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"Critical Thinking in English Education for a Just Society"

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PREFACE

This seminar is the final project of the Research Methodology Subject Semester 5. After learning the theory from the first meeting to the 14th meeting, they must research and write a research article for the publication. However, this seminar is their publication media.

The committee would like to send the sincere gratitude to the registered audiences, both as participants and presenters in this special event. The committee saw that the participants came from various institutions throughout Indonesia. We believe that the this seminar will bring new insight into the English education field in general. It is also the best place for students to share their ideas in an educational event.

The committee also thank the organizing committee. Hopefully, this first event will continue in the future. We also apologize for any mistakes during the seminar.

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Abstract

This study aims to find out the translation techniques used in abstract translation of education journal *Premiere Educandum*. This study focuses on the translation techniques in the ten translated journal abstracts of PGRI Madiun University, using the theory by Molina and Albir. They are borrowing, calque, literal translation, transposition, modulation, equivalents, and amplification. In this study, the researcher also the dominant translation techniques used in abstract translation of education journal *Premiere Educandum*. This study is conducted by using descriptive qualitative method. The result shows that the researcher found eight types of translation technique that are applied by journal writers to translate Indonesian abstract into English. They are borrowing (17%), calque (6%), literal translation (39%), transposition (8%), modulation (6%), amplification (8%), and establish equivalent (4%). The researcher found the most dominant technique used by the writer is literal translation (39%), which is translating an expression in source language in the word of words into the target language. This technique occurs in the abstract because there are many sentences which has similar structure so that the writers are possible to use this technique.

Keywords: *procedures, techniques, abstract, types of translation technique.*

Introduction

Translation is one way of giving or receiving information. According to (Fitria, 2018), translation is the easiest ways to get information from other languages. This can be noticed from the needs of the community related to translation. Many people, need to read many books and other sources in order to get more in-depth information. When the book or other sources they read are written in a different language or another, they are difficult to understand. So, translation needs in that case. In other words, translation makes it easy for students to reach certain information from books and many other sources written in various languages. Therefore, translation can be a solution in getting information from one language to another. Since translation is very important especially for students they should learn about translation. Cartford (n.d.) states translation is the procedure of transferring a message from the source language (SL) to the target language (TL) in a balanced way.

The process or method of translating text into another language can be started by analyzing the source language text (SL), transferring, and restructuring. The translator analyzes the source language text by noticing to the type of text, the terms of the text style, the grammar of all linguistic units, the structure of the text, the terms used, and all text messages. When finished capturing the message, the translator transfers it into the target language.

Language has its own characteristics. (Carolia, 2019) states every language has their own uniqueness different characteristic so that's why it is not easy to translate from Indonesia into English, and also vice versa. In consequences, those who want to be a translator or study translation will face any difficulties to improve their ability and skills. Therefore, the students that studying translation subject must face many problems. One of them is how to translate "abstract". College students in Indonesia who are in their final year are also be required to write their thesis research abstracts in their research abstract in English in addition to their Indonesian abstract. An abstract itself is one of the most crucial parts of research paper, as it represents the content of the research in a more condensed way.

There are some classify of the translation technique (Molina and Albir, 2002). First is borrowing. It is the simplest of all translation methods. It uses the language of the source

language for our translation. In example, to introduce source language (SL) culture into a translation or target language (TL), foreign terms can be used for our translation such as "dollar" and "feast" from American English, Mexico Spanish such as "tequila" and "tortilla" and many other examples. In English words like "menu" and "hangar" are no longer considered credits. The decision to borrow SL words or expressions to introduce local color elements is a matter of style and fits the message. Second is Calque. It is a special type of borrowing in which one language borrows a form of expression from another language, but then translates literally every element of it. Calque is known as loan translation. Third is literal translation, or word for word, is the source language text which is transferred directly into the appropriate TL text idiomatically and grammatically.

Fourth is transposition where one word class replaced or transposed with another word class without depending on the meaning of the message. Fifth is Modulation. This translation technique applied in modulation is to change the point of view, focus or cognitive category in relation to the source. Sixth is equivalence. It used by translators in translating structures that are completely different from the meaning of the source language text as long as it is still in context and equivalent to the source language. Equivalence is usually used in idioms. And the last is amplification (addition). The amplification adds information that is not basically in source sentence. Presence of additional information on the target. The sentence intended to further clarify the concept conveyed originally writer to readers. This technique is only information that used to help convey messages to readers. This addition may not change the message in the source language.

Abstract is a short summary of the most important parts in a scientific work as Day (1998) cited in (Carolia, 2019) states an abstract is a mini version of the research paper. Abstracts allow professional experts to keep up to date with a large amount of scientific literature. It is also a short summary of a research article, review, thesis, conference or follow-up analysis on a particular subject and frequently used by readers to quickly ascertain the purpose of the paper. When used, the abstract is always at the beginning of the scientific paper. Abstract is an important part in a scientific work. Many professionals read abstracts from around the world. These abstracts from around the world have varied of languages. To make professionals read and understand the abstracts easier, the author usually translates the abstracts from the source language into English. An abstract is usually found in scientific work such as theses, research articles, dissertations, grant proposals, and conference papers. Abstract is the first things to read after the title of scientific work and before the introduction. The special location which is in the front page of scientific work, is continuous with the important function of the abstract. The important function of the abstract is to explain the contents of the scientific work text briefly and clearly. So, the abstract can be used as an 'advance' pointer to the structure and content of the following text'. Thus, readers do not have to read the entire text, because only by reading the abstract, they can already know what the text is about. This means abstracts save time and help them decide whether or not to continue reading the entire text at the same time.

According to Borko, et. al (1963) cited in (Fitria, 2018), there are two types of abstracts. First is descriptive abstract shows the type of information found in a scientific paper. The descriptive abstract does not make a judgment about the work, nor does it provide or draw conclusions/results from the study. This is a keyword that can be found in the text and usually includes: scope of research, objectives, and methods. Descriptive abstract interprets the abstracted scientific work. Some people say that the abstract as an outline form of a scientific work, not a summary. Usually descriptive abstracts can be very short, only 100 words or even less. And the second is informative abstract. An informative abstract consists of information that can be found in a descriptive abstract (scope, objectives, methods) besides includes the result and conclusion of the study and recommendation of the authors. The length of

informative abstracts varies, but informative abstracts are usually no more than 10% of the total scientific work. In the case of earlier scholarly works, the length is much less.

The first previous study is a thesis written by Reza (2018) entitled *An Analysis of Translation Procedures in Translated Abstracts of Students Faculty of Social and Political Science*. This research exists because of the important role of translation in translating thesis abstracts. The aims of this study to identify the translation procedures applied in translating thesis abstracts and to identify the dominant procedures. The second is Sari (2014) in her research "Translation Procedures Applied in Subtitling English Idioms the *Hobbit: An Unexpected Journey* Movie into Indonesian". She used Vinay and Darbelnet's theory in analyzing subtitle translation techniques. Ikma Qurrota A'yun (2201409049) in her research entitled *Translation Techniques of The Complex Sentences in Bilingual Textbook Biology 1 For Senior High School Year X* Published by Yudhistira (A Descriptive Qualitative Study). Her studies are based on Molina and Albir's theory of translation. The previous studies help the researcher in understanding how to use the translation methods in the translated text. The previous research and the researchers' research have a similarity which is using Vinay and Dalbernets theory in analyzing. The similarity of that study and this study is both of us choose translation as the main topic. Yet, they have difference in data and data resource. Meanwhile, the differences of the study are the reference used in analyzing the data and the media in data collection.

In this study, the researchers analyzed the translation techniques found in translating abstracts of journal abstract: *Premiere Educandum: Journal of Basic Education and Learning* by PGRI Madiun University from Bahasa into English. *Premiere Educandum* is scientific journal that aims to communicate research results of professors, teachers, practitioner, and scientists in the field of basic education covering the fields of basic teaching. *Premiere Educandum* by E-Journal Universitas Pгри Madiun is indexed by DOAJ (Directory of Open Access Journal, SINTA, EBSCO, Harvard Library, etc and current received Sinta 2 accreditation. This journal consists of abstract with two languages Indonesian as a source language and English as target language.

This study focuses on analyzing translation techniques, the dominant types of translation techniques, since each translator has their different way of translating the text while still based on the theory that the translator relies on. There are many translation theories put forward by experts, the theory of Molina and Albir is one of them. The writer will be able to find out the author's perspective in doing abstract translation which will affect the quality of the translation itself by analyzing the translation technique. Similar to Nida's translation theory and Vinay and Dalbernets theory, Molina and Albir's theory derives from existing translation techniques proposed by other experts.

This study uses journal abstract *Premiere Educandum: Journal of Basic Education and Learning* by PGRI Madiun University both in Indonesian as the source language and English as the target language Vol 10, No 1 and 2 (2020) as the object of the study. The study is focused on the translation techniques in the ten translated journal abstracts of PGRI Madiun University. To make discussion is more specific, the writer limits the problems on the translation techniques journal abstracts. Moreover, the writer also shows the most dominant techniques used in translation of the abstracts.

Method

The design of this research is descriptive qualitative research. Marshall and Rossman (1999) define that qualitative data analysis is a general statement about the relationship between data categories. In this study will use the qualitative method since the data is analyzed descriptively. Words, phrases, and clauses are the data to be analyzed. (Djajasudarma, 2006) qualitative methodology is a process that produces descriptive data in the form of written and

spoken language in society. Djajasudarma said that the data collected could be in the form of words or an image of something. This is the result of a qualitative method. The feature is consistent with the qualitative method. Description is an exact description of the data feature.

The source data are the sentences contained in the journal abstract (Education Journal: Theory, Research and Development) by Postgraduate Malang University both in English and Indonesian. The data source used in this research are ten education abstracts from Postgraduate Malang State University in Vol 5, No 6 (2020).

In this study, to check the reliability and validity of the data and results, the researcher using investigator triangulation because in the analyzing abstracts, the authors also link the findings according to other researchers in a study. Therefore, the writer chooses this type of triangulation.

Finding and Discussion

In the book entitled Meaning-Based Translation (Larson, 1998) states that "Translation consists of studying the grammatical structure, lexicon, communication situation and context of a source language culture, analyzing it to determine its meaning, then making corrections to the same meaning by using grammatical structures and lexicon that are appropriate to the language and cultural context of the receiving language.

From Larson's explanation above, it may be ascertained that the translation of the work is easy, because each language and its own grammatical structure to say some of the possible terms with other languages. In the translator there are many processes and techniques that must be mastered and such as, studying the source of the text, analyzing it, and making correction the meaning.

Process of Translation (Suryawinata, 1989) states that the translation process is a model that is used to describe the thinking process carried out by a translator while translating text. Many people argue that in the past, translation was done directly and in one way. Direct translation is the text originally in the source language into the target language is rewritten by the translator.



Figure 1. Scheme of direct translation by Suryawinata (1989).

In the process of translation, the translation relates to certain manifestations of the two linguistic systems, one that has been given and is therefore given, and the other is still adaptive and potential. A translator is faced with a fixed starting point, and as they read a message, they make an impression of the target that the translator is trying to achieve in their mind. There are many theories about the translation techniques put forward by linguists.

According to (Gary Blake & Robert W, 1993) The word 'abstract' comes from the Latin abstractum, which means a shortened form of a longer writing. Abstracts are summaries of important sections in scientific works and abstracts are often used to help readers quickly ascertain the purpose of the scientific work. Abstract appears at the beginning of a scientific's paper, it acts as the entry point of an academic paper. Day (1998) states that an abstract is a mini version of a research paper. Abstracts support professionals to stay abreast of large amounts of scientific literature.

Abstract is an important part of scientific paper/work. Many professionals read abstracts from around the world. These abstracts from around the world in many languages. To make it easier for professionals to read and understand abstracts, authors usually translate the abstracts from the source language into English. According to Borko, et. al (1963) cited in (Fitria, 2018), there are two types of abstracts, as follow.

Descriptive Abstract, a descriptive abstract shows the type of information found in a scientific paper. The descriptive abstract does not make a judgment about the work, nor does it provide or draw conclusions/results from the study. This is a keyword that can be found in the text and usually includes: scope of research, objectives, and methods. Descriptive abstract interprets the abstracted scientific work. Some people say that the abstract as an outline form of a scientific work, not a summary. Usually descriptive abstracts can be very short, only 100 words or even less.

Informative Abstract, an informative abstract consists of information that can be found in a descriptive abstract (scope, objectives, methods) besides includes the result and conclusion of the study and recommendation of the authors. The length of informative abstracts varies, but informative abstracts are usually no more than 10% of the total scientific work. In the case of earlier scholarly works, the length is much less.

Harkness and Glusberg, McKay cited in (Lathifah, 2016) explain the term direct translation for translation from the target language (TL), i.e. 'one-way' (forward) translation as opposed to 'two-way' (forward and backward or double) translation, i.e. translation and retranslation. The table below shows the theory of Vinay-Darbelnet translation and its explanation to the translation procedure.

Table 1. theory of Vinay-Darbelnet

No.	Translation Methods	Translation Procedures
1.	Direct Method	Borrowing Calque Literal
2.	Indirect/Oblique Method	Transposition Modulation Equivalence Amplification

The two methods are Direct Translation and Indirect (Oblique) translation and both consist of several kinds of translation methods.

a. Direct Translation

When structural and conceptual elements of the source language (SL) are transferred into the target language (TL), literal or direct translation procedure is used. Vinay and Darbelnet stated there are three procedures of direct or literal translation (Herman, 2016). First is borrowing. Borrowing is the simplest of all translation methods. We can use the language of the source language for our translation. In example, to introduce source language (SL) culture into a translation or target language (TL), foreign terms can be used for our translation such as "dollar" and "feast" from American English, Mexico Spanish such as "tequila" and "tortilla" and many other examples. In English words like "menu" and "hangar" are no longer considered credits. The decision to borrow SL words or expressions to introduce local color elements is a matter of style and fits the message (Vinay & Dalbernet, 1989). Second is Calque. It is a special type of borrowing in which one language borrows a form of expression from another language, but then translates literally every element of it. Third is literal translation, or word for word, is the source language text which is transferred directly into the appropriate TL text idiomatically and grammatically (Vinay and Darbelnet, 2000).

b. Indirect/Oblique Translation

When word for word translation is not possible, we use oblique translation. In oblique translation, four types of procedures are found. The four procedures are transposition, modulation, equivalence, adaptation (Herman, 2016). First is transposition. It is the one word class which replaced or transposed with another word class without depending on the meaning of the message. Transposition itself has two different types, namely mandatory transposition

and optional transposition (Vinay & Darbelnet, 2000). The structure shifts found in translating English text into Indonesian text belong to obligatory transposition due to the difference of language structure. Second is modulation. The translation technique applied in modulation is to change the point of view, focus or cognitive category in relation to the source language. Modulation has two types namely free or optional usually adopted for nonlinguistic reasons. The next is equivalence. It is usually used by translators in translating structures that are completely different from the meaning of the source language text as long as it is still in context and equivalent to the source language. Equivalence is usually used in idioms. And the last is adaptation. It is a situation where the translator must create a situation that is equivalent to the source language.

The examples analysis of translation techniques which explained above can be seen below.

Table 2. "Borrowing" translation procedures. (Teguh Yuniyanto, *Pembelajaran Abad 21: Pengaruhnya Terhadap Pembentukan Karakter Akhlak Melalui Pembelajaran Stad Dan Pbl Dalam Kurikulum 2013, Vol 10 (2), 2020*).

Source Language	Target Language
<i>Penelitian ini bertujuan untuk mengetahui perbandingan model Student Team Achievement Division (STAD) dan Problem Based Learning (PBL) terhadap pembentukan karakter akhlak siswa.</i>	This research aims to determine the comparison of learning model of Student Team Achievement Division (STAD) and Problem Based Learning (PBL) on the establishment of students' character.

In this sentence, the researcher found borrowing technique. the words "model" in the source language is translated directly without any change into the target language. The translator uses the language of the source language for their translation such as the definition or the meaning of borrowing technique.

Table 3. "Calque" translation procedures. (Arif Widodo, *Profil Minat Baca Mahasiswa Baru Pgsd Universitas Mataram, Vol 10 (1), 2020*).

Source Language	Target Language
<i>Penelitian ini bertujuan untuk menganalisis indeks minat baca mahasiswa baru program studi PGSD Universitas Mataram.</i>	This study aims to analyze the reading index of new students at the University of Mataram PGSD study program.

Calque technique also can be seen in the data above. The bold phrase "PGSD Universitas Mataram" is translated into University of Mataram. It is indicated there is a language borrows an expression form of another, but then translates literally each of its elements. It refers to structural calque whereby there is a partial borrowing that adjusted into TL. The structure is same but the writing form is genuinely adjusted.

Table 4. "Literal" translation procedures. (Teguh Yuniyanto, *Pembelajaran Abad 21: Pengaruhnya Terhadap Pembentukan Karakter Akhlak Melalui Pembelajaran Stad Dan Pbl Dalam Kurikulum 2013, Vol 10 (2), 2020*).

Source Language	Target Language
<i>Karakter akhlak dalam abad 21 dapat dibentuk dengan meningkatkan aspek pembelajaran yang tepat.</i>	Moral-characters in the 21st century can be formed by enhancing the appropriate aspects of learning.

From the data above, literal translation technique occurs in this sentence. The sentence “*Karakter akhlak dalam abad 21 dapat dibentuk dengan meningkatkan aspek pembelajaran yang tepat*” in source language is translated directly into “Moral-characters in the 21st century can be formed by enhancing the appropriate aspects of learning” in the target language. The sentences above are translated directly from the source language and follow closely the form of the source language.

Table 5. “Transposition” translation procedures. (Liya Atika, Penerapan E-Learning Untuk Meningkatkan Kemampuan Literasi Digital Di Era New Normal. Vol 10 (2), 2020).

Source Language	Target Language
<i>Penelitian ini bertujuan untuk meningkatkan kemampuan literasi digital dengan mengimplementasikan pembelajaran online learning (e-learning) dilakukan di era new normal pada pandemi Covid-19.</i>	This study aims to improve digital literacy skills by implementing online learning (e-learning) carried out in the new normal era during the Covid-19 pandemic.

In this sentence, the researcher also found transposition technique. The word “*dilakukan*” in source language is translated into “carried out” in the target language. In this case, the translator changes the word class, verb (word) in the source text into phrasal verb in target text. The word “*dilakukan*” is a verb (word) in Indonesian language and translated into “carried out” as a phrasal verb in target text. This translation technique introduces changes to grammatical categories. Transposition involves changing from one grammatical category to another without changing the meaning of the text. Like the word becomes a phrase.

Table 6. “Modulation” translation procedures. (Putri Rosilia, Analisis Kebutuhan Bahan Ajar Siswa Di Kelas Iii Sdn Bendogerit 2 Kota Blitar, Vol 10 (2), 2020).

Source Language	Target Language
<i>Namun, pada buku siswa dan guru masih terdapat beberapa kekurangan dalam aspek kecakapan materi dan latihan soal.</i>	However, in then student and teacher books there are still some deficiencies in the field of material adequacy and question exercises.

To convey the same idea, the data above concludes as modulation technique. It is because the sentence “*dalam aspek*” is translated into “in the field”. The word “*aspek*” in the real translation or in dictionary is aspects. The translator used another word for their target language. So, the translator used variation words through a change of view in this sentence.

Table 7. "Equivalence" translation procedures. (Ainun Nurul Syadiah, *Analisis Rasch Untuk Soal Tes Berpikir Kritis Pada Pembelajaran Stem Di Sekolah Dasar, Vol 10 (2), 2020*).

Source Language	Target Language
<p><i>Penelitian ini bertujuan untuk menganalisis bagaimana kemampuan siswa kelas 5 sekolah dasar di Tasikmalaya, Jawa Barat yang diukur dengan menggunakan soal tes berpikir kritis dalam pembelajaran STEM (Science, Technology, Engineering, Mathematic).</i></p>	<p>This study aims to analyze how elementary school fifth grade students in Tasikmalaya, West Java are using critical thinking test questions in STEM learning (Science, Technology, Engineering, Mathematics).</p>

The researcher found an equivalent technique in this data. From the data above, the translator translates the phrase "*Sekolah Dasar*" in SL into "Elementary School" in TL because the phrase "*Sekolah Dasar*" is equivalent and can be found in the dictionary. The translator uses the phrase "Elementary School" because it is available in the dictionary and it is familiar term for many people/readers.

Table 8. "Amplification" translation procedures. (Akhmad Sobarna, *Meningkatkan Keterampilan Lompat Jauh Gaya Jongkok Siswa SD Melalui Pembelajaran Kids Atletik, Vol 10 (1), 2020*).

Source Language	Target Language
<p><i>Tujuan dari penelitian ini adalah ingin mengetahui gambaran pengaruh pembelajaran kids atletik terhadap keterampilan lompat jauh gaya jongkok pada siswa SDN 1 Linggasari Purwakarta.</i></p>	<p>The purpose of this study was to find output of the influence of athletic kids learning on squat-style long jump skills in SDN 1 Linggasari Purwakarta students.</p>

From the example above, the translator absorbed the original term SDN 1 Linggasari Purwakarta the source language to target language in the same lexic. The translator uses the language of the source language (original language) for their translation such as the definition or the meaning of borrowing technique.

After analyzing above, the researcher counted the most dominant translation technique in Premiere Educandum Journal In transferring text messages from the source language to the target language, a translator needs several translation techniques to produce good translation quality. After analyzing the data, the researcher found eight translation technique used by journal writers in translating an abstract. They are reduction, amplification, borrowing, calque, established equivalents, literal translations, transpositions.

Table 9. Table of translation techniques.

No. Data	B	L	C	T	M	A	E
Data 1	0	3	1	0	0	2	0
Data 2	5	3	0	0	0	0	0
Data 3	0	4	2	1	0	1	0
Data 4	1	4	0	0	1	0	0
Data 5	0	7	0	1	0	3	0

Data 6	0	0	2	2	0	0	2
Data 7	3	1	0	0	2	1	0
Data 8	1	4	0	0	1	0	0
Data 9	3	3	0	1	1	0	0
Data 10	1	4	0	2	0	0	1

Note:

B: Borrowing; L: Literal; C: Calque; T: Transposition; M: Modulation; A: Amplification; E: Equivalence.

Table 10. Number and percentage of translation technique.

Translation Techniques	Number	Percentage (%)
Borrowing	14	17 %
Calque	5	6 %
Literal translation	33	39 %
Transposition	7	8 %
Modulation	5	6 %
Amplification	7	8 %
Equivalence	3	4 %
TOTAL	84	100%

For analyzing the data, the researcher found that there are 14 cases of borrowing, 5 cases of calque, 33 cases of literal translation, 7 cases of transposition, 5 cases of modulation, 7 cases of amplification and 3 cases of equivalent. The table below shows the percentage of the translation techniques found in the data, to answer the second research problem. Based on the figure above, it can be seen that the most dominant technique used by the writer is literal translation (33), which is translating an expression in source language in the word of words into the target language. This technique occurs in the abstract because there are many sentences which has similar structure so that the writers are possible to use this technique.

The results of this analysis, it can be defined that there are some translation techniques in the journal abstract *Premiere Educandum*. It is concluded that there are 14 cases of borrowing, 5 cases of calque, 33 cases of literal translation, 7 cases of transposition, 5 cases of modulation, 10 cases of reduction, 7 cases of amplification and 3 cases of establish equivalent.

The researcher also found the most dominant technique used by the writer is literal translation (33), which is translating an expression in source language in the word of words into the target language. This technique occurs in the abstract because there are many sentences which has similar structure so that the writers are possible to use this technique.

The similarity of this study with previous study, namely thesis written by (Reza, 2018) entitled *An Analysis of Translation Procedures in Translated Abstracts of Students Faculty of Social and Political Science* is the same in the data source that is abstract translation. While the similarity of this study with previous study (Aulina, 2020) in her research "An Analysis of Translation Technique Found in Abstract Translation Journal *Tarbawi: Journal of Islamic Education* is the same in analyzing with the theory of translation technique by Molina and Albir.

The differences this study with several previous studies. The first research written by (Reza, 2018) showed literal technique as the most dominant technique and the researcher used Vinay and Dalbernet theory as the theory, the second research (Aulina, 2020) showed calque technique as the most dominant technique.

Conclusion

After researcher analyzing the whole ten journals abstract of *Premiere Educandum* and

its translation, it can be concluded that there are eight techniques applied out of eighteen translation techniques proposed by Molina and Albir. The seven translation techniques are used in in translated abstract of Premiere Educandum Education Journal is 14 cases of borrowing, 5 cases of calque, 33 cases of literal translation, 7 cases of transposition, 5 cases of modulation, 7 cases of amplification and 3 cases of establish equivalence. There are no cases of adaptation, compensation, description, discursive creation, generalization, linguistic amplification, linguistic compression, particularization, substitution, reduction and variation found from the data which are analyzed. The researcher also found the most dominant technique used by the writer is literal translation (33), which is translating an expression in source language in the word of words into the target language.

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IDEOLOGY OF EMMA WATSON SPEECH ON FEMINIST THROUGH THE USE OF TRANSITIVITY: AN SFL PERSPECTIVE

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Abstract

This study examines the ideology of Emma Watson's speech to the UN through the use of transitivity within systemic functional perspective (SFL). The method used in this study is a descriptive qualitative method by employing content analysis. Meanwhile, the source of the data was gained from a video of Emma Watson's speech which was downloaded from YouTube channel. Then, in collecting the data, the researchers transcribed the speech. Furthermore, the analysis of the data was analyzed by using SFL specifically one of the lexicogrammar called transitivity. The results of this study show that there are five types of processes used by Emma Watson to represent her thoughts, those are material processes, relational processes, mental process, verbal process, existential process. Mental processes and relational processes are widely used by Emma Watson in her speech to show her ideas about feminism. On the other hand, the ideology represented by Emma Watson reveals that feminism is not man hating as misinterpreted, but an idea in which women fight for gender equality.

Keywords: *feminism, ideology, sfl, speech, transitivity*

Introduction

Feminism has recently become a term that often appears in society. According to (Sai'dah & Khatimah, 2003); (Fakih, 2003) explains that feminism is a sustainable social consciousness, based on various acts of violence against women, such as oppression and exploitation. Most of the people who support this movement are women, as an element of society that aggressively voices its ideals in fighting for justice for women. In other words, feminism is a movement and idea that focuses on gender equality in all scope and other aspects ranging from culture, politics, and the social economy that is felt by everyone, especially women. In social practice, feminists generally tend to use speech in expressing their ideas. Furthermore, speech is always considered as the conclusion of some perceptions of the speaker's experience to be used as a persuasive way for the audience (Permana, 2022). So it is important to understand how speakers construct meaning in their words so that the ideology they convey can be reached by the audience.

The use of language which is realized through utterances allows one to build certain ideologies that can influence people's mindsets. In this case, it was Emma Watson who conveyed her ideology about gender inequality through her speech. Ideology according to (Seliger, 1970) ideology is a collection of ideas and through these ideas a person is able to explain goals and organized social action. Meanwhile, according to (Martin, 1992) ideology is a system of coding orientations which makes meaning selectively available depending on subjects' class, gender, ethnicity and generation. Furthermore, (Fairclough, 1992) argues that only certain uses of language and other "symbolic forms" are ideological; that discursive practices are ideologically invested in so far as they incorporate significations which contribute to sustaining or restructuring power relations. Based on the explanations above, it can be concluded that ideology is an idea with a meaning that is believed by a group of people or that contains more about culture or lifestyle for a particular purpose.

In line with the previous reasons, the researcher employs systemic functional linguistics or SFL, specifically transitivity, as an approach to analyze the data. According to (Halliday & Matthiessen, 2014); (Martin, 1997); (Butt, 1996); (Gerot & Wignel, 1995) transitivity is a clause system that has a constituent structure that can be used as a resource for interpreting experience in terms of configurations of processes, participants, and circumstances.

This research focuses on the transitivity of the system and also the ideology contained

in Emma Watson's speech. This study deepens the use of SFL theory in transitivity systems by Halliday. Transitivity itself consists of processes, participants, and circumstances (Halliday & Matthiessen, 2014). The choice of this research object is because the researcher wants to see Halliday's universality theory in various English discourses in general, which often shows three dominant processes, namely material processes, relational processes and followed by mental processes (Halliday & Matthiessen, 2014). For this reason, researchers want to examine the objects in this study to understand what processes often arise and conclude the ideology contained therein.

There have many researchers conducted research on ideology through the use of transitivity such as (Kristiandi et al., 2020); (Megah & Fazelah, 2021) (Permana, 2022); and (Yualiana, Manda, 2018) which the results of the above research show that the highest use of transitivity processes is the material process because it is easily accessed by consciousness so that it easily influences audiences positively. Meanwhile, some scholars did research on ideology using appraisal theory such (Cahyono et al., 2021) ; (Rahmaida & Cahyono, 2022) which uses the appraisal theory and the results of the study are, the ideology achieved is represented by the use of attitudes consisting of affect, appreciation, and judgment. In so doing, this study explores ideology by employing transitivity theory but uses different data which is taken from a speech by Emma Watson on Feminism.

Systematic functional linguistics (SFL) is a theoretical approach that analyzes the relationship between social contexts and linguistic aspects (Halliday & Matthiessen, 2014). In general, SFL can be interpreted as a linguistic approach that examines the meaning of a text in a context. The SFL approach is used all over the world, especially in language education developed by M.A.K Halliday which until now has been used for several purposes such as discourse analysis. Apart from this, SFL can also encourage critical thinking skills and the ability to analyze a phenomenon. In addition, it also contributes in various fields, such as research, methodological innovation, the design of teaching materials, or the evaluation, even in the analysis of research data. SFL has three metafunctions: ideational, interpersonal, and textual. In the ideational function, there are three forming aspects, namely participants, processes, and circumstances. These three things will form a reality that can be further explained by the science of transitivity.

Transitivity is defined as a grammatical feature, which indicates if a verb takes a direct object, then it is described as transitive, and is called intransitive otherwise. Halliday divides the transitivity process into 3 parts such as the process itself, participants in the process, and conditions associated with the process. A transitivity system consists of various types of processes as well as the structures that make up those processes. Halliday in (Gerot & Wignel, 1995) identified seven types of processes in transitivity : Material Processes, Mental Processes, Relational Processes, Behavioral Processes, Verbal Processes, Existential Processes and Meteorological Processes. The concept of transitivity in Halliday's theory is a grammatical system which is a general concept and is widely used to analyze the meaning expressed in clauses. The transitivity system was necessary to construct the context that the deepened content of what the utterances could reach a conclusion for people listened to the speech until the ideology constructs a hypothesis about the object.

Ideology is the faith or belief of someone or many people in something. In his book (Martin, 1992) explains ideology in two views. Viewed synoptically, ideology is the coding system of orientations that shape a culture. Viewed dynamically, ideology is concerned with the redistribution of power - with semiotic evolution. Of these two views, the second is the easiest to study when discourses are actively competing with each other. Ideology represents the discursive that allows for interaction in the correspondence of thought and society. responsibility.

In a book entitled Feminism, (Hannam, 2011) explains that feminism arises because there

is awareness of gender imbalance which indicates that women are positioned below men. Feminist theory is a major branch of the which derives assumptions, an analytical lens and a thematic of perspectives and mal Feminist theory highlights common issues that have often been overlooked or misidentified by the historically dominant masculine in social theory male-to-female reverse experiences. Feminist theory highlights common issues that have often been overlooked or misidentified by the historically dominant masculine in social theory.

Method

This study uses a qualitative descriptive method. According to (Sugiyono, 2005), qualitative research is more suitable for types of research that understand social phenomena from the perspective of participants. In simple terms, it can also be interpreted as research that is more suitable for examining the condition or situation of the object of research. In line with this research, as Emma Watson said in her speech to the United Nations: I'm Feminist. As a UN WOMEN's Goodwill Ambassador, Emma Watson wants to convey what is comfortable for women and focuses on gender inequality. The statements conveyed by Emma Watson in her speech contain beliefs and values that build a way of looking at the world in a certain social context. The method of collecting data in this study is the method of downloading the video from Youtube then transcribing into a text form. As for the data analysis, the researchers identify the processes in the transcript and calculate the appearance presentation, then analyze findings and draw conclusions.

Findings and Discussions

Finding

The research objective of this research is to use the transitivity process to find out the ideology contained in Emma Watson's speech. The result is a table containing an analysis of speech by Emma Watson which is identified and classified based on Halliday's transitivity according to their respective categories as shown in the Table 1 below:

Types of Process	Finding	Percentage
Material Process	36	25,53%
Mental Process		
Perception	7	4,96%
Cognition	16	11,35%
Affect	28	19,86%
Verbal Process	9	6,38%
Relational Process		
a. Identifying	8	5,67%
b. Attributive	34	24,11%
Existential Process	3	2,13%
	141	100%

Table 1 The occurrence of the process type

Based on the table, there are 141 clauses in total. Mental Process is the most widely used with a total of 51 occurrences 36,17%, and Relational Process with total 42 occurrences 29,78%, followed by Material Process with 36 occurrences 25,53%, Verbal Process with 9 occurrences 6,38% and finally Existential Process with 3 occurrence 2,13% .

Discussions

Material Process

Material Process is the process of carrying out a real action and involving physical members or real activities against other people. In its use, speakers generally use process material as an act of approaching the audience with utterances that refer to an action.

"Today, we are launching a campaign called HeForShe"

In the utterance above, the speaker "launching" as the material process in the sentence and "we" as an actor. The statement implies that "we" refers to the United Nations, which is represented by Emma Watson as their ambassador. It indicates that she as an UN Ambassador announced that they were launching a campaign HeForShe as a program of the UN in the context of efforts to end gender inequality. On the other hand, another statement delivered by Emma Watson represents herself as an ambassador in the following utterances:

"I am reaching out to you"

In this utterance "reaching out" indicates a material process with the actor "I" referring to the speaker himself, there is also "you" as a goal aimed at the audience. Emma Watson uses the word "reaching out" as she tries to invite the audience in the HeForShe campaign. Emma wants the audience to be aware of this issue and participate in achieving gender equality.

"How can we affect change in the world". In this utterance Emma tells the audience that she wants to convince the audience that in achieving change in the context of gender equality, we all have to participate and work together to achieve it.

Mental Process

Mental Process is the most used by speakers in data findings. Mental process is a process that shows the speaker's feelings either emotionally, intellectually or sensory. The speaker in this case uses a mental process to convey her feelings about the phenomenon that is happening, gender inequality. Emma described her feelings and thoughts by sharing some of her experiences in her speech.

"We want to end gender inequality,"

From the utterance above, the word "want" indicates a mental process (affection) and also "we" indirectly refers to the United National represented by speaker Emma Watson as their ambassador. The speaker expressed her feeling and desire for the UN organization with their campaign which aims to end gender inequality to the audience. In addition, Emma also shared her thoughts that she realized one thing that people misinterpreted.

"I have realized that fighting for women's rights has too often become synonymous with man hating."

From the utterance, Emma conveys that there are things that are misinterpreted about feminists by people. The word "realized" indicates mental process (cognition), where she shares her thoughts that what society currently believes that feminism has become synonymous with man hating is wrong.

"I've seen men made fragile and insecure by a distorted sense of what constitutes male success"

In the utterance above, Emma tells the audience some of her experience. The word "seen" indicates a mental process (perception), she as a senser directly sees the phenomena of men being vulnerable and insecure due to misperceptions in social life.

Relational Process

The Relational Process is the process most used by Emma Watson in her speech. Emma provides information through utterances where she shows it as an attribute or value. Emma conveyed some information to her audience in the following utterances:

"This is the first campaign of its kind at the United Nations."

This shows a relational process with "is" as an attributive (intensive) and "this" as a carrier that refers to the campaign that is currently underway (HeForShe campaign). The speaker provides information through this speech to the audience that this is the first campaign

conducted by the UN.

"that I was a feminist"

The word "was" indicates a relational process. It's the same as before, only in this utterance the speaker provides information related to himself through "I" which refers to Emma Watson herself as a feminist. Furthermore, Emma also explains what a feminist really is.

"For the record, feminism by definition is the belief that men and women should have equal rights and opportunities"

In the utterance, the word "is" indicates a relational process as an identification. Emma explains that the meaning of feminist is the belief that aims to achieve equality for men and women. Emma believes that this is the exact opposite of what people currently misinterpret feminism to mean. Emma explains that the goal of feminism is gender equality and not one-sidedness especially toward men.

Verbal Process

Verbal Processes are processes that require participant sayers and are realized with the words tell, say, speak etc. There are four participants in the verbal process of sayer, verbal, receiver, and verbiage. Here is an example of utterance:

"But sadly, I can say". The word that indicates a verbal process is "say", then in the utterance there is also an "I" as a sayer, in this case referring to Emma Watson herself as a speaker.

Existential Process

The existential process is the process with the smallest occurrence in the findings of this study. The existential process is expressed by the verbs "exist", "arise" the existent can be represented experience by showing that "there was/is" something. The speaker uses existential processes in the following utterances:

"If there is one thing"

This indicates an existential process with the word "there is" which refers to a particular thing or experience. The word "one thing" in these utterances is "existent" which refers to something that Emma Watson knows about the misunderstanding of the meaning of feminism in the sentence she conveyed before.

Ideology in Emma Watson Speech

Based on the transitivity analysis that the researcher conducts, the frequency that most often appears in the clauses used in Emma's speech is mental process and relational process. In addition, these two processes build a context that leads to the ideology that is constructed in Emma Watson Speech's. Emma also expresses her feelings and experiences which are closely related to mental processes and relational processes. This shows the tendency of Emma's point of view in conveying her thoughts on feminism in her speech using 51 mental processes, dominated by 28 affection, 15 cognition and 7 perception. Through the HeForShe campaign conducted by United Nation, Emma conveys their desire to achieve gender equality. Emma also explains the misconceptions that society has about their opinions on feminism. There are 28 affections that indicate emotion in the speech. Awareness of the treatment where men are more aggressive and controlling, this is the reason for the idea that gender equality is needed so that women do not feel oppressed and controlled. The influence of what she does as an ambassador of gender equality makes Emma who she is today, and perhaps others. In addition, there are 7 perceptions that show Emma's experience of some of the phenomena around her in the speech.

As an ambassador for gender equality, Emma has a great opportunity to speak out. But she also realizes that there may be many people out there who don't have the same opportunity. However, there are 16 cognitions that show her thoughts in the speech. Emma also said that in this case it is not only women who feel disadvantaged, she thinks that the current phenomenon also indirectly makes men burdened because of a misunderstanding of what success means for men. For this reason, the importance of gender equality, which is considered the main goal of feminism, is needed. Feminism is not just about women wanting to be elevated in the social

sphere, but equality on a spectrum rather than the opposing sides of men and women. And Emma believes that the role of the audience is needed to participate in the HeForShe campaign to achieve this.

Conclusion

Based on the data findings and discussions conducted, the researcher concludes that feminism is actually an understanding that fights for gender inequality, especially for women. Emma Watson clearly admits that she is a feminist, but she focuses on fighting for gender equality. Emma Watson in her speech also explained that there is a misunderstanding about feminism which seems to be synonymous with menhating. Based on the results of the analysis, Emma Watson tends to use Mental Process with 51 occurrences and Relational Process with total 42 occurrences. There are 28 affection, 15 cognition and 7 perception. The process used builds context so that the overall content of what Emma said can achieve a conclusion about the ideology of Emma Watson and also the message she conveyed in the form of an invitation to the audience to participate in fighting for gender equality.

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TRANSITIVITY ANALYSIS ON TAYLOR SWIFT'S GRADUATION SPEECH 2022: A SYSTEMIC FUNCTIONAL LINGUISTICS ANALYSIS PERSPECTIVE

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Abstract

Systemic Functional Linguistics, herewith, SFL is an approach to linguistics, among functional linguistics, that considers language as social semiotic system. (Halliday, 2014). This study examines transitivity analysis on Taylor Swift's graduation speech in her college, New York University 2022. This study employs qualitative method, and the source of the data was taken from New York University's official YouTube channel purposively. Furthermore, the transcript of the speech was obtained from Rolling Stone music website. Meanwhile, in analyzing the data, the researchers use systemic functional linguistics specifically the use of transitivity to analyze the data. The result of this study shows that the American-singer used material process at most. There are 172 (44.3%) material processes existed in the data out of 388 processes found in the speech. Then, it is followed by relational process with 90 processes (23,1%) and mental process with 81 processes (20,9%). However, she did not use meteorological at all. This number indicates that Taylor informs the audience about what to do after they finished their study. Besides that, she also states in her speech about how to start a career after graduation.

Keywords: *Graduation, SFL, Speech, Transitivity.*

Introduction

Language is such an everlasting legacy which is solely human property to communicate, making it to be communicate device for a human to another. It makes humankind capable to demonstrate their experiences, to express their thoughts, to point out their desires as well as flaws, to understand each other's ideas, and to occur the conceptualization of knowledge (Zeng, 2018); (Abdurrahman, 2019). Language has existed since thousands of years ago in the world. There are so much debates by researchers about when was the first existence of language discovered scientifically, there has just been the speculations. Providentially, in this day we live in the world where language has always evolved to communicate by the nick of time, which leads people to research it. (Brown, 2022) and (Buck & VanLaear, 2009) states that the communication for human divides into two techniques, which are Verbal and Non-Verbal. Verbal and non-verbal communication are considered streams of spontaneous and symbolic communication in interaction and are presented as "pseudo-spontaneous" displays. Verbal communication utilizes discourse or spoken utterance to trade data, feelings, and contemplations. While on another hand, non-verbal communication is communication by body language. Therefore, to practice communication, a language must contain a systemic rule of its own.

Systemic Functional Linguistics, herewith, SFL is an approach to linguistics, among functional linguistics, that considers language as social semiotic system (Halliday, 2014). SFL is a general theory of language natively developed by Michael Halliday, and it has been increased with a great number for the last two decades through the works of many scholars by the whole world. As claimed by Halliday, the term 'social' advocates a couple things simultaneously. One is 'social' used in the sense of the social system, which is synonymous on the tradition culture. On the other hand, "social" is used to describes that SFL is dealing specially with the relationships between language and social structure, considering the social structure as one aspect of the social system. (Emilia, 2005)

This study analyzes the transitivity, which is a part of SFL. Transitivity system provides the lexicogrammatical for quantification. Three semantic taxonomic systems are explained in extensive technique on how the certain occurrences be elected by linguistics structures, which

are circumstances, processes, and participants. (Gerot & Wignell, 1994). The process is the center elements in transitivity assuring the researchers to analyzed it. Each process type forms a separate model or schema for interpreting a particular domain of experience as characterizing a particular type. There are seven processes in total stated by Halliday. First the process types are divided into two processes, i.e. non-relational processes: process of doing, which are material process, mental process, behavioral process, and verbal process, on another side there are relational processes: process of being and having, which are relational process, existential process, and meteorological process.

In this study, there is a previous research bringing the similar topic, Transitivity System from (Saputra, Fatmawati, Ngongo, Herman, & Thao, 2022) entitled: Transitivity Analysis on Sri Mulyani's Speech at Singapore Summit: A Systemic Functional Linguistics Perspective. It delivered in Indonesia, August 25, 2022. The purpose is to find out the transitivity process in Sri Mulyani's speech also to recognize the way of transitivity process to express her experience. The different between this previous research and the current research is that in the previous research the researchers used documentation as the research instrument, while this research does not use documentation in collecting the data. Another different path is the previous research used the types of component of transitivity process that contain of six types processes whilst this research uses the seven types of processes based on. According to the explanation above, the researchers took a chance to research on the transitivity process to figure the seven transitivity processes out in the data source.

The data source of this research is based on the speech of Taylor Swift's graduation in her college, New York Univeristy. Speech is described as the expression of ideas, concepts, and opinions in the formation of words that are communicated to individuals or discussion that are prepared to be declared in front of the audience. Fundamentally, the objectives of the speech are to communicate, to persuade, and to impact states of mind the audiences, as well as to engage them in them in the topic. The case is, a speech contains endeavors to empower, to convince, and to welcome the listeners to do something. The speech process is delivered by the speaker which the effectiveness of the delivery is determined by their level of preparation, credibility, and knowledge of the topic (Soerjowardhana, 2022).

The graduation speech is one of special speeches in which to be given by someone in the graduation field whether it is the graduates or the professors. The speech contains uplifting motivation and deals with education, wisdom, future, and what the graduates have accomplished.

The American singer-songwriter acquired the Honorary Doctorate Degree in New York University in 2022. New York University has university policies explaining how the honorary degrees works. The award is discerning the basis to differentiate the candidates who have outstanding apperception for remarkable achievement or authority in such an affair dealing with the purpose of the university. She, fortunately, in 2022 received an honorary degree as Doctorate of Fine Arts for being an amazing trailblazing and a great influential advocate for artists' rights, as well as one of the most prolific and famous musicians of her time.

The data for this study was taken from New York University's official YouTube account. As she wore the essential purple and black, she gave a 23 minutes and 5 seconds long speech. The most phenomenon quote goes:

"The scary news is: You're on your own now. But the cool news is: You're on your own now."

Those two sentences point out that the speech consists of words of encouragement to the NYU students while also reflecting on the highs and lows of her career. Nevertheless, the speaker puts in some jokes on purpose in her speech. Which distinct the researchers' interest to investigate the transitivity process in the entire speech.

Method

The method researchers employed in this study is qualitative research. Qualitative research focuses in understanding a research inquire about inquiry as a humanistic or realistic approach concerned with the patterns and forms of variables (Anas, 2022); (Cropley, 2015). The method is applicable for the research because of the data source, a speech.

The data used in this research is a recorded video of Taylor Swift's graduation speech in New York University Graduation class of 2022. The original video is nearly half an hour long, which reduced by the researchers to the main speech by the speaker causing the length to be 23 minutes and 5 seconds only. The video entitled: NYU's 2022 Commencement Speaker Taylor Swift (<https://youtu.be/OBG50aoUwII>), could be found on New York University's official YouTube account, @newyorkuniversity. Furthermore, the researchers obtained the transcript of the speech from Rolling Stone music website called Read Taylor Swift's Inspiring Speech for NYU's Class of '22 (<https://www.rollingstone.com/music/music-news/taylor-swift-nyu-speech-1355121/>). The data consists of monologue speech about motivation, how life is going to be after college, and life hacks of how to handle it. The speech was given joyfully, in spite of that it can influence the audiences. The reseachers choose this data because of the speaker's diction in the speech, enjoyable yet motivated. The words the speaker selected in the speech are similar to when a friend talks to another, but somehow it delivers a deep message.

The first thing the researchers did when analyzing the data was watching the entire video on YouTube to understand the context of the speech. At the same time the researchers read the transcript speech on Rolling Stone music website. The researchers checked each sentence in the text form while listening to the spoken speech, to make sure the transcript is totally correct. From there on, the researchers observed the written speech into clauses. After find the clauses, every clause would be classified into one of seven type processes in transitivity. Following by made the result and discussion. In the discussion the researchers would underline every main process in the utterances, which would help to figure the name of the process. The researchers would check three times in the analysis to guarantee the validity. At last, the researchers determine the conclusion.

Findings and Discussions

Findings

The result has shown that after observing each sentence into clauses, the whole speech has 388 clauses. The details of the classification are in the table below:

Table 1. The Data Result of Transitivity Process in Taylor Swift's NYU Speech

Process Type	Meanings	Recurrence	Percentage (%)
Material	Doing	172	44,3%
Mental	Sensing	81	20,9%
Behavioral	Behaving	15	3,8%
Verbal	Saying	23	6,0%
Relational	Being	90	23,1%
Existential	Existing	7	1,9%
Meteorological	Weathering	0	0%
Total		388	100%

This table points out the speech speaker mostly using material process with 172 (44,3%) utterances. This proves that the speech speaker gave the information about what to do and how to do something after college. Mental process and relational process almost have similar number 81(20,9%) and 90(23,1%). Both are the second and third highest in the table. And then verbal

process with 23(6,0%) utterances. Followed by behavioral process which is 15(3,8%) utterances. For the last one, there is existential process type, it has 7(1,9%) utterances. On the contrary, the meteorological does not seem to be appeared in the table at all.

Discussions

Non-Relational Processes

Non-relational processes is process of doing something (verb).

Material Process

Material process, a process of material doing, expresses something does something physically. The process is developed by actor as participant, material as process, and goal as circumstance. This process is the most used one by the speaker with 172 (44,3%) utterances as she explained how she started her career and how the audiences what to do so they will face less failure than she did.

Excerpt 1 (line 3)

I was dancing in heels

Excerpt 2 (line 11)

They improve our world with their work.

Excerpt 3 (line 22)

Those who showed us empathy and kindness.

The excerpt 1-3 contain "I", "they", and "those who" as for the actors. The underlined words are the materials, the main process, that explain what the actor is doing. All the excerpts showed that the actor mostly placed before the material. As in the excerpt 1, the actor refers to the speech speaker, Taylor Swift, which she explained that she was in the stadium before for another occasion doing dance in heels.

Mental Process

Mental process used in the verb which is about senses i.e. feeling, thinking, and perceiving. The process is developed by senser as participant, mental as process, and phenomenon as circumstance. This process has 81(20,9%) utterances, making it to be the third highest in the table.

Excerpt 4 (line 9)

I feel so proud to share this day with my fellow honorees Susan Hockfield and Felix Matos Rodriguez.

Excerpt 5 (line 16)

I am elated to be here with you today

Excerpt 6 (line 64)

As a kid, I always thought I would go away to college.

The excerpts above showed that the speaker used "I" for senser many times to express her feelings. The underlinewords are what the speaker sense for the phenomenon. The speech speaker used this process to express how she felt during the event at the beginning of the speech. Later, she used it again to encourage the audiences about their feelings.

