

<http://icollate.uny.ac.id/>

Icollate-4



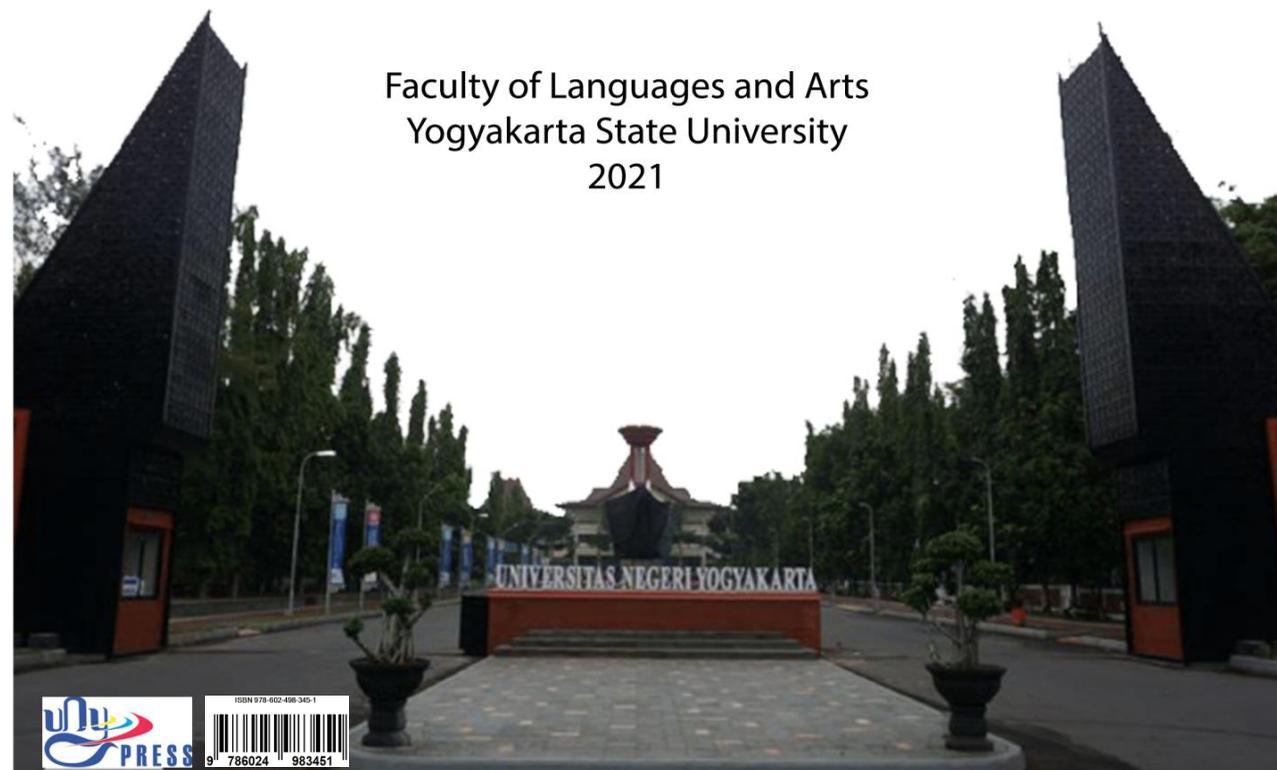
Ikatan Guru Bahasa Jerman Indonesia

# PROCEEDING

THE 4<sup>th</sup> INTERNATIONAL CONFERENCE ON LINGUISTICS  
AND LANGUAGE TEACHING (4<sup>th</sup> ICOLLATE) 2021  
OCTOBER 28, 2021

*Opportunities and Challenges of Linguistic Development and Language  
Teaching and Learning in the Covid-19 Pandemic Era*

Faculty of Languages and Arts  
Yogyakarta State University  
2021



# PROCEEDING

**4th INTERNATIONAL CONFERENCE ON LINGUISTICS  
AND LANGUAGE TEACHING (4th ICOLLATE ) 2021  
OCTOBER 28, 2021**

Opportunities and Challenges of Linguistic Development  
and Language Teaching and Learning in the Covid-19 Pandemic Era

FACULTY OF LANGUAGES AND ARTS  
YOGYAKARTA STATE UNIVERSITY  
2021



**4th INTERNATIONAL CONFERENCE ON LINGUISTICS  
AND LANGUAGE TEACHING (4th ICOLLATE ) 2021**

**OCTOBER 28, 2021**

xii + 569 halaman; 21 x 29 cm

**ISBN : 978-602-498-345-1**

**I. Article**

**II. Title**

**III. Siti Perdi Rahayu, dkk**

**Title :**

Opportunities And Challenges Of Linguistic Development And  
Language Teaching And Learning In The Covid-19 Pandemic Era

**Chairman :**

Prof. Dr. Sulis Triyono, M.Pd

**Reviewers:**

Joko Priyana, MA., Ph.D.

