Page 39 )

In data 14, the existence of expressive speech acts is regrettable. Speech deplores seen in the Fishuri character, who regrets why people are busy watching the ball. Ikanuri regrets why they like it while he does not.
Speech Act congratulates

This sub-function is a speech that binds the speaker to express the psychological attitude in question so that his words are interpreted as an evaluation with a congratulatory speech. The following is an example of the speech.

(15) "Now then, Dam, continue living ". (My father is not a liar: p. 242)

Data 15 shows that there are expressive speech acts of congratulation. The expressive speech act was seen in the figure of Dam's father, to Dam congratulated his son on surviving his life, releasing Dam who had grown up.

(16) "Enjoy Eurostar, Senior, have fun." (He Is My Brother: Page 60)

In data 16 the expressive acts of speech are congratulated. The speech was seen by the figure of Delimunte, to the seminar participants to enjoy the beauty of Eurostar.

Expressive speech acts condemned

This subfunction is a flattering speech that binds its speakers to express psychological attitudes that are intended to be interpreted as an evaluation by criticizing. The following speech is an example.

(17) "And you, coward, where is your collection? Or perhaps your poor dad can't even afford a picture card. " (My father is not a liar: p. 15)

Data 17 shows expressive speech acts condemning. The speech act was seen in the Jarjid figure who denounced Dam as a coward, a lowly person who was not clever compared to himself. Because he felt himself more than his friend Dam character.

(18) "What a beautiful babal! Where did they go when all the busy work". (He Is My Brother: p. 111)

Data 18 shows that there is a condemnation of speech acts. The speech act was carried out by the character Laisa to her younger siblings, denouncing her sister as sinister Babylon, because her siblings were lazy.

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Reference


The effectiveness of use song lyrics as a medium in learning narrative writing skills

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Abstract. The lack of students’ writing ability is one of the obstacles found in learning Indonesian language and literature. One of the causes of the lack of students’ writing skills so far is the lack of variety of media used in the teaching and learning process. Therefore, a solution is needed to solve the problem. One solution that can be applied is to use the media of song lyrics in narrative writing learning. This type of research uses a quantitative approach. The research method applied is the experimental method. This type of experiment is quasi experiment or pseudo experiment. Article This aims to describe the effectiveness of the use of song lyric media in the learning of narrative writing skills of Class XI IPA students of SMAN 1 Sungai Aur in terms of the ability to express characters, conflicts, settings, plot, and the suitability of writing with the learning media.

Keywords: Song lyric media, narrative writing.

1. Introduction

Given the importance of writing skills, especially narrative writing, the right place is needed to practice and develop these skills. One such forum is an official educational institution better known as a school.

Narrative writing skills are important for students. Narrative writing skills have previously been studied by Sri Sutarni (2014), Suryo Daru Santoso (2013), Abikusno Cokro Suyono (2013). Sri Sutarni's research results (2014) showed that there was a significant influence on the use of cooperative group investigation (GI) methods and sentence structure mastery on narrative writing skills in Sragen High School. Suryo Daru Santoso research results (2013), showed that, the application of the cooperative learning model of two stay two stray techniques can improve the narrative writing skills of multicultural insights in class X Marketing 3 SMK Negeri 3 Surakarta. Abikusno Cokro Suyono (2013) examines the Effect of Cooperative Learning and Motivation on Narrative Writing Skills in Class X High School Students in Ponorogo Regency. The results of his research indicate that there is a significant influence and interaction between learning with a cooperative approach to exchanging pairs with those who learn through a cooperative approach to pairing and pairing, and motivation (high-low) on students' narrative writing skills.

According to (Tarigan; 2005, Mulyono: 2014, Saddono: 2015), writing skills will not come automatically, but must go through a lot of practice and practice. Like narrative writing, exercises are needed to produce good writing. Students are expected to be able to write a
narrative using the appropriate diction when pouring ideas and ideas into their minds. A narrative writing can be used as a means to express themselves and feelings by utilizing the imagination of the writer.

Writer found some problems in learning the skill of writing narrative, as students have difficulty in expressing his ideas into written form intact, the lack of interest of the students to narrate an event through writing so that the flow of thoughts hopping, lack of ability sisw to developing paragraphs, and the inability of students to use the right diction selection.

From observations that have been made, the authors can draw conclusions that the occurrence of these problems is motivated by several factors. One of them is the lack of variety of media used by teachers in the learning process. Usually the teacher only asks students to write a narrative writing using the media contained in Indonesian language textbooks (picture media). For this reason, learning media are needed that have greater appeal to attract students' interest in learning to write narratives. Learning media in question are media that are closer to students' daily lives and are more in demand by students.

Based on the background of the problem, the problem identification is as follows. (1) Students have difficulty in pouring ideas into written form intact. (2) Lack of student interest in telling an event through writing so that the flow of thought jumps. (3) Lack of students' ability to develop paragraphs. (4) The inability of students to use proper diction selection.

2. Method

The This type of research uses a quantitative approach. Said to be quantitative because the data processed are required to use a lot of numbers, starting from data collection, interpretation of the data, as well as in the appearance of the results [12]. The number in this study is the score and value of the ability to write narrative grade XI student of SMAN 1 Sungai Aur. The research method applied is the experimental method. E experimentation is essentially an observation or observations of the causal link between the emergence of a result (the dependent variable) and the cause (independent variable) specific, through a deliberate effort by researchers. This type of experiment is quasi experiment or pseudo experiment [12].

3. Result and discussion

The markers Writing skills are one of the four aspects of language skills, namely listening, speaking, reading and writing. Writing is lowering or depicting graphic symbols that describe a language understood by someone, so that other people can read the symbols of the graph if they understand the language and graphic images [11]. Based on the above opinion, it can be concluded that writing is a process of moving language symbols into written forms that are readable, accurate, clear, and concise so that they can be understood by others. Writing is an activity of pouring ideas / thoughts into written form to publish to others. The general purpose of writing is as follows. 1) Give direction, which gives instructions to others in doing something. 2) Explain something, namely giving a description or explanation of something that must be known by others. 3) Tells the story, i.e. provides information about what is happening somewhere at a time. 4) Summarize (summarize), i.e. make a summary of the writing so that it becomes shorter. 5) Convincing, namely writing that tries to convince others to agree or agree with it [10].

To become a good writer, before starting to write, you must know the purpose of writing first. Writing without knowing the purpose will make someone confused in completing his writing. By knowing the purpose of writing, someone will be able to produce good and interesting writing. N Arasi is all text / work of fiction that is not shaped the dialogue, whose
contents can be a historical story or series of events. In line with that, narration is a form of discourse whose main target is an act that is woven and assembled into an event that occurs in a single unit of time. Narration is a form of discourse that seeks to describe as clearly as possible to the reader an event that has occurred. Furthermore, Kuntarto (2007: 224) revealed that narration is a form of writing that tries to describe as clearly as possible to the reader about events at a time to the reader. Atmazaki (2007: 90) also explains that narration is a story based on a sequence of events or events. In an incident, there is one or several characters and the person experiences one or a series of events. Narasi is a form of speech or writing that aims to convey or recount the sequence of events or human experiences based on developments from time to time. Narrative is the delivery of a set of events or experiences about oneself, about others, or about oneself and others at a certain time or period of time.

Based on some of the opinions above, it can be concluded that the narrative is a writing that tells an event or human life events in one time unit. Thus, the notion of narrative includes actions or actions that have dialogue based on conflict in a time series. The events and events tell of the actions of the characters because of a conflict in a time series. The characteristic of narrative is to tell about human experience, both real events and imagination. The experience can be about the experience of yourself and others within a certain period of time. In addition, the characteristics of narration are the existence of conflict and social dialogue which makes it more lively and interesting.

The narrative element is the same as the elements of a literary work consisting of intrinsic and extrinsic elements. Intrinsic elements are elements that build from within, such as: theme, plot, characterization, setting, mandate, point of view, and language style. Extrinsic element is an element that builds literary works from outside, such as: socio-economic, cultural, religious, and value-system factors adopted by the community.

The narrative structure can be seen from the components that make it up: actions, characterizations, settings, and points of view. But it can also be analyzed based on the plot (plot) of the narrative. Referring to the opinion of the experts above, the author focuses the narrative elements which will be discussed as follows. 1) The flow is the relationship between one event or group of other events. Next, divide the groove into two parts, namely conventional grooves and unconventional grooves. Conventional flow is if the event that is presented first always causes the emergence of events that occur afterwards, while the unconventional flow is the event that is told then becomes the cause of the event that was told before, or the event that is told first becomes the result of the event that is told afterwards. 2) Background, L Atar is any information about time, space, and the atmosphere of the lakuan in literature. L Atar is a marker of identity problems began vaguely fictional scenes or characterizations are shown. The setting serves to clarify the atmosphere, place, and time of the event in effect. Furthermore, background elements can be divided into three main elements, namely place, time, and social. These three elements, although they offer different problems and can be discussed individually, are in fact interrelated and influence each other.

The background description can be physical, realistic, documentary and can also be a description of feelings. The setting is an environment that can function as a metonymia, metaphor, or expression of the characters. 1) Viewpoint, perspective refers to how a story is told. The point of view in a narration questions how the relationship between someone who tells the narration with the actions that take place in the story. The point of view in a narrative is the way a writer sees all the actions in a narrative. Sudut of view into two kinds, namely the first person (the style of "I") and a third person (the style of "him"). From both
perspectives, a story is told. This first and third point of view can be used simultaneously in a work of fiction if it is felt to be more effective [8].

The perspective is a supporting element of fiction. During this time, the point of view is often also equated with the center of narration. If viewed from the point of communication between the author and the reader, then there is a difference between the point of view and the center of the narration. The point of view is a way for the reader to get fictional information, while the center of narration is a way for the author to convey information to fiction. 1) Characterization is the creation of the image of a character in the story. included in the characterizations are problems with naming, characterization, physical and psychological state, and character. Therefore, the author makes his characters appear alive and real. [6]

In the learning process strategies are needed to solve learning problems. One of them can be in the form of learning media. Many types of media that can be used. In its development, learning media follows technological developments. The last emerging technology is microprocessor technology which gave birth to computer usage and interactive activities. Based on this opinion, classify learning media into four groups as follows.

3.1 Print technology results media

Print technology is a way to produce or deliver material, such as books, and static visual material mainly through a mechanical or photographic printing process. Media included in this group are text, graphics, photographs, or photographic and reproductive representations. The two main components of this technology are verbal text material and visual material that is developed based on theories related to visual perception, reading, processing information, and learning theory.

3.2 Media of audio visual technology results

Audio-visual teaching is the production and use of material whose absorption through sight and hearing and is not entirely dependent on the understanding of words and similar symbols. Audio-visual teaching is characterized by the use of devices during the learning process, such as film projector machines, tape recorders, and wide visual projectors.

3.3 Media based on computer based technology

Computer-based technology is a way of producing or delivering material using sources that are micro-processor based. Characteristics of the use of this media is information / material delivered in digital form, not in printed or visual form.

3.4 Combined media of print and computer technology

Combined technology is a way to produce and deliver material that combines the use of several forms of media controlled by a computer [1]. Based media in terms of technological development into two groups as follows. (1) traditional media choices, consisting of projected silent visual media such as slides and filmstrips, non-projected visual media such as images, posters, photographs and graphics, audio media such as recordings and cassettes, multimedia presentations such as slides plus sound and multi-image, projected dynamic visuals such as film, television and video, print media such as textbooks and modules, games such as puzzles and simulations, and realia such as models and manipulatives. (2) the choice of the latest technology media, consisting of telecommunications-based media such as teleconferencing
and distance lectures, media-based microprocessors such as computer games and compact (video) discs. [1].

3.5 Media song lyrics

Judging from the division of types of media by the experts above, song lyrics into print technology media groups. Seels and Glasglow group song lyrics into unprojected visual media groups that are included in traditional media choices [1]. Based on the above theory, it can be concluded that writing by giving suggestions through song lyrics aims to stimulate the imagination of students. Media song lyrics are used as creators of an atmosphere of suggestion, stimulus, and at the same time become a bridge for students to imagine or create images and events based on the theme of the song's lyrics. The expected response arises from the students in the form of the ability to see pictures of the event with their imaginations and logic, then express it again in the form of narrative writing.

The use of media "song lyrics" was chosen as a problem solving strategy on the basis of the consideration that in reality the world of children in their early teens is play and entertainment. Playing like that of children and even adults is very well liked and also entertainment. With the entertainment will be able to foster student creativity and also as a medium to explore desires and ideals that are desirable. Play and entertainment can be used to transfer knowledge, generate enthusiasm and motivation.

In learning in high schools that teachers face are transition students. At that time they were more inclined to entertainment, as was the case with film screenings, listening to music and songs. This will foster a high interest for students to learn.

4. Conclusion

Based on the analysis of conceptual ability to write a paragraph of narrative students through the medium of song lyrics can be deduced as follows: First, through serving popular songs of today and the lyrics of the song, the students' motivation to participate in the learning process be further improved so that students are more active and participative in every the stages of activities carried out. Secondly, entertainment can make the atmosphere more enjoyable learning environment, fresh, alive, happy and relaxed but still have a conducive learning atmosphere. Third, through media application lyrics, emotional state of students initially felt tired, not excited, seeing Indonesian lessons it difficult to be more entertained and fun and more quiet. Fourth, with dikondisikannya students into discussion groups, all students mingle and work together well. Fifth, this learning media should be used by other teachers as an alternative in improving the quality of learning.

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References


Millennial Generation Profile: Challenges and Opportunities of Library and Information Science Study Program in Industri Revolution 4.0

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Abstract. The 4.0 industrial revolution encouraged millennial generation, including students of the Library and Information Science Study Program of Universitas Negeri Padang to prepare themselves not only in knowledge, but also equipped with skills, attitudes and characters. The purpose of this study is to describe (1) millennial generation profile of students of the Library and Information Science Study Program in the industrial revolution 4.0 and (2) the challenges and opportunities of the Library and Information Studies Study Program in preparing millennial generation in the industrial revolution 4.0. The method used in this study is a qualitative instrument in the form of a questionnaire. The way to take sample in this research is probability sampling. Types and sources of the data used in this study are primary data which obtained from questionnaires targeting all members of the represented students. The results of the study are disclosed as follows. First, there are six factors that form the profile of the millennial generation of the students of library and information science study programs: (1) the disruptive mindset factor shapes the profile of the millennial generation 70.20%, (2) the connected factors form the millennial generation profile of 52.53%, (3) creative factors shape the profile of millennial students 69.70%, (4) confidence factors shape the profile of millennial students 62.29%, (5) readiness factors shape the profile of millennial students 60, 10%, and (6) spiritual factors forming the profile of millennial generation students 58.18%. Second, the challenge is the study program in improving student competency through revitalizing the curriculum oriented on new literacy (data literacy, technology literacy and human literacy). The opportunity is that study program student are already in the digital mass, cellphone, internet and android technology and information is no longer limited by distance and time.

Keywords: Millenial, information science, industrial revolution 4.0

1. Introduction

Industrial revolution 4.0 push generation millennial, including students Library and of Information Science course of study the Universitas Negeri Padang to prepare well not only knowledge, but also reached skill, and attitude character. A course of study are required to prepare kids to be professional information /workers librarian; capable of analyzing the phenomenon in the library and of information science deeply; manage their information and as the preservation and responsible for supporting the realization of information and knowledge
based community, and increased noble, believe and devotion, active in developing its environment both at regional level, national, and international.

Millennial generation was introduced by William Strauss and Neil Howe in 1987. Millennial generation is a terminology that is currently widely discussed[1]. Millennial or sometimes also referred to as generation Y is a group of people born after generation X, are people born in the 1980-2000s [2]. In general, the literature depicts two main timeframes for this generation, those born between 1977 and the mid-1990s and those born between 1980 and the early 2000s) [3].

Members of Generation Y use various electronic devices simultaneously for learning and entertainment purposes) [4]. Digital technology, for example, has greatly influenced the behaviour of the Millennial generation, and represents a defining influence on this generation’s characteristics, values, and expectations [3].

This millennial generation tends to be skeptical and cynical, has a high dependence on technology, and respects privacy. On the other side, they are formed to be more multi-tasking than the previous generation as well as relatively broader ways of thinking [5]. Millennials are (a) individuals who are good at socializing, especially in the communities they follow and wander through social media, people who are used to thinking out;(b) people who can think out of the box, are rich in ideas and ideas and are able to communicate brilliantly as evidenced by the growth of an industry driven by young people and; (c) those who are confident, have the courage to express their opinions, and are not afraid to debate in public, as is the case with social media[6]. One interesting phenomenon related to the relationship between millennial generation and social media is the virtual coachman debate[7].

The era of the fourth industrial revolution was colored by artificial intelligence, supercomputer, genetically engineered, nanotechnology, automatic car, and innovation [8]. This industrial revolution is a rapid change in the implementation of the production process where previously the work of the production process has commercial added value [9]. 4.0 industry as the technology revolution changed the way people consume, in scale, scope, complexity and the transformation of previous experience [10]. Model characteristics of industri 4.0 are a combination of some of the latest technological developments such as physical cyber systems, information and communication technology, communication networks, big data and cloud computing, modeling, virtualization, simulations and equipment that have been developed to facilitate human interaction with computers[11]. Millennial won't share the Xers' reverence for technology, having grown far too accustomed to it for that; but they will see it as a standard tool and expect to find well-developed systems in place[12].

The rapid development of technology the industrial revolution 4.0 very influential against occupation characteristics are currently, where skill and competence of the required number of basic consideration. At this time the utilization of technology and the internet so sophisticated, massive and deeply affect the business world and civil, industry civil society and consumers generally. New industrial patterns have an impact on job creation and new job skills and loss of some jobs. The digital revolution and the era of technological disruption are other terms of Industry 4.0. Called the digital revolution because of the proliferation of computers and the automation of record keeping in all fields. There are several challenges to industry 4.0 as follows: information technology security, and stability, the reliability of the production of lack of special skill, aversion changed stakeholders, and loss of many work because changed into automation [13].

The industrial revolution 4.0 provides both opportunities and challenges for students of the Library and Information Studies Program of Universitas Negeri Padang. The program should be of innovation in the industrial revolution, think a change how,
productivity, discipline, innovation open to change, aggressive in making a break with the creation curriculum and learning model that is flexible and contextual[14]. Therefore educational institutions must be able to produce graduates who have added value according to the needs of the job market [15]. Education 4.0 relates education as ubiquitous where people, things and machines are connected to produce personalized learning. This new ecosystem transforms education institution into an smart and integrated education producing ecosystem)[16].

To know profile students course library and of information science that is the millenial, the challenges and opportunities in the program required for research. From trouble on the necessary research to know profile millenial generation students study program and to analyze and measuring the opportunities and challenges course of study in a graduate prepared to compete in the industrial revolution 4.0.

2. Method

The qualitative study is natural where researchers are the instruments in the key, data analysis is inductive with the results of research focuses more on the meaning of on a generalization [17]. Determination of informants in this study using purposive sampling technique. Sampling of the sample with a purposive sampling sample was selected by certain considerations[18]. Types and sources of data used in this study are primary data obtained from questionnaires representing all of the students represented by 99 students, interviews, documentary studies, observations and literature studies. An examination technique data is based on four criteria which is credibility, transferability, dependability, and confirmability [19]. The data obtained from the developed and been concluded and elaborated in accordance with the research in the shape of the systematic and clear [20]. Conclusions and verification can be obtained from a person skilled in their field and to encourage other data sources [21].

3. Result and Discussion

The results of this study aim to gather information about the millenial generation profile of library and information science study program students and the challenges and opportunities of study programs in preparing graduates to be competent in the industrial revolution 4.0. Profile of Millenial Generation of Students in Library and Information Science Study Programs

There are six factors that make up the profile of the millenial generation of students in the Library and Information Science Study Program. First, disruptive mindset factors affect the millenial generation profile as follows. 69 people who are sensitive to the environment with a percentage of 69,70% agree. Person who do something in a timely manner as many as 76 people with a percentage of 76,76 % agree. Person who directly follows up on a matter 67 people with a percentage of 67,68% agree. There are 66 people who always provide solutions or solutions with a percentage of 66,67% agree. Based on this percentage, it can be concluded that the majority of respondents were 70,20% argued that agreeing disruptive mindset factors shape the profile.

Second, factors other than a fuel connected form the profile of millennial generation as follows. Personally for all the staff who were skillful with sociable as mmiyani as 68 a person with the percentage of 68,69% all agree that there needs. Personal active surf in social media and internet as many as 51 one that 51, 51% agree. Personally always use internet assistance to complete lectures as many as 47 people with a percentage of 47, 47% strongly agree. Based on this percentage, we can conclude the majority of respondents 52, 53% believed that
connected the profile agreed form millenial generation. This generation is realistic and optimistic about life, and the future and aware of opportunities enabled by new technologies) [22].

Third, creative form factors profile millenial generation as follows. Personal that can think out of the box, rich in ideas and the idea as many as 68 people with the 68, 69 % agree. One who can communicate ideas and the ideas well as many as 64 people with the percentage of 64, 65 % agree. The sinless one took creative and full of innovation as many as 75 a person with the percentage of 75, 76 % all agree that there needs. Based on this percentage, it can be concluded the majority of respondents 69,70 % argues agree factors profile millenial generation creative form.

Fourth, confidence factors form the millennial generation profile as follows. Self-confidents as many as 69 people with a percentage of 69,70% agree. Personal dare to express opinions and not hesitate to debate in public as many as 59 people with a percentage of 59,60% agree. Personal who is easy to interact with new and communicative people 57, 58% agree. Based on this percentage, it can be concluded that the majority of respondents 62, 29% argued that the confidence factor formed the profile of millennial generation.

Fifth, factors readiness form profile generation millennial as follows. Personally for all the staff who was to be ready entering the era of disruption with on capability owned at present as many as 63 a person with the percentage of 63 , 64 % all agree that there needs. Personal prepared to compete to keep on survive in the era of disruption as much as 56 people with the percentage of 56,57 % agree. Based on this percentage, it can be concluded the majority of respondents 60,10 % argues agree factors affect the formation and readiness profile millennial generation. The result of this behaviour is an intrinsic motivation, they have a tough enterprising spirit and they want to influence the world)[23]

Sixth, the spiritual factors form the millennial generation profile as follows. We always read our religion and try to understand it as many as 63 people with a percentage of 63,64% agree. Individuals who like to share as many as 45 people with a percentage of 45,45% agree. Personal always pray before and after doing something 61 people with a percentage of 61,62% agree. Person who is always grateful for any situation 58 people with a percentage of 58,59% agree. Individual who obey the worship of 61 people with a percentage of 61,62% agree. Based on this percentage, it can be concluded that the majority of respondents 58, 18% thought that agreeing spiritual factors influence the formation of millennial generation profiles. This millennial generation is not just a high-productivity person, but also a religious person [5].The challenges and opportunities course library and of information science graduates in preparing to compete in the industrial revolution 4.0

The challenges of study programs in improving student competency through curriculum revitalization oriented to new literacy are data literacy, technology literacy and human literacy. The curriculum of the library and information Science Study Program is compiled based on the development of science and technology (scientific vision), community needs (community needs), as well as the needs of graduate users (stakeholder need), which is oriented towards the Indonesia National Qualification Framework and has a national vision as regulated in Presidential Regulation No. 8 of 2012, is a statement of the quality of Indonesia human resources whose qualifications are based on the level of ability stated in the formulation of learning outcomes[24] .

The learning system covering (1) curriculum and, character education (2) based on the basis of information and communication technology, (3), entrepreneurship (4), alignment and (5) evaluation [10]. That graduates can competitive, curriculum need to new orientation,
because of the era of the industrial revolution 4.0, not only enough literacy long (reading, writing and mathematics) as capital a basis for actively involved in the community [25].

For that required new literacy is literacy, data literacy technology and literacy human. Literacy data relating to (1) data to identify what that exact, used for a specific purpose (2) capable of interpreting, visual data and charts (3) think critically about information produced by data analysis (4) understand, tools and the data analysis when and where used (5) recognize when the wrong way or used in error and (6) capable of communicating information about data to the needy. The efforts made by the program relating to literacy data by multiplying lecture the course of study.

Literacy technology required to reduce student (1) well-to-do use digital technology, a means of communication and tissues, (2) is able to detect the needs of information, access, manage, integrating and evaluate information, and (3) able to formulate information or new knowledge and can be communicated their concerns to several others. Efforts made by study programs by increasing courses related to information technology both for compulsory courses and study courses of choice.

Human literacy is important in the era of the industrial revolution 4.0 so that humans can function well in the human environment and can understand interactions with fellow humans. For this reason, study programs need to find methods to develop students’ cognitive capacities (higher order mental skills), critical and systemic thinking. The curriculum of the study program refers to human literacy so that humans can function well in the human environment through: leadership and teamwork, cultural agility and entrepreneurship.

The curriculum of the study program consists of compulsory university courses, compulsory faculty courses and study program courses. The efforts made by course of study in revitalizing curriculum oriented literacy new as follows.

1. Increase the number of content in a course called interlocked information technology of or relating the use of information technology.
2. Behavior search information.
3. Social and cultural aspects of the law that deals with information technology as the digital gap, the impact of information technology on the community and legal aspects related to privacy.
4. The use of the name of a subject that is more contemporary or trendy

The application of the curriculum oriented literacy can only be seen in table below.

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<th>Table1. Application of the New Literacy Oriented Curriculum</th>
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<th>4.</th>
<th>Technological Literacy</th>
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<tr>
<td>1.</td>
<td>Able to use digital technology, communication tools, and networks.</td>
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<td>2.</td>
<td>Able to determine information needs, access, manage, integrate and evaluate information.</td>
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<td>3.</td>
<td>Able to formulate new information or knowledge and be able to communicate it to others.</td>
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<th>5.</th>
<th>Human Literacy</th>
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<td>1.</td>
<td>Creative-innovative and entrepreneurial, and have cognitive flexibility to deal with the complexity of the problem</td>
</tr>
<tr>
<td>2.</td>
<td>Have communication and collaborative skills and learn independently</td>
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Courses:

| 1. | Communication Science |
| 2. | Professional English |
| 3. | IT- Based Entrepreneurship |
| 4. | Marketing and Promotion of Document Information Centre |
| 5. | Field Practice |
| 6. | Multimedia Communication |
| 7. | Business Information |
| 8. | Information Socio-Cultural Context |

This study on the expertise and mindset of the millennial generation has prompted my thinking about changes in teaching styles that could take place to better prepare students for the workplace [26]. The impact of the industrial revolution 4.0 on higher education is (a) course of study redefined for work and reorient the curriculum, (b) course of study develop education approach and methods of learning including learning contextual working with industry, (c) implemented a hybrid or blended learning, (d) develop the quality or qualifications of lecturers and their pedagogical abilities as well as ICT, (e) develop supporting facilities and infrastructures for learning lessons oriented to the industrial revolution 4.0 values and (f) to develop and implement quality assurance systems in restrained and measurable[27].

The course where students study program was already in digital mass, cellphone, the internet and technology android and information is not limited by time and distance. For it a course of study of information science is obliged to formulate library and strategic policy in a number of aspects ranging from institutional, curriculum and resources. There are five important elements that must be a concern and will be implemented by the Ministry of Research and Technology to encourage economic growth and national competitiveness in the era of the Industrial Revolution 4.0, namely (a) more innovative learning systems in higher education such as adjusting the learning curriculum and increasing students’ ability in aspects of data literacy, technological literacy and human literacy; (b) the reconstruction of higher education institutional policies that are adaptive and responsive to the industrial revolution 4.0 in developing the transdisciplinary of science and the required study programs; (c) preparation of human resources especially lecturers and researchers as well as responsive, adaptive and reliable engineers to deal with the industrial revolution 4.0; (d) breakthroughs in research and development that support the industrial revolution 4.0 and the research and development
ecosystem to improve the quality and quantity of research and (e) groundbreaking innovations and strengthening of innovation systems to increase industrial productivity and increase technology-based beginner changes[28].

4. Conclusions

The rapid development of technology is very influential on the characteristics of jobs that exist today. Including work in the field of library and information management, starting from the transformation of administrative management systems governance and information. Based on the results of the study can be concluded as follows. First, there are six factors that make up the profile of the millennial generation of students in Library and Information Science Study Programs, namely disruptive mindset, connected factors, creative factors, confidence factors, readiness factors and spiritual factors. Second, the challenge is the study program in improving student competency through revitalizing the curriculum oriented on new literacy data literacy, technological literacy and human literacy. The opportunity is for students to study in digital mass, cellphone, internet and android technology and information is no longer limited by distance and time.

5. Acknowledgements

A sincere thanks goes to all respondents, Students of Library and Information Science Universitas Negeri Padang who have been involved in questionnaires and interviews.

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Teachers’ Perception of Project Based Learning on English Textbook as the Implementation of Curriculum 2013 in Indonesia

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Abstract. The purpose of this research is to define teachers’ perception about application of Project Based learning which is stated on English Textbook for Junior High School Class VII as The Implementation of Curriculum 2013. Moreover, design of this research is descriptive research. Basically, this research is the continued of the previous research about Development of English Textbook class VII Problem Based Learning as the Implementation of curriculum 2013. However, in this research, researcher investigated some English teachers who teach class VII at Piloting Schools in Padang which applied Curriculum 2013. Population of this research is six schools as piloting of curriculum 2013 in Padang. They are SMPN 1 Padang, SMPN 8 Padang, SMPN 12 Padang, SMPN 31 Padang, SMPN Nasional Padang and SMPN SIMA Padang. Then as samples, there were twelve teachers as respondents. Researcher used questioners and interview in getting the data. The data showed that the 90% teachers perceive English textbook used in Curriculum 2013 still far from project based learning. It is seen from the content of the book. So it can be concluded that the textbook need to be developed from content aspect

Keywords: Perception, English textbook, Problem Based Learning, Implementation Curriculum 2013

1. Introduction

Textbook is an important source in teaching and learning process for learners and educators. In textbook states lessons, theories or explanation and exercises or activities, so teacher and learners are helped by using it. According to Harmer [1] teachers and learners will get benefits when textbook is used in teaching and learning process. However O’Neill [2] states that both teachers and learners can look back from previous learning session to continue the next meeting in the textbook. Based on the benefits offered in textbooks, teachers’ ways of teaching usually depend on the use of textbooks in classroom. Moulton [3] states teacher uses the materials on textbook from the beginning of the school year page by page until the end of the year. According to Swan [4] cited in Hutchinson and Torres, While using a textbook, teachers also use workbook for teaching and learning though there is a tendency that teachers just sit and ask students to do an examination and submit it to them. As a matter of fact, textbook is a means used in teaching and learning process and it is important for teachers and learners to have them. Teachers then consider textbook be important in their teaching and
learning process that they tend to use textbook in their teaching and learning activities without selecting and adapting appropriate materials for their students. Thus, it is important for teachers to select a textbook that is appropriate to their learners. However, teachers have to consider about curriculum that propose activities which manage teacher to select the best one for the learners. This study is hoped can give information about problem based learning that is state on English textbook which is used by the teachers in teaching and learning process.

2. THEORY & METHODOLOGY

Perception can be important because it offers more than objective output; it ingests an observation and manufactures an altered reality enriched with previous experiences. Perception is many things to us. It is the here and now of our lives the moment to moment awareness of our environment. It is the present, from which memories of the past and thoughts of the future are created by the brain. It is our reality. It can also be an explanation for how so many people can take away different messages or "calls to action" after observing the same thing.

Perception is an active and challenging process involves all five senses: touch, sigh, taste, smell, and hearing. Supported by Turner [6] perception is the process of using our senses to understand and respond to stimuli. Actually every people have different respond toward the same stimuli that is given from environment. Stimuli will be responded by brain to interpret. It means that people process information input in to responses involving feeling and action. It is an ability to interpret stimulus that have been accepted by our senses as a respond from the brain.

Furthermore, Franconery [7] states that perception which is the heart of communication. Perception shape how people understand others communication and how ourselves communicate. At the some time, communication influence our perception of the people and situation. It means through perception, the people gain important information about interpersonal communication skills of others and ourselves.

In addition, perception consists of some processes, it blends into and influence one another. According to Wood [8] perception is the active process of selecting, organizing, and interpreting people, object, situations, and activity. When individuals observe or feel an object, they get some information of it and with their knowledge through process of interpret in the brain. Then individual gets an image on object. Every individual has not same opinion of object. Object can be people, thing, event, situation, and activities. It assumes that everything in human enviroment can get perception by human. Even though the object is same, but the human has different of image about it. It depends how the brain interpret the information.

Based on the explanation above, perception of reality that provides the fuel which drivers their attitude formation and possibly their actual behaviour. Perception comes from because something happen that the people observe with their sense and then it will bring out reaction or response. This information is gathered from the five senses of sight, hearing, touch, smell and taste. The people interpreting of sensory information and people take in sensory information from enviroment and use that information in order to interact, do communication with enviroment, and make it into something meaningful.

Project Based Learning
Project Based Learning is a learning model which is developed by the countries in USA. However, Lucas [9] mentions some Project Based learning as follow:[1] Project-based learning is curriculum fueled and standards based. Project Based Learning needs content standard in curriculum.[2] Project-based learning asks a question or poses a problem that each student can answer. [3] Project-based learning asks students to investigate issues and topics addressing real-world problems while integrating subjects across the curriculum. [4] Project-based learning is a method that fosters abstract, intellectual tasks to explore complex issues.

3. RESEARCH METHODOLOGY

The method used in this study was a qualitative approach and employed descriptive method. The study was conducted in six schools in Padang. Participants in this research study were conducted with twelve English teachers who teach in six piloting schools that implement curriculum 2013. This research employed two techniques in collecting the data such as questionnaire and interview to obtain the data needed. Instrumentation questionnaire was a primary source to find teachers’ perceptions. It aimed to elicit an overview of teachers’ perceptions toward project based learning on English textbook for junior high school class VII as the implementation of curriculum 2013. This questionnaire was adapted and developed from Diknas 2013. It consisted of two parts which allowed teachers to share their beliefs, attitudes, and opinions that reflected their perceptions. The first part of the questionnaire tended to gain background information of teachers. The last part included thirty five items aimed at eliciting teachers’ perceptions toward English textbooks. A five-Likert scale, ranging from 1-5 was employed to reflect teachers’ level of agreement with a list of statement.

4. FINDING & DISCUSSION

The study shows that there are nine indicators covered on teachers’ perceptions toward project based learning on English textbook for junior high school class VII as the implementation of curriculum 2013. Principle: In essence, the approaches poses four main principles Hedge [10] The first principle is learner-centered teaching. It encourages students to share responsibility for their learning. Merlot [11], in which a teacher offers support and guidance during the learning process Stoller[12]. The second principle is autonomy. It suggests, “learners to assume a maximum amount of responsibility for their learning”) posits that teachers should provide opportunities for students to solve problems in small groups and practice their language outside their classroom to achieve a value of learner autonomy. The third principle is collaborative learning is “an instruction method in which students at various performance levels work together in groups to achieve a common academic goal. Besides, a collaborative work encourages students to explore and to apply their course materials as an attempt to search for understanding, solutions, or to create a product. Then, the last principle is learning through tasks. In essence, a task refers to an activity that enables students to achieve a particular learning goal using their available language resources and leading to a real outcome. In general, the teachers perceived that project in text book still less activities. However, they also consider weaknesses on the textbooks in use in terms of language level difficulty. The study showed that the textbooks used showed neither strengths nor weaknesses on the remaining criteria: these textbooks were easy to read for the students, had enough of length, had balance between knowledge about the teachers had positive perception on the textbooks in use. The teachers’ perceptions on the textbooks were in line
with Kitao and Kitao [15] that textbook should suit student, teachers, syllabus and examination. Besides, the teachers’ perception was much influenced by their personality and cultural background. Their personality background was their past experience, motivation, hope, need and situation. Their cultural background was their lives in Islamic cultural areas. In line with Rakhmat [13], perception is influenced by some factors such as functional/personal factors, structural factors and cultural factor in which an individual lives.

On the next indicator, teachers state that the activities and material on the textbook still not fully emphasizes responsibility and answerability learners to self and role model. Materials on textbooks should be authentic that the students can see that the textbooks are relevant to their real lives. According to Richards [14], authentic materials have a positive effect on the learner’s motivation, they relate more closely to learners’ needs and they support a more creative approach to teaching. Textbooks should be acceptable and be balanced between the knowledge of language and its practice of using the language, between the relevant language skills and how to integrate them, and those textbooks should also contain communicative activities.

Then, teacher viewed that on the textbook has states activities learners focused on work similar to the actual situation. For teachers, textbooks should provide materials equipment such as tapes, workbooks, and visuals. Approach and method in textbooks should be suitable for teachers and students. The textbook also should contain a good and clear teacher’s guide with answers and help on methods and additional activities. Moreover, teachers may pay attention to the language in the textbook. The vocabulary and grammar should be controlled for lower level students. Many textbooks use narratives and essays, so that students can learn with different form of texts. The textbooks also should provide information to help students understand the lesson. Therefore, English textbooks should have correct, natural, recent, and standard English Kitao and Kitao [15]. Third, textbooks must meet the needs of official public teaching syllabus or examination. Finally, in relation to the syllabus and examination, textbooks should be recommended or approved by authorities and should follow the official syllabus in a good manner. Textbooks with well-graded contain well-structured and systematic coverage of the language. Activities, contents and methods used in textbooks should be well planned and the materials should be prepared specifically for the examination. Hence, textbooks should contain useful hints on examination technique. In addition, teachers may pay attention to the language level of difficulty on textbooks. Materials should be slightly higher in their level of difficulty than the students' current level of English proficiency so that the students will learn new grammatical structures and vocabularies.

However, for the next indicator, almost all of teachers stated that in the textbook has drawn Active-learning: raise the issues that led to the students' questions and a desire to find relevant answer, and thus there has been self-learning process. This is supported by data from interview; the teachers had positive perception on textbook in use because the textbook in use seemed to have more strengths than weaknesses. The strategies used by teachers in using textbook were adding, modifying task, and omitting material or textbook.

5. CONCLUSION

The present study intended to explore teachers’ perceptions toward project based learning on English textbook for junior high school class VII as the implementation of curriculum the findings of this study indicated that the perceptions of teachers about problem based learning on English textbook could be seen as follows. The former believed that project based learning on the textbooks were stated but need to be developed. Some of them also revealed that
A project based on a textbook should go hand in hand with supplementary teaching materials to serve learners’ needs. However, based on the data from interview they preferred teacher-made materials to commercial textbooks.

**SUGGESTION**

The results of this study further revealed that about project based learning on English textbooks were from textbooks themselves, learners’ language proficiency, large classes and time constraint. Then, for the teachers, should select materials creatively, in order to fill implementation curriculum.

**Acknowledgments**

Gratefully and thankfully, the researchers express their gratitude to the Minister of Research, Technology and Higher Education of Indonesia for funding this research, Principles of Junior High School in Padang, Teachers who participate in this research, then last but not least to Head of English Department and colleagues at STKIP PGRI Sumatera Barat for their support in doing this research.

**REFERENCES**

Difficulties in Learning Early Literacy in Primary Schools

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Abstract- Literacy is very important for students because the skills in literacy affect the success of their learning and life. In early writing literacy, students are expected to be able to produce writing that can begin with spelling writing. This study aims to determine the problems faced by teachers in early reading literacy. This research uses a qualitative approach. The research subjects were in grade 1 and 2 elementary school teachers. The results showed that the reading difficulties faced by students appearing to be improper reading habits, mistakes in knowing words, mistakes in understanding reading. In reading students have difficulty in distinguishing letters, such as distinguishing the letters p and d, m and n, and b and d. As a result, students have difficulty in producing writing, both orally and in writing.

Keywords: Learning early literacy, primary School

1. INTRODUCTION

Early reading literacy aims to make students have the ability to understand and voice writing with reasonable intonation, as a basis for further reading. The purpose of beginning reading is also explained in so that students can read simple words and sentences smoothly and precisely [1]. Furthermore, the initial writing aims so that students can write simple words and sentences correctly. In early writing literacy, students are expected to be able to produce writing that can begin with spelling writing. Examples of writing m, n, b, and d can be syllables such as ma-na, bu-di, and in simple sentence form. Besides, so students understand how to write the beginning with the correct spelling, then the letter by letter is introduced gradually until finally all the letters are mastered by students.

Based on that objective literacy skills in reading and writing are basic skills in language for early grade students. Students need to achieve success in the future. However, in reality, the reading ability of elementary students is still worrying as can be seen based on the following data. First, based on the results of a survey by the Organization for Economic Cooperation Development (OECD), it shows that the reading culture of Indonesian people occupies the lowest position of 52 countries in East Asia [2]. Second, based on PISA (Program for International Student Assessment) data, in 2015, Indonesia ranked 64 out of 70 countries evaluated. Third, based on PIRLS (Program in International Reading Literacy Study) data in 2011, Indonesia ranked 45th out of 48 countries evaluated. Fourth, based on a survey from UNESCO Indonesia ranked second lowest in interest in reading. Fifth, based on reports from
the IEA Study of Reading Literacy, the ability of elementary school children in Indonesia is still very low, whereof the 31 countries studied, Indonesia ranks 30th.

Reading skills are activities that are needed by anyone who wants to advance and improve themselves. Reading skills are one of the keys to students' success in achieving success. Efforts to develop and improve reading skills in primary schools must be able to equip students with the basic reading skills needed to continue at a higher level of education. This means that to improve reading skills, students must master initial reading skills. Because beginning reading is the foundation to be able to master advanced reading skills. Beginning reading is the initial reading given to children in grades I and II as a basis for further learning [3]. The reading ability obtained at the beginning of reading is very influential on the ability to read further [4]. As an ability that underlies the next ability, the ability to read the beginning requires the attention of the teacher, because if the base is not strong, at the advanced reading stage the child will have difficulty being able to have adequate reading skills [5]. Reading comprehension is closely related to all academic achievements. Therefore, this should be the teacher's attention to introduce the activity of beginning reading in a way that introduces early literacy to students [6].

Early literacy is not interpreted as an activity to teach reading but makes students love reading activities and builds a foundation for reading so that later when students have time to learn to read they are more prepared [7]. Student literacy experience is believed to form a strong foundation on the development of reading [8]. Students' knowledge, skills, and attitudes that form the basis of reading and writing are called early literacy abilities [9].

The problem of low literacy reading in early elementary school students as expressed by students still stammered when reading a series of sentences. Uneasy reading like this is because children focus too much on the decoding process. Furthermore, who researched in the second grade of the elementary school stated that the reading difficulties faced by students appeared in four forms, namely unfamiliar reading habits, mistakes in knowing words, errors in understanding reading, and symptoms of various kinds [10]. The low reading ability was also expressed by the problem of mastering reading and writing skills made students weak and uninterested in Malay language subjects. Reading problems that exist in students such as mistakenly distinguish uppercase and lowercase letters when reading, do not pronounce words correctly, can not mention the word that is spelled and often leave words that do not know their meaning. Besides, students are also weak and are not interested in finding the information contained in pictures or stimulation materials provided by the teacher. Unlike the research that has been done, this research will discuss problems that are not only experienced by students but also experienced by teachers in teaching reading in early elementary school classes. By doing so, this study aims to recognize the problems of reading literacy in early elementary school classes and how the teacher teaches it.