Behavioral Process

Behavioral process is process to use when something is related to pshycology or does pshycology behaviour, such as snoring, breathing, and smiling. The process contains behavior as participant and behavioural as process. Sometimes 'range' is placed after process to specify the range of it. The researchers found 15(3,8%) utterances in the speech.

Excerpt 7 (line 84)

Everyone in college during normal times stresses.

Excerpt 8 (line 113-117)

You've worked and struggled and sacrificed and studied and dreamed your way here today.

Excerpt 9 (line 146)

Secondly, learn to live alongside cringe.

The utterances above proved that for this process, the speech speaker did not use "I" for the participant. Despite of that, she used either "you" and "everyone" as behavior. As in excerpt 8, there are found three behavioral in a sentence. Struggled, sacrificed, and dreamed. The words to clarify the "you" which refers to the graduates, that they have been through those difficult times. Somehow, they can accomplish to be the graduates.

Verbal Process

Verbal process is process when a verb is related to observable. Usually it is used in direct or indirect speech. The clause is made from sayer as participant which is the signal source and verbal as the process that is the signalling. Most of the time, verbal process is completed by other process grasps what is being signalling. The speech speaker only used this process for 23(6%) utterances.

Excerpt 10 (line 15-16)

And let me just say, I am elated to be here with you today.

Excerpt 11 (line 25-26)

Those who told us we could do it when there was absolutely no proof of that.

Excerpt 12 (line 122-123)

So I won't tell you what to do because no one likes that.

The speech speaker represents as the sayer in her speech occasionally. In spite of that, once in a while she used it to represent other people who showed supports for the graduates. This process only helps the speaker before or after informing the main thing.

Relational Process

Process of being and having. Relational process is process related to identify something, as well as to acknowledge about ownership (attributive). For 'identifying' process, token is the participant and value is circumstance, meanwhile for 'attributive' process carrier is participant and attribute as circumstance. This relational process is being used by the speaker many than the others. There are 90 (23,1%) utterances.

Excerpt 13 (line 5)

This outfit is much more comfortable.

Excerpt 14 (line 19-20)

We are each a patchwork quilt of those who have loved us.

Excerpt 15 (line 130)

Life can be heavy.

The underlined words in excerpt 13 and 15 are the identifications. The underlined word in excerpt 14 is the attributive. The process assists the reader to acknowledge what the main participant is.

Existential Process

Existential process is process to point out something is exist. This process must contain an existent, an object that is exist. It has existential as the process, which mostly is auxiliary verb to inform what is exist. This process appeared 7(1,9%) times only.

Excerpt 16 (line 25-26)

Those who told us we could do it when there was absolutely no proof of that.

Excerpt 17 (line 143)

So there's more room for them.

Excerpt 18 (line 208-209)

There's a reason they call it a hook.

As it can be seen in the excerpts 16-19, all of the existential process often times helped

by "there" which placed before the verb to identify the existent.

Meteorological Process

Meteorological process is process where the participant included within the earth's weather condition and its changes, utilized for estimating climate. The process can be used to indicate time as well. The speech in this research did not use this process at all. Proving the speech speaker focusses on the other things.

Conclusion

All things considered, Taylor Swift as the speech speaker expressed 388 utterances in total in her graduation speech. She persisted to inform the graduates about what they better to do after graduate, because the researchers found a great number of the material processes far from the other processes, 172 utterances as she explained the life hacks and what to do. There are 90 for relational process and 81 for mental process. She used relational process to describe somethings when people tend to start a career and used mental process to show her feeling as well as to help her to say her speech in formal and polite way. Verbal process appeared 23 times. The behavioral process is being used for 15 utterances, to speculate what the graduates might have been felt during the college in pandemic. The lowest is existential process, there are only 7 utterances. The seventh process, which the researchers attempted to find is meteorological process. In spite of that, the researchers did not find any utterance using this process. This suggests to the next studies if the researcher desire to have seven processes of transitivity analysis, they can seek other data source such as movie, theatre, and news. The other data source that might be able to be analyzed are memes, advertisements, or slangs. Another thing that the researchers would like to suggest is to analyzed the data in transitivity more than the process. The researchers might analyze the participant and the circumstance as well to explore more in the transitivity.

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INTELLIGENT CHARACTER THROUGH ENGLISH EDUCATION IN YAYASAN RUMAH SINGGAH BUMI DAMAI

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Abstract

This article systematically discusses the development of intelligent character through learning English education. As one of the subjects in schools, English is considered to have great potential in the process of fostering and developing student character and character. The implementation of integrated character development can be reflected in all learning activities held in class. It becomes compulsory subjects or used by children everyday. This article will explain the meaning of character education, the importance of character and the process of forming intelligent characters through English. The data collection this time focused on grade 7 -9 junior high school students at the Yayasan Rumah Singgah Bumi Damai, this data was collected in a qualitative system by conducting surveys, interviews and observations on each of 10 children from each grade level. From the data obtained, it can be seen that the level of character intelligence at each level gets different results. In grade 7 children have a good intelligence level of 5% among the other two classes but experience a decrease in the level of honesty and a significant increase in caring and respect for others. Grades 8 and 9 are known to have a lower intelligence level of 2% than the previous class. but experienced an increase in honesty, caring and decreased in respect for others. From these data it can be concluded that the higher the level of respect for others, the higher the level of education, the less significant it is so it can be noted that in junior high school children does need serious handling in order to get an increase as expected. With this data collection, researcher hope to be able to improve intelligence character through English education with structured and systematic system.

Keywords: *Intelligent, character, trough English education*

Introduction

In recent years, governments have basically make various efforts to develop and instill values character in students. In the era of the order new, character education is held through subjects, namely Education Religion and Citizenship Education. However, the character building of students through these two subjects no produce the expected results. In 2003, the government explicitly started pay great attention to the character development that is poured in the Education System Act National Education System Law (UU Sisdiknas) number 20 of 2003 Article 3.

In the law stated that "National education" functions to develop and shape the character and civilization of a nation that dignified in order to educate the life of the nation, aims to development of the potential of students so that Be a man of faith and piety to God Almighty, have character noble, healthy, knowledgeable, capable, creative, independent, and become a democratic citizen and responsible" from this formulation, it can be concluded that the purpose of developing character education is not only cognitive education (theory) but also pays attention to psychomotor and affective development.

Cognitive development, thinking capacity Humans must develop. Through psychomotor development, skills human life must grow. Through affective development, capacity for noble behavior. Therefore, an educator must make his students become fully human, which is not only good in theoretical education / knowledge but also has good character and is ethical.

Keeping in mind the importance of character education, all parties must be involved in the development process. not only in the school or campus environment but also in the family and community. Characters will be more easily and successfully carried out through habituation of life, in the form of activities they do every day which will eventually become a habit (habit)

and not presented theoretically. Therefore, this character education must be integrated in every subject in the school, it cannot be presented in one special subject.

In all learning activities. This article will English, as one of the subjects has great potential in the character development process. This integration can be reflected briefly discuss character development, especially intelligent characters in learning English.

Method

This study uses an evaluation research design that emphasizes the process of continuity of implementation of character education both in terms of RPP design and the implementation of learning for children in secondary schools. The reason for choosing secondary schools as research references is because it will be easier if we improve children's character education when they are in a period of rapid growth and children are in a period of curiosity.

This study uses survey and analysis methods in the classroom. Notes there are two kinds, namely: descriptive, data is recorded based on actual data from communication with teacher and student; and reflective, the data consists of notes of the researcher's opinion.

The Rumah Singgah Bumi Damai Foundation is a social foundation that accommodates orphans, and the poor in the Kotagede area of Yogyakarta. There are children from kindergarten to high school education, so the researcher took a sample of education in junior high school children for his research. researchers observed cognitive development and intellectual intelligence in the focus of middle-aged children who were in junior high school

Data collection process and the analysis is carried out simultaneously. Data were analyzed descriptively qualitatively to interpret and provide in-depth descriptions related to the theory used with 10 samples in each class.

Findings and Discussions

Based on the research that has been done, data collection is carried out through three processes, namely document analysis, interviews, and observations direct. By paying attention to the data generated, we can see that intelligence in grade 7 junior high school students has good intelligence among students in grades 8 and 9 which is at number 5 which is the highest result of the two classes above.

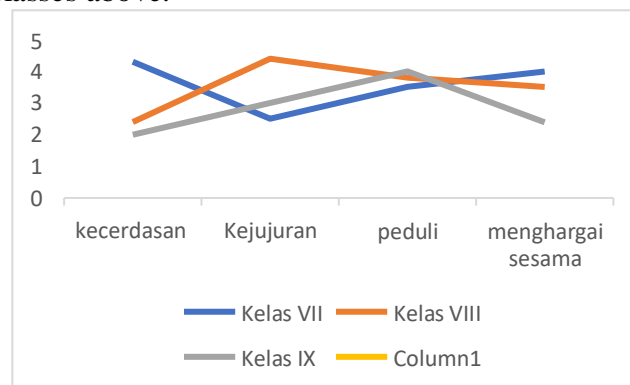


Figure 1. Students' Intelligent Character

From the data obtained, it can be seen that the level of character intelligence at each level gets different results. In grade 7 children have a good intelligence level of 5% among the other two classes but experience a decrease in the level of honesty and a significant increase in caring and respect for others. Grades 8 and 9 are known to have a lower intelligence level of 2% than the previous class. but experienced an increase in honesty, caring and decreased in respect for others, what is meant is that children at the first level of high school have a low sense of honesty. This is because this year the child still has to experience adaptation to a higher class than before. Significant increases in intelligence, caring and respect for others occurred in

the three classes. But unfortunately the sense of respect for each other in grade 9 has decreased. So it can be noted that data on character education for junior high school children does need serious handling in order to get an increase as expected.

Conclusion

In accordance with these data, the conclusion is that the cultivation of character education needs to be paid more attention to ninth graders because they will more easily fall into bad things if they are not planted well and given a clear introduction. So it can be concluded that the higher the level of respect for others, the higher the level of education, the less significant it is so it can be noted that in junior high school children does need serious handling in order to get an increase as expected. With this data collection, researcher hope to be able to improve intelligence character through English education with structured and systematic system.

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PARENT-CHILD INTERACTION RELATIONSHIP WITH PARTICIPATION BEHAVIOR OF BULLYING IN ADOLESCENTS

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Abstract

This study aims to determine the relationship between parent-child interaction and bullying participation behavior in adolescents. This research is a quantitative study using survey methods, with a correlational approach. Collecting data in this study using a questionnaire. Data collection used a simple random sampling technique with 137 students representing SMP Negeri 287 Jakarta. Research data collection starts from October 2022 to February 2023. The prerequisite test data analysis technique uses the Kolmogorov-Smirnov normality test and the correlation test uses the Pearson Product Moment Correlation, as well as the correlation significance test. The results of this study were that there was no relationship between parent-child interaction and bullying participation behavior in adolescents -0.107 with sig. 0.213 . That is, there is a negative relationship between parent-child interaction variables and bullying participation behavior in adolescents but the results are not significant between parent-child interaction and bullying participation behavior.

Keywords: *bullying participation behavior, parent-child interaction, teenager*

Introduction

The National Commission for Child Protection (KPAI) noted that in a period of nine years, from 2011 to 2019, there were around 37,381 complaints of cases of violence against children. Based on KPAI data, there has been an increase in reports of cases of violence against adolescents reaching 2,473 cases, cases of violence that occur in the form of bullying in education, as well as social media (KPAI, 2019). One form of moral crisis that occurs among adolescents is in the form of brawls between schools and bullying participation behavior that occurs between students. This shows that the moral formation of the nation's children alone is not enough. Bullying is an act of violence, in which the perpetrator embarrasses and intimidates other people or victims so they cannot fight back, bullies seek pleasure that cannot be obtained and get it out by making other people suffer. Bullying can cause children to feel insecure and uncomfortable, which will make them less likely to actualize themselves. Bullying also makes victims feel afraid and intimidated, low self-esteem, and worthless. It may be difficult to concentrate on studying, and they may not be able to socialize with their environment (Sejiwa, 2008).

The occurrence of interaction and communication in the family will influence each other and provide stimulus and response to each other. With the interaction between children and parents, certain images will be formed on each side as a result of communication. Children will have a certain image of their parents. With the existence of certain images as a result of their perception through communication, certain attitudes will also be formed from each party, especially children who are teenagers. According to research conducted by Bibou-Nakou et al (2013) negative family interactions and parent-child interactions are factors of vulnerability to engage in bullying practices. In his research, he also explained that a bad parental environment can also lead to deviant behavior patterns or juvenile delinquency, one of which is bullying.

The case study in this study was taken from a bullying case that occurred at SMPN 287 East Jakarta, it was explained in an article that the bullying case was committed against 2 students (students with special needs and general students) and the bullying case was reported to be traumatic for these students, especially general students. Based on this background, the authors are interested in researching and knowing the interaction of parents with bullying participation behavior in adolescents and took the thesis title "Relationship between Parent-Child Interaction and Bullying Participation Behavior in Adolescents"

Method

The research method is basically a scientific way to obtain data with specific goals and uses (Sugiyono, 2017). This research is a quantitative research with a correlational approach. Quantitative research with a correlational approach aims to determine the relationship between two or more variables and is causal (Sugiyono, 2017). The method used is a survey with a correlational approach. Data collection techniques are the most strategic steps in research, because the main purpose of research is to obtain data (Sugiyono, 2017). The data collection method used by using a questionnaire (questionnaire) is a data collection technique that is carried out by giving a set of written statements to respondents to answer (Sugiyono, 2017). Data analysis used in this research is descriptive data analysis, inferential data analysis, analysis prerequisite test and correlation test. Using a score of 1-4 on a Likert scale using instruments from Lange (2002) and MK Demaray (2016)

Findings and Discussions

Humans as individuals begin to recognize a wider environment than the family. This makes changes in adolescent social skills increasing. If the values instilled by both parents are well absorbed, then the social skills possessed by these individuals can be better. Conversely, if the socialization or interaction between parents and children is lacking, then their behavioral and psychosocial development can be hampered. As a result, adolescents begin to show pathological symptoms such as delinquency and other risky behaviors, one of which is bullying participation behavior (Zakiyah, 2017). The results showed that there was a negative ($r = -0.107$) but not significant ($p = 0.213$) relationship between parent-child interaction and bullying participation behavior in adolescents. In the interaction between parents and children, there were 67 respondents (48.9%), namely in the medium category. Meanwhile, in the bullying participation behavior, there were 133 respondents (97.1%) in the low category. This means that there is a relationship between parent-child interaction and bullying participation behavior in adolescents but the results are not significant. In the tabulation test results, the relationship between parent-child interaction and bullying behavior is in the moderate category for the dimensions of bullying and moderate. Interaction. In the tabulation test results the relationship between parent-child interaction and bullying behavior is in the medium category for the dimensions of bullying and parent-child interaction in the moderate category with the chi square test result of 0.340, the results from the crosstab test assistant are in the medium category with parent-child interaction children in the medium category with the results of the chi-square test of 0.550, the results of the crosstab victim test are in the medium category with the interaction of parents of children in the medium category with the results of the chi-square test of 0.217, the results of the crosstab defender test are in the medium category with children interacting with people parents-children in the medium category with a chi-square test result of 0.542, and on the outsider dimension in the medium category with moderate parent-child interaction and a chi-square test result of 0.372.

Conclusion

Based on the results of research conducted by researchers, it can be concluded that the results of the distribution of the frequency of interaction of parents of children with bullying participation behavior in adolescents have a negative relationship, but the results are not significant. This means that the relationship between parent-child interaction and bullying participation behavior is stated to have a relationship, but this relationship is in the low category and it can be concluded that bullying participation behavior in adolescents at SMPN 287 Jakarta is in the low category.

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Sample Figure Chracteristic Respondent

Data on the distribution of respondents was measured by gender, which were classified as male and female. Based on Figure 4.1 it can be seen that male respondents are the most respondents in this study

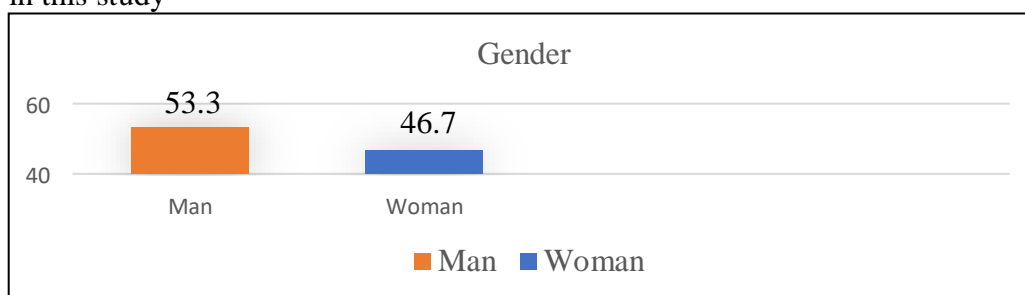
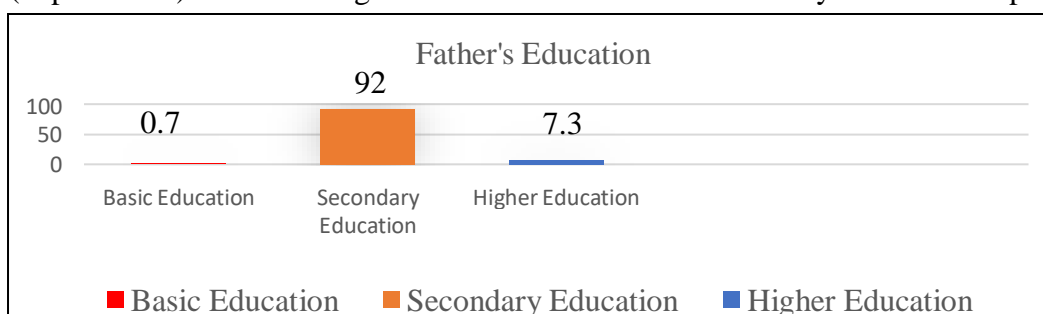


Figure 4.1 Distribution of Respondent Data by Gender

Respondents education data was measured based on education level which was grouped into three, namely basic education (SD), secondary education (SMP-SMA), and higher education (Diploma-S3). Based on Figure 4.3 it can be seen that secondary education respondents (SMP-



SMA) are the most respondents in this study.

Figure 4.2 Distribution of Respondents' Data Based on Father's Education

Respondents' education data was measured based on education level which was grouped into three, namely basic education (SD), secondary education (SMP-SMA), and higher education (Diploma-S3). Based on Figure 4.3 it can be seen that secondary education respondents (SMP-SMA) are the most respondents in this study.

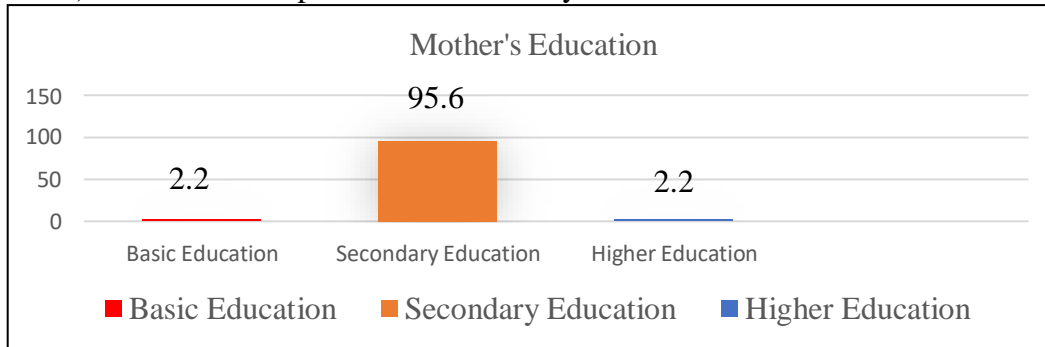


Figure 4.3 Distribution of Respondents' Data Based on Mother's Education

The last data about family characteristics in this study is the income of the respondent's parents. Data on the income of respondents' parents is measured by income levels which are classified into three, namely low income levels ($\leq 500,000-1,999,999$), moderate income levels ($2,000,000-4,999,999$), and high income levels ($5,000,000-20,000,000$). Based on Figure 4.4 it can be seen that respondents with parents' income level 4.2% 37.6% 58.2% Basic Education Secondary Education Higher Education Education Data of Respondent's Mother Based on Education Level 2.4% 38.8% 58.8% Basic Education Secondary Education Higher Education Education Data of Respondent's Fathers Based on Education Level 52 Higher education is the largest group of low and medium income levels.

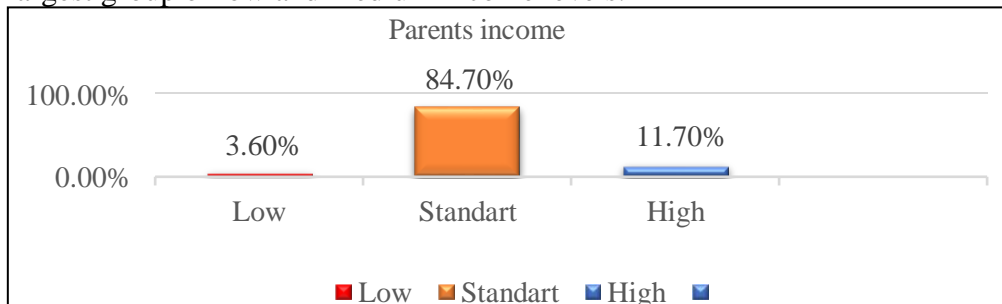


Figure 4.4 Distribution of Respondents' Data Based on Parents' Income

Sample Table

Table 4.1 Distribution of Respondents Based on Conflict Resolution Dimension Categories

No.	Conflict Resolution Dimension	Total	Persentase
1.	Low (>60)	14	10,2
2.	Medium (60-80)	69	50,4
3.	High (<80)	54	39,4
Total		137	100,0
Minimum			34
Maksimum			100
Average \pm Standart Deviasi			76 \pm 13,7

Conflict is essentially a necessity for humans. Because of this nature, humans are always faced with many conflicts, especially conflicts that occur in society, both vertical conflicts and

horizontal conflicts. It is in such conditions that an understanding of conflict resolution becomes very important to resolve the conflicts you face constructively

Table 4.2 Distribution of Respondents Based on Responses to Statements on the Dimension of Self-Acceptance

No.	Dimension of Self-Acceptance	Total	Persentase
1.	Low (>60)	9	6,6
2.	Medium (60-80)	32	23,3
3.	High (<80)	96	70,1
Total		137	100
Minimum			50
Maksimum			104
Average ± Standart Deviasi			84 ± 11,9

Self-acceptance is the extent to which a person knows his personal characteristics, both his strengths and weaknesses and can accept these characteristics in his life so as to form his personal integrity (Permatasari & Gamayanti, 2014)

Table 4.3 Respondent Distribution Based on Bullying Dimension Categories

No.	Bullying Dimension Categories	Total	Persentase
1.	Low (>60)	93	67,9
2.	Medium (60-80)	34	24,8
3.	High (<80)	10	7,3
Total		137	100
Minimum			25
Maksimum			100
Average ± Standart Deviasi			55 ± 15,3

Bully is someone who commits acts of violence against someone which can be in the form of physical violence or verbal violence with the aim of embarrassing someone.

Table 4.4 Distribution of Respondents Based on Assistant Dimension Categories

No.	Assistant Dimension Categories	Total	Persentase
1.	Low (>60)	129	94,2
2.	Medium (60-80)	7	5,1
3.	High (<80)	1	0,7
Total		100	100,0
Minimum			25
Maksimum			81
Average ± Standart Deviasi			46 ± 10,8

A bully's assistant is someone who helps the main perpetrator in bullying to defend the perpetrator and as someone who supports the behavior of the bully participates to bring down the victim.

Table 4.5 Distribution of Respondents Based on Victim Dimension Categories

No.	Victim Dimension Categories	Total	Persentase
1.	Low (>60)	128	93,4
2.	Medium (60-80)	9	6,6
3.	High (<80)	0	0

Total	137	100,0
Minimum		25
Maksimum		75
Average ± Standar Deviasi		40,1 ± 13,1

A victim or victim of bullying is someone who is humiliated or experiences acts of violence either in the form of verbal violence or physical violence.

Table 4.6 Distribution of Respondents Based on the Defender Dimension Categ

No.	Defender Dimension Category	Total	Persentase
1.	Low (>60)	106	77,4
2.	Medium (60-80)	24	17,5
3.	High (<80)	7	5,1
Total		137	100,0
Minimum			25
Maksimum			84
Average ± Standart Deviasi			49 ± 14,2

Defenders or advocates for victims of bullying are those who help victims fight bullying participation behavior, for example reporting bullying participation actions to someone who is more mature to stop bullying participation behavior.

Table 4.7 Distribution of Respondents According to Outsiders Dimension Category

No.	Outsiders Dimension Category	Total	Persentase
1.	Low (>60)	127	92,7
2.	Medium (60-80)	10	7,3
3.	High (<80)	0	0
Total		137	100,0
Minimum			25
Maksimum			73
Average ± Standar Deviasi			41 ± 11,6

An outsider or supporter of a bully is someone who does not participate in the bullying behavior but is not a party who helps the victim and only becomes a witness who cannot help the victim and does not report the perpetrator.

THE INFLUENCE OF PARENTS' COMMUNICATION ON PERSONAL HYGIENE BEHAVIOR IN PRESCHOOL AGE CHILDREN

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Abstract

This study aims to determine the effect of parental communication on personal hygiene behavior in preschool-aged children. This research is associative quantitative research with a survey method. This study collected data using a parent communication questionnaire (26 items) and a personal hygiene behavior questionnaire (20 items). This research uses the associative quantitative method. This study involved 110 respondents who were selected using proportionate stratified random sampling. Data collection using a questionnaire. The data analysis used is a simple linear regression test. The resulting data processing results show that most of the samples have good personal hygiene (96.4%) and a level of parental communication (92.7%). The calculation results show that the coefficient of determination of parental communication has an effect of 10.3% on personal hygiene behavior in preschool-aged children. Regression results show that parental communication has a significant positive effect on personal hygiene behavior ($\beta=0.163$, $p < 0.05$). In this way, it can be concluded that personal hygiene behavior in children means that the better the communication between parents, the better the personal hygiene behavior in children, conversely the lower the communication between parents and children, the lower the personal hygiene behavior in preschool-aged children.

Keywords: *Parental communication, personal hygiene, personal hygiene behavior, preschool-age children*

Introduction

According to the 2021 Indonesia Health Profile, cases of diarrhea, especially in DKI Jakarta, occupy the top 6th position with the most cases out of 34 provinces in Indonesia, with a total of 142,936 cases (Ministry of Health, 2021).

Many factors affect the degree of health, both individual health and public health. One of them is healthy living behavior and also personal hygiene. Personal hygiene is one of the basic prevention at the individual level to maintain personal hygiene and health, especially to avoid the risk of disease infection (Zuriyanda et al., 2021). Instilling and implementing healthy lifestyle behaviors can be instilled from an early age. This is because it is one of the very basic education and very decisive for the development and habits in the future. If it is used from an early age by instilling education and applying good attitudes, of course later when adults the attitudes and morals that develop are good (Bagiastra & Damayanti, 2019). Therefore, providing education and implementing healthy habits in early childhood is very well done, where early childhood has strong memory skills so health education given at an early age will have a great chance of becoming a healthy habit at later stages of life (Mardhiati, 2019).

All activities that can help improve individual health, can be applied to children as early as possible, one way is through personal hygiene. Personal hygiene is an effort made by individuals to maintain personal hygiene to avoid disease (Asthiningsih & Wijayanti, 2019). Fulfillment of personal hygiene is influenced by various factors such as cultural factors, individual or family social values, knowledge of personal hygiene, and perceptions of self-care (Putri et al., 2016). Associated with preschool-aged children, personal hygiene plays an important role. The low resistance of the child's body at this age allows for many diseases to be suffered if the child's hygiene is not paid attention to. Parents play an important role in helping instill and implement personal hygiene behavior in children from an early age (Asthiningsih & Wijayanti, 2019).

The application of personal hygiene in everyday life in children at an early age is a very appropriate thing for instilling good health habits at their age. This is because, with the habit of

personal hygiene from an early age, the child will have a sense of cleanliness and tidiness, can train himself to live a healthy and clean life, and have self-confidence and independence. In addition, personal hygiene is also very useful for children at an early age who are experiencing a growth period and are very susceptible to disease. About personal hygiene in children, several factors can affect personal hygiene in children, namely, predisposing factors (knowledge, attitudes, beliefs, traditions, cultural values or norms that a person believes in. Supporting factors (public health centers, medicine, latrines), clean water and so on) and driving or reinforcing factors, factors that determine whether health measures receive support or not. These factors manifest in attitudes and behavior. The behavior of other influential people (parents, family, teachers, community leaders, religious leaders, health workers, janitors, and power holders) can motivate someone to behave (Green, 1980).

In preparing children to form new habitual behaviors, it can be done by getting used to daily behavior as early as possible to apply clean and healthy living behaviors so that children avoid the risk of disease transmission and other infectious diseases. The formation of this new habit begins with the role of the family by giving examples of healthy behavior and practicing good communication to increase children's understanding of the new behavior being carried out. Children's environmental conditions and communication between children and parents are needed in forming and instilling children's character and attitudes toward disease prevention (Jauhari, 2020). One way to shape personal hygiene behavior in children is to communicate with children repeatedly, instill habits and then apply them in their daily lives. Communication that is done repeatedly will be able to influence children unconsciously and children will get used to doing personal hygiene, communication can also build good relationships between parents and children. There is an important role for adults in providing knowledge and habits for children to get proper self-care habits such as maintaining child hygiene, what he eats, what he wears, getting used to washing hands before and after eating with clean water and soap, after handling animals, all must be implemented early on, and one of them is by communicating and implementing it (Aydos & Tugrul, 2015).

The realization of good personal hygiene behavior in children requires the role of parents in conveying, planting, and implementing and how parents can communicate it to children so that good healthy behavior habits will arise. Thus, parents are very influential and responsible for personal hygiene behavior in children so that children can get used to implementing personal hygiene behavior in their daily lives and the future.

Method

This research uses the associative quantitative method. This study involved 110 respondents who were selected using proportionate stratified random sampling. In this study, researchers used primary data obtained through questionnaire respondents. The questionnaire data collection technique is carried out by giving a set of questions or written statements to respondents to answer (Sugiyono, 2019). The form of the statement in the closed questionnaire is using a Likert scale, namely, the respondent only chooses the answers that have been provided by the researcher, so the respondent only chooses according to the limited choices. Respondents were asked to fill in or choose answers according to the reality of the respondent's life, then the instrument was used to determine the effect of parental communication on the personal hygiene behavior of preschool-aged children. The data analysis used is a simple linear regression test.

Findings and Discussions

Based on the results of testing the hypothesis with a simple linear regression test, the result is $p\text{-value} = 0.0001 < 0.05$, so it is stated that there is a significant influence of parental communication on personal hygiene behavior in preschool-aged children. With a value of $(r_{xy}) = 0.321$, which means that parental communication has a positive relationship with personal

hygiene behavior in children, meaning that the better parental communication, the better personal hygiene behavior in children, conversely the lower parental communication to children, the lower the personal hygiene behavior in preschool-aged children. Parental communication has an influence on personal hygiene behavior in children, meaning that the better the parental communication, the better the personal hygiene behavior in children, conversely the lower the parental communication with children, the lower the personal hygiene behavior in preschool-aged children. The coefficient of determination (R Square) = 0.103. This coefficient implies that the influence of parental communication on the personal hygiene behavior of preschoolers is 10.3%.

Conclusion

Based on the results of research conducted by researchers, it can be concluded that parental communication has a significant positive effect on personal hygiene behavior in children. This means that the more there is a positive influence on personal hygiene behavior in children, it means that the better the communication between parents, the better the personal hygiene behavior in children, conversely the lower the communication between parents and children, the lower the personal hygiene behavior in preschool-aged children. That way it can be concluded that if parents want their children to have good personal hygiene behavior, good parental communication is also needed. and this study implies that parental communication influences personal hygiene behavior. Children who receive and receive high parental communication certainly have a higher level of personal hygiene behavior than children who receive moderate and low parental communication. Parents are expected to be able to communicate with children at preschool age to improve personal hygiene behavior in their daily lives.

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Sample Figure Characteristic Respondent

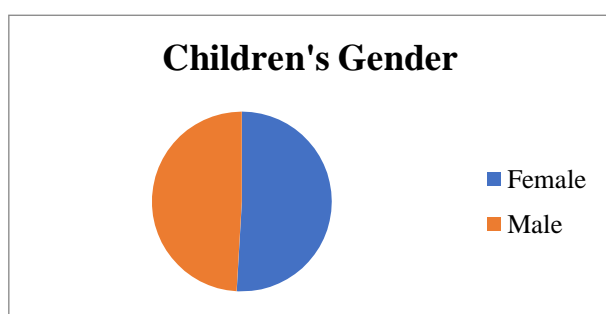


Figure 1. Distribution of Respondent Data by Children's Gender

Characteristics of respondents based on the sex of the child consist of boys and girls. the number of respondents' children in this study amounted to 110 people consisting of 56 girls and 54 boys. that the percentage of the number of respondents based on the sex of the child is female, namely 56 respondents with a percentage of 51%, and respondents with male sex, namely 54 people with a percentage of 49%. Based on these data it can be seen that the majority of the sex of the respondents' children in this study were female.

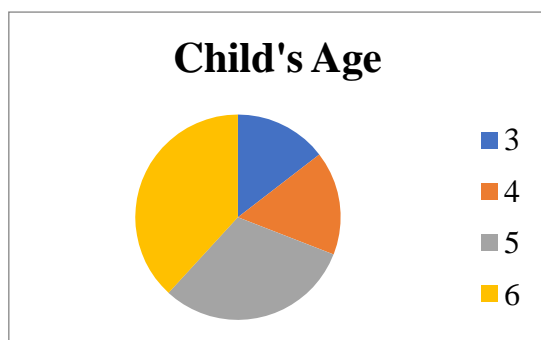


Figure 2. Distribution of Respondent Data by Children's Age

Based on Figure 2 it can be seen that the majority of the age of respondent's children are 6 years old as much as 38%, the age of the respondent's children who are 5 years old is as much as 31%, the age of the respondent's children who are 4 years old is 16% and as many as 15% of the respondents' children are 3 years old.

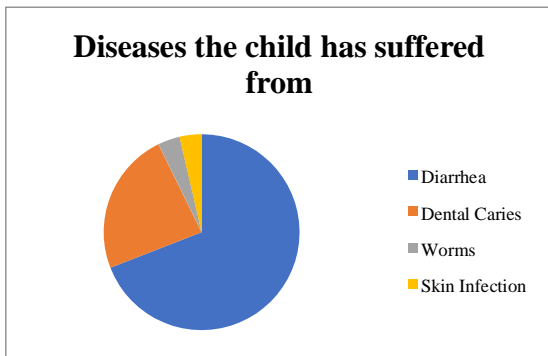


Figure 3. Distribution of Respondent Data by Diseases the Child has Suffered From

Based on Figure 3 it is known that the respondents were known that the disease that had been suffered by the respondent's child with diarrhea (69%) was the disease that had been experienced by the respondent child with the largest number. While the lowest disease or the least number ever experienced by the respondent's children were skin infections and helminthiasis (4%).

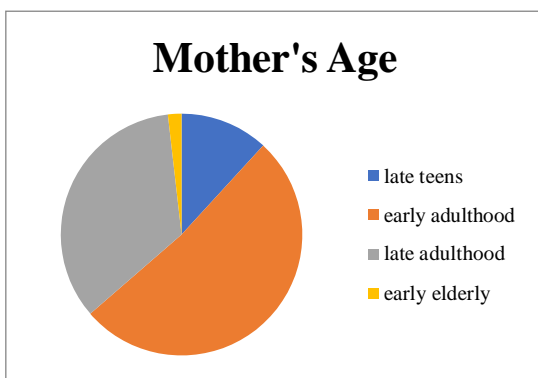


Figure 4. Distribution of Respondent Data by Mother's Age

In this study, the respondents who filled out the questionnaire ranged in age from 19 to 53 years. The age categorization of respondents in this study refers to the Indonesian Ministry of Health (Al Amin & Juniati, 2017), which is divided into late adolescence at the age of 17-25 years, early adulthood at the age of 26-35 years, late adulthood at the age of 36- 45 years and early elderly with ages 46-55 years.

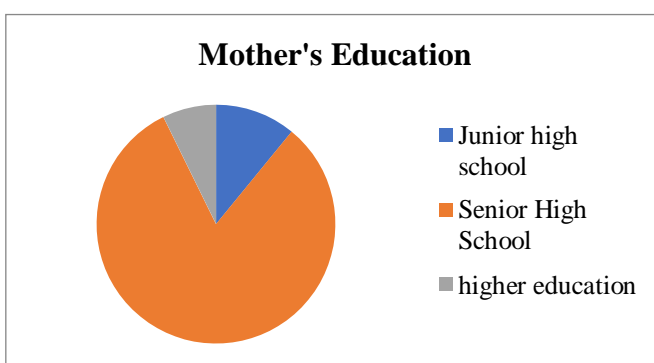


Figure 5. Distribution of Respondent Data by Mother's Education

Based on Figure 5 it is known that the respondents with the last education in Senior Highschool (82%) are the largest group. Meanwhile, respondents with the last education from High School (7%) are the least group.

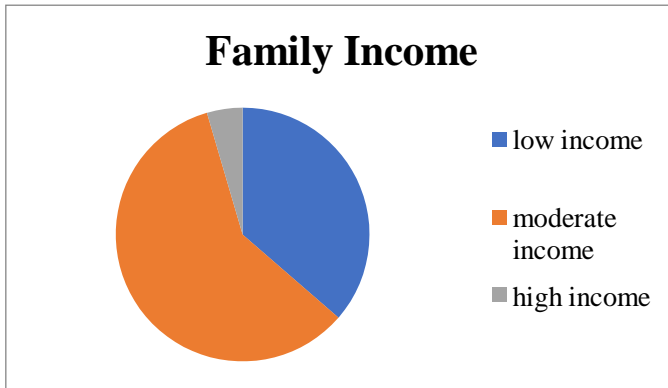


Figure 5. Distribution of Respondent Data by Family Income

Respondent's income data were categorized into three groups, namely low-income groups (<Rp 500,000.00–Rp 1,999,999.00), medium-income groups (Rp 2,000,000.00–Rp 4,999,999.00), and high-income groups (Rp 5,000,000.00–Rp 20,000,000.00). Based on Figure 4.6 it can be seen that the percentage of the income of respondents with low-income groups is 36%, moderate income is 59%, and high income is 5%. This proves that some respondents have a moderate income level group (59%).

THE EFFECT OF SELF-DIRECTED LEARNING ON ACADEMIC RESILIENCE IN STUDENTS

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Abstract

This study aims to analyze the effect of Self-directed Learning on Academic Resilience in Students. The research was conducted with IKK students class of 2019, Jakarta State University from December 2022 to January 2023. This research used an associative quantitative method. This study involved 161 respondents who were selected using proportionate stratified random sampling. Dissemination of research questionnaires using Google Forms. Data were analyzed using a simple linear regression test. Based on data processing, it is known that the most self-directed learning samples are in the medium category (75%) and the most academic resilience samples are in the medium category (71%). The results of the regression test showed that self-directed learning has a significant positive effect on academic resilience ($\beta = 0.386$, $p < 0.05$). This means that self-directed learning can increase academic resilience in students. The thing that must be done to increase academic resilience is that a student must have independence in learning so that he can overcome all obstacles in the learning process.

Keywords: *Academic resilience, self-directed learning, students.*

Introduction

The Covid-19 outbreak has become a turning point in human life throughout the world. This pandemic has had an impact on all sectors of human life. Starting from the economic sector, tourism, social, to education. Suharyanto is of the opinion that to regulate these problems the government has strictly issued policies in all fields to address them (Purandina & Winaya, 2020). UNESCO noted that the Covid-19 pandemic caused nearly 1.2 billion students studying in 158 countries to be unable to go to school/college as before. This figure represents 64.8% of the number of those studying all over the world, as a result of the closure of educational institutions in the midst of a pandemic (en.unesco.org, 5 May 2020). According to Adiwijaya, around 7.5 million students are 'forced' to do learning from home (Khadijah et al., 2021).

According to data from research involving 1,129 students from several provinces in Indonesia, it was found that learning assignments, boring lecturer teaching methods were the main source of stress and caused students to feel depressed during the Covid-19 pandemic (Kumalasari & Akmal, 2020). The results of the American College Health Association's (ACHA) survey of 937 students showed that 37% felt very burdened with the academic responsibilities they had to face. There are 25.8% of all subjects who feel anxious about academic demands, 15.8% feel depressed about academic pressure (Chasanah et al., 2019). In addition, according to Zhai & Du's research (2020), revealing the fact that the Covid-19 pandemic has affected the mental health of the academic community is an urgent need, related to understanding program development information in the form of actions and public health messages to support students experiencing a resilience crisis (Zhai & Du, 2020). In addition, in Carolan's opinion (2020), during the Covid-19 pandemic, lecturers had to work harder to instill strategies that support student welfare and also foster emotional resilience (Resilience), into their curriculum (Carolan et al., 2020).

In the academic context itself, according to Martin & Mash, revealed that there are dynamic challenges, difficulties, and pressures as a reality in the world of education which is defined as academic resilience (Martin et al., 2003). According to Rojas (2015), Academic resilience is defined as a dynamic process, in which a person shows adaptive behavior when he is faced with problems which lead to the ability he might have to deal with bad events and gain new abilities from the process of facing challenges and difficulties in the academic that is being undertaken. by students (Rojas F., 2015). In achieving a good state of Academic resilience,

students need to have several supporting components. According to Cassidy, academic resilience is a specific, adaptive response for students when facing academic difficulties which can be seen from cognitive, affective, and conative aspects. On the cognitive aspect, academic resilience appears in the form of reflecting and adaptive-help-seeking, namely individuals who reflect on their strengths and weaknesses. On the affective aspect, academic resilience appears in negative affect and emotional responses related to anxiety and avoiding emotional responses. On the conative aspect, academic resilience appears in the form of perversion, namely individuals who try and don't give up (Cassidy, 2016). Maghfira & Azzahra also found that 93 percent of overseas students at Andalas University had low academic resilience. From these studies, it appears that the condition of student academic resilience in Indonesia needs further attention (Ningtyas & Kumalasari, 2021). Based on Challen, Machin, & Gillham, revealed that this resilience plays a role in influencing students to reduce stress and anxiety, this can have a positive effect on student academic performance and current or future well-being (Challen, A.R., Machin, S. J., & Gilham, 2014).

Academic resilience occurs when students use their internal and external strengths to overcome negative experiences, suppress and hinder them during the learning process, so that they are able to adapt and carry out every academic demand properly according to Boatman (Boatman & Boatman, 2014). Seeing the current situation and the need to suppress academic resilience in students, it is this internal factor that students need to pay attention to in the midst of a pandemic where all activities are limited in person. Seen how internal factors also need to be developed that can influence it. According to Hanggara & Amiati, one of the factors or elements within a student that influences academic resilience is student independence. Distance learning requires students to be independent as a form of adaptation in participating in learning properly even without face-to-face processes with lecturers. Students are also required to take the initiative to find, understand, and explore their own learning materials according to their abilities and needs. This opinion was reinforced by Hamka & Vilmala, who stated that self-directed learning (SDL) can affect academic resilience in distance learning because students are independent and not dependent on others and are responsible for achieving their learning goals (Hamka & Vilmala, 2019).

Until now, there are facts according to Chuprina's research (2001), which provides evidence that independent learning (SDL) and resilience are interrelated (Chuprina, 2001). Previous research also on student self-directed learning (SDL) and resilience (Subekti, 2021), found that self-directed learning and resilience are two constructions that are indeed related to one another (Subekti, 2021). According to Brockett & Hiemstra, how is there a significant positive relationship between self-directed learning and resilience among graduate students (Brockett & Hiemstra, 1995). Sumuer (2018) specifically mentions that online learning provides the right amount of challenges, allows collaboration, and a certain level of flexibility that has the potential to maintain the growth of self-directed learning and student resilience (Sumuer, 2018). In Indonesia itself according to Zainuddin et al. (2019) found in their qualitative study that well-designed online learning improves students' SDL (Zainuddin et al., 2019). Therefore, in accordance with existing research. How does the important role of self-directed learning in academic resilience students take place in the learning process to achieve their academic goals.

Briefly, Knowles describes self-directed learning (SDL) as a process in which individuals take initiative, with or without the help of others, in diagnosing their learning needs, formulating learning objectives, identifying human, and material resources. to learn, choose and apply appropriate learning strategies and evaluate learning outcomes (Zhu et al., 2020). Knowles (1975), developed a 5-step model for incorporating SDL into an educational learning culture. These steps include diagnosing learning needs, formulating learning objectives, identifying human and material resources needed for learning, selecting and implementing

appropriate learning strategies, and evaluating learning outcomes (Linkous Holley, 2020). Based on the description above, it can be concluded that self-directed learning is an ability of students who have autonomy in preparing learning strategies, methods, and academic goals independently and according to their needs.

According to the explanation from the statement and the existing data, researchers are very interested in researching how student academic resilience is in the midst of a system of teaching and learning activities in the midst of a pandemic. How to measure student academic resilience itself has several factors in its achievement, one of which comes from oneself or personal to each student. Where at this time the system of teaching and learning activities has changed due to the pandemic. Starting from a face-to-face learning system and turning into distance learning (PJJ). And you can still see how many problems and obstacles exist in the continuity of distance learning in Indonesia, starting from the most basic level to tertiary institutions in particular. With this information, in academic resilience students can be influenced by personal factors, including self-directed learning. Researchers decided to research with the title "The Effect of Self-directed Learning on Academic Resilience in Students". The purpose of this study was to determine the effect of self-directed learning on the academic resilience of students at the Jakarta State University.

Method

Based on the problems studied, researchers decided to use quantitative methods. Because the quantitative method has become the right choice and is often used as a method for research, this quantitative method is a research method in the form of numbers and is analyzed using statistics (Sugiyono, 2019a). The population taken in this study were students of the Family Welfare Science family, undergraduate program class of 2019, Jakarta State University. The data obtained, that the population is 268 students. Based on the calculation in taking the sample which refers to the Slovin formula with an error rate of 5%, the results show that the number of respondents in this study was 161 students. This study used probability sampling technique with proportionate stratified random sampling. Probability sampling is a sampling technique that provides equal opportunities for each element (member) of the population to be selected as a member of the sample (Sugiyono, 2019b). Meanwhile, proportionate stratified random sampling is a sampling technique that looks at how the population has members/elements that are not homogeneous and proportionally stratified (Sugiyono, 2019b). Data collection techniques are the most strategic steps in research because the purpose of research is to obtain data (Sugiyono, 2014). (Sugiyono, 2019a). In this study, researchers used primary data obtained through a respondent questionnaire instrument (student class of 2019). Respondents were asked to fill in or choose answers according to what happened to the respondent. This aims to determine the effect of self-directed learning on student academic resilience. Data analysis used SPSS 20.0 to describe the effect of self-directed learning on academic resilience in students. The analysis technique used is descriptive analysis and prerequisite test. Descriptive analysis namely normality test, linearity test, and correlation coefficient test. As for the prerequisite test used, namely regression analysis, significant regression test, and the coefficient of determination.

Findings and Discussions

Self-directed Learning

In obtaining data on self-directed learning, the type of instrument self-directed learning skills scale was used, with the KMO test in the form of a questionnaire or questionnaire with the results of 40 questions. This instrument was developed by Ayyildiz & Tarhan (2015). The questionnaire used in this study was a closed questionnaire, which is a questionnaire that has provided questions and answer choices so that respondents only choose according to the limited

choices. The type of questionnaire instrument in this variable uses a Likert scale with a choice of answers, namely Strongly Agree (SS), Agree (SR), Disagree (TS), and Strongly Disagree (STS). It was found that the values of the questionnaires in this study were all valid questions. For the reliability test itself, it shows that the variable is considered reliable with a value of 0.943. The results of the research conducted on IKK students class of 2019 show that the level of self-directed learning in students in the moderate category is 75%.

Academic Resilience

In obtaining data on academic resilience, an academic resilience scale (ARS-30) instrument was used which was developed by Simon Cassidy (2016), in the form of a questionnaire or questionnaire which has 31 questions. The questionnaire used in this study was a closed questionnaire, which is a questionnaire that has provided questions and answer choices so that respondents only choose according to the limited choices. The type of questionnaire instrument in this variable uses a Likert scale with a choice of answers, namely Strongly Agree (SS), Agree (S), Disagree (TS), and Strongly Disagree (STS). It was found that the values of the questionnaires in this study were all valid questions. For the reliability test itself, it shows that the variable is considered reliable with a value of 0.965. Based on the results of research conducted on IKK students class of 2019. As a result, students can increase the value of academic resilience in the medium category with a percentage of 71%.

The Effect of Self-directed Learning on Academic Resilience

Based on the hypothesis test, it can be seen that there is an influence between self-directed learning and academic resilience in students. The results of this study indicate that the level of self-directed learning in students in the moderate category is 75%. Because each individual can develop several strategies in the learning process such as starting from the attitude toward learning, learning responsibility, motivation, self-confidence, ability to plan learning, ability to use learning opportunities, ability to manage information, ability to apply learning strategies, assessment of learning process, evaluation of learning success. Of the nine IKK class 2019 students' abilities in developing self-directed learning can increase academic resilience in students in the learning process. The success of students in increasing the value of academic resilience can be seen from how students can fulfill the three dimensions of academic resilience, which include perversion, reflecting and adaptive-help-seeking, and negative affect and emotional response.