Dr. Roswita Lumban Tobing, M.Hum

Nur Hidayanto Pancoro SP., M.Pd., Ph.D.

Dr. Tadkiroatun Musfiroh, M.Hum

Susana Widyastuti, S.S., M.A., Ph.D.

Ashadi, M.Hum., Ed. D.

Anis Firdatul Rochma, M.Pd.

Reni Nastiti, M.A

Rasman, M.A.

**Editors :**

Rohali

Nur Mahsun

Sekar

**Publisher:**

**UNY Press**

Kompleks Fak. Teknik UNY, Kampus Karangmalang

Yogyakarta 55281 Phone : (0274) 589346

E-mail : [unypenerbitan@uny.ac.id](mailto:unypenerbitan@uny.ac.id)

# FOREWORD

## 4th INTERNATIONAL CONFERENCE ON LINGUISTICS AND LANGUAGE TEACHING (ICOLLATE 2021)

Assalamu alaikum Wr. Wb.

Since the Covid-19 case was announced in Wuhan, China in March 2019, various aspects of life have changed drastically. Economic, social, cultural, political, religious and educational aspects and even language undergo changes. Various new terms have appeared and are used in various countries, even the words corona and covid-19 for example, have become standard terms that seem to have no equivalents in other languages. Covid-19 can create a change in people's language.

In fact, beside Covid-19, various other diseases also have an impact on the use of language, such as aphasia which erodes a person's verbal ability or stuttering which makes a person unable to speak properly, and so on. In the field of learning, the Covid-19 pandemic has changed nearly a hundred percent of the models, methods, techniques, media and patterns of learning interactions. Learning that was originally classical in nature bounded by space and time, turns into distance learning that is free from time and space. Face-to-face learning turns into online mode. So, it is not surprising that various virtual learning platforms are used, not only in learning in tertiary institutions, but also in middle schools and even in elementary schools. The use of learning media has changed as well. Learning media that was originally based on audiovisual turned into virtual reality media that could display 4-dimensional objects.

It will address any relevant issues but not limited to the following sub-themes (1) language and our health (2) lexicology, translation, and semantics in the covid-19 pandemic era (3) language teaching and learning in the covid-19 pandemic era (4) media and Information Technology in teaching and learning in the covid-19 pandemic era (5) language and social distancing, and (6) cultural changes in the covid-19 era.

Yogyakarta, December 2, 2021

Chairman



Prof. Dr. Sulis Triyono, M.Pd  
NIP 195805061986011001

# PREFACE

## **4th INTERNATIONAL CONFERENCE ON LINGUISTICS AND LANGUAGE TEACHING (ICOLLATE 2021)**

Assalamualaikum Wr. Wb.

May God's blessings and peace be upon you.

The honorable Mr. Chancellor, Vice-Chancellors, Resource Persons of this International Seminar, Vice Deans, co-presenters, all distinguished participants, and committee.

Praise be to Allah SWT for His mercy in providing us with excellent health so that we can attend the international seminar this morning.

First, I would like to welcome you to this seminar which has received great attention not only from this university, but also from linguistics and language learning world communities to submit papers to be presented in this seminar.

Linguistics is a dynamic field with bright prospects for both the field and its practitioners. In the discipline of applied linguistics, or linguistics that connects to other sciences, there has been a tremendous amount of progress. It can be seen how linguistics interconnects with psychology, philosophy, anthropology, neurology, and sociology. The field of applied linguistics continues to expand in the wake of the COVID-19 outbreak. This trend may be seen in computer-assisted language learning and the study and use of neurolinguistics, both of which are greatly anticipated by users. How neurolinguistic research-based therapies can be used to treat stroke, Alzheimer's, and other language-related disorders. Translation, psycholinguistics, and language documentation are other disciplines of linguistic research that are equally fascinating.