2. Method

In this study, researchers used qualitative methods to find problems in early reading learning in elementary schools through interviews with teachers. The interview technique used is half structured. The subject or respondents of this study were elementary school teachers in the city of Padang. Researchers need to get information about problems in reading literacy in elementary classes.

Therefore, the selection of qualitative research respondents uses the snowball technique. The technique of taking respondents with snowballs refers to the research respondents so that
the respondents appoint other respondents to be interviewed [11]. The respondents indicated to be interviewed are the best respondents to provide comprehensive information.

For this purpose, the researcher has interviewed a teacher in North Padang (hereinafter referred to as Respondent 1 or abbreviated R1). This R1 gives information about the respondents that will be met next, namely from the area of South Padang (R2) as a representative of South Padang. Then the researcher requested information from R2 to prepare respondents to be interviewed in the West Padang and Nanggalo regions (R3 and R4) representing the western region. After interviewing respondents from the western region, the researchers asked respondents for the eastern region, namely the Kuranji and East Padang regions (R5 and R6). This process is repeated so that the researcher gets the correct data until there is saturation of the data. Retrieval of data using structured interviews between researchers and respondents interviewed. Respondents were interviewed based on the questions provided and additional questions were asked based on answers from respondents and following the information needs of the researcher. In this research, the data analysis technique used is thematic analysis.

In this research, the data analysis technique used is thematic analysis. This thematic analysis model contains three stages, namely data reduction, data display, and data verification (verifying) [12].

3. Results and Discussion

3.1 Result

The following is described the results of the research obtained based on the results of interviews with 6 respondents, there are R1, R2, R3, R4, R5, and R6. From the cognitive domain, the problems experienced by teachers are the lack of understanding of teachers to the nature of reading and writing, the lack of understanding of teachers in teaching reading and writing. In the affective aspect the lack of motivation of teachers in reading and writing. As for the psychomotor aspect is the learning process of reading and writing has not been implemented optimally, and the assessment process has not been done optimally.

Lack of Master's Understanding of the Nature of Reading

The nature of reading refers to the understanding, purpose, and benefits of reading. Studies can show that teachers are less able to teach language skills because teachers understand the notion of reading skills as expressed by R3 respondents. Respondents R2 stated that teachers still lack understanding of reading skill because some elementary school teachers have non graduate background from PGSD department. This affects the learning of reading. Furthermore, the problem experienced by teachers in reading skills is in understanding the purpose and benefits in learning reading skills as expressed by respondents R3.

Lack of Master's Understanding of the Nature of Writing

The essence of writing refers to the understanding, purpose, and benefits of reading. Studies show that teachers are less able to teach language skills because teachers understand the notion of writing skills as expressed by the R3 respondent. Respondent R2 stated that teachers still do not understand the essence of writing skill because some elementary school teachers have non graduate background from PGSD department. This affects the learning of writing. Furthermore, the problem experienced by teachers in writing skills is in understanding the purpose and benefits in learning writing skills as expressed by respondents R1.
Lack of Master's Understanding of Linguistic Learning

In presenting learning material of writing language which need to be mastered is model of learning. The goal is that the learning objectives can be achieved optimally. The difficulties experienced by most teachers are not yet understanding the appropriate learning model that can be used in learning the language of writing, choosing the appropriate learning with the level of student development and the steps of using the learning model. As expressed by respondents R1 that teachers who lack the mastery of learning will result in students being not interested in the learning provided by the teacher. Based on statements expressed by respondents R1 revealed that if the teacher is difficult to determine the appropriate learning, consequently the learning is not interesting for students and students difficult to understand the material presented by the teacher. Thus the less than optimal subject objectives are achieved optimally as expressed by respondents R1.

Lack of Teacher Motivation in Reading

Motivation needs to be possessed by a teacher. With the motivation, a teacher can create various learning experiences for students. Studies can show that teachers’ motivation in reading less. This is in accordance with that revealed by respondents R2 that the lack of motivation to students in the subjects of language. If a teacher has a lack of motivation in teaching reading learning, of course this will result in students also less motivated in learning.

Lack of Teacher Motivation in Writing

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Reading Learning has not been implemented optimally

Studies can show that teachers are having problems teaching reading skills. The problem is the ability of teachers to teach reading skills, the use of media in learning, the use of learning methods, subjects are still besifat cognitive, and the selection of learning materials. The ability of teachers in teaching reading skills is how teachers present reading subjects so that learning is meaningful for students. As stated by respondent R2. Indonesian language subjects, especially reading skills in elementary schools can not be separated from the ability of teachers in designing learning, such as the selection of materials and learning models. As revealed by respondents R2 that teachers are less able to choose materials and learning models in accordance with the development and ability of students so that the effect on students' reading ability. In addition, the problem experienced by teachers is the use of media in learning. As stated by respondents R3 that the use of appropriate learning media can support the implementation of learning including reading skills.

Learning Writing has not been implemented optimally

Studies can show that teachers have problems teaching their writing skills. The problem is the ability of teachers to teach writing skills, the use of media in learning, the use of learning methods, subjects are still besifat cognitive, and the selection of learning materials.
The ability of teachers in teaching writing skills is how teachers present writing subjects so that learning is meaningful for students. As stated by respondent R2. Indonesian language subjects, especially writing skills in elementary schools can not be separated from the ability of teachers in designing learning, such as the selection of materials and learning models. As revealed by respondents R2 that teachers are less able to choose materials and learning models in accordance with the development and ability of students so that the effect on students' reading ability. In addition, the problem experienced by teachers is the use of media in learning. As stated by respondents R3 that the use of appropriate learning media can support the implementation of learning including writing skills.

The assessment process has not been done optimally

The purpose of the assessment is to measure skills in different contexts. Based on the results of the study found that some teachers still experience difficulty in assessing the learning activities of written language, as expressed by respondents R3 Assessment needs to be done by the teacher. Assessment is done to see student progress in learning writing language. For that teachers need to know the aspects that need to be assessed in the subjects of writing language such as assessing the ability meyimak and tell stories as expressed by R2. Understand the language assessment procedure Write (R1). Furthermore, the difficulties experienced by teachers are in understanding the assessment procedure. The point is when the judgment is done as in the beginning, the process, and the end. As expressed by respondents R2 that teachers difficulties in understanding the procedures of writing language assessment. Though writing language assessment procedures needed to measure the success of learning.

3.2 Discussion

That in many studies it was found that teachers have a significant influence in mastering reading habits and developing reading skills [13]. The reading interest of Indonesian citizens is very low. The survey results stated that the Indonesian people watched more television, listened to the radio, played games rather than read books and ranked 124 out of 187 countries in the world rating index [14].

The results of the study showed that in general, literacy of literary masters in the aspect of knowledge is still very low, especially literary which is classified as classical, while the ability to express an impression of reading the opposite. In conclusion, to measure literacy is not right if knowledge is the only literary measurement tool. Literacy in the aspect of knowledge is still very low, especially literature which is classified as a classic, while the ability to express the impression of reading the opposite. In conclusion, to measure literacy is not right if knowledge is the only literary measurement tool. Media is a tool used as a messenger from the sender to the recipient of the message. That media is everything that carries information between the source of information and the recipient [10].

4. Conclusion

The results showed that the reading difficulties faced by students appearing to be improper reading habits, mistakes in knowing words, mistakes in understanding reading. In reading students have difficulty in distinguishing letters, such as distinguishing the letters p and d, m and n, and b and d. As a result, students have difficulty in producing writing, both orally and in writing.
Acknowledgments

Thank you to Universitas Negeri Padang for permitting this research.

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APPLIED OF STRATEGIES IN THE FIELDS OF POWER BY NOVELIST: HABIBURRAHMAN EL SHIRAZY

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Abstract. This paper has an aim to explore the strategy of using economic, social, and cultural capital (education and religious knowledge) made cultural production and competition within the fields of power. This agent, who originated from an orthodox Islamic background, with all of his limitations (use the formal realism approach). This research uses literature method, documentation study, and field study. Novelist creativity emphasized the individual characteristics of main characters and depiction of the social and geographic background of Egypt and trajectory (meetings). To increase his popularity, relied on the strategies of reproduction (new works transformation novel to film) and capital reconversion (economic, social, and symbolic investment). Applied of strategies rises accumulation of economic capital was transformed to promote the articulation of social, cultural, and even symbolic capital within the field of power, and the Majelis Ulama Indonesia Pusat gave legitimacy as the head of Department for the Development of Islamic Culture.

Keywords: Strategies, Field of Power, Novelist, Habiburrahman El Shirazy

1. Introduction

Reader reception of Habiburrahman El Shirazy (HES) began when Ayat-Ayat Cinta (AAC)¹ was serialized in the national daily Republika from 8 April to 23 September 2004. Recognizing readers' interest, Republika published the story as a novel shortly after serialization ended. The first printing of 80 thousand copies sold out within 15 months (December 2004 – February 2006); as such, Ayat-Ayat Cinta sold an average of 5,300 copies per month, or 177 copies per day—a fantastic amount for novels in Indonesia (Pries)². Readers' interest became increasingly intense following the release of a film adaptation, and soon 400,000 copies of the book had been sold.³

This success, however, did not guarantee the automatic recognition of HES as an auteur. To become known as an auteur, rather than a simple author, is not simple. Recognized litterateurs exert authoritative dominance, while aspiring writers undergo creative struggles to gain legitimacy from literary institutions that have themselves been legitimized. To face this dominance, HES' first strategy involved joining FLP (Forum Lingkar Pena), a literary group that emphasizes the creative production of literary works by young writers⁴. Members include young writers beginning their careers as well as authors whose legitimacy has been recognized [5], such as Helvy Tiana Rosa, Ahmadun Yosi Herfanda, Pipiet Senja, and Taufik Ismail. HES' joining FLP is congruent with the conceptual framework of Bourdieu⁶.

2. Field and Modals : Bourdieuan Theoretical Framework

Bourdieu [7] argued that the literary field is built on a contestation of two hierarchical principles, namely the heteronomous principle, which is economically and politically dominant, and the autonomous principle, which is dominated by intellectuals with specific 'capital' and includes a level of economic independence.
Capital is a form of social energy used by agents, which exists and is productive in the field in which agents produce and reproduce [8]. Bourdieu [9] was convinced that the most important types of capital in the field of cultural production are (1) symbolic capital, which refers to the accumulated prestige, fame, and consecration, and is constructed on a dialogue between knowledge (connaissance) and recognition (reconnaissance); (2) cultural capital, defined as an internal code through which agents seek empathy, appreciation, and competence in cultural relations. In Language and Symbolic Power [10], Bourdieu identified two other types of capital, namely economic capital and social capital. According to Bourdieu [11] economic capital is that related to means of production (machines, land, labor), material (income and possession), and money. Economic capital can be institutionalized through ownership, and can readily be used in other fields, given or inherited. In certain conditions, cultural and social capital can also be converted into capital with economic value, and thus be institutionalized.

Meanwhile, Bourdieu [12] defines social capital as all resources, both actual and potential, related to the possession of networks and institutional relations based in mutual recognition and knowledge. If someone is a member of a certain group, then he or she can be supported by collectively possessed capital. The extent of an agent's social capital depends on the intensity of the networks created, as well as the volume of economic, cultural, and social capital.

Bourdieu [13] divided literature into three genres, namely drama, novel, and poetry. Bourdieu began his comparison of the three from an economic perspective, relative stability, and hierarchy. From an economic perspective, the greatest position is occupied by drama, which produces the greatest economic profit from the bourgeoisie. Meanwhile, the lowest in the hierarchy is poetry, which according to Bourdieu produces zero profit for its producers. Between drama and poetry is the novel, which may provide significant (for naturalist novels) and exceptional (for popular novels) profit for their producers. However, within the field of cultural production, there exists an “inverted economy”, where agents prioritize symbolic benefits over readership, sales, and copies printed (all beneficial for financial and social capital). As such, profit-oriented agents are the lowest in the hierarchy. In this, HES sought his own position through the cultural production of novels, particularly popular novels, which tend to be more pragmatic and emphasize readership. This was congruent with HES' desire to use his novels as a means of dakwah (Islamic teaching). As such, within Bourdieu's theoretical framework, HES could be considered oriented more towards obtaining economic, social, and cultural capital (no matter how limited) rather than symbolic capital.

Bourdieu [14] identifies three principles of literary legitimacy. First, the specific principle of legitimacy, namely the legitimacy given by producers (litterateurs) who are positioned as competitors. Second, the principle of legitimacy according to the tastes of the bourgeoisie, the dominant group, as indicated by salons and other groups such as academies, which have the authority to grant ethical dan aesthetic legitimacy in accordance with their tastes. Third, the principle of 'popular' legitimacy, the recognition granted by general consumers or the masses.

3. Strategies Used by Habiburrahman El Shirazy within the Fields of Indonesia Power

Bourdieu [9] argued that the most important types of capital in the field of cultural production are (1) symbolic capital, which refers to the accumulated prestige, fame, and consecration, and is constructed on a dialogue between knowledge (connaissance) and recognition (reconnaissance); (2) cultural capital, defined as an internal code through which agents seek empathy, appreciation, and competence in cultural relations. The second form of capital, cultural capital, is accumulated through a lengthy process, that involves families and groups (family education), educated members of society (broader education), and social institutions (institutional education). In this, HES has benefited from religious education, both informal (from orthodox family) and formal (from university in Egypt).

The success of HES as a novelist in the field of power in Indonesian was achieved through a variety of application strategies. From various thoughts Bourdieu [15] can be concluded into three strategies: creative, reproductive, and capital reconversion strategies
a. Creative Strategies

The strategy applied by HES involved the application of formal realism, the transformation of the novel into film, and reproduction, none of which brought him specific symbolic capital (i.e. legitimacy as a litterateur). Most frequently interacted (trajectory) with ‘legitimate’ writers, including those active with Horison, Kompas, and Republika, as well as those involved in the academic community, the Dewan Kesenian Jakarta, and Forum Lingkar Pena; however, these interactions are limited primarily to greetings, discussion, and personal relations between community members and MUI officials. In his meetings with MUI officials, both at the regional and national level, HES has primarily focused on discussing cultural phenomena in contemporary society, as well as the potential for developing Islamic culture as well as his own position as the head of the Commission for the Development of Islamic Culture and Art at the MUI.

Another important thing in creative strategy is trajectory. Trajectory is understood as a breakthrough done by a writer in all environments that allows him to develop better. These developments can further enrich the ability of the author himself, also boost popularity. From the data obtained four field which are the object of the novelist’s crossing: FLP (Forum Lingkar pena/author organisation), mosque activist, student organization, student organisation, and muslimah organisation. The recapitulation of the trajectory by novelist is shown in the following table.

<table>
<thead>
<tr>
<th>Subject/Official</th>
<th>Creative Writing</th>
<th>Religious</th>
<th>Literature Studies</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>FLP</td>
<td>3</td>
<td>-</td>
<td>-</td>
<td>3</td>
</tr>
<tr>
<td>Mosque Activist</td>
<td>3</td>
<td>1</td>
<td>-</td>
<td>4</td>
</tr>
<tr>
<td>Student</td>
<td>20</td>
<td>5</td>
<td>2</td>
<td>27</td>
</tr>
<tr>
<td>Organisation</td>
<td>2</td>
<td>1</td>
<td>-</td>
<td>3</td>
</tr>
<tr>
<td>Total</td>
<td>28</td>
<td>6</td>
<td>3</td>
<td>37</td>
</tr>
</tbody>
</table>

From the data in the above table, it is illustrated that most of the crossings made by novelists are on the novelist position as the author (76 %), as the preacher (16 %), and as the scholars (8 %). The data shows HES has been recognized as a novelist rather than a preacher in the field of power.

In terms of legitimacy, novelist likewise did not make the calculations suggested by Bourdieu, who argued that agents in the field seek to accumulate cultural and symbolic capital, and gain specific legitimacy through their cultural products. Rather, as a literary producer, HES has sought to ensure that his works are read by as many people as possible, with the hope that they become stronger of faith (in their relations with God) and being polite in mu’amalah (in their relations with God’s creations). The involvement of readers is a key component of dakwah literature.

b. Reproductive Strategies

The greatest amount of capital acquired was economic; HES became a billionaire through the success of his novel. Capital was also acquired in the form of social networks, particularly within the religious field. The acquisition of cultural and symbolic capital brought him the predicate “a soul-building novelist”. This designation encourages the novelist to produce the next literary works such as Pudarnya Pesona Cleopatra (2005), Dalam Mihrab Cinta (2006), Ketika Cinta Bertasbih (2007), Ketika Cinta Berbuah Surga (2008), Api Tauhid (2014), and Ayat-ayat Cinta 2 (2015).

Reproductive strategy efforts are strengthened by the transformation strategy from novel to film. Based on the data obtained a picture that the transformation efforts have been made novelist since Ayat-ayat Cinta. The transformation activities are carried out between 1 to 3 years from the initial publication of the novel. In full, it can be seen in the data illustrated in table 2.
Table 2. Transformation Novel to Film

<table>
<thead>
<tr>
<th>Title</th>
<th>Published</th>
<th>Film Production</th>
<th>Director</th>
<th>Scenario</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ayat-Ayat Cinta</td>
<td>2004</td>
<td>2008</td>
<td>Hanung Bramantyo</td>
<td>Salman Aristo</td>
</tr>
<tr>
<td>Ketika Cinta Bertasbih 1</td>
<td>2007</td>
<td>2009</td>
<td>Chaerul Umam</td>
<td>Imam Tantowi</td>
</tr>
<tr>
<td>Ketika Cinta Bertasbih 2</td>
<td>2007</td>
<td>2010</td>
<td>Chaerul Umam</td>
<td>Imam Tantowi</td>
</tr>
<tr>
<td>Dalam Mihrab Cinta</td>
<td>2010</td>
<td>2011</td>
<td>Habiburrahman El Shirazy</td>
<td>Adra P. Daniel</td>
</tr>
<tr>
<td>Cinta Suci Zahrana</td>
<td>2011</td>
<td>2012</td>
<td>Chaerul Umam</td>
<td>Misbach</td>
</tr>
<tr>
<td>Ayat-ayat Cinta 2</td>
<td>2015</td>
<td>2017</td>
<td>Guntur Suhardjanto</td>
<td>Alin Sudio /Ifan Ismail</td>
</tr>
</tbody>
</table>

Table 3. Aplied of Novelist Strategies, Investment, and Acquisition of Capital Gains

<table>
<thead>
<tr>
<th>Strategies</th>
<th>Investment</th>
<th>Acquisition of Capital Gains</th>
</tr>
</thead>
<tbody>
<tr>
<td>Creative</td>
<td>- The use of the telling of a model of formal realism with the reinforcement of character figures and setting stories</td>
<td>- Trajectory: meeting-discussion activities</td>
</tr>
<tr>
<td>Reproductive</td>
<td>- Publication of novels after Ayat-ayat Cinta</td>
<td>- Transformation from novel to film</td>
</tr>
<tr>
<td>Capital Reconversion</td>
<td>Economic</td>
<td>- A foundation of Pesantren work &quot;Basmala&quot; in Semarang</td>
</tr>
<tr>
<td></td>
<td>- Establishment of pesantren work and entrepreneur in Salatiga</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Social</td>
<td>- Attend various invitations from the Muslim community in the country and abroad so as to create a wide social network</td>
</tr>
<tr>
<td></td>
<td>Symbol</td>
<td>Popular legitimacy as a 'soul-building' novelist so that in the arena of power is appointed as Chairman</td>
</tr>
</tbody>
</table>
4. Discussion

HES’ strategy of using his economic, social, and cultural capital (education and religious knowledge) made his cultural production and competition within the fields of power and literature. This agent, who originated from an orthodox Islamic background, with all of his limitations (i.e. his lack of recognition of literary rules and his inability to write literary works using the dominant formal realism approach). HES’ creativity emphasized the individual characteristics of his main characters and his depiction of the social and geographic background of Egypt. The characters and Egyptian background were of considerable interest to Indonesian readers, who were then seeking examples of Muslims who obeyed Islamic law, were knowledgeable, and were polite in their religious thoughts and attitude. To increase his popularity, he relied on the strategies of trajectory (meetings/discussions and film adaptation) and reproduction (through new works and translations).

Bourdieu argues that literary producers will primarily seek specific legitimacy over bourgeois legitimacy or popular legitimacy. However, no such efforts were made by HES, who did not seek a revolution in the content and form of literature (which is frequently a criterion for gaining specific legitimacy). Agents such as HES have worked primarily to ensure that their works are read by as many people as possible, with the hope that they become stronger of faith (in their relations with God) and being polite in mu'amalah (in their relations with God's creations). This involvement of readers is a key component of dakwah literature.[17]

5. Conclusion

In accumulation of economic capital, HES worked creatively. Economic profit was used as individual capital to establish the Yayasan Pesantren Mahasiswa Basmala in Semarang. As such, accumulation of economic capital was transformed to promote the articulation of social, cultural, and even symbolic capital within the field of power. For this, the Majelis Ulama Indonesia Pusat gave HES legitimacy within the religious field by making the head of its Department for the Development of Islamic Culture.
References

Development of Electronic Module Text Writing Procedure Discovery Based Learning in High School

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Abstract. The purpose of this study was to describe the process of developing an e-learning module to write text-based procedures of discovery learning is valid (in terms of content, presentation, linguistic and kegrafikan), practical (in terms of ease of use and compliance with time), and effective (visits from student activity, learning outcomes, and affective students) used in class XI student of SMA. This type of research is the research and development (research and development). Development model used is the model 4-D (defining, Design, development and deployment). The subjects were students class XI. IPA 1 SMAN 7 Padang totaling 29 people. The research data consists of quantitative and qualitative data. Qualitative data were collected through questionnaires filling e-module validation, questionnaire practicalities of e-module, and student activity observation sheet. Quantitative data obtained from the students in learning writing procedure text. The results of this study indicate that the e-learning modules for writing text-based discovery learning procedures generated are valid, practical, and effective. This was evidenced from the results validity, practicalities, and the effectiveness of the e-module.

Keywords: Electronic module, Text Writing Procedure Discovery, High School

1. Introduction

Language skills of students in Indonesia have become essential to develop. Students' understanding of a text supported by the activities of writing, reading, listening, observing, and so forth. Through the activities of the students will understand the characteristics of the text, put forward the information contained therein, and be able to apply the information useful for him [1]. One of the types of texts studied in subjects Indonesian is the text of the procedure. Text is text direction procedure or teach about the steps and instructions to carry out something in a sequence [2][3].

Facts on the ground indicate that the students' ability to write text procedure is still low. This can be evidenced by the results of interviews conducted with Indonesian teacher at SMAN 7 Padang Ibu Dra. Afrienituti. Based on the interview there are some things that become problems in writing the text of the procedure. First, not all students are active in the learning process. Second, the learning method is a method often used by teachers lecture, discussion, and question and answer, so students are less motivated. Third, the media used less attractive teacher. Fourth, learning resources that students use is limited to one student book.
published by Kemendikbud. Fifth, students when writing text often constrained procedure in determining the structure of language and linguistic characteristics of the text.

Based on the problems that have been described, it is necessary alternatives to problem solving and innovation in developing instructional materials that support learning curriculum text-based procedure in 2013 [4]. Teachers and students also expect their companion instructional materials for students to deepen the understanding of matter in the house by way of self-learning [5][6]. Popular teaching materials developed is e-modules. E-module is one form of teaching materials in the era education influenced by the industrial revolution 4.0. 4.0 Education is education utilizing digital technology in the learning process known as cyber systems (cyber system). The system is able to make the learning process can take place continuously without limits of space and time limits.

Research on e-module the last few years this has been done in the field of education in various countries such as Japan, Taiwan, Malaysia, Saudi Arabia, USA, Bosnia, and Iran, and Thailand. Based on these studies e-modules can make the learning process more interesting, interactive, it can be done anytime and anywhere and can improve the quality of teaching, and help students learn without requiring a lot of costs [7][8][9][10][11][12][13][14][15]. E-module is different from learning modules developed earlier. The specificity of this e-module covers several aspects, is as follows. First, e-module is presented in the form of learning applications that can be read by devices and computers. So that students can read materials learning anywhere and anytime. Second, e-module in which there is video, animation, and audio learning in the absence of a print module. Third, e-module in use juxtaposed with Edmodo, the online virtual world class. Fourth, the exercises contained in the e-module can be directly assessed by the application.

The development of e-modules would be applying the learning model discovery learning. Past research has shown that the use of model of discovery learning can improve student learning outcomes. The study has been conducted in various countries such as India, Turkey, Arizona, and Indonesia, and Taiwan. In India, the students perform the discovery process through media designed models. Discovery learning can stimulate the reader to experiment in the learning process [16].

Application discovery model of learning in developing active student learning is to find yourself, to investigate itself, then the results will be long-lasting in the minds of students. The position of teachers in the classroom is as supervising and directing the learning activities that correspond with the purpose [17]. Based on these realities, it is important to develop teaching materials in the form of e-learning modules for writing text-based discovery learning procedures in class XI SMA. E-module is expected to develop creativity and innovation of students in learning.

2. Method

This type of research is the development research (research and development). This study will develop e-learning modules for writing text procedure. The process of developing e-modules implemented following the model of the 4-D [18]. Model 4-D consists of four stages of development, ie define, design, develop, and disseminate. Subject test this module is a class XI student of SMAN in Padang. This study is limited in high school that has used curriculum 2013 revised edition. The school was SMAN 7 Padang. The data generated from the test in the form of qualitative and quantitative data. The instrument used to collect data in the validation by experts who understand it first. The instrument used consisted of the questionnaire, questionnaire analysis of students, curriculum analysis questionnaire, questionnaire analysis of
the concept, product validation sheet, sheet practicalities of e-module, student activity observation sheet, write performance testing, assessment rubrics write performance tests, and questionnaires deployment of e-module. Data analysis techniques implemented by describing the validity, practicalities, and the effectiveness of e-learning modules for writing text-based discovery learning procedure XI students SMA N 7 Padang. From the results of the study were analyzed using descriptive statistics to obtain an average value and as a percentage of all required details. Data analysis was conducted to determine the validity, practicalities, and the effectiveness of e-learning modules.

3. Result and Discussion

3.1 The definition phase (define)

Disadvantages associated with writing text procedure, which is a source of learning. Therefore, students need to have a practical learning resources to support learning writing text procedure. Thus, students can understand the material and do the exercises properly write text procedure. Students in need of learning resources according to their characteristics, both in terms of use of letters, pictures, color combination, to the use of communicative language. One of the learning resources that can be used is an e-learning module. E-learning modules should be in accordance with the needs of students, and can raise students' motivation to learn.

3.2 Stage design (design)

Preparation of e-module begins by searching various references required. After that, do the design frame (outline) e-module, and designed it to have an attractive appearance. Framework of an e-learning module is adapted to discovery learning. E-modules that are designed based on the theory of the structure of e-modules, namely the introduction, learning activities, and evaluation.

3.3 Development stage (develop)

3.3.1 Validity test

E-module validated by two experts who have determined, that one lecturer Indonesian language and literature, and one lecturer in Education Technology. Aspects of validation by the validator consists of four types, namely the feasibility of the content, language, presentation feasibility, and graphic.

<table>
<thead>
<tr>
<th>Rated aspect</th>
<th>Acquisition of score</th>
<th>Validity (%)</th>
<th>Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>Feasibility contents of the e-module</td>
<td>91.0</td>
<td>94.79</td>
<td>Very valid</td>
</tr>
<tr>
<td>Language e-module</td>
<td>32.0</td>
<td>100.00</td>
<td>Very valid</td>
</tr>
<tr>
<td>Presentation of e-module</td>
<td>99.5</td>
<td>99.50</td>
<td>Very valid</td>
</tr>
<tr>
<td>Graphic of e-module</td>
<td>49.0</td>
<td>87.50</td>
<td>Very valid</td>
</tr>
<tr>
<td>Total</td>
<td>271.5</td>
<td>95.59</td>
<td>Very valid</td>
</tr>
</tbody>
</table>

Based on analysis of these data, the validity of the e-module obtained Skilled Writing Text Procedure of 95.59% with a very valid category. Translation of the validity of each of these aspects are validated as follows. First, validate the feasibility aspect of the e-module of
94.79% with a very valid category. Second, the validation aspects of language e-modules of 100% with a very valid category. Third, the validation aspects of the presentation of the e-module of 99.5% to the category of very valid. Fourth, the validation aspects of e-module kegrafikaan of 87.5% to the category of very valid.

### 3.3.2 Practicality test

Practicalities of e-modules useful to know whether the e-modules designed a practical e-module used by students.

<table>
<thead>
<tr>
<th>Table 2. Data description practicalities e-module by teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Aspects rating</strong></td>
</tr>
<tr>
<td>Ease of use</td>
</tr>
<tr>
<td>Time used</td>
</tr>
<tr>
<td>Practicality entire e-module</td>
</tr>
</tbody>
</table>

After conducting an analysis of the practicalities of e-module questionnaires filled out by the practitioner, the value of the practicalities of 83.33% with a very practical category. The value obtained from calculating a score of each indicator practicality. First, from the ease of use has a value practicality of 83.33% with a very practical category. Second, from the time that you use are rated practicality of 83.33% with a very practical category.

<table>
<thead>
<tr>
<th>Table 4. Data description practicalities e-module by student</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Aspect rating</strong></td>
</tr>
<tr>
<td>Ease of use</td>
</tr>
<tr>
<td>Time used</td>
</tr>
<tr>
<td>Practicality entire e-module</td>
</tr>
</tbody>
</table>

After conducting an analysis of the practicalities of e-module questionnaires filled out by the students, the value of the practicalities of 82.75% with a very practical category. The value obtained from calculating a score of each indicator practicality. First, from the ease of use has a value practicality of 82.64% with a very practical category. Second, from the time that you use are rated practicality of 83.23% with a very practical category.

### 3.3.3 Effectiveness test

The effectiveness of the e-module is the final stage of development. The effectiveness of the e-module is done in two ways. First, assess the results of students’ writing text procedure. after learning to write text procedure is finished, students follow the text writing performance test procedures. Knowledge assessment data writing procedure text can be seen in the following figure.
Furthermore, the overall average value of the knowledge acquired by the students is 87.51% change value A. Thus, we can conclude that through learning the text by using the procedure effective e-module to achieve the learning outcomes of students to meet the standards above the minimal completeness criteria. Data writing skills assessment procedure text can be seen in the following figure.

![Figure 1. Histogram test knowledge assessment procedure](image1)

Furthermore, the overall average value of the knowledge acquired by the students is 89.68 changes the value of A.

3.4 Deployment phase (disseminate)

Spreading the e-module is done in two stages. The first phase is the deployment of e-modules are restricted to a teacher other than a collaborator on the class trial, the teacher who taught in other classes. Teachers receive as much as a single file or an e-module soft copy given to the teacher. In addition, teachers were also given questionnaires about the spread of e-modules. The second phase of the deployment of e-modules to the students is done by distributing files or softcopy e-modules as the number of students in the class.

Basically e-module is intended for students to be able to learn independently. E-modules that have been designed an e-learning module is used for independently. So that students try to understand the material appropriate procedure text learning path and can carry out activities in accordance with the procedure text write own abilities.

Learning discovery learning can be done in groups or independently. However, in e-learning modules, all activities are conducted independently. This was done to maximize all students' ability to understand and write text procedure. In addition, an independent learning project outcomes are intended to do, which resulted in a product that is expected of all students can participate in the final results of e-learning modules were launched.
Learning using e-modules is more portable and requires lighter storage space so that it can be carried anywhere at any time. Besides, e-module content is more dynamic and interactive. This benefits the link so users can refer to certain pieces of information or access any part of the e-module easily. Last but not least, e-modules are highly integrated with multimedia elements, such as audio, background music, animation and video that make reading not only more interesting but easier to understand [19][20][21][22].

4. Conclusions

Based on the results of the development that has been done, we can conclude the following points. First, the process of development of e-modules on stagedefining (Define). At this stage concluded that there are several problems that hinder the achievement of the objectives of learning to write text procedures, the limited teaching materials used. This has an impact on learning outcomes of students who still have an average below the minimum completeness criteria (KKM). Second, the process of the development of e-module at the design stage (design). At this stage the framework of e-module design and drafting e-modules-play framework of the e-learning module consists of at least hint learning, competency to be achieved, content, exercises and worksheets. Third, the process of development of e-modules during the development stage (develop). The validity of the e-modules are drawn from the results of validation by the experts of the four aspects of the validation e-modules, namely the feasibility aspect of the content, language, presentation, and kegrafikan. It can be seen from the validity of the e-learning module is the acquisition value of the validity of the e-module as big as 95.59 categorized as very valid. Fourth, the process of development of e-module in the deployment phase (disseminate). E-module deployment phase three stages. (1) The spread to other teachers than teachers in SMA research collaborators 7 Padang. (2) Distribution of students by submitting an e-learning module to the school library, the library SMAN 7 Padang. (3) The spread to friends.

5. Acknowledgments

A sincere thanks goes to students and teachers of Padang 7 High School. Researchers are also indebted to the Directorate General of Higher Education for the provision of research grants.

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Performance Style Language Prabowo
In Speech Vision Mission
"Indonesia Menang"

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Abstract: Prabowo as a politician take advantage of language to achieve its political goals become a research subject, style Prabowo language when delivering a speech vision and mission "Indonesia Menang" as the research object. The method used in this research is descriptive method with qualitative approach. The data collection technique is a technique capable refer Engaged free through downloading data from www.youtube.com; Gerindra TV, then transcribed for analysis. The analysis showed the style of the language based on the structure of sentences in a speech Prabowo vision and mission "Indonesia Menang" style climax dominated by the 42 data or 38.2% to assert the idea or purpose to be conveyed to the listener. Style language based on direct/undirect meaning founded is dominated by irony which 60 data or 54.5% as businesses serving the fact that effective because it can convey the impression reliable.

Keywords: performance, communication, style, politician.

1. Introduction

A communication performance figures present the character competence in conveying ideas, opinions, and valuation of an object. Performance is the appearance [18]. The idea is to be conveyed will be understood better if the appearance of the character communication presented well and smoothly. Opinion of the hero can be accepted others if communication performance figures do not disappoint or hurt listeners. While the figures proposed evaluation will be accepted if presented objectively and convincingly. Opinion [19] that speech is the ability to utter sounds or words that express articulation, states, and convey thoughts, ideas, and feelings. [2] stated about speaking skills were very close relation to listening to that two-way communication activities directly face to face, and through speaking people can pass information through utterance to others.

Language a great contribution to the development of all aspects of human life. These aspects include education, social, cultural, economic, religious, political, and security and defense. [23] states that Indonesia language roles can develop the science and culture of Indonesia for society widely know. The role of language in all these aspects are very important. Educational aspect requires language as a means of distribution of knowledge. The social aspect makes the language as a means of communication, integration, and socialization between people. Cultural aspects of utilizing language for regeneration and cultural preservation. The economic aspect was helped by the language as a tool of negotiation and streamline financial affairs or things become more economically valuable. Aspects of language into the delivery of information and sharing beliefs support religion aspect. Defense
and security aspects of the language in order to keep the condition of order, safety and control. Political aspects of utilizing language to achieve the goal of having the legal power of constitutional and acceptable to the public. [22] opinion that Indonesian has a central role in the development of intellectual, social, and emotional.

Utilization of language in political communication tends aims to gain sympathy, to show empathy, to steal the attention, support and create a positive perception of the public to make a choice to him in the general election to have the formal power. [11] states that language with its various aspects so prominent in the world of politics in Indonesia. Political communication done by politicians. Politicians are individuals who plunged into political activities and take advantage of language as a means of achieving the goal to gain power. Politicians have the ability to perform in communicating. The art of speaking politicians is reflected in the style language, to the style of this powerful language to convey your thoughts, opinions and a strong message is short, dense, clear and impressive.

Style of language in political communication used to be able to convey messages, information, and purpose and is able to maintain harmony in the community culture. [12] argues that language as a vehicle for the expression of thought produces the feeling exploited for political advantage in an election campaign. This, associated with social norms and cultural system prevailing in society when they interact. Interaction of this courtesy to avoid misunderstanding and even offense so as to minimize conflicts and create a harmonious relationship with the public politician. Style languages also have cultural values associated with courtesy, respect, good attitude, ethics language or inappropriate behavior. The use of language in political communication style is a picture of good communication procedures. Every politician has a style that is different in its political approach, so interesting to study the Indonesian style analysis approach. [14] argued that politicians are very aware that one powerful strategy to generate imaging is with the language, and other linguistic strategy is the use of euphemism, the style of language (metaphor), lexicalization terms or jargon and certain grammatical structures. Opinion [5] that the communication performance of West Sumatra politicians in terms of politeness and civility in political approach uses the principle of modesty guided by the adage wisdom, generosity, praise, humility, approval and sympathy.

Style language of a public figure like political leaders will pay attention language moment. Speaking moments include conditions like, joyful, solemn, emotion, sad, even heartbreaking to other emotional moments. [6] suggest the importance of how to use language in a show of emotion as the basis for voter votes against political figures who will be selected. Each moment will affect the style of the language of a political figure. [3] suggested that the use of positive and negative emotional tone helpful to describe the mental condition of the political leaders optimistic or pessimistic. There is a possibility of a political figure has a variety of style that varies depending on the character moments to speak. [21] suggested figurative benefits in campaign ads Governor and Deputy Governor Candidates in Jakarta in 2012 in Kompas, Republika, and Voice Reform, and describes the benefits of rhetoric.

2018 is a moment that received great attention by the nation of Indonesia. 2018 This is the period of presidential and vice presidential candidacy of the Republic of Indonesia from 2019 to 2024. This makes the political situation presidential candidate and vice presidential candidates RI 2019-2024 period became the focus of attention all parts of Indonesia, good appearance, attitude, attention, performance, plans, programs and appointments as well as the character language. That is the style language Indonesian presidential candidate 2019-2024 period is something that is interesting to study because it shows the character style strategy in achieving the goal to gain power. Every candidate for the presidential and vice-presidential candidate has a specific style of language. [8] argued about the comparison of the language
selection will affect the election results. Analysis of the language style of the presidential candidates can demonstrate oral communication performance of the presidential candidates, until this study was warm and interesting to do.

Study of language style has been conducted by several researchers namely by [15] examine how the evolution of rhetoric and style American president since 1789 until 2017 with the conclusion that the government speech tend to use words that relate to humanity and emotion, it also refers to God and the American state of symbolic expression of freedom. [13] examines the style of language and text connotations inaugural speech President Jokowi. [17] analyzing the language style of news stories in the print media Kompas daily. [4] to review the language style news online media in Indonesia and look at the use of raw and not standard word. [20] suggested the use of the style of language in the lyrics of the songs band Ungu. [1] to review the diction and style of language in the speech of President Suharto. Differences Agustin studies with this study include research subject Agustin is a former president of the Republic of Indonesia who had ruled for 32 years, while the subject of this study is the retired generals Prabowo who has never been a president or ruling in Indonesia that compete with Joko Widodo incumbent presidential candidate or incumbent as president from 2014 to 2019. Agustin study then examines the text of speeches of President Suharto, while this study examines presidential candidate Prabowo speech without notes. Novelty of this study was to see how the peculiarities of speech language style vision and mission "Indonesia Menang".

According [9] style language based on the sentence structure is composed of stylistic climax, anticlimax, parallelism, antithesis, and repetition. Furthermore [9] suggests the style of language based direct / indirect meaning contained in a word or group of words then the style can be divided into two parts, namely, direct style or rhetorical style of language and style of figurative language. The literary style rhetorical alliteration, assonance, anastrophe, apophasis (preterisio), apostrophe, Asyndeton, polisindeton, kiasmus, ellipsis, eufimismus, litotes, histeron proteron, redundancy, tautology, perifrasis, prolepsis or anticipation, erotesis or rhetorical question, silepsis, zeugma, koreksio or epanortosis, hyperbole, paradox, an oxymoron. Style is style of figurative language in terms of meaning can not be construed in accordance with the words composing it, namely; equations or simile, metaphor, allegory, parable, fable, personification or prosopopoeia, allusion, eponym, the epithet, sinekdoke, metonymy, antonomasia, hipalase, irony, cynicism, sarcasm, satire, inuendo, antifrasis, any or paronomasia.

Based on the description above this research analyzing the language style is based on the sentence structure and based on his direct no meaning of speech Prabowo mission vision "Indonesia Menang" delivered in Jakarta, dated January 14, 2019 and broadcast live by CNN Indonesia. The research objective is to get the result of stylistic analysis in a speech Prabowo vision and mission "Indonesia Menang".

2. Method

This research is qualitative research with descriptive method. Qualitative research is an activity that takes place simultaneously with the activities of the data analysis by describing the problem-solving methods oblek studied [10]. Collection of data refer to the free Engaged method capable. [16] argued see or listening method is a research method where the obtained data is done by listening to the use of language. The data analysis technique is identification data that specifies the use of the phrase from the aspect of style based on direct sentence structure and not its meaning. The research data is the vision and mission speech "Indonesia
Menang” Prabowo in Jakarta, January 14, 2019. The data source is a verbal speech recordings obtained from Youtube; Gerindra Tv.

3. Results and Discussion

3.1 Results

3.1.1 Style Language Based Sentence Structure

This study analyzes the language style get results based on the sentence structure most is the style climax, followed by anticlimax style, parallelism, repetition, and at least force the antithesis. The language style show the direction and purpose Prabowo talks in a speech. Prabowo idea is confirmed and supported by a strong logical thinking with the idea of supporting information. The following table data analysis;

<table>
<thead>
<tr>
<th>No.</th>
<th>Style Language Based Sentence Structure</th>
<th>Amount of data</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Climax</td>
<td>42</td>
<td>38.2%</td>
</tr>
<tr>
<td>2</td>
<td>Anti climax</td>
<td>28</td>
<td>25.5%</td>
</tr>
<tr>
<td>3</td>
<td>Parallelism</td>
<td>22</td>
<td>20.0%</td>
</tr>
<tr>
<td>4</td>
<td>Antithesis</td>
<td>8</td>
<td>7.3%</td>
</tr>
<tr>
<td>5</td>
<td>Repetition</td>
<td>10</td>
<td>9.1%</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>110</td>
<td>100%</td>
</tr>
</tbody>
</table>

Vision and mission of the speech "Indonesia Menang" Prabowo stylistic results obtained by the sentence structure and style based on direct not his meaning. Style language based on the structure of sentences found that climax as many as 42 sentences (38.2%), anticlimactic 28 sentences (25.5%), parallelism 22 sentences (20.0%), antithesis 8 sentence (7.3%), and reps 10 sentences (9.1%).