This is in accordance with the findings by researchers that self-directed learning has an effect on academic resilience in students with a linearity significance of $0.00 < 0.05$. Furthermore, after testing the correlation coefficient, self-directed learning has a positive relationship with academic resilience with a value of $= 0.436$ which means that the higher the self-directed learning developed by individuals, the higher the academic resilience possessed by individuals. The results of this study are supported by Subekti's research (2021) how it appears that students have high SDL along with high resilience in both of these variables (Subekti, 2021). Next, the researchers conducted a hypothesis test to measure the effect of self-directed learning on academic resilience. The results of the hypothesis test with a simple linear regression test yield $p\text{-value} = 0.00 < 0.05$ with a coefficient of determination (R Square) = 0.190 which means that 19% of the academic resilience and healthy variables can be influenced by self-directed learning. Self-directed learning affects academic resilience in IKK students class of 2019 by only 19%, this proves that academic resilience is not only caused by self-directed learning but there are other factors that cause it.

Conclusion

Based on the research results that have been obtained, it can be concluded several things as follows:

1. Based on the results of the regression significance test, self-directed learning has an

effect on academic resilience with a regression coefficient of 0.386, meaning that if there is an increase in the variable self-directed learning, it will cause an increase in the academic resilience variable by 0.386 units. This means that the higher the value of the self-directed learning variable, the higher the value of the academic resilience variable. Vice versa, the lower the self-directed learning variable, the lower the value of the academic resilience variable.

2. Based on the test of the coefficient of determination it is known that the value of the coefficient of determination of the effect of self-directed learning on academic resilience reaches 0.190. As much as 19% of the academic resilience variable can be explained by self-directed learning variables.

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Sample Figure Characteristic Respondent

1. Respondent Age

The characteristics of the respondents are IKK group students based on the year of entry, namely the 2019 class year. The characteristics based on the age of the respondents can be seen in figure 1.

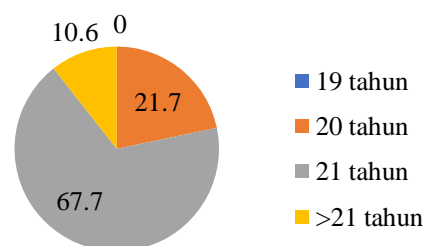


Figure 1. Distribution of Respondents by Age

Based on the results of the study, it shows that the number of respondents who are 20 years old is 21.7% or as many as 35 respondents. The number of respondents who are 21 years old is 67.7% or as many as 109 respondents. Meanwhile, the number of respondents who were >21 years old was 10.6% or 17 respondents.

Based on these data it can be seen that respondents aged 21 years are the most aged than those aged 20 years and > 21 years.

2. Gender

Characteristics of respondents based on gender can be seen in figure 2.

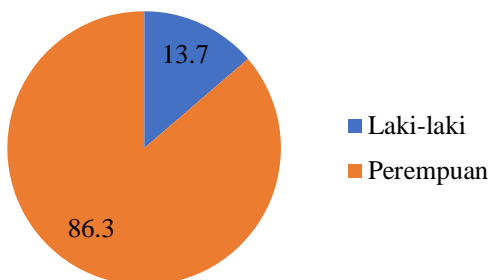


Figure 2. Distribution of Gender

Based on the results of research that has been done, the number of respondents who have a male gender is 13.7%, totaling 22 respondents. As for the female sex, it was 86.3%, totaling 139 respondents.

3. Study Program

Characteristics of respondents based on study program can be seen in figure 3.

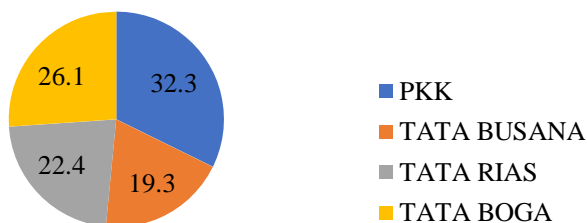


Figure 3. Distribution of Study Program

Based on the results of research that has been carried out using a proportionate stratified random sampling technique. The number of respondents to the family welfare education study program was 52 respondents with a percentage value of 32.3%. For respondents to the culinary education study program, there were 42 respondents with a percentage value of 26.1%. As for the cosmetology education study program, there were 36 respondents with a percentage value of 22.4%. And for the fashion education study program there were 31 respondents with a percentage value of 19.3%.

4. Father's Education

Characteristics of respondents based on father's education can be seen in figure 4.

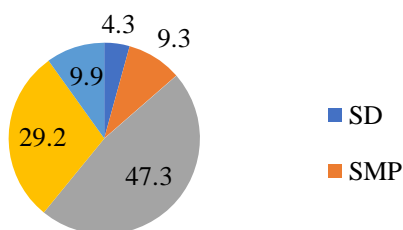


Figure 4. Distribution of Father's Education

Based on the results of the study, it was shown that the number of respondents whose fathers had elementary school education (SD) was 4.3% or as many as 7 respondents. The number of respondents whose fathers had a junior high school education level was 9.3% or as many as 15 respondents. The number of respondents whose fathers had a high school education level (SMA) was 47.2% or as many as 76 respondents. The number of respondents whose fathers had an undergraduate degree (S1) was 29.2% or 47 respondents. the number of

respondents whose fathers had an education level of two/three strata (S2/S3) was 9.9% or as many as 16 respondents.

Based on these data, it can be seen that respondents who had fathers with higher education levels had the highest level of education compared to elementary, junior high, bachelor's, or master's/doctoral degree.

5. Mother's Education

Characteristics of respondents based on mother's education can be seen in figure 5.

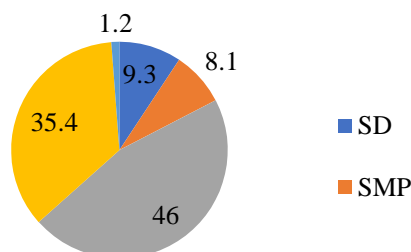


Figure 5. Distribution of Mother's Education

Based on the results of the study, it was shown that the number of respondents whose mothers had elementary school education (SD) was 9.3% or as many as 15 respondents. The number of respondents whose mothers had a junior high school (SMP) level of education was 8.1% or as many as 13 respondents. The number of respondents whose mothers had high school education was 46.0% or 74 respondents. The number of respondents whose mothers had an undergraduate education level (S1) was 35.4% or as many as 57 respondents. The number of respondents whose mothers had an education level of two/three strata (S2/S3) was 1.2% or as many as 2 respondents.

Based on these data it can be seen that respondents who have mothers with higher education levels have the highest level of education compared to elementary, junior high, undergraduate, or master/doctoral degrees.

6. Father's Job

Characteristics of respondents based on father's job can be seen in figure 6.

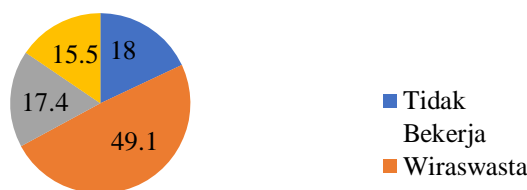


Figure 6. Distribution of Father's Job

Based on the results of the study, it was shown that respondents based on the work of their fathers who did not work were 18% with a total of 29 people, entrepreneurs achieved a percentage of 49.1% or as many as 79 people, entrepreneurs amounted to 17.4% with a total of 28 people. Whereas for his father who worked as a civil servant was 15.5% with a total of 25 people. Based on the data above, it can be seen that the highest number of jobs are self-employed, followed by not working, self-employed, and civil servants.

7. Mother's Job

Characteristics of respondents based on mother's job can be seen in figure 7.

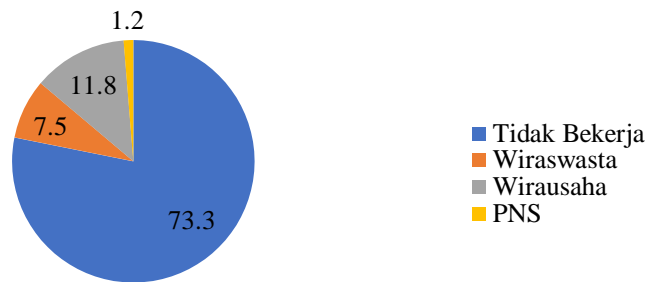


Figure 7. Distribution of Mother's Job

Based on the results of the study, it was shown that respondents based on the work of their mothers who did not work were 73.3% with a total of 118 people, entrepreneurs achieved a percentage of 7.5% or as many as 12 people, entrepreneurs were 11.8% with a total of 19 people. Whereas for mothers who work as civil servants, 7.5% with a total of 12 people. Based on the data above, it can be seen that the largest number of jobs are unemployed, followed by self-employed, self-employed, and civil servants.

8. Family Income

Characteristics of respondents based on family income can be seen in figure 8.

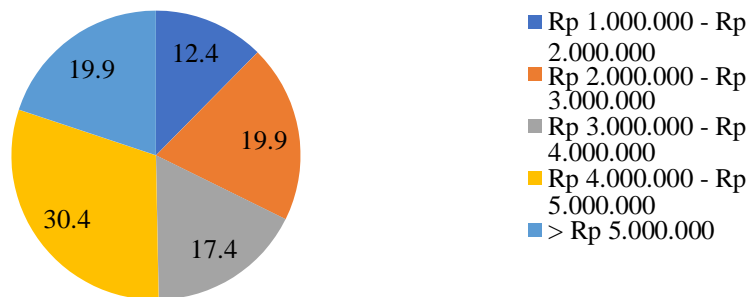


Figure 8. Distribution of Family Income

Based on the results of the study, it was shown that respondents based on family income with a vulnerable family income of IDR 1,000,000 - IDR 2,000,000 had a percentage of 12.5% with a total of 20 families. Meanwhile, for families with a vulnerable income of IDR 2,000,000 – IDR 3,000,000, it has a percentage of 19.9% with a total of 32 families. For families with a vulnerable income of IDR 3,000,000 – IDR 4,000,000, it has a percentage of 17.4% with a total of 28 families. In addition, for families with a vulnerable income of IDR 4,000,000 – IDR 5,000,000, it has a percentage of 30.4% with a total of 49 families. And for family income with income > IDR 5,000,000 it has a percentage of 19.9% with a total of 32 families.

9. Family Members

Characteristics of respondents based on family members can be seen in figure 9.

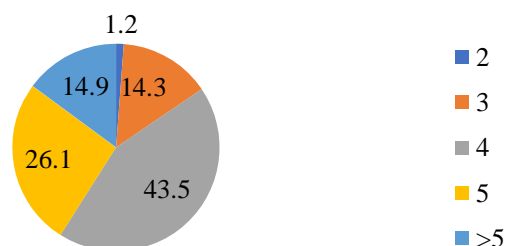


Figure 9. Distribution of Family Members

Based on the results of the study, it was shown that respondents based on family members

with a total of 2 family members had a percentage of 1.2% with a total of 2 respondents, while for family members totaling 3 family members had a percentage of 14.3% with a total of 23 respondents. In addition, for family members with a total of 4, it has a percentage of 43.5% with a total of 70 respondents. While family members with a total of 5 family members have a percentage of 26.1% with a total of 42 respondents. And for family members with a number of > 5 has a percentage of 14.9% with a total of 24 respondents.

Based on the data above, it can be seen that the most number of family members is 4 family members, followed by 5 family members, > 5 family members, 3 family members, and 2 family members.

10. Order of Children in the Family

Characteristics of respondents based on order of children in the family can be seen in figure

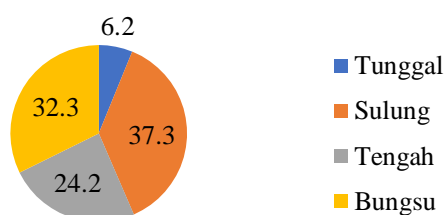


Figure 10. Distribution of Children in the Family

Based on the results of the study, it was shown that respondents based on the order of children in the family who were categorized as only children had a percentage of 6.2% with a total of 10 respondents, the order of children in families with the category of the eldest child had a percentage of 37.3% with a total of 60 respondents. While the order of children in families with the middle child category has a percentage of 24.2% with a total of 39 respondents. In addition, the order of children in the family with the youngest child category has a percentage of 32.3% with a total of 52 respondents.

Sample Table

Table 1. Description of Self-directed Learning

No.	Self-directed Learning	Jumlah	Presentase
1.	Rendah (Skor < 109)	20	12
2.	Sedang (Skor 109-133)	120	75
3.	Tinggi (Skor >133)	21	13
Jumlah		161	100
Minimal		70	
Maksimal		155	
Rata-rata ± Standar Deviasi		121 ± 12	

Table 2. Description of Academic Resilience

No.	Academic Resilience	Jumlah	Presentase
1.	Rendah (Skor < 92)	23	14
2.	Sedang (Skor 92-114)	114	71
3.	Tinggi (Skor >114)	24	15
Jumlah		161	100
Minimal		68	
Maksimal		124	
Rata-rata ± Standar Deviasi		103 ± 11	

SPEAKING STRATEGIES USED BY THE PROMINENT STUDENT AT SMK PGRI 3 MALANG

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Abstract

Being an expert in English means mastering basic English skills. There are strategies used by students in order to make the students master English skills. One of the skills that must be learned is speaking. The participants are given some questions in the form of an open-ended interview by the researcher to identify prominent students' English speaking strategies. The participants of this study were prominent students at SMK PGRI 3 Malang. The researcher used a qualitative method with a case study design in conducting this research. The research was conducted for a couple of weeks. The total of students who participated in this research was two prominent students. The instruments of this study were adopted from Quadir Mst. Moriam, *Speaking Strategy Use by the EFL Students in Japan and Bangladesh, 2005*. The data was validated used data triangulation. The study results show that the cognitive attribute is the most speaking strategies used by the prominent student. The application of the cognitive attributes affects the two prominent students in dominating speaking skills in English. The cognitive attributes also help the two prominent students learn the new vocabulary and some nice sounds or phrases to speak English easily.

Keywords: *English speaking, prominent students, speaking strategies*

Introduction

Being an expert in English means mastering basic English skills. There are four skills of basic English, namely reading, listening, speaking, and writing. Mostly, students have to master the basics of English to enrich their English knowledge. One of the skills that must be learned is speaking. According to Chaney (1998), speaking is the process of building and sharing meaning through verbal and non-verbal symbols in various contexts. Speaking is an interactive process of constructing meaning that involves producing and receiving, and processing information (Brown, 1994; Burns & Joyce, 1997). In this sense, the speaker tries to get the information by comprehending the utterances. They must have adequate knowledge of the language, which has a different system as well as possible. Following this, Ellis (1986) claims that the learner's proficiency level influences his strategy choice. Some of the students confirmed that their strategies had a more significant impact on their learning process. So, it can be concluded that more and more students have a speaking strategy; the mastering of speaking also gets better.

Review of Previous Studies

Some studies have already been conducted in the field of speaking strategy. One of the current research was conducted by Lopez et al. (2011). They researched students studying for a BA in English Language Teaching (ELT) in five Mexican public universities. Students from these universities were given questionnaires concerning their use of speaking strategies. The results showed that most students' strategies are: asking for repetition; use paraphrasing or synonyms for unknown words; and asking for message clarification. Although there is a wide range of strategies in use, students tend to select strategies according to their language proficiency level. The second is to study Larena (2011).

This article presents a research study that analyses eighth and twelfth graders' knowledge of speaking strategies to communicate in English. The Oral Communication Strategy Inventory, developed by Nakatani in 2006, was applied to 108 students belonging to the public, semi-public, and private educational sectors in Chile. The findings show that 8th graders claim to have a broader knowledge of speaking strategies than 12th-year secondary students. The knowledge of speaking strategies of elementary and secondary school students does not vary

depending on the type of school: public, semi-public, and private. The last is a study by Moriam (2005) that investigated the differences in speaking strategy used by the EFL-major university students in Japan and Bangladesh. EFL speaking strategies were measured by a speaking strategy use questionnaire with items selected, combined, and simplified from two sets, Language Strategy Use Survey (Cohen and Chi, received from the internet on July 17, 2004) and The Strategy Inventory for Language Learning (SILL) (Oxford, 1990) on 165 EFL-majors, 102 Japanese (70 females and 32 males) and 63 Bangladeshi (26 females and 37 males).

The previous studies' conflicting result leads the researcher to investigate more in-depth about the speaking strategies used by two prominent students at SMK PGRI 3 Malang, which in this present study uses a case study design. Suppose those two previous studies used a survey design, which needs to take a sample or did it on the general student. The recent study uses a study case, qualitative research that investigates the characteristics or phenomenon naturally without any intervention and manipulation of the variable. This study only focuses on the prominent students the researcher thinks to meet the criteria, while the two previous studies were generally studied.

Research Methodology

This research is a case study investigating the strategy used by prominent students at SMK PGRI 3 Malang. This design is chosen because the researcher wants to know about the prominent students' speaking strategy. According to the proposed definition of a case study, an empirical inquiry investigates a contemporary phenomenon within a real-life context; when the boundaries between phenomenon and context are not evident, multiple sources of evidence are used (Yin, 2009). This study's participants are two prominent students categorized by the prominent students' score, the class activity, and the English teacher's interview. Those are; 1. Prominent student 1, grade XII Animasi as a winner of animation competition (as a speaker), joined the LCC Debate Competition and motivated learning speaking; and 2. Prominent student 2, grade XII Animasi as a higher score in class based on the data that is given by the teacher and interviewed some English teachers. The first step that the researcher did in formulating the problem. The second step is looking for the participant. The third step is observation. Observation is done by observing the prominent students' activities. In this study, the researcher is a silent observer, so the researcher observed the prominent students' speaking strategy using observation checklists. The fourth step is the interview. The interview guide consists of 12 questions taken from a study by Moriam (2005). Twelve questions are about the prominent students in using speaking strategies divided into five categories classified by Stern (1992). Those are management and planning, cognitive, affective, Communicative-experimental, and Interpersonal. The last is data analysis. At the end of collecting the data, the researcher analyzed the data.

Findings and Discussion

The study's finding covers the researcher's data through interviews with the English teacher and the two prominent students.

The Strategies Used by The Prominent Student in Speaking

In the finding, the researcher found that every prominent student had their strategies while speaking using English. The researcher interviewed the prominent student using four attributes; those are Management and Planning, Cognitive, Communicative-experiential, and Affective. The researcher found that the two prominent students practice this attribute in speaking in the 'cognitive' attribute. It consists of 'improving vocabulary', 'watching a movie', 'listening to music', and 'practicing a new grammatical' strategy. In comparison, 'Cognitive' attributes help them in increasing their new vocabulary. Other attributes were the 'Communicative-experiential' that consists of how prominent students face the lack of

vocabulary while speaking, 'Interpersonal' attribute that consists of the interpersonal of the prominent students itself. For the last attribute was the 'Affective' attribute that consists of the 'self-confidence' strategy. The researcher found that the two prominent students had self-confidence well.

Result from The Interview with The Prominent Students and The English Teacher Management and Planning Attributes

Taking The Opportunity; In 'taking the opportunity' strategies, the two prominent students have the same idea. They always try to speak in English whenever they get the opportunity. The English teacher's data confirmed that every prominent student used the opportunity to speak in English whenever they had it. Based on the two prominent students and the English teacher, the answer is quite similar. The two prominent students always take the opportunity to speak English. **Setting Planning;** In setting planning strategies, the way the two prominent students were different. The prominent student 1 was planning out for making sure that is related to the conversation. The English confirmed that prominent student 1 was planning out the conversation. While the prominent student 2 had no plan out what he wanted to say in English. Based on what had been said while interviewing the English teacher, the two prominent students had their way in setting planning the conversation. The prominent student 1 has to plan out the conversation to make sure what he wanted to say in English. While the prominent student 2 prefers to speak in English without planning it out before.

Cognitive Attributes

Learning Using the new vocabulary; In learning and using the new vocabulary in speaking English, the two prominent students had a different view. The prominent student 1 did not use new vocabulary in speaking. He usually uses the old vocabulary in speaking English. The English teacher confirmed that prominent student 1 did not use the new vocabulary when he got it. While the prominent student 2 had to learn the new vocabulary and use it in speaking. The English teacher confirmed this that the prominent student 2 used the new vocabulary in speaking English. Furthermore, the interview found that the two prominent students learn the new vocabulary and use it to speak English. **Watching TV or listening to music;** In this strategy, the two prominent students had the same idea. The researcher found that the two prominent students love watching TV and listening to music to increase their speaking skills. Besides, the English teacher also teaches English with movies and music. This was confirmed by the English teacher that she is mostly teaching English by watching movies and music, so the prominent student could understand English easier. Based on the interview data, most prominent students use watching movies and listening to music strategies to increase their speaking in English. **Correcting pronunciation;** In correcting pronunciation, similar to watching movies and listening to music, the two prominent students always correct their pronunciation but in each other's different way. Prominent student 1 and the prominent student 2 corrected their pronunciation with self-learning, looked for the correct one, and spoke up by asking the English teacher. Based on the research data found by the researcher, the two prominent students always correct their pronunciation in their own way. They correct the patterns by seeking information on social media and learning platforms, watching English movies, listening to music, and asking the English teacher. **Practicing New Grammatical;** In practicing new grammatical, the prominent 1 was afraid of making mistakes in using new grammatical in English, so the prominent student 1 had to think about what he wanted to say. While the prominent student 2 did not care about the new grammatical as long as the speaker and the listener understood the conversation. The English teacher confirmed that the prominent students always ask for the new grammatical that they learn. Based on what had been said while interviewing the English teacher and the prominent students, using new grammatical in speaking is too difficult. They also worry about making grammar mistakes, so the listener could not understand. Furthermore, they prefer to speak with easier grammatical.

Communicative-experiential

Describing Object In Other Word; In this strategy, the researcher asked about the two prominent students' solutions when they wanted to say something but lacked the necessary vocabulary. The result found that the two prominent students had different ways of facing the case. The prominent student 1 faced it by using the body gesture, the other vocabulary, or describing it well. While the prominent student 2 faced it by using other words. Based on the data, it can be conclude that these strategies used by the prominent students, but with the different characters. They prefer to describe the object that they do not know the vocabulary or use with other words.

Affective

Taking Risk; In this strategy, the two prominent students have their way of taking an English speaking risk. Prominent student 1 brave to take the risk of self-learning but by asking the English teacher. While prominent student 2 is also taking the risk of English speaking for learning. This also was confirmed by the English teacher that the two prominent students had a different way of doing this strategy. Based on the English teacher's data and the two prominent students, this strategy is also used mostly for English speaking learning. **Avoid Interference of Mother Tongue;** In this strategy, the two prominent students had a different answer because of their hometown's background. The prominent student 1 is from Bali, so he did not avoid interference of the mother tongue. While the prominent student 2 is from Malang, so he avoids interference with the mother tongue. Based on what had been said while interviewing with the English teacher and the two prominent students, the prominent students also used this strategy while speaking in English. Some of them use a certain accent in English speaking based on the accent that they know to avoiding the mother tongue. **Worrying About Mistakes;** The prominent student 1 still worries about making mistake too much. While the prominent student 2 did not worry about making mistake too much.

Interpersonal

Using English Every day; In this strategy, the two prominent students have had a different answer. It is because of the different environments of each other. The prominent student 1 was using English almost every day because the prominent student 1 lives in a tourist environment, while the prominent student 2 lives in an ordinary Indonesian family. **Others' Feedback;** This is the last strategy for this result. The two prominent students have the same answer: the two prominent students have to accept the other feedback to increase their speaking skills.

Finally, it can be concluded that almost all the speaking strategies are used in learning English speaking. However, there are still strategies not used maximally, for example, in practicing new grammatical. Practicing new grammatical is still considered the most challenging thing in learning English, especially by two prominent students. They prefer to speak in English spontaneously with awareness about the grammar a bit.

Discussion: This study aimed to know the speaking strategies used by the two prominent students at SMK PGRI 3 Malang. To answer this study's problem, the researcher distributed the interview to the two prominent students. The result shows that there are some different strategies used by the two prominent students. However, it confirmed that there are strategies that have a positive impact on the two prominent students. The qualitative findings that cognitive attribute is the attributes that the two prominent students used in learning English speaking. They had high motivation to learn of speaking English and good self-confidence, so learning English speaking also got more accessible. According to Purnama et al. (2019), learning goals are hard to achieve without motivation because the students' effort and desire affect the learners to achieve the learning goals.

The research finding shows that the two prominent students mostly have a good reaction toward cognitive attributes, helping in strategies for learning speaking English processes such

as learning speaking by watching English movies or listening to music. The two prominent students can add the vocabulary for the conversation by taking the excellent sound from English movies or listening to music. The two prominent students prefer to learn to speak English using cognitive attributes because the English teacher mostly teaches them by watching TV or listening to music in class. By that strategy, the two prominent students can increase their speaking skills in English. This result was supported by Ardiansyah (2015) that cognitive strategy was found that the ways successful students used this strategy through using resources for receiving & sending messages, formally practicing with sounds and writing systems, practicing naturalistically, recognizing and using formulas & patterns, and recombining.

While the other result of this research found that the two prominent students are confident enough to show their English skills, a study by Khoriroh (2018) said a positive and significant effect on self-confidence in speaking skills. This is also supported by Moriam (2005) that cognitive and affective strategies were found to have the strongest correlations with other categories.

Conclusion

Based on the findings, the researcher concludes that the English speaking strategies used by the prominent students are cognitive attributes. Even though the two prominent students also use another strategy, such as management and planning, communicative-experiential, and effective, they are more likely to use cognitive strategy. By using, the cognitive attributes could help prominent students in improving the English speaking. As for the impact of using cognitive attributes, the two prominent students prefer to learn English by watching movies or listening to music because it could help the two prominent students in speaking English. The application of these attributes also helps the two prominent students learn the new vocabulary and some nice sounding or phrases, so the two prominent students would speak English well. Also, the researcher implies that the most substantial attribute is cognitive. It is hoped that in the future, there will be activities that accommodate all students, not only the prominent students, to be able to apply the cognitive attribute so that all students can improve the English speaking skills.

Furthermore, by seeing the appearance, the researcher also found that the prominent students' actions related to the strategies and are strengthened by the English teacher. Even though it was the same actions of using strategy, the use was different from prominent students to others. Therefore, it was back again to how they rely on the strategies that help them speak English better.

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A THEMATIC ANALYSIS OF GOOGLE TRENDS IN TRANSLATION STUDIES

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Abstract

The purpose of this research is to explore the trends in the field of Translation Studies as reflected on the Google Trends website. The methodology employed is Thematic Analysis, utilizing Google search data dating back to 2004. The findings indicate a substantial rise in searches for topics such as translation study reference books, academic contexts, literature, language, and theory. There was also an increase in queries relating to the definition and introduction of Translation Studies and the popular tool, Google Translate. The study also highlights the results of comparative searches across different regions.

Keywords: *Translation Studies, thematic analysis, trends analysis*

Introduction

Translation studies have been studied from various scientific perspectives. Venuti in his introductory book on translation studies mentions at least five fields that also influence the development of translation studies, namely "linguistics, literary criticism, cultural studies, philosophy, and sociology" (Venuti, 2012). The linguistic perspective tends to look at the aspect of language, literary criticism on the interpretation of literature, cultural studies on the cultural aspect, philosophy on the fundamental nature of knowledge in the translation process, and sociology on the social context of translation studies. One example of translation studies research in the field of literary criticism, for example, is related to the ideological aspect of a novel that talks about feminism (Irshad, 2022).

Research on translation studies utilizing Google Trends as a data source for analysis has been relatively scarce, with studies on trends in translation studies focusing more on diverse perspectives within the field. Therefore, this paper aims to elucidate the trends in translation studies by utilizing Google Trends and further explore the trends based on the geographical location of the searches.

Literature Review

Research on translation studies related to the use of technology and computer applications has been carried out by many researchers around the world. If computer users search for research using the keywords "translation studies, google trends" in the Publish or Perish software (Harzing, 2007) they will find many studies in this field. One is conducting research comparing the accuracy of translation sites such as Google Translate with 'computer-assisted translation software' such as Wordfast (Xu, 2001). Other research is still related to the Google translation site which discusses its use as a tool in the learning process (Pham, 2022).

Research Methodology

This study uses a trend analysis approach by utilizing the Google Trends website. The keyword used is "translation studies" (Google Trends, n.d.) by taking data from all countries. The data obtained from the largest search engine is then analyzed using thematic analysis. Thematic analysis is a widely used qualitative research method that identifies, analyses, and reports patterns or themes within a dataset. Two notable papers that have utilized this method include Braun and Clarke's (2006) article on successful qualitative research and Vaismoradi et al.'s (2013) paper on content analysis and thematic analysis.

Findings and Discussion

The topic that increased sharply and was ranked first about the keyword "translation studies" was the topic of "culture". These results show that the perspective of cultural studies is dominant at least in society in general in the digital space. These topics can be included in a large theme called "academic contexts". Results on topics that increased sharply on the big theme "academic contexts" which entered the top twenty-three besides the topic "culture" were masters, doctoral of philosophy, courses, scholars, students, writings, institutes, analysis, and academic journals. These results indicate that the search for translation studies in an academic context tends to be in formal learning at the university level and the popularity of informal learning is still below formal learning.

Topic results that can be categorized under a broad theme called "reference books" are *Introducing Translation Studies*, Jeremy Munday, *The Translation Studies Reader*, Susan Bassnett, *Descriptive translation studies and beyond*, Routledge, and *Portable Document Format*. Results on the topic of reference books related to the title of the reference book, book author, publisher, and the most popular digital book format are pdf. The conclusion of the results of this theme also shows the popularity of introductory book authors in the field of translation studies and the field of descriptive translation studies in particular.

Other topics that have risen sharply can be categorized under the "language" theme, namely the topics of *Translating and Interpreting, Translation, Urdu, and English*. These results show that the topic of translation is not only seen as a process of transferring from one language to another but also as a process of interpreting meaning from one culture to another. Then the language that is popular besides English in the translation process is Urdu which shows that Muslim users from India and Pakistan are active internet users studying this field.

A topic that can be included in a separate theme is the topic of "literature". Translation studies in this field is a topic that can be discussed separately considering that the sub-discipline of literary translation studies covers a wide range of discussions starting from cultural, social, psychological, and cognitive aspects (Kaindl, Schlager, & Kolb, 2021).

A search using google trends with the keyword translation studies based on geolocation shows that the countries that use this word the most are Sri Lanka, Pakistan, Bangladesh, Iran, and Hong Kong. These results indicate that apart from Pakistan which uses the keyword "Urdu", it is likely that the languages studied in translation studies by other countries use the keyword "English". Meanwhile, Indonesia is ranked 28th using the keyword "translation studies". This indicates that translation studies have not become popular at least in the digital space.

Conclusion

Research on trends in translation studies using Google Trends as a data source has not been widely used. This preliminary study shows that translation studies are at least based on the use of the keyword "translation studies" in Google Trends which is popular in South Asian countries. This field of study is not very popular in Indonesia. Major themes that can cover rapidly increasing topics include reference books, academic contexts, literature, language, and theory. The themes obtained show that translation studies tend to be popular in formal compared to non-formal educational institutions and are also popular in academic circles in universities.

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EXPLORING THEORETICAL PERSPECTIVES ON THE USE OF CHATBOTS AND AI IN LANGUAGE LEARNING IN THE POST-PANDEMIC ERA

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Abstract

This research examines the use of chatbots and AI in language learning in the post-pandemic era from a theoretical perspective. The research looks into how different theoretical perspectives can inform our understanding of using chatbots and AI in language learning in the post-pandemic era. The research addresses the gap in the literature on the theoretical underpinnings of the use of these technologies in language learning, intending to understand chatbots and AI usage in language learning in the post-pandemic era from different theoretical perspectives. The research includes a literature review and theoretical analysis to understand better the use of chatbots and AI in language learning in the post-pandemic era. The main findings of this research are that different theoretical perspectives can provide insight into the use of chatbots and AI in language learning in the post-pandemic era. It highlights the need for further research to explore the ethical and societal implications of using chatbots and AI in language learning in the post-pandemic era. The significance of this research is that it provides a theoretical framework for understanding the use of chatbots and AI in language learning in the post-pandemic era.

Keywords: *AI, Chatbots, language Learning, post-Pandemic Education*

Introduction

The COVID-19 pandemic has shifted towards remote and online learning, leading to a heightened interest in using chatbots and artificial intelligence (AI) in language education (Agarwal et al., 2022). These technologies offer the potential for personalized, interactive, and engaging language learning experiences and access to authentic language and cultural contexts. However, the implementation of chatbots and AI in language education raises critical ethical and societal considerations, such as privacy, bias, and the role of technology in education (Akgun & Greenhow, 2021). In light of these concerns, examining the theoretical perspectives on using chatbots and AI in language education in the post-pandemic era is crucial. To address this gap in knowledge, a literature review and theoretical analysis are conducted to gain a deeper understanding of the use of chatbots and AI in language education in the post-pandemic era (Lim et al., 2022). The research findings indicate that different theoretical perspectives can provide valuable insights into using chatbots and AI in language education. The significance of this study lies in its ability to provide a theoretical framework for comprehending the use of chatbots and AI in language education in the post-pandemic era. It also underscores the need for further investigation into the ethical and societal implications of utilizing these technologies in language education (Woo et al., 2021). In conclusion, chatbots and AI usage in language education offers numerous benefits but also raises important ethical and societal questions that must be thoroughly explored. This research provides a theoretical framework for understanding the use of these technologies in language education and highlights the importance of further research into their ethical and societal implications.

Purpose of the Study

This research study aims to delve into the theoretical perspectives surrounding using chatbots and AI in language learning in the aftermath of the COVID-19 pandemic. The aim is to build a theoretical framework to comprehend the use of these technologies in language education and to emphasize the need for further research in this field. The utilization of chatbots and AI in language learning presents numerous advantages yet also raises critical ethical and societal concerns that require examination. The lack of a comprehensive understanding of the

theoretical basis of chatbots and AI in language education demands further research efforts to deepen our comprehension of their use in the post-pandemic era (Mai, 2022). This research has the potential to offer valuable insights into the use of chatbots and AI in language education and to contribute to the creation of a theoretical framework for comprehending their role in the post-pandemic era. Thus, researchers must continue to study the effects and potential of chatbots and AI in language learning (van Dis et al., 2023). This research can progress language education and guide optimal methods for using these technologies in the classroom by conceptualizing a framework for their application in the post-pandemic era. To sum up, a thorough examination of the theoretical views concerning the use of chatbots and AI in language learning after the pandemic is critical for understanding their function in teaching. This research can contribute to advancing language education and guide ideal approaches for utilizing these technologies to amplify language learning experiences.

Research Question

The inquiry that drives this study is: How can diverse theoretical perspectives enlighten our comprehension of the utilization of chatbots and AI in language learning in the aftermath of the COVID-19 pandemic? Examining the use of chatbots and AI in language learning through multiple theoretical lenses can provide a more comprehensive understanding of these technologies in the post-pandemic era (Megahed et al., 2022). By exploring different perspectives, researchers can gain a deeper appreciation of the potential benefits and challenges of using chatbots and AI in language education. This can inform the development of a theoretical framework for comprehending their role in language learning and inform best practices for their utilization in the classroom.

Literature Review

A. Benefits of Using Chatbots and AI in Language Learning

1. Personalization

Chatbots and Artificial Intelligence (AI) in language education could offer learners custom learning experiences based on their individual needs, learning styles, and capabilities (X. Chen et al., 2023). For example, chatbots can provide immediate feedback on language proficiency and help learners identify areas they need to develop. AI can also adjust the content and difficulty of language tasks to suit each learner's individual needs. This helps create a more effective and enjoyable language learning experience as learners engage in activities tailored to their abilities. Using chatbots and AI in language learning can provide learners with personalized language learning experiences that cater to each learner's individual needs, learning styles, and abilities (Bhutoria, 2022). By providing learners with personalized feedback and support and by adapting the content and difficulty level of language tasks and activities to the individual learner, chatbots and AI can lead to a more effective and enjoyable language learning experience.

2. Interactivity

The utilization of chatbots and AI in language learning has the potential to provide learners with interactive language learning experiences. Interactive language learning experiences are those that engage learners in meaningful and engaging activities that promote language acquisition. For instance, chatbots can be utilized to facilitate conversations and discussions with native speakers (Huang et al., 2022). Chatbots can be programmed to engage learners in real-time conversations and discussions, providing them with opportunities to practice their language skills and to interact with native speakers in a safe and supportive environment. AI can also provide learners with interactive language games and activities. By

utilizing AI to create engaging and interactive language games and activities, learners can develop their language skills in a fun and engaging way. This can help to increase engagement and motivation for language learning, as learners are challenged and entertained in a way that promotes language acquisition (Boudadi & Gutierrez-Colon, 2020). The utilization of chatbots and AI in language learning has the potential to provide learners with interactive language learning experiences that engage them in meaningful and engaging activities that promote language acquisition. By facilitating conversations and discussions with native speakers and by providing learners with interactive language games and activities, chatbots and AI can lead to increased engagement and motivation for language learning (Jeon, 2021).

3. Access to Authentic Language and Cultural Contexts

The utilization of chatbots and AI in language learning has the potential to provide learners with access to authentic language and cultural contexts. Authentic language and cultural contexts are genuine, relevant, and meaningful to the learner, promoting language acquisition (Parmaxi & Demetriou, 2020). For instance, chatbots can be programmed to simulate conversations with native speakers. By engaging learners in simulated conversations with native speakers, chatbots can provide learners with exposure to authentic language and cultural contexts (El Shazly, 2021). This can help learners to develop their language skills and to gain a deeper understanding of the target language and culture. AI can also be used to provide learners with virtual immersion experiences (Divekar* et al., 2021). By utilizing AI to create immersive virtual environments, learners can be transported to authentic language and cultural contexts, allowing them to practice their language skills and interact with native speakers in a safe and supportive environment. The utilization of chatbots and AI in language learning can provide learners with access to authentic language and cultural contexts that are genuine, relevant, and meaningful to the learner, promoting language acquisition. By simulating conversations with native speakers and by providing learners with virtual immersion experiences, chatbots and AI can increase learners' exposure to authentic language and cultural contexts (de la Vall & Araya, 2023).

4. Efficiency and Scalability

Chatbots and AI offer an exciting potential to make language learning more efficient and scalable by allowing a wider range of learners to benefit from the same quality of learning experience. By leveraging technology to deliver language learning experiences, chatbots and AI can make language learning more widely accessible and ultimately increase its reach (Alam, 2021). The integration of chatbots and AI offers a ground-breaking opportunity to improve the reach of language learning, particularly for people in remote or underserved areas restricted by factors such as geographical position, resources, and infrastructure. Using technology to deliver language learning experiences, chatbots and AI can expand the range and availability of language learning while making it more effective and adaptable (Huang et al., 2022). This can potentially increase the likelihood for learners in secluded or resource-poor locations to develop their language abilities.

B. Limitations of Using Chatbots and AI in Language Learning

1. Lack of Human Interaction

In language acquisition, interpersonal communication is a vital factor for augmenting language proficiency and for the success of the overall language learning process (Mercer & Dörnyei, 2020). Nonetheless, conversational agents and Artificial Intelligence are not able to equate the level of interpersonal communication and response that a human instructor can provide. While utilizing chatbots and Artificial Intelligence (AI) may prove advantageous in providing conversational assistance and feedback, they are unable to provide the emotional and interpersonal context that comes with human interactions. This can impede the efficacy of chatbots and AI in language acquisition, as learners may not receive the same degree of aid,

motivation, and tailored feedback from these programs compared to an instructor. Additionally, the absence of human communication can hamper the credibility of language acquisition encounters (Yeh & Swinehart, 2022). Interaction with humans allows learners to hone language abilities in real-world circumstances and receive feedback on their language usage. Conversely, chatbots and AI may only offer limited and artificial language learning experiences, which may not accurately reflect real-world language applications. In summary, the deficiency of human communication is a major hindrance of chatbots and Artificial Intelligence (AI) in language acquisition. While chatbots and AI can be utilized to promote language learning, they cannot substitute for the emotional and social context inherent in human communication. They could also inhibit the efficacy and credibility of language learning experiences.

2. Bias

The introduction of bias in chatbots and AI poses a substantial risk for language learners, since such bias may be expressed in various forms and may have substantial implications. These range from spreading offensive or inaccurate language or cultural information to perpetuating dangerous stereotypes. The potential for bias in chatbots and AI should be carefully examined and tested before implementation, particularly since language learning is highly social and cultural (Benbya et al., 2020). If biased information is distributed through chatbots and AI, it can cause learners to form negative perceptions on other cultures, thus hindering the aims of language education. To prevent this, researchers and developers must take precautionary measures such as selecting appropriate data sources, designing algorithms with care, and testing the product extensively. The avoidance of bias in chatbots and AI is an essential aspect of language learning; it can help learners develop intercultural competence and mitigate any detrimental impact on society as a whole.

3. Privacy concerns

Concerns surrounding privacy are a critical issue in using chatbots and AI in language learning (Hasal et al., 2021). The collection and storage of large amounts of personal data on learners by these technologies raise serious questions about protecting such information. Misuse or compromise of this data could have severe consequences, making privacy a crucial consideration in implementing chatbots and AI in language education (Hasal et al., 2021). This highlights the need for responsible and ethical use of chatbots and AI in language learning, and for developing effective measures to protect learner privacy. This requires an understanding of the potential risks and consequences associated with using these technologies and a commitment to developing best practices for their utilization in language education (Yang et al., 2021). It is imperative to elevate transparency and accountability regarding the utilization of chatbots and AI in language learning, to enable learners to make informed choices about their use of these technologies while maintaining their assurance in the privacy and security measures taken. This may be achieved by formulating comprehensive and understandable privacy policies and instituting reliable security measures to protect learner data (Wu et al., 2021). Ultimately, privacy issues are essential to take into account when utilizing chatbots and AI for language learning. To ensure the successful implementation of these technologies in language education, developers and users must commit to responsible and ethical use and the protection of learner privacy.

4. Ethical and societal implications

Incorporating chatbots and AI into language learning prompts critical ethical and societal considerations (Chen et al., 2023). For instance, deploying these technologies could result in the displacement of human language instructors, with potential adverse consequences for both language teachers and learners. The ethical and societal implications of chatbots and AI usage in language learning require thorough examination and deliberation. The speedy proliferation of technology necessitates a deliberate examination of its ethical and social

repercussions. In language learning, using chatbots and AI raises questions regarding the association between technology and education and the part of human language educators. It is fundamental to comprehend the ramifications of these technologies on language education, as well as to reflect on the ethical implications of their utilization (Kim et al., 2019). A moral appraisal of the utilization of chatbots and AI in language learning must consider the effects on language instructors and students. Language teaching is a significant part of human progress and cultural transmission, and the implementation of chatbots and AI in this field should not be done to the detriment of the human element (Alam, 2021). The ethical and social results of chatbots and AI in language learning must be completely examined to guarantee that these advances are utilized dependably and morally. In conclusion, using chatbots and AI in language learning invokes relevant ethical and social deliberations. It is essential to comprehend the effects of these technologies on language teaching. Further research and investigation is essential to ensure that chatbots and AI are used responsibly and ethically, considering the impact on language teachers and learners.

Research Methodology

This study investigates the application of chatbots and AI in language learning in the post-pandemic era through the theoretical frameworks of constructivism, sociocultural theory, task-based language teaching, and computational linguistics. Constructivism's focus on active learning and social interactions is pertinent to understanding the potential of chatbots and AI as a facilitator (Villegas-Ch et al., 2020). Sociocultural theory's emphasis on cultural and social factors can elucidate how chatbots and AI may be effective in different contexts (Al-Hoorie et al., 2021). Task-based language teaching's use of authentic tasks and meaningful communication can inform the design of such systems to engage learners. Finally, computational linguistics' intersection of language and technology can provide insights into programming for effective support for language learning (Chinkina et al., 2020). By examining these perspectives, this study hopes to contribute to a well-rounded comprehension of chatbots' and AI's capacity to augment language learning in the post-pandemic era.

Discussion

1. Definition of Constructivism

Constructivism, as a theoretical framework, posits that the learner is a fundamental factor in developing their comprehension of the world (Morris, 2019). This viewpoint accentuates the significance of active participation by the learner during their learning experience, seeing it as an opportunity to generate meaning from life experience. According to constructivism, the individual is viewed as a proactive agent in the construction of their own knowledge and comprehension. This deviates from traditional perspectives of learning that conceptualize it as a docile activity in which facts are simply transmitted to the learner. Regarding language acquisition, the constructivist view suggests that individuals should be proactively involved in their language study and that technologies, like chatbots and artificial intelligence, should be utilized to facilitate this procedure.

2. Implications of Constructivism for Chatbots and AI in Language Learning

Advocates of constructivism stress the learner's crucial role in constructing their understanding of the world. This perspective views language learning as an active process, with learners creating meaning from experiences. In the context of language learning with chatbots and AI, the constructivist approach posits that these technologies should support the active engagement of learners. By providing opportunities for interaction, collaboration, and problem-solving, chatbots and AI can facilitate the creation of knowledge and understanding, promoting an active language learning process (Chang et al., 2022).

3. Examples of Constructivist Chatbots and AI in Language Learning

Constructivist chatbots in language learning are designed to engage learners in actively constructing knowledge and understanding. An example of this approach is a language tutoring chatbot that offers personalized feedback and support based on learners' responses (Smutny & Schreiberova, 2020). This chatbot can facilitate the learner's active role in their language learning process by providing opportunities for interaction and collaboration. Another example of a constructivist chatbot in language learning is a language learning game that leverages AI to adapt the content and difficulty level of the game to the individual learner. By providing an engaging and personalized learning experience, this type of chatbot can support learners in actively constructing their own understanding of language and culture.

C. Sociocultural Theory

1. Definition of Sociocultural Theory

The sociocultural theory recognizes language learning as a complex and dynamic process shaped by the interplay of cultural and social factors. This perspective highlights the need for learners to be immersed in authentic language and cultural contexts to learn a new language effectively. In light of this, the sociocultural theory implies that chatbots and AI in language learning should facilitate interaction and collaboration between learners and native speakers (Jeon, 2021). This can enhance the learner's exposure to authentic language and cultural experiences, aiding their language development.

2. Implications of Sociocultural Theory for Chatbots and AI in Language Learning

Sociocultural theory highlights the importance of social and cultural factors in language learning (Zhang et al., 2020). To align with this perspective, chatbots and AI can serve as a means to offer learners access to authentic language and cultural contexts. These technologies can facilitate interaction and collaboration with native speakers, promoting linguistic and cultural knowledge acquisition. Furthermore, design considerations for chatbots and AI in language learning should prioritize cultivating intercultural competence in learners. This can be achieved by embedding cultural content in language tasks and activities and encouraging learners to reflect on their own cultural beliefs and attitudes compared to others.

3. Examples of Sociocultural Chatbots and AI in Language Learning

From a sociocultural perspective, chatbots and AI in language learning must provide learners with opportunities to experience authentic language and cultural contexts. One example of this is a chatbot that simulates conversations with native speakers, providing learners with access to authentic language use (Huang et al., 2022). Another example is an AI-powered virtual immersion experience, which offers learners exposure to diverse cultural contexts and experiences. In both instances, the goal is to facilitate the development of the learner's intercultural competence and to promote their understanding of the relationship between language and culture. This is a crucial aspect of language learning from a sociocultural perspective, as it recognizes social and cultural factors' role in shaping the learner's experiences and interactions in the target language community.

D. Task-Based Language Teaching

1. Definition of Task-Based Language Teaching

Task-based language teaching emphasizes significance of tasks and activities in language acquisition. This perspective posits that language learning is optimally achieved through engagement in authentic, communicative tasks that demand language use. In task-based language teaching, the focus is on the process of performing tasks, rather than on the end product (Dewi et al., 2020). This approach allows learners to use language for real-life purposes, promoting the development of communicative competence and increasing motivation for language learning.

2. Implications of Task-Based Language Teaching for Chatbots and AI In Language Learning

Adopting a task-based language teaching perspective, the utilization of chatbots and AI in language learning should be aimed at creating engaging and authentic language tasks and activities. Learners will be given opportunities to interact and communicate in the target language, strengthening their language proficiency. This perspective highlights the significance of tasks and activities in language learning and stresses that language learning is most effective when learners engage in meaningful tasks that require the use of language for communication. From this viewpoint, chatbots and AI should facilitate such task-based language learning experiences (Sandu & Gide, 2019).

3. Examples of Task-Based Language Teaching Chatbots and AI in Language Learning

Adopting a task-based language teaching perspective implies that chatbots and AI should be utilized for offering learners engaging and authentic language tasks (Yang et al., 2021). The focus should be on providing learners with opportunities for interaction and communication in the target language. A chatbot that facilitates language exchanges with native speakers exemplifies a task-based language teaching chatbot in language learning. Another instance is an AI-powered language learning app that personalizes language tasks and activities based on the learner's proficiency level.

E. Computational Linguistic Perspective

1. Definition of Computational Linguistic Perspective

A computational linguistic perspective highlights the significance of technology in language learning. This viewpoint suggests that technology can serve as a means to grant learners access to vast amounts of language data. Through the utilization of technology, the analysis of this data can be facilitated, thereby contributing to language learning. This perspective posits that technology can play a crucial role in language learning by enabling learners to leverage the vast amounts of language data that exist. The utilization of technology for the analysis of this data can assist in the identification of patterns and trends, as well as in the development of insights and knowledge. Thus, from a computational linguistic perspective, technology can be a valuable tool in supporting language learning (Rosé et al., 2008).

2. Implications of Computational Linguistic Perspective for Chatbots and AI in Language Learning

A computational linguistic perspective on chatbots and AI in language learning emphasizes the role of technology in providing access to language data and facilitating analysis (Chen et al., 2023). Such utilization of these technologies is expected to support language learning by analyzing learners' language output, providing error correction and feedback, and generating personalized language learning materials. Adopting a computational linguistic approach to language learning with chatbots and AI highlights the importance of technology in facilitating the analysis of language data and supporting the learner's language development. By leveraging technology to provide the learner with access to large amounts of language data, this perspective emphasizes the potential for chatbots and AI to enhance language learning outcomes.