The seminar's theme of opportunities and challenges of linguistic development and language learning is particularly applicable in this regard. This seminar is expected to further expand the field of linguistics science and open up fresh discussions about linguists' employment prospects. Speech pathology, intellect development through language, forensic linguistics experts, content creators, and regional language developers are among the professions whose contributions to society are widely expected. As a result, it is intended that this seminar will disclose a map of the talents that can be acquired and used to advance linguists' careers.

The development of technology and communication for all activities in various fields including education is increasingly strengthened in this pandemic era. Related to this, the challenge that must be faced is that teachers or lecturers must be able to proficiently use learning media in accordance with technological

advancements for media content to be engaging and easy to comprehend for students.

The complexity of the challenges and the many opportunities for development in linguistics and language learning will certainly be discussed thoroughly in this seminar. Therefore, we thank the resource persons who have taken the time to share their knowledge with all of us. Not to mention the presenters who have sent their papers so that they can be discussed and can provide information for linguistics and language learning development.

Furthermore, the Faculty of Languages and Arts, Universitas Negeri Yogyakarta would like to thank the committee for preparing this event very well and we do apologize for the inconvenience you may find during the seminar. Finally, please accept my best wishes for a successful conference.

Wassalamualaikum wr. wb.

Yogyakarta, December 2, 2021

Dean of FBS UNY



**Dr. Sri Harti Widyastuti, M.Hum**

NIP. 196210081988032001

# PREFACE

## 4th INTERNATIONAL CONFERENCE ON LINGUISTICS AND LANGUAGE TEACHING (ICOLLATE 2021)

*Assalamualaikum warahmatulahi wabarakatuh*

Dear Sir/ Madam

Warm greeting from Yogyakarta

It is an honor for me to welcome you to Universitas Negeri Yogyakarta especially on joining the 4th International Conference on Linguistics and Language Teaching (The 4th ICOLLATE) 2021.

On behalf of Universitas Negeri Yogyakarta, I would like to welcome you to this wonderful conference. As the theme of this conference, “Opportunities and Challenges of Linguistic Development and Language Teaching and Learning in the Covid-19 Pandemic Era” motivates us to always figure out innovations and solutions for people in Linguistics and Language Teaching and Learning.

This conference is as a medium to facilitate educators, linguists, teaching practitioners, policy makers, researchers and anyone of current and critical issues to linguistics and language teaching, more specifically to the ones impacted by the Covid-19 outbreak. We hope everyone has great experience.

Once again, thank you for participating and organizing this conference.

and

*Wassalamualaikum warahmatulahi wabarakatuh*

Yogyakarta, October 28, 2021

Rector of UNY



Prof. Dr. Sumaryanto, M.Kes., AIFO  
NIP. 196503011990011001

# TABLE OF CONTENT

Cover .....	i
Foreword .....	iii
Preface .....	iv
Preface .....	vi
Table of Content .....	vii

## CHAPTER 1:

Language, Our Health, Lexicology, Translation, and Semantics (In The Covid-19 Pandemic Era) .....	1
1. Terminology of the Covid-19 Pandemic in French (Siti Perdi Rahayu, Rohali, Roswita Lt, Nastiti Utami) .....	2
2. The Representation of Values and Meanings in the Anthology Of Covid-19 Poetry : On Inflammation and in the Field of Life (Dandi Golontalo, Nurhadi).....	13
3. A Conversation Analysis of Adjacency Pairs In “Sing” Movie (Diana Rofi Hamidah, Siti Mukminatun, Tri Wahyuni Floriasti) .....	22
4. Critical Discourse Analysis Van Dijk’s Model of Hendra Kumbara’s Song ( <i>Dino Liyane</i> ) (Hasan Shiddiq) .....	31
5. Analysis of Grammatical Errors in Javanese News Events Fokus Indosiar Yogyakarta 12 July 2019 Edition (Mohamad Makincoiri) .....	36
6. Covid-19 Metaphors in Donald Trump’s Covid-19 Daily Speeches: A Critical Discourse Perspective. (Nadya Nurul Fatimah, Susana Widyastuti) .....	43
7. Norman Fairclough's Critical Discourse on News About Covid-19 on Youtube Online Media. (Sahriyanti, Suhardi) .....	53
8. Web As Corpus: A Solution in Translating Jamu and Javanese Traditional Healing Terminologies Into English (Wahyu Utara, Suwarno) .....	58
9. Contrastive Analysis of French and Indonesian Deverbal Noun and It’s Pedagoic Implications in French Learning (Rohali, Roswita LT, Siti Perdi R, Nastiti Utami) .....	68
10. Text Structure in The Close The Door Podcast Airing July 16, 2021 (Bhramastya Sandy Hargita, Teguh Setiawan) .....	78
11. Allegaration of Plagiarism on The Music Video (MV) “Raja Terakhir” On Young Lex Youtube Account . (Inayatur Rohmah, Prof. Zamzani) .....	87
12. The Surprise of Covid-19 in Madura on The News “Overcoming The Pandemic in Madura With A Social-Cultural Approach” (Kokon Setiyo Tri Raharjo, Suminto A Sayuti) .....	96