Prabowo language style is based on the sentence structure is the most dominant language style climax because Prabowo tried to lead a structured speech observer further elevate or enhance the ideas he wants to say, from the things that are less important to be important to very important. The emphasis of the most important ideas presented at the end portion of the sentence. According [9] contains stylistic climax sequence of thoughts every time the increasing importance of the ideas previously. Prabowo many wearing style climax with the aim to affirm the idea or purpose to be conveyed to the listener, for example:

(1) Terima kasih, pada malam ini, Saudara telah meluangkan waktu untuk mendengarkan, dan menyaksikan kami menyampaikan apa yang menjadi visi dan misi kami Prabowo Subianto dan Sandiaga Uno. (CNN Indonesia: 14-01-2019)

On the data sentence (1) above the main idea of the sentence is the vision and mission of Prabowo and Uno near the end of the sentence. The assertion of the sentence moves up from the less important, it becomes increasingly important to increase the most important on the main idea.

Prabowo anticlimactic style of language is the second highest after the style climax. Although more dominant put the main idea sentence at the end of a sentence, Prabowo is also
pretty much emphasize the main idea at the beginning of the sentence which was later described by clause. The assertion in the first sentence, it calls attention to the observer of further explanation, so observers do not get bored with the style of the more dominant Prabowo climax. According [9] this language style show ideas that are sorted from the most important idea in a row to the less important. Prabowo wear a anticlimactic language to emphasize something with an emphasis in the beginning of the sentence, then followed as an explanatory clause, for example:

(2) Di situ petani-petani beras bersedih, karena saat mereka panen 2 bulan yang lalu, banjir beras dari luar negeri. (CNN Indonesia: 14-01-2019)

The main idea of data sentence (2) above is a rice farmer grief, followed by the clause as an explanatory reason farmers sad. In the style of language Prabowo anticlimactic asserted condition something in advance at the beginning of a sentence and then translated.

Prabowo wearing style parallelism to highlight a word or group of words that the same function. [9] states stylistic parallelism trying to achieve alignment in the use of words or phrases that occupy the same function in the same grammatical form, for example:

(3) Saya ingin membuka pidato saya malam ini dengan membacakan sebuah sajak, sajak yang menggambarkan mengapa kita berkumpul di sini, atau terhubung pada malam hari ini. (CNN Indonesia: 14-01-2019)

On the data line (3) shows the alignment of business use of the word in the main clause and the clause. Words you’ll enjoy the read and describe the grammatically equally experienced men-kan affixation. Prabowo highlight the word to attract attention listener with a matter that is believed to connect them to each other.

Prabowo stylistic antithesis aims to compare two things that she felt conflicted. If anything contrary presented the speech observer will feel curious and curious, to balance thought occur between the speakers and observers alike for thinking about the problem posed to the public. [9] argues that the stylistic antithesis shows the content of ideas as opposed to the use of words or groups of words to the contrary, example:

(4) Ini kisah-kisah yang masuk berita, yang tidak masuk berita mungkin lebih banyak lagi. (CNN Indonesia: 14-01-2019)

Sentence of data (4) on the idea that the contradiction is in the news with a story that does not make the news. Prabowo compare anything published amounted to little by unpublished numerous. If observers conduct further studies on the subject published and unpublished it will be missed The Prabowo statement. That is the style of this language Prabowo observer member the opportunity to follow up on the phenomenon he has put forward.

Prabowo stylistic repetition serves to emphasize the perceived importance by repeating a word, phrase or phrase. Style looping basically have aesthetic value because it creates a kind of rhyme or play the tone when speaking. Looping said, phrase, or part of the sentence also demonstrate proficiency speaker in the play of words, to emphasis that you want to emphasize intent Prabowo still pleasant to listen to. According [9] shows looping stylistic repetition of sounds, syllables, words or parts of words that are considered important to put pressure on the context, for example:


Sentence of data (5) the phrase which is repeated until the General Election that Prabowo emphasizes the information obtained in this sentence about the elections as something very important and decisive for the Indonesian nation.
3.1.2 Style Language Based on Direct/Undirect Meaning

Prabowo based language style direct/undirect meaning that most of the irony, cynicism and polisindenton next, then asindenton, then erotesis, metaphor, apofasis, anastrof, and the least is alliteration, prolepsis, personification, and inuedo. The literary style speech irony dominates Prabowo be talking strategy with allusions weaken the strong ratings to positive label owned by a political opponent becomes transformed received the negative label. The following table based on the analysis of style direct/undirect meaning:

<table>
<thead>
<tr>
<th>No.</th>
<th>Style Language Based on Direct / Undirect Meaning</th>
<th>Amount of data</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Alliteration</td>
<td>1</td>
<td>0.9%</td>
</tr>
<tr>
<td>2</td>
<td>Anastrof</td>
<td>2</td>
<td>1.8%</td>
</tr>
<tr>
<td>3</td>
<td>Apofasis</td>
<td>3</td>
<td>2.7%</td>
</tr>
<tr>
<td>4</td>
<td>Asindenton</td>
<td>7</td>
<td>6.4%</td>
</tr>
<tr>
<td>5</td>
<td>Polisindenton</td>
<td>12</td>
<td>10.9%</td>
</tr>
<tr>
<td>6</td>
<td>Prolepsis</td>
<td>1</td>
<td>0.9%</td>
</tr>
<tr>
<td>7</td>
<td>Erotesis</td>
<td>5</td>
<td>4.5%</td>
</tr>
<tr>
<td>8</td>
<td>Metaphor</td>
<td>5</td>
<td>4.5%</td>
</tr>
<tr>
<td>9</td>
<td>Personification</td>
<td>1</td>
<td>0.9%</td>
</tr>
<tr>
<td>10</td>
<td>Irony</td>
<td>60</td>
<td>54.5%</td>
</tr>
<tr>
<td>11</td>
<td>Cynicism</td>
<td>12</td>
<td>10.9%</td>
</tr>
<tr>
<td>12</td>
<td>Inuedo</td>
<td>1</td>
<td>0.9%</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>110</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Prabowo used alliteration language style because it serves as jewelry during a speech. These adornments are in the form of a looping sound impact Prabowo reinforce the speaking style. As a politician who has a military background looping the sound strongly support Prabowo performance. [9] argues that the language style of alliteration is a style that is tangible looping the same consonants, for example:

(6) Terima kasih, pada malam ini, Saudara telah meluangkan waktu untuk mendengarkan, dan menyaksikan kami menyampaikan apa yang menjadi visi dan misi kami, Prabowo Subianto dan Sandiaga Uno. (CNN Indonesia: 14-01-2019)

Sentence of data (6) above obtained information that Prabowo repeating consonant [n]. This consonant sound looping embellish greeting and show firmness speaker.

Prabowo is also wearing style anastrof or by presenting the inverse of the standard wording regular expressions. The sentence structure is usually the subject + predicate + object + specification. By Prabowo structure of the language used deliberately reversed but does not violate the rules and does not damage the idea to be conveyed. [9] argues anastrof style is rhetorical style derived from the reversal of the usual wording in the sentence, for example:

Sentence of data (7) show the structure of the sentence that begins with a description of the time and the information number. Submission does not interfere with the idea to be conveyed that together determine the nation's future.

Apofasis language style or preterisio Prabowo showed himself asserts something as seemingly deny. Style talk shows that Prabowo was able to control his ambition to get something. That is Prabowo continued to show personal style control emotions towards something he wanted. According [9] apofasis or preterisio is a style of language seems to pretend to let anything go by, but in fact he stressed that or style of language to affirm something, but it seems to deny, for example:


Sentence of data (8) above the speaker pretended general election was followed by the entire nation of Indonesia, while in fact the participants will be chosen in the elections were just a couple Prabowo-Sandi and his partner. The impression of the most important statement is the voters, but the emphasis is on the selection or presidential elections.

Prabowo asisdenton stylistic reference aims put forward his ideas convincingly. According [9] asisdenton is a style that is in the form of reference is dense and compressed with a few words, phrases, or equivalent clause not connected with conjunctions, for example:

(9) *Jika rakyat memiliki uang yang cukup, seluruh roda ekonomi akan berputar, pabrik-pabrik akan berjalan, produksi akan meningkat, kebutuhan-kebutuhan rakyat akan terpenuhi.* (CNN Indonesia: 14-01-2019)

Sentence of data (9) above asisdenton after commas or between clauses. It is used speakers in an attempt to convey ideas and thoughts clearly and convincingly.

Prabowo also wear polisindenton style. Opinion [9] states polisindenton language style is one that sort of few words, phrases, or clauses with conjunctions, for example:

(10) *Kami juga ingin menyampaikan kepada Saudara, apa-apa yang menjadi kegusaran kami, apa-apa yang mendorong kami untuk terus berada di kancah politik, dan menawarkan diri kami untuk memimpin Negara Kesatuan Republik Indonesia.* (CNN Indonesia: 14-01-2019)

Sentence of data (10) over the conjunction used is a word (2 times), and to clarify the speaker’s idea of reason was upset to get back into the political arena.

Prolepsis language style or anticipated only one (1) sentence. [9] argues prolepsis or anticipation of a style that first use of words or a word or idea before the event actually happens, for example:

(11) *Almarhum gantung diri, meninggalkan isteri dan anak karena merasa tidak sanggup membayar utang, karena beban ekonomi yang ia pikul dirasa terlalu berat.* (CNN Indonesia: 14-01-2019)

Sentence of data (11) above showing Prabowo said that the deceased hanged himself, which shows as if the deceased person conducting hanged himself, when in fact he did when he was alive.

Erotesis a language style Prabowo utilized to round off and unify the concept of answers to the questions he has put forward. [9] states erotesis or rhetorical question is a style of language used in the speech in order to achieve a more profound effect and emphasis reasonable, and did not wish to have an answer., For example:

(12) *Inikah negara yang dicita-citakan dan diperjuangkan oleh para pendiri bangsa Indonesia?* (CNN Indonesia: 14-01-2019)
Sentence of data (12) The above suggests that the question about the condition of the country's ongoing whether in accordance with the ideals of the founders of the Indonesian people, in fact the answer is definitely not. Then the speaker asks goal is to achieve maximum effect with an emphasis on the concept of the state aspired and championed by the founders of the Indonesian nation.

Prabowo metaphor language style serves to embellish nicknames or names with their poetic impression of the phrase. [9] expressed metaphor is a kind of analogy that compares two things directly, but in short form, for example:

(13) *Di situ, petani-petani beras bersedih, karena saat mereka panen 2 bulan yang lalu, banjir beras dari luar negeri.* (CNN Indonesia: 14-01-2019)

Sentence of data (13) shows the style that is comparing two things directly in brief form that says flooding rice. Things are rice as compared to small solid objects in a number of very much delivered as water as a liquid that is very much that the word flood.

One style of personification is also found in the analysis of Prabowo's speech. Prabowo is trying to portray a condition to turn up the delivery of judgments expressed alive and creative. [9] argues that the personification is figurative language that describes the style of inanimate objects or goods that are not lifeless as if it has properties such as humans, for example:

(14) *Sementara itu, banyak ibu-ibu di mana-mana mengeluh, harga gula di Indonesia 2 sampai 3 kali lebih mahal dari rata-rata dunia, padahal, dulu Nusantara pernah jadi ekspor gula.* (CNN Indonesia: 14-01-2019)

Sentence of data (14) The above shows the expression of the archipelago ever become an exporter of sugar. Archipelago is a region of the country from Sabang to Merauke and not the live objects are described as if a person who never sell or market their sugar production to foreign countries.

Style language based on direct not his most dominant meanings used by Prabowo is stylistic irony. Prabowo utilize stylistic irony as an attempt to present the fact that effective because it can convey the impression trustworthy containing great restraint. [9] also states irony is the style that insinuate or refer to something with a meaning different from what is contained in a series he says, for example:

(15) *Beberapa waktu yang lalu, saya mendapat laporan, seorang buruh tani, seorang bapak, bernama Pak Hardi di Desa Tawangharjo, Grobogan, meninggal dunia karena gantung diri di pohon jati di belakang rumahnya.* (CNN Indonesia: 14-01-2019)

Sentence of data (15) above provide information about the death of a citizen, but the actual delivery of the government's failure quipped welfare of its people until there are people who choose to force myself to end his life. Information from the data presented tragic, sarcasm is the party responsible for preventing it.

Prabowo language style that is similar to the irony is cynicism. Cynicism of language style shows at once quipped Prabowo sanction or cynical about things diulasnya. Attitude is transmitted to the observers doubted Prabowo speech with the purpose of obtaining more support from all parties, especially the undecided observers support. Opinion [9] cynicism is defined as a satirical form of skepticism that contains a mockery of sincerity and sincerity, for example:

(16) *Negara yang terus menambah utang untuk bayar utang, dan menambah utang untuk membayar kebutuhan rutin pemerintahan yaitu membayar gaji pegawai negeri.* (CNN Indonesia: 14-01-2019)
Sentence of data (16) shows the style satire in the form of doubts over the state government is deemed not to manage state finances, could only borrow to pay debts and meet obligations to its agents.

Prabowo last language style is inuendo. Inuendo language style used speakers to express criticism by the suggestion that indirectly and trying not to offend. Prabowo expressed criticism with still give the option to the observer whether there are other possibilities as the cause of the thing criticized. Opinion [9] Innuendo is a kind of language style satire to understate the actual reality, for example:

(17) Negara kaya, namun rakyatnya masih banyak yang miskin. (CNN Indonesia: 14-01-2019)

Sentence of data (17) above revealed the potential of a country rich while the actual reality is declared poor people. Things to be diminished in the statement is a rich country is not necessarily rich people too. Causes of poor people who criticized governance Prabowo is not perfect. Other possible causes remains that people's awareness about the importance of education and hard work.

3.2 Discussion

Prabowo language style based on the sentence structure becomes a way of expressing themselves through the language of the dominant lead listeners to an idea which he believes is very important. Prabowo language style based directly or absence of meaning tends to insinuate the government deemed Indonesia has not managed to prosper the people by presenting the facts effectively to gain the confidence that Prabowo had a better program for the welfare of the people of Indonesia.

In comparison of this research is the study [1] the results of research that President Soeharto more use of diction abstract, diction particular, diction denotative, and diction popular, then stained the use of diction regional and diction typical, and in terms of style dominated by stylistic repetition and stylistic parallelism to highlight a word or group of words the same function, but if overused make sentences in a speech to be stiffer. While this research looks different because finding a style Prabowo which is based on the sentence structure is dominated style climax, then obtained stylistic anticlimax, parallelism, antithesis, repetition, then the style of language based directly not its meaning is alliteration, anastrof, apofasis, asindenton, polisindenton , prolepsis, erotesis, metaphor, personification, cynicism, Innuendo and dominated stylistic irony to present the fact that effective because it can convey the impression trustworthy containing great restraint to the negative impact of the use of language that gave a negative assessment of the intended object. Prabowo present stylistic rigor suppression of ideas and issues that need to be repaired and provide innuendo based on the data it has to gain the support of all parties, especially the undecided observers support.

4. Conclusion

Performance style Prabowo when speech vision and mission "Indonesia Menangs" in this study get a style based on the sentence structure and style based on direct not his meaning. From the analysis of the speech obtained stylistic climax Prabowo ie 42 data or 38.2% dominating style based on the sentence structure as Prabowo would like to emphasize the idea or purpose to be conveyed to the listener or reader. Prabowo language style based directly or absence of meaning that most of the irony of which 60 or 54.5% of data with the aim of presenting facts in an effort effective because it can convey the impression trustworthy containing great restraint. Prabowo another language style used to increase the firmness of
ideas, the power of ideas, judging by insinuating to propose better considered opinion, as well as a more promising programs guarantee prosperity.

References


THE INFLUENCE OF APPLYING ACROSTIC TECHNIQUE ON THE STUDENTS’ ACHIEVEMENT IN LEARNING ENGLISH

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Abstract. The objective of this study was to know the influence of applying the acrostic technique on the students’ achievement in learning English. The study applied the experimental method. The population of this research was the students the second semester in FKIP UMSU which consisted of 175 students, the researcher took 50% and there were 88 students as the sample. The samples were divided into two groups, the first group was the experimental group by using the acrostic technique that consisted of 44 students and the second group was control group by using conventional method that consisted of 44 students. The data were acquired by administrating a writing test especially the description of people. The data collected were analyzed by performing experimental techniques. After analyzing, the result of the students’ using the acrostic technique was higher than those being taught by using a conventional method. The result of the data was to observe > table or 2.87 > 2.03 for 5%. It means that the alternative hypothesis is accepted and the null hypothesis is rejected. From determining the percentage of the influence of x variable toward y variable in writing descriptive text was 80% and 20% was influenced by another factor.

Key words : Acrostic Technique, Learning English

1. INTRODUCTION

The study English is the most difficult subject, especially learning to write in English. The students must use grammar and vocabulary, so that the students do not like to study English, especially in writing. And many students of the sixth semester at Muhammadiyah University get troubles in writing and some of them are even frustrated when they have to do it. Sembiring (1981: 1) states that writing is the most difficult to study. It will be easier to study after the students have a written, they must study hard and master the grammar. For writing paragraphs, the students can express their ideas, feelings, and purposes easily. Harmer (2004:3) said as one of the four skills of language, writing has always formed part of the syllabus in the teaching of English; there has been a growing interest in it and necessity for English for International technology and communication. Applying the acrostic technique is the most important thing for the sixth-semester students 2018-2019 Academic Year in the
teaching-learning process at FKIP UMSU. By applying the acrostic technique is valuable for students’ achievement in the teaching-learning process. Hence looking at the essay test to write a paragraph the students can express the ideas, feeling and purposes easily. Besides that, an acrostic is one technique that can measure students’ achievement especially in writing and help them to understand the materials easily. And they can feel enjoyable to express their ideas. And applying the acrostic technique can encourage the students’ interest and ability in writing, also makes the students easier in developing their ideas in writing.

Writing: Tiwari, (2005: 120) states that writing is a complex process that allows writers to explore thoughts and ideas, and make them visible and concrete. It is the way for people to convey their thoughts in written forms. Writing also enables people to express their feelings and observations to others. Writing helps us to remember, to observe, to think and to communicate. Further, Tiwari states that a well-written piece can be described as incorporating elements of writing in such a way that a reader can experience the writer’s intended meaning, understand the writer’s promise, accept or reject the writer’s point of view. An effective writing has certain characteristics, such as 1) Focused on the topic and does not contain extraneous or loosely related information; 2) Has an organizational pattern that enables the reader to follow the flow of ideas because it contains a beginning, middle, and end and uses transitional devices; 3) Contains supporting ideas that are developed through the use of details, examples, mature word choice; and 4) Follows the conventions of standard written English and has variation in sentence structure. According to Carroll et al (2001: 15) In producing a writing piece, there is a process involved. Process is the stage where the researcher goes through to produce a writing matter. Carroll et al. (2001: 15) elaborate the stages of writing process as follows: 1) Prewriting: freely exploring topics, choosing your topic, and beginning to gather and organize details before you write; 2) Drafting: getting your ideas down on paper in roughly the format you intend; 3) Revising: correcting any major errors and improving the writing’s form and content; 4) Editing and proofreading: Polishing the writing; fixing errors in grammar, spelling, and mechanics; 5) Publishing and presenting: sharing your writing. The students as the writer must learn about the purpose of various writing. The purpose of writing is discussed in the field of genre. Oxford Advanced Learner’s Dictionary (1995) defines the term of genre as a particular style or type, especially of works of art or literature. Genres are classified according to their social purpose and identified according to the stages they move through to attain their purposes. Garrot and Wignell (1994:190) explain that different genre deploys the resources for meaning-making through grammar in different ways. These genres arose in social interactions to fulfill human’s social purposes. There are different genres of writing: Spoof, Recount, Report, Analytical exposition, Hortatory exposition, New item, Anecdote, Narrative, Procedure, Explanation, Discussion, Review, and Description. Descriptive Text: According to Wyrick (2004: 317) Description is a word-picture of persons, places, objects, and emotions, using a careful selection of details to make an impression on the reader. Pardiyono (2006: 165) stated that descriptive is one of the writing types, besides of narrative, recount, information report, discussion, explanation, exposition, procedure, anecdote, advertisement-persuasive exposition. Descriptive text is a text that description of an object, both living things and dead things, including human and animals. Descriptive text focus on the description of parts, characteristics, specialties, qualities, or quantities, by using adjectives or attributes.

Acrostic Technique: According to Sheakoski (2007: 4), acrostic technique is a technique that uses acrostic to make writing a descriptive paragraph easier to do. This technique is included in prewriting and done after the writer of the descriptive paragraph decides the topic
of his paragraph. Acrostics can be used at the beginning of a school year as a way for students to introduce themselves to each other or a pre-writing activity for descriptive paragraphs. Carbery (1999: 144) states that acrostic is an ideal way of practicing adjectives and as an introduction to descriptive writing. Glandon (2000: 145) mentions that acrostic is a distinctive, creative way of reporting research notes because it describes the topic and use the letters of the topic to begin each line. The acrostic is used in the pre-writing process for gathering details to create a descriptive paragraph. The details are gained by writing down the characteristics of the title following the pattern of acrostic. **The Procedure of Acrostic Technique**; According to Sheakoski (2007: 4), there are two main steps in the procedure of the acrostic technique. After the topic is decided, the steps are: the first step is creating the acrostic, and the second step is elaborating the details in the acrostic into a descriptive paragraph. In creating the acrostic, to make it easier for the students, the teacher should work together with the class to brainstorm the descriptive words or details that describe the topic. The students can also consult their dictionary for getting a rich description. The description
can be a single word, phrase or even sentence. After that, brainstorm a list of ‘bridge words’ (prepositions, conjunctions, and other words) that can be used when students are writing their acrostic.

2. METHOD

The population of this research was the 2018/2019 second semester students of English Department of FKIP UMSU. There were five classes consist of 175 students. For the sample of this research, 88 students were taken out as the sample of this research. It was called as representative according to Arikunto (2006: 134) who stated that if the number of population is less than 100, it is better to take all of population, then if the number of the population is more than 100 the sample can take 10-15%, 20-25% or up. Based on the quotation above, the researcher took 50% for taking the sample. This research design was an experimental design, which consists of pre-test and post-test to know the influence of applying acrostic techniques on students’ writing skills. A pre-test was the test that was given before the treatment process has begun. The test was aimed to find out the student’s writing skills of both groups. In conducting the experimental research the sample was divided into two groups. Both experimental and control groups were given the same test, they were asked to write a descriptive text based on the given situation. Hughes (2003: 104) said that collecting data in this research was an essay test. The result of the test was compared to find out the influence of using the acrostic technique in writing. The students were asked to write based on the topic given. The topic is ‘The special person in my life’.

3. FINDING AND DISSUSSION

The results of the research show that students’ achievement taught by using the acrostic technique got a higher score than the students’ achievement which taught without acrostic technique in writing descriptive. The students’ achievement taught by using the acrostic technique got more interest in solving writing mastering than the students’ achievement which taught by using conventional technique in writing descriptive. From the score that the students got it showed that using the acrostic technique in writing descriptive text is effective to be used. Another researcher tell any different skill by using learning write the poetry strategy with acrostic technique and the groups which not following study by using learning write the poetry strategy with acrostic technique that it has effective learning write the poetry strategy with acrostic technique than the groups which not following study by using learning wrote the poetry strategy with acrostic technique. According to Maryam Jamilah showed that using the acrostic technique was more effective than using image media. Based on the values obtained, in SPSS 22 the t-test calculation shows 0.000. She said that learning to write poetry by using an acrostic technique can improve students’ ability to write poetry and increase students' creativity in learning to write poetry. As for researchers' suggestions, learning using this acrostic technique can be used as learning techniques used by teachers in the learning process. This technique also facilitates students to remember the material being taught by the teacher thus students can develop their creativity as much as possible. Other studies also explain the acrostic technique could be given a positive effect on poetry writing learning outcome and achievement motivation of fifth-grade students in Elementary School. Based on Desak Putu’s argument acrostic learning developed involving students in a way active in the learning process this starting from planning, implementation until the assessment process. Learning acrostic is carried out by seeing student ability, so that allows students to be
motivated to continuous and full learning with charge linkages with a real problem. Acrostic learning focus attention on observation and assessment of symptoms or daily events, soallows students to understand a learning phenomenon of all side, which in turn will later make students more active and wise in responding or facing events which exist.

4. CONCLUSION AND SUGGESTION

From this research, it is found that the using of acrostic technique can cause a positive influence on students’ writing descriptive text, which is proved from the result of the test tobserv > ttable or 2.87 > 2.03. The students who are taught by using the acrostic technique get better achievement than those who are taught by using conventional technique. Teaching acrostic technique has a more significant influence than teaching by using the conventional technique on students’ writing achievement for example, the students who are taught by using acrostic technique are more active and brave to write and shows their ideas or opinion; while the students who are taught by using conventional technique still must focus their writing through memorizing vocabulary. Therefore, they cannot get some opportunities to develop their ideas or opinions. Therefore, the second-semester students of the English Department of FKIP UMSU 2018/2019 Academic Year have a more significant influence in writing descriptive text by using the acrostic technique. And suggested for teachers and students: 1) English teachers to apply acrostic techniques on the students’ achievement in writing descriptive text because it helps the students to gather details through a creative draft and make the writing process easier to do. 2) It is suggested for English teachers to guide their students in writing descriptive text by using the acrostic technique because this technique provides a fun way to create a descriptive text, so the writing process will not be boring and hard. The students should be trained to write in English as a part of the skills to further develop their ability in writing descriptive text.

Acknowledgement

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Design of Genre Based Learning Model Integrated in Literacy Activities and Character Strengthening for Middle School Students

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Abstract. Government policies regarding education continue to experience innovation to improve education. The policies are like curriculum changes, school literacy movements, and strengthening student character. However, integrating this into the learning process is not easy. Therefore, learning innovations are needed to overcome this. One of them is the development of learning models. The purpose of this study was to develop a genre based learning model design that integrated literacy activities and character strengthening for middle school students. This type of research is research and development. The learning model development process is carried out following the Plomp model (preminary research, prototyping phase, and assessment phase). The results of this study produce a prototype of a learning model consisting of build context, explore genres, building field knowledge, report reading, analyzing genre, constructing individual texts/groups, evaluation, presentation and reflection. The learning model that is designed in the category is very valid and can then be tested.

Keywords: genre based learning, literacy activities, character strengthening

1. Introduction

Genre-based approaches have proven successful in teaching languages at the school level to the university level [1][2]. It can be seen from this approach that it has been widely adopted in language teaching and research [3][4][5]. Many researchers have tried to improve, adapt, or integrate teaching theory in accordance with this teaching technique by developing learning models or methods [6][7][8][9][10][11]. Based on some of the results of these studies indicate that this approach has been developed, especially in the learning syntax [6][7][9]. For example, a genre-based approach was developed by creating a genre-based learning model consisting of three stages of learning developed by adding two stages of learning as a starting and ending step for reading learning [10]. In addition, other studies develop a genre approach and a process approach together as alternatives in a model called "process-genre approach" to improve student literacy skills [12].

Genre-based Learning is basically supported on different principles from the main pillar of which is text [13]. Related to this, in the education curriculum in Indonesia, Indonesian language learning uses a text-based curriculum, which applies the steps of language learning by using the Genre-based Learning model as a basis for learning [14]. A genre-based approach or a text-based approach is a communicative language teaching trend that looks at
communicative competence by involving the mastery of various types of texts in a particular context [7]. This learning aims to improve communicative competence through various types of oral and written texts, including the exchange of conversations and discussions on complicated topics and described in informational texts, story texts, and persuasive texts [6].

The most targeted skills to be improved in language learning by using Genre-based Learning are reading and writing [6][11][15][16][17]. Applying Genre-based Learning in teaching reading and writing can lead to rapidly increasing skills outcomes [16][18]. In addition to improving student literacy skills, Genre-based Learning can bring about positive writing attitudes that have an impact on the acquisition of knowledge and awareness of genre conventions to help increase students' confidence in language learning [18][19]. In addition, Genre-based Learning is useful for raising awareness [20][21], increasing academic literacy [9], increasing motivation to comprehend texts analytically, encouraging more critical thinking [10], developing student self efficacy [17]; and increasing communicative competence [22].

Literacy has not become a culture in school life. Some things that can be the cause of this are as follows. First, students tend to only read when at school, reading activities at home are done if there are assignments given [23]. Second, many educational policy makers still depend on the concept of functional literacy. For example, the functional concept of literacy only provides the skills needed to strengthen the competitiveness of the national economy [24]. Third, literacy is only implemented in schools, it should be to create more inclusive literacy practices, we must understand the relationship of literacy practices with discourse, family, and community environment [25]. Fourth, students still experience difficulty in reading [26][27]. Difficulties such as recognizing words, understanding what is read, lack of fluency in reading, recognition and flexibility with the use of reading strategies to overcome a variety of diverse and complex texts [28].

Literacy reading and writing in language learning activities aim to improve students' knowledge and skills. However, in the Indonesian school curriculum, aspects that students need to have after learning are to increase knowledge, skills, and shape student character through character education that is integrated in the learning process. Schools as educational institutions are one important source for building student character [29]. The idea of a school as instilling virtue is as old as the school itself [30]. Character is an important manifestation of the implementation of the education process at every level of education from basic education to higher education [31][32][33]. In other words, educational policy must lead to the realization of moral education in the school system [30].

Character education must explicitly appear in learning and at the same time become the soul and learning objectives [34]. The teacher must find a way to instill curriculum with character building [35]. Formation of character and academic ability in a learning process can be done if a teacher is able to choose and use the right learning model [36]. The use of learning models as a means of character education seems more effective and tends to approach the actual concept of character education [37]. Based on these explanations, a Model of Genre Based Learning was developed by integrating literacy activities and character strengthening in language learning. The purpose of this study was to develop a genre based learning model design that integrated literacy activities and character strengthening for junior high school students.
2. Method

Type of research is research and development. The learning model development process is carried out following the Plomp model (preliminary research, prototyping phase, and assessment phase) [38]. This paper reports on the results of the prototyping phase in the form of syntax based genre learning models integrated in literacy activities and character strengthening for middle school students. The model that has been designed is then validated by the researchers themselves and experts with the help of research instruments in the form of a questionnaire.

3. Result and Discussion

In Indonesia, Language learning in the latest curriculum, Curriculum 2013, Genre based learning is one approach that can be used in the learning process, known as the text-based curriculum. Followed by a new curriculum, in 2013, the School Literacy Movement was launched which aims to increase student literacy, and strengthen character education to shape moral students. After the activity is carried out, there are several obstacles, one of which is the implementation of the school literacy movement and the strengthening of character is only carried out by certain teachers and in the language learning process is not implemented optimally. Therefore, one of the solutions is to develop a Genre based learning model by integrating literacy activities and character strengthening. The syntax of the developed learning model can be seen in table 1.

Table 1. Design of genre based learning models integrated in literacy activities and character strengthening for middle school students

<table>
<thead>
<tr>
<th>Syntax</th>
<th>Activity</th>
<th>Character strengthening</th>
</tr>
</thead>
<tbody>
<tr>
<td>Build context</td>
<td>The teacher introduces the text to students and asks them to pay attention to the possible socio-cultural conditions in which the text is produced.</td>
<td>independent, critical</td>
</tr>
<tr>
<td>Explore genres</td>
<td>Students find examples of texts that are related to the same genre of text as the texts that have been read and analyzed in various print and electronic media sources.</td>
<td>honest, creative, independent</td>
</tr>
<tr>
<td>Building field knowledge</td>
<td>Students choose topics and hearings to gather insights they can use when writing. Next, students choose one text to read and analyze to report.</td>
<td>critical, disciplined, responsible</td>
</tr>
<tr>
<td>Report reading</td>
<td>Students report reading as much as one or more texts read. The report contains the text's identity, text summary, comments on the contents of the text, and evaluation.</td>
<td>honest, disciplined, responsible</td>
</tr>
<tr>
<td>Analyzing genre</td>
<td>Students read one of the texts that have been found and analyze the structure of the text and the language characteristics of the text that has been read.</td>
<td>honest, disciplined, responsible</td>
</tr>
<tr>
<td>Constructing individual texts and/or groups</td>
<td>Students write text based on the steps of writing. These activities can be carried out individually and/or in groups. Writing steps are based on the</td>
<td>honest, disciplined, responsible</td>
</tr>
</tbody>
</table>
Evaluation, presentation and reflection

Students answer questions and provide opinions and suggestions regarding learning that has been done. Next, students present the written text and discuss what is the problem and what makes it easier for students in the learning process.

The learning model that has been developed is then validated. Validation is done in two ways, namely self evaluation and expert validation. The results of the validation of the learning model developed can be seen in table 2 and table 3.

<table>
<thead>
<tr>
<th>Rated aspect</th>
<th>Score</th>
<th>Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content</td>
<td>87.50</td>
<td>Very valid</td>
</tr>
<tr>
<td>Language</td>
<td>91.67</td>
<td>Very valid</td>
</tr>
<tr>
<td>Validity results</td>
<td>89.58</td>
<td>Very valid</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Rated aspect</th>
<th>Score</th>
<th>Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content</td>
<td>88.55</td>
<td>Very valid</td>
</tr>
<tr>
<td>Language</td>
<td>93.75</td>
<td>Very valid</td>
</tr>
<tr>
<td>Validity results</td>
<td>91.15</td>
<td>Very valid</td>
</tr>
</tbody>
</table>

The learning model developed is categorized as very valid, so it can be continued to be tested in schools. Trials are conducted to obtain the practicality and effectiveness of the learning model.

Genre based learning emphasizes giving genre knowledge to students at the textual level. However, students are made passively and less attention is given to students' needs for basic writing skills and requirements for their language accuracy [39]. This model for teaching writing is presented as a challenging model for use in the classroom because "it refers to a pedagogy that involves examining and deconstructing examples of genre (text categories) [40]. At the same time, students follow several stages, namely: deconstruction, joint construction, and individual construction[8], when dealing with the process of writing to negotiate meaning through writing [41].

To apply the Genre Based Learning approach to the teaching process for reading and writing skills, the teaching and learning cycle includes three phases of instruction, deconstruction, joint construction, and individual construction [42]. The new model of genre-based teaching which was previously described as having three phases added one stage namely building field knowledge, to foster students' knowledge about the main features of social circumstances and relate them to genre content [43]. By considering the weaknesses of the three-phase Genre Based Learning, the model was developed by adding two stages, namely building context and reflection at the beginning and end of the learning step for learning to write argumentative texts [10].

Some experts also developed a Genre based learning model consisting of three cycles by adding one learning phase. This model methodologically involves four important stages,
namely building the context of field, modeling the text, guided practice, and independent construction [6][7][9]. Unlike the previous explanation, the standard of Genre Based Learning activities in learning to write is done in six steps. These steps include exploring genres, building knowledge of field, exploring the genre, joint text construction, building knowledge of a similar field, drafting, revising & conferencing, and editing & publishing [18][44]. Based on the explanation by several previous researchers, this model was developed to be applied to the language learning process by integrating literacy activities and character strengthening based on school curriculum policies.

4. Conclusions and Suggestions

Based on the results of the study and discussion it was concluded that it was important to develop a learning model that integrated literacy activities and character strengthening. The learning model is used for language learning to read and write texts. The learning model developed is categorized as very valid and can then be tested in school to find out the practicality and effectiveness of the developed model. It is recommended for further researchers to be able to develop other aspects that support to increase literacy and strengthen student character by developing other aspects in the language learning process. This learning model can be used by teachers for language learning in learning all texts and can be adapted to the genre being studied.

5. Acknowledgements

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SOCIAL CRITICISM ON FORMAL EDUCATION SYSTEMS IN INDONESIA IN CHILDREN'S NOVEL SERIES MATA, OKKY MADASARI

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Abstract. This study aims to describe social problems in the educational context which are the focus of author's criticism in the children's novel series Mata by Okky Madasari. This study uses the sociology theory of literature as an approach. The children's novels are Mata di Tanah Melus (2018), Mata and Secrets of Gapi Island (2018), and Mata and Manusia Laut (2019). The results of data analysis are presented using descriptive analysis contents method. Research findings show that in children's stories, social criticism can still be voiced, especially social criticism of the education system. The result of this research was social issues in education which were the critical focus of the author in the children's novel series Mata. The educational issues in this novel series were: (1) Quality schools are expensive schools, a perception that is not always true; (2) School privatization and parents' ambitions; (3) Homeschooling answers to dissatisfaction with formal education; and (4) Relevance of the curriculum does not suit community needs.

Keywords: Social criticism, Children's novels, Sociology of literature.

1. Introduction

Education becomes one of the important things in life because with education we process to develop ourselves to be able to live and carry on life. The process of developing ourselves to become educated individuals is very important to be able to produce qualified and intellectual human beings. The state aware of this and the State has set the rights of every Indonesian citizen to get education as a means of improving the quality of their life. This is stated in the Constitution on article 28 C in first paragraph and second paragraph and also in article 31 in first paragraph and second paragraph. For the sake of the regularity of the education system, the State also regulates the path of education that is traversed to develop self-potential in accordance with educational objectives. In the Constitution number 20 in 2003 article 13 first paragraph stated that the education pathway consists of formal education (educational institutions), informal education (family), and non-formal education (community environment).

Formal education (school/ institution) is the ultimate universe for the children today. This is inseparable from globalization in the field of education, especially concerning the results
that will be achieved from education. Now a day there has been a shift in the framework of ideas about the superiority of a country, from comparative advantage to competitive advantage. Comparative advantage relies on the wealth of natural resources, while competitive advantage rests on the possession of quality human resources [4].

In the context of shifting the point of view of the superiority of a country, national education will experience a very high competitive situation because it must deal with the power of global education, it is closely related to the fact that globalization of education actually gave birth to cosmopolitan-based education. On other hand, this system will be able to answer the challenge of becoming part of the international community with all the consequences of the joining of various cultures but if it is not responded wisely it will result in the blurring of values in the governance of Indonesian society. It is often happening in daily life, in a conversation, if the words "abroad" are tucked away, as an example when a mother tells others about her child who is attending school at an international level, this will give the impression that she will be one level higher than the other. Indirectly, national education caused of social imbalance in social relations.

The difference between public and private schools results in a negative image in the general public that denies the quality of private schools. A good quality schools are often identified with visual displays that brighten expectations. Luxurious facilities, elite uniforms, stately fenced and high rise school buildings are symbols of quality schools. Quality schools are expensive schools, this perception is not always true [8].

Inequality quality in schools and education cause a concept of favorite schools and non-favorite schools. The breadth effect of course has an impact on parents and students. Parents are competing to put their children in their favorite school. The majority of parents are now starting to lead to the tendency to provide expensive, prestigious, have a name, and have complete educational facilities for their children. Many parents end up forcing and pressuring their children to study harder to be accepted into favorite schools. Enforcing and pressure to learn for children will only have a negative impact on children's mental health because the child's tendency to suffer from stress and depression is wide open.

Critics of the education system have been widely expressed in seminars, media, etc. For authors, criticism can also be conveyed through works. Books are "machines to read" and readers who bring up concrete and imaginary objects, namely books written with reason [3]. The author is an ordinary person who's moral, intellectual, career, and emotional development can be reconstructed and judged according to certain standards. It is usually in the form of a system of ethical values and certain norms [10]. Author presents the point of view in accordance with the community that conditions it [9]. Ratna also said that factually the author clearly played an important and even decisive role. Without the author of literary works considered to be nothing. Without author social facts can only be seen from one side, on the surface. The author through his imagination sees facts multidimensionality, the symptoms behind the symptoms, which are metaphorically the author is considered to have a sixth sense. In traditional societies, for example, authors are regarded as writers and clergy. In contemporary society, authors are equated with scientists. In other words, both in traditional and modern societies, the author's social status includes the middle and upper classes [9].

Okky Madasari is an author known for works that voice social criticism. Okky is an award-winning Equator Literary Award and in three consecutive years her works have always been included in the top five awards. Her works have been translated into English, German and Arabic. The novels she wrote were Entrok (2010), 86 (2011), Maryam (2012), Pasung Jiwa (2013), and Last Crowd (2016). The Enduring and Perishing Slowly (2017) is a collection of short stories that he wrote in 1 decade.
In 2018, she returned to publish works in the form of children's novels. The reason that triggered Okky Madasari to write children's novels was due to the anxiety she felt about the lack of reading books for Indonesian children. Departing from that anxiety, it is encouraged her to write children's novels. This novel is written in the form of a tetralogy serial. Until now only three titles of children's novels have been published and marketed, namely Mata di Tanah Melus (2018), Mata and rahasia pulau Gapi (2018), and most recently Mata Dan manusia Laut (2019).

In these novels, she wrote adventures story that is included the tolerance values of pluralism, multiculturalism, and also ecological written in children's language. According to her, children's novels need to be filled with positive things that can be instilled as early as possible because all social issues and serious problems can be conveyed in the form of stories. For this reason, she continued to include social criticism, especially in the field of education, in the children's stories he wrote.

The purpose of this study also was to see how social criticism is portrayed in children's novels. In this phase, children's literature actually has a big role because through literature positive values can be instilled because the power of stories shapes one's awareness and self-awareness must be instilled in children from an early age. Unfortunately Indonesian children's literary works are very limited. For this reason it is important to see how children’s literature can be innovate and create in conveying knowledge, not only for adults but also for children.

2. Methodology

This research used descriptive analysis content method using the theory of sociological literature as an approach. According to Ratna, content in the content analysis method consists of two types, latent content and communication content. Latent content is the content contained in documents and manuscripts, while the communication content is the message contained as a result of the communication that occurs. Latent content is the content as intended by the author, while the communication content is the content as manifested in the manuscript relationship with consumers [9]. Wellek and Werren argue that the approach of literary sociology is clearly a relationship between literature and society so that it can be concluded that the approach of literary sociology is an approach to literary works by not leaving aspects of society [10]. The study of sociological elements of literary works, especially novels is also associated with social systems because in this system social interactions occur which tend to produce culture.

Descriptive analysis method is a method that is done by describing the facts which are then followed by analysis. The sociological approach to literature used is based on the opinion which states that literature is a reflection of social reality. According to Damono, this concept starts from a reason that states that literature is a mirror of it is day. Literature is considered as a direct mirror of various social structures, family relationships, class conflicts, and so forth [2].

3. Discussion

Generally, these three novels that are analyzed are full of social criticisms, but this research will specifically discuss the critics of the author about the problems in the formal education system in Indonesia.
3.1 Quality schools are expensive schools, a perception that is not always true.

Cosmopolitan education (cosmopolitan-based education) is a model of education that is growing rapidly in our society. One impact of this education system is the emergence of international minded society. That everything that seems "foreign" and expensive becomes more prestige. If it is not addressed properly, of course, global culture will erode national social and cultural values.

"Mama made a loud voice at my school, in a meeting with my teacher and parents. It was all just because of our class plan for a vacation together to Disney Land in Hong Kong. Mama was the only person who disagreed with the plan. She said it wasn't educational, she said it was just a waste of money, she also said that all Disney characters were not worthy of being role models for children."

"Nobody agrees with what Mama said. Mama doesn't care. I was the only child who did not go to Disney Land. It also repeated again when I went up to class and returned on a vacation trip together to close the school year. A vacation to Singapore, to Korea, or to Japan. I have nothing to follow" [5].