3. Examples of Computational Linguistic Chatbots and AI in Language Learning

In the realm of language learning, computational linguistic chatbots and AI offer unique opportunities for learners to interact with technology. One instance is a chatbot utilizing natural language processing to assess a learner's language output and offer feedback (Kerly et al., 2007). Another embodiment is an AI-powered language learning app that leverages machine learning to create customized language learning materials tailored to the learner's proficiency and learning style. These examples demonstrate the potential of chatbots and AI in facilitating language learning through analyzing language data and generating personalized language

learning experiences. This aligns with the computational linguistic perspective that highlights the significance of technology in supporting language learning by providing access to vast amounts of language data and facilitating its analysis.

F. Comparison of Theoretical Perspectives

1. Constructivism and Sociocultural Theory

From a theoretical perspective, both constructivism and sociocultural theory hold significance in language learning. Both perspectives emphasize the need for active engagement and authentic language experiences to facilitate language acquisition. Constructivism emphasizes the learner's active role in constructing their own understanding through interaction and collaboration. Meanwhile, sociocultural theory highlights the significance of social and cultural factors that shape language learning, and the importance of providing learners with exposure to authentic language and cultural contexts. In light of these perspectives, it becomes evident that utilizing chatbots and AI in language education must consider the importance of active engagement, authentic language experiences, and the social and cultural factors that shape language learning. By considering these theories, the utilization of chatbots and AI in language education can be optimized to provide learners with meaningful and impactful language learning experiences (Chen et al., 2023).

2. Constructivism and Task-Based Language Teaching

Constructivism and task-based language teaching focus on active engagement and problem-solving in language learning. Constructivism prioritizes the learner's active role in constructing their own understanding. It views learning as a process of creating meaning from experience. On the other hand, task-based language teaching prioritizes using authentic and meaningful language tasks that require communication as the means of language learning. Its focus is on the practical application of language skills through task completion. Both perspectives are valuable in language education and offer different approaches to enhancing the language learning process. Constructivism emphasizes the learner's agency and encourages their creativity and autonomy. Task-based language teaching, in contrast, prioritizes the development of communicative competence and the practical application of language skills in real-world situations (Ellis et al., 2019). The combination of both perspectives can offer a holistic approach to language learning, combining the benefits of both theories.

3. Constructivism and Computational Linguistic Perspective

Constructivism and computational linguistic perspective both acknowledge the role of technology in language learning (Behrens, 2021). While constructivism prioritizes the learner's active role in constructing their own understanding, the computational linguistic perspective highlights the importance of technology in offering learners access to vast amounts of language data and facilitating its analysis. These perspectives offer complementary views on the utilization of technology in language learning. The constructivist approach to language learning emphasizes the learner's active participation and the creation of meaning from experience. On the other hand, the computational linguistic perspective underscores the capability of technology to provide learners with vast amounts of language data and facilitate its analysis, thereby supporting language learning. Together, these perspectives offer a comprehensive view of the utilization of technology in language learning, highlighting the significance of both the learner's active role and the role of technology in facilitating language learning.

Conclusion

In conclusion, this research has shown that chatbots and AI have the potential to provide learners with personalized, interactive, and engaging language learning experiences. However, using chatbots and AI in language learning also raises important ethical and societal questions. It is essential to consider these questions in the design and implementation of chatbots and AI

in language learning and to ensure that they are accessible and equitable for all learners.

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INCREASING ENGLISH LANGUAGE SKILLS IN TERMS OF GRAMMAR BY USING DUOLINGO APPLICATION

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Abstract

At present English still has become an international language. The students are required to learn vocabularies and most importantly grammar. Along with technological developments that have entered the 4.0 industrial revolution, difficulties can be overcome by using technology and applications to learn and improve grammar. In this era, there is Duolingo application, which is an application that can support people's limitations in learning grammar or speaking using correct grammar. In this application we can also memorize phrases or vocabulary. Using Duolingo application in learning foreign languages, we can use a combination of methods between audio, visual and also questions about English grammar. This research was conducted so that students can learn English, especially in terms of grammar which is expected to be practiced in school or home. This belongs to qualitative research with a case study. The result from the interview of some users said that their proficiency in English has increased after using this application. Based on this study, we can see that the Duolingo application is very helpful and also effective when used by students because they can be assisted in mastering vocabulary, phrases and grammar.

Keywords: *Application, Duolingo, English, Grammar, Industrial Revolution.*

Introduction

English is an international language, to be able to speak English we need to pay attention to what is called grammar. If we speak or communicate without using grammar, then the opponent we are talking to more natively will not understand or be unable to catch what we are saying. In the industrial era 4.0 and towards the industrial revolution 5.0 where technology is more sophisticated by using a computer or android all things can be overcome including communicating by paying attention to grammar, sentence structure, phrases and vocabulary. all obstacles in English can be overcome by using android, computer or application.

The learning media that will be applied in this research is the application Duolingo. The Duolingo app is one of the most popular apps for foreign language learning systems designed for fun learning multiple languages with concepts play, which can be accessed for free via the web page or installed on Android. Djamarah (2014) mentions one attempt to attract attention students is to use media that stimulate students to think. It means that media is very important and influential in learning because with media, the students can lessen and eliminate limitations in learning grammar.

In the era of the industrial revolution 4.0, we can utilize and maximize technology in terms of education, especially to support learning English, as we already know that English is a scourge for students. Many students are still confused about phrases, sentence structure, grammar, and vocabulary. We can get rid of their worries by using and implementing the Duolingo application as a learning media.

The Duolingo application is attractive to students because the learning method uses audio, visuals and questions in English to measure a person's abilities. In each unit, students are asked to learn about understanding basic phrases, using common phrases, discussing about food and animals, then also discussing plural words. By utilizing the Duolingo application, it is believed that it can help the learning process both at home, school, and other places.

Methods

This research used a qualitative approach with a case study design. According to Ary,

Jocabs, Soronsen & Razavieh (2010:454) a case study provided in depth description of a single unit. The unit can be an individual, a group site, a class, a policy program, a process, an institution, or a community. The case study focused on one unit to be research in depth. The instrument used in this research is interview. Those are three students in Elementary. The 3 children were named Risky, Fatun and Fajar. All of them live in Padokan district of Yogyakarta.

To analyze the data, there are four steps. Those are collecting data, reduction step, analyzing data, and presenting the data. To collect the data, the author used interviews and observations. After that, there is a reduction step to filter and sort the data which should be analyzed. Then, the researcher analyzed the data. Finally, after analyzing the data, it can be presented from the result.

Findings and Discussion

Based on the result interviews and observations can be seen that the English language skills of the 3 samples are lacking, they have difficulty in pronouncing English or writing using proper grammar. After being interviewed by the researcher, why is their English proficiency low? Bored with the absence of interesting learning media and they are lacking in expressing the ideas that are in their minds. As a solution to the problems that occur, the researcher suggests the 3 sample people to use the Duolingo application. Using Duolingo can help the skills of the 3 samples. Fatun said that he was greatly helped by the Duolingo application, with Duolingo Fatun being helped in learning, especially in terms of speaking. Fatun said: "Even though it was my first time using Duolingo, I enjoyed using the Duolingo application with Duolingo helping me a lot in learning".

That the application of learning using Duolingo is proven to improve skills of talking to students. Using Duolingo in the classroom is eye-catching for students, so that the class becomes very interactive in language learning. Student attention is needed in receiving lesson material from the teacher. One of the media that can stimulate students' attention is the media learning with Duolingo app, Duolingo really attracts students to learn English because they enjoy learning it and they aren't bored. Duolingo's appearance is so attractive that it makes students like to pay attention to the application. Duolingo is easy to use and friendly media used in the teaching and learning process.

The data I got from interview is Fatun. He really enjoys using Duolingo because with Duolingo he can learn while playing because learning Duolingo is packed with games. Risky feels helped by Duolingo because Duolingo feels helped in learning. Meanwhile, Fajar said he was happy because with Duolingo he could hone his skills.

Conclusion

Based on the result of interviews and observations, it can be concluded that in the learning process using the duolingo application can improve skills by talking to students especially grammar. Applications of Duolingo in improving speaking skills for students are very effective. Based on interviews that the researchers proposed to students, they say that learning English using Duolingo is very interesting and gives new experiences. They very happy to learn while playing Duolingo. It is quite interesting for students because they give a very good response to this media.

Duolingo can be used as an interesting learning media and eliminates students' boredom in learning English. Duolingo is an effective learning media for students because it improves their speaking or writing skills by using proper grammar. By using the Duolingo application, they can be confident in improving their English skills.

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IMPROVING STUDENTS SPEAKING SKILL THROUGH THE SIMPSON CARTOON SERIES

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Abstract

This research is motivated by observational data which shows that the acquisition of student learning outcomes in English subjects, especially in the field of speaking, is very low. To respond to this, the researchers conducted classroom action research that aims to improve student learning outcomes. The objectives to be achieved in this study include: (1) knowing the implementation of the discussion method in improving student learning outcomes. (2) knowing student learning outcomes with the method of discussion on students. This research is a classroom action research with descriptive methods and quantitative data. (3) knowing the improvement of students' speaking skills through the Simpson cartoon. This research was conducted in class 10 with 15 students. This study measures all areas of learning outcomes. The results showed an increase in each domain in each cycle. With the discussion method and through the Simpsons cartoon, students get direct learning experiences so that learning is more interesting and can improve student learning outcomes. From the data, it is recommended that teachers use the discussion method, especially through cartoon series in learning English, especially speaking skills for high school students to improve student learning outcomes.

Keywords: *Learning outcomes, speaking skills, The Simpson cartoon*

Introduction

Language and especially speaking, are cultural products. People use language to interact with other people and they speak for it because literary works describe social reality. For some teachers who will use speaking in their English class, they need vocabulary and pronunciation competence. Sepahvand (2014: 1847) argues that there are several reasons for placing speaking as the first goal of studies, such as personal satisfaction in being able to speak and reaching out to other people's interests or career goals.

Then Tahir (2015: 174) said that someone is considered successful in learning a foreign language. Speaking as an example of usability is part of reciprocal exchanges in which receivers and producers play a role in this perspective; speaking skills involve both receptive and productive participation. According to Thornbury (2005: 10), speaking is an ability to manage turn-taking on the use of production strategies such as filling pauses also contributes to fluency at the same time as they are speaking as well as take the contribution other speakers are making to talk both linguistically and paralinguistic

Theory suggests that speaking is a reciprocal exchange to manage turn - take it. involving production skills and speaking interaction skills both linguistically and paralinguistically. Thus speaking is used to express their ideas and to communicate with others, when people can perform reading skills; Skills. listen and write skills alone without someone joining them, then anyway, in speaking, people skills need an interlocutor to do this activity.

Students are required to be more active and responsive to industry changes at national and international levels. Therefore, students must have competency standards to learn English at an international and regional level. Competency-based general English curriculum states that competency standards are prepared to improve the quality and ability of the English language that can communicate with the public orally and in writing. Learning English is done by integrating the system of four language skills described by real-life conditions which in the end in the learning plan competence that can behave both verbally and in written form in communicative activities with others successfully.

Based on previous research conducted in SMK NU Temanggung, researchers found problems related to the low speaking ability of students. The problem is divided into two indicators, they are language and learning environment. The first indicator comes from a spoken language such as mispronunciation, indicated by words such as "sea" and "see", students have difficulty understanding grammar. It was shown when they wrote the dialogue on the paper. They could not control their grammar when they tried to make some interrogative sentences such as "what are you doing?" The other difficulty was the student's lack of vocabulary, so the learners got difficulty speaking well. It was shown when they made a dialogue they would repeat one word many times, such as "Okay" they did not change to the other word such as "alright, well, of course"

The second indicator comes from the learning environment. They feel ashamed and afraid to speak English. It is proven when the teacher appoints them to read text, they are nervous. Furthermore, they never practice and also they always use their mother tongue when teaching the learning process. They always say it's hard to speak English. The latter indicators are in the speaking class, some of which are on passive students. They will be silent when the teacher asks them to ask some questions in the discussion section.

The sources of problems also came from three parts. They came from the students, the teacher, and the material. From the students, most of them were not interested in joining the English lesson because they thought English was one of the most difficult lessons. It was shown that when the teacher gave them an assignment they would tell that it was difficult and they could not do it. Secondly, the teacher did not use a variety of teaching methods, then the students felt bored and not interested in joining the lesson. It was shown by the result of pre-observation.

During the teaching and learning process, students seem bored because the teacher does not communicate with students well. No jokes during the teaching and learning process and making boring classroom situations. Lastly, from the material, that teaching material that is given by a monotonous teacher then students feel bored and also the teaching method is teacher-centered, making students passive.

Observing these conditions, researchers are interested in changing these conditions through The Simpson cartoon series to solve student problems with speaking skills in SMK NU Temanggung. The purposes of the research are: first, the use of the direct interview type to improve the students' speaking skills and second, the strength and weaknesses of the direct interview type when it is implemented in the speaking class.

Moreover, Widdowson (1996: 64) states that speaking is a kind of tactical maneuvering that can be characterized as an overtly interactive manner of communicating, which means that talking is reciprocal because it takes the form of an exchange between two or more participants with each participant taking turns to say something. Any misunderstandings which arise can be cleared up in the process of the interactions with the other interlocutors, which means that they can afford to be imprecise and explicit and clarify then modify their meanings as they go along according to how what they say is received.

To sum up, all of the theories above can be taken to the conclusion that the Simpson cartoon series is a means of gathering data to establish specific purposes through audio and video animation that can improve speaking and listening skills. Stephanie Gillis says story ideas for The Simpsons usually arise from discussions between writers. They talk about many issues that occur in various parts of the world which are then poured into stories in a humorous way.

It is divided into three aspects. They are 1) watching cartoon series is more useful in discovering attitudes, feelings, thoughts, beliefs, and what binds them together. 2) watching cartoon series encourages the use of all kinds and types of questions. 3) The nature of watching

cartoons generally does not permit any kind of selectivity except in phrasing some questions.

Method

The method in this research is classroom action research. Classroom action research is used to improve the learning process in class. The ultimate goal of implementing classroom action research is to produce an improvement in the learning process. For this reason, classroom action research activities are not only carried out at one research stage. Research purposes Classes are aimed at improving the quality of learning as well as helping to empower teachers in solving school learning problems. According to Wiriaatmadja (2005, p. 13), Classroom Action Research is how a group of teachers can organize their learning practice conditions and learn from their own experiences. CAR is part of qualitative research. CAR is a form of inquiry study that includes qualitative research in emancipatory action as a micro- study to build concrete and practical expressions in a changing social or educational world to improve and improve the quality of the performance of its practitioners.

The sampling technique used in this research is accidental sampling. Which is a sampling method by taking respondents who happen to be available or available somewhere according to the research context (Notoatmodjo, 2010). The population of this study was students of SMK NU Temanggung. Overall, the total student population of SMK NU Temanggung is 83 students, but the students who were still active in school when the research took place were 48 students because 35 grade 12 students had graduated. Based on the solving calculation formula, the total sample needed in this study was 20 students, while the author only got a sample of 15 students. Following the multiple regression requirements according to Pallant (2011), it is stated that the number of samples needed for the analysis with two independent variables is 10 samples, so the number of samples collected still meets the multiple regression test requirements.

Finding and Discussion

Based on a series of processes and tests carried out, it is known that improving speaking skills through the Simpsons cartoon is very influential on the development of students' speaking skills found a way how students can overcome shyness to speak up and overcome boredom by watching cartoons. The Simpson cartoon series is a means of gathering data to establish specific purposes through audio and video animation that can improve speaking and listening skills. Stephanie Gillis says story ideas for The Simpsons usually arise from discussions between writers.

They talk about many issues that occur in various parts of the world which are then poured into stories humorously, especially Simpson's perceptions about learning speaking by watching cartoons are 14.5%, while 85.5% of other factors are thought to be because students help and support each other. The flow of the research is first, the teacher delivers the material using the Simpson cartoon series method. The teacher provides a video clip in the episode that talks about The Simpsons meeting the planet express crew who are coming to Springfield in the present day to stop them from destroying the future. This cartoon is an English series for children wrapped in comedy, so it's not surprising that it is suitable for grade 10. Through this video, students learn to pronounce and also get a lot of new vocabulary.

Secondly, the students' responses were very exciting and happy because, apart from the funny cartoons, they also enjoyed learning while watching. Moreover, the students listened to the dialogue between the actors and they also practiced and recited. Last, the content of the material in the video also contains several tenses, namely the simple present and the future present tense which helps students who have had difficulty with grammar. It can be seen from the content alone that the video tells of The Simpson meeting the planet express crew who

came to Springfield in the present time to stop them from destroying the future.

Conclusion and Suggestions

Based on the research above, it can be concluded that this method helps students to improve their speaking skills. It can be seen from the students who from the beginning were bored and embarrassed to learning English, especially speaking. Now they are more active and enterprising. They also don't get bored learning to speak because they learn by watching videos as well as listening to audio from The Simpson cartoon series. Then two indications of the problems we have discussed are also resolved, such as problem 1. They experience mispronunciation but are now getting better in terms of pronunciation. The second is coming from the learning environment, but it is also resolved and getting better because the environment now supports each other in learning English. Suggestions for schools, this research is expected to be used as a reference in improving skills, especially speaking skills so that students can express their thoughts. They use foreign languages, especially English. Suggestions for students, this research is expected to provide information on how to improve speaking skills in a fun and not boring way. Suggestions for further researchers, context, research population, and research objectives aimed at students of SMK NU Temanggung, so this research only can be generalized to students of SMK NU Temanggung. Need to review again what factors affect their speaking skills, besides that it is hoped that they will better understand the theory of each variable so that they can make good measuring tools.

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STUDENT NEED ANALYSIS IN ENGLISH LANGUAGE LEARNING AT PONDOK PESANTREN NAHDLATUSSUBBAN

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Abstract

English language learning has become important in education, particularly in Indonesia. English proficiency has become an essential education component, particularly at Pondok Pesantren Nahdlatussubban (PPNHD), an Islamic boarding school in East Java, Indonesia. A student needs analysis (SNA) is performed to identify areas of strength and weakness in students' English skills to ensure that they receive an effective language education. The research was conducted by surveying sixty-two students from the Pondok Pesantren Nahdlatussubban. The research results obtained responded that students have a high need for improved grammar, vocabulary, pronunciation, and speaking skills. Based on the findings, it is recommended that schools prioritize the development of speaking skills through various activities and provide resources to improve students' grammar, vocabulary, and pronunciation skills. In conclusion, analyzing student needs highlights the importance of considering students' needs in language learning, which can ultimately lead to improved English proficiency.

Keywords: *Student Need Analysis, Pondok Pesantren Nahdlatussubban, English Language Learning*

Introduction

The appearance of many language varieties and the influence of globalization made people speak more than language in communication, and English is becoming an increasingly important skill (Haidar & Fang, 2019). Many people enroll in English schools such as Nahdlatussubban Islamic Boarding School to improve their language skills and compete in a rapidly changing job market. Attending English classes, on the other hand, does not guarantee language success (Derakhshan et al., 2020). Understanding each student's unique needs is critical to realizing the full potential of English learning (Rasmitadila et al., 2021). This is where an examination of student requirements comes into play.

A student needs analysis is a process that evaluates each student (Pratiwi et al., 2020). According to Logan et al. (2021), need analysis determined the addition of a self-directed, self-paced e-learning module could provide an avenue to improved learning outcomes. Students' individual needs and goals are used to tailor language instruction (Zhang & Lu, 2019). This approach to language learning is far more effective than the one-size-fits-all approach. According to Sailor & McCart, (2014(as cited in Agran et al., 2020)) understanding each student's unique needs allows instructors to create customized language learning experiences that lead to tremendous success.

The researcher will examine the benefits of analyzing student needs in English learning at the Nahdlatussubban Islamic Boarding School in this study. The researcher will investigate students' specific needs for English language learning and how the student needs analysis can be used to improve the English learning experience through a series of closed-minded surveys with students. The findings of this study will provide valuable insights into the importance of analyzing student needs in English language education and offer recommendations on how it can be effectively implemented at Nahdlatussubban Islamic Boarding School.

The 21st-century learning paradigm emphasizes students' ability to think critically, connect science with the real world, master information communication technology, and collaborate (Stai & Soreang, 2018). Through English language learning, students are expected to be able to increase their language skills so they don't feel left behind by the progress of the

times. Therefore, English subjects need to be seen as necessary for the Education community to improve the quality of the nation's generation. The function of English in real life is, among others, to communicate with outside communities. Communication between world communities is essential for a developing country that wants to advance.

Pondok Pesantren has long been known as an educational institution that combines religious, academic, and character-building aspects. Pondok Pesantren Nahdlatussubban (PPNHD) is in Kauman Hamlet, Arjowinangun Village, Pacitan Regency, East Java (Budi, 2019). This Islamic boarding school is well-known for its *salaf*-modern approach to Islamic education, which emphasizes memorizing the Quran, studying the *Kitab Kuning*, and general science.

Communicating in English is increasingly essential for students' success in higher education and the workplace. PPNHD must provide a solid foundation in English learning for its students. This study aims to provide an overview of the Nahdlatussubban Islamic Boarding School and its English learning program. It focuses on conducting a needs analysis to identify students' specific language learning needs to design an effective English curriculum. The study investigates students' perceptions, attitudes, and motivations for learning English and identifies areas for support and improvement.

This study emphasizes the significance of conducting a needs analysis when developing an effective language learning curriculum for students at the Nahdlatussubban Islamic Boarding School, particularly in English language learning. Schools can better equip their students with the language skills they need to succeed in higher education and at work by identifying their language learning needs.

Method

This research is included in descriptive qualitative research. This research was conducted at the Pondok Pesantren Nahdlatussubban, with the subject of the study namely the students at the Islamic Boarding School, which numbered 62 children. The data collection of this study used a questionnaire. Collecting questionnaire data is given directly to students at the Islamic Boarding School. The questions provided consist of students' motivation to learn English, their difficulties in learning English, and the time it takes to learn English every day. This research data analysis technique is carried out by recapitulating the questionnaire results, analyzing the data, presenting the research results, and discussing, after which conclusions are drawn.

Findings and Discussions

Students Ability

Based on questionnaire data and classroom observations, it was discovered that students at Pondok Pesantren Nahdlatussubban (PPNHD) had different language learning needs depending on their level of English proficiency. According to research, more than 57% of students believe they have studied for more than three years. English language learning is well known to be a compulsory subject that students must learn from elementary school to high school level (Megawati, 2016). Even though English is mandatory, many students' comprehension and fluency are arguably deficient. This is supported by Figure 2 below:

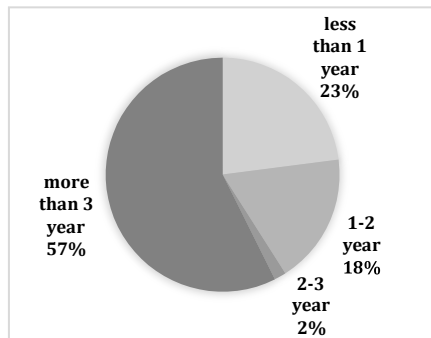


Figure 1. Student time learning English

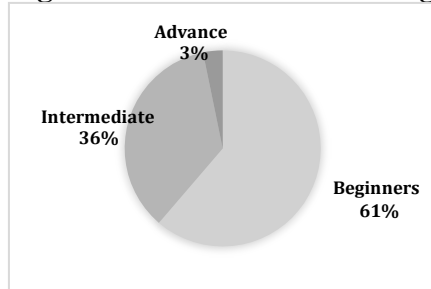


Figure 2. Students English level

Students Motivation

Meşe et al. (2021) state that motivation is a crucial factor affecting learners' success and performance in language learning. Because it influences students' participation and effort in learning, student motivation is essential to language learning success. In this study, the researcher investigated the factors that influence Islamic school students' motivation to learn English in Indonesia. When students were asked why they were learning English and their goals, the researcher discovered that the main thing they learned based on interviews and class observations was that they learned English on average because there were English lessons.

Table 1. Description of Students' Motivation

	Number	Percentage (%)
To improve English me for personal reasons.	20	29%
For future work or academic	18	26%
To communicate with native English	23	33%
Other	9	12%
Total	62	100%

Table 1 explains that three motivations of students pale to be a reference related to why they learn English. One reason is for the future in the career world and further education, and the third reason is so that they can communicate and understand the conversation when meeting foreigners who speak English.

The findings in this study reveal that motivation is an essential factor in student engagement and achievement in English language learning. Well-motivated students tend to be better able to learn English which will produce better results. This motivation is divided into two parts: motivation from within (intrinsic) and outside (extrinsic). Ryan and Deci, ((2017), as cited in Fischer et al. (2019)) said that a firm valuation of personal investment and engagement characterizes intrinsic motivation.

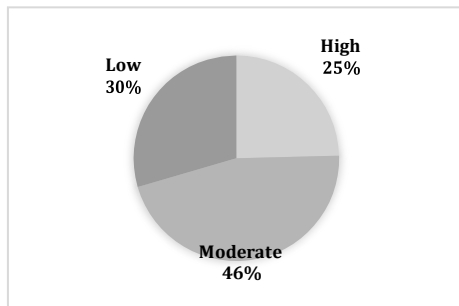


Figure 3. English learning motivation

In the research that has been done and based on figure 3, students were asked how they describe their motivation for learning English at the Pondok Pesantren Nahdlatussubban (PPNHD). 46% of students answer moderately to this question means that from the observations that have been made, it is known that the motivation of PPNHD students in learning English is to be enthusiastic and ready to learn English.

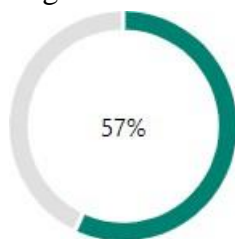


Figure 4. Encouragement from classmates

Figure 4 depicts extrinsic motivation as encouragement from outside parties, such as teachers or classmates, who are thought to be able to increase students' motivation to learn English. 57% said they had positive support from teachers or classmates. Extrinsic motivation can initially stimulate students to engage in learning, but research shows it tends to decrease over time. This is evident from the responses related to the frequency of student participation in discussions and class activities, which are English activities. Most students responded rarely.

Table 2. Description of student participation

	Number	Percentage (%)
Almost every day	6	10%
Several times a week	20	33%
Rarely	35	57%
Total	62	100%

Table 3. Student's preferred method of study

	Number	Percentage (%)
Group discussion	20	34%
Role-play	13	40%
Presentation	14	24%
Other	1	2%
Total	62	100%

The researcher concludes the study's findings about fostering motivation from within and creating a learning environment that encourages student involvement in English language learning. The results were obtained by creating a learning environment using the role-play method (40%), group discussion method (34%), and involving students in learning using the presentation method (24%). Teachers can accomplish this by giving students opportunities for choice and autonomy, fostering a positive learning environment, and incorporating student interests and preferences into the language learning curriculum.

Students Difficulties

The difficulty of following English learning is an important consideration when designing an English learning program. According to the findings of this study, one of the most significant difficulties students face when learning English is grammar. In addition, as shown in Figure 5, students have difficulty pronouncing and speaking English (51%).

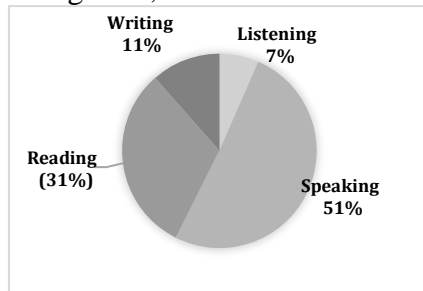


Figure 5. Student difficulties

Another issue that students face is difficulty speaking and reading. Speaking is most chosen by students in this case because it relates to good public speaking to prepare when they are appointed to give a speech or other things after graduation, followed by reading (31%). When asked why they chose to read, they stated they wanted to understand the science listed in the book and the book that quotes some English quotes. Figure 6 depicts this regarding students' preferred teaching materials: books (50%). This is because most Arabic literature in *Fiqh*, *Akhlak*, *Tawhid*, and other fields of science is translated into English rather than Indonesian. This results in the two aspects, speaking and reading, which most students consider must be mastered first, followed by listening and writing.

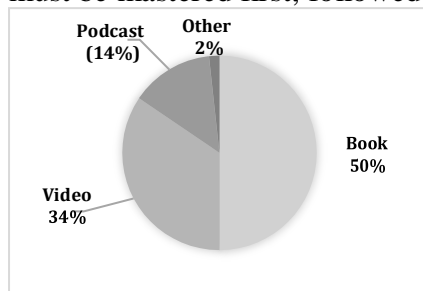


Figure 6. The material is chosen by students, which is essential.

Figure 5 related to improving students' speaking skills. In PPNHD, the activity was planned in a month, namely, *Muhadoroh*. *Muhadoroh* is a public speaking or oratory activity used to convey an idea or opinion, where the students are trained to provide good public speaking. Javanese, Indonesian, Arabic, and English are chosen because these four languages are the languages that must be mastered. In this case, language managers will hold more language competition activities (Ulfiyah et al., 2021). So that students get better speaking results, especially in English. It highlights the specific difficulties students face in PPNHD in learning English, including writing, reading, listening, and speaking. Understanding these difficulties can help teachers and curriculum designers design English programs targeting students' specific needs.

Students Perception

Table 4. Average study time

	Number	Percentage (%)
<1 Hour	49	82%
1-2 Hour	7	12%
2-3 Hour	0	0%
> 3 Hour	4	8%
Total	60	100%

It is critical to examine students' perceptions of English. The researcher aimed to investigate the student's perception of their English language learning experience. First, students are asked how long they spend learning English outside of class. Most students responded that learning activities outside the classroom, especially in English lessons, were less than an hour (82%). After that, students were asked whether they had taken an English course before. 88% (53) answered that they had never taken the course, while the rest (12%) responded that they had taken the course before. It's just that after researchers searched further, students answered that 12% of those students took English courses only while in elementary school (figure 7).

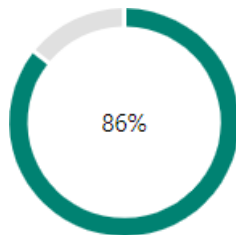


Figure 7. Student activity course

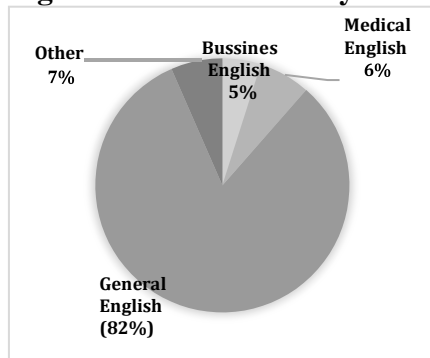


Figure 8. Student content selection

On the other hand, students report some areas for improvement in their English learning experience. In this case (figure 8), students desire more opportunities to learn general English, such as English, for daily activities (50%). They also believed that they should place more emphasis on available English by increasing group discussion (figure 9) rather than just individual assignment activities, which the author claimed were ineffective for boarding school students.

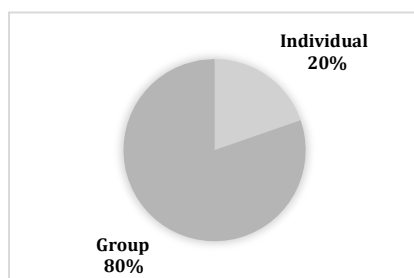


Figure 9. Student perception of English activity

Figure 8 depicts it concerning general English. Students then provide additional responses regarding their perceptions of English. According to 50% of respondents, English is essential in the future, especially in this era of globalization. As an international language, English enables people to communicate with people from various countries and cultures, broaden their horizons, strengthen international relations, and find work in global corporations. Furthermore, English is the dominant language in many fields, including business, technology,

science, and entertainment. As a result, learning English well is critical for improving competitiveness and facing future challenges.

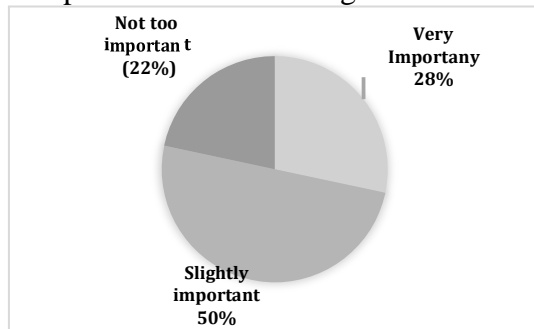


Figure 10. English is necessary or not.

Table 4. Level of bravery in using English

Level	Number	Percentage (%)
Very confident	2	3%
Somewhat confident	29	48%
Less confident	30	49%
Total	61	100%

Knowing that English is considered essential to improve one's competitiveness, students provide several other obstacles when they are asked related to:

"How confident is your ability, if possible, you are asked to use real English, for example, asking for directions?"

Only 3% of students said they were very confident, followed by 48% who were somewhat confident and 49% less secure (Table 4). As a result of the lack of a supportive environment, students continue to feel inferior when using English. This is undoubtedly an aspect that PPNHD teachers must consider designing teaching materials and English curricula responsive to students' needs and interests.

Table 5. Student enthusiasm for English language learning media

Level	Number	Percentage (%)
Dictionary	31	51%
English Learning Apps (Duolingo, etc.)	22	35%
English Podcast	4	7%
Others	4	7%
Total	61	100%

Teachers may be able to use English dictionaries as learning media, online English learning apps such as Duolingo and others, and English-language podcast media to practice essential English skills as part of this effort because it is known from student surveys that they prefer the relaxed and informal atmosphere of English learning classes (92%) over a structured and organized manner by simply referring to student handbooks, which researchers believe will be too rigid and less effective (figure 11).

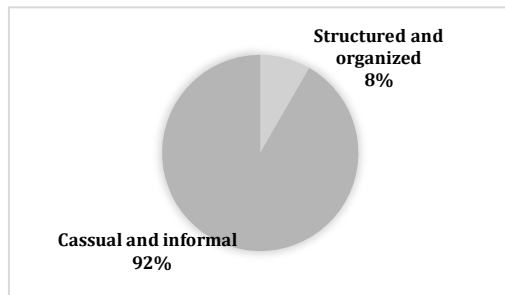


Figure 11. English class environment Students Assessment

Assessment is essential to English language learning because it allows educators to evaluate student progress and proficiency levels. Assessing students' English needs and proficiency levels is critical to identify their language strengths and weaknesses. Assessment can be accomplished in a variety of ways. However, it would be preferable if the teacher also asked the students which assessment method they preferred to obtain more accurate assessment results related to the skills mastered by the students. It provides a comprehensive evaluation of student learning outcomes and overall proficiency.

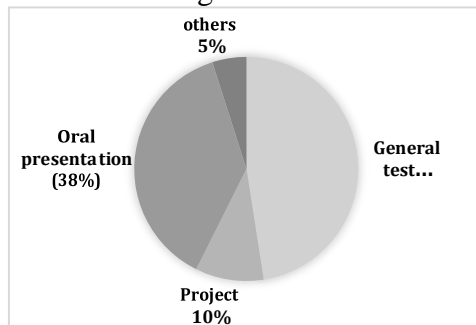


Figure 12. Assessment options for students

In this case, students provide an overview of the assessment method they prefer in figure 12, namely the written test, general proficiency test (48%), and presentation (38%). The results of these assessments can provide valuable feedback to educators to design appropriate curricula and teaching strategies that meet the specific needs of students. As a result, educators must conduct regular assessments to identify students' language strengths and weaknesses.

Conclusion

Based on the discussion above, the author can conclude that evaluating student needs in English learning at PPNHD will be critical in assisting educators in designing learning media and teaching materials tailored to student needs. This research also shows that students' English skills in Islamic boarding schools are generally still at the elementary level. This implies that educators must develop appropriate learning strategies and adapt to students' needs when teaching them.

In evaluating student needs, it is necessary to consider several factors such as student ability, student motivation, student difficulties, student perception, and student assessment options. This research found that while students' motivation and perception of English learning in Islamic boarding schools are moderate, there are still many obstacles to learning, such as difficulties in speaking and understanding general English. As a result, educators must devise effective strategies to assist students in overcoming challenges.

In this case, research shows that educators can use various learning methods, such as English dictionary media, language learning apps like Duolingo, and English-language podcast

media, to train shiva listening skills. Furthermore, it is critical to evaluate students regularly using various tests, such as written tests and general English proficiency tests, as well as project-based and oral presentations. It is designed to track students' progress in English language learning.

Thus, the findings of this study indicate that assessing student needs and developing effective learning strategies are critical to improving students' English skills at PPNHD. Educators must pay attention to the various factors that influence student learning and constantly seek out the best strategies to assist students in achieving learning objectives that are consistent with their interests and talents.

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POP-UP BOOKS AS A CREATIVE LEARNING MEDIA TO INCREASE YOUNG LEARNERS ' INTEREST IN LEARNING

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Abstract

This research aims to know the efficiency of pop-up books as a creative learning media used by kindergarten teachers to increase young learners' interest in learning. The researchers used a qualitative method by observing the student's enthusiasm for using pop-up books and interviewing students and teachers in kindergarten on February 2023. The subjects of this study consisted of thirty students as young learners and three kindergarten teachers at TK Tunas Karya 1 in Kayen village. According to the research result, some of the young learners in TK Tunas Karya 1 were enthusiastic when learning pop-up books, and their interest in learning increased. It is because they consider learning activities by using pop-up books a new thing that had not been done before. Meanwhile, from the kindergarten teacher's point of view, the media of pop-up books are very helpful in increasing students' interest in learning because it makes them not bored.

Keywords: *pop-up books, media, young learners*

Introduction

Media is a tool or means that has a function to convey information. Meanwhile, learning media is anything that is used to transmit messages from the sender to the recipient so that they can stimulate thoughts, feelings, attention, and interest in learning. According to Aqid (2013) in Arip & Aswat (2021: 262), learning media can convey messages or information in the teaching and learning process to stimulate students' attention and intentions in learning. Furthermore, Hamalik in Dewanti et al. (2018) revealed that the use of media could help the learning process more effectively, accelerating the process of students' understanding of the subject matter they are studying. Learning media is anything the kindergarten teacher uses as a visual aid to assist in teaching and learning activities to achieve learning objectives.

Learning media is an essential part of the learning process that can help students understand the subjects offered. In developing a learning environment, attention must be paid to creativity and innovation to achieve maximum results. One creative and innovative learning tool is a pop-up book. Pop-up books can provide fun and interactive learning to students by displaying three-dimensional elements that can increase student interest in learning. In addition, pop-ups can also facilitate students' understanding of abstract or complex concepts such as molecular structure, the solar system, or animal and plant systems. Pop-up book media allows these concepts to be presented in a three-dimensional form that is easier for students to understand and remember.

According to Montanaro (1993), Pop-up books are more inclined to the mechanical manufacture of paper to create images that are more different in terms of perspective and dimensions and shape changes so that they can move in a way that is arranged as naturally as possible. Meanwhile, Bluemel and Taylor (2012) revealed that Pop-up books present visualizations with forms made by folding and so on. Moreover, Masturah et al. (2018) said that Pop-up book media is efficient and can increase student interest in learning because it visualizes learning concepts into three-dimensional images. Furthermore, Montanaro in Masna (2015) argued that at first glance, a pop-up book is almost identical to origami, where both arts use folding paper techniques. Pop-up books can help children, especially kindergarteners, expand their vocabulary. In the pop-up books, there are lots of new words that kids will learn. Besides that, pop-up books also help develop children's motor skills because they have to move pop-up books to open them.

Children's enthusiasm to get to know pop-up books is very high because this is something new and attracts their imagination. Ardiansyah (2019) in Arip & Aswat (2021: 263) defined a pop-up book as how a paper card, when opened at a certain angle (90° and 180°), will cause the resulting image to be displayed. With this definition, it can be seen that pop-up books are very interesting for children because they are imaginative learning media. Meanwhile, Najanah (2016) stated that the pop-up book provides a more compelling story visualization. In addition, there is a welcome surprise on every page of this book, a surprise when the page is opened. So pop-up book media attracts children because it has unique and attractive packaging, with three-dimensional media presentations that can imitate particular objects.

Learning packaged in pop-up books is presented in three dimensions, looking attractive and resembling natural objects. So it made kindergarten teachers easier in delivering teaching materials. It can also increase young learners' interest in learning, as children's language development needs to develop since childhood (Ardhyantama & Apriyanti, 2021). Children enjoyed and were surprised by every page displayed on the pop-up books. Such pictures of animals and trees appeared natural, unlike storybooks in general. Hamalik (Dewanti et al., 2018) revealed that using media could help the learning process more effectively, accelerating the students' understanding of the subject matter they are studying. These pop-up books will help kindergarten teachers provide material in an exciting way for children.

While pop-up books have the potential to be engaging and interactive learning environments, there are also some barriers to using pop-up books as learning media. These limitations can reduce the effectiveness and efficiency of pop-up books as teaching media. One of the biggest hurdles is the age save and sustainability pop-up book. Pop-up books used as learning media must be durable and resistant to repeated use. However, pop-up books are often made of less durable materials and are more easily damaged, requiring frequent maintenance and replacement. Another obstacle is the problem of cost. Pop-up books are usually more expensive than regular books, and high-quality ones also have higher production costs. This can make using pop-up books as a learning environment out of reach for some. Other limitations include accessibility and news. Good quality pop-up books are hard to find in some regions or developing countries. In addition, the design and content of pop-up books that are not regularly updated can make them less relevant to learn.

Learning media that are creative and build imagination will increase children's understanding of the material being studied. The researcher raised this topic because it is interesting to inspire kindergarten teachers to think about how to convey material to kindergarten-aged children. This study is appealing compared to other studies because researchers use qualitative observation methods to obtain reliable data results and are not easily imitated. The researcher immediately jumps in and interacts with the subject concerned so that they can collect reliable data.

Method

In this research, the searchers used qualitative observation methods to get a lot of convincing data. Qualitative observations are applied in the context of natural events and follow the natural flow of life. Qualitative observations are not limited to the classification of measurement values (quantitative) and responses that are evaluated first. Denzin & Lincoln (2009: 524) cited the opinion of Gardner (1988), stating that qualitative observation is used to understand the background with different assignments between objectives, interactive interpretations, and reasoned interpretations. Free qualitative observation explores the concepts and categories in each subsequent session to give meaning to the research topic or observation. Meanwhile, Barbie (1986: 91-92) stated that qualitative observation has strengths in terms of specification, the process of imitation, and generalization. Insights about experiential concepts

can arise unexpectedly based on typical symptoms, social events or phenomena, patterns, and specific behaviors.

Observation is the first step towards a broader focus, namely participant observation, on practical observation as an independent method. This observation can be attributed to the stability of the theoretical roots of the symbolic interaction method because while collecting data, researchers can also interact with their subjects (Denzin & Lincoln, 2009:524). The researchers collected data by visiting TK Tunas Karya 1, a kindergarten school institution in Kayen village, for two days, on 9-10 February 2023, for conducted this process. Previously, collaboratively with the kindergarten teachers, the researcher led the students' learning using pop-up books. Then, they observed thirty students and three kindergarten teachers in the class. In addition, the researchers also conducted interviews with the kindergarten teachers who taught there. The observation result of students' responses to using pop-up books and interviews with the kindergarten teachers for the next step was processed by classifying according to the specified clusters and drawing research conclusions.

Findings and Discussions

In this research, the researchers reveal the efficiency of pop-up books as a creative and attention-grabbing learning media for young learners. Learning media are all tools or facilities used in the learning process to facilitate understanding of the material presented. Learning media can be in the form of visual media, audio media, audio-visual media, and technology-based media. Learning media greatly influence students to capture the material. So that is why the learning media should be creative to attract young learners' attention.

Child Enthusiasm for Pop-up Books

The research data showed that young learners at TK Tunas Karya 1 in Kayen village enjoyed learning by using pop-up books. This was proven when the researchers showed the pop-up book; the small children seemed fascinated by the book. Some sentences that show enthusiasm is as follows:

Table 1 Child's Respond to Book

1. Students Respond to Pop-up Book
"Mba bukunya bagus banget" (The book is amazing, Miss.)
"Mba mau bukunya" (Miss, I want the book.)
"Mas bukunya boleh dibawa pulang?" (Sir, can I get this book to home?)
"Mas beli buku ini dimana?" (Sir, where is I can get this book?)

According to the data gained, thirty students said the book was fascinating, so they wanted it to be theirs. This is evidenced in table 1, examples of sentences told by these students as young learners, such as "Mas, the book is good" and "Ma'am, I want the book." This data proved that students' enthusiasm for the pop-up book at TK Tunas Karya 1 in Kayen village is very high. They were very interested in pop-up books because they are full of pictures, colors, and three-dimensional shapes, so they can see the three-dimensional form of the vocabulary being studied when they open them. Learning to use pop-up books and media related to the material about Getting to Know Animals is stated to be maximal. This was proven when the researchers showed some animal samples; the students, as young learners, could recognize the animals the researchers showed.

Pop-up Books as Creative and Exciting Learning Media

To support the data, the researcher interviewed three kindergarten teachers who taught at TK Tunas Karya 1 in Kayen village. The three kindergarten teachers showed positive

reactions to some of the questions the researchers asked, as follows:

Table 2

Question	Answer
<p><i>Bagaimana pendapat Ibu tentang buku pop-up sebagai media pembelajaran untuk anak TK?</i> (What do you think about pop-up books as a learning media for kindergarten)</p>	<p>Kindergarten teacher 1 : <i>"Ya lebih menarik mas dan memang seperti itu seharusnya"</i> (It is interesting and that how it should be) Kindergarten teacher 2: <i>"Bagus sih mas dan inovatif juga"</i> (It is excellent and innovative) Kindergarten teacher 3: <i>"Itu bisa membangun kreasi anak juga si mas"</i> (It can increase students' imagination)</p>
<p><i>Kalau buku pop-up ini jadi media pembelajaran utama di TK Tunas Karya 1 Kayen, bagaimana menurut Ibu?</i> (What do you think about this pop-up book as a primary learning media at TK Tunas Karya 1 Kayen?)</p>	<p>Kindergarten teacher 1 : <i>"Bisa sih mas, tapi ya harus cari lebih banyak dong"</i> (It is can, but must have many stocks) Kindergarten teacher 2: <i>"Setuju saja mas"</i> (I agree) Kindergarten teacher 3 : <i>"Ide yang bagus sih itu mas"</i> (That is a good idea)</p>
<p><i>Jadi, menurut Ibu guru semua ini buku Pop-Up ini bisa di aplikasikan ke anak-anak ya?</i> (So, in your opinion this book can be applicated to students?)</p>	<p>Kindergarten teacher 1: <i>"Tentu dong mas"</i> (Of course) Kindergarten teacher 2 : <i>"Sangat bisa mas"</i> (Yes, it can) Kindergarten teacher 3 : <i>"Ya kalau dilihat dari mereka tadi, it itu bisa saja mas"</i> (As we can see, it is work mas)</p>

Based on the data in table 2 above, kindergarten teachers at TK Tunas Karya 1 in Kayen village were very supportive of the use of pop-up books as one of the learning media for students as young learners. Hamalik (Dewanti et al., 2018) revealed that the use of media can help the learning process more effectively, accelerating the process of students' understanding of the subject matter they are studying. According to Montanaro (1993), the pop-up is more inclined to the mechanical manufacture of paper to create images that are more different in terms of perspective and dimensions, shape changes so that they can move in a way that is arranged as naturally as possible. So pop-up books can increase children's imagination and make it easier to recognize new vocabulary because they are shown relevant pictures.

In addition, according to the observations made by the researchers, kindergarten teachers at TK Tunas Karya 1 in Kayen village can use pop-up books as engaging learning media for students. It is shown from the kindergarten teachers' way of presenting and introducing some vocabulary of the animal by using pop-up books to the students. As young learners, they easily can recognize the animals shown while the kindergarten teachers gave sounds effect of the animals. It is straightforward to see that kindergarten teachers could use pop-up books as teaching and learning creative media to teach young learners. So it can be said that this creative learning media is efficiently used for teaching students as young learners.

Obstacles Using Pop-up Books as Learning Media for Young Learners

Learning media always has problems in its use, one of which is the resilience of pop-up books, which are easily damaged if children play with them too often. To support the results, the researcher conducted interviews with three kindergarten teachers at TK Tunas Karya 1 in

Kayen village as follows:

Table 3

Question	Answer
<p><i>Kalau menurut Ibu sendiri, buku ini memiliki kekurangan atau tidak? (In your opinion, this book has a lack or not?)</i></p>	<p>Kindergarten teacher 1 : <i>"Ini mas kalau sering dimainin itu gampang rusak"</i> (This book easy to broke)</p> <p>Kindergarten teacher 2: <i>"Kita juga pernah punya buku seperti ini tapi tuh gampang sobek sama anak-anak"</i> (We once had a book like this and it tore easily because children play with it)</p> <p>Kindergarten teacher 3 : <i>"Sama ini mas, anak-anak kan gampang bosan jadi harus sedia buku banyak terus buku ini juga nggak murah"</i> (The children easily bored, so we must have a stock and the book's price is not cheap)</p>

One of the drawbacks of pop-up books as learning media is the limited information they contain, so they cannot be the only source of information for learning. This was mentioned by Lau et al. (2013), who revealed that in their research on using pop-up books as learning media in Tiongkok. However, before using pop-up books as an educational resource, it is essential to consider factors such as production costs, vulnerability to tampering, and limited information content. When used correctly and in the proper context, pop-up books can be practical tools for improving the quality of learning.

On the research data in table 3, as presented above, the researchers found a shortcoming in pop-up books as learning media, namely the durability of these books if used by young learners over a long time. Books that have low-quality paper tend to be easily torn and damaged. Even on good-quality paper, it will pull quickly if used too often. Another obstacle from the kindergarten teacher's side is the price of the books. The cost of creative media, such as pop-up books themselves, is not cheap. So, kindergarten teachers had to provide a lot of stock of pop-up books. It is because young learner students need to vary and exciting media to learn new vocabulary, so they enjoy and do not bore with learning.

Conclusion

The researcher concludes that pop-up books can be used as creative learning media for young learners, especially for students in TK Tunas Karya 1 in Kayen village. Pop-up books contributed to increasing students' interest in learning. Based on the result of the research that has been presented, the enthusiasm of the children when receiving learning using pop-up books is very high, touching all of the thirty respondents. In addition, from the kindergarten teacher's point of view, this book can be used as a creative learning medium for kindergarten students. It can be seen from the response of young learners in the class when receiving material from kindergarten teachers using pop-up books. Learning media has advantages and disadvantages. On the positive side, the kindergarten students seemed enthusiastic and excited about learning by using this creative media. According to the research result, all the kindergarten teachers at TK Tunas Karya 1 in Kayen village strongly agree that pop-up books were suitably used as learning media for their students. However, this pop-up book had several drawbacks: easily damaged, easily torn, must have a lot of stock, and the price was not low. Hopefully, this research can motivate kindergarten teachers to be more creative and innovative in using various

media for teaching young learners.

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ENGLISH FILM SUBTITLES AS A CHOICE OF ENGLISH LEARNING METHODS FOR STUDENTS MAJORING IN ENGLISH EDUCATION AT STKIP PGRI PACITAN

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Abstract

This study aims to determine the effectiveness of the learning method of watching a toy story movie using English subtitles, the ability to work on the questions before watching the toy story movie, the ability to answer the questions after watching the toy story movie, and the opinions of respondents after doing the learning method using English subtitles. This study used a quantitative method of correlation analysis in data collection. Data were obtained from 38 third-semester students consisting of 10 males and 28 females from the English education department at STKIP PGRI Pacitan. Data collection was carried out using Google Forms which were filled out by students. The first Google Forms filled out by students was a pre-test which was done before watching a toy story movie with English subtitles and followed by a post-test. The results showed that all students had tried this method to learn English, 10 students scored below 50 when doing the pre-test, 85% of students got a perfect score when doing the post-test, and 72.2% of students thought that the method of watching movies with English subtitles could improve their English skills. Not having to go through formal learning, learning with entertainment could also be applied in the world of education. One example was watching an English movie using English subtitles, in this case, students could hear the pronunciation and could see how it was written.

Keywords: *English Subtitle, Movie, English Learning Method, Education*

Introduction

English movie subtitles have been recognized as a popular choice for language learners who want to improve their proficiency in English. For students majoring in English Education, learning English is an integral part of their studies, and the use of various language learning methods is essential to achieve their goals. Watching movies with English subtitles is one of the popular methods that can be effective in enhancing students' language skills (Suhendra, 2019). This study focuses on exploring the effectiveness of using English movie subtitles as a learning tool for students majoring in English Education at STKIP PGRI Pacitan. The objective of this study is to analyze the advantages and disadvantages of this approach and to evaluate the students' attitudes toward this method of learning. By examining the benefits and challenges of using English subtitles in movies, we can better understand how this method can be utilized effectively in English language education.

English movie subtitles have emerged as a popular choice for English learning among students majoring in English education at STKIP PGRI Pacitan. The learning method involves watching English Films with English subtitles, allowing students to learn new vocabulary and improve their comprehension skills. According to Katchen (2018), this method has been found to be effective in helping students improve their English language proficiency and prepare them for their future careers in English education. This method involves watching English movies with English subtitles, which helps students to improve their language skills and comprehension. English movie subtitles provide a contextual understanding of the language, and it aids in the comprehension of unfamiliar words, idioms, and expressions (Hidayah, 2017). This approach to language learning has gained popularity due to its effectiveness in improving listening and speaking skills. In this article, the researcher explored the benefits of using English movie subtitles as a choice of English learning methods for students majoring in

English education at STKIP PGRI Pacitan.

The use of English movie subtitles as a learning tool has become increasingly popular in recent years. Many language teachers now recommend that their students watch English-language films with subtitles to improve their listening and reading skills. This method is particularly useful for students who are at an intermediate level of language proficiency, as it allows them to practice their listening and reading skills simultaneously.

At STKIP PGRI Pacitan, students majoring in English education have been encouraged to use English movie subtitles as a learning tool. The response to this method has been overwhelmingly positive. Students have reported that watching English-language films with subtitles has helped them to improve their listening skills and to better understand the spoken words in movies. They have also reported that the use of subtitles has helped them to learn new vocabulary and to gain a better understanding of the grammar structures used in English. One student stated, "Watching English Movies with English subtitles has been a great help for me in improving my listening and reading skills. It has helped me to understand the context and meaning of the dialogue in the movies, and I have learned new words and phrases that I can use in my daily life." Another student added, "I have found that using English subtitles has made it easier for me to follow the movie and to understand what the characters are saying. It has also helped me to learn new words and phrases, and to understand the grammar structures used in English (Kim, 2015).

Overall, the use of English movie subtitles as a learning method for students majoring in English education at STKIP PGRI Pacitan has been very successful. Students have reported that this method has helped them to improve their language skills and to gain a better understanding of the English language. This method is a great option for teachers to incorporate into their lesson plans, and it is recommended for students to use in their self-study to enhance their language learning (Maulidiyah, 2019).

One of the reasons why English movie subtitles are an effective learning method is that it helps students improve their listening and reading skills. As students watch the movie, they can read the subtitles to help them understand the dialogue better. This way, they can connect the words they hear with their written form, which can improve their ability to read and listen simultaneously. Moreover, the use of subtitles allows students to learn new vocabulary and sentence structures, as they can see the context of the words used in the movie (Wong, 2016). Additionally, using English movie subtitles as a learning method offers a casual way of learning English. Students can watch their favorite movies with subtitles, making learning English more enjoyable and less stressful. Watching movies is an activity that many students enjoy doing, so incorporating it into their learning process can motivate them to learn more. They can also pause the movie and rewind to check the subtitles, making it easier for them to understand and learn the words and phrases (Setyowati, 2016).

Another benefit of using English movie subtitles as a learning method is that it helps students develop their pronunciation and accent. By listening to the dialogue and paying attention to the subtitles, students can practice their pronunciation and accent. They can also mimic the way the characters in the movie speak, making their speech more natural and fluent (Ferraris, 2016).

The use of English movie subtitles has been a popular choice for English language learners all over the world, including in Indonesia. However, the significance of using English movie subtitles as a choice of English learning methods for students majoring in English education at STKIP PGRI Pacitan has not been extensively explored. Therefore, this research aims to explore the effectiveness of English movie subtitles as a learning method for English education students at STKIP PGRI Pacitan.

This research is significant because it could provide insight into a new approach to

teaching the English language to students. It is crucial for English education students to learn how to teach English effectively, and by exploring new methods of learning English, students can be better equipped to teach English to their future students. English movie subtitles could be a valuable tool in this context, as it provides an engaging and enjoyable way for students to learn and improve their English skills (Nuraini & Muna, 2018).

This research is different from other studies in that it is specifically focused on English education students at STKIP PGRI Pacitan. Most studies on the use of English movie subtitles as a learning method have been conducted with non-native English speakers who are not majoring in English education. Therefore, this research provided a more nuanced understanding of the effectiveness of English movie subtitles as a learning method for English education students.

Furthermore, this research also investigates the students' perception of using English movie subtitles as a learning method. This is important as it could provide insight into the student's motivation, engagement, and satisfaction with the learning process. Understanding these factors is crucial to developing effective teaching methods, and this research could contribute to the development of innovative and effective English language teaching methods.

In conclusion, the use of English movie subtitles as a choice of English learning method for students majoring in English education at STKIP PGRI Pacitan is an area that requires further exploration. This research could provide valuable insights into the effectiveness and perception of this learning method. By exploring new and innovative approaches to teaching English, we could ensure that students were equipped with the necessary skills to teach English effectively to their future students.

Method

In this study, the method used was a descriptive quantitative research method correlational. This method was used to collect data and test a theory of 2 variables. This research was conducted to find out when the third-semester students of English Education at STKIP PGRI Pacitan liked English, what reasons made them learn English, have they ever learned English by watching movies, and to find out the effectiveness of watching movies as a method of learning English. Initial data collection was carried out by filling out a questionnaire conducted by semester 3 students via the Google form on February 15, 2023. Furthermore, students filled out pre-test questions via Google Form by listening to audio played via Zoom Meeting on February 16, 2023. After filling in the pre-test, students watch the Toy Story film via Zoom Meeting and continue working on the post-test via Google Form on the same day as the pre-test. Data were obtained from 29 students consisting of 9 males and 20 females. These students carried out lectures at STKIP PGRI Pacitan majoring in English Education. Students in this study are in their third semester and have an age range of 19-24 years.

The pre-test and post-test were carried out to obtain the results: students' initial listening scores before watching the film, students' final scores after watching the film, and whether this method was effective or not. As explained by (Sugiyono, 2013), quantitative research methods could be interpreted as research methods based on the philosophy of positivism, used to examine certain populations or samples, sampling techniques were generally carried out randomly, data collection used research instruments, data analysis quantitative or statistical in nature with the aim of testing the established hypothesis. In connection with this study's purpose, a correlation test method was needed to determine the relationship between watching movies and improving English language skills. In this study, students were expected to be able to provide evidence with pre-test and post-test scores.

Data analysis was carried out by collecting data using Google Forms as the first step of this research. After that, pre-test, watching movies, and post-test were held. After the data

was collected, the data was processed and the numbering and then separation of categories were carried out for the results that came out of the post-test and pre-test work so that the data could be used properly. The next step was to the data that had been separated into categories and then analyzed and described them.

Findings and Discussions

In this chapter, the researcher described and formulates the results of distributing the questionnaires, pre-test, and post-test which have been filled in by 29 students. The dissemination carried out by researchers to students has the aim of assessing the level of relationship between the two variables with the following details: a) Since when do students like learning English? b) What are the things that make students interested in learning English? c) How developed are student scores from the pre-test to the post-test?

Students Begin to Like Learning English

Table 2 Description of Students Begin to Like Learning English

	Number	Percentage (%)
Elementary School	7	24,1%
Junior High School	9	31,0%
Senior High School	8	27,6%
College	5	17,2%
Total	29	100,0%

The results of the study stated that 9 students with a percentage of 31,0% started to like learning English when they were in Junior High School, 8 students a percentage of 27,6% liked learning English starting from their Senior High School, 7 students with a percentage of 24,1% have liked learning English since elementary school, and 5 students with a percentage of 17,2% started learning and liked English since entering college.

In Indonesia, English has become a foreign language that they have studied since children to adults (Puspitasari et al., 2018). English is a foreign language in Indonesia but it is very important to teach children from an early age because English is an international language that is used all over the world to make it easier to communicate when outside Indonesia as the main communication (Oktaria & Putra, 2020). Nowadays, there are many formal and non-formal schools that apply English learning from an early age. It is important for elementary school children to be given a stimulus about English little by little because at that age their brains are going through a developing stage.

Things That Make Students Interested In Learning English

Music

The results showed that 5 students with a percentage of 17.2% stated that they were interested in learning English because of music. Of course, in this world, there are many songs from various languages, especially English. English songs are songs that are popular worldwide. This reason is very clear that it can make someone learn English because the songs are worldwide.

The use of music in certain learning also influences student psychology. The influence of this music has a positive impact on achieving the expected lesson objectives. Cognitive processes are all processes and products of the mind to achieve and produce knowledge in the form of intellectual and mental activities such as remembering, symbolizing, categorizing, solving problems, creating, and fantasizing (Zamil, 2016).

Film

There are 3 students with a percentage of 10.3% who are interested in learning English because they watch English films. Saparati (2012), conveys audio-visual media is media that has a sound element and an image element. This media has the ability to better because it covers both types of media auditory listening and visualization. This raises curiosity about the language of the film being watched.

International Language

In our life today, English is a second language which is an international language. Along with the development of technology and the times, every Indonesian needs to learn English. Therefore, 10 students with a percentage of 34.5% chose English as an international language to learn English (Agustin, 2011).

Traveling

Damayanti (2019) explains that English has a role important for world tourists. As it is known that the English language is a language international which is very commonly used in the world of tourism. Therefore, 4 students with a percentage of 13.8% choose to study English because they want to travel and travel around the world so that they can easily get information when traveling. According to Tariq (2020), as an international language, the use of English has entered into various aspects of life related to relations between countries or internationally.

Communication

The results showed that 7 students with a percentage of 24.1% chose communication as the reason they were interested in English. English learning is needed as a medium to communicate with one another (Sharifian, 2009). As well as in Pacitan, the number of foreign visitors also increased significantly (Chusna, 2019). English is very useful for communicating with tourists who come to Indonesia. This language is a means of verbal communication, where the main target of this oral communication is so that the interlocutor can understand the culture of the speaker (Husein & Dewi, 2019).

Development of Student Score Results during the Pre-Test and Post-Test

Table 3 Student Score during the Pre-Test

Score	Number	Percentage (%)
10 / 100	4	13,8%
20 / 100	1	3,4%
30 / 100	7	24,1%
40 / 100	8	27,6%
50 / 100	3	10,3%
60 / 100	1	3,4%
70 / 100	3	10,3%
80 / 100	1	3,4%
90 / 100	1	3,4%
Total	29	100,0%
Average	50	

The average students score on the pre-test were 50 points. There were 13.8% of students getting the lowest score of 10 points and 3.4% of students getting the highest score of 90 points.

Table 4 Student Score during the Post-Test

Score	Number	Percentage (%)
70 / 100	2	6,9%
80 / 100	10	34,5%
90 / 100	8	27,6%

100 / 100	9	31,0%
Total	29	100,0%
<u>Average</u>	<u>85</u>	

The average students score in the post-test progressed very well, namely 85 points. There were 6.9% of students getting the lowest score of 70 points and 31.0% of students getting the highest score of 100 points. Based on the development of students scores above, It was proved that watching movies could improve English skills, especially listening skills. This is in accordance with the theory which states that learning media is anything that is used to channel messages from senders and recipients so that they can stimulate students' thoughts, concerns, feelings, and interests (Andriyani & Suniasih, 2021; Indahini et al., 2018)

Conclusion

According to research findings, students had various reasons for finally deciding to learn English. There were 35.5% of students had reasons to learn English because English was an international language. Most students started learning English at Junior High School where there were 9 students with a percentage of 31.0%. According to the comparison of the results of the pre-test and post-test scores, there was a rapid development in the results of students scores. The average student's post-test score increased by 70% compared to the pre-test score. Of course, this has proven that there was a relationship between watching English Films with English subtitles and improving students' English skills.

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THE ANALYSIS OF ILLUSTRATED BILINGUAL STORYBOOKS USED IN CHILDRENS' LITERACY DEVELOPMENT

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Abstract

Issues of literacy instruction to children's future have increased their popularity in recent years. As its impact, literacy education practice still has room for development. It means that literacy education practice in the field still needs to concern. Therefore, this study aimed at developing a multilingual storybook for the development of early literacy aid and examining how bilingual illustrated storybooks help young children develop their literacy skills. Those are presented using storytelling approaches that attempt to reveal children's vocabulary and their interest in both languages, using bilingual storytelling books in Indonesian and English. To reach the purpose, qualitative research was employed. Further, to guarantee the research quality, triangulation of methods was used: interview and observation. Pacitan kindergarten instructors participated in this investigation as respondents, and information was gathered utilizing the interview and observation. In conformity with research findings, using this medium for learning was enjoyable for kids. Early children can benefit from bilingual storybooks in terms of psychology, linguistic development, learning, and physical development.

Keywords: *Children, Bilingual Storybook, Literacy Development*

Introduction

Literacy education is recently becoming more popular. European Literacy Policy Network defines literacy as the ability to read and write, as well as understand and use information from all media (Montoya, 2018). Literacy ability must be developed early because it is a determining factor for individual literacy as a teenager and adult. Based on 15 years of research, Suggate, et al. (2018) discovered a link between children's acquisition of vocabulary, literacy, and oral abilities until they are teenagers. Literacy education should thus be introduced early on, using techniques and media appropriate for children's development.

Literacy education is necessary since foreign languages such as Arabic and English are widely introduced to children. In this case, an increasing need in the school context is to be able to communicate in the international world. Therefore, bilingual education in Indonesia is a solution, although it has various challenges. Hopp et al., (2019) argue that bilingual ability is related to children's achievement in foreign language learning. The community views that education like this is necessary and recommended by the government considering the various advantages for individuals and demands of the globalization era (Jayanti & Sujarwo, 2019). Kieseier (2021) discovered that bilingual children have higher English pronunciation accuracy than monolingual children. With these various benefits, bilingual education for children can be considered in the hope that the acquisition and learning of foreign languages at the school level will improve. Of course, this learning must be restricted to their level of ability.

Early childhood bilingual education necessitates special consideration due to its developmental stages. Language development is also needed to be developed since childhood (Ardhyantama & Apriyanti, 2021). If someone wants to introduce foreign languages to children, Arumsari et al., (2017) recommended three things: qualified teachers who understand teaching techniques for children, adequate learning resources and facilities that meet the requirements, and a good, simple, and appealing curriculum. The big book is one type of learning media that can be used for bilingual literacy. A big book for children is a big book with interesting stories and illustrations (Colville-Hall & O'Connor, 2006; Mahayanti et al., 2017). Of course, the inability of children aged 4-9 years to tell stories based on their language abilities does not correspond to the level of achievement of early childhood language

development in Permendikbud No 137.

Referring to the preceding analysis, the goal of this study was to reveal: 1) how is the implementation of bilingual literacy educators for early childhood? and 2) how is the effect of the picture story books on children's vocabulary and literacy?

Method

This study was qualitative in nature. It was carried out in the following settings: 1) TKN Pembina Pacitan, located on Jl. K.A.Posong GG. II, Tanjungsari Village, Kec. Pacitan, Tanjungsari, Kec. Pacitan, Kab. Pacitan, Tanjungsari, Kec. Pacitan, Tanjungsari, Kec. Pacitan, Tanjung 2) MI GUPPI Jatimalang, JL. KH. Yusuf No. 08 Dusun Purwodadi Jatimalang Village, Jatimalang, Kec. Arjosari, Kab. Pacitan, Indonesia. 3) SDN 1 Gunungsari on Jl. Josuto, Rt.01. Rw. 07. Krajan, Gunungsari, Kec. Arjosari, Kab. Pacitan. The reasons for selecting the school as a research location were: 1) having a collection of picture story books; 2) sharing a social and cultural environment; 3) having the same period of learning from 08.00 to 11:00 WIB.

Furthermore, data and sources of the data were descriptive data from people and observed behavior in the form of written and spoken words. Then, the subjects of this study were: (1) three class teachers; (2) 17 children aged 4-5 years (TK A); and (3) 46 children aged 8-9 years. The object of this research was the use of bilingual picture storybooks in the development of children's language and children's language skills. Moreover, interview and observation methods were used to collect the data. In the next step, triangulation of methods: interview and observation were used to fulfill the data credibility. Finally, the data is analyzed with reference to Miles and Huberman's model divided into three stages: data reduction, data presentation, and conclusion (Sugiyono, 2012). Descriptive statistics were also used to analyze data by describing or describing the collected data as it is without intending to make general conclusions or generalizations to determine the impact of using picture story books in developing children's language in Pacitan Kindergartens and Elementary Schools.

Findings and Discussions

The research findings came from three school subjects: MI GUPPI Jatimalang, SDN Gunungsari 1, and TKN Pembina Pacitan. While observing before and after the research, the researcher discovered that SDN Gunungsari 1, TKN Pembina Pacitan used bilingual picture story books in learning, whether at the start or end of the lesson. Meanwhile, some research data was gathered by lending bilingual storybooks and practicing them during two class meetings at MI GUPPI Jatimalang.

After the main English material has been completed, students in MI GUPPI Jatimalang were given the opportunity to tell stories in bilingual storybooks. The purpose of telling stories was for giving the brain ice breaking as well as to convey moral messages through the stories that were told. It took 7 minutes to tell bilingual stories through books. At the end of the story, the teacher went over the conclusion of the story's meaning and asked students about the message in the story again. Because the goal was brain ice breaking, the theme of the story used does not have to be under the subject matter given. Students were interested because they shifted their thinking activities from the previous English lesson's subject matter to listening to stories through interesting illustrated bilingual storybooks.

SDN Gunungsari 1 provided stories through illustrated bilingual picture story books as a material distraction, like MI GUPPI Jatimalang. The goal was also the same, which is to serve as a brain icebreaker. Stories were told at the end of the lesson, but they could also be told in the middle. The teacher told the story to help students relax and focus on the core lessons, as well as to provide other insights through interesting picture storybooks. On other

hand, students had difficulty interacting because the teacher was too focused on the storybook and not on the child's response. As a result, it played a smaller role in the development of children's language.

During the lesson transition, TKN Pembina Pacitan used bilingual picture storybooks, specifically after the students have rested and eaten at 10.30 WIB. In addition, before beginning the core activities, the teacher read a bilingual picture storybook that is themed. The teacher used bilingual picture storybooks to develop students' language by asking questions that contain elements of 5W + 1H. After telling the story, the teacher handed the bilingual picture storybook to the students and asked them to retell it based on the students' understanding and ability. The teacher also asked and answered questions about the stories that have been read to the students at the end of the story-telling session.

However, storytelling with illustrated bilingual storybooks was rarely done at TKN Pembina Pacitan, and was only given once a week or once every two weeks at most. This was due to the school's implementation of memorizing daily *do'a* and *iqra'*, resulting in limited time for using picture bilingual storybooks and a lack of picture bilingual storybook facilities. Furthermore, when telling stories, the teacher was not concerned with developing children's language skills, but rather with entertaining the children.

Education is a critical process for increasing intelligence, and skills, enhancing character, strengthening personality, and strengthening the spirit of togetherness to build ourselves and the nation. Furthermore, education is an important issue for humans because it is concerned with human survival. Humans require more than instinctual encouragement to grow and develop; they also require guidance and encouragement from outside themselves (education) to become perfect human beings (Suparno, 2017). In the process, ideal teaching and learning are unavoidable for education. Teaching is a noble profession that can be pursued as a career. A teacher's influence on students' thinking and behavior is formed through learning. Teachers' very large obligations are sometimes incompatible with their ability to send their children to excellent schools where teachers teach (Suparno, 2016b). Therefore, teachers and parents must set a good example by selecting interesting media and using simple language when interacting with children (Rajudin & Sugianto, 2018). Teachers' quality can also be determined by the education they receive. The greater a teacher's education, the more experience they have, making it easier for them to know how to respond to all of their students' behavior. As a result, the government has issued a regulation requiring teachers to pursue master and even doctoral degrees (Suparno, 2016a).

By paying attention to these various factors, the teacher could play a role in the development of children's language at school and was used as a model by children as well as an example. Given the importance of language in children's lives, teachers should understand and possess good language skills in their daily duties. Regarding the results of the level of children's language skills, the results obtained for the level of children's language skills in each school studied were based on the results of observations and interviews that the researchers conducted with six children at each school who were the research subjects.

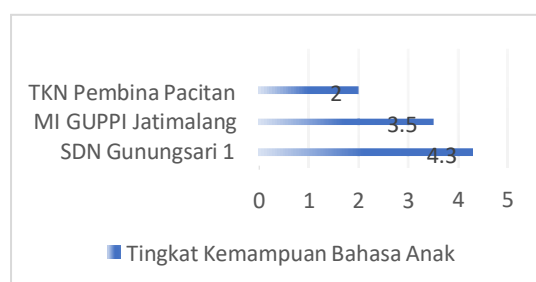


Figure 1: Children Language Skills

According to Ownes (Dhieni, 2012: 3.1), "Children aged 4-5 years enrich their vocabulary through repetition, they often repeat new and unique vocabulary even though they may not understand it yet". The meaning of a new word is absorbed by the child after hearing it once or twice in daily conversation. Children begin to combine syllables into words, which eventually become sentences, during this early stage. According to the graph above, TKN Pembina Pacitan was at the first level of language ability. MI GUPPI Jatimalang was at the second level of language ability. SDN Gunungsari 1 was currently at the third level of language proficiency.

Introducing children to new vocabulary in the form of recognizing letters, or words based on pictures, so that children are more familiar with the forms of words and pictures concretely so that when repeated, the child can remember abstractly in the child's mind. However, according to the research findings, children's interest in reading story books was very high, and several children could be classified as having good language skills. This was because parents facilitated and introduced their children to bilingual picture storybooks.

Furthermore, bilingual picture storybooks contained appealing images and colors for children, which encouraged them to pay attention and listen to the story. Occasionally, one of the TKN Pembina Pacitan class children brought a bilingual picture storybook to school to be read by the teacher. Bilingual picture story books encouraged children to enjoy reading; if children's language skills (listening, speaking, reading, and writing) are well developed, children's language development will be better as well, depending on the child's level of ability.

Conclusion

There were differences in how teachers used picture story books to develop children's language in each school studied; among them are: 1) the teacher developed children's language skills by asking children to repeat stories using picture story books so that children's interest and language skills improved; 2) the teacher only focused on delivering story content, rather than developing children's language skills, so that children's interest in books and stories decreased, resulting in less developed children's language skills; and 3) the teacher only focused on delivering story content, rather than developing children's language skills; 4) When there were no more learning activities, the teacher used picture storybooks. Because the learning system focused on memorizing surahs and prayers, this had an impact on children's interests and language skills, which were not well-directed.

The level of language ability possessed by children through the use of picture story books produced different levels of language ability, namely some at the third level of ability, which is classified as children who could express their opinions to others and could state reasons for something desirable or disapproval without hesitation. Some were at the second level of ability, where children could express their opinions to others but are less able to explain why they want or disagree with something. Some were at the first ability level, which was defined as a child who understands the storyline but was unable to express his opinion to others. Overall, the study's findings indicated that the use of picture bilingual storybooks in children's language development was supported by the availability of picture storybook facilities in schools, as well as the role of a class teacher in the use of picture storybooks in children's language development and the child's interest in a reading book.

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VALUES OF CHARACTER EDUCATION IN TINA MANROE'S SHORT STORY ANTOLOGY EGO FRIENDLY

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Abstract

The main objective of this study is to describe and explain the values of character education in the short story anthology *Ego Friendly* by Tina Manroe. This research is research with a qualitative descriptive method with a literature study technique. The data collection method in this study uses reading, note-taking and documentation techniques from the data sources used. Results of data analysis techniques using qualitative analysis through the process of reduction, data presentation, and verification or conclusion. The results of the study found 10 character values related to the context of environmental education, namely religious attitude, honesty, tolerance, hard work, creative, independent, democratic, curiosity, care for the environment, and responsibility.

Keywords: *Character, Education, Short Stories, Values*

Introduction

Education becomes important foundation for human, even since born to the human world will explore life through intermediary education. According to Rahmat (2014:6) education will show existence through interactions made by individuals one with others like humans and society. this show that scope extensive knowledge and have big impact, because inside it load a businessman in grow its potential in accordance mark or applicable rules in society. Whereas in UU Nomor 20 Tahun 2003 it means education as business conscious and planned for realize a atmosphere Study as well as the learning process for participants educate can in a manner active develop potency in the himself for own religious spiritual power, control self, personality, intelligence, morals getting started and the skills required himself themselves, society, nation as well as country.

Education not only interpreted and limited to aspects acquisition knowledge for a person, but also cultivation attitude or forming character personality, wrong one for students. Character can be influenced straight by some factor like self Alone until environment place live, so applied from values education character Still become ideal for formation generation quality youth. Through explanation above, education character can interpret as supporting business development ability social, emotional, and ethical, so can influence character from the student concerned (Sukatin and Soffa, 2020:9).

Development education character at school is also in the background various problem, where most student especially those who have aged teenager experience moral crisis, in the form of attitude unstable in act, trouble control emotions and ways think less healthy. Because that is, education character present as well as become means or effort for increase quality education in Indonesia. Based on aspects that have put forward Ministry of National Education, there are 18 scores important that surrounds it, as following. 1) Religious, 2) Honest, 3) Tolerance, 4) Discipline, 5) Work hard, 6) creative, 7) independent, 8) democratic, 9) curiosity know, 10) Enthusiasm nationality, 11) Love homeland, 12) Appreciate achievement, 13) Friendly or communicative, 14) Love peace, 15) Passionate read, 16) Care environment, 17) Caring social, and 18) Responsibility answer. Through description values education character the capable become reference in develop personality noble student, good in the environment family and society. Besides that, success education character not only limited to school, but

also, all party can take their respective roles.

In effort embed education character in students, there are a number of necessary thing noticed such as the media used can accepted and understood, one of them through short story (story short). Short story can interpret as story figurative form short, or in meaning writing still notice completeness story, with no word count more of 10.000 words as well become part from literary works. Own literary work is written or generated ideas from imagination author and many lift problematic life. For example, in short stories with title *Ego Friendly* by Tina Manroe who tells attitude concern to environment, fine not quite enough answer as well as attitude respect you can applied through values education character.

Story like that's to be expected, capable motivating student for own appropriate attitude with norms in society. Besides that, story become proper container for invite student think in a manner deep and capable emulate the morals of the characters shown. Teachers can too direct student for diligent read and able hone his skills. Because one mark character education is likes to read, that is something habit with provide time read various reference To use get benefit for self reader.

Based on description on can taken formula problem that is How values education existing characters in anthology short story *Ego Friendly* by Tina Manroe? so that result can in accordance with objective in research. Not only it, through study this can produce contributing benefits to field education.

Method

Study This use type study qualitative. According to Sugiyono (2011:13) research qualitative is one type philosophy based research post positivism that is used for analyze object natural as well as put researcher as the main instrument with do data retrieval triangulation or combined. Besides it, deep describe the data that has been found through exposure sentence or no form related numbers direct to values education in anthology short story *Ego Friendly* by Tina Manroe.

Focus study this are 10 values education character, includes mark religious, honest, tolerance, work hard, creative, independent, democratic, curiosity know, care environment, and responsibility loaded answer in anthology short story *Ego Friendly* by Tina Manroe, via some data collection techniques such as bibliography and see note. While the library technique is data collection with use material reading like books, magazines, and essay scientific as object research. Whereas technique watch and note is initial data collection, where researcher listening to be read used as material research, and so on do appropriate data recording with formula problem to be discussed or exposed.

Finding and Discussion

Values education existing characters in anthology short story *Ego Friendly* by Tina Manroe, as following.

1) Religious Attitude

Attitude religious own connection direct between man and his God as creator natural universe. On discussion this, neither can released from element religious, because religion has role important or as guidelines life. In anthology short story *Ego Friendly* found quote element religious as one mark in education character.

"Predictions about the corona pandemic will decreased in May, so in accordance with MUI decision, nation This must pass month holy Ramadan as well Eid only at home."

Through quote the can described, regarding appeal to people Muslim for can perform fasting and Eid worship in a manner limited or different from year before. This caused by the

spread of the corona virus that can threaten health and safety together. That overview give proof, that it is in circumstances whatever worship is not an abandoned so course and as religious man Still own obligation for operate in accordance with ability. Planting attitude to participant educate about religiosity essential for done, remember understanding of religion in the environment still school not yet realized in a manner maximum.

2) Honesty

Honesty is attitude is also important implanted to student after attitude religious. this because, honesty become something to consider valuable, because become aspect for reach other people's beliefs. In anthology short story *Ego Friendly* found data regarding attitude Honest as one mark in education character.

"Yes, Miss Merti sorry ... me forget it, earlier I come at seven o'clock ma'am Because the door No locked, so I direct come in and turn on the socket Ma'am!"

Quote the explain figure Disty who got reprimand by the officer library school, result omission and describe behavior wasteful to source energy electricity. Although That's right, Disty still said honest and asking Sorry on his actions the. This show, that attitude honestly really needed implanted mainly at school as One base deed. Through honesty, participants educate capable differentiate various considered problem right and wrong or no in accordance with the reality he experienced. Application honesty to participant can learn too done, with the use of learning media if possible capable increase understanding and appropriate behavior with the norm at school.

3) Tolerance

Tolerance is attitude For each other value every difference in others, both related with belief, view even behavior or habit. In anthology short story this *ego friendly* found data regarding attitude tolerance as one mark education character.

"Yes sir, me will try entrepreneurship again. But Now Far different sir, me will process water hyacinth goiter become craft matting sir!" I explained with optimistic".

Quote the tell figure Mrs. Farah owns it business in the field laundry, will but lack of attitude accuracy makes permission operation the business stopped by the authority's village. Although so, in the end Head Village that has authority give chance to Mrs. Farah for continue his efforts such, with give innovation and solutions to sustainability environment. Seacar specifically, attitude tolerance depicted through attitude figure Head Village that gives chance to society, fine opinions and actions taken.

4) Work Hard

kindly general, work hard can interpreted as attitude abstinence give up and always try finish with full seriousness. Meanwhile in the realm education, work hard explained as something behavior participant students who show seriousness in overcome various problem learn and try finish it in a manner. In anthology short story *Ego Friendly* related data found with behavior Work hard as one mark education character.

"Finally, I compile an educational program that will be implemented into the LoadLocal (Mulok) that aims increase concern student will environment live. I compiled the program during almost four months with accommodate concept and material so I with complete concept and material, so I submit to the Field Representative curriculum at my school. Previously I Already try ignoring the behavior of my students is not sensitive to environment, however still just No can. Problem This will increase bad If I as a science teacher only shut up only".

Through quote story above can depicted business from a teacher for the future child he taught. Figure the try change pattern behavior participant he taught for more own concern to environment, though get rejection and facing various challenge. It caused not all participants.

educate can understand and run what was ordered, however figure still optimistic that there will be change real from self them.

5) Creative

Creative is ability possessed by a person in create something thing that is produced from Power imagination and thoughts. In the world of education, creative explained as ability student in create something work in accordance with characteristic ability original or also results his creations alone. In anthology short story *Ego Friendly* found data regarding attitude creative as one mark education character.

For farmer water hyacinth goiter can made as fertilizer organic or friendly biogas environment. But I more focus on craft matting from water hyacinth goiter.

Statement in story the give understanding to readers, that is every man own ability and creativity of each, even something to consider not enough valuable can become mark art as well as valuable If managed in a manner. Figure Mrs. Farah is proven If plant water hyacinth frequent goiter pollute environment can utilized become valuables economical and capable guard balance ecosystem in water.

6) Independent

Attitude independent is behavior exhibited by a person for take something decision or action without hang result Later to others. Behavior this too can implemented in learning with give chance to participant educate for active and owned initiative in the learning process in accordance with the field. In anthology short story *Ego Friendly* found data regarding attitude independent as one mark education character.

I'm starting do survey on social media for look for know goods or product what is current and what can become my chance for do business. Because honestly just me must do something so not make circumstances this the more down. I become interested about business business straw iron that is currently trending among millennials. I think this will become opportunity suitable business for me.

Through quote story above, attitude independent drawn clear through statement figure, that downturn no become solution on problems encountered. Figure the dare self for take decision and effort operate the business in accordance with ability self, without hang it property owned by his family. Attitude it also delivers room for self alone for develop interests and skills as well as help others to process together.

7) Democratic

Democratic can interpreted as something attitude or seeing action similarity rights and obligations in other people. Explanation the own similarity if analyzed from field meaningful education democratic as opportunity given to participant educate for can express opinions and abilities thought, without exists intimidation from another. In anthology short story *Ego Friendly* found data regarding attitude democratic, as one mark education character.

"Indeed, should government more notice RTH development such as this, because more come here land more reduce consequence made buildings such as malls, apartments, and housing. So that Green Open Space is useful as a social media inhabitant like This sometimes forgotten!"

Statement the give reflection to mark democratic form gift right to others for Can opinion on the ground public, in education. Because through existing figures, the construction of Green Open Spaces or RTH is also intended for children school that has talent in the field football, with utilise room open as place practice, aside means recreation for public general.

8) Curiosity

Curiosity can interpret as something desire in self somebody For study and understand

there are new things around him. Curiosity also be part from education, where characteristic This give room for participant educate for can think in a manner active and trying increase ability Good through literacy as well as the learning process other. In anthology short story *Ego Friendly* found data regarding attitude of curiosity, as one mark education character.

I'm one moderate orangutan researcher do observation in the Borneo Forest, Kalimantan. I'm very interested to species endemic orangutan whose habitat found in Kalimantan or Sumatra.

Statement above, prove that feeling of wanting to know become reasonable and not can restricted, temporarily things run own impact positive even capable give benefit for life. Through curiosity, someone can explore and find out existing problem around him. One of them in story that, researcher find the condition of orang utans in Kalimantan and Sumatra is threatened existence consequence act man no responsible answer. Because it, through intermediary researcher it and the parties related interested parties look after sustainability forest can give education to public for together keep and protect natural like animal with level extinction more high.

9) Care Environment

Care environment understood as action for prevent damage nature and surroundings good done by individuals or group public in one community. In real education, attitude this important implanted to participant teach, through application simple like guard cleanliness and always value existence natural like animals and plants. In anthology short story *Ego Friendly* found data regarding attitude care environment, as one mark education character.

"I guess habit noob we are in the village this Lots Of consequence bad yes, besides can generate combustion fumes disturbing health, can also cause wretched likethis!" explained Mr. RW.

Attitude care to environment become one hard thing done by someone even group public though. One of them is there in quote above, where figure own habit burn rubbish haphazard or in Betawi language means as Nabun. Behavior it in the end give impact bad like the explosion caused by several packaging product. Besides that, is pollution air is also included still problematic lots happen now. Therefore, awareness self and concern natural around need implanted and realized in a manner real, especially by generation successor through attitude and thoughts.

10) Responsibility

Kindly general attitude not quite enough answer can interpret as behavior for carry out something matter or trust in a manner deep with readiness later risk received. Meanwhile, for student not quite enough answer is attitude or deed in carry out the whole learning process with full seriousness as well as become part from the obligations he carries out. In anthology short story *Ego Friendly* found data regarding attitude not quite enough answer, as one mark education character.

Suddenly instantly Erick and I approached these people, Mr. Rudi along with him a number of member other ambush they from back. There are five persons perpetrator burning and them succeed frozen with weapon fire which was also confiscated. "Thank you thanks Ben and Erick for cooperation in report incident this . We will bring they to office police on report crime this. Help help us in evacuate the surviving orangutans!" said Mr. Rudi with firm.

Attitude not quite enough answer be one hard thing done by someone, especially given trust or trust. However, through quote story above show how each character tries for carry out his job in a manner full and bold take various risk. Representation this seen, when Erik, Ben and the police figures forest ambush burning poachers' forest as well as catch parent orangutan. Hence, behavior not quite enough answer need for implanted good in the environment family,

society nor school.

CONCLUSION

Values education character in the present era important for given and share from the learning process both at school and in the neighborhood society and family. Reading media like short stories can to become intermediary for formation character or good manners from participant educate. One of them through anthology short story Ego Friendly by Tina Manroe, where found 10 data regarding values education character among them mark religious, honest, tolerance, work hard, creative, independent, democratic, curiosity, care environment, and responsibility answer . Each value the drawn in self constructive character story, as well become means reflection for the readers.

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HIGH SCHOOL STUDENTS' STRATEGY FOR OVERCOMING DIFFICULTIES IN SPEAKING ENGLISH

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Abstract

Speaking became one of the more difficult skills at mastering English for most high school students. The paper aims to know the difficulties students from often experience when speaking English, students overcome difficulty in speaking English, and application/media that use to improve the English speaking skills. The data were collected by applying on online questionnaire through a Google form which questions about strategy to overcome difficulties in speaking. The data were taken from 15 respondent, mainly students grade 1 through 3 in senior high school, vocational high school, and Islamic senior high school. The result show that 84,6 % respondent states that the respondent have difficulties in speaking English, then 15,4 % respondent states that the respondent does not have difficulties in speaking English. The difficulties of respondent in speaking English is difficult to translating word, less of vocabulary, difficult materials, pronunciation, spelling words, and self confidence. The strategy based on respondent experience to overcome the difficulties is conversation practice everyday, using application related to English skills, learning from YouTube, reading novels, increasing vocabulary from English songs, and making relationship with stranger.

Keywords: *Speaking, Students, Difficult, Strategy.*

Introduction

The ability to speak English is very important, therefore learning English is often found in elementary schools, junior high schools, senior high schools and even lectures. However, there are several students have difficulties in learning English, especially in speaking English. Speaking became one of the more difficult skills at mastering English for most high school students. Harmer (2007:284) states that speaking is the ability to speak fluently and presupposes not only knowledge of language features, but also the ability to process information and language "on the spot" (Wahyuni, 2016). According to Chaney (1998:3), "speaking is the process of building and sharing meaning through the use of verbal and nonverbal symbols in a variety of contexts. Speaking is a crucial part of second language learning and teaching." It means students should be able to communicate with the others to get or to share information and/or to express what they feel (Andari, 2012).

The average of high school student in Indonesia still has difficulty speaking English properly. The students may understand the other people say in English, but they find difficulties to pronounce the word in English. Indonesian student don't speak English so well as shown by Education First (EF) released the 2020. English Proficiency index report the first rank of English Proficiency in the world this year is the Netherlands with score of 625 (very good). Indonesia was ranked 74th in the world and 15th in the Asian region with score of 453 which was classified a slow (Tika, 2021). This shows that students in Indonesia are still relatively low in English speaking ability. Speaking skills is needed not only in our daily language but also we need it to use it using an international language (Sintya Crisianita, 2022).

High school students' difficulties in speaking English are predicted to be caused by several factors. Al Hosni states that students unable to speak because of lack of vocabulary, student also afraid of making mistake in speaking English in front of their friend (Tika, 2021). There were three factors that affect students' difficulty in speaking performance namely affective factors, linguistic factors and performance condition (Hendriati Afebri, 2019). Difficulty in speaking English might be due to linguistic aspect and non- linguistic aspect, such

as lack of vocabularies, not being confident, no ideas about what to say, afraid of making mistake and afraid of being laughed by friend (Heriansyah, 2012).

The most students who only spoke to the sake of the speaking score, did not truly learn ways to speak in more proper way, but just spoke for collecting the score despite their speaking was good or bad (Suryani, 2020). In speaking English possession, language managers should be good role and example for the students use the correct and relevant language properly in their daily communication (Nursita Fathichatul Ulfiah, 2021). This show that can be a good speaking English, it must have a good sentence using language manager.

Students might face problems in learning to speak as they have different social background, educational background, no language training, and too much influence from mother language (Sadia Asif, 2018). Based on the problem explanation, Efforts to overcome difficulties in speaking English need to be done optimally. The researcher is interested to conduct a research about "High School Students Strategy for Overcoming Difficulties in Speaking English" It is purposed to be able to solve problems learning English and to find out good strategies for overcoming difficulties in English at the high school level. This study also aims to facilitate students in learning to speak English with effective strategies so that this research can be useful for students and teachers in improving their ability to speak English.

Method

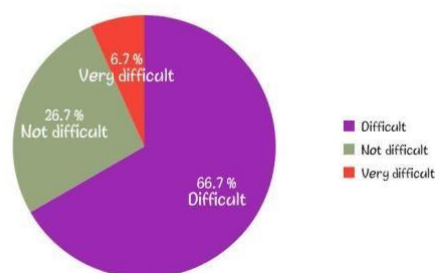
This is descriptive qualitative research. The data were collected by applying an online questionnaire through a Google form. The data were taken from 15 respondents, mainly students grade 1 through 3 there are 46,7% from senior high school, 13,3% from vocational high school, and 40% from Islamic high school. The high school students were chosen as a sample because many high school students still had difficulty speaking English. Taking the data conducted from February 10, 2023 until February 16, 2023. In taking the data, the researchers used a questionnaire which contains questions about strategy to overcome difficulties in speaking. After being collected, the researchers analyse the data that includes: classifying the data, presenting data, discussing the findings, and taking the conclusion.

Findings and Discussions

The researcher conduct search and collected data through questionnaire of google form. The data were taken from 15 respondents mainly students grade 1 through 3 senior high school, vocational high school, and Islamic high school. To achieve research objectives, the researcher analyse the data systematic and accurate, data is analyse to emphasize conclusion about objectives study. Therefore. The results from this research based on fact who respondent met on social media. The research results are presented in the following explanations:

1. High School Students Perception about the Difficulties of Speaking English.

High School Students Perception About the Difficulties of Speaking English



Picture 1. High Students Perception

The table 1 shows high school students' perception about the difficulties of speaking English. The average of high school student in Indonesia still has difficulty in speaking English properly, this is evidenced by the respondent's experience data listed in the table 1. The 10 respondents said that speaking English is difficult and there was one respondent who states that speaking English is very difficult. However, even though the average high school student had difficulties in speaking English there were four respondent who stated that they had no difficulty speaking English.

Kinds of Difficulties Experienced by high School Students in Speaking English.

Table 1: Difficulties experienced by high school students in speaking English

Kinds of Difficulties	Amount
Lack of Vocabulary	3
Pronunciation Problems	7
Misunderstanding	1
Grammatical	1
Lack of Materials	2
Self Confidence	1
Total	15

Students has various kinds of difficulties in speaking English. Based on the respondent experience on the table 2, the kinds of difficulties experienced by High School students in speaking English are lack of vocabulary. Vocabulary is important to speaking English because of the lack of vocabulary students will have difficulty in constructing sentences when speaking English. Pronunciation problems also affecting the difficulties of speaking English for students. Pronunciation is the most common difficulty experienced by students. Students tend to pronounce words according to their writing so that the pronunciation is considered wrong. The third difficulties of students to speaking English is misunderstanding, based on the respondent answer students have difficulty understanding the meaning of words so that students are difficult to pronounce sentences in English.

Grammatical is a common difficulty for high school students, this is because the structure of the English word itself is very different from the structure of words in Indonesian, so that students experience difficulties in speaking English using the correct word structure. Lack of material can also be a kind of difficulty experienced by high school students in speaking English because with adequate material it will make students understand more about how to speak English fluently, the lack of material that students have makes them know a little about the vocabulary that will be used in speaking English the last type of difficulty in speaking English is lack of self-confidence. Students who have good self-confidence will be more optimal in speaking English while students who lack confidence will greatly affect the students' speaking skills, this also makes students nervous. Those are some kinds of difficulties in speaking English based on the experience of the respondents

2. Students' Strategies in Overcoming Difficulties in Speaking English.

Table 2: Students Difficulties in Overcoming English Speaking

Students Strategy	Amount
Learn English using applications	5
Learn grammatical (word structure)	1
Learn continuously	5
Using game	1
Learn with songs	2

Reading novels	1
Total	15

To overcome difficulties in speaking English students and teachers must carry out effective strategies. The following are the students' strategies for overcoming difficulties in speaking English, first, learn English using the application. Applications used to improve English speaking skills are YouTube, Duolingo, U – Dictionary and Google Translate. Students learn through the application by watching videos, translators and practicing with the application. The second is learn grammatical, students overcome these difficulties by learning the correct structure of words and sentences so that in speaking English the correct sentence structure is used.

Game is also one of the strategies of students in improving English language skills. Some games are currently equipped with English features so that students can learn while playing games. The fourth is learn with songs, students use music as a medium for learning English, through music and English songs students can acquire new vocabulary from the lyrics of the song. Apart from these strategies, reading novels is also an effective strategy to improve English language skills because reading a lot will increase students' understanding. The last strategy based on the respondents' answers is continuous learning. This is of course related to student consistency. Continuous learning will continue to improve and develop students' skills.

3. Media or Application Used by Students to Improve English Speaking Skills.

Table 3: Media Used by Students to Improve Speaking

Application and Media Used	Amount
Application	8
Songs and films	3
Book	1
No media/additional application	3
Total	15

Table 3 shows that around 80% from 15 respondents used media or applications to improve their English speaking skills. The answers given by high school students indicate that applications or other media are a strong influence to enhance their abilities in the English language, especially speaking. Using applications or media, it will add to the students' motivation and interest in learning English. The students can use Google, because there are lots of references that are easy to understand and also students easily open Google translate. However, 20% or around 3 students do not use applications or media for enhanced speaking.

Around 8 respondents used applications to improve English speaking skills, such as Duolingo, YouTube, TikTok, U-Dictionary, and Google. Duolingo is an application that can spoil its users, because can learn foreign languages only through a smartphone. According to students, this application is very easy to use. The way of training also starts from the most basic. The next applications that are used to improve speaking are YouTube and TikTok, because access to the application is quite easy and for students it's easy to understand the video that is explained by the content creator. The other, students used U-Dictionary because this application is very helpful and easier to find vocabulary used is very appropriate.

Moreover, the students also used songs and films to improve their speaking skills. There were 3 respondents using songs and films, because for students to learn English should be during a good time and a cool atmosphere. Songs and films can be media for learning English, by listening to a song and seeing film, students can train in emulating the pronunciation in speaking and students can also learn in listening skills. The last, there is 1 respondent who used book lessons to improve their English skills, by reading and understanding the book.

Conclusion

According to the research findings, it can be concluded that the high schools students still has difficulties in speaking English. The difficulties experienced by these students were caused by factors that influenced students' speaking abilities. The journal of Heriansyah (2012) states that Difficulty in speaking English might be due to linguistic aspect and non- linguistic aspect. Lack of vocabularies, not being confident, no ideas about what to say, afraid of making mistake and afraid of being laughed by friend (Tika, 2021).