In the quotation above, the author includes her criticism of the educational system which is inclined towards capitalists and the bourgeoisie. It is too much for elementary school children to spend the end of school holidays with a trip abroad. In addition to being expensive and a waste of money, it is likely that children will be less aware of the varying levels of social life in society. The world in their eyes will be uniform, with the upper middle class as the main color.

If it is just for a walk, there are also many cities in Indonesia that can be explored. In addition, it is for teaching children to love the country more and their own culture, it can also be used as a means to foster children's empathy for the surrounding environment.

Expensive school activities can also cause new problems. It is called social jealousy that occurs in the community. It is ironic that in the midst of a society's condition that has deteriorated due to economic instability and many other children who have not been touched by education. The phenomenon of elite schools with expensive fees is actually growing.

3.2 School privatization and parents' ambitions

In the novel Mata and rahasia Pulau Gapi, the author flicks out how parents tend to force and set targets so that their children enter favorite schools, which in turn has a negative impact on the child's psychological as well as the psychological of the parents. It can be seen in the quote below:

"The Mama came home crying hysterically. Not accepted at a favorite school is one of the most embarrassing disgraces of this age. How is it that the only child, whom she loved and proud since childhood, which she has given everything, who has taken various tutoring classes, failed to be accepted at a favorite junior high school? For her, this failure was not only a Matara's failure, but also a failure as his parents" [6].

“What about Matara? Of course she was sad and ashamed. Is she really that stupid? She felt the most foolish among his closest friends. Two close friends, who always compete to get good grades at school are accepted at the school. While Matara who has never lost the competition this time had to fail. There is no place for fools in this world, she thought. Matara did not want to get
out of his room. She doesn't want to see his parents; she doesn't want to see everyone he knows” [6].

The tight competition to enter favorite schools makes parents feel the need to prepare more education for their children. This is supported by the caste of schools that caused disparities such as the emergence of International Standard School Pilot Projects (RSBI), National Standard Schools (SSN), Featured Schools and favorite schools. School A has a different quality and is better than school B so that it leads to the high cost of education at school A.

The desire to send children to a quality place is certainly not a fault. This can then develop into a problem if parents' motivation to send their children to favorite schools is excessive. Besides that the community stigma assumes that children who take education in excellent schools must be smart while children who do not graduate to excellent schools must be stupid. This was emphasized by the author in the sentence "The Mama returned home crying hysterically. Not being accepted at a favorite school is one of the most embarrassing disgraces of this age.”

Another sentence that also voiced criticism of the wrong and growing stigma in society about education is "Then what about Matara? Of course she was sad and ashamed. Is she really that stupid? She feels the most foolish among his close friends.”

The psychological development of a child can be disrupted, the child will be easily stressed and depressed because failure to enter the flagship school becomes a terrible scourge.

3.3 Homeschooling answers to dissatisfaction with formal education

"He will teach his own children. He will make his child the smartest. He will reciprocate the failure of his child accepted at a favorite school in his way. He was sure, his son was not a foolish child, as easy as it was said "failed" and "did not pass". For a long time he always felt dissatisfied with his child's school. Now is the time he will make his own school for his children. Here in this house” [6].

Parents disappointment to the formal education system which eventually gave them another educational choice, namely 'home schooling'. The name homeschooling is a phenomenal alternative education model that is widely discussed by the community, parents, and education practitioners, including relating to the socialization of children when studying at home, the role of parents will be able to totally monitor and assist children, both in ways learning, evaluation process [1].

According to Simbolon, homeschooling spread in Indonesia as a result of distrust of formal schools because the curriculum keeps changing (changing curriculum change material) and is felt as burden to the students [1]. There is also the notion of children as objects not subjects, blocking creativity and intelligence of children, both in terms of emotional, moral, and spiritual. If we explored further, many factors can affect the transition of children from the formal school system to homeschooling, among which is no less important is the parents' dissatisfaction with the formal school system.

The author in his article highlights the phenomenon that is starting to develop at this time which leads to a form of public distrust of the educational process in the formal school system to change the quality of life. The process that occurs in schools is considered a formality but needs to be done to get official recognition from the government in the form of a diploma.
3.4 Relevance of the Curriculum does not suit Community Needs

In the novel Mata dan Manusia Laut, the author questions how education is being equalized by everyone throughout Indonesia regardless of their background, regardless of their needs. Examples of Bajo people who are daily at sea, for what and how they might undergo an education system whose orientation does not pay attention to marine life and is not in line with the days they pass. Finally, Bajo children become lazy in school because they feel the education provided by the school is irrelevant to what they are doing and goes through everyday.

"Why do you have to learn about plants that live on land if they only see fish everyday? Why do you have to learn about events that occur in cities in Java, they have never and never need to leave the sea? Why do they have to learn to make various handicrafts if what they need is fishing skills?" [7].

"Why doesn't the school teach him how to catch fish like his father? Why doesn't the school teach him how to fish, how to sail, how to sell the fish? That is also what is often complained of by Mr and Mrs Bambulo, as well as all parents in the same village. Why not teach them how to survive in the sea? Then what is school for?" [7].

Through his writings, the author provides a critique of one of the problems of education, the curriculum taught in schools does not have sociological relevance to students. The curriculum should be relevant to the demands of the needs and development of the community, which prepares students to live and work in the community. For example, students who live in urban areas need to be introduced to life in the city environment, such as crowds and traffic signs; post office service procedures, etc. Likewise for schools in coastal areas, it is necessary to introduce life in the sea, life on the beach, the life of fishermen, how to market fish, shrimp breeding, etc.

4. Conclusion

Children's novels by Okky Madasari from the perspective of literary sociology indeed show criticism of the education system in Indonesia, as follow;
1) Stigma that develops in society that quality education is expensive education, so that it can cause new problems in the form of social jealousy;
2) school castration which results in quality disparities between schools;
3) Homeschooling which is the effect of parental disappointment on formal education;
4) curriculum relevance that is not yet in accordance with the needs of the community.

Overall Okky Madasari clearly illustrates the social criticisms in her novel this time especially the criticism of the education system as a form of his concern as a parent which she poured in his work. Okky Madasari also continued to add moral values that could be picked by the readers so that they could be useful for the social life of the community in the future.

References


Development of Writing Text Description Learning Modules Based on Scientific Approach Class VII Junior High School

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Abstract. The research aims of this study is to describe the process of development of learning modules writing text description based on valid, practical, and effective scientific approach used by class VII students. The subject of this research is 32 students of class VII.1 SMPN 1 Batang Anai. Data of the research consists of qualitative and quantitative data. Qualitative data is collected through filling validation and practicality module questionnaire. Quantitative data is obtained from students learning outcomes in writing text description learning. Result of this research shows that learning modules writing text description based on scientific approach produced is valid, practical, and effective. It is proven by the results of validity, practicality, and effectiveness module. Module validity by experts is obtained based on the module validity value of 88.63% so that the module is very valid category. Module practicality is obtained based on the practicality of students at the one-on-one evaluation stage of 79.63% with the practical category, the practicality of the teacher at the one-on-one evaluation stage is 92.50% with a very practical category, practicality of students at the small group evaluation stage of 92, 05% with a very practical category, the practicality of students at the large group trial stage amounted to 89.29% with a very practical category. The effectiveness module based on the results of the performance test is 80% of students get complete grades (> 71) with a success percentage of 87.03 with the predicate B so that the category is very effective.

Keywords: module development, text description learning, scientific approach

1. Introduction

Education is a conscious and planned effort to create a learning atmosphere and learning process so students actively develop their potential to have religious spiritual strength, self control, personality, intelligence, noble character, and skills needed by themselves, society, nation and country. Educational planning begins with the formation of a national education curriculum. This time, the national curriculum has been implemented, it is called the curriculum 2013 after undergoing several revisions which are improvements from the previous curriculum. The fundamental changes made in the curriculum 2013 include four educational standards, namely: Standard Competency for Graduates, Core Competency Standards and
Basic Competencies, Process Standards and Assessment Standards. This change also has implications for changes in learning patterns and the structure of instructional materials.

Curriculum 2013 learning is basically student-oriented learning. Students must be the subject of learning and able to learn independently from various learning resources [1]. Children are placed as learning subjects who try to learn on their own, not only receive information from the teacher and try what students learn according to their interests, talents, and level of development [2].

Teaching material is a component of learning that most influences what actually happens in the learning process. Teaching materials can be in the form of books, print and electronic media, the environment, or other relevant learning resources. Teaching materials also help the learning process to deliver subject matter. Thus, the teacher as an education facilitator must be able to provide teaching materials that are in accordance with the demands of the curriculum and the needs of students [3].

Based on the results of the reflection of Monitoring and Evaluation on the implementation of the curriculum conducted by the Ministry of National Education in 2014, the teachers still had difficulty implementing the curriculum because of the lack of facilities and infrastructure available at the school. Teaching materials used in learning are not innovative and not in accordance with the curriculum 2013. The textbook used by the teacher is a textbook given by the education office. The teacher has not been able to make his own teaching material as a complement to the book [4]. In addition, student handbooks are not relevant to the environment around students, examples that are shown not to be close to the student environment [5].

Based on the results of the researcher's observation on February 5th, 2017 on the value book of an Indonesian language teacher, Ms. Sri Pujianti, Daily Text Learning Values Description in class VII of SMP Negeri 7, data obtained only 15 people from 34 students who received complete grades. The data shows that learning has not been effective. That is, learning carried out with the media and available learning resources cannot yet realize the principle of complete learning. The number of students who complete or reach the Minimum Completion Criteria (KKM) limit has not reached 80%.

Based on these data, one of the efforts that can be done to improve learning outcomes is to create teaching materials in the form of modules as a complement to student textbooks. Modules can be designed according to the needs of students [6]. Examples can be made based on an environment that is close to student life so that it is easy to understand. Furthermore, The module has the advantage of being able to make students independent and enjoyable learning because the modules are systematically arranged and there are associations, the use of various media, active student participation, direct reinforcement, and supervision through evaluation strategies [7]. Learning with modules is very relevant to the principles of learning outlined in the Curriculum 2013 process standards.

There are several reasons for the importance of developing modules based on the scientific approach to text description learning in class VII of Junior High School. First, in terms of students, valid, practical, and effective teaching materials are needed. This is in line with the teacher's professional obligations to develop teaching materials, one of them is a module for classroom learning as stipulated in the teacher's Professional Professional Development guidebook. Moreover, until now there is no module available for learning to write description texts in schools.

Second, in the curriculum 2013 (K13) the description text writing skill is one of the Basic Competencies that must be mastered by junior high school students before being declared graduated from the education unit. This Basic Competencies is in class VII in the first place in
the Minister of Education and Culture number 37 of 2018 regarding Basic Competencies junior high school.

Third, in terms of content, the text of the description is a supporting text for several types of text. Text description can be part of narrative text [8]. Competence in writing description text is an essential competency in text-based language learning. This competency is important and is a preliminary material for mastering other competencies such as writing short stories, reports, and so on.

Fourth, the scientific approach is one of the approaches suggested in the curriculum 2013. The preferred learning model in the implementation of the Curriculum 2013 is inquiry based learning, discovery learning models, project-based learning models (PjBL), and problem based learning models (PBL) [9].

Formulation of the problem in this research is how is the process of development the learning module writing description text based on scientific approach class VII of junior high school which is valid, practical, and effective? Meanwhile, the purpose of this study is to describe the process of development learning module writing description text based on scientific approach that is valid, practical, and effective from class VII of junior high school.

2. Method

This type of research is research and development. The development model used is the Plomp model (initial investigation, design, realization/construction, testing, evaluation and revision, and implementation) [10]. The subjects of this study were 32 students of class VII.1 in SMP 1 Batang Anai. The research data consists of qualitative and quantitative data. The research instruments were in the form of questionnaires, observation sheets, interview guide sheets, and tests.

3. Result and Discussion

The module developed is a module that has been categorized as valid, practical, and effective. Therefore, according to the chosen development model (Plomp model), to obtain a quality module, a series of testing, evaluation and revision activities are carried out on product realization / construction. The activity includes five main activities, namely: (1) self evaluation, (2) expert review, (3) one on one evaluation, (4) small group evaluation, and (5) field testing [10].

3.1. Self Evaluation

The main activity carried out at the review and revision stage is to re-examine the modules that have been produced, both from the aspects of content, language, presentation, and graphics. The goal is to get a better and perfect prototype module. The activity is carried out before the module is validated by experts.

In general, the errors seen by the author at the stage of self evaluation are typing errors, spelling, and punctuation. Typical mistakes, for example, should be "kawasan" written "kawasa". Spelling errors, for example, in a written module, "detil" should be written "detail". The punctuation error occurs in the details section of the indicator, which is not giving a dot at the end of each detail. In addition, the use of exclamation marks is also used. For example, in the detailed instructions for using a module that should use an exclamation point, but not an exclamation mark. Based on the examination itself, improvements have been made accordingly. In addition to self-examination, evaluations were also carried out by
practitioners, namely Indonesian language teachers who were members of the Indonesian Language Middle School Teacher Discussion Forum in West Sumatra province.

3.2. Expert Validation

Module validation is carried out by two experts, lecturers of Indonesian Language and Literature Education by filling out a validation sheet in the form of a questionnaire consisting of four aspects of assessment, namely: (1) Aspects of Feasibility of Content, (2) Language Aspects, (3) Presentation Aspects, and (4) Kegrafikaan aspects. Based on the analysis of the answer validator on the validation sheet, the results of validity are obtained as follows.

<table>
<thead>
<tr>
<th>No.</th>
<th>Rated Aspect</th>
<th>Score Gain</th>
<th>Validity (%)</th>
<th>Categories</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Content feasibility</td>
<td>164</td>
<td>82.00</td>
<td>Very valid</td>
</tr>
<tr>
<td>2.</td>
<td>Linguistics</td>
<td>60</td>
<td>93.75</td>
<td>Very valid</td>
</tr>
<tr>
<td>3.</td>
<td>Presentation</td>
<td>146</td>
<td>91.25</td>
<td>Very valid</td>
</tr>
<tr>
<td>4.</td>
<td>Integrity</td>
<td>56</td>
<td>87.50</td>
<td>Very valid</td>
</tr>
<tr>
<td></td>
<td>Overall module validation</td>
<td>106.5</td>
<td>88.63</td>
<td>Very valid</td>
</tr>
</tbody>
</table>

3.3. One to One Evaluation

Individual evaluation of learning modules in skilled Indonesian writing texts Descriptions of class VII were conducted at the first meeting in the learning activity to recognize the description text. Learning activities carried out by students are to study the object, purpose, and type of text description by using the learning module to write description text based on the scientific approach provided by the teacher / writer. In this activity, students are asked to identify objects, objectives, and types of text by reading and working on the exercises available in the module. In general students are able to do the exercise. Students are able to identify objects, objectives, and types of description text. In addition, students have also been able to explain the characteristics of objects, objectives, and differences in each type of description text.

At the end of the learning session of the first meeting, students were given a questionnaire to see the practicality of the module used by students in learning. Students are asked to fill out a questionnaire according to the instructions stated on the questionnaire. Recapitulation of module practicality questionnaire by students is analyzed based on aspects of ease of use and time spent. BThe results of the practical questionnaire analysis of modules by students in the one to one stage as shown in table 2.

<table>
<thead>
<tr>
<th>No.</th>
<th>Assessment Aspects</th>
<th>Total Score</th>
<th>Practicality (%)</th>
<th>Categories</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Ease of use</td>
<td>145</td>
<td>86.31</td>
<td>Very practical</td>
</tr>
<tr>
<td>2.</td>
<td>Time use</td>
<td>27</td>
<td>75.00</td>
<td>Practical</td>
</tr>
<tr>
<td></td>
<td>Overall module practicality</td>
<td>172</td>
<td>79.63</td>
<td>Practical</td>
</tr>
</tbody>
</table>
In addition to providing questionnaires, at the end of the first meeting interviews were also conducted with students informally to get responses and suggestions from students as module users. Based on interviews with students at the one-on-one evaluation stage, responses were obtained that generally the modules produced were quite good but there were still some things that needed to be improved. Improvements are made based on student responses as shown in the following table 3.

Table 3. Response and suggestions from students

<table>
<thead>
<tr>
<th>No.</th>
<th>Student Feedback</th>
<th>Revised Result</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>The image on the module cover is too big, it needs some variations to make it more attractive</td>
<td>Change the image display and add variations to the cover to make it more attractive</td>
</tr>
<tr>
<td>2.</td>
<td>Pictures in the module are still lacking, it needs to add images to the text that is still empty</td>
<td>Add pictures of cats and tigers in text 4 &quot;Cats, Predatory Animals that are Familiar with Humans&quot;.</td>
</tr>
<tr>
<td>3.</td>
<td>There is a typing error</td>
<td>Correct all typing errors</td>
</tr>
</tbody>
</table>

In addition to giving questionnaires and interviews with students, teachers who use the module are also given a questionnaire to assess the practicality of the module, then informally interview the teacher to ask for comments and suggestions about the module students use. Teacher questionnaire module consists of 18 statements consisting of 5 statements about module ease of use, 4 statements about module form, 3 statements about module content, 3 statements about the benefits of applying modules in learning, and 3 statements about the practicality of applying modules in learning. Furthermore, based on the results of the module practicality questionnaire, the teacher carried out an analysis based on aspects of ease of use and time spent. The results of the module practicality questionnaire analysis by the teacher can be seen in table 4.

Table 4. Results of practicality questionnaire analysis by teacher

<table>
<thead>
<tr>
<th>No.</th>
<th>Assessment Aspects</th>
<th>Total Score</th>
<th>Practicality (%)</th>
<th>Categories</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Ease of use</td>
<td>56</td>
<td>93.33</td>
<td>Very practical</td>
</tr>
<tr>
<td>2.</td>
<td>Time use</td>
<td>11</td>
<td>91.67</td>
<td>Very practical</td>
</tr>
<tr>
<td></td>
<td>Overall module practicality</td>
<td>67</td>
<td>92.50</td>
<td>Very practical</td>
</tr>
</tbody>
</table>

At the end of the first meeting activities were conducted informally interviews with teachers who taught in class VII.1 to ask for their responses and suggestions. Based on the suggestions from the teacher, improvements were made as shown in table 5.

Table 5. Response and suggestions from teacher

<table>
<thead>
<tr>
<th>No.</th>
<th>Feedback</th>
<th>Revised Result</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Module cover is too dominant in blue, it’s better to add red or yellow to make it more alive and attractive</td>
<td>The color design of the module cover is changed by inserting the yellow color in the variation of the image.</td>
</tr>
<tr>
<td>2.</td>
<td>Pictures are still lacking. Need to add</td>
<td>In the text 4, add the pictures of</td>
</tr>
</tbody>
</table>
3.4 Small Group Evaluation

Small group evaluation module is carried out at the second meeting in learning activities explaining the contents of the description text. Learning activities carried out by students are reading texts, arranging questions, determining the answers to questions, composing sentences based on the answers to questions, making concept maps, and rearranging the contents of the text through discussion and presentation activities. At the end of the learning activity, students are asked to do exercise, which is to compile text based on concept maps available in the module. In general students are able to do the exercise.

In addition, at the end of the activity ten students consisted of three low-ability students, three moderate-capable students, and four high-capable students were asked to fill out the module practical questionnaire by students provided by the author. The results of the questionnaire were analysed based on aspects of ease of use and time used. The results of the second analysis of the practical aspects of the module are explained in the following table 6.

<table>
<thead>
<tr>
<th>No.</th>
<th>Assessment Aspects</th>
<th>Total Score</th>
<th>Practicality (%)</th>
<th>Categories</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Ease of use</td>
<td>517</td>
<td>92.32</td>
<td>Very practical</td>
</tr>
<tr>
<td>2.</td>
<td>Time use</td>
<td>109</td>
<td>90.83</td>
<td>Very practical</td>
</tr>
<tr>
<td></td>
<td>Overall module practicality</td>
<td>680</td>
<td>92.05</td>
<td>Very practical</td>
</tr>
</tbody>
</table>

3.5 Large Group Trial (Field Test)

A large group test (Field Test) module was conducted to test the module's practicality and effectiveness. The activity was carried out in fourth meeting of 32 students of class VII.1 in SMP Negeri 1 Batang Anai. At the end of the learning activity, each student is asked to work on test, which is writing text based on the object that has been set. In general students are able to do the exercise.

After learning the fourth meeting ends, students are asked to fill out a questionnaire according to the instructions provided. The results of the practical questionnaire were analysed based on aspects of ease of use and time spent. Thus, based on the results of a large group trial that the module developed thanks to the theory is very practical, it is feasible to use for learning to write description text. The results of the second analysis of the practical aspects of the module are explained in the following table 7.

<table>
<thead>
<tr>
<th>No.</th>
<th>Assessment Aspects</th>
<th>Total Score</th>
<th>Practicality (%)</th>
<th>Categories</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Ease of use</td>
<td>1618</td>
<td>90.92</td>
<td>Very practical</td>
</tr>
<tr>
<td>2.</td>
<td>Time use</td>
<td>339</td>
<td>88.28</td>
<td>Very practical</td>
</tr>
<tr>
<td></td>
<td>Overall module practicality</td>
<td>1957</td>
<td>89.29</td>
<td>Very practical</td>
</tr>
</tbody>
</table>
In addition, at the end of the learning activities performance tests are part of the module evaluation activities at the phase of the large group trial (Field Test evaluation) which aims to see the effectiveness of the title used in the learning process in writing description text. Students are asked to write a description text based on the performance test rubric provided by the teacher. After students work on performance tests, student work results (description text) are assessed using the assessment rubric provided.

The assessment instruments contained in the module function as self-assessments [11]. Through the performance test assessment sheet presented in the module, students can measure their skills in writing description texts. Based on the results of the performance test assessment, it can be stated that the Skilled Writing Text module is effective. This can be seen from the results of the assessment of the performance of 32 students, namely 10 students get an A (> 90-100), 17 students get a B (> 81-90), 5 students get a C (> 71-81 ), and no student gets a D or is taken by the minimal completeness criteria (<71). Thus it can be stated that the Skillful Writing Text module Description of Class VII Based on the Scientific Approach developed has been effective because based on the test classical learning completeness has been achieved, ie 80%.

4. Conclusions

Implementation was carried out on 34 students of class VII.1 of SMP Negeri 1 Batang Anai to improve the module so that final products were produced which were ready to be disseminated at the school to be used as teaching materials in the following year's learning process by teachers and students. Based on data from the results of a large group trial on the practicality and effectiveness of the module, interviews were conducted with the teachers who had been asked as observers. From the observers obtained information that as a whole the module developed has met the standards and can be used for learning to write description text. However, there are still parts that need to be revised, namely in the activity section of writing description text. Based on the teacher's suggestion, it is better to learn to write texts that consist of setting objects, arranging the framework for compiling instruments and observing objects, and revising the text in the form of group work to create a learning society to develop collaborative abilities. Therefore, instructions need to be written so that students form study groups for these activities. Based on the suggestions from the teacher, a module revision was made so that the final product was ready to be distributed to various related parties, teachers, students, school libraries, and Indonesian language subject teachers who joined Deliberation Forum for West Sumatra Province Junior High School Subject Teachers in the form of softcopy and print out.

References


The National Politician Language Style: Fadli Zon

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Abstract. This study examines the style of language used by national politicians Fadli Zon. This research is qualitative research with descriptive method. This research gives a systematic, factual and accurate description (description) of the facts, nature, and relationship between the phenomenon under investigation. The descriptive method in this research is used to obtain accurate data description to simplify the process of analysis. The technique of collecting data in this research using also using technique refer and note. In this study found there are seven styles of the language used by Fadli Zon that is alusio, repetition, hyperbole, simile, irony, metaphor and oxymoron. The most widely used language styles are repetition and hyperbole.

Keywords: Cohesion, language style, politics, fadli zon.

1. Introduction

Language and politics are two inseparable things. Language is used for political purposes. Politics basically exists in everyday life. Politics is a matter of power, namely the power to make decisions, control resources, control the behavior of others and often control the values of others. Even ordinary decisions made every day can be viewed from a political standpoint [1].

Politics can include many types of activities, starting from; (a) national policy-making process (government politics), (b) gender equality (sexual politics); (c) competition in groups that are closely interwoven, such as competition between office partners in positions which are usually done by leaking or keeping secrets (office politics ), (d) the way people negotiate the roles they must carry out in their personal lives; (e) history of the political system, (f) activities related to transportation, settlement, and consumption that can affect the environment (environmental politics). Therefore, we actually cannot escape from political problems[1].

The use of the language style is not only found in written texts but also in oral works, such as education. Didek itself is one of the art forms of speech that is owned by the people of Selayar Islands, South Sulawesi. The use of the style of language is indirectly examined, making it difficult to fulfill the function of a poetic language. The style found in the chorus includes diction and figures of speech. Dictations include the selection of denotative, connotative, and suggestive meanings. The style of language used in the study consists of litotes, personification, redundancy, hyperbole, repetition, paradox, and metaphor. [2].

Language has tremendous strength in achieving political goals. The linguistic strategies used in political discourse are implicature, euphemism, lexicalization, grammatical structures, metaphor, and hyperbolism. With this linguistic strategy, one of the goals to be achieved by
politicians is to persuade listeners or citizens to believe in the validity of the claims of a politician [3].

Another research findings that language is not merely a communication tool or a code or value system that arbitrarily designates a monolithic reality. The language of the prospective governor of South Sulawesi in accordance with the maxim of language politeness tends to follow the maximal award means reducing criticism to others and adding praise to others[4].

Language and linguistic practices are no longer understood in the context of a conventional perspective, namely as a tool and a neutral medium used to explain socio-political realities. However, it is increasingly realized that the language in itself appears as a representation of and space for the deployment of various kinds of power. For example, in the 2009 election, the political language used tended to be persuasive and hyperbole, which was exaggerating from the actual reality [5]. Not limited to Linguistic research only. Research on language style is also done in the research of a literary work. Another research found that the style of language in the novel Pesantren Impian by Asma Nadia was dominated by the use of metaphorical language styles and paradoxical language styles[6]. So the style of language is not only used with spoken language as in the research conducted by Yusri, Budianto, and Dafirah but also in written language.

Language styles based on sentence structure which includes: 1) climax; 2) anticlimactic; 3) parallelism; 4) antithesis; and 5) repetitions (epizeuksis, tautotes, anaphora, epistrops, simploke, mesodiplosis, epanalepsis, and anadiplosis). Then based on whether or not direct meaning, includes: 1) rhetorical language style consists of alliteration, assonance, anastrophe, apophasis (preterisiso), apostrophe, asindenton, polisindenton, chiasmus, ellipsis, euphemism, litotes, hysteron prosteron, pleonasm and tautology, perifrasis, prolepsis, erotesis, silepsis and zeugma, correction, hyperbole, paradox, and oxymoron; 2) figurative language styles, including equality or simile, metaphor, allegory, parable, fable, personification, allusion, eponym, epithet, synedok, metonimia, antonomasia, hypalase, irony, cynicism and sarcasm, satire, innuendo, and antifrasis [7].

Unlike Perrin [8] who distinguishing language styles into three, namely: 1) comparison, which includes metaphor, similarity, and analogy; 2) relationships, which include metonymy and syntax; 3) statements, which include hyperbole, litotes, and irony.

Language is seen as one of the spaces where conflicts of various interests, strengths, powers, processes of hegemony and rival hegemony occur. However, from all the relevant research above, no one has discussed the style of language used by national politicians. This paper will discuss how the language used by national politician Fadli Zon as a manifestation of himself as a national political figure.

2. Method

Based on the problem proposed in this study, namely analyzing the use of language styles used by Fadli Zon politicians, the form of research used is qualitative descriptive research. Descriptive research aims to make a description (description) systematically, factually and accurately regarding the facts, traits, and relationships between the phenomena investigated. The descriptive method used in this study aims to obtain accurate data analysis to facilitate the analysis process.

The data source is a videotape of the politician Fadli Zon which was downloaded from the youtube site. The data in this study are linguistic events in the form of oral discourse. I. The data collection technique in this study in addition to using the recording technique also uses
the listening technique and notes. The technique of listening and recording is done by listening to the results of the record and then recording it [9].

3. Result and discussion

Language style is commonly used in communication. Language style can be a marker or a person's identity. Language style according to is the quality of vision, someone's view, because it reflects the way a writer chooses and places words and sentences in his writing mechanics. Language style creates certain states of feeling, such as impressions of good or bad, happy, unpleasant and so on that are received by thoughts and feelings due to the depiction of a place, objects, a certain condition or condition[10]. Based on the results of the study, the authors found that Fadli Zon used the following language styles.

<table>
<thead>
<tr>
<th>No.</th>
<th>Language style</th>
<th>Quantity Data</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Alusio</td>
<td>5</td>
</tr>
<tr>
<td>2</td>
<td>Repetition</td>
<td>25</td>
</tr>
<tr>
<td>3</td>
<td>Hyperbole</td>
<td>15</td>
</tr>
<tr>
<td>4</td>
<td>Simile</td>
<td>8</td>
</tr>
<tr>
<td>5</td>
<td>Irony</td>
<td>7</td>
</tr>
<tr>
<td>6</td>
<td>Metaphor</td>
<td>6</td>
</tr>
<tr>
<td>7</td>
<td>Oxymoron</td>
<td>3</td>
</tr>
</tbody>
</table>

Below this the author will explain each example of the style of language that the author found in this study. There are seven styles of language, namely alusio, repetition, hyperbole, simile, irony, metaphor and oxymoron used by national politician Fadli Zon. Explanation of the seven styles of language used as follows.

3.1 Alusio

"Yes, he was from a family that had blood of fighters, there was an incarnation from Diponegoro, a great sultan, then his uncle also died in the battle at Lengkong, so it was clear that his partiality to red and white was extraordinary"

In the quotation above, Fadli Zon uses the Alusio language style. Fadli Zon compared Prabowo with Diponegoro, Sultan Agung. This seems to confirm that Prabowo is no less qualified than the two heroes because he is his descendant. Keraf states that alusio is a kind of reference that attempts to suggest similarities between people, places, or events[7].

3.2 Repetition

Keraf argues that repetition is repetition of sounds, syllables, words or parts of sentences that are considered important to put pressure in an appropriate context[7].

"But we want it, sir. Prabowo can be nominated, yes, as an alternative leadership that can bring change to the nation"

"Now, right, we as an agricultural country are countries that import food from rice imports, sugar imports, wheat imports, soybean imports, all kinds of imports"
In the quotation of the sentence above, Fadli Zon uses the repetition language style. There are “yes” and “import” vocabulary that are used repeatedly to confirm the sentence to be conveyed. In the quotation of the first sentence, data F4, the word yes means to emphasize the wishes of us here representing the Gerindra party represented by Fadli Zon. In the quotation of the second sentence, the repeated use of the word import is to emphasize the statement that the Indonesian state does a lot of import activities even though its position is an agrarian country.

3.3 Hyperbol

Hyperbole is a style of language that contains an excessive statement, by exaggerating something based on Keraf's opinion [7].

"Yes, he was from a family that had the blood of a warrior, there was an incarnation from Diponegoro, a great sultan, then his uncle also died in the battle at Lengkong, so it was clear that his partiality to red and white was extraordinary"

"And I think we need people who have high nationalism not to seek wealth, not to seek power, but how to exercise that power for the greatest prosperity of the people".

In the quotation above, Fadli Zon uses a hyperbolic language style. Usually the language of politicians that we often see when campaigning, Fadli Zon also uses a hyperbolic language style. Fadli Zon overstated the statement about Prabowo even though it was not yet known whether Prabowo was in accordance with what was said by Fadli Zon because he had never led a country. There is a statement about the family tree of Prabowo that descended from heroes with exaggeration using the word incarnation. The word incarnation is usually found in old manuscripts or works that identify the word incarnation with the descendants of gods or gods Fadli Zon wants to emphasize that Prabowo is a descendant of a respectable person.

3.4 Simile

Simile language style is also found in this research, Keraf defines a simile is a comparison that is directly stated that something is the same as something else. The words that are usually used include: like, like, the same, and so on[7].

"This is also part of political education so people don't buy cats in sacks"

In the quotation above, Fadli Zon uses the simile language style. Fadli Zon uses the term buying a cat in a sack. Fadli zon wants to emphasize that in choosing a leader you must see the leader first. Do not like the expression of buying a cat in a sack.

3.5 Irony

The Big Indonesian Dictionary defines that irony is majas which expresses meanings that are contrary to the real meaning, for example by expressing meanings that are contrary to the actual meaning and incompatibility between the atmosphere presented and the underlying reality.

"Because Indonesia is a rich country but there are still many of our people who are poor"

In the quotation of the sentence above, Fadli Zon uses the style of the language of irony. Fadli zon wants to emphasize that Indonesia is a rich country but unfortunately our people are still poor. The words rich and poor are compared, so that they look contrasting. A very different reality where the country is rich in natural resources but its people are actually destitute. This is implied in the statement of Fadli Zon above.
3.6 Metaphor

Keraf defines metaphor is a style of comparison or analogy by comparing two things directly directly, but in short form[7].

"Actually the call to make improvements is because from the start the Gerindra party was established as a means of struggle"

In the quotation above, Fadli Zon uses a metaphorical style. Fadli Zon analogizes the Gerindra party with the struggle tool. He said that the Gerindra party was a tool for a struggle to make improvements.

3.7 Oxymoron

Keraf states that oxymoron is a style of language that contains contradictions by using opposite words in the same phrase, and because of that, they are denser and sharper than paradox[7].

"We want to promote for example a people's economy because the current economy of capitalism has proven to be a failure"

3.8 Discussion

In the quotation above, Fadli Zon uses the oxymoron language style. Fadli Zon contrasts the popular economy and capitalist economy. Fadli Zon's statement is a strict statement about the economic condition of Indonesia. After all of the analysis, we can conclude Fadly zon dominant using repetition and hyperbole language style

This research it is different from the result of another research. For example in Agustin's research. She found in her research about President Soeharto has dominant in repetition dan paralisme style [11]. Another research found President Jonathan has President Goodluck as a propagandist, having employed language stylistically to arouse emotions from his opponents and the electorates at large[12]. We can compare to another research who had found In terms of speakers the style of language used by sellers and buyers is idiolect, jargon and dialect [13]. We can compare to language style who use by JK rowling in harry poter novel who use frozen style, formal style, consultative style, casual style and intimate style[14]

4. Conclusion

Based on the findings and discussion, it can be concluded that politician Fadli Zon uses language style in speaking. There are seven styles of the language used by Fadli Zon, namely alusio, repetition, hyperbole, simile, irony, metaphor, and oxymoron. His language style is different than other research we had compare in another research. The most widely used language styles are repetition and hyperbole. The use of repetition and hyperbole is used as many as twenty-five and fifteen times. Fadli Zon as a national political figure, the language he uses is still awake and polite, there is no rude saying that he said.cohesion in literary discourse.

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Analysis of Reading Comprehension Skills
Reviewed from the Literacy Level of Reading Students in Higher Education

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Abstract. Aim to research this for knowing the level of reading comprehension skills in terms of student literacy levels. The population of 300 students. Next, 171 samples of the maha students selected use a stratified random sampling technique. Instrument research is a questionnaire scale Likert and reading skills tests understanding. Data obtained analyzed with variance analysis (Analysis of Variance / ANOVA). The results showed that the calculated F value obtained was equal to 5.179, while Sig. on the degrees of freedom (DK) 1 and alpha (α) 0.05 are 0.024, then according to the hypothesis testing criteria through analysis of variance (ANOVA), Sig. smaller than 0.05, which means that there are differences in the level of reading comprehension skills of students when viewed from the literacy level. Students who have high reading literacy, the level of reading skills are also high.

Keywords : Reading Literacy and Reading Comprehension Skill.

1. Introduction

Reading skills occupy important positions and roles in human life. Maha reading becomes a bridge for students who want to have interactive capabilities and integrated. Reading is also regarded as an easy language skill by most maha students, this does not happen on the skills of reading comprehension. The initial problem that arises is the difficulty of understanding reading in its entirety [1][2]. Reading comprehension skills are basic skills for students that they must master to be able to participate in all activities in the process of education and learning [3][4]. By reading the understanding students can understand the contents of the reading text that has been read. The ability to read is vital in an educated society. Reading is increasingly important in people's increasingly complex lives, because every aspect of life, especially getting information, involves reading.

The tendency to get information through reading has declined from 2003 to 6.05%. Far compared to watching television, the percentage increase is 6.74%. While the 2012 data shows that Indonesians who read to get information only 17.66% of the total population. Meanwhile, watching television was 91.68% and listening to the radio was 18.57%. Based on BPS data, the amount of time spent by Indonesian children watching television is 300 minutes per day. This amount is too large compared to children in Australia who are only 150 minutes per day and in America which is only 100 minutes per day [5].

Whereas the results of the research program of the International Student Assessment [6] show that reading competence has not shown a significant increase, from 396 in 2012 to 397 points in 2015. The increase raised Indonesia's position 6 ranks up if compared to the second position from the bottom in 2012. The data is different from the increase in the other two
fields, namely science and mathematics. The biggest increase was seen in science competencies, from 382 points in 2012 to 403 points in 2015. In math, competency increased from 375 points in 2012 to 386 points in 2015. In the same study, PISA also placed the reading position of Indonesian students in 57th place out of the 65 countries studied. PISA said, not even one student in Indonesia won literacy scores in the fifth level, only 0.4 percent of students had level four literacy skills. The rest is below level three, even below level one.

Understanding reading skills are needed by students. This will form a sustainable student mindset. Besides, this skill is very important to absorb information and knowledge from various media. The information obtained can add to the treasury of knowledge and knowledge of various problems, refresh perceptions of things, develop reasoning and eventually expand thinking horizons so that this world does not seem too narrow and is seen not only from one side [7]. Also, Dalman (2013) explained that reading is an activity to apply various skills to process reading texts to understand the contents of the reading. Therefore, reading can be said as an activity to obtain information conveyed by the author. Thus, reading means understanding reading texts both laterally, interpretively, critically, and creatively. According to, reading is a process of interpreting reading in obtaining messages conveyed by the author through his writing. Given that reading is related to the encoding process (decoding) process then the main requirement that must be controlled by the reader must have the ability and understanding of the language and the words that interpret it [8].

To improve reading comprehension skills culture of literacy is needed. Literacy referred to in this study is the frequency of reading. In essence, often doing reading means often practicing, because when someone reads at that time the person is practicing [9]. Frequent practice or reading activities will improve reading skills. This is supported by various research results as revealed, the results of the study show that the ability to read more is determined by the amount of reading time than one's IQ. More people read more about their abilities. Someone will read a lot of their interest in reading is high.

The statement expressed above is in line with Lewis's statement in his book entitled "How to Read Faster and Better". There are six rules for faster comprehension: (1) Read more; (2) Learn to read for main ideas; (3) Challenge your comprehension; (4) Budget your time; (5) Vary your rate; (6) Pace yourself. This opinion confirms the importance of the frequency of reading activities. This frequency will form habits. Next, he analogizes the reader with swimmers. He said to be skilled at swimming, swimmers must do a lot of swimming or practicing activities. To be a skilled reader similar exercises are also needed because then the reader will be able to give a mental reaction quickly to the ideas in the reading [10].

In psychology, power theory is known to be pioneered by Aristotle who said that in principle children have power. Like the power of remembering, fantasy power, and thinking power. These forces, to develop require practice. In the previous section, it has been said that reading means thinking and simultaneously solving problems. The more often someone reads, the more often he does thinking activities and is more experienced in solving problems. Thus, it means that the ability to read it will also increase.

2. Methods

This type of research is quantitative descriptive research methods comparative with factorial design models. In addition to descriptive analysis, a comparative study was also conducted which aims to compare data obtained from groups in the population, namely the level of reading comprehension skills in terms of literacy levels (frequency). The population of 300 students. The sample is as much as 171 the maha students. This sample was selected to
use a stratified random sampling technique. Instrument research this is a questionnaire scale Likert and reading skills tests understanding. Data obtained analyzed with variance analysis (Analysis of Variance / ANOVA)

3. Finding and Discussion

A. Finding

Data on comprehension reading skills as a whole are obtained from samples (respondents) which number 171 students. Here is the description of data comprehension reading skills as a whole.

<table>
<thead>
<tr>
<th>Literacy level</th>
<th>N</th>
<th>Mean</th>
<th>Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>High</td>
<td>41</td>
<td>78.2</td>
<td>High</td>
</tr>
<tr>
<td>Medium</td>
<td>77</td>
<td>63.6</td>
<td>Medium</td>
</tr>
<tr>
<td>Low</td>
<td>53</td>
<td>56.7</td>
<td>Medium</td>
</tr>
<tr>
<td>Total</td>
<td>171</td>
<td>66.2</td>
<td>Medium</td>
</tr>
</tbody>
</table>

Based on Table 1, it can be understood that the level of reading comprehension skills in terms of overall literacy level is in the moderate category (S). The highest mean (reading) of reading comprehension skills is high literacy. Furthermore, the results of testing the hypothesis of reading comprehension skills variables in terms of literacy levels (high, medium, low) through variance analysis can be seen in Table 2

<table>
<thead>
<tr>
<th>Source of Variance</th>
<th>SS</th>
<th>Dk</th>
<th>MS</th>
<th>F</th>
<th>Sig.</th>
<th>Ket.</th>
</tr>
</thead>
<tbody>
<tr>
<td>High, Medium &amp; Low Literacy</td>
<td>562,233</td>
<td>1</td>
<td>562,233</td>
<td>4,948</td>
<td>0,000</td>
<td>Sig - nifikan</td>
</tr>
</tbody>
</table>

Note:
- SS = Sum Squares
- MS = Mean Squares
- Dk = Degree of Freedom
- Ket. = Remarks

Based on Table 2, it can be understood that the reading literacy variable is high, medium, and low, the calculated F value obtained is equal to 4.948, while the sig. on the degree of freedom (DK) 1 and alpha (α) 0.05 are 0, 000, then according to the hypothesis testing criteria through ANOVA, sig. smaller than 0.05, which means that there are differences in reading skills understanding a significant level between high, medium, and low literacy.

B. Discussion

Life Skills read student understanding is located in a medium category. This indicates that students in understand the text they read it still not optimal. Reading comprehension is the wrong one the most important field for pe and students. This process of recognizing symbols written and absorb the message intended in it. Activities this requires various
abilities. First, the ability to recognize letter written, words, and sentence. Work, the ability to understand the meaning of words and sentences to interpret discourse (reading). Read considered as practices, products, and a process. Weakness in reading comprehensions could too be interpreted as a failure for extract and obtain meaning from text that reads [11].

Reading skills understanding is a very process complicated because involving various factors. Factors that are there are internal (from self reader alone) and some are of nature external [12]. Besides that, there is various variable or component that affects the performance understanding readings, among them that is knowledge vocabulary, knowledge background, knowledge system language, metacognitive awareness, knowledge syntax, strategy reading and literacy [13].

In the concept of literacy, reading is interpreted as an effort to understand, use, reflect, and involve themselves in various types of texts to achieve a goal that is to develop one's knowledge and potential and to participate in society (Liu 2016). Based on this definition, reading is interpreted as an activity of building meaning, using information from reading directly in life, and linking information from text to the experience of the reader. Reading in this sense requires the ability to analyze and synthesize information so that the resulting understanding has a complex meaning structure.