Students has various kinds of difficulties in speaking English. Based on the respondent experience, the kinds as for the student strategy to overcome difficulty in speaking English, some of it is learning English using applications, learning grammatical and memorizing vocabulary, learning continuously, learning using games, songs, reading books/novels, and students can practice by watching the tutorial video for the correct English pronunciation. As for the student strategy to overcome difficulty in speaking English, some of it is learning English using applications, learning grammatical and memorizing vocabulary, learning continuously, learning using games, with songs, reading books/novels, and students can practice by watching the tutorial video for the correct English pronunciation. The media or application can used to improve the speaking skills, such as Duolingo, YouTube, TikTok, U-Dictionary, Google, songs, films, and book or novels.

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ANALYSIS OF SYMBOLIC MEANING IN THE JAVANESE TRADITIONAL WEDDING IN PANGGIH MANTEN IN TULAKAN DISTRICT (SEMIOTICS STUDY: ROLAND BARTHES)

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Abstract

The "Panggih Manten" procession in Tulakan District, is still being carried out a lot, especially at weddings. This type of research uses a qualitative approach with Roland Barthes' semiotic study. Data collection techniques were carried out by direct observation to the wedding venue and looking for various literature and journal references relevant to this research. The data analysis was carried out based on the results obtained in the field from observations and relevant literature which were then analyzed based on Roland Barthes' theory. The results of the study, the stages include handover of sanggan, balangan gantal, no tigan and ranupada, sindur blankets, tanem jero, carr-cucur, dhahar klimah ceremony, ngunjuk rujak degan, mapag besan, and sungkeman The traditional Javanese wedding procession panggih manten in Tulakan District has a very deep meaning for both bride and family.

Keywords: *Semiotics, Traditional Marriage, Panggih Manten*

Introduction

Indonesia is a country that has various tribes, races, and customs throughout the archipelago. The culture that is spread throughout the archipelago varies, depending on the beliefs of the community or the group itself. Culture is a pattern of a collection of meanings embodied in symbols inherited by the ancients through cultural history.

This is based on a system in which there is a concept that is inherited which is then expressed in symbolic forms. With this culture, humans are able to communicate and develop knowledge about life. Culture in a marriage, for example, there are various customs that vary from each region in Indonesia, showing that Indonesia is rich in various customs, ethnicities and races.

Some areas consider that marriage is a holy and sacred thing based on love. In the wedding process, it will certainly vary depending on how the process of the ceremony and the traditional beliefs of the community itself. As in East Java, culture and customs in this marriage are things that cannot be abandoned.

Pacitan with various customs that reflect local wisdom which is the hallmark of the Pacitan people. This diversity creates a culture that is unique to each region. Such as the Sinampurno Clown traditional ceremony, the Jangkrik Genggong traditional ceremony, the Tetaken traditional ceremony, the Baritan traditional ceremony which is still sustainable and being developed in Pacitan (Indartato, et al, 2021).

One of them that is still carried out in Pacitan, especially the wedding ceremony, is that there are several series that cannot be abandoned, considered sacred by some people. This procession is known in the Pacitan community as the panggih manten procession. Panggih in Javanese means to meet or bring together, so Panggih Manten can be interpreted as the process of bringing together the two bride and groom, namely the groom and the bride in the bride's residence.

The series or steps in the wedding ceremony at Panggih Manten, of course, each process has the goals and expectations of the bride and groom. There are symbols or signs used, each of which has its own purpose and meaning. In knowing the meaning in the symbol given as the sign, it is necessary to have a theory that has a connection with the existence of a sign or symbol

with its meaning.

Semiotics is a science or analytical method for studying or researching a sign. The sign in question is a device used in an effort to find a way in this world, among humans and with humans. In general, semiotics studies how humans interpret things that are considered important (Sobur, 2016). In semiotics, a symbol can be interpreted as a symbol that has been determined by its dynamic object in accordance with the interpretation. In this case, interpretation is an effort to interpret symbolic symbols which involve elements of the learning process and the growth or development of experiences and agreements in society. (Kurniawan Eka, 2016).

Based on the theory of Roland Barthes, semiotics is a science that studies signs. In this case, Barthes has two meanings of semiotics, namely denotation and connotation. Denotation is a literal descriptive level or meaning that has been approved by all cultural communities, while connotation is the meaning obtained from the relationship between the signifier and culture broadly which includes knowledge, behavior, beliefs, and ideology of a social formation. Roland Barthes also explained that basically semiotics is a scientific method used to study how humanity uses things, meaning in this case cannot be mixed up with communicating. Meaning in this case means that the objects want to communicate, but also constitute a structured system of signs (Sobur, 2016).

Hendriyanto A. (2019), the Tetaken traditional ceremony procession, Mantren Pacitan as a result of the study as follows the values of local wisdom such as mutual cooperation, solidarity, hard work, simplicity, maintaining the balance of nature, and religiosity are things that must be passed on to the next generation. The Ruwat clown Sinampurno ceremony contains how humans relate to nature in order to prevent and control all disasters caused by nature, especially those related to disease outbreaks (Hendriyanto A. et al, 2019). The traditional Tetaken ceremony of gratitude as farmers and gardeners within 1 year (Hendriyanto A, 2019); as well as the traditional ceremony of the Genggong Jangkrik sea as a manifestation of gratitude for the abundant marine products (Hendriyanto A. et al, 2020). Even though they have the same place of research, they have differences in the object of study and analysis used.

Apart from that, previous research as a reference (Hendriyanto A, Sutopo B, 2019), to maintain cultural arts in Pacitan must use local wisdom strategies in an area. Hendriyanto A., Sutopo B., (2019), besides that, the uniqueness of art and culture must also be one that must be raised in an effort to introduce art and culture. Both of these studies have differences with the object of study and the analysis used.

Based on the background above, the researcher is interested in studying the panggih manten ceremony, as a means to continue to keep the ceremony's activities down to earth so that no extinction occurs in the form of scientific studies.

Research methods

Qualitative research by describing qualitative data related to the panggih manten ceremony. The research was carried out in Tulakan District, Pacitan Regency, in January 2023. Data was collected using literature and documentation related to the panggih manten procession.

Research studies using studies with the Roland Barthes concept can be carried out in two stages, namely that denotative signs can only examine signs linguistically, and signs connotatively based on this stage enter and play a role in examining, for example, cultural context (Budiman K., 2011). The symbols and signs contained in the Panggih Manten ceremony are collected and analyzed. To validate the research results using source triangulation, especially community leaders in Tulakan District, Pacitan Regency, East Java.

Discussion

Based on the results of the research that has been done, that in the traditional Javanese wedding procession during Panggih Manten there are a series of ceremonies that are carried out. In this case there are symbols used in the ceremony. There are several stages in this panggih manten procession, the stages include; handover of sanggan, balang gantal, no tigan and ranupada, sindur blankets, tanem jero, messy, dhahar klimah ceremony, showing rujak degan, mapag besan, and sungkeman.

In each stage carried out in the panggih manten procession, there is a sign or symbol inside. The sign is a symbol where you have a hope and purpose. So in each of these stages there are signs or symbols that will be carried out research on the intent and purpose of symbols using semiotic theory. The signs contained in the panggih manten procession are as follows.

Submission of *Sanggan*

Language is a tool used by humans in communication to convey messages to the public (Hendriyanto, 2021). Messages are in the form of language signs that have meaning and significance. Meaning is a concept that is owned or contained in a linguistic sign or language that contains meaning (Suryanto S. and Hendriyanto A., 2016: 70). The procession of handing over objections is part of the language to communicate to the public the embodied values embodied in connotative and denotative meanings.

Sanggan in this case is a piece of luggage from the groom which is a symbol of ransom for the bride. The process of handing over the sanggan was marked by the arrival of the groom's entourage led directly by the sanggan carriers from his entourage. Then the sanggan is given to the bride's parents. The contents of the sanggan usually consist of one tangkep or two combs of ripe plantains, lawe/telon threads, betel ayu, and telon flowers consisting of roses, jasmine, and ylang.

The meaning of the denotation at this stage means that the plantain fruit is one of the famous bananas for its delicious taste, fragrance and longevity even though the skin is dry but still delicious and fragrant. Meanwhile, the connotation of surrendering support means that a husband must provide a living both physically and spiritually to his wife and to direct, guide and be fully responsible for his wife. Meanwhile, based on the contents contained in the submission of the objection, it is also a sign or symbol that has a certain meaning.

Banana plan which has the meaning that in the household have the hope that family life is always happy like a king and his queen. The 2 combed bananas have the meaning that both parents of the prospective bride and groom have finalized their intention to marry off their son and daughter.

Telon threads that have 3 colors mean that in a household there are various obstacles. So husband and wife must try to get through these various obstacles together just like the threads that strengthen each other.

Sirih Ayu also has a meaning as a prayer for safety and happiness for both me bride. In addition, in betel leaves, the two segments on the leaves meet or merge, which means the union of two people who have different thoughts that will become one in forming a harmonious household.

Telon flower, in this case consists of 3 types of flowers consisting of jasmine or kantil, roses and ylang. Where in each type of flower has its own meaning. Jasmine or kantil flowers have the meaning that in marriage the two brides are sacred and holy, besides that they also have the hope that the two brides look after each other and maintain their household.

Roses have a lot of thorns in their trees which means that in a household there are many obstacles and trials that must be faced by the bride and groom, so there needs to be togetherness and unity between the two of them to get through these various obstacles. Furthermore, ylang flowers which have a meaning as a memory where when the bride and groom agree to get

married in which they make a sacred promise, it is necessary to maintain harmony in the household.

Balang Gantal

Messages are in the form of language signs that have meaning and significance. Meaning is a concept that is owned or contained in a linguistic sign or language that contains meaning (Suryanto S. and Hendriyanto A., 2016: 70). Hendriyanto A., et al (2020) the meaning of a word in a sentence is very dependent on psychological, referential, and social approaches when the text is formed by humans

Balangan gantal procession or often known as throwing betel nut at each other is the second stage in the *panggih manten* procession. Gantal is a rolled betel leaf containing gambier, areca nut, whiting, and tobacco which is then tied using *lawe / telon* thread.

Meaning of denotation, usually there are 6 rolls, each of which the bride brings 3 and then the groom throws them towards the forehead, chest and knees of the bride. Furthermore, the bride replied to the chest and knees of the groom.

In the meaning of this connotation, in the betel-throwing procession, there is a difference in the names of those owned by the bridegroom named *gondang kata*, while those owned by the bride are called *gondang Kasih*. *Gondang Said* has the meaning that every husband must be able to keep what he says to his wife. The husband acts as the head of the household who is ready to guide and direct his wife.

Meanwhile, *gondang Kasih* has the meaning that love must exist within the wife for her husband, which is the paradise for a wife to be found in her husband. In addition, the throwing of betel nut or *balangan gantal* indicates that the bride and groom must throw love at each other, respect each other and look after each other's words in navigating life in the household.

No Tigan and Ranupada

Not three in this case, namely a groom stepping on a raw chicken egg. In this case, it is the third stage of the *panggih manten* procession. The next stage is *ranupada* or *wijikan*, which means the bride washes the groom's feet after stepping on a free-range chicken egg using water mixed with *telon* flowers.

The meaning of the denotation of non-tigan is carried out by the groom with his right foot. But before that, a guide first brings the free-range chicken eggs which are then attached to the foreheads of the groom and the bride 3 times. Then the groom steps on the egg until it breaks, then the bride cleans the feet used by the groom using water in a container containing *telon* flowers or known as *setaman* flowers.

The connotation meaning in the procession of stepping on native chicken eggs which were previously attached to the foreheads of the bride and groom 3 times has a meaning which means that in a household there are many problems to be faced. So in this case the bride and groom must resolve and solve the problem together. In this case, the man as the head of the family tries to find solutions and solve the problems that occur. Then by cleaning with water which has meaning in solving the problem must be cool-headed and discussed carefully so that it does not cause problems that are so prolonged. In addition, the symbol or sign with free-range chicken eggs is expected that the bride and groom are ready to have offspring.

Sindur Blanket (Sindur)

The fourth stage is *sinduran* or *sindur covers*. This stage is that the bride and groom walk down the aisle, in this stage the mother of the bride covers the shoulders of the bride and groom using a red and white cloth. Then the father of the bride will lead the bride and groom to the aisle.

The meaning of the *sindur* blanket denotation, with the procession of the mother of the bride covering the bride and groom with red and white cloth. Where the groom is on the right

and the bride is on the left. Then the father of the bride will lead the bride and groom to the aisle by holding the two ends of the cloth and the mother of the bride accompanies the bride and groom behind her by holding the cloth.

The connotative meaning, with the procession of cloth covering the shoulders of the bride and groom, has the meaning of the union of the two souls in the bond of husband and wife. Apart from that, being flanked by the two brides means that the two of them have legally become husband and wife, where both are considered as their own children without distinguishing between children and in-laws. Furthermore, the father walking in front of the bride and groom means that a father shows the way to the bride and groom in navigating a household life full of obstacles, trials and tests that must be passed by both.

Tanem Njero

Tanem njero are the bride and groom who have arrived at the aisle and sit side by side facing the invited guests. The meaning of the denotation of the procession, after the bride and groom arrive at the aisle, sit side by side facing the invited guests and witnessed by the parents of the bride and groom.

The meaning of the denotation, in this *tanem njero* stage, has the meaning that after the two of them sit side by side in the aisle, the two of them will immediately plant how the two of them build a harmonious household independently.

Kacar Kacur

Kacar-kacur is the stage where a groom pours a woven mat filled with grains, yellow rice and coins onto the bride's lap. The meaning of the denotation is that this procession begins with the groom pouring a woven mat filled with grains, yellow rice and coins onto the bride's lap, which is wrapped in *sindur* cloth. All the contents that are poured must be accommodated properly without anything being spilled.

Meanwhile, the meaning of the connotation of *catarrh* has the meaning that a husband has an obligation to be able to provide a living for his wife. Likewise, a wife has the obligation to be able to properly manage all the assets given by her husband and not be wasteful in using them.

Dhahar Klimah

Dhahar klimah is the stage where a groom gives food and drink to the bride. The meaning of the denotation is that the groom gives food in the form of yellow rice and side dishes to the bride. And both of them feed each other the food. Then drink the drinks that are there and share between the two.

The connotative meaning of the procession means that in a household there must still be harmony between the two. Even with this simplicity, the two are still in harmony with each other.

Ngunjuk Rujak Degan

In Javanese, showing *rujak degan* means drinking young coconut salad. This means that the bride and groom drink young coconut mixed with sweets. The denotation meaning of *gunjuk rujak degan* is a drink mixed with a sweet taste made from a mixture of brown sugar. This drink can only be drunk from the bride and groom and the parents of the bride. The connotative meaning, showing *rujak degan* has the meaning that something sweet should not be enjoyed alone, but must be shared with his family and the closest people in his family.

Mapag Besan

Mapag besan is the final stage of the *Panggih Manten* procession. As is well known, the *panggih manten* procession cannot be attended by both parents of the groom before arriving at the *ngunjuk rujak degan* stage. The denotative meaning of this stage is the momentum to pick up both parents from marrying the man who is at the gate to side by side with the in-laws, namely from the bride's parents in the aisle.

Meanwhile, the connotative meaning, by bringing together the parents of the two bride and groom, signifies the happiness between the two of them who witness their sons and daughters getting married. And trying to think of the bride and groom as their own children without distinguishing children from in-laws.

Sungkeman

This *sungkeman* is the closing part as a perfection of the Panggih Manten procession in Javanese custom. The meaning of the denotation is that the bride and groom will prostrate before their parents in turn. Where in this stage it is more sungkem to the parents of the bride who then changes to the two parents of the groom.

While the connotative meaning, at this stage it has the meaning that as a form of asking for prayers and blessings from the parents of the bride and groom to continue the household so that they can be happy afterwards as well as a form of request for mistakes and oversight or treatment as long as both are still the responsibility of both parents.

Conclusion

Culture in Indonesia has different uniqueness and characteristics. In this case it is like culture in a traditional Javanese wedding ceremony. In this traditional Javanese wedding, there is a procession called the Panggih Manten procession, where the bride and groom are brought together after the two of them carry out the consent qabul procession or after the two of them legally become husband and wife. In these various kinds of processions, panggih manten contains many meanings in it. This Panggih Manten is not just a biased procession, but has a goal and hope from the family and those closest to the bride and groom.

As for knowing about the meaning contained in this panggih manten process, a theory is needed, namely using semiotic theory. Semiotics is a branch of science that examines a given sign to find out the meaning in it. In studying the meaning contained in this panggih manten using the theory of Roland Barthes who uses denotation and connotation as concepts to find out whether objects that are seen have their own meaning or not. Where people who are outside the culture of the community do not know the true meaning or meaning or the meaning behind something they see.

Based on the results of research using the theory of Roland Barthes, in the panggih manten procession there are many meanings contained therein. Where each stage in the procession has a goal and hope addressed to the bride and groom who are getting married. The sign given in the procession is a prayer and hope from the families of the bride and groom in navigating their married life.

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THE ROLE OF PARENTS IN DAILY ACTIVITIES OF EARLY CHILDHOOD IN IMPROVING ENGLISH LANGUAGE SKILL

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Abstract

This research aims to determine the involvement of parents in children's daily activities in developing children's ability to understand English or improve English skills from an early age. This type of research is descriptive qualitative. The subjects of this study were 50 parents who had children aged 4-8 years. This research was conducted in the Pacitan district from February 8, 2023, to February 11, 2023. The data collection method used observation, interviews, and questionnaires via Google Forms. The researcher summarizes the observed data, analyzes the data, and concludes. The results of this research are based on a survey conducted; 85% of parents introduce English from an early age in various ways, such as teaching children through video, picture, or game methods, inviting them to sing in English, and inviting light dialogue.

Keywords: *The Role of Parents, Improving Skill, English Language, Child, Early age*

Introduction

English is the most widely used language in the world. Based on Statista Research Department, In 2022, around 1.5 billion people worldwide spoke English either natively or as a second language, slightly more than the 1.1 billion Mandarin Chinese speakers at the time of the survey (statista, 2022). Several schools have introduced teaching English in primary school, as (Butler, 2013) mentions, where English taught as a foreign language have begun introducing English at earlier grade levels in their curricula. This global phenomenon occurred due to the emergence of English as a world language, and it is widely spread in all countries across the globe. English has increasingly become an international language for international communication, transportation, commerce, banking, tourism, technology, diplomacy, and scientific research (Brown, 2007). This indicates that to have the language is to have access to global communication and global access to knowledge (Seargeant, 2009).

English education would be ideal if started early, especially before they turn 12. The prenatal stimulus is also essential in baby development, especially language skills (Ardhyantama & Apriyanti, 2021). This is because a child has a golden period for child language development. They are capable of learning any language just like native speakers, and so this period should be made the most of. (Cameron, 2001) say young children can learn a second language particularly effectively before puberty because their brains can still use the mechanism that assists first language acquisition. Furthermore, children at a particular age, between four to eleven years old, of the "golden age" are in the most vital years of their development (Ytreberg & Scott, 1990).

However, in Indonesia, English is not the mother tongue but the first foreign language. Indonesian children will have difficulty learning it. Learning outcomes of students who have learning difficulties, learning outcomes are lower when compared to their peers. Students who score below the Minimum Completeness Criteria can also be said to have learning difficulties (Izaak, 2016). Learning difficulties are often found in English (Kurniawan, 2019). This is because a foreign language is the language of another country that is not generally used in social interaction. (Crystal, 2003) English could be seen as a symbol of globalization, diversification, and progress.

He also argued that it is used in many fields of society. Therefore, its role could be maintained as a worldwide audience achievement tool. The use of English may indicate the

progress of globalization of a country. The position of English in Indonesia has resulted in the occasional use of English in social interaction. English is a complex language to learn because English is a foreign language not used in everyday life in Indonesian culture. Therefore, children's English skills must be developed. Children's English must be generated from an early age

In developing children's language skills, the role of the people around them is vital. The parent can positively influence their children's learning as the family is the most effective system for fostering and sustaining their long-term improvement (Pugh, 1998) as parents as the first school for children (Mitasari & Apriyanti, 2021). Parents favor language teaching young learners (Wati, 2016). This is necessary for children to interact with adults and other older speakers and play an essential role in supporting the development of children's communication skills (Copple, 1999).

Based on this, the role of parents in children's daily activities in developing English language skills is vital to study. To know how children's activities develop English language skills and the role of parents in supporting and providing assistance to early childhood in developing children's abilities to understand English or improving English language skills. What distinguishes this research from other studies is that the research location is in the Pacitan district, where previously, there has never been any research related to the role of parents in children's daily activities in developing English language skills being studied in this area.

Method

This is descriptive qualitative research. The data source of this research is 50 parents who had children aged 4-8 years. This research was conducted in the Pacitan district with analytical techniques, namely identifying problems regarding parental involvement in children's daily activities in developing children's abilities to understand English or improve English skills from an early age. Data collection starts from February 8, 2023, to February 10, 2023. The Data collection techniques were through observation, interviews, and questionnaires via Google forms. The researcher then summarizes the observed data, analyzes the data, and makes conclusions.

Findings and Discussions

This research examines parents' role in young children's daily activities in developing English language skills. The purpose of this research was to find out how children's activities develop English language skills and the role of parents in supporting and providing assistance to early childhood in developing children's abilities to understand English or improving English language skills. The results of the research that has been carried out will be discussed and presented as follows:

Activities carried out by children to improve English language skills.

Based on the results of questionnaires, interviews, and observations that have been made. Researchers make classifications as follows:

Table 5: Activities carried out by children to improve English language skills.

Activities	Number of Respondents
Watching movies/television shows	14
Learn and Practice	7
Reading and Writing	10
Invite to interact	5

Based on the table above, the research results are presented as follows :

Watching movies/television shows

Children often do these activities to improve their English skills. They watch videos or

movies on YouTube and television. This reaps children develop their English skills with this media. It makes children quickly understand and remember some of the vocabularies in the film or video. Early childhood is certainly very happy when watching television or movies. As stated by the research respondents as follows "*Anak sangat senang menonton cerita berbahasa inggris di youtube, menonton film kartun di televisi*".

Learn and Practice

Several respondents from the study stated that children often carry out learning activities while practicing "*berhitung sambil bermain, menghafal abjad dengan bernyanyi*." This will support children's English language skills because children carry out the two most important stages of learning, namely learning, and practice. Learning and training will make it easier for children to understand the material presented. Besides that, with practice, it will be easier for children to remember what they have learned.

Reading and writing

In children's daily activities, some respondents also said "*Anak Membaca buku cerita Bahasa inggris, menulis grammar, menyusun kalimat*". Children do this to improve their English skills because English is a foreign language. English is different from Indonesian in reading and writing, which is easy to understand.

Invite to interact

In everyday life, children cannot be separated from the interaction. Interaction between children and parents can develop language skills. Besides that, it can train children's imagination to think creatively. One of these interactions is like inviting children to talk about lessons learned at school; children are asked to retell what they have learned. This is also one way to develop English skills in children. This is in accordance with what the respondents said as follows, "*mengajak ngobrol, bermain bersama, mengajak anak berkarya*."

The role of parents in improving early childhood English skills

Table 6: The role of parents in improving early childhood English skills

Activities	Number of Respondents
Doing assistance	23
Conducting conversations	9
Give attention to children	10

Children's language development continues at the age of 4-8 years. Children use words and sentences that are near perfect. Children will convey whatever they know to their parents. He combines words, gestures, and facial expressions to make his discussion interesting.

In developing children's language skills, the role of parents is enormous. Based on the results of the research that has been done, the role of parents in improving English ability in early childhood can be done through various activities as follows:

Doing assistance

In terms of developing the abilities of early childhood, parents have an essential role. The role of parents in children's intelligence includes the role of parents as companions, namely the subject pays attention by helping children when they experience difficulties, giving freedom even though they are limited in time, being playmates and reading storybooks to children and the role of parents as teachers by knowing children's abilities, creating a physical and language environment, motivating and guiding children and giving examples or how to do it to children and the subject can be a model for children.

Conducting conversations about television shows or films that children watch, for example, by asking children who the characters are in the story and how the story goes. This can stimulate children to interact to increase the child's vocabulary and practice speaking.

Give attention to children so they can adequately develop their talents and potential. How far the child feels cared for, given freedom or opportunity to express his ideas, valued for his work or achievements, heard what is in his heart, there is no coercion or pressure, or threats against him, and gets educational services according to his age level and psychological development.

Conclusion

The role of parents is significant in developing early childhood English and helping children advance to a higher stage. Early childhood children must go through several steps when learning English as a new language. Some children go through this stage faster than others. They also have different characteristics and abilities, so understanding the stages of children learning this language is very important for parents to plan appropriate language learning activities. Children learn about the world because they experience it, so parents should be able to create learning environments and activities that are appropriate to their real-world contexts, and that allow them to explore and use their English, as well as that are appropriate to their developmental stages of cognitive, spatial, motor development language, their social.

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INCREASING STUDENTS' SPEAKING SKILLS THROUGH *MUHADHOROH* ACTIVITY IN NAHDLATUSSUBBAN BOARDING SCHOOL

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Abstract

This research aimed to find out the effectiveness of *Muhadhoroh* activity in increasing the students' speaking ability. This research is descriptive and qualitative. *Muhadhoroh* is an activity that involves students giving a speech in many languages in front of audiences. The researcher spread the questionnaire using paper media. The researcher collects the data on 10 February 2023. This study was conducted on a sample of 63 respondents from Nahdlatussubban Islamic Boarding School in Pacitan. The respondents are still of school age. The researcher used simple random sampling as a sampling technique. From the result, the researcher found that 84,13% (53 respondents) experienced becoming speakers in *Muhadhoroh* activity and 15,87% (10 respondents) are never experiencing becoming speakers in *Muhadhoroh*. The researcher also knows from the result that 97% (61 respondents) assume that *Muhadhoroh* can enhance their speaking skills. 3% (two respondents) are assumed that *Muhadhoroh* not increasing their speaking skills.

Keywords: *Speaking skills, Muhadhoroh, Public speaking*

Introduction

The average ability of Indonesian people is still considered low in communicating in public compared to other countries, but this ability continues to increase (Oktaveri, 2015). Even though the ability to speak and appear in public can be trained and learned (Novita et al., 2020). In general, communication has a role to determine the motion of life. Almost all activities both individually and in groups, socially, culturally, politically, economically, religiously, and relations between nations are carried out through communication (Umyun et al., 2023) Humans born in the world function as individual beings at the same time socially beings (Rafid, 2019). As individual human beings have personal space that is not shared with others and as for social beings' humans always interact with each other (Jamaludin, 2017).

Carrying out their role as social beings, humans certainly need communication between humans can interact with each other give each other comprehension and respond to massage (Aldiyansah, 2021). According to (Pahrudin, 2020), that communication has an important function in human life social being. Communication activities can be divided into two kinds, namely the formal and the formal and non-formal (Patiung, 2017). Communication in the formal realm means conveying information to interlocutors in official forums, with certain themes and with manners as well as official costumes, whereas communicating in the non-formal realm, means conveying information to the interlocutor unofficial situation (Maisarah, 2016).

Communication skills can be a provision for a personal career and social. Not everyone can communicate well naturally. Guidance and communication training is needed to improve skills for someone to be able to communicate well, especially internal abilities in rhetoric or public speaking. Public speaking is a person's ability to speak in public properly so that the message can be clearly conveyed and the purpose of speaking is immediately obtained Public speaking included in the communication studies family which includes discussing, debating, speeches, chairing meetings, presentations, moderator, master of ceremony and presenter as well as someone's ability to be able to speak in public, groups or individuals who need to use appropriate speaking strategies and techniques (Khoriroh & Muhyadi, 2015).

To achieve success in public speaking, it is necmadras continuous development of

potential for young generations. School is one of the containers that are expected to be able to print generations with good public speaking skills. Students are agents of change, is students must be able to change bad civilizations based on moral values and ethics under the vision and mission of the school. Students must be able to plunge into the middle of a pluralistic society that has thousands of different characteristics in everyone. So, it becomes a challenge for a student when he comes home from school (Frimayanti, 2022).

To practice public speaking, many methods can be used, such as methods carried out by school, especially special class dormitories, among others such as the method used by the special in Nahdlatussubban boarding school namely by using extracurricular *muhadhoroh*. *Muhadhoroh* is an activity or practice of speeches or lectures that are emphasized the skills of students using foreign languages. The technique of using words or language effectively is the skill of choosing words that can affect the communicant according to the situation and condition of the communication. According to (Setiawan, 2015) means that it *muhadoroh* is easily adapted to the situation and conditions and the time available if the limited time of material can be shortened and vice versa if the time allows as much as possible and more profound material can be delivered.

Students in Nahdlatussubban boarding school really need to study public speaking considering the condition of the community and the problems are very dynamic, not to mention the presence of various propaganda channels. We can state that *muhadhoroh* activities are not only useful in boarding activities *Muhadhoroh* can also help shape the character of students who are brave, assertive, respect other people's opinions, ladder to change, and work under pressure. *Muhadhoroh* is an activity that needs to be done in an educational institution because it can improve students' ability to speak in public or what is commonly called public speaking (Ajizah et al., 2021).

The problem in Nahdlatussubban boarding school is that students still have difficulty speaking well in public. There are many reasons behind the problem in improving students' public speaking skills through *muhadhoroh* activities : (1) students do not realize the importance of public speaking in life as self-sufficiency in the current era of globalization and the future coming, (2) the lack of methods used so that the speech is lacking varied, (3) lack of self-confidence of students in public speaking, (4) difficult students in memorizing speech texts and lack of public speaking skills, and (5) students are not able to master the audience (listeners) when giving a speech. Based on the problems in Nahdlatussubban boarding school continuous training and coaching is a step tough public speaking training with *muhadharah* activities, it is hoped that students can understand the speaking, material understanding, stage mastery, and understanding of the audience and can Increase students' speaking skill through *Muhadhoroh* activity in Nahdlatussubban boarding school.

Method

This research is using descriptive qualitative research method because the researcher wants to describe and elaborate on the implementation of the *Muhadhoroh* program as media to enhance the students' public speaking skills in Nahdlatussubban Islamic Boarding School, Pacitan. The researcher is taking the data from two schools that are still under the Nahdlatussubban Foundation, there are Nahdlatussubban Junior High School and Nahdlatussubban Islamic Senior High School. The primer data is the students' responses to the questionnaire. For the data collecting technique, the researcher is using a paper-based questionnaire by giving a series of questions that correlate to the research subject. The researcher collected data on February 10, 2023. There are 15 questions in the questionnaire. The sample of this research is the students in Nahdlatussubban Islamic Boarding School that have been experiencing the *Muhadhoroh* Program (63 students). The secondary data is from observations.

Findings and Discussions

3.1 Santri and Public Speaking

3.1.1 The students' experience of public speaking

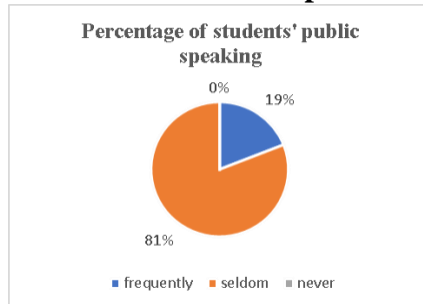


Figure 1. Percentage of students' public speaking experience

The first focus of this research, the researcher wants to know about the students' public speaking at Nahdlatussubban Islamic Boarding School. Figure 1 shows that 81% of respondents (51 students) seldom to speaking in public. They are rarely involved in events that required speaking skill ability. There are several reasons why they seldom to speaking in public. First, lack of media to enhance speaking skills. Even in learning activities in school, the teachers have rarely implicated students in activities that will enhance students speaking skills, such as presentations, discussions, practicing speech, and so on. Many teachers in Nahdlatussubban still use the lecture learning method. So, the teacher is the center of the learning activity.

Second, No speaking skills tutoring program in particular. In Nahdlatussubban there is no specific program that will guide the students to enhance their speaking skills. It is caused by a lack of teachers or tutors who can tutor the speaking skills of the students in Nahdlatussubban. As a result, lack of students who have public speaking skills well. So, when there is an event or competition only delegate the same student to the previous event. The 19% (12 students) are often experiencing public speaking. They often follow some events such as a master ceremony or presenters and also they follow some competitions like speech contests, storytelling contests, and debate contests.

3.2 Muhadhoroh as a Program to Increasing Speaking Skill

3.2.1 The implementation of Muhadhoroh in Nahdlatussubban Islamic Boarding School

The Muhadhoroh program in Nahdlatussubban become a monthly program that is held once a month. The committees of this program are students from grade X senior high school and grade VII junior high school the assistant committee. The first step of implementing the Muhadhoroh program is the preparation step. The committees will discuss the Muhadhoroh event, starting by setting the date of the event, determining the student's turn to give a speech, determining the language that will use in the speech, and discussing the location of the performance stage. Several languages will use in students' speech, such as the Indonesian language, English language, Arabic language, and Javanese language. The committee will draw the language that will be used and raffle the order of performance. Then, The performer will prepare the material for the speech.

how long the students' preparation for speech

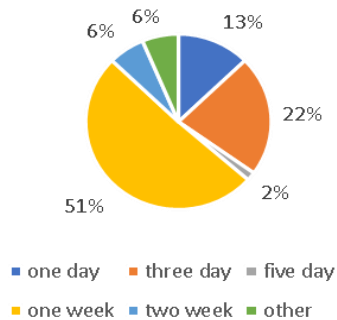


Figure 2. The percentage of students prepared for the speech

The researcher gives a question about how long for performers to prepare their speeches in Muhadhoroh. 51% of respondents (32 students) are preparing the speech for a week. 22% of respondents (14 students) are preparing their speech for three days. 13% of respondents (eight respondents) are preparing their speech in one day. 6% of respondents (4 students) are preparing their material for speech in two weeks. Four respondents are not answering because they not giving speeches yet.

Table 1. Students' obstacles during Muhadhoroh preparation

The obstacles	Number of respondents
Difficulty in material preparation	11
Getting nervous early	22
Committees' difficulties in preparing the event	11
No obstacle	12
Others	7
Total	63

As can be seen in table 1, students in Nahdlatussubban have some obstacles during preparing for Muhadhoroh. 11 respondents said that they have difficulties when preparing material for speech. The lack of media for searching the material becomes one of the factors. Students in Nahdlatussubban are forbidden to bring communication tools and electrical stuff such as laptops, handphones, audio speakers, and so on. So, usually, they use the reference book or borrow the teacher's laptop, but it has limited time. 22 students are getting nervous even before they perform on stage. Not only the speaker in *Muhadhoroh* but also the committees have problems preparing for this event. The committees' obstacles such as lack of coordination between other committees, problems when setting up the stage, problems when setting up the sound system, and coordinating the participant. 12 respondents said that they have no obstacles when preparing the *Muhadhoroh*.

After the preparation step, the students are performing a speech at Muhadhoroh event. They must perform for seven minutes long in front of the audience, there are other students and their teachers. After the event is over, the committees and participants held the evaluation as a medium for reflection and to find out the weakness of the committees and participant and revise it.

3.2.2 Can Muhadhoroh improve the students' speaking skills?

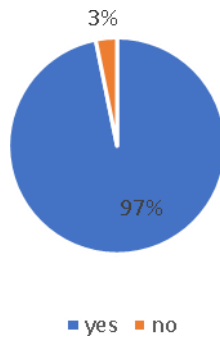


Figure 3. Students' responses about can Muhadhoroh improving speaking skills.

This research's main focus is the *Muhadhoroh* activity as a medium to improve students speaking skills. The researcher asked the students' perception of the *muhadhoroh* activity, can *Muhadhoroh* increase the students' speaking ability? Figure 3 shows that 97% of respondents (61 students) state that *Muhadhoroh* can improve their speaking skills. 3% of respondents (two students) consider that *Muhadhoroh* can not improve their speaking skills. The researcher also gives an open-ended question about their opinions on why *Muhadhoroh* can improve speaking skills.

Table 2. Students' opinions about Muhadhoroh

The reasons	Number of respondents	Percentage
Can increase self-confidence	18	29%
Strengthen mentality and courage	33	52%
Make a habit of speaking well	5	8%
Other	4	6%
Not answering	3	5%
Total	63	100%

Table 2 shows that according to 29% of respondents (18 students), the reason why *muhadhoroh* can improve speaking skills is that *muhadhoroh* can increase self-confidence and courage when speaking especially in public. Self-confidence is a very considerable thing when speaking in public because the speaker needs enough self-confidence to face the audience. According to (Aldiyansah, 2021) *Muhadhoroh* activities have a role that enhancing calmness and self-confidence. 52% of respondents (33 students) said that *Muhadhoroh* is a medium to strengthen mentality and courage. They assume that they are braver and more prepared when speaking in public because they have experience in delivering a speech in *Muhadhoroh*. 8% of respondents state that *Muhadhoroh* can enhance their speaking ability (make a habit of speaking well) because when students practice speaking more, their speaking will be better. Students will more aware of their errors in speaking when they more practice and try to fix these errors (pronunciation, grammatical).

3.2.3 The students' obstacle in Muhadhoroh

In *Muhadhoroh* activity, it required the public speaking ability to speak in front of an audience. But, in practicing public speaking speakers have obstacles or problems when facing the audience. According to (Brown, 2017) there are some problems in public speaking such as lack of confidence, lack of attention to the audience, lack of organization, lack of preparedness, and lack of time management. The respondents also have some obstacles in *Muhadhoroh*.

Table 3. The students' obstacles when delivering a speech

The obstacle	Number of respondents
Getting nervous	44
Difficult in speaking (spelling,	8

pronunciation)	
No obstacle	5
Others	6
Total	63

Table 3 shows that 44 respondents are getting nervous when they deliver a speech in *Muhadhoroh*. That is a common problem when students deliver a speech. It correlates with the student's self-confidence. Higher confidence that students have will enhance their public speaking ability. Their speaking will be enjoyable, flow, and not nervous when facing the audience. Sadly, in *Muhadhoroh* many students still don't know how to manage their nervousness. They can suddenly forget the focus of their speech. Many students still choose to produce humming when they got nervous and lost in what they will say. Difficulties in speaking are also included in obstacles in delivering the speech. As can be seen in table 3, eight students are got difficulties speaking. It includes difficulty in spelling and pronunciation. Moreover, when students deliver speeches in foreign languages like English or Arabic languages. It needs more attention because it has many tricky words and is difficult to speak. Five respondents have no obstacles because they have no experience to deliver a speech in *Muhadhoroh*.

3.2.4 The student's need for a mentoring session in Muhadhoroh

With the all obstacle above, the researcher thinks that the students need mentors to help with the preparation step before *Muhadhoroh*. The researcher gives a question about how students need a mentor or mentoring session before *Muhadhoroh*.

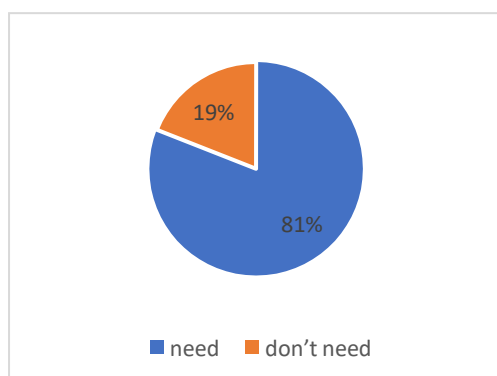


Figure 4. The percentage of students who need a mentor

Figure 4 shows that 81% of respondents (51 students) need a mentor to help prepare for *Muhadhoroh*. They said the mentor can help to teach how to speak well in public, how to write the material for speech, and teach the pronunciation or *makharijul huruf*. It definitely give a big impact on students instead of students preparing for themselves. 19% of respondents (12 students) are not required of a mentoring session because they said that they can prepare themselves for *Muhadhoroh*.

Conclusion

The result shows that *Muhadhoroh* is one of activity that can improve students speaking skills, especially in public speaking, because in *Muhadhoroh* students will practice delivering a speech in front of the audience. 97% of respondents said that *Muhadhoroh* can improve speaking skills, and 3% of respondents said otherwise. The biggest student obstacle in *Muhadhoroh* is getting nervous when delivering a speech. Proven by 44 respondents said that they get nervous when they deliver a speech. Eight respondents are having difficulties in speaking especially in spelling and pronunciation. 81% of respondents need the mentoring session before the *Muhadhoroh* is held. They said the mentoring session will help students to prepare their speech for *Muhadhoroh*.

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THE STUDY OF HYBRID LEARNING TOWARDS ENGLISH STUDENT'S LEARNING MOTIVATION DURING THE PANDEMIC ERA

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Abstract

The hybrid learning model is learning implemented by combining online and face-to-face methods. Meanwhile learning motivation is both a supportive factor and a hindrance factor. In achieving the learning goals, learning motivation is one thing that has a significant impact on student learning outcomes. This study aims to determine the influence of the hybrid learning model on the learning motivation of students in the English Education Study Program. This research uses a qualitative descriptive method. The subject of this study were the students of the English Education Study Program of STKIP PGRI Pacitan, consisting of students in semester 5. Conclusions were drawn using a questionnaire filled out by 25 students in an online form. The results of this study indicate that the hybrid learning model is effective for students learning motivation, this can be seen through the understanding of the material obtained. The students majorly agree that the hybrid learning method can be applied in a pandemic situation.

Keywords: *Hybrid Learning, Effectiveness, Learning Motivation*

Introduction

Corona Virus has become a serious problem in several countries including Indonesia in the last two years. Corona or mentioned as Severe Acute Respiratory Syndrome Coronavirus 2(SARS-CoV-2) is a new virus that infected the respiratory system or Coronavirus Disease (COVID-19) (Wahidah et.al, 2020: 182). The source of this pandemic was in Wuhan, China. At the end of 2019, the spread of Coronavirus was so fast all over the world. WHO declared that the Coronavirus disease 2019 outbreak becomes a pandemic around the globe on March 11, 2020 (Park, 2020). By March 29, 2020, the virus has spread to more than 177 around the world (Dempsey, 2020). The impacts of this virus were so serious not only to the health system but also to all of the human living aspects such as economic, social activities, education, and other activities as well. On March 2, 2020, Indonesia reported two confirmed cases of COVID-19, and more and more were confirmed positive for corona, on March 16 there were 10 positive cases of COVID-19 (Dewi, 2020:56). To prevent the wild deployment of the virus, the President of Indonesia Joko Widodo established a Large-Scale Social Restrictions (PSBB) policy. This Large-Scale Social Restriction Policy applies to restrictions on religious activities, restrictions on activities outside the home, and workplace holidays, as well as applies to the world of education, such as school holidays at all levels of school.

Focusing on education, every nation views education as an important thing because with the help of education, a person will be able to develop the skills and character based on the aspirations and determination that can be achieved. Education is useful for developing students' intelligence, which consists of intellectual, spiritual, emotional, social, and kinaesthetic intelligence (Kartikasari et.al., 2018: 127). For two years since the COVID-19 pandemic, education in Indonesia has gone completely online. Various learning arrangements were made based on government directives by the Ministry of Education and Culture (Kemendikbud). These adjustments are included in Circular No. 2 of 2020 on COVID-19 Prevention and Control of the Ministry of Education and Culture and the Circular No. 3 of 2020 on COVID-19 prevention in educational units.

The government applied this online learning method where the students' study from home by using online equipment such as a smartphone or computer under the guidance of

parents. This online method was done to prevent the spread of COVID-19. Online learning has left some problems which caused in decreasing the quality of education. Among them is the delivery of learning material that is not optimal (Andini et, al, 2022), the learning process which tends to be independent because the learning process puts more emphasis on assignments than there is the delivery of material so that students do not focus on learning. The children had limited understanding related to the material (Apriyanti, 2020). Online learning also makes it difficult for teachers to instill moral values that apply to students because teachers cannot directly witness the behavior of their students when participating in online learning (Andini & Widayanti, 2020). Not only from the teachers' and students' problems but also from the parents as well. Focusing on the parental problem such as the parents' can not concentrate on guiding their children, the limited ability of them about technology, being distracted by other work, and other problems. That is why government need a new model of learning method to overcome the problems.

After two years of dealing with the pandemic, Indonesia and some other countries have started living with the virus, people can carry out normal activities if health protocols are properly followed. As the number of COVID-19 cases has decreased, the Government of the Republic of Indonesia, through the Ministry of Education, Culture, Research, and Technology, has allowed schools to conduct face-to-face learning processes on a limited basis. In the educational context, Indonesia plans to introduce hybrid learning, which combines face-to-face (f2f) and online learning (Ministry of Education and Culture, 2020). According to Thorne, (2003), Blended Learning is a dynamic that brings together the developments and innovations offered by online learning with the interactions and involvement of traditional learning (Kifta et al, 2021). Another expert also defined hybrid learning as a combination of face-to-face learning and online learning (Mucshini and Siswandari, 2020: 6). This combination of learning adapts to the learning objectives to be achieved (Arifin & Abduh, 2021). Shi et al, (2003) argue that hybrid or blended learning has become a promising approach to produce new learning environments that increase learning efficiency and enrich learning experiences. This combination learning method is one of the best solutions that is applied by the government in this situation. It is expected that with this hybrid learning method, learning activities can still be carried out without causing some reductions in the quality of education that occurred during the pandemic era. In this research, researchers want to find the effectiveness of hybrid learning to increase the learning motivation of English Study Program Students in semester 5 of STKIP PGRI Pacitan

Method

It is kind of a qualitative descriptive study. The qualitative descriptive method is based on the philosophy of post-positivism which is used to study the condition of natural objects (as opposed to experiments) where researchers are the key instrument (Sugiyono, 2016: 9). The setting of this study was STKIP PGRI Pacitan conducted on 30 January 2022 - 6 February 2023. Meanwhile, the subject was 25 students in semester 5 of the English Education Study Program. Further, the primary source of this study was the 25 respondents, and the secondary source was relevant documents. Moreover, the technique of data collection was a questionnaire with the structured question in the form of an online questionnaire as its instrument. The stages of the data collection were as follows: 1) distributing questionnaires to students in semester 5 of the English Education Study Program STKIP PGRI Pacitan; 2) saving all answers from the respondents; 3) asking for an opinion regarding the effect of hybrid learning on the learning motivation. Finally, the data analysis was employed through the following processes: reduced, displayed, and concluded.

Finding and Discussion

In this part, the researcher answered the following problems: 1) the supporting aspects to conduct online learning; 2) the positive effects of online learning; 3) the understanding of material during online learning; 4) the understanding of material during face-to-face learning. 5) students' perception about hybrid learning.

Table 1. The supporting aspects to do online learning method.

Supporting Aspects	Number
Device and Signal	21
Flexibility of time	4
Total	25

Based on the data in table 1, it can be seen that of the 25 respondents in this study, 21 respondents stated that they used supporting aspects when learning online with devices and networks. The device they mentioned such as smartphones, laptops, and computers. Also, the supporting signal becomes the main aspect to do online learning besides devices. The delivery of material will be maximal if the signal is good. Meanwhile, four respondents stated that the time used in online learning was more flexible. It means students can do other activities as well when they were doing online learning. From the answers of these respondents, researchers can find out that the most important aspects of the online learning process are devices and signals.

Table 2. The positive effects of online learning.

Positive Effects	Number
Know advanced technology	18
Flexibility of time	7
Total	25

In the second table, it can be seen that the positive effects of online learning are written with positive effect numbers with a description of 18 respondents claiming that the positive effects of online learning systems can help students recognize advanced technology, while seven other respondents admit that the positive effects of online learning systems can be flexible time. The majority of students can do other activities as well but they still can follow the process of online learning.

Table 3. The understanding of material during online learning.

Understanding of Material	Number
Maximal	0
Not maximal	25
Total	25

Based on the third table, it can be seen that students' understanding of the material when learning online with the overall information from 25 respondents stating that it was not optimal, this was motivated by several obstacles such as network constraints, internet quota, and getting

bored easily. Even though there were supporting devices to do online learning, most of the students still experienced signal and network problems. Not only from students' problems but also from the teacher. Interestingly delivering material is the key to the success of a learning process. The lecturer must be innovative to prevent the student's boredom. In this case, some of the lecturers when conducting online learning were not interesting and caused students to get bored easily which cause them not interested in learning and understanding the material provided.

Table 4. The understanding of material during face-to-face learning.

Understanding of Material	Number
Maximal	25
Not maximal	0
Total	25

Based on the fourth table, it can be seen that students' understanding of the material when learning is face-to-face with the overall information from the respondents stating that it is optimal, this is because delivering material directly will be easier for students to accept.

Table 5. Students' perceptions of hybrid learning

Students' Perception	Number
Proper method	25
Less effective method	0
Total	25

The fifth table shows students' responses regarding perceptions of hybrid learning. It can be seen that 25 respondents stated hybrid learning is the right method and can simplify and also expedite the learning process so that the learning process runs optimally to be applied at the end of the pandemic era. Most of the respondents agree that hybrid learning will be optimal when applied in the right conditions and with supporting aspects such as devices, network, signal, and the way of lecturer delivers the material.

Conclusion

Hybrid learning is one of the right options and alternative learning models that is suitable to be implemented during the current COVID-19 pandemic. This method is to combine traditional learning models with online multimedia-based information technology. Through hybrid learning, technology and online learning can facilitate students' knowledge not only from face-to-face learning but also from outside the class. In terms of technology supporting devices and networks are needed when conducting hybrid learning. However, the learning process cannot be separated from the guidance of teachers or lecturers' Various guidance for students who do hybrid learning, teaching material must be planned in detail, especially in solving student's problems. In the learning material preparation, the teacher or lecturer must use the method of solving tasks in the description that is provided with the student's task sheets. After all, the effectiveness of the learning was well achieved with the help of model hybrid learning and the motivation of students will increase.

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THE EFFECTIVENESS OF FICTIONAL STORIES IN IMPROVING STUDENTS' SKILLS IN READING AND WRITING

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Abstract

The research aims to know the effectiveness of fictional stories in improving students' reading and writing skills. The data was collected using Google Form filled out by respondents on Thursday, February 9th. The findings showed that 21 respondents, four males, and 17 females, are interested in reading a fictional story. 52,4 % of the respondents are motivated to read because of the fictional story. Also, 61,9 % of respondents claim that writing a fictional story is more accessible than a nonfiction story. Four commonly read genres are family, romance, education, and friendship. The respondents also shared the benefit of reading and writing a fictional story. For respondents, reading fictional stories inspires and motivates them to think more creatively. Reading fictional stories also adds insight and entertains respondents.

Keywords: *Fictional Stories, Reading, Writing.*

Introductions

Indonesia has an abundance of excellent human resources. Based on data from the Directorate General of Population and Civil Registration (Dukcapil) of the Ministry of Home Affairs, Indonesia remains the world's fourth-largest population and the first in Southeast Asia this year. More than half of Indonesian citizens are of productive age, accounting for more than half of the population. Productive age is an approach that emphasizes the positive aspects of growing older and how individuals can make significant contributions to their own lives, their communities and organizations, and society. We realize that the role of children of productive age will have a substantial impact on Indonesia's progress, particularly in the field of education. Indonesia can compete with other countries when its skills are developed and applied.

One of the primary abilities that must be possessed is literacy skills or reading and writing. Hasan (Farihatin, 2013) stated that literacy skills are essential in academics, and language development must be mastered from childhood (Ardhyantama & Apriyanti, 2021). Literacy is not just being able to spell and write letters but also understanding the meaning of reading and writing. Based on a survey conducted by the Program for International Student Assessment (PISA), released by the Organization for Economic Co-operation and Development (OECD) in 2019, Indonesia is ranked 62nd out of 70 countries or is in the bottom ten countries with a low literacy rate. According to Purwanto (Nurdiyanti, 2010), Indonesian society is illiterate; people who can read but do not want to make reading a daily activity, so many people are not used to reading or even understanding a text. Another factor is the school environment, which discourages students from improving their literacy skills. Many teachers are solely concerned with teaching, while students are expected to listen to their explanations. This is known as a teacher-centered learning environment. As a result, students prefer listening and talking to reading. Aside from reading, the ability to write remains low among the Indonesian population. According to the results of an IEA survey on children's reading and writing abilities in Indonesia, approximately 50% of sixth-grade elementary school students in six provinces assisted by the Primary Education Quality Improvement Project (PEQIP) cannot compose. Although sixth graders should be able to write at least short stories, understanding writing will be necessary for students of a productive age to be able to solve a problem and write properly and correctly because it will be helpful in the future.

Based on the preceding statement, people must be able to identify the source of the

problem and provide the appropriate solution to overcome it. There is a solution in this study that is expected to improve the reading and writing skills of students of productive age. Tarigan (2008) stated, "There is a strong bond between writing and reading." When we write something, we hope that it will be read by someone else or that we can reread it later." Using fictional stories is one of the efforts that can be made to improve the reading and writing skills of productive age students.

Fictional stories are frequently depicted as contradicting real-world events. Fiction is a narrative work in which the content does not imply or refer to historical facts (Abrams, 1981:61). The author cannot be held accountable for whether something in fiction is true. Fables, witty fiction, sagas, romance, and other fictional stories abound. Fiction is a literary work in which the content is created by the imagination rather than facts (Milhorn, 2006). Fictional stories are frequently associated with fiction stories.

In contrast to nonfictional works, all characters, events, and locations described in fiction are fictitious. Reading fiction can help readers' imaginations so that they can generate a lot of inspiration when writing short stories or fiction. People can use fiction stories to express their imaginations and ideas in written form. According to (Syarif, 2020), writing is easy if you have writing, willingness, sensitivity, knowledge, creativity, hard work, intelligence, thoroughness, and sincerity. Suppose writing is based on several things conveyed by (Dinanti and Ardiansah, 2020). In that case, writing will be fun and easy to do because no burden will overshadow the writing process. Writing as a language activity cannot be separated from what one gets from listening, reading, and speaking because it can provide valuable input for writing and help writers to develop ideas. Also, according to (Widiastuti, 2017), writing is a language skill that aims to provide all forms of information from the author to the reader.

(Quinn, 2022) Reading fiction books to learn English is one of the most effective ways to improve your language skills because fiction books are the most enjoyable things to read! English storybooks help extend your vocabulary in a "natural way" by entertaining you and engaging your mind in ways many English classes can't. Our experience is that students who read in English improve in every area of language learning more quickly than students who don't read. They learn English through stories, building on what they know in their English classes.

Partoursastro in Subaedah (1999:12) stated that if students are motivated to learn a lesson, they will always try to understand it. In other words, a lack of motivation may influence a decrease in activity intensity. Thus, engaging in fictional stories can inspire students to improve their literacy skills. It can also encourage students to collaborate on the creation of an account. In this study, researchers conducted research on several students to find out the formulation of the problem as follows :

1. Can students easily understand the plot of a fictional story?
2. Do fictional stories motivate students to read more?
3. The advantages of reading fiction.
4. The advantages of writing fiction.

Method

The method used in this research was qualitative. (Moleong, 2017) stated that qualitative research intends to understand phenomena experienced by research subjects, such as behavior, perceptions, motivations, actions, and others, holistically and using descriptions in words and language in a particular natural context using various natural methods. This is also clarified by (Hendryadi, 2019), who stated that the qualitative method is a process of naturalistic inquiry that seeks an in-depth understanding of natural social phenomena. Qualitative research emphasizes quality over quantity, and data is collected through interviews,

direct observation, and other official documents rather than questionnaires. The researchers collected data using the Google platform.

The objects in this study were students of their productive age. The researchers obtained 21 respondents consisting of four males and 17 females who were still productive. In this study, the effectiveness of fictional stories will be recognized to increase students' interest in reading and writing as well as the influence on improving students' abilities in reading and writing.

Findings and Discussions

Researchers conducted this research by conducting research in the form of a questionnaire to the respondents. Data were obtained from 19 respondents, with details of seven elementary school students, eight junior high school students, four high school students, and two respondents who did not answer. The instrument used is Google Forms. From the research results, all respondents stated that they had read fiction through books, applications such as webtoons and Wattpad, and social media such as Facebook, Twitter, and so on.

After conducting sampling, there are four problem formulations to be discussed by researchers, as follows: students' ability to understand a fictional story, things that make fiction easier to read and write, presenting the benefits of reading fiction, and presenting the benefits of writing fictional stories.

Understanding The Storyline of a Fictional Story

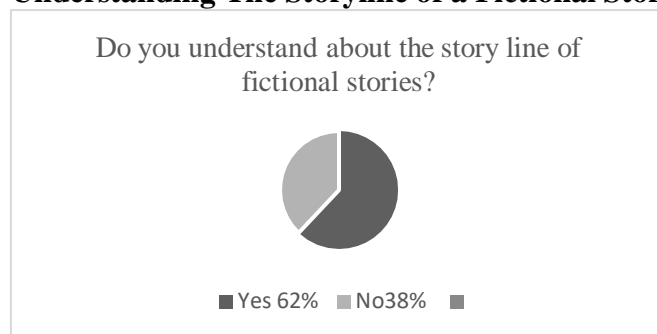


Figure 1. Students Understanding of The Storyline of Fictional Stories.

Based on these data, as many as 62 percent of students could understand fictional storylines easily, and 38 percent had difficulty understanding fictional storylines. Fictional stories are literary works based on the author's imagination. Therefore fictional stories are imaginative. The stories presented are not based on real stories or events. However, some fictional stories can be inspired by actual events or experiences experienced or seen directly by the author. Fictional stories can be in novels, short stories, and so on. Because the language structure is easy and the stories are close to everyday life, fictional stories will be easier to understand.

Fictional Stories are Easier to Understand

Table 1. Description of Students' Reason

	<u>Number</u>
Interesting	7
Light Topic	6
Informal Language	2
Relate to Real Life	6
<u>Total</u>	<u>21</u>

Referring to Table 1, seven respondents are interested in fictional stories. Respondents are interested in the stories presented in fiction in various genres, ranging from friendship, family, love, mystical, and others. Then, six respondents like fiction stories because the topics are light and easier to read because fictional stories are usually used as an option to entertain

themselves. Then two respondents liked fictional stories because the language used was informal language. Finally, six respondents stated that fictional stories are also easy to understand because they are often related to real life, so they can feel what the characters in the story feel.

Fictional Stories are Easier to Write

Table 2. Description of Students' Reason

	<u>Number</u>
Self Imagination	12
Informal Language	6
Self-perspective	3
Total	21

Table 2 shows that 12 respondents stated that it was easy for them to imagine when writing fictional stories. Then six respondents found it easy to write fictional stories because they only needed to use the informal language used in everyday life. And three respondents stated that they could write fiction because it was according to their respective wishes. Fiction stories do not have to be based on accurate information because stories are only developed based on the author's imagination.

Fictional Story to Increase Students' Motivation at Reading and Writing

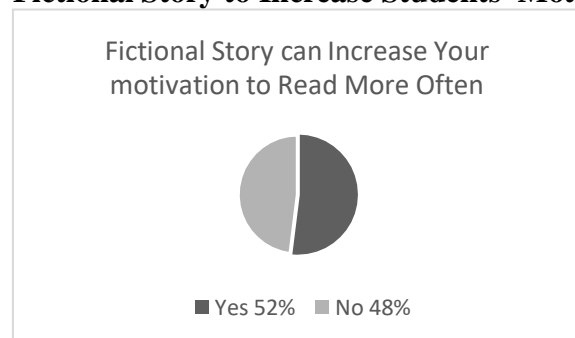


Figure 2. Students' Motivation for Reading and Writing

Based on the data above, it can be seen that 52% of respondents can increase their motivation to read fiction. At the same time, 48% of respondents are still not motivated to read and write through fiction. As previously discussed, students feel many conveniences when writing and reading fiction rather than non-fiction stories or other literary works. This can then increase students' motivation to read and write more often.

Benefits of Reading and Writing Fictional Stories

Table 3. Description of Students' Perception

	<u>Number</u>
Creative, Innovative	6
Increase Knowledge	3
Entertainment	4
Gain Motivation	5
Increase Vocabulary	3
Total	21

Based on data from table 3, all respondents stated that fiction stories could benefit them in improving their reading and writing skills. A total of 6 students said that reading and writing fictional stories could foster creativity and innovation within them. Writing a story based on imagination will undoubtedly foster a creative and innovative spirit in students. In addition,

three students stated that the benefits of increased knowledge could be felt. Currently, fiction stories have overgrown. Many fictional stories are easily found in bookstores, reading apps, and on social media. When reading fictional stories, we will get many new things, and by writing fictional stories, we will automatically get new knowledge which can then be developed into a story. There are still many benefits that we can feel when reading or writing fictional stories, such as increasing motivation to read and write, as entertainment, and increasing vocabulary.

Conclusion

Based on the research results, it can be concluded that fiction stories can improve children's ability to understand a text, write or compose a story because they are simple to understand, relevant to their daily lives, and align with their imagination. When children do something they enjoy or are made to enjoy doing, it makes it easier for them to understand. Therefore, parents or schools can assign fictional story readings to students. It is certain that with themes and content that contain education, fictional stories can still benefit students' futures.

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ANALYSIS OF SYMBOLIC MEANING IN TRADITION NGAMPİRNE WETON IN JATIGUNUNG VILLAGE TULAKAN PACITAN DISTRICT

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Abstract

The Ngampirne Weton tradition is a tradition of commemorating someone's birthday according to the Javanese calendar, which is still carried out in Jatigunung Village, Tulakan District, Pacitan. The purpose of this study is to find and explain more deeply the meaning of denotation, connotation, and myths in the food served in the Ngampirne Weton tradition in Jatigunung Village. The research method used is Roland Barthes' Semiotics analysis method with a qualitative approach. Collection of interview data with Jatigunung village leaders, and documentation. The results of the study show that in the Ngampirne Weton tradition in Jatigunung Village, the meanings are denotation, connotation, and myth. The food which is a symbol of this tradition is memetri, buceng, memule, punar sejodo, jenang abang, jenang sakwernine jenang, and toya sejodo.

Keywords: *Meaning, symbolic, Ngampirne Weton tradition*

Introduction

Java is one of the tribes in Indonesia that is still thick with its culture and customs. Each culture has its own uniqueness, as is the case with culture in Java. Its uniqueness can be seen from the beliefs of the people, language, arts, and traditions. Culture is a system of values, symbols and behavior of human life in a form that is unique to society. A culture associated with a community tradition must have the values contained in the culture. As in Jatigunung Village, Javanese culture is still strong. One of the traditions that is still being carried out today is the Ngampirne Weton tradition. Even though times have become more modern, sophisticated, and have a rational mindset, this has not made the people who live in Jatigunung Village, Pacitan Regency, leave this Ngampirne Weton tradition. The Ngampirne Weton tradition includes the slametan tradition in Java. The slametan is performed for all purposes related to events that one wishes to commemorate, atone for, and consecrate with the aim of asking for safety, well-being, and happiness in life.

The Ngampirne Weton tradition is a tradition carried out to commemorate someone's birthday according to the Javanese calendar. In contrast to birthday celebrations which are held once a year, the Ngampirne Weton tradition can be carried out 9 to 10 times a year. This is because weton is calculated using the Javanese calendar whose calendar cycle lasts for 35 days or the Javanese call it selapan. The Javanese calendar only has 5 days, namely Pon, Wage, Kliwon, Legi and Pahing. For example, someone who was born on Wednesday, January 4 2023. If you look at it from the Javanese calendar, this person has weton Wednesday Kliwon. So the Ngampirne Weton slametan can be held on Wednesday Kliwon. The implementation of this wetonan has different characteristics from each region even though the value and purpose of this wetonan ceremony are the same, namely asking for safety. In salvation, there are many offerings that have meaning and are symbolic in various traditions intended to minimize various evils. Likewise in the Ngampirne Weton tradition, in this slametan tradition several foods are served. This food is not only to be enjoyed, but as a symbol or symbol that contains prayer. These offerings must be in harmony with the purpose and function of the slametan. The symbolic meaning is embodied in the shape, color, and ingredients of the food served. The

types and procedures for presentation have also been regulated in such a way according to agreed rules so that they are not arbitrary.

Semiotics

Semiotics is a field of science or an analytical method used to study signs (Rahmawati, 2017: 66). Semiotics deals with everything that is considered as a sign. Hendriyanto (2013: 93) states that semiotics is a study related to the production, interpretation of signs, ways of working, and their benefits to human life. Meanwhile, according to Barthes (2006: 156-157), semiotics is a science related to form, because the study of marking is different and separate from the content of its meaning. In this case, semiotics is not something metaphysical, but one of the various sciences that is needed. In semiotic analysis which will determine meaning, Roland Barthes has more attention to the theory of two-stage meaning systems or two-stage signification (two orders of significance). The first signification stage is the relationship between signifier and signified in an external reality sign. Barthes calls it denotation, namely the most real meaning of signs. Connotation is the mention of the second stage of significance by Barthes, which interprets interaction when a sign meets the reality or emotions of the reader and the values of culture.

According to Bathes, connotation is synonymous with a way of thinking called "myth". Myth has a function to reveal or provide a truth for a dominant value in a certain period (Sobur, 2013: 711). Myths are stories that a culture uses to clarify or understand some aspect of reality or nature. For Barthes, myth is a way of a culture about something, a way to conceptualize or understand something. Barthes thought of myths as links in a chain of related concepts. In the study of semiotics, the object of study is not only limited to linguistic signs, but all objects that may not look like a sign. Tradition is basically a form of use value or function but does not look like a sign in general. Tradition is basically a culture, use value, ideology, or even a form of intercommunication group can be an object as a sign. This is caused by anthropological-philosophical issues about the status of signs in human life. To get meaning through the sign system of symbols in a tradition, symbolic awareness and imagination that is sensitive to the position of symbols is needed. The symbol is a symbol of something including language (Hendriyanto, 2013: 25).

Traditions have changed from time to time both on a large and small scale. Tradition is a culture that is considered good which is still carried out and passed down from generation to generation for generations in society whose existence is maintained and preserved (Aziz, 2020: 8). Tradition is not something that cannot be changed, it can be combined with a variety of human actions and taken up as a whole. Because humans make traditions, humans can also accept them. One tradition that is still being carried out today is the wetonan tradition. This tradition in various regions in Indonesia has its own designation and procedures. In Jatigunung Village, Tulakan District, Pacitan, the wetonan tradition is called Ngampirne Weton. The word "ngampirne" means inviting to stop by and "weton" means calculating the day of birth or the Javanese calendar. The Ngampirne Weton tradition is carried out on birthdays according to the Javanese calendar. In the Javanese tradition, Ngampirne Weton includes slametan or celebration activities. Slametan is a food alms ceremony and a joint prayer that aims to ask for safety and peace for the family members who organize it (Purwadi, 2005: 22).

Food in every Javanese traditional procession is a form of gratitude to the Creator as well as a symbol of the prayers that are said. The Javanese people believe that prayers delivered accompanied by offerings are a form of sincerity. Therefore, the food served in the Javanese tradition, one of which is Ngampirne Weton, cannot be arbitrary because the food contains meaning and prayer. The offerings must be in harmony with the purpose and function of the slametan. The content of this philosophy is manifested in the shape, color and ingredients of

the food served. The types and procedures for presentation have also been arranged in such a way according to agreed rules.

Previous Research

Nurhayati, Sri. , (2022), the results of a study on the procession of meeting *manten*, it can be seen that men are the leaders in the household compared to women, and there is a myth according to public belief. After carrying out the wedding procession "*meeting manten*", this has household harmony, peace and harmony. Researchers conducted a research study in Pacitan Regency, after the Covid-19 pandemic. Hendriyanto A, et al, (2019)), a road show for the art of *Kethek Ogleng Pacitandi* at tourist attractions in Pacitan, to introduce Pacitan cultural arts as well as foster the creativity of artists and their supporting community. The cultural arts of *Kethek Ogleng Pacitan* contain local wisdom values (Hendriyanto A. et al., 2019); ecological intelligence in students (Hendriyanto A. et al., 2018); as well as Javanese philosophical values in *Kethek Ogleng* (Hendriyanto A. et al., 2018). This research has similarities with Pacitan's local culture but uses different studies. Based on the explanation previously described, the researcher is interested in carrying out research with the title "*Analysis of Symbolic Meanings in the Ngampirne Weton Tradition in Jatigunung Village, Tulakan Pacitan District*". Barthes.

Method

The approach used in this study is a qualitative approach by describing the procession of *ngampirne weton*. The qualitative descriptive research method produces a data description in the form of written or spoken words about the characteristics of an individual, state or symptom that can be observed by Lexi Moleng 2020. This study uses Rolands Barthes' semiotic study, which studies and examines the nature of the existence of a sign. which examines the understanding of the meaning of denotation, connotation, and myth. The location of the research was RT 02/RW 09, Plapar 2 Hamlet, Jatigunung Village, Tulakan District, Pacitan Regency. The research was carried out in January 2023. Data collection techniques used by researchers are using field techniques, by using the method of observation, interviews, and documentation. Observation is a technique of collecting data by observing what is being studied. An in-depth interview technique with community leaders or elders in Plapar 2 Hamlet who usually lead the prayer during the *Ngampirne Weton* procession. The technique of determining this informant is by purposive sampling technique, namely the researcher has determined a number of informants according to the objectives to be obtained. Documentation is a data collection technique by recording and retrieving documents such as photos needed in research.

Finding and Discussions

Ngampirne Weton Tradition Procession

The *Ngampirne Weton* procession is carried out by inviting close neighbors and serving food. After the invitees arrive, an elder or someone who is deemed capable will offer an intention and a prayer in Javanese containing a request for protection from God Almighty. After that, there will be a meal together. The *Ngampirne Weton* tradition has several positive messages, including increasing spiritual intelligence. by performing the *Ngampirne Weton slametan*, the community believes in the greatness and power of God Almighty. Teaching to share, someone who holds a *slametan* means that he has set aside some of his sustenance and distributed it to others in the form of food. Carrying out the *Ngampirne Weton slametan* can also strengthen friendship ties. Inviting neighbors and close relatives can foster an attitude of togetherness and kinship. Preservation can be carried out collaboratively between parties by

considering various factors including mental factors and objectivity (Hendriyanto A, Sutopo B, 2019). The values in the ngampirne weton tradition must be preserved because they have local wisdom values that must be passed on to future generations.

The tradition of ngampirke Weton, in principle, is the same as the local culture of Pacitan such as the Ruwat Badut Sinampurno ceremony in which it contains how humans relate to nature in order to prevent and control all disasters caused by nature, especially those related to disease outbreaks (Hendriyanto A. et al., 2019). The traditional Tetaken ceremony of gratitude as farmers and gardeners within 1 year (Hendriyanto A. et al., 2021); as well as the traditional marine cricket ceremony Genggong as a manifestation of gratitude for abundant marine products (Hendriyanto A. et al., 2020). Every *slametan* tradition by the Javanese people must have food or offerings served. These foods are believed to contain a certain meaning. In the Ngampirne Weton *slametan*, the meaning of each offering will be recited together with a prayer in Javanese “*Memetri sekawan gangsal pancer. Memule kakang kawah adi ari-ari. Punar sejodo njemukne malaikat, nabine, waline. Jenang sakwernine jenang, jenang gangsal werni inggih menika sageto ngayomi rina lan wengi. Sak aturan malih toya sejodo minangkani ingkang pethak saking bapa ingkang abrit saking biyung, pramila dimaknani toya sejodo sageto jenjem tentrem slamet wilunjeng saklami laminipun*”.

The Meaning of Denotation, Connotation, and Myth in the Ngampirne Weton Tradition

1. *Memetri*

Memetri is white rice that is shaped like a cone or called *pancer* and surrounded by rice that is formed as a circle) totalling four pieces. In addition, vegetables are also given which are placed in small cups on the edge of a plate or tray. The connotative meaning of *Memetri* is shaped like a cone in the middle symbolizing oneself (person), then four rice which are shaped round to respect the house it is occupied, honouring the ancestors, and also as a symbol of asking for protection from the Almighty to be given safety and blessings. The results of the study from (Nurhayati, Sri. , 2022: 188) explain that the second stage, namely connotative meaning, relates to the interaction that occurs when a sign meets an emotional feeling from its readers and from its cultural values, consisting of the meaning of the subject and in subject. Connotation at the subjective level has a meaning whose presence is not realized. The mythical meaning of *Memetri* is that it can prevent disaster and distress as well as bad things, especially in a household.

2. *Buceng*

Buceng is white rice in the shape of a cone topped with *urap* or *krawon*. *Krawon* are vegetables that are boiled and mixed with seasoned grated young coconut. The connotative meaning of *Buceng* is as a symbol of guidance or help. *Buceng* is an acronym for the phrase "*nybuto sing kenceng*" which means to say God's name seriously. The use of white rice in *buceng* is a symbol of purity. So it can be concluded that *Buceng* has the meaning to always remember and ask for help from God Almighty with a pure heart. The *Urap* or *Krawon* that surrounds the *buceng* also means that in social life, humans must be able to mingle and be useful to other people, the environment, and their nation. The myth of the *Buceng* is that during the *Slametan* the *Buceng* must be torn down, even if you don't eat the *Buceng* it cannot be intact or still have a cone shape.

3. *Memule*

Figure 3, is the denotation meaning of *Memule* is rice that is shaped into a circle, although it is not perfect and only half a circle. *Memule* is different from *Buceng* because the tip is not sharp. In the Ngampirne Weton tradition, two *Memule* plates (a pair) are used with side dishes that surround the rice. The connotation meaning of *Memule* is as a prayer for the ancestors, the number of *Memule* two symbolizes prayer to male and female ancestors. The mythical meaning

of *Memule* means going home. People believe that by *Memule* the ancestors visit and pray for the person who is doing the *Slametan*.

4. *Punar Sejodo*

Punar Sejodo is yellow rice (rice cooked with a mixture of coconut milk, salt, turmeric and bay leaves) in the amount of two cone-shaped pieces with side dishes surrounding them. The connotative meaning of *Punar Sejodo* is that yellow rice symbolizes prosperity, so by making yellow rice it is hoped that the people will get prosperity and prosperity. The mythical meaning of *Punar Sejodo* is about belief in *Allah SWT*, angels, prophets, and saints.

5. *Jenang Abang*

Jenang Abang is *Jenang* which means porridge and *abang*, which means red. The denotation meaning of *Jenang Abang* is porridge made from rice flour, water, and palm sugar or brown sugar. The connotative meaning of *Jenang Abang* is that the red color symbolizes courage. This courage is associated with protecting people from things that are dangerous and to get security and safe. The mythical meaning of *Jenang Abang* is that people believe that *Jenang Abang* can ward off evil spirits that can spread disease or disaster.

6. *Jenang Sawernine Jenang*

it is colorful porridge made from rice flour and water added with small pieces of banana leaf, turmeric and coffee. It consists of four colors of *jenang*, namely: 1) *White Jenang*, white rice flour porridge; 2) *Green Jenang*, symbolized by a piece of banana leaf; 3) *Yellow Jenang*, symbolized by pieces of turmeric; and 4) *Jenang Ireng*, symbolized by coffee grounds. The white porridge means that babies born are still pure and do not have sin. Green porridge means the hope of parents and people who are being treated. Yellow porridge means glory and prosperity. Black porridge has a meaning to remind that every human being will surely experience death and nothing is eternal in this world. Hendriyanto (2021), says that the human mind which is oriented towards the life of the world and the hereafter, is expected to be able to carry out orders, to the human locomotion to create something useful.

7. *Toya Sejodo*

Figure 7, *Toya* means water and *Sejodo* means a pair. The denotation meaning of *Toya Sejodo* is one glass of coconut milk and one glass of broth (Javanese sugar water or brown sugar). The connotative meaning of *Toya Sejodo* is to symbolize that the formation of the human embryo is from the fusion of the seeds of love from both parents. Coconut milk is a symbol of a father's sperm and a symbol of a mother's ovum. In addition, *Toya Sejodo* has the meaning that children must always respect their parents and the good and bad of a child also depends on the role of the parents. The mantra in the Badut Sinampurno ceremony which is still preserved in the Ploso Village area, Pacitan contains elements of calm in dealing with problems, upholding noble customs, trustworthiness, surrender to God Almighty, and prioritizing justice. Finally, from the aspect of the dramatic element, the local wisdom that is revealed is consensus deliberation as the best way to solve problems and maintain harmony and preserve nature (Sutopo B., Hendriyanto A., 2019). The symbol in the *ngampirke weton* procession is very laden with the message that a child must obey his parents, especially a mother who gives birth.

Conclusion

Based on the results of the research and discussion, the researcher can conclude that the *Ngampirne Weton* tradition is a tradition carried out to commemorate someone's birthday according to the Javanese calendar. The implementation of this *wetonan* has different characteristics from each region even though the value and purpose of this *wetonan* ceremony are the same, namely asking for safety. In the *Ngampirne Weton* tradition there are several foods served. This food is not only to be enjoyed but as a symbol or symbol that contains a

certain meaning. This food offering must be in harmony with the purpose and function of the slametan. The meaning in each food is manifested in the shape, color, and even of the ingredients served. The types and procedures for presentation have also been regulated in such a way according to agreed rules so that they are not arbitrary. Various types of food are served, including *Memetri*, *Buceng*, *Memule*, *Punar Sejodo*, *Jenang Abang*, *Jenang Sakwernine Jenang*, and *Toya Sejodo*. Based on an analysis using Roland Barthes' Semiotics theory, food in the *Ngampirne Wetan* tradition contains denotation, connotation, and mythical meanings. As Indonesian citizens and the nation's next generation, we should preserve every ancestral culture that has been passed down. One tradition that is still maintained and must be maintained is the *Ngampirne Wetan* tradition found in Jatigunung Village, Pacitan. In this tradition, there are food dishes that contain symbolic meanings. Currently, there are still many young people who do not understand it, so it must be preserved before this tradition is completely lost due to modernization. In addition, the researcher hopes that research on symbolic meaning in the *Ngampirne Wetan* tradition can become reference material for future researchers.

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STUDENTS' PERSPECTIVE ON REPLACING THE NATIONAL EXAMINATION WITH COMPETENCE ASSESSMENT AND CHARACTER SURVEY

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Abstract

This research aims to know the perspective of MAN Pacitan students on replacing the National Examination with Competence Assessment and Character Survey. This research is descriptive qualitative. The researchers used a questionnaire through Google Form to collect the data. There were 38 students of MAN Pacitan as the sample selected by using simple random sampling. There were six impacts of replacing National Examination to Competence Assessment and Character Survey for students: reduced feeling of stress, increased interest in learning, does not affect student learning time, reducing the burden on students' minds, increasingly stressed, and decreased interest in learning. The change in the National Examination is considered effective by the students because they do not need to feel stressed and worried. The students also no need to think about the questions in the National Examination and no longer need to be anxious to get bad point. In the change of the National Examination, the school provides grades and graduates the students because the school knows the abilities of students. Some students do not know how the concept of Competence Assessment and Character Survey is because the school has not socialized it.

Keywords: *National Examination, Competence Assessment and Character Survey, Student Perspective, Student Learning*

Introduction

One important component in education is educational evaluation. Evaluation is an inseparable component in the world of education. According to (Mahirah, 2017) understading evaluation in general can be interpreted as a systematic process to determine the value of something (provisions, activities, decisions, performance, processes, people, objects and others) based on certain criteria. According to Hidayat (2019) in the learning context, evaluation has a very important and strategic position, because it is included in the learning steps. With the evaluation will update and improve the education system. However, not all forms of evaluation can be used to measure the achievement of the stated educational goals. The form of evaluation must be adjusted to the needs so that the success of education can be well known. In order for the measurement results to be precise, relevant measuring instruments are needed so that the measurement results for the level of educational success are correct.

Since the 2002 school year, the evaluation tool for learning outcomes at the end of the education level in Indonesia has undergone several changes. Starting from the mention of the learning outcomes evaluation tool with the National Final Examination (UAN) it was shortened to the National Examination in 2005, according to Sari (2020). According to (Nursyam, 2017) based on the results of research, UN scores greatly affect the benchmark for achieving learning targets whose data can be used by schools to improve the learning model that has been carried out so far. As long as it is for the government, the results of the national examination can be used as a government diagnosis tool, and teachers can improve their teacher competence and to measure the ability of students in the teaching and learning process to continue for as long as each student takes. Until 2021, the National Examination (UN) has been removed and replaced with other evaluation tools, namely the Competency Assessment and Character Survey.

The pros and cons perspective on the national exam policy continue to this day. Until finally the Minister of Education and Culture Nadiem Makarim officially said that 2020 would

be the final year of holding the national exam (11/12/2020). The national exam (UN) in 2021 will be replaced with a Minimum Competency Assessment and Character Survey. According to him, the assessment was not carried out based on subjects or mastery of curriculum material as so far applied in the national exam (UN), but instead carried out a mapping of the two minimum student competencies, namely in terms of literacy and numeracy.

Students often experience problems ahead of the National Examination. The National Examination (UN) is a national scale exam aimed at final year students as a determinant of graduation. According to Suardana (2013) the problem most often experienced by students when facing exams is anxiety. As a determinant of graduation, the National Examination can cause feelings of worry and fear of uncertainty. When this anxiety arises, of course it will interfere mentally and psychologically for students. This has an impact on students' ability to answer questions. Students may not be able to focus on answering questions correctly. Experiencing symptoms anxiety before National Examination is considered normal as long as it is in the low category. Conversely, it is not natural to experience excessive anxiety (Apriliansa, 2018).

Nadiem Makarim as Minister of Education and Culture of Indonesia explained his ideas about Merdeka Belajar. The Merdeka Belajar Program was the brainchild of the Minister of Education and Culture of the Republic of Indonesia, this is a free choice that can be given to students to suit their interests and character (Saleh, 2020). One of the points is the replacement of the National Standard School Examination into a Competency Assessment and Character Survey. There are three components which are assessed namely literacy, numeracy and character. Competency Assessment is used to measure cognitive learning outcomes including reading literacy and numeracy (mathematics) literacy. While the character survey is used to measure the emotional learning, outcomes embodied in the Profil Pelajar Pancasila so that Indonesian students have global competence and behave in accordance with Pancasila. Research from (Sumasno, 2018) in a journal states that according to pragmatism the existence of the National Examination needs to be reviewed. This is because the National Examination does not guarantee that students are able to place knowledge values in solving the problems they face, so that what is needed is of course not only assessed from the National Examination because it only contains cognitive aspects.

Based on the background above, the researcher is interested in conducting deeper research on how students' perspectives on the replacement of the National Examination with Competency Assessment and Character Survey. With this research, it is hoped that it will be possible to find out the opinions and perspective of students, especially in the Competency Assessment and Character Survey. In addition, this research can be used as material for educational evaluation in improving student learning evaluation tools.

Method

This research used a qualitative descriptive research design. The research was conducted in MAN Pacitan involving 38 respondents. Researchers used simple random sampling technique in selecting respondents. The respondents are eleven grade students of MAN Pacitan. Data collection was carried out on February 10 to February 16, 2023. Researchers collected data with these steps: the researcher distribute questionnaires, the researcher recapitulated the data, the researcher interpreted the data, and the researcher taking the conclusions.

Findings and Discussions

From the results of the questionnaire filled out by students, the researchers find that not all students know the Competence Assessment and Character Survey. A total of 26 students

know about this Competence Assessment and Character Survey, but 12 students do not know about it. Students know about this Competency Assessment and Character Survey from a variety of sources. These sources include the internet, Social Media, news on television, and socialization from schools. Teachers have actually provided guidance, direction, and information to students. This can be seen from the questionnaire which states "Does the teacher provide guidance, direction, and information about this Competency Assessment and Character Survey to his students?" 22 students said yes, and 16 students said no.

The Impact of Competence Assessment and Character Survey for Students

The questionnaire also identified that there were 6 impacts of the Competency Assessment and Character Survey for students, as presented in table 1.

Table 1. The Impact of Competence Assessment and Character Survey for Students

The Impact	Students
Reduced feeling of stress	21
Increased interest in learning	10
Does not affect student learning time	21
Reduce the burden on students' minds	17
Increasingly stressed	2
Decreased interest in learning	10

As could be seen in table 1, there are positive and negative impacts from the Competency Assessment and Character Survey. The first positive impact is the reduced feeling of stress. As many as twenty-one students feel it. This is because students do not have to take additional lessons at school or at learning institutions outside of school in order to get maximum results in the National Examination. The second positive impact was that ten students felt that the Competency Assessment and Character Survey increased interest in learning. Those ten students consider the Competency Assessment and Character Survey as a challenge in itself so that the desire to learn increases. This is in line with twenty students said whether or not there is a National Examination has no effect on student study time. They do not consider the National Examination as a benchmark for enthusiasm for learning.

The result also showed that there were seventeen students said eliminating the National Examination would reduce the burden on students' minds. This is due to fear, anxiety, and excessive worry that stress often appears in students ahead of the National Examination. So that with the abolition of the National Examination policy, students do not need to worry about the demands on grades or National Examination achievements.

The results also showed that apart from the positive impact, the Competency Assessment and Character Survey also had a negative impact. There were two students feeling stressed because they were used to the National Examination system and found it difficult to adapt to the new system. They were worried because the Competency Assessment and Character Survey did not only measure students' abilities from a theoretical point of view but also from practical application and students' reasoning abilities. Students are encouraged to have literacy and numeracy skills that are closely related to everyday life in their environment. Ten students even had a decreased interest in learning because scoring numbers was no longer a top priority, so they had no desire to compete. They will be more relaxed in receiving lessons. The absence of a National Exam makes students feel that there is no target to achieve.

Discussion

The positive impact of Competency Assessment and Character Survey on Students

Reduced feeling of stress

There were twenty-one students who felt that the Competency Assessment and Character Survey reduced students' feelings of stress. Approaching the National Examination, students often feel stressed because they have to study even harder in order to get satisfactory grades. In previous years, it was this National Examination that played an important role in whether students passed or not. As according to (Rosidin, Herpratiwi, Suana, & Firdaos, 2019) the National Examination results have had an important role in determining the graduation grade since 2005 to 2015. The results of the National Examination will be displayed on the student's diploma. Therefore, students increase their learning intensity ahead of the National Examination. Of course, this will make students become stressed. According to (Mutholiah, 2017) in his research entitled national examinations, past, present, and future, explaining that national exams must be eliminated, because many students are frustrated even to the point of recklessly committing violations in various ways (cheating, asking for answers via SMS, etc.) because they feel excessive pressure and anxiety afraid of not graduating.

But, since 2015, the National Examination Policy has no longer been used to determine the graduation of educational units. It is only as a mapping tool for achieving graduate competency. Starting in 2021 the National Examination will be abolished. In the Minister of Education and Culture Circular Letter Number 1 of 2021, it was stated that the National Examination (UN) and Equality Examination in 2021 were officially abolished. "By eliminating the 2021 National Examination and Equality Examination, the National Examination and Equality Examination are not a requirement for graduation or selection to enter a higher level of education," said the Minister of Education and Culture in the Circular Letter. So that by eliminating the National Examination, it will reduce student stress.

Increased interest in learning and does not affect student learning time

There were ten students said with the Competency Assessment and Character Survey it could increase student interest in learning. Even though there is no National Examination as a determinant of graduation, students will continue to study and are even more interested in learning in order to improve students' knowledge, cognitive, or character competencies because students are not only assessed from their academics but also from their expertise in other fields. With the abolition of the National Examination, numerical assessments will fade away, so that students, parents, and society realize that talents and skills are also important for the future.

Reduce the Burden on Students' Minds

With the abolition of the National Examination, students are no longer burdened with the National Examination target. There were seventeen students agreed that the abolition of the National Examination would reduce the burden on students' minds. Excessive fear and worry that stress often appears in students ahead of the National Examination. In addition, additional study time before exams, whether held at school or in educational institutions outside of school, also affects student stress levels due to lack of time for students to rest.

Negative impact of Competency Assessment and Character Survey on students

Increasingly stressed

There were two students said that the Competency Assessment and Character Survey increased students' feelings of stress. This is because students are familiar with the National Examination system. Students are not familiar with literacy and numeracy competencies where the results of the Competency Assessment and Character Survey refer to competencies in literacy and numeracy, student character, and descriptions of the learning environment.

Decreased interest in learning

There were ten students decreased interest in learning because the National Examination was abolished. When numerical assessment is no longer a top priority, it will reduce student enthusiasm for learning because students no longer have the desire to compete. They will be more relaxed and less disciplined in participating in learning. The absence of a

National Exam makes students feel that there is no target to achieve. in line with (Safitri, 2019) said in her research that the loss of the benchmark of teaching ability as well as that taught, where the national examination that becomes a benchmark for teachers and students during the teaching and learning process takes place becomes faded.

Opinions of students about the National Assessment

From the results of the questionnaire, it was found that 33 students agreed with the Competency Assessment and Character Survey, while five students chose not to agree. According to students, the Competency Assessment and Character Survey are important for developing learning and reducing disparities in the education system. With the Competency Assessment and Character Survey, students can develop their competencies and student character. Students are of the view that the Competency Assessment and Character Survey are simpler than the National Examination because students are invited to reason to find answers according to students' thinking abilities. The Competency Assessment and Character Survey are not subject-based. Thus, this assessment is not carried out based on subject matter or mastery of curriculum material as applied in the National Examination, but instead maps out the two minimum student competencies, namely literacy and numeracy. So that students are free to express their analysis to solve a problem.

Conclusion

From the findings and discussions above, the researchers find that not all students know the Competence Assessment and Character Survey. Students know about this Competency Assessment and Character Survey from a variety of sources. These sources include the internet, Social Media, news on television, and socialization from schools. Teachers have actually provided guidance, direction, and information to students. The existence of this assessment raises several implications for student learning behavior. several things that are influenced are the level of anxiety and stress of students, interest in learning, and student learning time. With the Competency Assessment and Character Survey, students can develop their competencies and student character. Students are of the view that the Competency Assessment and Character Survey are simpler than the National Examination because students are invited to reason to find answers according to students' thinking abilities

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ENGLISH SPEAKING ABILITY PROBLEM ANALYSIS OF THE TENTH GRADE STUDENTS OF SMK NEGERI 2 PACITAN ACADEMIC YEAR 2022-2023

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Abstract

The aims of the research are to determine the factors causing problems in the English-speaking abilities of tenth grade students in SMK Negeri 2 Pacitan for the academic year 2022-2023. This is descriptive qualitative research. The data was obtained by using a questionnaire on the Google Form platform for 177 students as a sample of the population. This research was carried out from September 26, 2022, to October 4, 2022. After being collected, the data were analyzed using the following procedures: counting and reading the respondents' responses on a Google Form, data reduction, data display into a diagram, discussion, and generating the research conclusions. The low student ability in English is caused by several factors, including: (1) students' attitude toward English speaking ability; (2) external motivation; and (3) students' strategies to improve speaking ability. According to the findings, the two areas with the highest percentages are students' attitude toward English speaking, including low understanding of grammar (90.4%) and students' strategies to improve speaking ability, including low participation in English private courses (89.3%).

Keywords: *English, speaking, students, problem.*

Introduction

In this globally competitive world, English-speaking becomes an essential skill that must be mastered by students. There are several of the importance of being able to speak English. First, English is regarded as a foreign language and is utilized for academic development, job advancement, and international travel (Khamkhien, 2010). Various countries have made English a second language to communicate, one of them in Indonesia. Second, speaking helps a person express emotions, ideas, tell stories, ask, speak, discuss, and perform various language functions (Leong & Ahmadi, 2017). Third, speaking plays a role in increasing the level of self-confidence and making a person able to develop good social relations with others (Akhter et al., 2020). Fourth, speaking ability is important in negotiation, for example, when making international deals by promoting, debating, arguing, and complaining (Zain & Sariyati, 2021). Thus, English is important for students to communicate, improve skills in academic, work, and business in the globalization era. Besides answering the important question of English-speaking skills, this has various advantages

Rao (2019) stated that speaking skills are a method of communication that give speakers several distinct advantages. The main advantages of good speaking skills are:

1. Active participation in pairs or group activities in the classroom;
2. Pursue higher studies in foreign countries;
3. Learn about the world's many civilizations;
4. On various occasions, give a fresh and impressive speech;
5. Get great social standing;
6. Have better job prospects across the world;
7. Improve problem-solving and critical thinking skills.

Due to the many advantages of speaking skills, it is important to be mastered especially by language learners. Good English proficiency is a priority for students to fulfill the needs of the field.

There are various indicators of good English proficiency. According to Ur (1996) (in Afrizal, 2015), the characteristics of a successful speaking activity, namely that learners talk a lot, participation is even, motivation is high, and language is at an acceptable level. Going to a further explanation of indicators of English proficiency, Safitri et al. (2020) stated that three indicators of speaking skills are assessed: accuracy; vocabulary; and comprehension. Furthermore, Matondang (2021) described that there are five aspects of good English proficiency that must be mastered, such as grammar, pronunciation, accuracy, fluency, and comprehension. It helps people deliver the message more clearly, and it makes the listener understand the meaning of the message. Meanwhile, the indicators of good speaking consist of the level of understanding of vocabulary, accuracy, pronunciation, grammar, fluency, and a good relationship between students and themselves and their environment. The achievement of the above indicators can affect students' speaking proficiency.

The ability to communicate in English is needed in every sector, thereby encouraging the government to implement a variety of measures to generate excellent human resources. Starting from the education sector, the Ministry of Education of Indonesia requires that English is taught as part of the school curriculum (Asworo, 2019). However, in Indonesia, English is still an elective subject at the elementary level. On the other hand, Indonesia is experimenting with international standard schools, which are known as SBI from their Indonesian acronym "Sekolah Bertaraf Internasional". In fact, in almost all countries in Asia, English is a core subject in elementary schools (Kirkpatrick, 2011). However, at the junior and senior high school levels, English has become the main subject. This is becoming a challenge for teachers and the Indonesian government. Teachers must be creative to think of various techniques and approaches to speaking skills to develop students' oral communication, which is one of the most important in this contemporary world (Rao, 2019). This is because students still have difficulty receiving language lessons.

Based on the observations made during the teaching and learning process with "Praktik Pengalaman Lapangan II" activity in tenth grade at SMK Negeri 2 Pacitan, there are still many students who have difficulty in English-speaking. So, it is important to conduct research to find out the factors that cause these problems and develop an evaluation for teachers to improve the learning process in the classroom. Furthermore, this research is directed to further examine the factors causing the problems in the tenth grade at SMK Negeri 2 Pacitan Academic Year 2022-2023 in speaking English and to find out the highest percentage of these factors. Many studies research students' problems speaking, but most of them do not examine the causal factors from an economic perspective.

This research will look into the factors that contribute to the speaking problem in the tenth grade at SMK Negeri 2 Pacitan. The researchers believe that using a qualitative descriptive method will reveal the factors causing problems speaking English in great detail. As a result, researchers hoped that it could be used as a reference for teachers in solving problems for students, either by providing motivation or training in speaking. Therefore, the researchers are interested in conducting research entitled "**English Speaking Ability Problem Analysis of the Tenth Grade Students of SMK Negeri 2 Pacitan Academic Year 2022-2023**".

Method

The descriptive qualitative research approach was applied in this research. The sample for this research is 177 students, specifically for tenth grade students at SMK Negeri 2 Pacitan in the academic year 2022-2023. The researchers implemented an online questionnaire through Google Form to collect the data, which was collected from September 26, 2022, until October 4, 2022. A questionnaire including fifteen questions consists of open-ended and closed-ended questions. In addition, the researchers took 32 samples, consisting of six majors, namely:

Manajemen Perkantoran (MP); Perhotelan (PH); Bisnis Daring Pemasaran; Agribisnis Perikanan Air Tawar; Akuntansi dan Keuangan Lembaga (AKL); and Asisten Keperawatan dan Caregiver (AKC). After being collected, the data were analyzed using the following procedures: counting and reading the respondents' responses on a Google Form, data reduction, data display into a diagram, discussion, and generating the research conclusions.

Finding and Discussions

A. Students' Attitude in English Speaking Ability

The students' attitude is classified into 6 points, namely:

Students' Motivation in Learning English

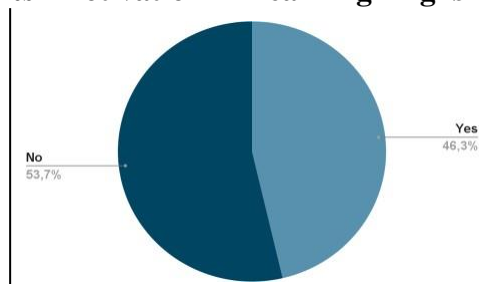


Figure 1. Students' motivation in learning English

Motivation can be defined as one's direction toward behavior or what causes a person to want to repeat a behavior, and vice versa (Alizadeh, 2016). Students' motivation towards learning English is an important factor that affects their ability to speak the language. In Figure 1, a total of 95 respondents or 53.7% of students have the opinion that they dislike an English lesson. While, 42 respondents or 46.3% of students like English. This makes it clear that the majority of students argue that students dislike English lessons. One of the factors that influences students not to like English is their lack of motivation.

Students' Habits in Speaking English

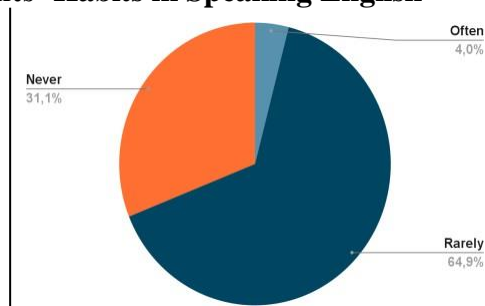


Figure 2. Students' habits in speaking English

Students' habits of speaking English are very important to support the quality of their speaking skills. Figure 2 shows the students' habits in speaking English. It is clear that the majority of the students rarely use English in daily speech. Figure 2 explains that: as many as 7 respondents or 4% of students, often use English; 115 respondents or 65% of students, rarely use English; and 55 respondents or 31% of other students, never use English. Whereas consistency as a habit in an effort to improve language skills is one of the important factors that distinguishes success among students (Mega and Sugiarto, 2020).

Self Confidence in Speaking English

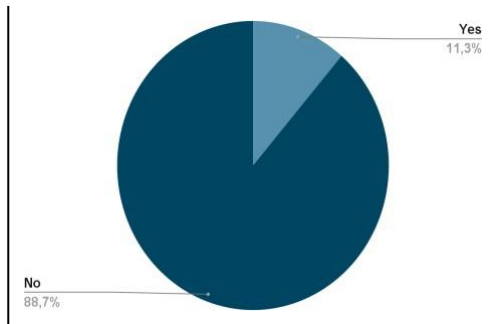


Figure 3. Self confidence in speaking English

Figure 3 shows the students' confidence in speaking English. It is clear that the majority of the students are not confident. A total of 157 respondents, or 88.7% of students, stated that they were not confident when speaking in English. Meanwhile, as many as 20 respondents, or 11.3% of students, stated that they were confident in speaking English. This is a significant comparison. Based on the results of the questionnaire, respondent 4 stated that in addition to having difficulties pronouncing and memorizing vocabulary, they often received ridicule from people who did not like English. Furthermore, respondent 14 stated that their lack of confidence was caused by a lack of practice, so they were afraid to speak the wrong way. Meanwhile, 56 respondents stated that their self-confidence was caused by feelings of nervousness, whereas skill and motivation support each other. Students who improve their skills usually increase their motivation as well, and self-confidence can be a problem when other motives are not. Thus, most of the causes of students' lack of confidence in speaking English are caused by: (a) environmental factors; (b) feelings of nervousness; and (c) fear of being wrong.