The learning of reading literacy can be interpreted as a series of activities carried out by students to achieve reading comprehension skills [14]. Learning literacy, reading is not solely so that students can read but a process that involves the whole activity of metal and ability to think is most students understand, criticize, and that reproduces a discourse written [15]. In reading literacy learning, students are expected to be able to understand the contents of the reading. To achieve that goal, of course, is most students do not just simply read the material and then answer questions about the content of reading. student should undertake a series of activities to support the achievement of learning objectives [16][17].

The results of the study showed that reading comprehension skills were different in terms of reading literacy levels. This gives a meaning that the higher a person's literacy in reading is predicted to improve reading comprehension skills [2] [18]. As a skill, reading requires exercises like any other skill [19] (Yildiz, 2017). Besides the previous research, revealed that reading continuously or repeatedly can increase understanding for the reader [20]. The more often / often / often students in reading both books, magazines/tabloids and other sources of information, the tendency to read their understanding will be better [21] [16] [22].

4. Conclusion and Recommendation

Based on the results of the data and discussion, it can be concluded that the level of reading comprehension is different when viewed from the reading literacy level of students. Students who are literacy level read it high, the reading skill level also tends to be high. This study has implications that achieving a comprehensive understanding in reading requires repeated practice. Readers who often read from various information will be facilitated to absorb and understand the contents of the reading.

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An Application of Arabic Language Teaching for Senior High School: Communicative Approach

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Abstract: The Arabic language teaching at senior high school both public or private based on Islam as commonly called Madrasah Aliyah or Islamic School is always dealing with classic problems. The problems are the teaching period is limited, motivation and interest in learning Arabic, a background of student education, a variety of teacher’s competence and experience in teaching, creating of language environment are difficult and textbook materials. This research that authors focused on textbook materials to obtain formulas or alternatives to foster student’s interest in learning Arabic and their speaking skills. However, in practice, it still involves three other language skills indirectly, because the basic purpose of language learning is students can communicate. This research used to research and development (R&D) Borg and Gall method level 4 that research and test to create products that do not yet exist. The result is authors have designed an Arabic language teaching material product in the form is a textbook material based on a communicative approach that is focused on speaking skills to foster student’s interest in learning Arabic and them able to practice it in their environment.

Keywords: Arabic Language Teaching, Communicative Approach, Speaking Skills, Senior High School

1. Introduction

Foreign languages teaching in Indonesia as a second language from mother language that the general-purpose or can communicate with that language. There have been many books published on foreign language teaching, such as English, Arabic, German, Dutch, Mandarin, Japanese, etc. which offers a quick way to be a master of it. Many courses opened for foreign language teaching. This indicates an interest in learning any foreign language for specific purposes through means of textbooks or courses that are always in demand even the results are visible. Although, that the foreign languages teaching in classes such as most of which are already running, namely English and Arabic are a mandatory menu at every level of the school, in this case at senior high school.

Senior high school is divided into two kinds, both public and private. Specifically, then the two forms based on Islam which is commonly called the Madrasah Aliyah or Islamic School. The curriculum and textbooks are following the government or the Ministry of
Education and Culture. The quantity of school is predicted growing every year. Until now, according to the data, the author was got the latest data in the year 2016, 763 public and 7.080 private, a total of it 7843. This quantity is quite a lot as well as the potential to foster student’s interest in teaching foreign languages, in this case, that the Arabic language which the authors were noticed it should be an important part besides pesantren for introducing the Arabic language in society. More than that, Muslims are the majority in Indonesia, where the Arabic language is an integral part of religion Islam.

Authors have the reasons for that which the focus to the foreign language here is the Arabic language because it has many virtues compared to other languages such as English, French, German, Japanese, Mandarin, etc. Some of it, that the God of Islam has been protecting the Arabic language among other languages and for Muslims or non-Muslims in a real and clear way which proved by making it as the language of Qur’an is maintained until the end of the day. Other evidence, the Arabic language is the language of science, culture, and Islamic civilization that is realized through the works of Muslim scholars has given us the benefits we can feel today [1]. Besides, the Arabic language is not stagnant with the era but can keep up with the current development suitable for the needs and all things that have emerged in various fields such as economics, politics, social, technology, etc [2]. This is the superiority of Arabic which is not just a language but there are important values from various sides if it studied more deeply.

Therefore that Arabic language teaching must be developed for other people in addition to the native speakers. This is because there are problems that arise in practice such as at senior high school as the researchers’ focus in this paper. From the results of observations of researchers in the field and existing research sources [3] which the conclusion is not different such as the problems is teaching period is limited, motivation and interest in learning Arabic, background of student education, variety teacher’s competence and experience in teaching, creating of language environment is difficult and textbook material. Because what is happening now is the Arabic language teaching with textbooks that already have material or content such as the researchers were noticed that teaching four language skills: listening, speaking, reading, writing at the same time with the conditions of the above problems do not have much influence. Therefore, researchers tried to make a textbook with the materials based on communicative approaches as a formula or alternative to foster student’s interest in Arabic language focusing on speaking skills.

2. Speaking Skills

The meaning of speech or kalam is not only limited to kalam but there are several other terms that necessary to be known, in other words: al-Hadits, at-Tahadduts, al-Muhadatsah, and at-Ta’bir as-Syafahi. The first is kalam, according to some language experts, it means using language to express feelings, thoughts, information, and experiences to show certain intentions following the rules oral or written [4]. Besides that, it is interpreted as a unit of language unit whether it is long or short sentences are used for a specific purpose to his community [5]. It is also said as a form of language products during the communication process [6]. From these opinions, the simple meaning is to speak or express a certain purpose to anyone communicatively both oral and written under the context and the rules.

The second is al-Hadits, it is news which the contents can be short or long depends on a statement, expression or thought that all of which are the results of the speech [7]. Then the third is at- Tahadduts, according to Madkur as quoted by Salman Fayyad et al. is the purpose of kalam and the ability of at-Ta’bir as-Syafahi regarding his feelings,
social attitudes, politics, economy, and culture functionally and innovatively without speaking errors and good delivery [7]. Concluded from that, _al- Hadits_ is a product of _at-Tahadduts_, it called news, pronounced by someone who can speak with certain intentions and neatly arranged in delivering it.

Afterward the fourth is _al-Muhadatsah_ or called by _al-Hiwar_, in Latin it is called _dialogues_ taken from Greek, called _dialogos_, it means is a written title that conversed by two or more people which the form of dialogue is clear and arranged [8]. Even so, it can be said an unwritten form or conversation form because, in essence, it is a meaningful free conversation, clear direction, and context suitable with the place that is communicated between two or more people. So _al-Muhadatsah_ is a general form, can be written or unwritten form, it has clear meaning and purpose, because _al-Muhadatsah_ is more common than _kalam_, _al-hadits_, and _at-Tahadduts_ or all three of these are covered in _al-Muhadatsah_, notice the picture as below:
Fig. 1. Pyramid Speaking

But the last is not included in the part of the pyramid above, namely at-Ta’bir as-Syafahi, it shows the *kalam* of the mind expressed eloquently. This is because at-Ta’bir as-Syafahi there are steps as though: thinking carefully before expressing it by determining the important points, limiting the words according to the conditions in which he will speak, using the right vocabulary to facilitate the listener to understand and to say with the right words without a doubt. Thus, the definitions of the terms above concluded that the position of speaking skills in teaching foreign languages in this case which the focus is the Arabic Language must be emphasized more because it already involves the other three skills.

This is because as one of the four language skills in teaching a language that the speaking skills or kalam are a real simple indicator that a person can express a second language or a foreign language when a student is learning it. As it is confirmed by Rusydi Ahmad Thu'aimah that speaking skills one of the basic abilities show us the success of language learning goals [9]. More details were revealed by Mahmud Ahmad Sayyid if it is proficient in the ability to communicate about himself and socialize in his environment. Therefore, if it is concluded that the success of one's language teaching in a simple and real way can be seen from its ability to be able to communicate with others.

For this reason, a process of speaking is necessary because speaking skills are not easy. That the environment speech process is a stimulus, thinking, a form of expression, and saying or speaking. Stimulus so that the child is provoked or motivated to speak and has a picture of what he will say. This can be given by giving examples of conversations or by a question and answer directly expressed by the teacher first for example. Furthermore, involving students to think after being motivated to speak. Then the process of selecting an expression form to express what is already in his mind by determining the pronunciation, vocabulary, expressions and appropriate arrangement. At the end of this, students must speak as well as possible trying to minimize mistakes. So in this final process, the teacher must pay attention to what the students say [2].

Then to the speaking process is not just talking, without direction, it is necessary to know the kinds of aims and forms. Noticed from the objectives there are two kinds such as speaking functionally and speaking creatively. The first purpose is used to meet the needs of
daily living needs and official needs such as information leaflets, announcements, instructions, official letters, teaching, research, provisions, etc. in schools, universities or foundations. Whereas the second is more about art such as poetry, drama, stories, public speaking, etc. As for the form, there are two in Arabic language teaching where the teacher needs to pay attention to it so that classroom teaching goes well. First, speak freely, that is the teacher allows the students to freely choose the title he wants to express. Second, speaking bound, it is the teacher who limits the titles expressed by the students such as speaking about how to communicate in schools, airports, hospitals, markets, restaurants, etc. Thus, Arabic language teaching in the classroom is expected to run effectively and efficiently if the objectives and forms are clear and this is very helpful for schools that have fewer study hours such as those in senior high school if compared to pesantren.

Another important thing after that is the urgency of teaching in Arabic language teaching. As explained by Muhammad Sholahuddin Mujawir quoted from Ahmad Ibrahim Shuman that speaking skills are in the first position. Explained by Muhammad Sholeh Samak that education experts agree developing students' speaking skills is in the spotlight of the main goal of language teaching, so students learn to speak and listen before learning how to read and write because this is an effective way of preparing students to read and write. This is emphasized by Yusuf Shumaili kalam is the pillar of dialogue or conversation which is the key at the basic level of teaching for all titles and learning material without exception. Also, speaking is a form of direct and fast communication between someone and the other person and strengthening social ties and ideas between people or groups. Therefore, speaking is the main position in language activities because people talk more than they write in their daily lives.

As for the activities so that students can speak, especially in-class teaching by the teacher must be regular and not arbitrary or just from the road. Abdul 'Alim Ibrahim remembered the need to be considered by the teacher when teaching is that the teacher must be able to speak Arabic clearly, not hesitate when saying something and give a clear picture without mistakes and doubt that the students can follow what is said clearly and without defects. Then the teacher does not cut off the students' speech when speaking but waits when they finished reading and after that commented them. Besides, the teacher must use the question and answer pattern and the questions must be orderly, not carelessly asked students.

Other preparations for the teacher in teaching speaking skills are the teacher must prepare the material to be taught. Equip students with simple rules of information in speech such as expressions or idioms that are appropriate to express according to the conditions in which they are located. Doing questions and answers according to the material taught. And the teacher must be able to attract students to be invited to think what he is listening to until he can speak because it is the beginning he thinks then speaks. And the last is the teacher can discuss with the students about the material being taught then assess the process during a teaching in the class. So the role of the teacher is very vital in the teaching process of speaking skills because it determines the success of students to spend courage in themselves so they can speak according to the material prepared by the teacher.

More than that, the teacher must know the level of teaching speaking skills so that the material will be given according to the portion and become a basic reference in writing and compiling teaching textbook material, this is because the background of children is different especially in senior high school. The levels are initial level, mid-level, and high level. At the initial level, it is still at the stage of repeating words or sentences whose process revolves around questions and answers between teacher and student. Furthermore, the mid-level increases from the initial level, which is to invite children to practice speaking directly by
playing roles. Finally, the high level is where the students must have sufficient language and learning experience to speak, for example, discussion, storytelling, debate, description or speaking with a predetermined title [9]. In this way, the teaching material provided can have a real influence on the students because it fits the content and the portion is right.

However, it is not enough what has been described above to prove that students can speak according to their capacity, there is a need for instruments of training so that the teaching aims set at the beginning have not deviated. There are many forms of speaking skills teaching exercises as mentioned by Muhammad Ali al-Khuli. For example, the practice of answering written questions orally, repeating words or sentences, changing sentences, description of images, conversations, answering questions based on pictures, free expression, expressing time, etc. all of which are answered verbally [11]. But even so, the teacher can order students to answer in writing after they answered verbally. Thus, these forms of training help the teacher in the process of attracting students to express their abilities to speak and the teacher can measure the ability to the extent of the success achieved by each individual.

In addition to these forms, the criteria for the form of good practice are more binding on the stated goals of the material being taught. In summary, these criteria are validity, reliability, difference, representation, period, a form of instruction, assessment, and form of the question [11]. From these eight criteria, it can be ascertained the objectives and indicators by the teacher and students and they should understand the material so that they have learned well to improve their speaking skills.

Apart from above, other aspects that need to be considered in predicting the form of problems or difficulties from the side of students, teachers and the material in Arabic language teaching. This prediction helps to find out the location of the problems at the beginning and the mistakes that will be faced so that they do not occur continuously. First, from the student's side, that is the most basic is a shame because it is certain that this prevents students from speaking. Then they are still weak to think because of the limited wealth of language possessed and the language experience that both of this help very much in expression. Then the lack of motivation given through the family and fear of being wrong when speaking [4].

The next problem, from the teacher's side, is that the teacher has not been able to speak and use language clearly or fluently. Teachers pay less attention to the form of training given to students. The teacher's attention to the time to practice speaking is still lacking. The way to teach in the classroom is not following the students so the teacher is required to be more creative in teaching. And the most important thing is that the teacher motivates, in the beginning, to convince them to be confident when speaking. Then finally from the material side the selection of titles is not right for the development of students and less attention to the tendency of direction and difficulty of students, not identifying topics that will be taught accurately, not using or still not maximal in using visual aids such as images for stimulating students to talk, then speaking material is still considered a separate subject from other language skills and does not use appropriate evaluation forms.

3. Communicative Approach

In language learning, it is always associated with the terms approach, method, and technique. These three terms were born by Edward M. Anthony in his book Approach, Method, and Technique (1963). The approach is a set of assumptions related to the nature of language, learning, and teaching. The method is a comprehensive plan for presenting
systematic language based on a particular approach. While the technique is special activities that are manifested in the class that are consistent with the method and in line with the approach [12]. From the above understanding, it can be seen that they are related to each other in language learning. Therefore, language instructors must understand these three things which are then able to implement them in language teaching.

Furthermore, from the three terms above the researchers focused on the communicative approach. According to Thu’aimah, the intention is contact between two people through various processes by involving thoughts and movements to convey thoughts, aims or expressions to each other [13]. This definition is the same as kalam as explained above. Even so, said by Muhammad Rusydi Khathir et al. not much different from the statement of Thu'aimah, only the difference between communication is carried out not only two people but can communicate in the social environment and be able to take extensive lessons and info from the communication that they do that [14].

More details said by Furqonul Azizez the communicative approach is learning that it focuses on approaches that not only teach mastery of foreign languages but also teach social skills, such as what to speak, how to speak, when to speak and where to speak to meet daily needs as greater purpose [15]. From the definitions before is in accordance which was said first by Ahmad Abduh ‘Uud because humans learn a language to socialize in the community whose focus of teaching practice is to speak according to their life situation and he states that the communicative approach is the most important approach of other approaches in teaching any language [16]. From these definitions, it can be concluded that the communicative approach in teaching foreign languages that are being able to directly communicate with other people at certain levels of support or society, because this is the basic aim of learning any language.

Now in the communication process, there are components in the communicative approach. The first component is a message as the content or intention to be conveyed by the speaker in the form of good and proper language expression. The second is the sender, the source of the message and the first part of the communication process by influencing others in which the source of the message comes from one person but also a group. Then the third is the tools of carrying the source of this message can be directly through ordinary voice, or it can be recorded and broadcast. And the last is recipient, namely the place where the message was received from the sender, could be one person or group [13]. From these four components, it can be used as a basis in making teaching materials or materials according to their respective roles which are formed such as al-Muhadatsah or question and answer on certain topics.

In addition, to strengthen the material that will be designed in language teaching based on a communicative approach there are several characteristics that need to be considered according to Ahmad Fuad Effendy, as follows: 1) the purpose of teaching is to develop the competence of students to communicate with the target language such as real-life situations. 2) The basic concept is the meaningfulness of each form of language learned. 3) In the teaching-learning process, students act as active communicators while the teacher acts as a facilitator. 4) activities in the class are manifested tangibly and dominantly with activities, communicative, not drill manipulative and meaningless imitation. 5) The material presented is more emphasized on authentic materials, such as newspaper news, menus, forms and the like. 6) The use of mother tongue in class is not prohibited but minimized. 7) In a communicative approach, students’ mistakes in speaking are tolerated to encourage the
courage of students to communicate. 8) Evaluation is emphasized in the ability to use language in real life, not the mastery of language structure or grammar.

Then after knowing the characteristics to understand the role of the teacher, students, and the material itself. The teacher has an important role in language teaching in this approach, he must know the needs of students to be able to communicate in the destination language or second then analyze it following the communicative situation and then implement it in the form of practice in the classroom. While students are places where communication processes occur in the language teaching process of the material chosen by the teacher that has been prepared carefully and students must follow the conversation in the classroom directly with the practice. While the position of the material must be limited, such as not overestimating the vocabulary, but only as a complement to help understand dialogue in the communication process. Also, as said earlier the material must be authentic, practice alternately to speak so that courage increases or is not ashamed [17]. So in the textbook, the authors compose the contents and practices is always involve students to be able to speak and have good communication.

The next preparation step is how to apply the communicative approach to the syllabus. The syllabus itself is an outline of the teaching program which consists of four components such as aims, materials, methods, and evaluations. In connection with the communication approach Effendy said that the syllabus that corresponds to it is the semantic syllabus which is the main purpose of targeting language acquisition. Each of the units in the textbook illustrates certain contexts according to real life [18]. Through this syllabus, it helps anyone who composes teaching materials to stay focused on the main aim of growing students’ speaking skills.

Therefore, the book that the authors compose to in the aspects of material selection based on a communicative approach as mentioned by Thu’aimah as follows: 1) That good material is material that changes student language competence to communicative competence with their different backgrounds. 2) Composing material must be based on an analysis of language needs according to students. 3) The material allows students to practice it and their practice can produce results according to the indicators set. 4) Material must provide a strong stimulus or motivation for students to learn languages by explaining the purpose of learning the material so that the child is motivated and the visualization of the book is interesting [13].

Another important point regarding the communicative approach is that this approach has advantages and disadvantages. This advantage is one of the reasons why the authors compile textbooks based on this approach that the interest of students motivated in learning and liked because they directly communicate with a foreign language or target. Students are fluent in communicating, in the sense of mastering at least public conversations that they are often involved in. Then the classroom atmosphere comes alive with communication activities between students with various interaction models so that it is not boring. As for the disadvantages, it requires teachers who master target language skills adequately, their reading and writing skills are slightly reduced, and direct jumps to communicative activities can make it difficult for students at the initial level.

4. Conclusion

From the explanation above, concluded that the Arabic language teaching needs to be
continuously developed with various approaches, methods, and techniques to other than native speakers because their needs are different. In this case, researchers applied a communicative approach to senior high school students focusing on fostering their interest in learning Arabic by taking only one skill, namely speaking skills. This is because speaking skills are closely related to the communicative approach. In addition, in truth teaching, is not only about speaking skills that are emphasized but other skills remain only a little more. Its form is the material of textbooks that can be implemented directly to students. As one of its contents shows before this conclusion.

The researchers have chosen students of senior high school students as the object of research is an effort that needs and continues to be developed for the problems that occur in teaching Arabic at this level. Hopefully, this textbook can be a formula or alternative to teaching Arabic in senior high school despite the various problems that exist as mentioned above. And also after graduating from school at least they get more learning experience with Arabic and are even motivated to learn and practice more intensively.

Below is one example of a textbook contents unit that the authors have composed it.
الدروس الأولى: المحادثة

المادة الرابعة

استمع وتحدث:

في المطعم (1)

النادر: مرحباً، تفضل، هذه قائمة الطعام لأربعة أشخاص.

الزوج: شكراً لك، هل هذا مطعم جديد؟

النادر: نعم، هذا مطعم جديد. لديها أطباق جديدة.

الزوج: حسنًا، أين قائمة الطعام؟

النادر: تفضل، هذه قائمة الطعام. لدينا مقبلات، وأطباق رئيسية، وعصائر.

ماذا تطلب؟

الزوج: أ istediğ بعض المقبلات، وعصائر البرتقالي لسحبت، وأريد سلطة خضراء، وماذا تطلبين آنت؟

الزوجة: مرتين دجاج، وعصائر الجزر. وآنتم باحاله، ماذا تطلب؟

حاله: أنا أريد الحمص والحلوب، وأتاب باشا، هل لديك مقبلات؟

سارة: لا، لا أريد مقبلات. شكراً.

النادر: حسنًا، هل تفضلون شيئًا آخر؟

الزوج: نتناول المقبلات أولاً، ثم نطلب.
المُفَّضَّاتُ الحِيْدِيَة
استمتعْ كَمْ فِي المُفَّضَّاتِ ثَلَاثٌ مَّرَّةٌ بَعْدَ قُوْلِ الْمُدَّرِّبِ.

المَلْعَابُ وَالشَّرَابُ
العبارات الحديثة مع البيئات الأخرى من المحاقفة في الحمالة

إفتح ثم قل المفردات ثلاث مرات تبعاً قال المدرس!

مرحباً 
مرحباً يا أخي الغني.

مثلي والجأ 
مثلي والجأ بالقيام.

شكرًا لك 
شكرًا لك على الانتباه.

أطيبنا 
أطيبنا للمقبلات والأطباق الرائعة في هذا النطق.

حسناً 
حسناً لأنني أستمع إلى النطق.

ماذا تتطلبه؟ 
ماذا تتطلبه؟ أنظر إلى قائمة الطعام.

أريد أن أطلب الخليل المتقلج لسماحتك.
إِسْمِيَّةٍ وَرَيْحَةٌ

في المظفَّم (2)

القُدُّ: صِحَّةٌ وَجَفَايِّثٌ إِلَى شَاهِدِ اللَّهِ. اذْهَ، مَاذا تَتَّسْمَّى مِنّكَ الأَطْبَاقَ الرَّئِيسَة؟

الرَّجُلُ: مَا ذَا لَتَتَّسْمَّى؟

القُدُّ: لَدَيْنَا كَيْسَاةٌ خَيْرٌ، وَكَيْسَةٌ ذِّاجٌ، وَكَيْسَةٌ مُّفَضَّلٌ، وَكَيْسَةٌ مُّضْنُوَّةٌ، وَكَيْسَةٌ مُّشفَّىٰ.

مُنتَسِجَةٌ.

الرَّجُلُ: هل تُرْفِقين نَفْسَ السُّمَكِ بِنَا قَاطِنَة؟

الزوجة: لا، لا أُحْبِب السُّمَك. أَرْيَدِ أَنْ أَعْرَف أَنْ أَحْبَبَ السُّمَكَ.

الرَّجُلُ: أَنَا أَعْرَف أَنْ أَحْبَبَ السُّمَكَ.

الزوجة: أَرَيَدَ الْمُتْلَكَلِّ مِنَ السُّمَكَاتِ المُنتَسِجَةِ وَرَزُّهُ، مِنْ فَضْلِكَ، أَرَيَدَ عَصِيرَةً قِرْنُوِيَّةً أَيْضاً.

القُدُّ: قِرْنُوِيَّةً أَيْضاً، مَاذا تَتَّسْمَّى؟

الرَّجُلُ: أَنَا رَفِيقٌ جَدًا، أَرَيَدُ كَيْسَةً خَيْرٌ، وَكَيْسَةٍ مُّفَضَّلٌ، وَكَيْسَةٍ مُّضْنُوَّةٌ.

خالِد: أَرَيَدُ كَيْسَةٍ ذِجْاج، وَكَيْسَةٍ مُضْنُوَّةٍ، سَارَةً، أَرَيَدُ كَيْسَةٍ ذِجْاجٍ، وَكَيْسَةَ مُضْنُوَّةٍ، وَكَيْسَةٍ مُّفَضَّلٌ.

القُدُّ: سَارَةً.

الرَّجُلُ: أَرَيَدُ حَمْساً، وَقُرْنُوِيَّةً، مَاذا تَتَّسْمَّىٰ?

الزوجة: أَرَيَدُ قِرْنُوِيَّةً، وَقِرْنُوِيَّةً، وَقِرْنُوِيَّةً، وَقِرْنُوِيَّةً، وَقِرْنُوِيَّةً، وَقِرْنُوِيَّةً.

الزوجة: أَرَيَدُ حَمْساً، وَقِرْنُوِيَّةً، وَقِرْنُوِيَّةً، وَقِرْنُوِيَّةً، وَقِرْنُوِيَّةً، وَقِرْنُوِيَّةً.

الزوجة: أَرَيَدُ حَمْساً، وَقِرْنُوِيَّةً، وَقِرْنُوِيَّةً، وَقِرْنُوِيَّةً، وَقِرْنُوِيَّةً، وَقِرْنُوِيَّةً.
الوحة الطالبة

المطاعم المفتوحة الجديدة

استمتع بمأكولات تلهمك ماراثونين بحضور المدارس.

- سمك مفروم
- كباب كباب
- كباب خفيف
- شوربة
- سمنة مفروم

- عصير فراولة
- شاي فاتورة
- عصير أناناس
العبارات الجديدة مع البقالة الأخير من المحاكمة في الجملة.

إِنَّكُمْ لَمْ تَنْعَمَ عَلَى الْكِبَارِ مَرَّاتٍ بَعْدُ قَوْلِ الْمَدْرَسِ.

صيحة وناشئة إلى شاء الله

لَتَبْحَثْ

ماذا لتبحث من الأطعمة والشراب لضيوفنا؟

أريد القليل من...
أريد القليل من السكر.

أما جائع...
أما جائع جدا بعد العمل.

حكم الحساب؟
حكم الحساب لهذه الأطعمة والفاكهة؟
الدرس النادي: التراكيب

استمع ثم قل التراكيب الآتية بعد إلقاء المدرس:

| مطعم جديداً؟ | لا، هذا طازجة طعام لأربعة أشخاص.
| --- | --- |
| تزود سكينًا. | تزود سكينًا.
| تزود أربعة مقبلات. | تزود أربعة مقبلات.
| شربة دجاج. | شربة دجاج.
| لا، لا أريد سلطنة خضراء. | لا، لا أريد سلطنة خضراء.
| لا، لا أريد حمصاً، بل سكلاً مفلي. | لا، لا أريد حمصاً، بل سكلاً مفلي.
| تزود، تزود سكلاً وخبزًا. | تزود، تزود سكلاً وخبزًا.

أين قائمة الطعام؟ أريد

تفضل، هذه قائمة الطعام.

ماذا تطلب أليك؟ أريد

لغز النفقات.

سلطنة خضراء. من فضلك,

أريدنا سكلاً وخبزًا وبيرة.

أكل ثلاث وجبات.

وجبة تأكل في اليوم؟

وجبة تأكلين في اليوم؟

حجم: 7
إِبْنُ الْقَرَامَةِ بِالْبَيْعَةِ الكُلَّيَّةِ المُنِيَّةِ مَمَّا يَتِيعُهُمُ الشَّيْخُ شَفَهِيًا فَمَثَّرَهُمُ.  
١. هَلَّ ................ مُقَبِّلَاتٌ بِيُّ خَالِدٌ (ثُمِّدُ، ثُمِّدُ) 
٢. هُذَا مُطَّعِمُ ..................... (ثُمِّدُ، جَدِيدُ) 
٣. هَلَّ تَظْلَمُونَ بَيْنا أَخْرَى تَعْمُّوهُمُ ...... غَيْرُ المُقَبِّلَاتِ (ثُمِّدُ، أَرْبِدُ) 
٤. ............. وَجَبَّةُ نَأْكُلُ في الْيَوْمِ (صَحَمُ، مِلْعُ) 
٥. أَرْبِدُ مَسْتَرْبِيَّةً، وَسَمْؤُ، وَسَلْطَةَ ........ (مِنْ فَضْلِكَ، فَضْلُ) 
٦. ............. قَالَتِهِ الْمُلُقَّمَةُ (هل، أَيْنِ) 
٧. هَلْ تَرَِّيذُنَّ عَصِيرَ الْبَيْلَحِيَّ؟ ........ لاَ أَجْبُ عَصِيرًا الْطَّفَلَّاءِ (لا، تَعْمُّ) 
٨. يَا سَأَرًا، صَحَّةٌ وَجَبَّةٌ ...... فِي الْيَوْمِ (أَأْكُلُ، نَأْكُلُهُ)
الدرس الثامن: التأمل

أ. كون مجال مفهوم الكتاب الثقيل مع زميلك، كما في المثال:

المثال: المطعّر الحزين والحيوان، اللؤلؤ.

كَلْ في الفطر والحين، وأطراب التنازل.

ب. إسأل زميلك:

١. ماذا تأكل في الفطر هو وماذا تشرب؟

٢. ماذا تأكل في الغذاء وماذا تشرب؟

٣. ماذا تأكل في الغداء وماذا تشرب؟

٤. صمت وحيدّة تأكل في اليوم؟

ج. كِّنّي مجالًا مع زميلك كما في المثال:

المثال: السمنة المفخّشة السمنة المشوي.

هل تحمي السمنة المفخّشة؟ لا أُنا أحبّ السمنة المشوي.

١. عصير التفاح/عصصير الأناناس

٢. كسمكة اللحم/كسمكة الدجاج

٣. المرقة/السَّلْطَة

٤. الخبز/الفُهوّه
د. عائلة: ماذا تأتي مستعدينا بالكلمات المتحولة الآتية؟
هذه... للأربعة أشخاص. كنها... أين... الطعام. ماذا... يا حالي؟
أنا أفضل، أريد... من فضلك. وماذا... يا صاحب. أنا أفضل، أريد... من فضلك.
الدرس الرابع: القراءة

أقرأ الفقرة: قراءة جذوعية

أجُمع مع الأمسرة في القطوع وهو جاذع جدا. الزوجة تحب المشويات. هي تأكل مشويات وتشرب عصير فراولة. والابن حاليًا لا يحب المشويات. هو يقفز حول مربعة خضراء وتغمس الحفرة، والابنة سارة جاءة جدًا أيضًا هي تأكل السمنك المقلل مع الأرز، وتفرك عصير البرتقال. أما الوالد أحمد يتناول المشويات فقط.

أجيب عن الأسئلة التالية:

1. الأسرة في .........
   ج- التقليد
   ب- التقليد

2. الزوجة تحب .........
   ج- الأرز
   ب- عصير البرتقال

3. الابن .........
   ج- لا يحب المشويات
   ب- يتناول المشويات

4. السمنك المقلل .........
   ج- السمنك المقلل
   ب- السطوة

5. الابنة تأكل .........
   ج- الأرز
   ب- السكريات

6. الوالد يتناول .........
   ج- المشويات
   ب- السكريات
References


The value of religious character education in children's stories is We are Superstars by Nadia Shafiana

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Abstract. This study aims to reveal the values of religious education contained in the children's story We are Superstars by Nadia Shafiana. This type of research is qualitative research with a descriptive approach. The data of this study is the exposure of the narrator/figure, the words of the character and the actions of the characters in the child's story. The data collection techniques are (1) Reading and understanding children's stories, (2) Recording the words and sentences of the narrator's exposure and/or the characters' stories and actions that can be formulated as children's characters, (3) Inventorying data according to the object of research, based on the format data inventory. The data analysis techniques are (1) data reduction, (2) data presentation, (3) classifying data, (4) interpreting data, and (5) drawing conclusions. The results of his research are 42 religious characters found in the stories of the children studied. the value of religious character education with indicators of believing in God amounts to 16 data (38.1%), the value of religious education with indicators of carrying out orders and avoiding God's prohibitions is 11 data (26.2%), the value of religious education with a trust indicator is 5 data (12%) and the value of religious education with thankful and sincere indicators is 10 data (23.9%).

Keywords: character education, religious, children's stories

1. Introduction

Education is a media to educate the life of the nation and to build a national order with the values of intelligence, sensitivity, honesty and concern for the life of the nation and state. Education is a strong milestone for alleviating poverty, advancing knowledge, resolving the issue of ignorance, and resolving all the problems of the nation that have been happening. The role of education is clearly significant and central because education provides the opening and expansion of knowledge so that this nation is truly literate towards the life of the nation and state. Education is presented to usher in this nation into a civilized and cultured nation. Education is a process that is wider than the process that takes place in the school. Education is an essential social activity that enables complex societies (Al Arifin, 2012).

In modern society, the function of education undergoes a process of specialization and institutionalization with formal education, but is still related to the process of informal education outside of school. In law number 20 of 2003 concerning the national education system article 3 states that: National education functions to develop capabilities and assist the dignity of the nation's dignity in order to educate the nation's life, aiming at the development
of students' potential to be faithful and devoted to God the Almighty Esa, noble, healthy, knowledgeable, capable, creative, independent, and a democratic and responsible citizen.

Research on character education through literary work has been carried out, among others, (Waryanti, 2015), (Hapsari, 2017), (Hermansyah, 2017), and (Wulandari, 2015) the results of his research concluded that literary works can be a good medium for planting characters. Because through literary works children not only get pleasure but also get teladana from the characters in the story.

Zainun (2015:36) said that character education is a system of planting values (characters) to school people which includes knowledge, awareness or willingness, and actions to implement values, both towards God Almighty (YME), self, fellow environment, and nationality so that we become our human beings. Building student character education is a learning value to face future educational challenges. Character education built by a nation is closely related to the strength of the nation itself. National character education carried out at the school level will give birth to a good society, and have relations and behavioral norms that inspire shared life, in the form of trust among fellow citizens, this will lead to a relationship of mutual trust in all aspects of life.

Prayitno and Afriva Khaidir (2011:130-139) formulate five focus values of character education that come from the development of components or elements of human dignity and values (HMM) and values of Pancasila. The values of character education are (1) faith and devotion to God Almighty, (2) honesty, (3) intelligence, (4) resilience, (5) caring. Then Prayitno and Afriva Khaidir specifies those values in the form of a more specific concept and more concrete in the appearance of behavior.

The details referred to in the five characters above are, (1) faithful and devoted, among others: religion, namely believing in God Almighty, carrying out orders and avoiding the prohibition of God in accordance with the religion adhered to, trustworthy, grateful and sincere, (2) being honest: say what is, do the truth, defend the truth, be responsible, fulfill responsibility and rights, be generous and hold promises, (3) be smart, among others: active or dynamic, directed or logical thinking, analysis and objective, able to solve problems or find solutions, be creative or create new things, think forward, be consistent, think positively and openly, (4) tough, among others: thorough, patient or self-controlled, disciplined, resilient or not desperate, hard working, skilled, productive, oriented added value, dare to sacrifice, hold the test, dare to take risks and maintain k3 (completeness, health and safety), (5) care, among others: comply with regulations or applicable laws, manners, loyal by obeying orders in accordance with duties and obligations, democracy, kinship, mutual cooperation, tolerance, deliberation, orderly, peaceful or anti-violence, Forgiving and maintaining confidentiality.

The purpose of this descriptive study is to make a systematic, factual and accurate decryption, description or painting of the facts, the characteristics and the relationships between the phenomena investigated. Descriptive analysis method is a method that is carried out by describing the facts which are then followed by analysis. This method does not merely describe but also provides understanding and explanation (Hudayat: 2007).

2. Method

This type of research is a qualitative research and uses descriptive analysis methods. Descriptive method is a method in examining the status of a group of people, an object, a set of conditions, a system of thought or a class of events in the period of the sacred. Moleong (2010) qualitative research is research that intends to understand the phenomenon of what is experienced by the subject of research such as behavior, perceptions, motivations, actions,
Moleong (2010) explains that qualitative research is research that produces descriptive data in the form of written or oral words from people and observable behavior. Moleong also argues that qualitative research is the collection of data in a natural setting by using natural methods and carried out by people or researchers who are naturally attracted. According to Jane Richie (in Moleong, 2009: 6) qualitative research is an attempt to present the social world, and its perspective in the world in terms of concepts, behaviors, perceptions, and problems about the human being studied.

This descriptive method is used to see and describe the construction of children's character in the children's story that became this study. Produce data in the form of words not in the form of numbers. So this study describes the forms of children's character education values, which are contained in the children's story We are Superstars by Nadia Shafiana.

The data of this study is the exposure of the narrator / figure, the words of the character and the actions of the characters in the child's story. The data collection techniques are (1) Reading and understanding children's stories, (2) Recording the words and sentences of the narrator's exposure and / or the characters' stories and actions that can be formulated as children's characters, (3) Inventorying data according to the object of research, based on the format data inventory. The data analysis techniques are (1) data reduction, (2) data presentation, (3) classifying data, (4) interpreting data, and (5) drawing conclusions.

3. Result and discussion

3.1 Results

The results of this study are the acquisition of the value of religious education in the children's story We are Superstars. Then there are some religious characters here representing indicators such as indicators of believing in God, carrying out orders and avoiding the prohibitions of God, trustworthy, grateful and sincere. The results of this study will be described as follows.

<table>
<thead>
<tr>
<th>Number</th>
<th>Character</th>
<th>Amount of data</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Religious Character education value</td>
<td>42</td>
<td>100%</td>
</tr>
<tr>
<td>a.</td>
<td>Trust in the Lord Almighty</td>
<td>16</td>
<td>38.1%</td>
</tr>
<tr>
<td>b.</td>
<td>Execute commands and avoid a ban God</td>
<td>11</td>
<td>26.2%</td>
</tr>
<tr>
<td>c.</td>
<td>Amanah</td>
<td>5</td>
<td>12%</td>
</tr>
<tr>
<td>d.</td>
<td>Grateful and Ikhlas</td>
<td>10</td>
<td>23.9%</td>
</tr>
</tbody>
</table>

3.2 Discussion

Religious Character Education in children's stories We are Superstars:

a. Religious character with indicators of trust in God.
"Before we start the program tonight, let's pray, hopefully everything will go smoothly. Praying starts, "Tama led our prayers with a large team. "Praying is complete."

One indicator of the value of education in religious characters is believing in God. We as humans or creatures of God are indeed obliged to believe and believe in the existence of God. And education about faith and trust in the existence of God is very well introduced to children from an early age. The concept of the character of believing in God is in the following quote. From the quote from the figure above, it can be seen that the characters in this children's story have believed and believed in the existence of God. We can see this from their daily activities which always do something by beginning with prayer. Like the figure of Tama above leading a prayer when going to start music practice with the hope that his latiah will be smooth and not obstruction.

b. Indicators carry out orders and stay away from prohibitions

Arriving at home, I immediately took a shower and prayed Maghrib, only after that I went to the dining table to fill my stomach that I had been hungry ...

We as religious people have an obligation to carry out religious orders. The religious orders such as carrying out worship, doing good, helping each other, preventing repercussions and inviting good. The concept of carrying out orders and avoiding prohibitions is contained in the quotation as follows: The above quotation explains that the figure of Ana "I immediately took a shower and prayed Maghrib" when I returned home she immediately took a shower and did Maghrib prayer. He prays because Ana's figure is aware and believes that prayer is an obligation that must be carried out. The figure Ana prioritizes carrying out God's commands rather than eating first even though she is already hungry.

c. Indicator of Trust

"You see how serious you are to turn on the school band. Starting today, you officially hold an extracurricular band, "said Pak Budi.

In addition to God ordering us to always carry out orders and stay away from prohibitions, we are also instructed to keep the mandate as well as possible. The above quote explains that the official headmaster of the school held an extracurricular school band because he saw the sincerity of Ana and friends in practicing music. Then Ana and friends were happy and serious in training. In this case Ana and friends because of their persistence in practicing music, the headmaster gave the mandate of holding extracurricular music.

d. Thankful and Sincere Indicators

"The favorite band is ..." Everyone wants to win, I know that. But at least, give Takana a chance to increase our enthusiasm. I really hope, even exceed the expectations of other participants. Much bigger than them. "It is ..." The MC repeated again. After a long sigh, his eyes glanced at the audience who seemed to hope. "The favorite band is ... Bluiishiash Band!" They cheered and our faces were sad even though we were roomy to accept as an experience.

The above quotation explains that the characters Ana and friends sincerely and broadly accept the announcement of the jury whose results turned out to be the winners not them. Although they really hope that they will be the champion. One of God's commands is that we must always be grateful for everything we get, even though sometimes our hearts feel less able to accept it. One of the ways we are grateful is by saying the word hamdalah or
Alhamdulillahi rabbil’alamin which means all praise is to Allah who controls nature. Grateful can also be done by doing good and avoiding evil.

This study complements previous research conducted by [11] with the topic Development of socialization skills and character education training is an important part of children's academic success. Character education efforts may be effectively applied and rigorously on a scientific basis. Schools must focus on the characters that support the regular curriculum.

In addition to completing research findings, [12] also conducts research on character education that explains the story of ancient Balinese tradition; stories can be used as a medium to start character education early on. Storytelling can build a warm relationship between parents and early childhood, therefore character education can be transferred easily. The Baka Pedanda story contains religious character values; this will cause problems. Because they have killed, all the fish found in the lake then the baka will receive a death sentence by the crab. The character of education can be through the story of Pedanda Baka sent at home by parents to children from an early age and at school by teachers for students. Character education can be given not only at home but also at school because during school age in the world of children. Through the Banda Story Baka, character education for children from an early age can easily be done, because in the story there will be found a figure who can be a role model for children from an early age in action.

4. Conclusion

From the results of the above research it can be concluded that in the children's story We are Superstars by Nadia Shafiana found the value of religious character education with indicators of trust in God totaling 16 data (38.1%), the value of religious education with indicators of carrying out orders and avoiding God's prohibitions totaling 11 data (26.2%), the value of religious education with trust indicators is 5 data (12%) and the value of religious education with indicators of thankful and sincere amounts to 10 data (23.9%).

Based on the analysis and conclusions that the author has done, the author gives advice to readers and enthusiasts of literature to conduct a more in-depth study of literary works, especially about the value of religious character education, the authors hope this research can contribute to further researchers and authors as well. hoping that with this research, it should be able to provide knowledge and understanding for readers regarding literary works, especially in the value of religious character education in literary works.

5. Acknowledgements

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References


The Impact of Obstacle to Civil Liberties on Declining Democracy Index in West Sumatra: Critical Discourse Comparison Study

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Abstract. The Central Statistics Agency (BPS) reported that Democracy Index of West Sumatra province has decreased significantly in 2016. This fact is quite an anomaly if it refers to the Minangkabau indigenous roots and philosophical foundations which is claimed to be compatible with universal democratic principles. The latest regional autonomy policy made the West Sumatra regional government be allowed to implement local policies which for decades was repressed by the central government. The gap in vision between the West Sumatra Provincial Government and the Central Government is widening with evidence number of cancellations proposed local regulation (Perda). Disputes between regional and central democratic discourse are recorded in the text of the mass media as research data. Afterward, this study aimed to conduct a comparative and critical discourse analysis by comparing between the central and regional discourse regarding the implementation of democratic activities. The ‘civil liberties’ aspect was decided as the focus of the problem and became a benchmark for democratic practices in this discussion. The result of data analysis indicates that the configuration of local and central government discourse regarding the enforcement and protection of civil liberties differs in application, ideas and goals. Thus, this antagonism widens the gap between democratic practices and ideals between regional and central governments.

Keywords: discourse analysis, democracy index, civil liberties

1. Introduction

Based on reports¹ compiled by the Central Statistics Agency (BPS) for the 2016 calculation year, the Indonesian Democracy Index (IDI) nationally decreased by 2.74 compared to the estimation in the previous year. However, if calculated as a whole, the condition of democracy in Indonesia has a tendency to “increase” since it was first calculated in 2009. In this 2016 calculation year, bad grades were received by West Sumatra province as the lowest rank, and the only province with a democratic assessment categorized as “poor” among the other provinces. As a province with a majority population known for its egalitarian and moderate ideology, this phenomenon is a bit of an anomaly and quite problematic, especially for local governments in West Sumatra.

Somewhat odd if it refers to West Sumatra’s history and development, Minangkabau people have traditional philosophical roots and can be categorized as compatible with democratic terms. Some scholars have researched it and indicated agreement with the above opinion. Abdullah² in his paper stated that conflict in finding a solution or decision in Minangkabau is a common even “institutionalized in Adat (tradition).” This is in line with the recommendations of the Pancasila (five pillars) in the fourth precept which demands a debate as a method of
finding decisions together. Therefore, the equality of the roots of this thought and method should make the democratic process in Minangkabau become ‘smoother’[3].

However, since the 1958 incident, the legitimacy and influence of Adat (tradition) in the midst of Minangkabau society as a grip of life began to fade. Tsuyoshi[4] argues that “the combination of internal and external factors, especially interventions from the colonial and post-colonial governments, has increasingly eliminated the position of Adat and Nagari autonomy.” This is in line with the results of studies presented by several anthropologists such as Maretin[5] and Swift[6].

After the collapse of the New Order and the development of the Reformation, Adat and local-patterned wisdom in West Sumatra revived. The central government began to issue a policy that encouraged the independence of local governments in managing and developing their own districts. The West Sumatra provincial government can finally re-organize to the government system and its policies in line with local customs. One policy that was applied in West Sumatra was to replace the village term into a nagari[7].

Equitable distribution of power that was previously dominated by the central government to regional governments turned out to create a dilemma. Especially since the launching of West Sumatra Regional Regulation 2003 or largely known as “Perda Kembali ke Nagari”, the power of the local government is even greater and increasingly separated from the flow of central policies[8]. Local governments have considerable authority in running the government and enforcing local-style regulations. This situation has the potential to deviate from central government policies[9].

In connection with assessing the conditions of democracy, local governments are fully responsible for the ups and downs of the democratic index in their respective provinces. One of the indicators that can reduce the quality of democracy is the obstacle to civil liberties[10]. The ability of local governments to protect, uphold and fulfill civil rights is one of the important indicators in the good or bad implementation of democracy in a region.

Civil liberties are still very unfamiliar to Indonesian people[11]. Since the days of the kingdom, colonialism, the Old Order and the New Order, civil liberties are not an important principle that is understood, respected, even upheld by the leaders. Kings, colonizers and presidents who acted as rulers in Indonesia tend to ignore civil liberties in an effort to seize and maintain power[12]. Only after the Reformation era, Indonesia began to make laws specifically to protect, uphold and fulfill human rights, namely Law no. 39 year 1999 which was strengthened by the ratification of the International Covenant on Civil and Political Rights in Law no.12 year 2005.


Because of its important position in assessing democratic conditions of a government, civil liberties was made as the focus of this study. It means, this article seeks to show the discourse of upholding and protecting human rights related to civil liberties by the regional government as a valid indicator of democratic conditions in West Sumatra. By using the theory of critical discourse analysis, it is hoped that a portrait of democracy implementation related to civil rights can be displayed as one of the human rights guaranteed by the Indonesia government.
2. Method

The primary data source in this research was the news script of printed newspaper. The newspaper which is considered representative for this research was Singgalang. This was based on the perception of equality with the methodology of data collection conducted by BPS. Secondary data sources were academic study texts, linguistic theory books, and Constitutional documents that act as supporting data and comparison.

Data collection uses a documentation techniques followed by observing and codifying the manuscript and text. The data is then reduced by a purposive sampling method with reporting indicators related to violations of civil liberties committed by the government or the public. The data obtained are then analyzed based on the grand theory framework BREAK from Sawirman[14] and supported by other linguistic theories (compare with Adek[15]).

In brief, Sawirman’s BREAK theory attempts to compare several discourses based on the main problem in this study: civil liberties. This comparison was conducted in three levels including: (1) position of discourse, to reveal the position of discourse being compared; (2) discourse configuration, to investigate the form, content, and purpose of the discourse with a linguistic approach; and (3) type of discourse movement, to see how the movement of the two discourses in the problem discussed.

Comparative theory of discourse like this is still relatively new, but has the potential to uncover discourses that occur in a comprehensive case. If in general, linguistic theory and discourse ended after finding 'formula', then the BREAK theory goes on to reveal/dismantle the 'essence' and 'spirit' contained in a discourse. This is the starting point of the BREAK theory as a right and proper grand theory to analyze the data in this study.

3. Result and Discussion

3.1 Position of the Discourse

The position of the discourse is an analytical work of the critical discourse version of the theory of BREAK which is tasked with making a categorization of the selected discourse. The categorization of discourse is divided into two categories, namely primary discourse as the main study of the discussion and secondary discourse as a comparative study. Through this comparison, it is expected that accurate results can be found because systematic analysis is carried out horizontally.

In this case, the categorization of discourse is based on indicators of research objectives, that is to uncover (how) the practice of democracy in particular relating to freedom of assemble and associate for citizen at the praxis level. Therefore, the aspect used as data reference is the event that occurred about its implementation (freedom of assembly) in the midst of the community. Thus, based on the predetermined indicators, the primary discourse in this discussion is 'repressive actions of government officials', while the secondary (comparative) discourse is the 'law/regulation protecting citizens about the freedom of assembly'. The second position of both discourses can be described as follows.
Table 1.
Identification of Position of Discourse

<table>
<thead>
<tr>
<th>Position of the Discourses</th>
<th>Primary</th>
<th>Secondary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Based on the research focus</td>
<td>Repressive actions by government officials/apparatus</td>
<td>Laws / regulations concerning the protection of citizens' freedom of assemble and associate</td>
</tr>
</tbody>
</table>

3.2 Configuration of the Discourse

1. PRIMARY DISCOURSE

a. Form Analysis

The advantages of BREAK discourse analysis include being able to explore deeper all the structural elements of the discourse in the form of research data text[13]. To dismantle the formula, linguistic analysis was conducted on all elements related to the structure of the data text from the mass media about the “repressive actions” of the authorities over freedom of assembly for the community.

One of the most important elements of a text revealed in a proposition is predicate function, both typical and categorical. The choice of a typical predicate can determine the presence of a subject and the number of objects needed. Meanwhile, the selection of the predicate category will determine the way the subject treats objects in a sentence.

Based on the typical predicate used in this research data, passive predicate was found to be more dominant than active predicate. Passive predicate types are displayed with different sentence structures. The first structure is in the form of a passive transitive sentence by omitting the subject (doer).

1. Empat wanita mabuk *diamankan* (Id1, S:3/2/16)
   Four drunken women were *secured*
2. Main game play station 21 pelajar *diamankan* (Id1, S:4/2/16)
   Playing game in playstation, 21 students were *secured*
3. Dua sejoli *digrebek* di Bukit Lampu (Id1, S:26/3/16)
   A couple was *raided* in Bukit Lampu
4. Dua pasangan ilegal *ditangkap* (Id1, S:15/2/16))
   Two illegal couples were *captured*
5. 39 muda-mudi *terjaring* (Id1, S:27/2/16)
   39 teenagers were *trapped*

In general, the predicate function filled filled with transitive verbs indicates that the Subject-Actor’s presence is optional (may exist or not). However, in the (title) reporting of all five data, the function of the subject of enforcement as the realization of the event 'secured, raided, captured, trapped’ deletion or hidden with purpose to highlight the function of the object as target of the action.

The emphasis of the object is very visible from the choice of verbs as a predicate filler, which textually presents different meanings but with the similar purpose. For example verb 'secured’ in (1) and (2) are considered to be more familiar as formal work for the state apparatus in
handling an incident, and the verbs 'raided' (3) and 'captured' (4) contain very formal situation, and 'trapped' (5) seems to mean accidentally, even though it is conducted in a place with a formal identity (hotel). However, in the context of enforcing democracy, all data connotes exaggerating (pleonasm) the occurred events for the result the targeted object is exposed, to make the intention that the case is very urgent and important to handle.

The use of the pleoname is strengthened by the attributes presented. In data (1), the predicate 'secured' and 'captured' (4) are aimed at highlighting female target objects with quantitative attributes of four (1) and two (4) together with 'drunk' (1) and 'illegal' (4) so that the object being targeted is fully described with its characteristics and identities. Same thing with data (3) the attribute 'lovebirds' for two (couple), in data (4) the 'middle-aged' attribute as a nonrestrictive aposition for a partner, and in data (5) the word 'pervert' as an attribute of a partner. Meanwhile, in the data (2) the target object is preceded by the description 'playing game playstation' as a result of (cause) occurrence 'secured' event of these '21 students.'

It can be concluded that the use of the passive-ditransitive predicate with the omission of S Actor pattern (-S Actors), indicates there is inequality of treatment to the object. This is manifested by putting entirely faults on the object/target so it has implications for so it has implications for negligence or restriction of the right to assembly and associate for some people or groups.

The second structure is passive-ditransitive sentences by the presence of the subject as an actor (+ Actor).

6. 19 Pelajar SMK *ditertibkan* Satpol PP 7 (Id1, S:15/1/16)
   19 SMK Students were *disciplined* by Satpol PP 7
7. 35 wanita dan 8 pria (ABG) *dijaring* Satpol PP 13 (Id, S:14/3/16)
   35 women and 8 men (ABG) were *trapped* by Satpol PP 13
8. Lagi 29 pelajar *diamankan* Satpol PP (Id1, S:18/12/16)
   Again, 29 students were *secured* by Satpol PP
9. Pacaran di jam sekolah, 8 pelajar *digaruk* Pol PP (Id1, S:5/10/16)
   Dating in school hours, 8 students were *grabbed* by Pol PP

The use of passive predicates with verbs such as '(be) disciplined' (6), 'trapped' (7), 'secured' (8), and 'grabbed' (9) show that more emphasis on the object as the target party through the fronting of the transformative subject of the active structure. However, with the presence of the subject which is textually, pointed out as if the events were happening in a balanced way. This explains the presence of the swept party and sweeping party. However, in relation to the enforcement of democracy in Indicator 1 (freedom of assembly), there is an inequality between 'structural power' by Satpol PP as the authorities and 'neglecting freedom of assembly' by students and teenagers as the targeted party, although in a formal level.

The choice of words for verbs used contextually also shows inequality of treatment, although textually verbs 'disciplined' (6) and 'secured' (8) mean non-formal familiar. However, verbs such like 'trapped' (7) and 'grabbed' (8) mean displaying structural power that shows the object becomes the highpoint of the news. Object emphasis also repeats in the Subject’s presence pattern, which is equipped with quantitative and attributive adverbials, such as 19 (students) SMK in the data (6), 35 (women) and 8 (men) – (teenagers) in the data (7) and 29 (students) in the data (8).

On the contrary, in data (9), the pattern of causation repeats because of dating in school-hours resulting in an event ('grabbed') by Pol PP. All of it aims to convince the reader along with affirmation of events conducted by the authorities is a must. It aims to obey general norm
prevailing in society that what is wrong must be dealt with, even though in perspective of democracy, those mistakes do not harm any people/parties.

The next sentence structure found in this study is active-predicate with monotransitive verb type.

10. Tim gabungan amankan enam pasangan ilegal (Id1, S:2/2/16)
   The collective team secured six illegal couples

11. Satpol PP amankan 18 pelajar di warnet (Id1, S:8/12/16)
    Satpol PP secured 18 students in internet cafes

12. PP amankan puluhan pelajar (id1, S:17/10/16)
    PP secured dozens of students

13. Satpol PP tertibkan 163 pelajar (Id,S:7/10/16)
    Satpol PP disciplined 163 students

Monotransitive verbs are transitive verbs that require two arguments as core elements such as subject (actor) and object (target). Although factually, the reference of the perpetrators of the prosecution event in the data (10-13) is different, but generally the subject of the perpetrators was ‘Satpol PP’; meanwhile, the target objects are high school/vocational high school students, teenage couples, and drunk women with unmarried status (because those who are married are already in the category of violations of criminal law, not violations of democracy).

The choice of active sentence structure usually aims to highlight the perpetrators of an event. In this research data, the emphasis of the actors in the data to openly display ‘structural power’ as the party that has to swipe the ‘violation’ event by utilizing the paradigm that applies in society that the guilty must be disciplined. In the ‘must be followed up’ situation, object marginalization is occurred in the active structure. The emphasis of the perpetrators also uses the same pattern with the addition of quantitative adverbial and affirmation of object marginalization as a party that must receive repressive action.

b. Essence Analysis

The essence of discourse features functions to extract messages or meanings stored in the discursive form. Therefore, based on the results of the analysis in the discursive form, there are three conclusions that must be interpreted further in this section. This discussion concerns the structure of the news text that uses (1) passive-ditransitive structure with omission of actors; (2) passive-ditransitive structure the presence of the perpetrator, and (3) the structure of monotransitive-active sentence.

In general, there are two typical sentence structures about realization of freedom of assembly and associate for the citizen in mass media reporting, namely active and passive structures. The choice of the two structures is based on specific goals and purposes. Textually and theoretically, active verbalized sentences are sentences the S(subject) acts as the actor (agent) or respondent (experiencer). On the contrary, sentences with the predicate of passive verbs is a sentence whose subject is acting as sufferer, target, or outcome; in this case, the subject of passive sentences is transformation of the Object function in the active sentence.

The structure of active sentences aims to describe events by displaying subjects and objects transparently with the result, the subject’s role towards the object being targeted massively displayed in the external structure (surface structure). Therefore, topically, the subject is positioned at the beginning of the sentence with the function of regulating the activities to be played by predicate on objects, so the relationship between subject and object seems to be displayed in a balanced way despite the fact that the highlighting of the subject is prioritized.
Oppositely, the passive structure aims at describing events focusing on displaying surface subjects (or target objects in a *deep structure*) but not always (optional) brings up the subject function of the perpetrator in the surface structure. Therefore, topically, the subject is positioned at the beginning of the sentence as a target the subject is positioned at the beginning of the sentence as a target or sufferers due to predicate activity by order played by the subject of the perpetrator, so the relation between subject and object displayed unfairly because of the emphasis of the object as the target recipient which is the main focus while the function of the perpetrator is obscured or hidden.

Based on this concept, the use of passive-ditransitive predicates with the omission pattern of the subject-actors above, represents the authorities as a perpetrator deletion in the outer structure (surface structure) with the aim of 'fully' highlighting mistakes on the target object as a party that must be removed and eliminated. On the other hand, the structure hides or eliminates the subject-actors as the party taking action. Meanwhile, the use of passive-ditransitive predicate with the pattern of presenting the subject of the perpetrator, for the purpose of disguising or obscuring the subject-actor because the main focus of the news and action is the emphasis of the target object. However, it is rather different in data using active-monotransitive sentence patterns, highlighting the subject as the real perpetrator indicates the use of structural power has occurred for government officials who are entitled and must take action on the case.

Based on the explanation above, the handling of the case of freedom of association and assemble for citizens was performed by government officials at a practical level with a vertical pattern, which indicates an imbalance of treatment to the object by putting the mistake completely on the target object\(^{(14)}\). In fact, the target objects are students/teenagers/teens who are psychologically unstable and need guidance which ultimately have implications of neglecting or a restriction on the right of assembly for the citizen individually and/or in groups.

c. Spirit Analysis

The transparency of Subject and Object’s identity in the discourse of government repressive action shows the spirit of an unapologetic power demonstration\(^{(15)}\). This explicit exposure shows a portion of power which is not balanced between citizens and the government and later it is expected to give birth to knowledge in the form of discipline to fear in the community. Through this discourse, mass media texts suggest that subject-actors who are the state apparatus are free in performing duties on orders from their chief. Enforcement of regulations on the object-victim is normalized as a consequence of the unlimited authority of government administrators.

Next, Object fronting-process without presenting the Subject function shows the spirit of blaming entirely on citizens (victim-blaming). With emphasis on talking about the Object-patients by placing it at the beginning of the proposition, this structure will be oriented to logic of reciprocal action. In another sense, the action received by citizen is derived from their own actions. Obviously, this assumes that, the disciplined or captured citizen is a violator or negligent. With this sequences and logic, the state and its apparatus will always be in an innocent position.

On the other hand, fronting the Object with the presence of the Subject reflects the spirit of the omnipresent country. In more detail, the legal apparatus as an extension of the state will always be present in every form of violation. The state and government does not neglect any violations because of this will have an impact on citizen discipline. Although the target of these actions is the citizens. This orientation shows the long history the Indonesian state under the New Order period idolize and glorify country and all kinds of symbols.
2. SECONDARY DISCOURSE

Discourse that acts as a comparison of primary discourse is recognition and protection of the basic rights of citizens or referred to as Human Rights (hereinafter HAM). The formal object comes from Law document no. 39 year 2009 concerning Human Rights.

a. Form Analysis

In general, the linguistic form of the second discourse of recognition and protection of human rights is a *commissive illocutionary act* (hereafter CIA). Wijana[^1] defines the CIA as a speech that engage the speaker (origin of the word 'commit') with to take the action as promised. So, the emphasis on the burden and action of this speech act rests with the speaker. It means, the speaker is the center of his speech. In relation to the discourse on the recognition and protection of human rights as a secondary discourse, the government and the people of Indonesia are subject to this agreement.

Some of the locus of the CIA listed in the text of the Law on Human Rights related to primary discourse are as follows:

1. **Hak Asasi Manusia adalah seperangkat hak yang melekat pada hakikat dan keberadaan manusia sebagai mahkluk Tuhan Yang Maha Esa dan merupakan anugerah-Nya yang wajib dihormati, dijunjung tinggi dan dilindungi oleh negara, hukum, Pemerintah, dan setiap orang demi kehormatan serta perlindungan harkat dan martabat manusia (pasal 1 ayat 1).**

   Human Rights are a set of rights inherent in the nature and existence of humans as a creature of God Almighty and is a gift that must be respected, upheld and protected by the state, law, government, and everyone for the sake of honor and protection of human dignity (Article 1 paragraph 1).

2. **Negara Republik Indonesia mengakui dan menjunjung tinggi hak asasi manusia dan kebebasan dasar manusia sebagai hak yang secara kodrati melekat pada dan tidak terpisahkan dari manusia, yang harus dilindungi, dihormati, dan ditegakkan demi peningkatan martabat kemanusiaan, kesejahteraan, kebahagiaan, dan kecerdasan serta keadilan (pasal 2).**

   The Republic of Indonesia recognizes and upholds human rights and basic human freedoms as inherently natural rights and inseparable from humans, which must be protected, respected and upheld for the sake of increasing human dignity, prosperity, happiness, and intelligence and justice (article 2).

3. **Hak untuk hidup, hak untuk tidak disiksa, hak kebebasan pribadi, pikiran dan hati nurani, hak beragama, hak untuk tidak diperbudak, hak untuk diakui sebagai pribadi dan persamaan dihadapan hukum, dan hak untuk tidak dituntut atas dasar hukum yang berlaku surut adalah hak asasi manusia yang tidak dapat dikurangi dalam keadaan apapun dan oleh siapapun (pasal 4).**

   The right to life, the right not to be tortured, the right to personal freedom, mind and conscience, the right to choose religion, the right not to be enslaved, the right to be recognized as a person and equality before the law, and the right not to be prosecuted on the basis of a retroactive law is a human right that cannot be reduced under any circumstances and by anyone (article 4).

The locutionary presented by article 1 (and paragraph 1) and article 4 is categorized as a commissive locutionary of principle. This means that the speaker promises to recognize the nature of the object of speech specifically the definition of human rights and their derivatives. Locutionary displayed by article 2 has an implementative-commissive type. This utterance...
explain that the speaker promises to implement human rights protection and enforcement as a form of agreement.

b. Essence Analysis

Based on the analysis of the form, the discourse of protection and enforcement of human rights in Indonesia is seen as the Commisive Illocutionary Act (CIA). The CIA practically has several levels of emphasis, from the weakest to the strongest. This level of engagement power depends on who and what the purpose of the speech. In this context, the discourse on the protection and enforcement of human rights in Indonesia has reached the stage of manifestation and implementation under Indonesian law. The manifestation is in the form of a material law; implementation in the field as an immaterial form. This means the discourse of human rights enforcement is a principle that must be upheld together by the government and the people and maintained in state and democratic life based on applicable law.

Commissive Illocutionary principle conveys the idea that every Indonesian citizen have basic rights that must be recognized and fulfilled. The types of rights include the rights to assemble and associate, political rights, and the right to live properly. Describing the definition of human rights and their derivatives in a long and detailed proposition shows the intention that the understanding and enforcement of human rights are not understood thoroughly by the public. Thus, misappropriation of human rights by several parties such as state apparatus, mass organizations, and community groups are quite common in Indonesia. We can refer to several cases of immense human rights violations during the New Order such as the Civil Genocide (1965), Petrus Case (1982-85), Case of Tanjung Priok (1984), Case of May and Semanggi (1998).

The commissive-implementative illocution has a motive that human rights must be upheld and protected by the speaker who is bound by the speech. After becoming a material form, namely the Law, the effort to uphold human rights in Indonesia has received guarantees and a strong foundation. The enactment of upholding and protecting human rights can also be seen as implementing democratic values in the state.

c. Spirit Analysis

The spirit contained in the discourse of upholding and protecting human rights is reconciliation. The reconciliation refers to the gradual recovery of the protection and enforcement of the human rights. During the thirty-two years of the authoritarian New Order regime, the existence of human rights is almost never recognized as a principle and a right inherent in every citizen. The state with unlimited power and supported by military apparatuses can arbitrarily deny even violate human rights without being touched by legal hands. Therefore, the State’s current and future efforts is to protect and uphold human rights requires awareness, patience and adaptation.

After the Reformation, the Indonesian government wants to put HAM back in its original position. This huge plan certainly cannot work directly and massively. The domination of power of politicians and bureaucrats with New Order background in strategic positions in the government, certainly still and will interrupt human rights repositioning as they should. Reconciliation is expected to be able to restore the position of human rights gradually while promoting human rights in the midst of society.

3.3 Type of Movement of the Discourses
Based on the analysis results on discourse configuration features, then the type of movement of the two comparing discourse above can be illustrated through the following table:

<table>
<thead>
<tr>
<th>Table 2. Comparison of Discourse Movement</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Primary Discourse</strong></td>
</tr>
<tr>
<td>Essence: Indeference to Human Rights</td>
</tr>
<tr>
<td>Spirit: Antagonism</td>
</tr>
<tr>
<td>Result: Undemocratic atmosphere</td>
</tr>
<tr>
<td>Type of movements: Divergent (DI)</td>
</tr>
<tr>
<td><strong>Secondary Discourse</strong></td>
</tr>
<tr>
<td>Essence: Socialization of Human Rights</td>
</tr>
<tr>
<td>Spirit: Reconciliation</td>
</tr>
<tr>
<td>Result: Democratic atmosphere</td>
</tr>
<tr>
<td>Type of movements: Divergent (DI)</td>
</tr>
</tbody>
</table>

Based on the discourse comparison table, then only single type of discourse movement is obtained, namely divergent-divergent (DI-DI). The characteristics of the movements of these two discourses is conflicting and contradictory. It means, the essence and spirit contained in the two discourses have opposing and contrasting goals.

Messages captured from primary and secondary discourse are highly different. That is, the idea of the government to promote human rights still faces obstacles, especially in the regions and districts. Local governments still overlook the principles and values of human rights and tend to act as antagonistic actors when dealing with civil society. The spirit of reconciliation resonated by the central government to pick up the backwardness and downturn of the understanding of human rights during this time still deadlocked.

4. Conclusion

This research seeks to explore motives behind the low index of democracy in the province of West Sumatra. Indicators used in this study in accordance with BPS’s methodology in measuring the index of democracy especially freedom of association and assemble. This violation of freedom of association and association traced from the news in the mass media text was chosen as the source of data.

Specifically, this research investigates the position of each discourse, how the configuration of each discourse, and how the pattern of the three discourse movements in describing the implementation of democracy at the regional level. The comparing discourses are discussed through the paradigm that discourse is the practice of power/knowledge in conducting its functions and influences on its citizens.

According to the analysis of the discursive position, the primary discourse is occupied by the repressive actions of the local government; Secondary discourse is the protection and enforcement of human rights by the central government. This classification is based on the focus of research which is the form of implementing democracy focusing on civil liberties. Besides, the main discourse also focuses on the analysis of repressive actions of the state apparatus as an extension of the regional government in restricting freedom of association and assemble.

Discourse configuration implies several important points. Primary discourse contains sentence structure that has been inverted such as passivation or Subject omission. Passivization by fronting Object functions bring the ‘victim-blaming’ message to citizens and approval of repressive actions by government officials. This is driven by the spirit of antagonism which places citizens as ‘targets’, not as protected objects. Secondary discourse is in the form of
commissive speech acts with the essence of socialization of human rights with the aim of reconciliation. Based on the essence and spirit of the two discourse being compared, then the type of discourse movement is divergent-divergent (DI-DI). This means that the two discourses have different visions and oppose each other.

Analysis of the basic features of the two discourses compared in this paper offers at least three important points. First, there is a difference in vision between the central government and the regions, especially in aspects of upholding and protecting human rights. Second, the knowledge and awareness of the apparatus and bureaucrats in the regions, especially in the field of human rights is still relatively low. Third, repressive actions from the West Sumatra provincial government contributed to the decline in the democratic index number at the provincial level.

Acknowledgement

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E-MODULITY DEVELOPMENT EFFECTIVENESS DESCRIPTION TEXT FOR CLASS VII STUDENTS OF SMP

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Abstract. This study aims to describe the process of developing effective e-module text writing skills based on contextual teaching and learning (CTL). This type of research is research and development (research and development). The development model used is 4-D (definition, design, development, and distribution). The subjects of this study were students of class VII, 12 Padang Public Schools, totaling 25 people. Research data consists of quantitative data. Quantitative data were obtained from student learning outcomes in learning to write description texts. The results of this study indicate that e-learning modules write text description based on contextual teaching and learning (CTL) that results from effectiveness. This is evidenced from the results of the effectiveness of e-modules. The effectiveness of e-modules consists of student learning activities and student performance test results. Student learning activities scored 90.05% with a very active category. The effectiveness of e-modules based on student performance test results on average the value obtained by students is 88, 82 with the predicate A. Thus, the effectiveness of the development of e-module description text categorized as very active.

Keywords: effectiveness module electronic, text description, contextual teaching and learning

1. Introduction

The use of media and learning resources is part of the components that affect learning. Teaching materials need to be adapted to student conditions and learning strategies used by teachers. The use and empowerment of e-modules to support learning is a necessity, not only to improve the effectiveness and quality of learning, but more importantly is to increase the mastery of the material both teachers and students [1].

Facts in the field show that e-modules have a higher value compared to study groups that use source books. An online learning environment that allows students to explore information from various sources quickly and easily. This will encourage students to learn to be critical and selective in choosing existing information according to the problems given [2]. Based on this reality, it is important to develop e-modules based on Contextual teaching and learning (CTL) writing skills in the description text for grade VII students of Padang 12 Padang 12 important to do. Learning models that relate subject matter to the context of everyday life are certainly needed by students [3,4,5,6]. The development of e-module writing based on Contextual teaching and learning (CTL) is very appropriate, because writing activities require material that is close to the environment and the daily lives of students to be more attractive to
Based on observations made by researchers at SMP 12 Padang on the learning process, it is found that there are still many teachers as instructors who use conventional methods and media in teaching teaching materials with printed modules, especially in the text description class VII in SMP 12 Padang. As a result of students learning to use conventional media in the form of printed modules and methods in the style of lecture to make the material presented. The weakness is that if students are not equipped with modules that are not interesting from the material presented, the effect is students will have difficulty repeating the material in the learning process. The success of an educational goal depends on how the teaching and learning process experienced by students. A teacher besides being required to be careful in choosing and applying teaching methods in accordance with the objectives to be achieved, is also able to choose media that is in accordance with material to make it easier to deliver the material, for that we need media that can cause students' attractiveness in absorbing the material. One of the media that can be developed is an interactive learning module in the form of an electronic module (E-module) [16,17,18]. This school has used e-modules in terms of validity and practicality. However, it is not yet known in terms of effectiveness.

Based on this, we need an e-module development that can attract students to learn and facilitate students in learning. E-modules must be available that are appropriate in terms of material, presentation, language, and graphics. The making of e-modules aims to provide references in addition to textbooks distributed by the government. In addition, e-modules can be used by educators or teachers as a reference for creating new e-modules. This is done so that an effective e-module that is designed in accordance with the development of students, abilities, interests and needs, so that students are interested in writing.

2. Research and Methods

The development model used is a 4-D model. The product developed in this study is in the form of e-learning modules that are developed based on contextual teaching and learning. The 4-D development model consists of four stages of development, namely (a) defining, (b) designing, designing, (c) developing, and (e) disseminating.

The subjects of this effective e-module test were Grade VII students of SMP Negeri in Padang City. This research is limited in junior high schools that have used the revised edition 2013 curriculum. The school is Padang 12 Middle School. Data generated from quantitative trials. The instruments used consisted of interview sheets, student analysis questionnaires, curriculum analysis questionnaires, concept analysis questionnaires, e-module effectiveness and e-module distribution questionnaires. The data analysis technique used is descriptive data analysis by describing the effectiveness of the e-module of learning to write descriptive text based on contextual teaching and learning for grade VIII students of SMP N 12 Padang. From the results of the study were analyzed using descriptive statistics to get the average value and percentage as detailed information needed. Analysis of research data was carried out to determine effectiveness.

3. Research Results and Discussion
a. The definition phase (Define)

The defining stage consists of five steps, namely the initial initial analysis, student analysis, task analysis (curriculum analysis, concept analysis, and goal formulation). The initial initial analysis aims to bring up and establish the basic problems encountered in learning. Student analysis is a study of student characteristics which include abilities, background knowledge, and the level of cognitive development of students. Task analysis is a collection of descriptions to determine the content of teaching materials in the form of an outline. Task analysis includes content structure analysis, concept analysis, and formulation of learning objectives. Content structure analysis is a series of descriptions to identify curriculum compatibility with effective e-modules compiled. Concept analysis is a way to determine the material concepts needed for effective e-module preparation.

3.2 Stage design (Design)

The development of an effective e-module begins with searching for the various references needed. After that, do the outline design of the e-module, and design it so that it has an attractive appearance. The compilation of the e-module framework is adapted to contextual teaching and learning. The e-modules are designed based on theories about the structure of e-modules that are effective, namely the introduction, learning activities, and evaluation. The development of the learning activities section in the e-module is divided into two, learning activities 1 namely regarding aspects of knowledge, while learning activities 2 concerning aspects of skills.

3.3 Development stage (Develop)

The observed student activity consists of four aspects of observation. (a) Studying the instructions of the E-module, (b) constructivism, (c) inquiry, (d) asking questions, (e) learning community, (f) modeling, (g) Reflection, (h) taking the test writing description text. The results of the analysis of the observation sheet of student activities showed that student learning activities using e-modules were categorized very active. It was seen from the acquisition of the average value of the overall percentage of student activity by 90.5% with a very active category. The method used to obtain these results is to sum the frequency of activities of each observation item contained in the observation sheet.

Based on this analysis, there are 7 activities that fall into the very active category. Statements that are categorized as very active are students' attention to learning by using e-modules, studying the material in e-modules and doing things that are relevant to the learning material, discussing with friends proven by filling in discussion activities with modules, working on project assignments and exercises in e-modules, and make conclusions of learning material. The results of the analysis of the observation sheet of student learning activities studying e-modules writing description text can be seen in the following table.

<table>
<thead>
<tr>
<th>No</th>
<th>Statement</th>
<th>Frequency of Activity</th>
<th>Percentage of Activity</th>
<th>Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Study the E-module instructions</td>
<td>25</td>
<td>100</td>
<td>Very active</td>
</tr>
<tr>
<td>2</td>
<td>Constructivism</td>
<td>23</td>
<td>92</td>
<td>Very active</td>
</tr>
<tr>
<td>3</td>
<td>Inquiry</td>
<td>21</td>
<td>84</td>
<td>Very active</td>
</tr>
<tr>
<td>4</td>
<td>Asking</td>
<td>22</td>
<td>88</td>
<td>Very active</td>
</tr>
<tr>
<td>5</td>
<td>Learning Society</td>
<td>22</td>
<td>88</td>
<td>Very active</td>
</tr>
</tbody>
</table>
Modeling 20 80 Active
Reflection 23 92 Very active
Take the test writing description text. 25 100 Very active
Total 182 724 Very active
Average 90.5 Very active

To see the difference in the percentage of student activities that study the description text using the e-learning module can also be seen through the following picture.

![Figure 1. Histogram of Student Activities in Learning to Write Text Descriptions Using E-Mdules](image)

The effectiveness of e-modules is obtained from two sources, namely the results of tests of writing descriptive text performance, and attitude assessment. The description text knowledge test deals with basic competencies regarding analyzing the structure and linguistic characteristics of the description text. Five indicators were assessed, namely the definition of description text, the purpose of the description text, the structure of the description text, and the linguistic characteristics of the description text.

![Figure 2. Knowledge Assessment Histogram Text Description](image)

Overall the average value of knowledge obtained by students is 87.84% with the value of change A. So, it can be concluded that through the learning of text descriptions using e-
modules, can effectively achieve student learning outcomes to meet the standards above KKM.

![Figure 3. Histogram Assessment of Skills Tests](image)

3.4 Deployment Phase (Disseminate)

The deployment stage is the final stage of the development process of e-learning modules for writing descriptive text based on contextual teaching and learning for Grade VII students of SMP N 12 Padang. The spread was carried out in accordance with the advice given by the collaborator teacher in the pilot class. Deployment of e-modules is done in two stages. The first stage is the distribution of e-modules on a limited basis to teachers other than collaborators in the pilot class, that is, teachers who teach in other classes. The teacher receives as many as one file or softcopy e-module given to the teacher. In addition, the teacher is also given a questionnaire about the distribution of e-modules. The second stage of distributing e-modules to students is done by distributing e-module files or softcopy as many students in the class.

4. Conclusions

Based on the results of the development that has been done, the following conclusions can be concluded. First, the e-module development process is in the defining stage. At this stage it was concluded that there were several problems that hindered the achievement of the learning objectives of writing descriptive text, namely the limitations of the teaching materials used. This has an impact on student learning outcomes that still have an average below the Minimum Mastery Criteria (KKM). Second, the process of developing e-modules at the design stage. At this stage the e-module framework is designed and the e-module draft is arranged. Planning the e-module learning framework consists of at least learning instructions, competencies to be achieved, the contents of the material, exercises, and worksheets. Third, the e-module development process is at the development stage (develop). At this stage, the e-modules that have been made are then validated to see the validity of the e-modules. The effectiveness of e-module learning to write text descriptions based on contextual teaching and learning that was developed in the category It was evidenced from the results of the effectiveness of e-modules. Student learning activities scored 90.5% with a very active category. The effectiveness of e-modules based on student performance test results on average the value obtained by students is 88 with the title A. Fourth, the e-module development process is at the dissemination stage. Thus, the effectiveness of the development of the e-module text description for grade VII junior high school students is in the active category.
References


Implementation of 3M Learning Strategies (Imitating, Processing, Developing) in Writing Negotiating Texts for Class X Grade Students of SMK Cendana Padangpanjang

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Abstract. This study aims to describe the Implementation of 3M Learning Strategies (Copying, Processing, Developing) in Writing Negotiating Texts for Class X Students of Cendana Padang Panjang Vocational School. This type of research is qualitative research with quasi-experimental methods (quasi-experimental). The research design used was One-Group Pretest-Posttest Design with purposive sample technique. The sample in this study amounted to 30 people drawn from the entire population. The instrument used in this study was a performance test. Data collection techniques in this study include: 1) Preliminary tests (pretest), 2) Student worksheets are collected, examined and scored, 3) Learn to write negotiating texts by applying the 3M strategy (imitating, processing, developing), 4) Conducted a final test (posttest) students write negotiating texts 5) Work sheets of students' posstest results are collected and assessed based on predetermined indicators. Data analysis techniques are: 1) reading and correcting students' writing according to indicators, 2) giving and recording scores, 3) changing scores into grades, 4) classifying, 5) determining mean scores, 6) hypothesis testing. The results of this study indicate that the application of the 3M Strategy (Imitation, Processing, Developing) significantly influences the ability to write negotiating texts for X grade students of TKJ 3 SMK Cendana Padangpanjang. Statistically shows that t arithmetic is greater than t table or t table (9.54> 1.70), then (H0) is rejected, it can be concluded that the alternative hypothesis (H1) is accepted. Thus 3M's learning strategy (imitating, processing, developing) can improve student learning outcomes in writing negotiating texts.

KeyWord: 3M Learning, Negotiating Texts

1. Introduction

Indonesian Language Learning is one of compulsory learning at all levels of education. Indonesian Language Learning consists of language and literature learning. Language and literature learning is important to do, especially to improve the quality of education and create skilled people. Material in the language and literature fields is integrally displayed in four language skills (listening, speaking, reading and writing). Writing is essentially the transfer of thoughts or feelings into the symbols of language. Thus, writing is an effort to transfer spoken language into written form by using written symbols. A good writer must be able to provide understanding through his writing to the reader.[1]
There are 5 types of writing namely description, narration, exposition, argumentation and persuasion. Description is writing that describes an object. Narration is writing in the form of a story in the order of a series of events. Exposition means explaining, telling, or explaining something, so that the reader/listener understands and understands what is conveyed. Arguments are deviations aimed at convincing the reader or listener of the ideas or statements put forward. Persuasion is writing that seeks to persuade or invite the reader so that his ideas are followed by others through convincing words and sentences.

Negotiation is a process of communication between sellers and prospective buyers both individuals and groups in which discussions and negotiations occur to reach an agreement on mutually beneficial goals for both parties. Negotiations are also two-way communication, namely the seller as a communicator and the buyer as a communicant or alternately. Negotiation is a form of social interaction that functions to find a joint solution between parties who have different interests. These parties try to resolve the differences in good ways without harming either party. In negotiations, the parties try to resolve the differences through dialogue.

The purpose of the negotiating text was divided into:

1) is considered important in the view of both parties,
2) can lead to conflict between the two parties, and
3) requires cooperation from both parties to achieve it.

The purpose of people negotiating is to find an agreement between the two parties fairly and can meet the expectations or desires of both parties. In addition, the purpose of negotiations can also be to gain profits, avoid losses or solve other problems. The outcome of a negotiation is the existence of an agreement that benefits both parties. In the negotiation process, negotiations must understand the objectives and objectives of the other party. In this way, a new culture was created in the negotiations. The culture will have a major impact on the negotiation process and the resulting decisions.

States that, the purpose of negotiations is essentially 1) resolving disputes because of differences of opinion, 2) negotiating to get an agreement, and 3) making agreements between the two parties. The structure of negotiating texts is generally formed by three parts, namely:

1) opening, containing content or something that is considered a problem by one of the parties,
2) content, in the form of a bidding from both parties to find a mutually beneficial solution, until an agreement or disagreement is obtained.
3) closing, contains the agreement of both parties. Maybe in it there is also a thank you, hope, or other expressions as a sign of satisfaction or dissatisfaction.

Negotiating the ability of persuasion is very much needed so that the negotiating text is also called a persuasive text. The structure of the negotiating text, namely:

1) a thesis that contains an introduction to the main idea of the author about a phenomenon that will be discussed
2) an argument that contains opinions that support the main idea of the author, and
3) recommendations that contain the invitation of the writer to the reader.

The language characteristics of negotiating texts consist of three, namely the existence of speech pairs, using polite language, and using persuasive language. The words used to show politeness include: please, please, try, and may. These words are actually words that are ordered but delivered persuasively. The learning strategy is a learning activity that must be done by teachers and students so that learning objectives can be achieved effectively and efficiently. In the learning strategy contained the meaning of planning. That is, that the
strategy is basically still conceptual about the decisions that will be taken in an implementation of learning.[11]

The 3M strategy (imitating-processing-developing) is a result of the development of the copy of the master strategy. Literally the master copy comes from English, which means it is a model to emulate. The model to be emulated is not only limited to lateral imitation but there is a phase of improvement. It is from this imitation to improvement stage that stands out in this strategy. Basically, this strategy requires exercises in accordance with the models offered. Then this strategy was developed into a simpler 3M strategy. 3M's strategy includes only three stages, namely the stage of imitating, processing, and developing. The 3M strategy stage refers to several stages of writing learning, namely imitating, processing, and developing.

In the following, some researchers about negotiating texts that have been conducted are Siti dan Jufri [12], Arianti [13], Hariyadi [14].

2. Method

This type of research is quantitative. It is said quantitative research because the data obtained from this researcher in the form of figures obtained from the final test results of writing skills in negotiating text of class X students of Cendana Padangpanjang. The population of this study is students of class X TKJ 3 SMK Cendana Padang Panjang registered in the 2017-2018 school year consisting of five classes totaling 154. Researchers took the sample of this study in class X TKJ 3 SMK Cendana Padang Panjang, amounting to 30 people. The variable of this research is the ability to write negotiating texts with subvariables before and after the Imitation, Processing, Developing (3M) strategies are applied. The instrument of this study is a performance test that contains an introduction to sample tasks that are seen from the aspect of indicators. Based on the test can be measured the ability to write negotiating texts. The test that will be given in this research is writing a negotiating text. The test is carried out twice, namely before and after the strategy of imitating, processing, developing 3M.