Grammar Ability in Speaking English

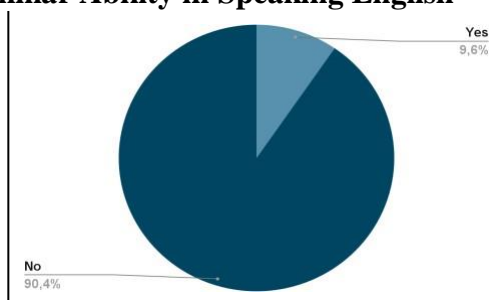


Figure 4. Grammar ability in speaking English

In Figure 4, it is clear that as many as 90.4% of respondents or 161 students stated that they did not have grammar ability in speaking English and 9.6% of respondents or 17 students stated that they understood the use of grammar in speaking. In this case, most of the respondents stated that they had difficulty understanding the use of grammar. This is consistent with respondent 3 who stated that the implementation of grammar is difficult to understand. This is because grammar has many different formulas and uses, so it is quite difficult to apply. Furthermore, 129 respondents stated that the use of grammar in speaking is very difficult. Whereas, if people understand grammar, they will speak more fluently than other people who do not understand grammar (Kusumawardani and Mardiyani, 2018).

Pronunciation Ability in Speaking English

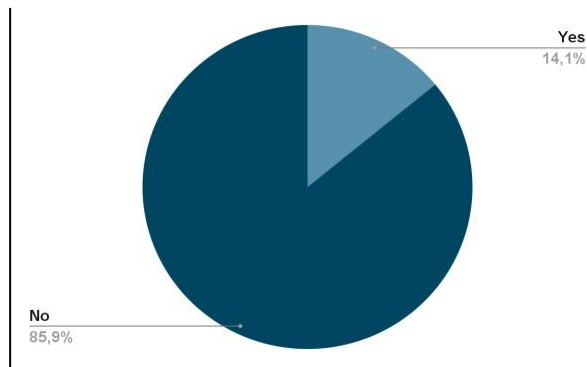


Figure 5. Pronunciation ability in speaking English

As pronunciation aids students in better understanding native speakers and native speakers, as well as improving their ability to communicate with others, particularly native speakers, in English (Yudar et al., 2020). Pronunciation is an important skill to be mastered by students. Based on the data, as many as 85.9% of respondents, or 152 students, stated that they did not have good pronunciation skills, while 14.1%, or 26 students, had good pronunciation skills. Respondent 5 stated that the pronunciation of English is quite difficult to understand and practice, so that it makes it difficult to speak. Furthermore, respondent 16 stated that the difficulty of mastering pronunciation skills was caused by students' confusion in understanding the relationship between writing and pronunciation in different English languages. Meanwhile, the 31 respondents stated that the lack of practice made the students less able to master their pronunciation skills. It is different from the 58 respondents who stated that their ability to apply pronunciation skills was due to having applied them in everyday life. This is in line with respondent 62, who stated that his ability to apply pronunciation was due to his preference for listening to native English speakers and then imitating them. In this case, the habituation of students to honing their abilities affects the output produced.

Vocabulary Mastery in Speaking English

Understanding English vocabulary is an important point in speaking practice and cannot be avoided. Vocabulary should ideally be placed among the important aspects of language learning that should be given much attention in TEFL practice so as to improve students' vocabulary proficiency (Asyiah, D., 2017). The following are the results of a survey conducted by researchers:

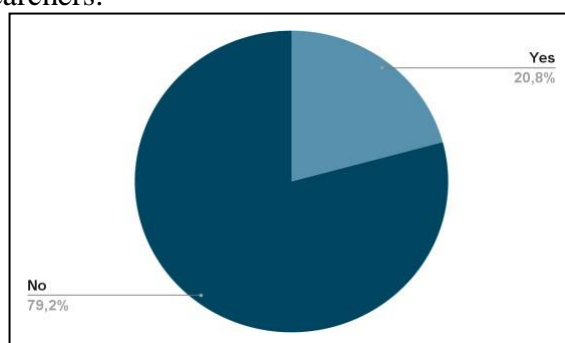


Figure 6. Vocabulary proficiency in speaking English

Figure 6 explains that as many as 79.2% of respondents, or 141 students, lack understanding of the English vocabulary. The rest, as many as 20.8% of respondents, or 27 students, admitted that they have good vocabulary proficiency. The comparison is quite significant and is dominated by students who lack understanding of vocabulary. Respondent 114 stated that he was not interested in and too lazy to memorize vocabulary. In addition, 138 respondents had difficulty remembering vocabulary. Most of the students find it difficult to memorize. Respondent 58, on the other hand, stated that her habits of watching YouTube

videos and reading books increased her vocabulary skills. Furthermore, 63 respondents stated that their vocabulary skills increased because of their habit of listening to western songs. Meanwhile, respondent 1 stated that he had taken English lessons so that he had knowledge of various vocabulary words. It is concluded that, in mastering vocabulary, students have their own ways according to their preferences.

B. External Students' Motivation in English Speaking Ability

The external students' motivation is classified into 2 points, namely:

Teachers' Support in speaking English

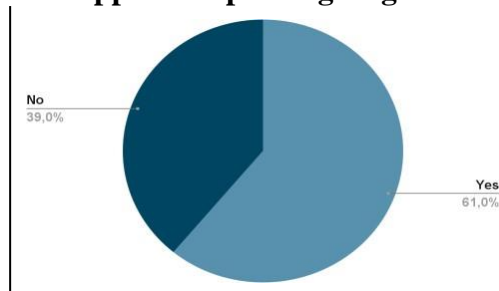


Figure 7. Teachers' support in speaking English

Figure 7 shows teacher support to students in improving English speaking skills. Based on the data, 61.0% of respondents stated that teachers and students often interact using English in class, while 39.0% of respondents stated that teachers and students rarely communicated using English. Respondent 14 stated that in the process of learning English, teachers and students interact with each other using two languages, namely Indonesian and English. This has an impact on students' habit of using English. In addition, 100 respondents stated that the teacher patiently explained the material by teaching how to pronounce English correctly and how to write it. It is different for respondents with the lack of teacher support in improving the quality of speaking. Respondents 79 stated that learning was not supportive because the teacher only talked about personal life, so it was very boring. Furthermore, respondent 111 stated that the teacher uses a speaking accent that is difficult to understand, as if using a British accent, but not the British accent used.

Friends' Support in Speaking English

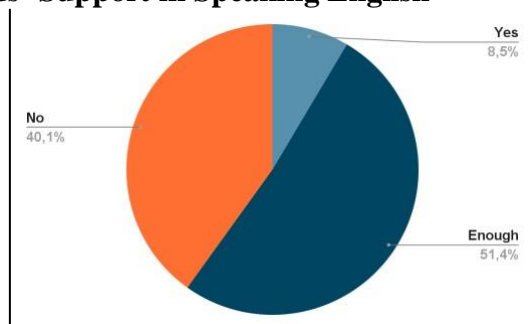


Figure 8. Friends' support in speaking English

Based on the data, as many as 40.1% of respondents do not communicate using English with friends, 51.4% rarely communicate using English, and 8.5% communicate using English with friends. The rare use of English dominates the results of this research. Respondent 63 stated that he did not practice communicating in English with friends because, in general, when there are pronunciation errors, other friends will laugh, making them less confident. Furthermore, respondent 73 stated that because of his circle of friends, he always used an easy-to-understand language, namely Indonesian and Javanese. According to the results of the questionnaire survey, the circle of friends was less supportive of practicing speaking English because: (a) the circle of friends used their first language more frequently; and (b) there was a

lack of support for each other.

C. Students' Join in English Course as Factor Support Students in Improving Speaking Ability

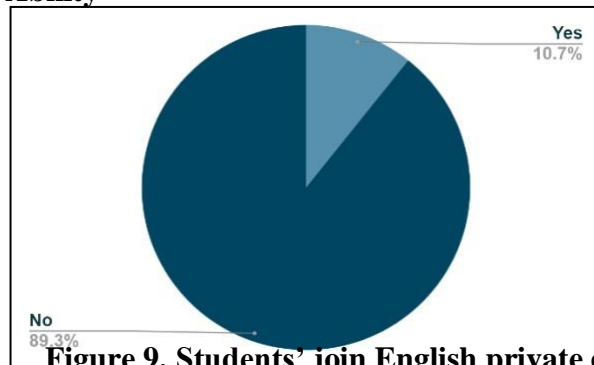


Figure 9. Students' join English private course

Based on the data, it is clear that as many as 89.3% of respondents, or 158 students, stated that they did not take English private courses, and as many as 10.7% of respondents, or 19 students, stated that they took English private courses. This comparison of data is significant. Through the results of a survey conducted through a questionnaire, 33 respondents stated that they have a desire to take private English lessons but do not want to increase the burden on their parents. This is in line with the statement of respondent 4, who stated that he did not take private lessons because he did not have the money. In addition, 57 respondents said she took private English lessons to improve her English-speaking skills. She realized that in the hospitality department she was studying, she had to be proficient in English. Similarly, 82 respondents stated that she took English private courses to prepare for the future by exploring her role in a business. According to the results of the questionnaire, apart from economic factors, students' non-participation in taking private English lessons is due to: (a) student activities outside of school; (b) low motivation; (c) lack of confidence; (d) the remote location of the tutoring place; (e) limited vehicles.

D. Students Strategies to Improve Speaking Ability

Mendengarkan lagu atau melihat film yang menggunakan bahasa Inggris, juga mencari dan mendalami kosakata lainnya yang belum saya ketahui

saya suka mendengar musik dengan bahasa luar, biasanya kata-kata yang asing saya cari maknanya.

Pengen diajarin bahasa Inggris sampai bisa bahasa Inggris BISA DIBANTU YA KAK ☺

Belajar bahasa inggris di youtube dan aplikasi

sering sering mendengarkan musik inggris beserta menghafal liriknya dan mempelajari artinya juga, dari situ kita sudah bisa menambah kosakata dan mengetahui pelafalan kata yang benar. kalau kurang menyukai musik mungkin bisa dengan melihat vlog atau series luar yang berbahasa inggris, biasanya kalau saya melihat series saya menggunakan subtitle inggrisnya soalnya kadang saya kurang menangkap apa yang mereka ucapkan kalau tanpa subtitle inggris, jadi untuk arti indonesianya saya kira kira dulu dan saya cari tahu setelah saya selesai menonton. menurut saya pelajaran bahasa itu kita tidak dituntut untuk banyak berfikir, tetapi hanya dengan mendengar, sering berinteraksi, dan juga mencoba untuk menggunakan bahasa tersebut sudah sangat membantu meningkatkan kemampuan kita.

Picture 1. The respondents' responses on Google Form

Students as research respondents have various strategies for improving their English-speaking skills. Respondent 5 said that to improve her ability to speak English, she carried out

activities, namely watching English films with subtitles and listening to English songs. Parwati and Inayah (2019), state that the use of audio-visual media such as films can help students better understand the material or messages given by lecturers to them. Furthermore respondent 21, she tries to improve her speaking skills by reading, listening and memorizing light vocabulary that is used daily. Meanwhile, respondents 172 thought that the strategies she applied to improve her speaking skills were by learning English vocabulary, often practicing pronunciation in everyday life, and taking private English lessons. Other respondents also gave other opinions that the strategies that have been carried out in improving speaking ability are by: (a) reading books in English; (b) learn with YouTube application; (c) learn with an English application; and (d) practice speaking with a tutor, (e) listening; and (f) memorizing light vocabulary that is used daily.

Conclusion

Speaking is one of the most important skills to master in English. Learning to speak a foreign language takes a lot of effort for every learner. At SMK Negeri 2 Pacitan, which is in the tenth-grade Academic Year 2022-2023, students still have difficulty communicating in English. This is a challenge for teachers to improve students' skills in the language aspect. The low student ability in English is caused by several factors, including: (1) students' attitude toward English speaking ability; (2) external motivation; and (3) students' strategies to improve speaking ability. According to the findings, the two areas with the highest percentages are students' attitude toward English speaking, including low understanding of grammar (90.4%) and students' strategies to improve speaking ability, including low participation in English private courses (89.3%). However, students have other ways to learn to speak English independently with various activities, such as: (a) reading books in English; (b) learning with a YouTube application; (c) learning with an English application; (d) practicing speaking with a tutor; (e) listening; and (f) memorizing light vocabulary that is used daily.

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DEVELOPMENT OF BLENDED LEARNING ON ENGLISH LEARNING OUTCOMES IN PJKR STUDY PROGRAM

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Abstract

This study aims to determine the development of blended learning on the results of learning English in PJKR study program. The method used in this research is quasi-experimental or quasi-experimental. The quasi-experimental method is different from the actual experiment. In the quasi-experimental method, it has a control group. The sampling technique used in this research is cluster sample or called group sample. Data collection is the most important part of research. Effective and complete data determine the quality of researchers. In this study the authors used the learning achievement test technique, test, observation and documentation. Based on the results of the research that had been done, the size of the concentration and distribution of the pretest result data for the experimental group were: the largest score was 75 and the smallest score was 36, the mean (mean) was 51.67, the median is 52, the mode is 40.5 and the standard deviation is 11.91. While the posttest data results, the highest score was 91 and the lowest score was 45, the mean (mean) was 72.8, the median was 76.9, the mode was 77.6 and the standard deviation was 15.58. So, the objectives to be achieved in the learning design have been implemented for that, the blended learning model is able to influence student learning outcomes in English.

Keywords: *Blended Learning, Learning Outcomes, English*

INTRODUCTION

Education in Indonesia is an important aspect that aims to increase the potential that exists in students. During the process of teaching and learning activities, the active role of teachers as educators and students as learners is needed to achieve maximum learning success. Conversely, if one of the parties, both educators and students, does not play an active role, then the results obtained will be less than optimal. The current development of information technology, especially the internet, has capable of presenting virtual interaction spaces as well as providing information/resources in abundance that can be accessed online fast. Because of the limitations of space and time in the learning process increasingly open even felt increasingly disappearing slowly. With thus various daily activities including activities education can actually be done more easily, cheaply, efficiently, as well as democratic (Moh. Sutomo, 2012).

Theoretically, for this reason, in efforts to improve learning achievement, there are many ways that can be done, including using a learning model in implementing classroom learning, in this case the researcher examines the picture and picture learning model. (Siregar, Sibuea, et al., 2022). According to (Siregar et al., 2016) learning activities that are not planned and well designed cause the possibility of obstacles to achieving the expected learning outcomes. Therefore, learning activities must be designed in such a way that the learning process and learning outcomes can be achieved optimally. Many adjustments have occurred in learning policies during this pandemic. With this situation, all parties starting from teachers, parents and students must be able to live a new normal life through learning by utilizing information technology and electronic media so that teaching can continue well. However, in practice, teachers and students still need to carry out face-to-face learning. So a learning system was raised by the Ministry of Education and Culture, namely the blended learning method. This method encourages digitization of teaching and learning activities. Blended learning is a

method in the teaching and learning process that combines, combines and integrates the conventional education system with an all-digital system. Blended learning involves face-to-face class sessions accompanied by online activities (a mix of face-to-face learning and distance learning). Understanding the background as described above, blended learning is the right solution. Through blended learning, teachers can still interact with students and carry out their functions as educators, but at the same time can take advantage of technology through the use of e-learning. Thus, in carrying out face-to-face learning, teachers also utilize technology-based learning, so that students can meet their needs, either interacting directly with the teacher, or surfing through gadgets or computers to explore subject matter.

In this modern era, technology develops in various fields, such as education, including at the basic education level. The use of renewable technology in elementary schools, such as Augmented Reality, continues to be developed. Augmented Reality technology is a technology that can display virtual objects in 2D and 3D in real time (Hidayat et al., 2021). Technological development is one of the results of productivity people who have the knowledge obtained from education. Where the development of science and technology has broad implications in human life so that it is hoped that these humans need it deepen to take advantage of optimally and reduce there are negative implications. Technology can only be developed and especially in educating students (Rusydi Ananda, 2013)

(Siregar, Nasution, et al., 2022) This skill is a form of advanced skill that is applied to students. On this basis, it is understood that students will be able to master speed reading techniques effectively, when they are already proficient at basic level reading. In other words, the success of students who are proficient at reading is largely determined by the basic reading skills they have learned before. (Idris, 2018) Blended learning-based learning has started since the discovery of computers, although before that there had also been blended learning. Initially learning occurred due to face-to-face interaction and interaction between the teacher and students, after the printing press was found, the teacher used printed media. In the current pandemic conditions, students are required to study from home. This is in accordance with the recommendation of the Ministry of Education and Culture which states that the safety and health of students is a priority. Distance learning is carried out through several online learning media, such as Google Classroom, Whatsapp groups, Edmodo, and several other learning applications (Fauziah, 2020).

(Siregar, Nasution, et al., 2022) Reading is an important basic skill that is taught to students from elementary school, starting from the elementary school level, even from kindergarten/RA. On this basis, it is necessary to gradually train students in reading skills. This is important because there are differences in the reading ability of each student, some have high abilities, some have low abilities. Provision of a good stimulus is a way of helping children to be able to achieve aspects of development well, it is also a coaching effort aimed at children from birth to the age of six which is carried out through providing educational stimuli to help physical and spiritual growth and development so that children have readiness. learn to enter further education. (Siregar, Nasution, et al., 2022). The learning process organized by the teacher is adapted to the cognitive development of children. Improving children's ability to communicate, interact to support others, and maximize all sensory abilities such as seeing and hearing optimally. (Siregar, 2018)

Therefore, learning with the e-learning model is considered no better than conventional or face-to-face learning. The conventional method is considered better than PJJ because the material is easy to understand and accompanied by direct interaction and explanation by the teacher making it easier for students to solve problems that occur during the learning process (Febriyana, 2022). This research was appointed so that researchers and English teachers know the effect of the blended learning method on English learning outcomes, and are able to master

and apply the blended learning learning method and be able to design learning media that can later encourage student learning interest, so that students don't feel bored when participating. learning process. According to (Lasi & The, 2018) Unlike the teacher-centered teaching and learning approach, student-centered learning (student-centered learning approach) gives a larger portion to student activities. Teaching and learning activities are designed according to the needs, interests, aspirations and cultural background, as well as the uniqueness of the learner. Students are motivated to show their skills and are required to come up with creative ideas.

(Suwarti et al., 2022) Blended learning involves face-to-face class sessions accompanied by online activities (a mixture of face-to-face learning and distance learning). The researcher chose blended learning as the topic of this study because the teaching and learning process requires a two-way reciprocal process between teachers and students so that learning outcomes are better and perfect. Researchers examined more deeply the implementation of blended learning in learning English in elementary schools.

According to (Misnawaty Usman, Nurming Saleh, 2021) Mastering a foreign language is not an easy thing because the range of material is very broad, involving four language competencies. The four competencies are listening, speaking, reading, and listening. To be proficient in the four language competencies, students are required to have adequate vocabulary mastery. The problem that is commonly experienced by students in learning foreign languages is the lack of vocabulary.

Relevant learning is learning that combines conventional learning with information and communication technology-based learning or better known as Blended Learning, which combines conventional learning (only face-to-face) with learning by utilizing information and communication technology. Through Blended Learning the learning system becomes more flexible and not rigid. (Majir, 2019)

Based on the problems described above, the researcher is interested in researching and discussing the title of the thesis entitled "Development of Blended Learning Against English Learning Outcomes in Pjkr Study Program". The purpose of this research is: To find out the development of blended learning on the results of learning English in PJKR study program. To find out the effect of blended learning on English learning outcomes in PJKR study program.

METHOD

The method used in this research is quasi-experimental or quasi-experimental. The quasi-experimental method is different from the actual experiment. In the quasi-experimental method, it has a control group, but cannot fully function to control external variables that affect the implementation of the experiment (Sugiyono, 2014)

The sampling technique used in this research is cluster sample or called group sample. At this stage it is often used in two stages, namely the first stage determines the sample area, and the next stage determines the people in that area by sampling as well. Data collection is the most important part of research. Effective and complete data determine the quality of researchers. In this study the authors used learning achievement test techniques, tests, observations and documentation to collect research data. Analysis of the data obtained. The data analysis technique in this study aims to describe the opinions, suggestions and responses of all validators obtained from the criticism and suggestions table. The data from the questionnaire are qualitative and can be quantified using a Linkert scale with four standards, then analyzed by calculating the percentage of item scores for each answer for each question in the questionnaire.

RESULTS AND DISCUSSION

The results of the development of blended learning media images

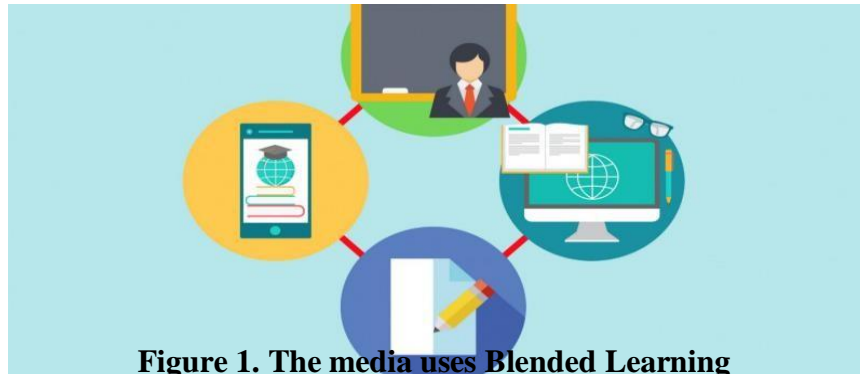


Figure 1. The media uses Blended Learning



Figure 2. Blended Learning Media Using Infocus

This research was conducted in 6 meetings in the experimental group and the control group. Research provides different treatment to the two groups. The experimental group studied using a blended learning model, while the control group studied using a conventional learning model. The data obtained in this study were data collected from tests given to students in the form of pretest and posttest which were given to both groups, namely the control and experimental groups. The pretest was given before the treatment of the blended learning model was carried out to determine students' initial abilities. While the posttest is given after the treatment is carried out using the blended learning model. The instruments used in the pretest and posttest in this study included data on student learning outcomes through a cognitive test of 30 validated multiple choice questions.

Pretest and Posttest Results of the Experiment Group and Control Group

Based on the pretest and posttest results of the experimental group consisting of 30 students, presented in the following table:

Table 1: Summary of Distribution of Pretest-Posttest Results of Experimental and Control Group Data

Data	Kelompok Eksperimen		Kelompok Kontrol	
	<i>Pretes</i>	<i>Posttes</i>	<i>Pretes</i>	<i>Posttes</i>

Nilai Tertinggi	75	91	72	89
Nilai Terendah	36	45	0	0
Mean	51,67	72,8	54,2	65,7
Median	52	76,9	50	54,3
Modus	40,5	77,6	52,8	55,25
Standar deviasi	11,91	15,58	16,8	15,04

Based on the table above, the size of the centering and distribution of pretest results data for the experimental group is: the largest score is 75 and the smallest score is 36, the mean (mean) is 51.67, the median is 52, the mode is 40.5 and the standard deviation is 11.91. While the posttest data results, the highest score was 91 and the lowest score was 45, the mean (mean) was 72.8, the median was 76.9, the mode was 77.6 and the standard deviation was 15.58.

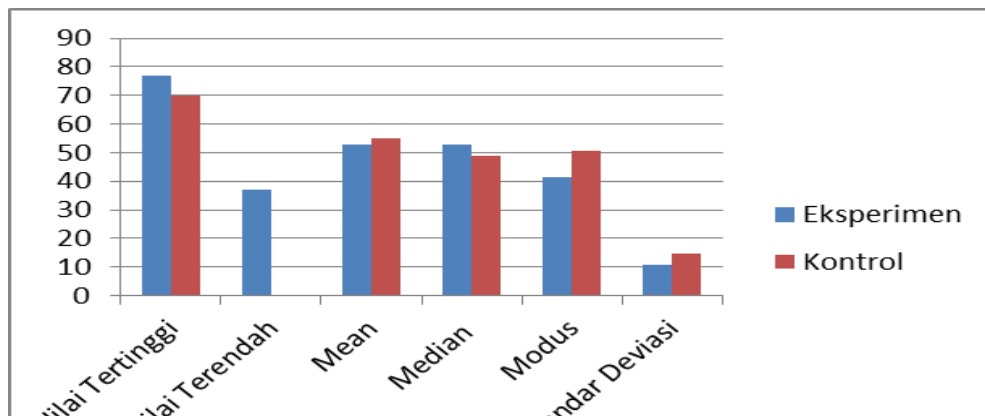


Figure 1: Histogram of Experimental Group Pretest Result Data and Control Group

Analysis of Learning Outcome Data

Normality test

The Normality Test was carried out to find out whether the sample under study was normally distributed or not. In this study, the normality test used was the Liliefors test. The acceptance criteria that a data is normally distributed or not by using the following formula:

If $L_{count} < L_{table}$ means the data is normally distributed

If $L_{count} > L_{table}$ means the data is not normally distributed

Tabel 2: Hasil Uji Normalitas Data *Pretest-Posttest* Experiment and Control Group

Statistics	Experiment		Control	
	<i>Pretes</i>	<i>Posttest</i>	<i>Pretest</i>	<i>Posttest</i>
N	34	34	32	32
X	51,67	72,8	50,2	62,7
S	11,91	15,58	15,8	17,04
<i>Lcount</i>	1.116	1.126	1.122	1.124

<i>L_{table}</i>	1.124	1.144	1.124	1.114
Decision	Normal	Normal	Normal	Normal

From the table of normality test results it can be concluded that the data from the pretest and posttest results of the two groups are normally distributed because they meet the criteria, namely $L_{count} < L_{table}$.

Hypothesis Testing Results

a. t-test

After the data analysis prerequisite test was carried out, it was found that the learning data of the two groups in this study were normally distributed and homogeneous, so that testing the learning outcomes data for the two groups continued with the next data analysis, namely hypothesis testing using the "t" test with the following criteria:

If $t_{count} < t_{table}$ then H_0 is accepted, H_a is rejected.

If $t_{count} > t_{table}$ then H_0 is rejected, H_a is accepted

To determine the t_{count} value, the following formula is used:

$$t_{hitung} = \frac{\bar{X}_1 - \bar{X}_2}{s \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

Tabel 3. Hypothesis Testing

Statistics	<i>Pretest</i>		<i>Posttest</i>	
	Experiment	Control	Experiment	Control
N	30	30	30	30
<i>X</i>	51,57	54,2	70,8	62,7
<i>S</i> ²	129,02	215,04	212,57	246,28
<i>t</i> _{count}	-0.72		2.172	
<i>t</i> _{table}	2.037		2.037	
Decision	There is no differences		There is difference	

From table 3, the pretest values show that $t_{count} < t_{table}$, namely $-0.72 < 2.172$ so that the null hypothesis (H_0) is accepted and the alternative hypothesis (H_a) is rejected. So there is no significant difference between the pretest results for the morning class as the experimental group and the evening class as the control group. Thus, both classes have homogeneous abilities and both classes are appropriate as research samples.

a. Test Gains

The collection of research data on learning achievement tests was carried out using a data collection tool in the form of multiple choice objective tests. The design used in this study was the nonequivalent control group design, so the data presented for the two sample groups was classified into pretest and posttest results. To find out the results of the research conducted, it is necessary to carry out a pretest and posttest comparison of the two groups, as well as compare the normal gain of the two groups. From the Gain calculation results, the following data is obtained:

**Table 4.
Test the Similarity of Two Average Gains**

Explanation	Eksperiment	Control
<i>X</i>	0.454	0.180
Conclusion	Low	Low

Based on the table above, the calculation of student scores in the experimental group is generally moderate (0.454), while in the control group the increase in student scores is low (0.180). so, it can be concluded that the experimental group has a high increase in understanding than the control group.

DISCUSSION

From the results of the study it can be seen that the average value of learning outcomes in the experimental class experienced a significant increase, where the average posttest learning score of 89 was greater than the pretest learning achievement score of 97. so that the blended learning learning model had an effect on English learning outcomes in PJKR study program. According to Dodon Yendri, if blended learning is done well, there are at least three benefits that can be obtained, one of which is improving learning outcomes through distance education¹. In this study it is clear that the blended learning learning model is able to provide changes in student learning outcomes, so that the blended learning learning model is one of the distance learning models that can be carried out by teachers for learning activities to create a new learning atmosphere by providing convenience for students through education. long distance. Through the t-test conducted, there is a significant difference, meaning that the difference is due to the treatment with the blended learning model. With a significance level of 0.05, the acceptance area for H_a is $t_{table} < t_{count}$ or $2.036 < 2.172$, so H_0 is rejected and H_a is accepted. Based on the normal gain test, it is known that the normal average gain of the experimental class is 0.454 and that of the control class is 0.180. From these values it can be said that the average normal gain in the experimental group is greater when compared to the control group. Based on the results of observations made on researchers, it shows that the aspects assessed are in accordance with the steps and learning plans made by researchers. So, the objectives to be achieved in the learning design have been implemented for that, the blended learning model is able to influence student learning outcomes in English.

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LIBERALISM IDEOLOGY IN THE NOVEL GENI JORA BY ABIDAH EL KHALIEQY (SOCIOLOGY OF LITERATURE)

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Abstract

This study aims to reveal the forms of liberalism ideology in Abidah El Khalieqy's novel entitled *Geni Jora* by using the sociological theory of literature approach. The problem of this research is the forms of liberalism ideology. In this study the researcher used a qualitative description method with the following steps: reading a novel entitled *Geni Jora* by Abida El Khalieqy, analyzing the forms of applying the ideology of liberalism to the characters in the novel *Geni Jora*, making conclusions from the results of the analysis that the researcher did. The results of this study indicate that there are many forms of applying the ideology of liberalism to the characters in the novel. For example, individual freedom in thinking, how to realize the ideals of figures so that they are free to reject restrictions that are perpetuated in the family, freedom of figures in opinion related to religion, and individual freedom in carrying out all activities that can be carried out by men.

Keywords: *Ideology, Liberalism, Novel, Geni Jora*

INTRODUCTION

Literature as a reflection of life contains expressions of the feelings and thoughts of its creators. The expression contains ideas, views, feelings, and all human mental activities, which are expressed in the form of beauty. Because of that, literature is a source of understanding of various people, events, and human life (Sutopo B., Hendriyanto A., 2014). It is the relationship between literature and human beings that is often seen as interesting in understanding the sociology of literature. The sociology of literature approach is an approach that is closely related to life in society, in terms of the extent to which the author relates his literary works to the actual life of society.

The sociology of literature views literary works as social documents in which they reflect the situation at the time the literature was created, research that reveals literature as a mirror of the social situation of the author, and research that captures literature as a manifestation of historical events and socio-cultural conditions. According to (Durkheim, 1958: 24) briefly sociology can be understood as a discipline that aims to form a social structure and mutual agreement in terms of culture, politics, economy, and is used to study human behavior. The focus of the study of the sociology of literature lies in social relations so that in applying it, it is necessary to understand the life of the author and the community environment.

Writers express social conditions by using language. Language as a communication tool between humans to express thoughts or feelings by using symbols, signs, symbols that contain meaning (Hendriyanto, 2013), Hendriyanto (2021) human mind which is oriented towards the life of the world and the hereafter. Language is a tool used by humans in communication to convey messages to the public (Hendriyanto, 2014). Messages are in the form of language signs that have meanings and meanings that are used as a communication tool (Hendriyanto A., Noviariska, 2020: 22). Meaning is a concept that is owned or contained in a linguistic sign or language that contains meaning (Suryanto S. and Hendriyanto A., 2016: 70).

Literary works contain ideology which are rules as well as values related to truth which have been used as a reference for human behavior, universal and natural. In connection with this, F. Lyotard (1984) expressed his opinion that regarding ideology there is always a coercion of knowledge, both in terms of law and regulations that apply to people with different backgrounds. In addition, ideology has an influence on a person's perspective in looking at the world and ideology is closely related to literary works.

So that literary works have the possibility of containing certain ideologies such as the ideology of liberalism which is the issue in this research. Liberalism is an ideology that is based on individual freedom of thought and rests on the freedom of a society to reject a restriction primarily in terms of government and religion (Hafizh, Faruk, 2016: 134).

Swingewood Alan and Diana Laurenson (1979: 12), literature is considered as an attempt to re-create human relations with society, politics, religion, kinship, and others. People should have freedom in their lives. However, people often do not get this right. This is closely related to the condition of society that does not yet fully have freedom, both in terms of thinking for individuals and rejecting restrictions. So that the existence of a literary sociology approach is able to identify the ideologies of liberalism in the novel *Geni Jora*.

Researchers use references from other studies that are relevant to this research. The first research identified ideology and patterns of relations in Jacqueline Woodson's novels written by Muhammad Al Hafizh, Faruk, Juliasih in 2016. The researchers in this study also presented forms of liberalism ideology in the novel, explained the definition of liberalism and wrote down the characteristics from the ideology of liberalism.

This novel, which was published in 2009, is a novel that tells about a woman named Kejora or who is called Jora in the novel who upholds the ideology of liberalism where she always opposes all the restrictions that are perpetuated in her family life. However, the ideologies of liberalism do not only exist in Jora, several characters in this novel also have this ideology. Apart from that, Jora is a woman who was born into a wealthy family, has the opportunity to study at a boarding school and is a woman who has high intellectual abilities.

Based on the background above, the researcher takes the title ideology of liberalism in the novel *Geni Jora* by Abidah El Khalieqy in the study of sociology of literature.

METHOD

Researchers used descriptive qualitative research methods, because the results of this study are descriptive data in the form of words, phrases, sentences, and paragraphs. Novel *Geni Jora* by Abidah El Khalieqy, a woman born in Jombang. Qualitative methods to understand a phenomenon related to what is experienced by actors, perceptions, motivations, actions, and so on holistically by means of descriptions in the form of words or language, in a special natural context and utilizing various natural methods (Moleong Lexy J. , 2001).

The steps that researchers used in collecting data included: reading a novel entitled *Geni Jora* by Abidah El Khalieqy; analyzing the forms of applying the ideology of liberalism to the characters in the novel *Geni Jora*; and make conclusions from the results of the analysis that researchers do.

RESULTS AND DISCUSSION

Based on the research that has been carried out by researchers, it has been found that forms of applying the ideology of liberalism to the novel *Geni Jora* by Abidah El Khalieqy will be described in detail as follows:

Forms of Liberalism Ideology Figures in *Geni Jora's* Novel

Liberalism is an ideology that is based on individual freedom of thought and rests on the freedom of a society to reject restrictions primarily in terms of government and religion (Hafizh, 2016: 134).

Data 1.

Shown in the following quote:

“I feel myself flowing as fate has destined for me. As a woman, this is my presence.

Independent. Trying to adapt with manners and move as other creatures move. If men like hunting, there's nothing wrong with women enjoying the same thing," (Khalieqy, 2009: 22)

In this case, it shows the thoughts of the character Jora who does not want to be limited in terms of activities. All activities carried out by men, women can also do it.

Data 2.

Shown in the following quote:

"In fact, you never let me enjoy freedom for a second," (Khalieqy, 2009: 23)

The quote explains that the character Zakky does not want to be restrained, he wants to enjoy freedom.

Data 3.

Shown in the following quote:

"You are not fair Kejora, said Nadia, "come on, tell me what kind of nature has given birth to a beautiful girl like you. Regardless of how Zakky admires you, like Da Vinci, I am also an admirer of beauty," (Khalieqy, 2009: 30).

The quote above explains that Jora's character is unfair to Nadia's character. Where the character Jora doesn't want to tell Nadia who asks about her beauty.

Data 4.

Shown in the following quote:

"A person who has no imagination, he never prays. Even if he does pray, it's just an empty ritual that all robots can do. Only people who have imagination can perform and really pray," (Khalieqy, 2009: 49).

The quote above explains about individual freedom of thought or opinion related to religion.

Data 5.

Shown in the following quote:

"He also rebelled and fended off Ustaz Omar's assessment. Namya thought, didn't he always go to and from the boarding school to go to his hometown in Lombok every time he left and went on a plane? Even his father, the Arab conglomerate, Mohammed Nouval Al-Katiri, also has a private plane? How is it possible for Ustaz Omar to compare himself to Bedouins?" (Khalieqy, 2009: 55).

The quotation above shows that there was a rebellion related to the thoughts between Namya and Ustaz Omar.

Data 6.

Shown in the following quote:

"Don't push me into a corner, Elya. Actually it's not mine to answer. We're just

discussing. I do not know and do not understand all things, "(Khalieqy, 2009: 77).

The quote above explains that Jora's character does not want to be intimidated by Elya's character.

Data 7.

Shown in the following quote:

"Who is the girl? The second row contains the scent of first-class jasmine. The fascinated universe wants to grab it, possess it and smell its fragrance. But second grade? Who determines the classes, so that men are first class?" (Khalieqy, 2009: 80)

The quotation above shows that the female character in the novel *Geni Jora* does not accept that there are restrictions or differences between men and women, because the rights of both are equal.

Data 8.

Shown in the following quote:

"No! I don't want to hear your words, evil Granny!" (Khalieqy, 2009: 83)

In this quote, there is an application of the ideology of liberalism where the character Jora does not want to be restrained by his grandmother.

"Just so you know, I don't believe in myths or legends. The pangolin I saw was a three-chained armadillo, that's why it rolled its body into a ball when it got hit. It has sharp claws with powerful forelimbs for digging in the ground, which help it escape by sinking into it. Surely now, he is comfortably in the bunker made in his armadillo," (Khalieqy, 2009: 97).

The quote above shows the existence of individual freedom in terms of thinking about the character Jora.

Data 9.

Shown in the following quote:

"I also started thinking, looking for ways to make it musu I can enjoy the cleverness of the monkey comedy along with the monkey's dexterity. Every time that shrewd music sounded, my soul wanted to run away and burst into the middle of the crowd. But how could that be? Grandma will hold the key to the big door tighter and keep the padlock under the pillow," (Khalieqy, 2009: 98).

The quote above illustrates how the character Jora, who has free ideals, rejects the restrictions perpetuated by his grandmother.

Data 10.

Shown in the following quote:

"Maybe I should also learn to climb all the trees in the back garden, especially the tall ones. That way, I can witness all events, all events, comedy or anything else out there, far out there," El Abidah K., 2009: 99).

The quote above explains the existence of individual thoughts that have aspirations to be free from a restriction that is perpetuated at home.

Data 11.

Shown in the following quote:

"No? Do you feel you have the right to ban me? Do you pocket a certificate to rule my life? For once, no! My life of independence belongs to Allah and I will take my path as Allah wills it," (El Abidah K., 2009: 217).

The quote above explains that the character Jora does not want his independence to be taken away by the figure Zakky, because in essence the ideology of liberalism has the ideal that all people are free to reject restrictions.

Data 12.

Shown in the following quote:

"Traitor? If women expressing their independence are called traitors, then what is the nickname for men who act similarly? Are they called criminals?" I challenged, facing Zakky with his hind legs. (El Abidah K., 2009: 237).

The quote above explains that the character Jora does not want his freedom to be taken away or humiliated by the character Zakky.

CONCLUSION

Based on the results of research conducted by researchers on Abidah El Khalieqy's novel *Geni Jora*, it can be concluded that there are many forms of applying the ideology of liberalism to the characters in the novel. For example, individual freedom in thinking, how to realize the ideals of figures so that they are free to reject restrictions that are perpetuated in the family, freedom of figures in opinion related to religion, and individual freedom in carrying out all activities that can be carried out by men.

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ANALYSIS OF THE MEANING OF SEMIOTICS IN NOAH'S VIDEO CLIP ENTITLED "*DIATAS NORMAL*"

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Abstract

Video clips are short videos that are accompanied by songs and have symbols in them. Video clips are one of the mass communication media and as a means to convey messages and meanings in them. Therefore, this study aims to find out the hidden meaning of Noah's video clip entitled "*Diatas Normal*". The research method used is descriptive qualitative, to analyze the data using Charles Sanders Pierce's semiotic theory. The results of the study found that there were 6 symbols that had hidden meanings in Noah's video clip entitled "*Diatas Normal*" in several scenes, as follows: 1) Red curtains in the early minutes of the video clip, 2) A combination of faded yellow, blue, and purple, 3) Head of band Noah disappears 4) One of the actor's legs moves overhead, 5) Connection between actor trying to insert needle and book reminder paper, and 6) Colorful balloons at the end of the video clip.

Keywords : *Meaning; Semiotics; Video clip.*

INTRODUCTION

Mass communication media is the process of conveying messages to the general public (public) through magazines, newspapers, films, video clips, television, radio, and so on. Mass communication media such as online media and social media will continue to grow from year to year. Online media is part of journalistic developments by utilizing technological and informatics developments (Hendriyanto A., et.al, 2021). In addition, social media, such as video clips, utilize social media, such as YouTube, as the audience's choice for publishing works.

According to Pawito (2015), video clips are a form of mass communication related to humans and using symbols (Andriani, L., et al, 2018). A video clip is a combination film between musicians or groups by adding visual images (Rahmi N., 2021). Video clips are short videos accompanied by a song, made as is in the sense of using simple props. Meanwhile, nowadays with editing, of course this makes the video clip more interesting and the message in it will be conveyed properly.

Language is a tool used by humans in communication to convey messages to the public (Hendriyanto, 2021), an arbitrary sound system that has meaning and significance (Hendriyanto, 2013)(Hendriyanto A., 2013). Messages in the form of language signs in news discourse texts are highly dependent on journalist perceptions, which have meaning and meaning (Hendriyanto A., et.al., 2023). Meaning is a concept that is owned or contained in a linguistic sign or language that contains meaning (Suryanto S. et al., 2016: 70).

Hendriyanto A., et al (2020) the meaning of a word in a sentence is very dependent on psychological, referential, and social approaches when the text is formed by humans. In line with the concept of meaning approach there are three namely; psychological, referential, and social approaches (Cummings L., 2007).

Language with text formed from several of these approaches, will be used as a communication tool with agreement regarding meaning and significance. Like the language text used in the video clip is well conveyed to listeners, not only through the editing process but an understanding of the meaning contained in the video clip is needed. Therefore, the researcher is interested in studying the meaning contained in Noah's video clip entitled "*Diatas Normal*" using a semiotic theory approach.

Previous research on video clips has been done before, namely the first (Kurniawati,

2019), with the title of the video clip of Nissa Sabyan Gambus "Attouna El-Toufoule", the results of the study show the condition of Palestinian children after the war against Israel. Rahmi N. (2021), about the Corona La video clip, related to Covid-19 in the form of masks, hand sanitizers, personal protective equipment, the application of social distancing and the representation of the corona virus whose objects are humans. Hendriyanto A. (2022), image is built or formed based on information received by audiences, both directly and through political media, including mass media that work to convey general and actual political messages. The novelty of the research, has differences in the object, use the video used as a source of research data.

Rahmi N (2021), referring to Charles Sanders Peirce's concept of semiotic studies that is used in relation to triadics, consisting of: a sign (representament/sign), representing something else; object (object), which is something represented by a sign; and interpretation (interpretant), a sign that is in the mind of the recipient after hearing or seeing and getting an interpretation.

Rizki, M. S. et al (2020), the concept of trichotomy consists of three levels, namely: icon (icon), which is a sign that has similar characteristics to what is intended; index (index), namely a sign whose nature depends on the denotation in the sense that the index is a sign related to what it represents; and symbol (symbol), namely the relationship between the sign and its denotation is determined by a collective agreement or generally accepted regulations.

Based on the introduction above, it becomes a consideration for researchers because the object of Noah's video clip entitled "*Diatas Normal*" has never been studied with the study of Charles Sanders Peirce's semiotic theory. The purpose of this study is to find out the hidden meaning of Noah's video clip entitled "*Diatas Normal*".

METHOD

This study uses a qualitative method. Moleong Lexy J., (2001), qualitative research is research where the data is not in the form of numbers but text. Data collection using documentation related to the marks in the above video clips is normal. The data source is primary data in the form of snippets of video clips Diatas Normal Ariel Noah. While the presentation of the data is as follows; watch Noah's video clip entitled "above n normal"; notes and marks important parts in Noah's video clip entitled "*Diatas Normal*" which contains elements of semiotics; classify data; analyzing data based on Charles Sanders Peirce's semiotic theory which refers to the formulation of the problem; conclude from each of the findings and discussion.

RESULTS AND DISCUSSION

Noah is a grub band that debuted in 2000 in Bandung, West Java. This group was founded by Ariel, Lukman, Uki, Reza, Indra, and Andika, who was formerly named Peterpan. However, in 2006 Indra and Andika decided to leave Peterpan. Then in 2012, the Peterpan band changed its name to Noah with members Ariel, Lukman, Uki, Reza and David. But now there are only three personnel left namely Ariel, Lukman, and David.

Throughout his career, Noah has released many albums, including the album "*Bintang di Langit*" in 2004. One of the songs from the album is "*Diatas Normal*". The video clip for the song "Diatas Normal" was first released in 2004 and then remade in July 2022.

Then to find out the meaning and message of semiotics in the remake of Noah's video clip entitled "*Diatas Normal*", the researcher will analyze as follows



Figure 2. Video Minutes to 00.00

In scene picture 2, the video at 00.00 minutes shows a red curtain with Noah written on it. The meaning is that Noah's grub band will give an interesting performance from the comedian actors in the video clip.

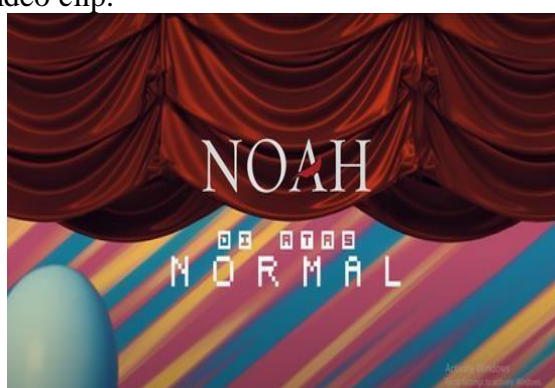


Figure 3. Video Minutes 00.04

The next scene is picture 3, video at 00.04 minutes when the red curtain starts to open, there is the inscription Noah *Diatas Normal*. Then, you can see that there is a combination of yellow, blue, and purple as well as blue balloons. However, these colors are less flashy or faded. The meaning is that Noah's grub band presents a song called "*Diatas Normal*" with a cheerful theme, but there is sadness in it.

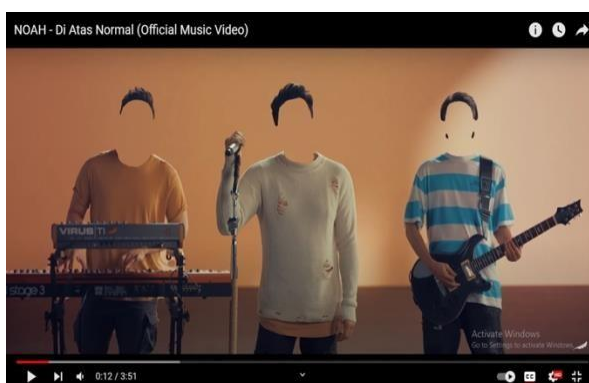


Figure 4. Video Minutes 00.12

Picture 4, minute 00.12, there is a display of Noah's grub band, but their heads are missing except for the hair. The meaning is someone who does not understand what is in his mind in the sense that his mind is empty. This is also contained in the lyrics of the song, namely "I can't understand my thoughts".



Figure 5. Video Minutes 00.18

Figure 5, video minutes 00.18, this scene has 2 people. One of the 2 people's legs turned on the head. Then at 00.19 minutes, another person was shocked after witnessing the incident. Its meaning is someone who has lost his mind because his love has long gone and expects his presence to come back together.



Figure 6. Video minutes 00.19

Figure 6. Video at 00.19 minutes, he realized that this was something wrong, but he still thought about it so that someone became confused. Therefore, the lyrics for this part of the song are "feet to the head, head to the feet".



Figure 7. Video minutes 01.46

Then scene picture 7, video minutes 01.46, you can see a man trying to insert a thread into a needle and his clothes are plastered with lots of book reminder paper. Likewise on the wall behind the man, a lot of book reminder paper stuck. Its meaning is someone who finds it difficult to forget the person he loves. Then he should be able to get up and try to forget because the person he loves won't come back. This is contained in the lyrics, namely "I'm looking for something that doesn't come back". The book reminder paper symbolizes that he needs self reminders so he can open his mind and enthusiasm in living life.



Figure 8. Video minutes 02.51

Scene picture 8, video 02.51 minutes showing the band Noah and there are 2 blue balloons and 3 purple balloons, but one of the purple balloons flies. Then, the background is blue. The meaning is that he must be able to let go of his lover in the past because unconsciously it is holding him back in life. In addition, if he lets go of his lover, then he will throw away his sadness, feel the calm and joy that has been hidden by his sadness.

CONCLUSION

From this explanation it can be concluded that there are 6 hidden symbols in Noah's video clip entitled "Diatas Normal" in each scene, including: 1) the red curtain symbolizes the grub band Noah will give an interesting performance from the comedian actors in the video the clip "Diatas Normal", 2) the blend of faded yellow, blue, and purple colors gives the meaning of the song "Diatas Normal" with a cheerful theme but there is sadness in it, 3) the head of the band noah which disappears gives the meaning of the contents of an empty mind 4) the feet of one of the actors moving to the head symbolizes someone who is confused about the love problems he is experiencing, 5) the relation between the actor trying to insert a thread into a needle and a book reminder paper gives the meaning that one must be able to forget his love that has gone even though it is difficult to do so he is excited to live life again, and 6) colorful balloons symbolize when he releases his loved ones a then you will feel the joy that has been covered by the sadness.

This research is intended with the great hope that readers can develop their knowledge and increase their appreciation of Noah's literary video clip entitled "Diatas Normal". This research is also far from perfect. The researcher hopes that after studying the results of this study it can be used as a reference to continue and develop Charles Sanders Peirce's semiotic theory with a broader analysis.

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