According to test the hypothesis the following formula is used

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{s_1^2}{N_1} + \frac{s_2^2}{N_2}}}$$

Information:

1 = posttest average score
2 = Pretest average score
N = Number of students
S2 = Combined standard deviation

3. Result and Discussion

The ability to write negotiating texts before implementing the 3M strategy is determined based on the assessment indicators used. In full, the acquisition of scores and the value of writing negotiating text skills before implementing the 3M strategy can be seen in the following table.

| Tabel 4.1 |
| Ability to Write Negotiating Texts of Class X TKJ 3 Students at SMK Cendana Padangpanjang before Implementing 3M Strategy |
Based on Table 4.1, the following three things can be described. First, for indicator 1 (Opening) 11 students were obtained (36.67%). Second, a score of 2 with a value of 67 was obtained by 17 students (56.67%). While a score of 1 with a value of 33.33 obtained 2 students (6.67). Indicator 2 (Content) is described in the following three terms. First, a score of 3 with a score of 100 was obtained by 5 students (16.67%). Second, a score of 2 with a value of 67 was obtained by 21 people (70%). Third, a score of 1 with a value of 33.33 obtained 4 students (13.33%). Indicator 3 (Closing) is described the following three things. First, a score of 3 with a score of 100 was obtained by 4 students (13.33%). Second, a score of 2 with a value of 67 was obtained by 20 people (66.67%). Third, a score of 1 with a value of 33.33 obtained by 6 people (20%). Indicator 4 (Using Polite Language) is described in the following three terms. First, a score of 3 with a score of 100 was obtained by 1 person (3.33%). Second, a score of 2 with a value of 67 was obtained by 20 students (66.67%). Third, a score of 1 with a value of 33.33 obtained by 7 people (23.33%). Indicator 5 (Using Persuasive Sentences) is described first, a score of 2 with a value of 67 is obtained 7 students (23.33%). two, a score of 1 with a value of 33.33 obtained 23 students (76.67%).

The ability to write negotiating texts after the implementation of the 3M strategy is determined based on the assessment indicators used. In full, the acquisition of scores and the value of writing negotiating text skills after implementing the 3M strategy can be seen in the following table.

**Tabel 4.2**
Ability to Write Negotiating Texts of Class X TKJ 3 SMK Cendana Padangpanjang After Implementing 3M Strategy

<table>
<thead>
<tr>
<th>No</th>
<th>Indicator</th>
<th>Skor</th>
<th>Value</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Introduction</td>
<td>3</td>
<td>100</td>
<td>27</td>
<td>90</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2</td>
<td>67</td>
<td>3</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1</td>
<td>33,33</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>2.</td>
<td>Content</td>
<td>3</td>
<td>100</td>
<td>5</td>
<td>16,67</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2</td>
<td>67</td>
<td>21</td>
<td>70</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1</td>
<td>33,33</td>
<td>4</td>
<td>13,33</td>
</tr>
<tr>
<td>3.</td>
<td>Closing</td>
<td>3</td>
<td>100</td>
<td>4</td>
<td>13,33</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2</td>
<td>67</td>
<td>20</td>
<td>66,67</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1</td>
<td>33,33</td>
<td>6</td>
<td>20</td>
</tr>
<tr>
<td>4.</td>
<td>Using polite language</td>
<td>3</td>
<td>100</td>
<td>1</td>
<td>3,33</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2</td>
<td>67</td>
<td>22</td>
<td>73,33</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1</td>
<td>33,33</td>
<td>7</td>
<td>23,33</td>
</tr>
<tr>
<td>5.</td>
<td>Using persuasive sentences</td>
<td>3</td>
<td>100</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2</td>
<td>67</td>
<td>7</td>
<td>23,33</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1</td>
<td>33,33</td>
<td>23</td>
<td>76,67</td>
</tr>
</tbody>
</table>
2. Content
   3  100  30  100
   2  67  -   -   
   1  33.33 -   -   

3. Closing
   3  100  30  100
   2  67  -   -   
   1  33.33 -   -   

4. Using polite language
   3  100  21  70
   2  67  9   30
   1  33.33 -   -   

5. Using persuasive sentences
   3  100  13  43.3
   2  67  17  56.67
   1  33.33 -   -   

Based on Table 4.2, the following two things can be described. First, for indicator 1 (Introduction) score 3 with a score of 100 obtained 27 students (90%). Secondly, obtained a score of 2 with a value of 67 obtained by 3 students (10%). Indicator 2 (Content) is described below. First, a score of 3 with a score of 100 was obtained by 30 students (100%). Indicator 3 (Closing) is described below. First, a score of 3 with a score of 100 was obtained by 30 students (100%). Indicator 4 (Using Polite Language) is described in the following three terms. First, a score of 3 with a score of 100 was obtained by 21 students (70%). Second, a score of 2 with a value of 67 was obtained by 9 students (30%). Indicator 5 (Using Persuasive Sentences) is described in the following three terms. First, a score of 3 with a score of 100 was obtained by 13 students (43.33%). Second, a score of 2 with a value of 67 was obtained by 17 students (56.67%).

4. Conclusion

Based on the results of the data analysis and discussion in Chapter IV, that the data obtained on an average count the level of writing ability Negotiating text of class X students of TKJ 3 SMK Cendana Padangpanjang prior to implementing the 3M strategy is 61.7 namely for indicators:
   a) Opening
   b) Contents
   c) Closing
   d) Using Polite Language
   e) Using Persuasive Sentences. From the average of these calculations it can be concluded that the ability to write a negotiating text for grade X TKJ 3 students of Padang Cendana Vocational High School prior to implementing the 3M strategy is sufficient, in the range of 56-75% which is equal to (61.7).

Whereas the ability to write negotiating text for students of class X TKJ 3 of SMK Cendana Padangpanjang after applying the 3M strategy with indicators:
   a) Opening
   b) Contents
   c) Closing
   d) Using Polite Language
   e) Using Persuasive Sentences. So based on the analysis of the data obtained, the average level of ability to write negotiating text for grade X students of TKJ 3, SMK Cendana Padangpanjang after applying the 3M strategy was 93.09. From the
average of these calculations it can be concluded that the ability to write negotiating
text for class X students of TKJ 3 SMK Cendana Padang Panjang using the 3M
strategy is very good (BS), in the range of 86-95 that is equal to (93.09).
Based on students' mastery of each indicator of the ability to write negotiating texts, it was
concluded that the ability to write negotiating texts of class X TKJ 3 students at SMK
Cendana Padang Panjang after implementing the 3M strategy was better and improved
compared to before. Based on the results of the \( t \)-test, it was concluded that there was a
significant effect of the implementation of the 3M strategy on the ability to write negotiating
texts for Grade X TKJ 3 students of Cendana Padang Panjang Vocational School because of
\( t_{\text{count}} > t_{\text{table}} \) (9.54 > 1.70). So, it was concluded that the ability to write negotiating text for grade
X TKJ 3 students at SMK Cendana Padangpanjang after applying the 3M strategy was better
than before applying the 3M strategy. So by choosing the 3M strategy to be the choice
because, so far our education is still dominated by the view that knowledge as a set of facts
must be memorized. The class still focuses on the teacher as the main source of knowledge,
then lectures become the main choice of learning strategies. For this reason, a learning
strategy or technique is needed that does not require students to memorize facts, but a model
that requires students or encourages students to produce knowledge in their own minds.
Through this 3M strategy students are expected to learn to imitate, write, not memorize. So
that the implementation of learning controlled by the teacher the learning atmosphere will be
fun, not monotonous, and students are comfortable in learning and provide an increase in the
ability to write student negotiating texts.

5. References

An Application of Arabic Language Teaching Based on Error Analysis Theory

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Abstract. Islamic Boarding School is an Indonesian Islamic education institution that has great attention to learning Arabic. To improve student language, this institution teaches composition systematically in the Insya’ lessons. However, the Institute continues to face considerable difficulties in learning the Arabic language. Those difficulties appear in the high frequency of errors in the structure of Arabic Sentence. The purpose of this study was to design the Student Worksheet materials based on linguistic error analysis of students in their composition, as an alternative in solving the problems to improve Arabic language skills. The results of the study is that using the linguistic errors analysis to design the Student Worksheet materials is very useful and able to reduce the linguistic errors in the student’s composition. It was shown by the high posttest result when compared with pretest result.

Keywords: Composition; The Design of Student Worksheet Materials; Error Analysis.

1. Introduction

Composition is the most important function of language [1] as a means of human communication to express intentions [2], [3]. Because language is a link between humans and other communities [4], [5]. Therefore, language learning needs to focus on the ability of composition, both oral (syafawi) and written (tahriri). Based on this, it is the ultimate goal in learning, while other branches of linguistics are considered as attainment of the achievement of these goals [6].

Al-Iman Putra Islamic Boarding School since its establishment until now still shows great attention and places great emphasis on the deepening of Arabic as the standard language of learning and the everyday language of students. The Islamic boarding school teaches Insya lessons to support the abilities of Composition. The aim of the lesson is the ability of students in Composition according to the rules of the Arabic language that is right and right, with basic competence students are able to choose words and arrange them in sentences, students can compose essays with correct language structure and good language style, students can express their opinions and thoughts with the correct expressions and students have the right sense of Arabic [7].

To achieve the goals and basic competencies above, Boarding school teaches it in class II to class VI KMI. Class II KMI is the initial period for Composition learning, so the teaching needs to be packaged as attractive as possible. But unfortunately, students still face difficulties. The difficulty is evident from the low scores of the Initiative Class II KMI lessons in the last 3
years. The weak value is derived from the number of students' mistakes that are quite serious in making Arabic sentence structure.

This happens because of the negative transfer or interference of the first language in the second language (Arabic) and the occurrence of intralingual, namely errors due to the development of the language being studied comes from inadequate mastery of the second language (Arabic). The percentage of linguistic interference and intralingual errors is 28% compared to 71%, the second error is more dominant than the first. With that, systematic research is needed to find a formula that aims to resolve these difficulties.

The theory of language error analysis is a modern linguistic study, in this case, it can be applied, given that it has practical benefits. Practically can support the methodological aspects of language teaching, and the results of error analysis can be an evaluation to improve and enhance second language learning. One concrete form is the improvement of the quality of teaching materials that are designed or developed through structuring, selecting and sorting the presentation of material based on the common forms of mistakes made by the learner [8], [9].

Remembering language is a skill that comes from habit, with the ability to composition as the final destination. Then the most appropriate effort is the presentation of Student Worksheets as teaching materials that are concise and rich in tasks for practice [10], with practical skills [10] that do not overload students on memorizing the rules [11], the method of pattern drill to build students' spontaneous analogies [12] in composition (syafawi and tahriri), coupled with the use of interesting images, on the basis of using data from forms of learner errors that have been analyzed, are able to contribute to the suitability of student learning needs [13]. Thus, the Student Worksheet is the best solution for developing the ability of Composition students, as well as attracting students who then activate students more, function as material reinforcement and help make it easier for them to understand the material.

2. Composition learning and Student Worksheets

Humans are social creatures who cannot stand alone without the help of others. This situation makes language a very important need for them, because it is a reflection of the intellect and feelings with which they can communicate with each other [14], the reflective form is manifested in the expression (composition). So, it is not excessive if language is called a tool used by humans in expressing and expressing intentions and goals.

Term Composition (Ta’bir) is etymologically a word formed from ‘abbara – yu’abbruta’ta’biran meaning is to explain and interpret [15] or ibanah and ifshah means explanation [16]. As for the terminology, varied linguists interpret it in some language teaching literature. According to Ahmad, Ta’bir is a reference or composition written by someone who comes from his ideas and feelings to meet all his needs in life [15]. Furthermore, Dulaimy in this case adds to the previous explanation and puts composition in a learning that needs to be systematically trained in accordance with a mature plan, so that it can achieve what is desired at the level where a person can express his ideas, ideas, and feelings that originate from what is seen and from the experience of living in the right language in accordance with certain pathways [17]. No different from the two linguists above Madkur then detailed in detail, he stated that composition is subtle language creativity both verbally and in writing, while the operational definition is the ability to master a language as a medium for expressing ideas and ideas and communicating them [18].

From some of the definitions of the composition above, a conclusion can be drawn that composition is systematic creativity that runs according to a mature plan so that one can express his ideas, ideas and feelings by using appropriate language both oral (syafawi) and written (tahriri).
In practice, the composition is done by two methods, namely oral (syafawi) and written (tahriri). Write composition is no less important than oral composition, because he can realize what cannot be accomplished by oral composition. Somewhat different from spoken language, written language knows far more sets of rules or rules. Also, writing is present to ensure that contacts can continue even if there is a distance, both space and time. As for a direct conversation, if “A” feels unsure of what his intentions are understood by “B” he can immediately and there, improve his speech. If necessary, he can reinforce it with elements from outside the language, such as sound pressure, tempo, expression or body language [6].

Coherent and interesting learning is needed in composition learning. Write composition interesting learning means having an element of “tickling” for students to follow and match the atmosphere of student psychology. That way students have the motivation to continue to follow learning [19].

For that composition learning needs to use appropriate teaching methods and materials, one of which is by using Image Media. Pictures and photos are helpful tools to assist students in constructing sentences on composition abilities [20].

As for the steps in composition teaching by using pictures, students are asked to describe the picture orally, giving several questions related to the theme of the picture, students are asked to describe what is seen in the picture, which is in the form of daily activities and so forth [21]. By compiling composition teaching materials with the Student Worksheet-shaped drawing method, can make it easier for students to arrange sentences and can make students excited in improving their language.

Student Worksheet one of the teaching materials according to its form is classified as printed teaching materials. It is one of the learning resources that can be developed by the teacher as a facilitator in learning activities. Also, it can be designed and developed according to the conditions and situations of learning activities that will be encountered [22]. Student Worksheet is sheets of assignments that must be done by students. Activity sheets are usually in the form of instructions or steps to complete a task. And, the task must be clear the basic competencies to be achieved [10].

According to another view Student Worksheet is a student worksheet that is a material student worksheet that has been packaged in such a way that students are expected to be able to study these teaching materials independently. In Student Worksheet, students will get material, summaries, and assignments related to the material. Also, students can find a structured direction for understanding the material provided. and, at the same time, students can be given material and assignments related to the material [10].

The uses of the Student Worksheet include; first, as a concise teaching material, rich in the task of practicing as well as the material makes it easier for students to understand the material. Second, as a reinforcement of the material provided. Third, help students find a concept and integrate it [9] in textbooks so that it can be a companion book [23].

Judging from the function above, several benefits are found in the worksheet, which is as attractive teaching material for students, thus encouraging them to study hard and smart [24], develop students' thinking abilities and encourage students to do practical work to concretize concepts [25].

Continuing the matter Judging from its structure, teaching materials Student Worksheet is simpler than Modules, but more complex than books. Student Worksheet learning materials consist of six main elements, including Title, study instructions, basic competencies/subject matter, supporting information, assignments or work steps and assessment [10]. So in its preparation through several steps: [10] Curriculum analysis, this step is intended to determine which materials require worksheets. In general, in determining the material, steps taken by
looking at the main material, learning experience, and the material to be taught. Next, we must look at the competencies students must have.

Compile a map of needs. It is very necessary to know the number of worksheets that must be written and see the sequence or sequence of the worksheets. This sequence is needed to determine the priority of writing. This step usually begins with an analysis of the curriculum and learning resources. Determine the worksheet titles, the worksheet titles are determined based on basic competencies, subject matter, or learning experiences contained in the curriculum. One basic competency can be used as a worksheet title if the competency is not too large. Composition Student Worksheet, by Formulate basic competencies, Determine assessment tools, Arrange material, Pay attention to the structure of the worksheet.

3. Error Analysis

Language errors are seen as part of the language learning process. This means that language errors are an integral part of language acquisition and teaching. The relationship between language teaching and language mistakes is very close. Even Tarigan said that their relationship was like water with fish. Just as fish can only live and are in water, so language errors often occur in language teaching [9].

Based on the source, the cause of language errors in language contact that occurs in bilingual, which causes mutual influence between the elements of the language (B1 B2). In language contact (B1 and B2), there is a transfer of language elements. If the language elements transferred to make it easy for students in the process of learning and teaching language, then it is called positive transfer. If the elements of the language transferred make students difficult and wrong in a language then it is called negative transfer or interference. So interference is one of the causes of students getting into trouble and mistakes or mistakes in the process of acquiring and learning language (B2) [26].

Besides that, language mistakes are not only made by students who learn B2 (Language students learn) but also are made by students who learn BL (Mother Language). In this connection, the experience of the teachers in the field stated that the language mistakes made by students were often unexpected. This means that there are errors that are in line with the forecast but many are also outside the teacher's forecast. There are errors caused by interference, but some are caused by overgeneralization, not understanding the language of rules (ignorance

Fig. 1. Steps For Designing Student Worksheet.
of rule restriction), paying less attention to the language method (incomplete application of rules), and the existence of incorrect hypotheses about language. Linguistics experts and language teachers agree that language mistakes interfere with the achievement of language teaching goals. Therefore, language errors that are often made by students must be reduced or eliminated [8].

Continuing with the case it is necessary to know that the error in the language is not the same as the mistake in language, even though both of them are the use of distorted forms of speech. Language errors occur systematically because the language system rules have not yet been mastered, in other words, language errors occur due to speakers violating rules or grammar rules (breaches of code). Unlike the case with language errors, it does not occur systematically, not because the system of language rules has not yet been mastered, but because of the failure to realize the language system that has been mastered [8], [27].

Related to that, analysis of language errors can be helpful and even very useful as a means of smooth teaching programs being implemented. In other words, by analyzing the mistakes of teachers or textbook writers, they can overcome the difficulties students face. A teacher in teaching language often finds mistakes made by his students. These mistakes can involve language skills such as listening, speaking, reading and writing. However, it can also relate to linguistics, such as speech, word order, and sentence structure.

Error Analysis (tahlil al-akhtho` al-lughowiyah) is part and continuation of contrastive analysis (tahlil taqobuliy) which began to develop since the second half of the 60 [8]. These two forms of analysis have in common, namely language as the object of study. It's just that the analysis of language errors is intended for the learner's language, not in his native language, but in the foreign language he is learning [28].

In his understanding of Error Analysis is a work procedure. As a work procedure or method, Error Analysis has certain work steps [9]. This is done to identify, classify, interpret systematically the mistakes made by students who are studying a foreign language or a second language by using scientific theories and linguistic procedures [29].

From another aspect, error analysis can foster teacher insights in teaching and overcoming language difficulties faced by language learners. Mistakes can help organize teaching material and carry out teaching. The time and utilization of teaching can be allocated and planning can be carried out properly. During the teaching program, the analysis of language errors appears on a limited scale. Nevertheless, it can reveal whether the language teaching program that is being worked on by the teacher is successful or failed. If it fails, it needs to think about how the treatment (remedial) [30].

Analyzing language mistakes made by the language learner can provide certain benefits because understanding the mistakes is useful feedback for evaluating and planning the preparation of materials and language teaching strategies in class. Thus, it can be said that error analysis aims to: determine the order in which items are taught in class and textbooks, for example, the order from easy to difficult, from simple to complex, and continuously determine the level of emphasis, explanation, and training various items taught, planning training and remedial teaching, selecting items for testing student skills [9].

As for the general steps of error analysis carried out in the following order [31], [32]: First, Data collection. This stage includes: determining the area of the sample, the form of samples in the form of oral and written [31], carried out through daily tests or tests deliberately planned for analysis purposes [9], [30]. The data to be analyzed in the form of the work of learners who demand them to produce a language sequence, as well as linking it with elements of thought, to obtain a picture of the learner's ability to use language following the communicative function factually [33].
Second, Identifying errors. Done by recording every error that appears in the data. This requires a high level of mastery on the part of the researcher regarding the target language, as well as sensitivity and accuracy to recognize forms of error [31]. If not, it is very likely that many errors will be missed so that the analysis results are not optimal. The reference standard is the language of the eloquent people who are used in formal situations [33].

Third, Description of the error. Namely linguistic analysis of the errors that have been identified, by explaining the form of deviations in each error accompanied by speech reconstruction by showing the correct form. Reconstruction is based on authoritative interpretation, produced by first asking the learner directly about the intent he wants to convey in the first language. If it is difficult, the researcher can interpret it based on the linguistic context or the context of the situation.

Fourth, Explain errors. Unlike the error description, which is linguistic with the aim of analyzing the language of the forms of deviation in each error, the explanation of the error is psycholinguistic with the aim of recognizing the source and cause of the errors, for example: transfer of the first language to the target language, the process of mastery development target language, teaching-learning process, and others.

Fifth, Classifying Errors. This stage is done by grouping errors into several categories based on the similarity of their nature according to the limits that have been taken by the researcher. Each group of errors is then counted so that the level of seriousness can be calculated. From this step, conclusions can be drawn about areas of the target language that are the fault points of learners.

Sixth, Evaluate errors. In the final stage of error analysis, an evaluation of the results of the analysis is carried out to develop suggestions for improving language learning in the future. Thus, analysis of language errors is expected to provide pedagogical value to improving the quality of learners [33].

4. Methodology

To achieve maximum results, the Design Model for Arabic teaching materials for students uses the Research and Development (R&D) research method [34]. Research and development are methods used to develop and validate products used in education and learning [35]. The selection of this method is following the purpose of the research to develop and test the effectiveness of the product that will be used in Composition's learning, which is preceded by an analysis of the language errors of students in class II KMI Al-Iman Boarding School for Male.

In collecting data, researchers used the method of Documentary, Observation, Test, and Questionnaire, so that this research instrument was the result of student composition, observation guidelines, test questions, and questionnaires. To analyze the data collected, researchers used a descriptive percentage formula and t-test formula. The results of the design were tested on experts in the fields of material, media, and learning. After that, a field test was conducted involving 63 students. In this study, researchers used qualitative and quantitative approaches, to obtain product effectiveness in the form of differences in the results before the product trial and after the trial. The target population is class II KMI Al-Iman Islamic Boarding School for males.
5. Results and Discussion

5.1 Error Analysis in Composition of Class II KMI

Researchers found that students' mistakes stemmed from Mother's Linguistic Interference (Indonesian Language) and Intralingual and Developmental errors. Indonesian interference errors can be seen in the following sentence:

كَنَسَ الوَلَدُ الحُجْرَةَ لِكَيْ نَظِيْف

The use of the letter كي in the above sentence violates Arabic cyclic rules, which are usually not followed afterward by isim but more on fil mudhari 'manshub, so precisely the sentence is expressed with كَنَسَ الوَلَدُ الحُجْرَةَ كَيْ تَكُوْنَ نَظِيْفَة. There are other sentences similar to this expression: نَتَعَلَّمُ الدَّرْسَ مَعَ الأُسْتَاذِ كَيْ فَاهِم ا as well as in the following sentence نَتَعَلَّمُ كَيْ تَكُوْنَ نَتِيْجَتُنَا جَي ِدَة which is best expressed by نَتَعَلَّمُ كَيْ تَكُوْنَ نَتِيْجَتُنَا جَي ِدَة

In connection with this phenomenon, Indonesians express in their language the word "in order" as written in this expression:

- Di sekolah tugas kita adalah belajar agar naik kelas.
- Rumah di sapu agar bersih dari kotoran
- Polisi mengatur lalu lintas jalan agar tidak macet
- Ia minum obat agar lekas sembuh

The word "agar" in Indonesian grammar is a conjunction that connects two sentences and indicates the desired purpose. Unlike the Arabic sentence, the word "agar" which means كي is a harf mashdary and nashab followed after fil mudhari 'manshub.

In this case, students seem to try to use the analogy they built from the Indonesian language system to express Arabic sentences. First language interference in the second language occurs because the student's first language system is more dominant than the second language system.

The dominance of the first language in the second language again occurs in the expression of students أَنَا أُنَظِفُ الغُرْفَةُ وَأَحْفَظُ نَظَافَتُهَا which implies the sentence structure of Indonesia “buku cerita itu dibacanya sampai tamat” as the sentence which refers to the Indonesian expression "Selama ada masyarakat dan kehidupan disana ada hukum".

Composition's mistakes most students come from intralingual and developmental errors. As seen in the following error:

إنَّ أَنْفُظَ الغُرْفَةَ وَأَحْفَظَ نَظَافَتُهَا

In the sentence structure above is an example that violates Arabic syntax rules, namely the sentence structure rule غُرْفَةَ which refers to the Indonesian expression "buku cerita itu dibacanya sampai tamat" as the sentence which refers to the Indonesian expression "Selama ada masyarakat dan kehidupan disana ada hukum".

Composition's mistakes most students come from intralingual and developmental errors.

The last harakat of the word غُرْفَةَ, both of these sentences should be read as a text because their position is as maf'ul bihi. Likewise in the other sentence structures that have been collected by researchers, the following samples are obtained:

<table>
<thead>
<tr>
<th>Table 1. The form of Composition students' mistakes.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Composition students' mistakes</strong></td>
</tr>
<tr>
<td>في البيت خَرْجَةِ للحَجرَةِ بَابٍ</td>
</tr>
<tr>
<td>اِحْمَلَ الَّذِينَ ارتُدُّوا النَّصْر</td>
</tr>
<tr>
<td>أَتَعَلَّمُ بِالجَدِّ وَالجِدْ</td>
</tr>
<tr>
<td>رَجَعَ الطَّلَابُ إِلَى بُيُوتِهِمْ فِي يَوْمِ العُطِيلَةِ</td>
</tr>
<tr>
<td>مَسْكَنِي مِثْلُ بَيْتِي</td>
</tr>
<tr>
<td>أَتْوَضَّعُ بَعْدَ النَّوْمِ</td>
</tr>
</tbody>
</table>
5.2 Desain Student Worksheet Materials

After analyzing students' mistakes, the worksheets are arranged through the forms of mistakes of the second-grade students of KMI Al-Iman Boarding School for males. Student Worksheet is printed with paper size B5, space 1.5, font 18 for Arabic and Palatino Linotype for Indonesian. The worksheet design consists of front cover and back cover, introduction, table of contents, introduction, worksheet, training models, instructions for using the worksheet, syllabus, content, assessment, and bibliography. The contents section consists of the title of the material, the main paper, the elements of the paper, the explanation of the sentence structure in the paper, attention to errors, rules of pictorial or summary material, practice questions.


The content of the worksheet is enriched with pictures related to the material, wise words that aim to motivate students in learning Arabic and also the colors of the helpers in understanding Arabic sentence structure to encourage interest and reduce boredom due to new things in learning.

The contents of the worksheets were responded by material experts, media, languages, and students. Qualification of expert, practitioner and student response, namely (i) very high and high, it is necessary minor revisions are made and validation / retrying is not necessary; (ii) moderate, necessary major revisions are made and there is no need for validation / retrying; (iii) low and very low, large revisions / trials and re-validation need to be done, furthermore in the evaluation criteria for responses to Student Worksheet 81% - 100% (highly applicable); 61% - 80% (can be applied); 41% - 60% (enough can be applied); 21% - 40% (less applicable); <21%
The results of expert and practitioner responses can be seen in the following graph:

**Fig. 3.** The results of expert and practitioner responses.

The graph above shows that the response of material experts is high (77%), language (92%), media expert is very high (95%) while the average results of expert judgment are very high (86%). This result means that the compiled Student Worksheet does not need to be validated again and is already very applicable. Student responses to the worksheets developed can be seen in the following graph.

**Fig. 4.** The small and large group trials result.

The graph above shows students' responses to small group trials increased by 20%, and large groups by 27%. So, the worksheets that are compiled only need minor revisions and there is no need to try again, and the worksheets are very applicable to Composition's learning in the
classroom. This result is reinforced by the high results of the questionnaire distributed to students after learning to use Student Worksheet as follows:

**Table 2. The Student responses to the Student Worksheet.**

<table>
<thead>
<tr>
<th>No</th>
<th>Student Response</th>
<th>Percentage</th>
<th>Ket</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Small group trial</td>
<td>85%</td>
<td>Very high</td>
</tr>
<tr>
<td>2</td>
<td>Large group trials</td>
<td>86%</td>
<td>Very high</td>
</tr>
</tbody>
</table>

The schedule shows students' responses to small group trials are very high (85%), as well as large groups (86%). So, the worksheets that are compiled only need minor revisions and there is no need to try again, and the worksheets are very applicable to Composition's learning in the classroom. This is coupled with the height of the teacher's response to the questionnaire.

**Table 3. The Teacher's responses to the Student Worksheet.**

<table>
<thead>
<tr>
<th>No</th>
<th>Teacher's response</th>
<th>Percentage</th>
<th>Ket</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Small group trial</td>
<td>96%</td>
<td>Very high</td>
</tr>
<tr>
<td>2</td>
<td>Large group trials</td>
<td>97%</td>
<td>Very high</td>
</tr>
</tbody>
</table>

Seen in the above schedule the teacher's response to the small group trial was very high 96%, compared to the increase in the large group trial 97%. So, the worksheets that are developed do not need to be revised and do not need to be retested, and the worksheets are very applicable to the composition's learning in class.

From small group and large group trial results data were analyzed descriptively using descriptive statistics aided by the Statistics Package for Social Science (SPSS version 22.0) software. as for the result:

**Table 4. Paired Samples Test**

<table>
<thead>
<tr>
<th>Mean</th>
<th>Std. Deviation</th>
<th>Std. Error Mean</th>
<th>95% Confidence Interval of the Difference</th>
<th>t</th>
<th>df</th>
<th>Sig. (2-tailed)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre</td>
<td>Post</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.3243</td>
<td>1.82656</td>
<td>0.30029</td>
<td>-2.93333 to -1.71532</td>
<td>7.740</td>
<td>36</td>
<td>0.000</td>
</tr>
</tbody>
</table>

It can be seen in the table above that the t-value of 7.740 is greater than the t-table of 2.030. So, this shows that there is a significant difference between the average scores of students pre-test and post-test in large group trials. This also means that the worksheet products that are designed are effective in increasing the ability of student composition.

Based on the results of the study above, researchers can take several important points. Some research shows that the worksheets developed have decent and valid criteria with little revision and can be used as learning aids in class. Subsequent results found that the worksheets were included in very good criteria so that the design could continue to be produced with little improvement. These results are in line with the research results obtained by researchers that the response of material experts is "High" and linguists and media experts "Very High", the worksheets developed were only made minor revisions according to expert and practitioner input, then the worksheets could be tested on students.
Students are very interested in giving positive comments to the worksheet, that with the worksheet in learning allows the teacher to interact with students. During the learning process, students can learn actively and efficiently by involving Student Worksheet. The expert's view is in line with the results obtained that the students' response to the attractiveness of worksheets was considered very high so that the worksheets developed were very applicable in learning and enabled students' effectiveness in learning to run actively and efficiently.

Relating to the effectiveness of Student Worksheet graphic design with images and colors. Comenius's research found that the use of colors, schedules, graphics, and images gave good results in Latin language learning, in line with the preparation of worksheets enriched with the right picture concept in the learning environment that can attract students' attention [39, p. 119]. Strengthened by Karamustafaoglu, that conceptual drawings, questions, and cartoons can capture the attention of students. The expert's explanation is in line with the results of the study that students' responses to worksheets are considered to be very interesting in terms of writing, language, how to arrange pictures, and colors, complemented with evaluation, because evaluation in the form of questions is an important factor in worksheets [22]. Overall these results are in line with the results of research conducted by researchers.

The following example of a unit from a Student Worksheet that the author composed:

![Fig. 5. example of a unit from a Student Worksheet](image)

6. Conclusion

In addition to being a problem of students language problems, Composition's learning can also be a contribution to improving student’s Composition abilities. Analysis of language errors as an applied linguistic theory can be used in which results are used as remedial material in the form of interesting teaching materials and following the abilities and development of students at that time. Student Worksheet is one of the teaching materials it’s can be used by teachers in
serving students in developing the ability of Composition in the learning environment. This research provides a positive contribution for teachers that the development of worksheets as important teaching materials in the learning process.

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References


Implementation Of The Insya’ Lesson To Improve The Writing Skills Of Students In The Senior High School

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Abstract. The Insya’ lesson is one of the lesson that acquire the language by improving the writing skills. This research is aim to: description of the implementation of the Insya’ lesson in the senior high school, the detection of the method of teaching, and the detection of problems faced by teachers and learners. The methodology used is qualitative research. The results of this research are as follows: The implementation of the lesson to train the language skills of the students and to improve the efficiency of students towards learning Arabic language in writing, The methods of teaching this lesson is the direct method, the use of questions, and the method of selectivity, the Problems in teaching this article are problems in terms of the teacher, the method of education, and students, and The solution to problems of teaching this lesson is the completion of duties in terms of teachers and students.

Keywords: Writing skill, Insya’ lesson, Senior high school

1. Introduction

Language learning requires by learn the four language skills: listening skills, speech skills, reading skills, and writing skills.[1] The ability of listening and reading to understand the content is an acquisition skill, but the skill of speech and writing skills to express the content is a applied skill. The last two skills are aimed at teachers of the Arabic language because the correct expression represents the outcome of the student absorbed and stored linguistic elements.[2] The skill of writing has two terms: the expression of writing and the creation, this an ability to represent the drawing of the linguistic character that people understand when reading it, which is a precise linguistic work, speaking or writing, and caring for the denominator and appropriate to the case.[3] This article is a lesson to train pupils to do all the colors of linguistic activity that the community requires.[4] The teaching of this article requires the ability to write what they hear, what they speak and what they read.

Some of the things that must be done to the teachers in teaching of Insya’ lesson are how to understand and performance the duties of the teacher in Insya’ lesson, how to teach this article, and the duties of students in learning this article. This is essential for the successful teaching of this lesson. The teacher must learn about the problems faced by himself and that

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2 The lecturer in University of Darussalam Gontor Indonesia
3 The student in University of Darussalam Gontor Indonesia
students are faced with learning about this lesson and how to solve these problems. According to these matters, the discussion will be presented in this paper.

2. Insya’ Lesson And Its Role In The Teaching Of The Arabic Language

The Insya’ is a source of creation and the creation of a further grew up by transgression. The meaning of language is the meaning of creation, as the meaning of height implies. The meaning here is to find and to create not from nothing but another matter.\[5\] Insya’ is the process of expression of ideas in the form of a series according to the system of language synthesis, or the process of transfer between the minds of the generator and the receiver, and the requirements of this process of certain assets and precise conditions and the technical provisions required.\[6\] The meaning of the other is an expression in a verbal form that suggests the purposes of the speaker, or the stage in which the student is free to choose his ideas, vocabulary, and composition when writing.

It should be distinguished between the terms Insya’ and expression (Ta’bir), and it has been found that some educators tend to use the term Insya’ and influence it on the term expression (Ta’bir). The word Insya’ means creation (Ibda’) or creation (al-khalq), creation and creativity is not what everyone wants or prepares for any human being, but it is a matter of education and the need for so-called talent or readiness. The expression (Ta’bir) is broader and more comprehensive than the Insya’ because it includes the oral and written, and Insya’ is the narrowest circle of adaptation because it is limited to the written side.

The subject of the science of Insya’ is the knowledge of the origins of writing and its arts, and the consequent methods of speech and methods of expression, and what must be the culture of origin, to be eloquent in its creation, in terms of strength of installment and injury meaning, and also be the subject about things that fall under the senses and experiences of students And not far from their awareness and emotions, so that they can find all the necessary ideas, for that subject and based on their past information and subsequent observations.

3. The Foundation In Teaching Insya’ Lesson

3.1 Psychological Foundations

One of the psychological foundations in the teaching of the Insya’ lesson is: 1) the tendency of the children to express themselves, and to talk to their parents, brothers and friends, and this tendency appears in the child's keenness that his father happens in what he saw together in the funeral home or at a party, the teacher can take advantage of this psychological basis in the treatment of children who refrain from participating in the lesson of expression and intimidate their positions. 2) and the tendency of children to feelings and feelings of morale and take into account this principle is useful in the selection of subjects suitable for students at various stages and the use of images and models during the lesson, 3) and students to express if they have motivation and motivation, and we're in a situation of vulnerability and emotion, 4) During the attempt to express the mind, several mental processes in which there is a lot of difficulty and complexity, the process of analysis and the process of installation. 5) the predominance of the hymn to some students, and 6) imitation.\[7\]

3.2 Educational Foundations

One of the educational foundations in the teaching of the Insya’ lesson: 1) Freedom, 2) The expression is not a specific time and not a specific share, but a continuous linguistic activity. (3) The child can not express anything unless he has prior knowledge of this thing, and
therefore the students narrow some subjects and describe it as closed or narrow or dark and permission should be subject to themes Related to pupils' minds.[7]

3.3 Language Bases

Some of the linguistic bases in the teaching of the Insya’ lesson are: 1) the lack of linguistic distribution among the students, and this requires working on the development of this crop in the natural way, such as reading and listening, 2) oral expression earlier than written expression, 3) concurrence of general language.[7]

4. Objectives Of The Insya’ Lesson

One of the aims of Insya’ lesson teaching is: 1) to provide learners with the ability to express their meanings and ideas, to articulate soundness and sound structures; 2) to provide learners with the ability to chain ideas and build on one another incoherently coherent sentences; 4) Training learners to overcome the direct expression to the metaphorical artistic expression, especially the talented ones, 5) give the learners the ability to use new meanings and ideas, 6) to familiarize the learners with frankness, and to express the opinion before others, 6) To develop the spirit of criticism and analysis among learners and to familiarize them with good observation and accuracy, and encourage them to discuss.[8]

The purpose of the science of Insya’ is to show the origins of writing and to take into account its art so that the interaction between fully interacting minds can be realized.[9] And to prepare an individual who is capable of expressing the life situations he faces, a clear expression of the idea, the net of the language, and the sound performance of the hearer or the reader understands it and finds its intentions.[8] Hence the purpose of the Insya’ lesson:

a. Enable pupils to express what they feel or what they are seeing in a sound and correct way
b. Expand the circle of their ideas
c. To supply the missing vocabulary and compositions, in a natural way
d. Accustom them to logical thinking and order ideas and connect
e. prepare them for the vital positions that require eloquence ability to improvise.[7]

5. The Strategy Of Teaching Of Insya’ Lesson

5.1 The Strategy Of Choosing The Subject In The Insya’ Lesson

It is necessary to step up with the students in terms of the subjects of expression, start with them what they see, and related to their lives directly, ie, start the school environment and the home environment, and then the external environment. And now go back to talk about the Insya’ issues and what should be taken into account in the selection. Here we mention:[10]

a. The subject chosen should be in the students' area of expertise. That means they have things to say. As long as the structural subject is intended to practice writing, students should practice writing ideas and experiences from them.
b. The subject matter has value, whether it is personal values related to students and their welfare, or social value
c. The topic is clearly defined; vague general subjects do not provide the student with an opportunity to organize his ideas.

5.2 Steps To Teach The Insya’ Lesson

The steps of teaching Insya’ are:
a. Preface. The teacher mentions the title of the subject and hands it on the blackboard, then turns around some questions that indicate the interest of the students and attract their attention, and ask someone to read the introduction written in the book and the collection of information gathering.

b. The teacher reviews the students in the subjects of the subject agreed upon in the share of verbal editing and then writes them on the side of the blackboard, and these elements are reviewed with students quickly, and discussed and explained, through the information collected by students. And then discuss with them the conclusion of the subject, and asks them to bite the conclusion of the conclusion they wrote.

c. Write the subject. The teacher asks the students to put aside the drafts and papers in which they have collected the information and then distributes them to the written expression of intentional writing to write the expressions in the class, and each student begins to write deliberately on himself and his memory and the collection of information and concise in mind, Guide and teacher and remind them of the basics of writing the subject of written expression. After that, the teacher collects the books in the last minutes of the lesson and then begins the correction process according to the foundations of correct and educational correction, so that each student recognizes the strengths and weaknesses in the performance.

d. Evaluation. The teacher evaluates the students' subjects according to a set of criteria. The teacher should agree with the students before writing so that they are suitable for the quality of the subjects proposed and for the objectives of the expression in general.[11]

6. Research Methodology

The methodology used in this research is descriptive qualitative research methodology for obtaining research in the implementation of the Insya’ lesson in improving the efficiency of writing skill in the senior high school. Therefore, the desired data in this research is obtained through observation, interviews, and documents.

Observation is the method of observation or observation that involves focusing attention on the intent.[12] The researcher used this method to observe the linguistic aspect of students at the secondary level. The interview method is the process of recognizing the data for the research in the form of the questions and answers between the interviewer and the corresponding interviewer.[12] It is a tool for collecting information by providing several questions orally to answer verbally as well. The main feature of interviews is in direct contact with face-to-face information seekers and information sources. Use this method to obtain data from the result of the interview with some teacher or teacher at a senior high school.[13] The documents are a tool for collecting data in the form of events consisting of writing, drawing, or large works from a person or institution, view and analyze data.[14]

7. View and analyze data

7.1.1 Implementation Of The Insya’ Lesson In The Senior High School At The Boarding School Of Walisongo Ngabar Ponorogo

The Insya’ lesson is a language lesson or a language application course. It also trains pupils to apply the language lesson and grammar. Therefore, students should follow models in case of syntax or language use.[15] It is one of the lessons for students at the Boarding School of Walisongo Ngabar Ponorogo, from the second grade to the sixth grade of the regular classes, the third grade of the intensive classes, and the important foundations for training the
language skills of the students and improving the students' proficiency in learning the Arabic language in terms of writing. The study of the *Insya’* at the Boarding School of Walisongo Ngabar Ponorogo, is here under the supervision of the teacher in the complex classes during learning and teaching in the classroom or outside the classroom. This exercise will continue with the help of the homework and the surrounding environment and the defender of language activities.

Educational activities start at the Boarding School of Walisongo Ngabar Ponorogo from Saturday to Thursday from 07:00 to 13:00 WIB. The *Insya’ lesson* comes twice a week, every 40 minutes. The school places this course as a course for students in the second to sixth grade and considers it a basic subject in the teaching of the Arabic language, especially in the teaching of writing skills.

And the curriculum of teaching the establishment in this Institute of the curriculum of the Islamic study where the curriculum of the study of this Institute of two types, the curriculum of Islamic study and the methodology of the cosmic study. These two approaches are important in the formation of students' ethics and the development of their language proficiency, particularly in Arabic and English, because the teacher and students must speak in the previous two languages in the teaching room or outside.

The purpose of teaching the *Insya’* lesson is:

a) The ability to express the right based on the grammar

b) Accuracy in the use of the word and its structure in the sentence and phrase

c) Use good and good taste in the syntax of the sentence

d) Students to think properly and logical thinking

e) Freedom of thought and strengthening of the senses

f) To familiarize students with the ability to form good opinions and ideas

g) Strengthen the queen of honest observation and queen of thought.

7.2 Method Of Teaching *Insya’* Lesson In The Intermediate Stage

How the *Insya’ lesson* is taught to students at the senior high school of the Boarding School of Walisongo Ngabar Ponorogo:

a. Direct method. This method is the principle of the step of the school in teaching when the school gave the new subject, so many of the school uses this method of teaching Arabic.

b. The way using the questions. This method is used when students answered questions or exercises in the book. It is essential that the teacher use this method to find out how well students can understand them.

c. The method of research, which is to conduct the students who are teaching in the teacher's teaching.

d. Synthesis Method: a method used when the teacher asked students to make the appropriate sentence.

e. Method of selectivity: the sporadic and used method of teaching the school in class. To achieve the goal of education, the success of education, the teacher should be concerned about the important things that are desired in education and the method used.

7.3 Problems Faced By Teachers And Students In Teaching And Learning The *Insya’* Lesson

The problems faced by the teacher in the *Insya’* lesson is the preparation of the lesson, and this because of his qualifications in Islamic studies, he knows how to build good in *Insya’* lesson but did not learn how to teach good *Insya’* lesson.
The problems in teaching of *Insya’* lesson itself are the design of the lesson, lack of references and sources, weak knowledge of teaching methods, diversity of students' efficiency and requirements, use of teaching aids, writing students' creation unreadable and incomprehensible. Students believe that the teacher is good at providing the lesson, patient in their education and tolerant, encouraging them to discuss and exchange views and respect their opinions. But is weak in the preparation of the lesson and the use of methods and the use of means.

In the students, the lesson they learned was not clear and ineffective. They were not organized with repetition in the training and did not care about the stages of learning the *Insya’*, and did not hesitate from easy to difficult, and vice versa, so that they feel guilty and bored to not organize the good lesson.

### 7.4 Attempts To Solve Problems In Teaching *Insya’* Lesson.

To solve previous problems, the teacher should know his or her duties in teaching *Insya’*. The duties of the teacher either towards himself or his students varied and many, as it is a major source in the impact of students towards the lesson, and these duties:

a. to have some knowledge and science so that he can correctly judge the ideas of his students and the information they provide in the lesson.

b. to have many experiences through visits and trips and see the manifestations of nature.

c. The teacher does not cost his students in matters that are unknown to them, far from their science, and that the ideas presented to them are clear and not ambiguous because the clear thought affects the clarity of expression.

d. The teacher to explain the meanings of the words and their functions in the sentence, and provides the opportunity to build clear sentences in their significance.[16]

It is necessary to observe the teacher in the education of *Insya’*:

a) of the standards of good writing to coordinate the organization of the lesson and the content corresponds to what is in the mind of the individual goal, was one of the first steps of teaching the definition of students permanently the goal of writing. Few students know exactly what they mean by writing, while many know their purpose of speaking or reading.[17]

b) Student copies should be supervised by the teacher.[18]

c) Not all exercises are as easy as that, so the teacher should choose from them what suits the linguistic level of his students.

d) The restricted writing exercise must come after the teacher has explained the structure he is working on and the training of the students.[19]

e) The student should not be given anything to write unless he has written it and heard it.[18] The assignment of the student to write new words or unfamiliar structures or write words that differ from the pronunciation of the writing will hamper the writing itself and the loss of time and effort.

f) The teacher should not impose on students a set of stereotypes that they are committed to in the subjects of expression, but be capable of what their segments of the vocabulary, structures, and ideas corrected correctly them, it is better to memorize a set of structures that then become clichés spread in every subject.

g) After the students write the exercise, it is corrected by self-correction. Each student corrects what he wrote by comparing the typical answers, or by correcting the teacher for what each student wrote.
h) The teacher should discuss with his students their common mistakes and give them more exercises and exercises to address these errors.
i) Each student rewriting the exercise of the exercise only.
j) Homework must be limited to writing on what the students have learned in the classroom and the teacher will make sure they find their work on their own.

The students’ duties towards themselves in the **Insya**’ lesson are:
a) Accuracy in the observation of things, and describe them as methodically sound.
b) based on a good sense and good to help him in selecting the word and sentence and the appropriate expression.
c) clarity of thinking, so that the main ideas are determined and organized before writing.
d) Accuracy in discussing ideas and issues after a presentation.
e) Proficiency in the grammar of the composition, drafting, dictation, and calligraphy.
f) to keep away from dry narrative, but must use the calibrated actions, dialogue, and simple balances.
g) Use Quotations correctly, so that they can be used to confirm, deny or discuss the idea.
h) Accuracy in the use of punctuation, margins, and paragraphs.

8. **Closing**

According to previous research, the researcher wanted to draw the following:

1. The implementation of teaching **Insya**’ lesson at the Boarding School of Walisongo Ngabar Ponorogo in the senior high school to train the language skills of students and to improve the efficiency of students’ learning Arabic in terms of writing. The objectives of teaching this article are: the ability to express the correct basis of the grammar, accuracy in the use of the word and its composition in the sentence and sentence, the use of good and good taste in the syntax of the sentence, to familiarize students to sound thinking and logical thinking, freedom of thought and strengthen the senses, And to familiarize students with the ability to form good opinions and ideas, and strengthen the queen of sincere observation and Queen of thought.

2. Methods of teaching the **Insya**’ lesson at the Boarding School of Walisongo Ngabar Ponorogo in the senior high school are direct method way, the way they use of questions, the method of exploration, the method of synthesis, and the method of selectivity.

3. The problems faced by teachers are the design of the lesson, lack of references and sources, weak knowledge of teaching methods, diversity of students’ efficiency and requirements, use of teaching aids, writing students’ creation unreadable and incomprehensible. Students believe that the teacher is good at providing the lesson, patient in their education and tolerant, encouraging them to discuss and exchange views and respect their opinions. But is weak in the preparation of the lesson and the use of methods and the use of means. In the students, the lesson they learned was not clear and ineffective. They were not organized with repetition in the training and did not care about the stages of learning the **Insya**’, and did not hesitate from easy to difficult, and vice versa, so that they feel guilty and bored to not organize the good lesson.

4. Attempts to solve these problems are to meet the duties of the teacher and the students and know how to teach the appropriate manner of this article.
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References


Multimedia Application Material for Speech Skill

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Abstract. In context of learning Arabic, speech is a basic skill that must be mastered by the students, and it’s one of the final objectives of foreign for language learning. Because students are required to be able to communicate both with the teacher and friends. However, the problems that occur at this time are Non KMI students (Kulliyatul Muallimin Islamiyah) or often called Non Gontor graduated, have not be able to express or compose sentences within their minds even though they have studied for a year at Arabic language hostel Darussalam Gontor University. To solve this kind of problem, the researchers compile teaching materials using image media as an appropriate tool to facilitate students in improving their ability to express or compose sentences in their minds.

Keywords: Media, Image Material, Speaking Skill

1 Introduction

Arabic is one of the languages which used by many groups of people around the world including Indonesia, as is the case in Islamic boarding schools and other Islamic institutions that are used as official languages in communicating in daily life, even Arabic is also used as the language of instruction in lectures, the goal is to realize students who are active in communicating Arabic verbally.

The University of Darussalam Gontor is a university that requires students to speak Arabic both in lectures and outside of lectures because in the context of Arabic learning, speaking includes basic skills that must be mastered by students and is one of the final objectives of Foreign Language learning. For this reason, the University of Darussalam Gontor Language Center established the Arabic language hostel program for students who have no language skills, and this Arabic language hostel program is only one year, and this time is relatively short for beginner students, to maximize speaking learning, researchers use the picture as a media in speaking learning.

Based on the problems elaborated above, the researchers used speech skill learning by using picture media as an alternative to improving speech skill for students at language hostel University of Darussalam Gontor. How to learn speech skill by using picture media will figure it out in this paper.
1. Definition of Learning Media

The word media drives from the Latin word means "medius" and is a plural form of the word medium which literally means middle, intermediary or introduction. In general,[1, p. 5] media are all forms of intermediaries to spread, carry or convey something message and ideas to the recipient so that they can stimulate the thoughts, feelings, and interests and attention of students in such a way that the learning process occurs.[2, p. 7] Thus the media is an additional function that is as a tool to create an effective teaching learning situation, in addition to completing the learning process so that it will attracts the attention of students more[3, p. 134].

The term media is extremely popular in the field of communication, the learning process is essentially a communication process. In the communication process there are important components that play their role, namely curriculum and students.[4, p. 125] In order for the communication process between education and students to run well and smooth or take place effectively and efficiently need a tool called learning media.

From this definition, it can be concluded that learning media is an educational tool that can be used as an intermediary in the process of stimulating students' thoughts, feelings and wishes, so that it can encourage learning that is an integral part of the educational process.

2. The Important of Media in Teaching

The teacher is the spearhead and the central point for realizing the progress of education in schools and colleges, therefore the media is needed to facilitate students in mastering subject matter with the aim of generating interest, motivation, creativity and increasing student activity and making lessons meaningful which will ultimately improve results student learning.

In order for learning to improve learning outcomes, one of the things that teachers do is to make the selection of appropriate learning media so as to improve students' competencies and abilities in learning. Herein lies the importance of the media as an intermediary or channel that helps students in learning, in other words that instructional media is a kind of tool to assist students in refining and clarifying the meaning of words, sentences, concepts of thought and guidance to acquire skills. Based on the explanation above it can be seen that learning media can enhance the quality of teaching and learning process which in turn can improve the quality of student learning outcomes.

3. Definition of Speech

The Arabic subject is a subject which is directed to encourage developing, and fostering abilities and fostering positive attitudes towards Arabic both by understanding the conversations of others and as a means of oral and written communication as well as exchanging experiences, expressing opinions or understanding what delivered by others. For that in a person is very necessary language skills to be able to express what they think and feel.

Speaking skill’s related to language is the ability to pronounce sounds or a word that has meaning.[5, p. 792] juz 2 Whereas according to the term language is one's ability to express what is in his mind or express,[6, p. 12] express and convey ideas and feelings. As Acep Hermawan said "The mastery of speaking is essentially the ability to produce the sounds of articulation or words to express and convey thoughts, ideas, and feelings.[7, p. 135]

Based on the above opinion that language is a skill used by everyone in everyday life. This skill requires a lot of practice, which is basically not a process of the ability of intellectuality but includes the ability to receive and send messages from the speaker (Mutakallim) with the interlocutors.
Therefore, speaking is one's ability to pronounce the articulation of Arabic sounds, for that the teaching of Arabic for non-Arabs in the initial stages aims to be able to pronounce sounds, be able to express ideas with complete sentences in various conditions, be able to speak with simple or short sentences, and capable speak fluently around general topics, such as about daily life, sports, kitchen, class, and so on.

According to the variety of definitions above, it can be concluded that speaking activities both within lectures and outside of lectures should have aspects of communication that are between the speaker and the listener reciprocally. In this way, speaking exercises must first be based on listening skills, speaking skills, and mastery of vocabulary.

4. The Objectives of Speaking Learning

Speaking skills are a very important field of learning, in addition to other language skills, because students' speaking skills will greatly affect student college assessments. In the educational environment, students are required to be skilled at speaking during the learning process, when in discussion activities students are required to be skilled at expressing opinions, defending opinions, refuting the opinions of other students or being able to influence other students to follow their thinking lines.

Apart from this, it can recognize that the purpose of learning speech is how a persona able to communicate with others, while the other objectives are; firstly, Getting used the student participants to pronounce expressions clearly, fluent and contain complete meaning. Secondly, familiarize students with thinking and speaking in a systematic Arabic language. Thirdly, too accustomed students with using sentences or expressions that suit a variety of contexts. Fourth, in order students are accustomed to using sentences that are full of meaning, and beautiful in language style bay following standard Arabic rules of fluent. Fifth, making one’s ability to express what is in himself, expressing what he saw with a good expression, and also makes a way of thinking in using the sentence correctly because of the correct expression of words that prevent a person from failure.

5. Model of Speaking Skill

In speaking Learning, there are various models and of speech exercises that have been developed by language teachers. Each approach or method gives emphasizes to certain techniques. The audio-lingual method, for example, emphasizes the need to learn to memorize the dialogue model before entering into free dialogue. While the communicative method emphasizes the understanding of the dialogue model including the function of each expression and the context or situation, it then goes straight into the actual communication exercise. Among the models of conversation training as follows:

a. Stories Telling

Giving assignments to students to tell stories is one way to find out the ability to speak directly. To be able to tell stories, there are two things students must master, namely the elements of how to tell stories and how to choose the language and what elements are told. The accuracy, smoothness, and clarity of the story will show students' speaking ability.[8, p. 289]
As explained above, storytelling is based on the stimulation of drawings, besides that, it can also be in the form of experiences, such as recreation, pleasant experiences, sad experiences and so on.[9, p. 57] However, these stimuli can be applied to various levels of elementary school students up to the high school level, but the teaching material notes must be adjusted to the level of development of the student concerned. Many books are told by teachers, even up to the level of tertiary education. From this, it can be seen that speaking learning with picture media will make it easy for students to compose sentences properly and correctly.

b. Talking Based on the Picture

To reveal the students' speaking ability in a language, pictures can be used as a stimulus for good conversation. Stimulation in the form of images is very good to be used in children of primary school age or early-stage foreign language students. However, image stimulation can also be used on students whose language abilities are higher depending on the shape of the drawing used itself. Pictures that are intended as stimulation of the conversation are not loose pictures that are not related to one another. However, one picture with another picture is interrelated.

Then after learning later, students are asked to name the object, either by the examiner showing the pictures in question or asking questions such as "what is this picture?" Or "what activity is in the picture?" and so on. Assignments like the one above do not force students to show their ability to speak, both concerning linguistic accuracy and extra-linguistic elements. The picture presented to students is a picture that contains activities, which reflect certain intentions or ideas. The picture in question is a picture that has a purpose or story that shows an event.

Furthermore, to teaching a speaking effectively, it is necessary to do a thorough analysis and consideration in choosing the approach and determining the method of learning. Here there is an approach that can be used as a basis for determining the method or technique of speaking learning, such as the listening-oral, approach communication, the listening-seeing approach including:

a. This approach minimizes the needs of students in writing in the form of explanations and others because of the clarity of images and their variations automatically guide students to verbally express the meanings contained in the picture.

b. The process of learning with this approach focuses on the use of the senses of hearing, vision, and pronunciation. The use of these senses regularly and continuously can train the smoothness of students in practice of speaking.

c. This approach can stimulate and increase students' motivation to continue and practice speaking with some of the expressions they have learned in the listening learning phase. Thus students feel that they have learned something useful and be able to practice it.
d. This approach can be used as a reference for the use of other techniques such as direct techniques, drama techniques, question and answer techniques, and so on. It is can also be used in activities such as camping, recreation, discussion, receptions, and contest activities.

6. Steps of Speaking Learning

There are several steps can be utilized by a teacher when teaching speaking skills, including:

Before the teacher starts to teach, the teacher firstly presents a picture story that is in accord with students' reasoning ability and language, so that students have no difficulty in understanding it.

b. After that, the teacher then reads the text of the pictorial story with a clear reading until the text is completely readout.

c. And then the teacher allows students to discuss the themes they have heard and seen.

d. Each picture is related to one another. Then afterward, students are asked to read the story as exemplified by the teacher, then after that, the teacher asks one of the students to explain the contents of the story by following what he knows in the language he can.

e. A teacher displays a collection of pictures; pictures one to the second, third and so on on the picture are related. Then a teacher asks the student to stand in front of his friend to explain the connection between one picture and another.[10, p. 261], [11, p. 140], [12, pp. 298–299], [13, p. 93], [14, p. 65]

Example: when students come to class in the morning, they then immediately divide assignments, some have swept the floor with a broom, some clean the table with a feather duster, some clean the window, and others clean the blackboard with an eraser. With this division makes the entire work quickly and easily, as stated in wisdom, unity is the basis for success.

7. Using Picture Media to Increasing Speaking Learning

In learning of speech skills for the beginner level, including students at language hostel Darussalam University of Gontor, researchers found the problems in teaching speaking skills. The mistake is that students are still weak and have difficulty in composing a sentence because one of the causes is inadequate vocabulary, besides that it is also pure because they cannot arrange sentences even though they have an adequate vocabulary.

For this reason, researchers use instructional media with pictures, the aim is to help and facilitate students to be able to compose sentences and later they can speak Arabic well. Because with this picture, according to Abdul Majid Sayyid Ahmad Mansur, "Media of picture can help beginner-level students to make a sentence by following an explanation from a teacher."[15, p. 157] In addition, Umar As-Sodiiq Abdullah said that the picture has three roles: First, the picture will be accompanied by a text story in Arabic. The aim is to describe the
meaning of the title of the text. Second, it helps students to remember the language lessons they have learned before. And the third is used to explain new vocabulary.[16, p. 173]

This learning media is in the form of a picture in the form of a story, why is that, because a picture story can be in the form of a written event that has already taken place or in the form of a fantasy that arises from one's artistic imagination. The steps on how to teach language to students with this picture story are as follows:[17, p. 619][17, p. 715]

Firstly: the teacher displays a collection of illustrated stories after that is discussed with questions related to the picture or students are asked to describe what is seen in the picture freely. Secondly, give the students some stories that fit their abilities and conditions that student recognizes, afterward the teacher asks the students to analyze the stories that have been told and then tell them to retell it again.

From the explanation above it can be seen that the picture has a very big influence in remembering what has happened before, both in terms of the events they experienced, or the events they saw. Then the pictures form a story that is accompanied by a text, in the text then has a vocabulary that will help students in forming a sentence so that it takes the form of a speech. Therefore, researchers see that this illustrated story will be an appropriate tool to improve students' abilities in the field of speaking skills.

8. The Value of Analytical Speaking Learning by Using Picture Media

After researchers completed of speaking study with media of picture for students at language hostel. Darussalam University of Gontor, the researchers then presented the results of the questionnaire to see the effect of using media of picture in increasing of speaking learning students of language hostel Darussalam University, researchers used a closed questionnaire to measure the extent The results of using image media, the results will be explained in the following:
Questionnaire Results for Students of Sakan Arab University of Darussalam

From the description of the chart above it is clear that:

<table>
<thead>
<tr>
<th>Average</th>
<th>Total</th>
<th>Number of Percentage</th>
<th>Questions</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>%90</td>
<td>45</td>
<td>- - - 5 5</td>
<td>Does the use of Grammar help you arrange Arabic sentence?</td>
<td>1</td>
</tr>
<tr>
<td>%84</td>
<td>42</td>
<td>- - - 8 2</td>
<td>Does a using Picture easily helpful in expressing Arabic sentences?</td>
<td>2</td>
</tr>
<tr>
<td>%94</td>
<td>47</td>
<td>- - - 3 7</td>
<td>Does a using Pictures make students easy in compiling the vocabulary into Arabic sentences and be able to know it uses in speaking?</td>
<td>3</td>
</tr>
<tr>
<td>%96</td>
<td>48</td>
<td>- - - 2 8</td>
<td>Does the use of picture media helps students understand the subject of Maharatul Kalam?</td>
<td>4</td>
</tr>
<tr>
<td>%82</td>
<td>41</td>
<td>- - 1 7 2</td>
<td>Does a using picture medium help students in practising speaking Arabic?</td>
<td>5</td>
</tr>
<tr>
<td>%98</td>
<td>49</td>
<td>- - - 1 9</td>
<td>Does the use of picture media make students easy in telling stories?</td>
<td>6</td>
</tr>
<tr>
<td>%80</td>
<td>40</td>
<td>- - 1 8 1</td>
<td>Does the use of picture media can encourage students to speak Arabic continuously?</td>
<td>7</td>
</tr>
<tr>
<td>%94</td>
<td>47</td>
<td>- - 1 1 8</td>
<td>Does the use of pictures have an effect in remembering the lessons for a long time?</td>
<td>8</td>
</tr>
<tr>
<td>%90</td>
<td>45</td>
<td>- - 0 5 5</td>
<td>Does the use of picture media make learning of maharatul kalam enjoyable during the learning process?</td>
<td>9</td>
</tr>
<tr>
<td>%92</td>
<td>46</td>
<td>- - 1 2 7</td>
<td>Does the use of picture media in learning maharatul kalam makes students have a lot of practice to speak?</td>
<td>10</td>
</tr>
<tr>
<td>%96</td>
<td>48</td>
<td>- - - 2 8</td>
<td>Does the use of picture media eliminate boredom in learning maharatul kalam?</td>
<td>11</td>
</tr>
</tbody>
</table>

1. The average score of the questioner for the first problem is 90% (Strongly agreed) that students agree that the use of pictures can help in expressing Arabic sentences.
2. The average score for the second question is 84% (agreed) Shiva agrees that the use of pictures helps Shiva easily express Arabic sentences.
3. The results of the average value of the questioner for the third question 94% (Strongly agreed) students agreed that the use of images can help students in combining vocabulary into Arabic sentences and can find out how they are used in speaking.
4. The average value of the questioner for the fourth question 96% (Strongly agreed) students agreed that the use of pictures can help students in understanding speaking lessons without difficulty.
5. The average value of the questioner for the fifth question 82% (agree) students agree that the use of pictures can help students practice speaking Arabic.
6. The average value of the questioner for the sixth question 98% (Strongly agreed) students agreed that the use of pictures can help students in facilitating students in telling stories using Arabic.
7. The results of the average questioner score for the seventh question 80% (agree) students agree that the use of pictures can encourage students to continue to speak Arabic?
8. The average value of the questioner for the future questions 94% (Strongly agree) students agree that the use of pictures can help students remember the lesson for a long period of time.
9. The results of the average questioner score for the ninth question 90% (Strongly agreed) students agreed that the use of pictures makes students have a lot of practice to talk.
10. The average value of the questioner for the tenth question of 92% (Strongly agreed) students agree that the use of pictures makes students have a lot of practice to talk.
11. The average value of the questioner for future questions 96% (Strongly agree) students agree that the use of pictures can eliminate boredom in speaking learning.

In general, the overall value of the questionnaire the researcher have shared with all Sakan Araby students with grades:

Result Rating Average: \( \frac{\text{251}}{285} \times 100\% : 84.5 \% \)

The average value of 84.5% shows that students agree with the use of pictures, because its use is more effective in improving speaking lessons for students at Arabic hostel Darussalam University of Gontor ponorogo. For that from the above explanation it is clear that the process of using images in improving speaking skills has a positive effect, with the argument that students are able to express Arab's sentences well, and also students are able to communicate among their peers.

9. The Results of Value Before and After

After the researchers conducted a field experiment by using instructional media on students at Arabic hostel Darussalam University of Gontor. The researcher wants to know the effectiveness of instructional media using images in improving speaking learning. In this section, values will be presented before and after learning using picture media:

<table>
<thead>
<tr>
<th>No</th>
<th>Name of Students</th>
<th>Value Result</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>The value before</td>
<td>The value after</td>
</tr>
<tr>
<td>1</td>
<td>Atha Mahdi Muhammad</td>
<td>62</td>
<td>86</td>
</tr>
</tbody>
</table>
In analyzing the results of the scores before and after, researchers used the SPSS program,

<table>
<thead>
<tr>
<th>Pair</th>
<th>PRE TEST</th>
<th>POST TEST</th>
<th>Paired Differences</th>
<th>t</th>
<th>Df</th>
<th>Sig. (2-tailed)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Mean</td>
<td>Std. Deviation</td>
<td>Std. Error Mean</td>
<td>95% Confidence Interval of the Difference</td>
</tr>
<tr>
<td>1</td>
<td></td>
<td></td>
<td>Mean</td>
<td>18.800</td>
<td>4.84062</td>
<td>-21.06548 - 16.53452</td>
</tr>
</tbody>
</table>

From the above table it is clear that the t-value is 17.36 greater than the t-table of 2.086, with this it is clear that the use of most learning media with images is more effective. For this reason, if we look at the information above, the researcher can conclude that students like to use the media of images in speaking learning, because it provides convenience.

**Conclusion**

Based on the results of research that has been done, it can be concluded that, speaking learning by using picture media for students of Arabic hostel University of Darussalam Gontor first: can help and facilitate them in understanding the material taught by the teacher. Secondly, they can compile the sentence becomes a story and can be retold in front of their friends. Third, speaking learning with picture media makes Arabic hostel students can remember the lessons
delivered by the teacher for a long time, fourth, speaking learning with picture media are able to increase the value of speaking lessons, could be seen from the table above it is clear that the value t-is 17.36 larger than t-Table 2.086, for this prove it is clear that using of learning media by using pictures is more effect.

Reading Al-Attas’ Analysis on God’s Revelation as Scientific Metaphysics

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Abstract. The distinctive feature of al-Attas’s definition of God compared with Western’s definition is based on the Islamization process upon the Arabic language occurred during Quranic revelation. Al-Attas affirmed that Quranic revelation was a scientific-metaphysical work altering Arabic key meanings and crucial concepts through its semantic structure without shifting its literal form. Such a process was regarded later as an improved theological system constructing Islamic Worldview carrying out new concepts of God, truth, reality, science, etc. Rather than reconstructing its literal form, Quranic revelation developed fresh key meanings and crucial concepts embedded in Arabic Word and institutionalized it as a standard language of Islamic World further. This research found that al-Attas affirmed Islamic Revelation as a scientific-metaphysical process manifested in a transformation of the semantic meaning of Jahiliyya Arabic then standardized as the language used by major Muslim. This process also guaranteed several fundamental differences owned by Western Worldview regarding the definition of God and concepts exposed from it, including ‘Theistic Science’.

Keywords: revelation; scientific metaphysics; Islamic worldview; Islamization

1 Introduction

Al-Attas’s thoughts about God are actually interesting. Al-Attas has defined God in Islam as not the other ‘God’. Not the God of scientists and philosophers in the West, neither traditional nor mystical God [1]. For al-Attas, in the present, the West has never been able to finally define God. Moreover, later it will switch to other religious and metaphysical questions.

If a definition also presupposes the use of language structure as a medium; al-Attas was well versed in the philosophy of language that encouraged him to make critical arguments related to metaphysical matters, both reality, and truth. The author examines in various works, that al-Attas often provides an analysis of various things, starting with linguistic studies. Among them is the use of English in calling metaphysical terms in Islam such as God (ilah), religion (dyn), and knowledge (‘ilm), also being (wajud) and revelation (wahy) [2]. Al-Attas precisely redefined all these things while at the same time ‘filling them in’ and compared them to key concepts in Islam.
Al-Attas asserts that Islam is both a religion and a civilization. One of the characteristics of civilization is of course based on a worldview that integrated into a framework of thinking, ethic, value, social order, also science and technological research programs [3]. Historically, Islam has become a great civilization whose development is based on its worldview. The formation of a worldview begins from reasoning linguistic human reason to reality. On this basis, al-Attas called the Islamic worldview as ru'yatu al-Islam lil wujud [4][5]. Which, human reasoning for reality is always guided by a framework of thinking that comes from God’s guidance.

2 Methods

The object of this research is al-Attas' thought that developed in his magnum opus Prolegomena to the Metaphysics of Islam. The data sources of this study are: first, texts and written from al-Attas' works; second, his successor's commentary which founded as texts and written. The research data was collected by a literature study, survey, and review. The data analysis technique of this research uses content analysis thorough second sources and comparing it with a commentary of his thought. The content analysis technique is used in line with Islamic Based Research Methodology in Social Sciences [3], [6]. This analysis is used to discuss the content review and to describe it afterward descriptively.

3 Result and Discussion

3.1 Critique on Speculative Aspects of Western Metaphysics

In the West, although God is also considered a reality, the concept of 'reality' in the Western worldview is dwelling on reality (both physical and non-physical) which is never have a final concept of truth; including any concepts that are constantly changing and developing. The philosophers from Descartes to Kant 'have developed' the concept of God without stopping because indeed there is no 'permanent' epistemological basis like the revelation in Islam. This is because 'change' and 'development' are 'permanent' key concepts of reality; that the real reality is human and nature which always experiences a process of change and endless and dialectical development; from 'small' to 'adult'. From mythical and (Christian) religious tutelage to the positive stage [7]. Things that are considered as progress and modernity by the West are limited to the physical level. Whereas metaphysically, especially in terms of life views and science, if it is applied to other civilizations, it leaves many problems. This metaphysical study certainly focuses on the notions and concepts of reality and truth in Islam and the West, and their relation to facts. Al-Attas argues that the West only views reality rationally-empirically, and rejects revelation as a source of knowledge about actual reality. As a result, studies of human reality, soul, and reason are limited to the factual level observed [8]. Here we understand that Western conception of God was merely philosophical speculative of reason as Western views about reality and truth.

The impact that we can see axiologically, Western speculative metaphysics gave birth to a view of life that produces secular science in the 'modern' era and has damaged parts of nature: both humans, animals and plants and minerals. This, because science is considered not related to God who has created rules and natural laws [9]. Truth is only considered a fact that corresponds rationally and empirically which continues to develop and change throughout the ages without having or pointing to any meaning [10]. Truth is only based on the methodology of modern science that is upheld and declared neutral [11]. This is indeed the real influence of secularization whose elements are clearly explained by Harvey Cox, who is said to be taught...
by the Bible: Creation as the Disenchantment of Nature, The Exodus as the Declaration of Politics, and The Sinai Covenant as the Deconsecration of Values [12] [13].

We can summarize that Western metaphysics is limited to talking and arguing about the primacy of ratios or senses in achieving human knowledge. This rapid development was especially experienced by the post-Renaissance West, which was said to have triggered the dominance of the Church [14], [15]. The Renaissance changed the social and political atmosphere of European society at the time; in particular their increased trust in the ability of the mind to determine fate without the Church's (religious) 'guidance'. Starting from Italian Humanism (Vespasiano) to Machiavelli's political thinking and Christian Humanism (Desiderius Erasmus); continued into Protestant reform by Martin Luther. The scientific revolution began to be marked by the Royal Society, after being initiated by Sir Walter Raleigh with his philosophy of history [16], [17].

Indeed, there has been a recent awareness that the human ratios and senses are in fact limited; Kant then gave a solution with his criticism; although later it split into a post-positivism and idealism school. The description above can be easily found in Islam and Secularism belonging to al-Attas [18]. The West is still developing, we know the typical terms of post-modern epistemology such as the shifting paradigm of Kuhn to the scientific revolution in a Lakatosian research program. These are the aspects of western metaphysics sometimes can be found in contemporary Islamic intellectual traditions and other cultural studies [19]. From here, al-Attas is insisted on the importance of understanding correctly about the concept of revelation in Islamic Tradition.

3.2 Islamic ‘Scientific’ Metaphysics

Unlike the history of Islamic metaphysics; long before the West, there had been a massive revolution in Arabia. The former inhabitants were only bad and often involved in the war because of tribal fanatics; little by little change. They even united to form a social order to turn into a great civilization. God's revelation in the form of the Qur'an and the example of Muhammad's messenger of Allah have succeeded in increasing the ability of the Arabs at that time, both mentally, morally, and especially the scientific tradition. Conceptually, this event is called Islamization. That is, the Arabs of Jahiliyah have been Islamized through revelation which came down to Muhammad; the messenger of God as the catalyst. In the future, there was an anthropological development which became the basic elements such as views, concepts, philosophy, and reasoning power. In fact, other regions visited by Islamic da'wah helped use this rational Arabic language [20], [21].

Because of the universality of the Islamic worldview, the teachings of Islam are easily accepted by the traditional Arabic jahiliyyah. The concept of polytheism and mystical monotheism is easily defeated by the concept of tawhid in Islam; moreover the concept of 'caste' or differentiation of levels, concepts of leadership, law and social status of non-Islamic societies, are certainly easily defeated by 'equality' (musawaat) of humans with their level of devotion [22] and various concepts of legal equality in Islam such as amanah (trusteeship) [23], 'adl (justice) [24], haqq (true-real) [25], and hikmah (wisdom) [26]. All these key concepts are derived from the Qur'an, which later became the basis of the development of the ‘Islamic vision of the reality and truth’ that al-Attas commonly called ru'yatul Islam lil wujud.

4. Al-Attas on Revelation as Islamic basis of Scientific Metaphysics

4.1 Islamic Revelation Concept on Religion

Al-Attas argumentation about the ru'yatul Islam lil wujud based on his opinion that Islam as a 'true' religion is not merely a dichotomy of subjective truths as Greek philosophy;
neither 'personal religion' nor 'individual' or religious privatization as understood in 'secular religion' or 'modern rational religion'; nor is it 'natural religion' which considers all religions to be part of God. This is because "religion" (Islam) is not separate from belief (iman); although both contain different meanings. Faith in Islam is not merely a belief and self-confidence, but also manifested in spoken confession and expressed in actions guided by God's instructions (huda) revealed even without secular rational and logical limited proportions. This is because revelation shows that humans had sealed the covenant with God in their pre-existence conditions [27].

This view is indeed easy for us to understand through the key concepts offered by al-Attas such as din, tamaddun, dayn, and madinah. All of them are inherent in the ru'yatul Islam lil wujud (Islamic worldview) and affirm the human covenant (nihqaq) with God in an agreement above; because of that, humans who do not pay debts to God other than with themselves (Islam and iman), then he will lose (khusr). The association presupposes the cosmopolis aspect of madinah; which is God as 'owner' (rabb) and man as 'His servant ('abd). In terms of 'dayn' and 'dayyan' approve a 'payment' scheme of debt which must adjust the order (amr) and regulation (hukm) in the form of 'worship as revealed and taught through His messenger (shariat) by not making allies (shirk) for God. The main thing, namely the recognition of God as the owner (rabb) and ilah; because of the devil, even though he acknowledges God as rabb, but does not recognize it as an ilah [28].

Recognition of God's divinity is usually preceded by the true knowledge of Him. At this point, al-Attas recalls that in pre-existence, humans have acknowledged and testified that God is their rabb. The testimony presupposes that humans have been able to 'know' their rabb even though they have not been physically manifested. This is where al-Attas reiterated that at that time, humans had had 'knowledge' (ma'rifat) of God with their spiritual faculties (qalb). Furthermore, it is relevant to discuss that human existence in the world is a 'loan' from God which will later return to Him; and this is relevant to the concept of din above. For this reason, the theorem of 'knowing' (arafa) and the concept of science as its relation to reason becomes primary in Islam [2], [29]; because without it, a person cannot become a Muslim and qualify for devotion (ʻibadah).

Furthermore, the emphasis on 'iqra' as the first revelation comes down and various verses that end with diction 'don't you think (tatafakkarun)?' Or other terms such as 'taking lessons' (tatadzakkarun) and 'using reason' (ta'qilun) make it clear that Islam affirms humans to use reason in its proportion as the restriction of 'faith' which is strongly related to 'science' so that Islam is called rational religion. According to Wan Daud, 'science culture' is one of the hallmarks of Islamization [30], [31]. Furthermore, al-Attas cites the hadith that among the purposes of creation 'nature is as 'a sign' (ayat) of the manifestation of God, so that humans 'need' to 'know' nature, that is in the sense of studying it.

4.2 Scientific Aspects of Islamic Revelation

In al-Attas' perspective, Islamic revelation has a scientific aspect. It called scientific, because its ability to projecting both visions of unity between reality and truth (haqq); without objective-subjective dichotomy; individual-communal, and another aspect of dualism. This revelation was transmitted among generation through an epistemological channel called khabar shadiq which authorized its transmission within mutawatir form; and interpreted the meaning carefully because it has a firm root structure and semantic field that doesn't change. In fact, the Arabic language used in the Qur'an is clear Arabic and not 'crookedness' (ghayra...
dzi' iwajin) with the discussion in it being orderly and orderly (kitabun fussilat ayatuhu) and clear (mubin) and by itself proving (bayyinah) the truth [32].

In detail, Islamic Arabic has several different aspects with Arabic jahiliy. Although fellow Arabic, the Arabic ignorance still projects the jahiliyah’s worldview dominated by superstition (takhayul) and khurafat because of the sociological and psychological influence of those who still worship various things such as jinn, ghosts, angels, even animism and dynamism. When the Qur’an revealed, and the explanation was also conveyed through His messenger, a process took place gradually shifting the view of life of the Arabs (who converted to Islam) to the Islamic worldview with the Qur’an and hadith as its basis. Even though sociologically still uses Arabic, the meaning shifts; for example the word ‘karim’ in Arab jahiliyah identified with the number of offspring and assets; when he was Islam, the meaning of ‘karim’ was tied to ‘taqwa’ which clearly projected the Islamic vision of the dunya and the akhirat [7].

The Al-Qur’an also has a valid transmission method so that it can reach us today. As with the hadith, the Qur’an is also called khabar. The difference is that the Qur'an as a revelation is conveyed through the rules of prayer in the main level of validity [33]. In fact, what is referred to as the Qur'an is not limited to writing (rasm) the collected mushaf are then assumed to have been lost or distorted by Usman bin Affan; as the Orientalist claims of Theodor Nöeldeke or Arthur Jeffery [34]. The Orientalist presumption is proven wrong and has been academically refuted by scholars such as Mustafa Azami [35] and Ajjaj al-Khatib because of its nature, the Qur'an is clearly not a historical text that can be approached by methods of textual criticism such as successful hermeneutics used against the Bible [36].

More clearly, in fact, the scientific nature of Islamic language is also preserved because of such scientific transmission systems. Al-Attas pointed out that the Muslim scholars are the first community in history who pay attention to the Islamic language, then record their semantic and linguistic meanings; lexicologically, all the meanings of the interpretation of the Qur'an and hadith are then recorded into various dictionaries, encyclopedias, and other writings. This process lasted for thousands of years, which began from the interpretation of the Qur'an and the evaluation of the scientific method by Ibn Abbas by comparing it with the jahiliy and Arabic syi’r. From the comparison, it was found several jahiliyah’s words whose meaning was displaced by the Arabic language of the Qur'an, so that it was not even used again by the Islamic community. It was Islamic element that infiltrated into a key concept that projected Islamic identity and its vision of reality and truth which made it different from non-Islamic worldview [29].

4.3 From the Islamic Revelation to Islamic Epistemology

After understanding al-Attas' description of the scientific aspects of the revelation, we will go to the next discussion about the consequences of the scientific aspects of the Qur'an, namely the emergence of the Islamic epistemology. Al-Attas's explanation of the Islamic epistemology begins with his study about the subjects and objects of knowledge in Islam. The study become clear when we trace al-Attas’ definition of knowledge as "The arrival of meaning in the soul, and the soul's arrival at meaning "; which the ‘soul’ not separated from the self (nafs) is the same reality of qalb (heart), 'aql (intellect), and ruh (spirit). And such a ‘natural’ (rasm) definition of science presupposes the position of God as the cause for the arrival of knowledge to man through his spiritual faculty, namely the soul (nafs). Likewise, the spiritual faculties can then be juxtaposed with the physical faculties of the five human senses, so that by means of that humans carry out the intellection process (ta'aqqul) on empirical facts which are then abstracted by reason ('aql) and then managed and can be conveyed again through oral language (nutq) [37]. The theorem clarifies human definition as ‘hayawan natiq’;
namely animals that able to articulating linguistic symbol using his speak (mutq), which is managing words through grammar and logic.

Linear with the guidance of Islam about using human reason, al-Attas talked about the theory of meaning (ma'na) and wisdom (hikmah). Both terms are related to the achievement of human knowledge; through the guidance of God (huda) and human effort (kasb). Not to dichotomy, but the division is based on the levels of existence (degree of existence) that exist in this world. There are things that are known through the five senses (empirical), and the other levels are rational. In fact, al-Attas further affirmed that Islam has a conception of metaphysical matters that have not been reached by human reason such as Here After (akhirat), spirit, and God itself [38].

For this reason, al-Attas specifically discussed the epistemological term of intuition. Al-Attas touched on this lot because it specifically deals with Islamic metaphysics which affirms the existence of the Islamic ontology system. The Islamic system of ontology does not do a dichotomy between reality and truth; between subjective and objective, and essence and existence; because it has a special term that is true-real (haqq) which is the implication of tawhid. Ontology Islam is coherent with the object of science in Islam; even God can also be known through this intuition theorem. Intuition is also multilevel, from ordinary people to the prophets of God's messenger [39]. That is, some of the intuition of Muslims who have attained ihsan in worship can bring it closer to Allah and get a vision (kasyf) in the form of wisdom; some of its meaning means the ability to recognize the place/position of everything in the world in its proper place. Practically, getting lessons can be like getting an idea about the discovery of scientific methods, systems, or things that are good for humans.

4.4 From Islamic Epistemology to Philosophy of Islamic Sciences

Talking about the scientific aspects of Islam means agreeing with the existence of Islamic Science. "Theistic Science" (Sains Teistik) - as Mohammad Muslih mentions - is a new trend in the study of epistemology. Of course, often the realm of challenges is the issue of definitions to research programs that are 'birth'. The urgency, of course, is to avoid the Bucailian pseudo-science or the justification of Harun Yahya-ism. That is, definitions and research programs are important in order to affirm the 'Islamic' science which can also be born through research that can be technically agreed upon by the scientific community that has a widely recognized scientific procedure [40], [41]. In al-Attas's thought, the emergence of Islamic science must be preceded at the metaphysical level through the process of de-westernization and Islamization; which includes Islamic concepts that project the Islamic view of reality and truth. While at the physical level, the existence of technology and research facilities that do not conflict with Islam can be adopted; because it is presumed to be in a place that is right and coherent with the concept of adab and 'adl metaphysically [42].

The possibility of Islamic Science seems to refute the assumptions of most Western or Westernized scientists and assert that science is neutral; value-free, so the talk of Islamic Science is a utopia. However, it is noted that several scholars such as Habermas [43], Jan Burgers [44], Noam Chomsky [45], to Alparslan Acikgen [46] concluded that there is a lack of neutrality in science; even science is full of value (value-laden). Simply put, a research program or human activity is certainly based on its worldview; obviously this is not neutral. Of course the conclusions support the thesis of Hossein Nasr [47] and Paul Lettinck which confirms that Islamic Science was existed and had been realized [48], [49]; even that reinforces the arguments of scientists such as George Saliba [50], George Sarton [51], and Ziauddin Sardar [52], who claim that Islamic science has contributed to the Western renaissance.
In this contemporary era, the journey to Islamic Science is certainly still long. Many things still need to be formulated to just give birth. The embryo has been seen and can be identified, but so that it can be 'born' normally and not epistemologically contradictory, it needs a methodical foundation as mentioned above. This seems to have been a little touched by al-Attas about what is called the 'philosophy of Islamic science'. There are two terms offered, namely tafsir and ta'wil [53]; both are inherent in the Islamic scientific tradition that has taken root from the beginning, as explained earlier. Methodically, interpretations and regional regulations may not be used carelessly; both have certain terms and conditions so that the results of both can be declared valid and do not conflict with Islamic epistemology. From that aspect, we know the birth of tafsir 'ilmiy [54].

Particularly, al-Attas called 'Islamic Science' as 'allegorical interpretation of objects that consist the nature'. Interpretation presupposes methods to a set of research programs that can validly give birth to 'Islamic science' itself. Scientific methods and research programs will certainly continue to evolve because the objects of science are not limited. This follows al-Attas's opinion that although the object of knowledge is not limited, there is a limit to the truth from it. That is, the true knowledge (haqq) is the knowledge of the limits of the truth of the object of knowledge; that is, the place that is 'right' which corresponds to 'adl and wisdom [42], [55]. In this section, we can see that Islamic science is identical to the Islamic worldview called al-Attas as ru'yatul Islam lil wujud (Islamic vision of reality and truth); Wan Daud also added that any science can be called Islamic as long as it does not conflict with Islamic aqeedah, shari'a, and morals; Islamic science can be adopted from any civilization, because such science does not violate Allah's law (sunnatullah) [56].

4 Conclusion

We can find out the fact why Islamic civilization in the past was able to adopt science and technology from non-Islamic civilizations, but also able to eliminate aspects that are contrary to the essence of Islam; because revelation-based Islamic worldview is inherent in the framework of thinking, acting, and giving place to research methods and programs. The aspect of scientific metaphysics in Islam can actually be traced from the concept of Islamic revelation itself. Revelation has brought along scientific language and has been transmitted to us today scientifically as well via khabar shadiq. The scientific language of the Qur'an has shaped the Islamic view that projects the metaphysics of Islam itself. Furthermore, the worldview of Islam also encourages the development of human efforts in knowing God through knowing himself and nature; especially in carrying out the mandate as caliph (khalifah) on earth.

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