13.	“Protect Against Covid-19” VS. “Lindungi Diri Lindungi Negeri”: An Analysis of Indonesia and USA Covid-19 Posters (Mike Pratiwi W, Tan, Nirel Angwen W, Nina Setyaningsih) .....	105
-----	---	-----

## CHAPTER 2:

	Language, Social Distancing And Cultural Changes (In The Covid-19 Era)....	117
--	--	-----

14.	Forensic Linguistic Analysis on Law Related to The Covid-19 Pandemic. (Ali Kusno, Elen Inderasari, Hari Kusmanto) .....	118
15.	Metacognitive Strategy in Learning French as Foreign Language (Herman, Dwiyanto Djoko Pranowo) .....	125
16.	TOEFL Prediction Online Test in Covid-19 Pandemic Era (Restoeningroem, Beni Setiawan) .....	134
17.	An Analysis of Directive Speech Acts Used By Male Lecturer Of ELESF FKIP Lambung Mangkurat University in Classroom Context (Shandi Kevin T, Nanik Mariani, Noor Eka Chandra) .....	140
18.	A Critical Discourse Analysis of Sexism in the 9 <sup>th</sup> Grade EFL Textbooks for Long-Distance Learning in Indonesia. (Vincentia Yovita Purwitasari, Tri Wahyuni Floriasti) .....	148
19.	The Difference Implementation of <i>Memayu Hayuning Bawana</i> in the Pandemic Era. (Anggyta Nardilla and Muzakir Haitami) .....	157
20.	Implementation of Communication and Social Interaction Process of Wonorejo Hamlet Community during The ‘PPKM Darurat’ Period of The Covid-19 Pandemic. (Almas Zahra Indriana <sup>1</sup> , Ari Kusmiatun) .....	164
21.	Coherence of Discourse Lexical Cohesion in <i>Tirto.id</i> Online News Themes of The Covid-19 Pandemi: A Discourse Study. (Annisa Ayu Latifah <sup>1</sup> , Tadkiroatun Musfiroh) .....	173
22.	Persuasive Communication Strategy of Entrepreneurs "Kopi Broo Cafe" Through Social Media in the Time Covid-19 Pandemic. (Annisa Febria Prasetyo, Maman Suryaman) .....	180
23.	Eco-Discourse Analysis Javanese Language Of Covid 19 in Yogyakarta. (Avi Meilawati, Mulyana, Siti Mulyani, Hardiyanto) .....	188
24.	Manifestation of Implicatures on Indonesian Comics Instagram Content in the Discourse of “Endorse Covid”. (Dayang Rahma Yulianti Maulida, Suminto A Sayuti) .....	195
25.	Acts of Hate Speech in News on Twitter Related to Covid-19. (Muhammad Fauzan, Teguh Setiawan) .....	202
26.	Illocutionary Speaking Actions in Press Release Implementation of Community Activities Restrictions (PPKM) on YouTube Channel Fmb9id_lkp (Pragmatic Analysis) (Nur Azizah Istikoma , Prihadi) .....	210

27.	The Presupposition “Dinar Candy Arrested!?! My Country is so Funny Anyway!!” In Deddy Corbuzier Podcast Edition on August 6, 2021 (Sari Irayanti, Else Liliani) .....	219
28.	Changes in Meaning of Various Language Registers in the Time of the Covid-19 Pandemic (Coronavirus Disease 2019). (Vinda Ady Pratiwi, Suhardi) .....	226

## CHAPTER 3:

	Language Teaching and Learning (In The Covid-19 Pandemic Era) .....	233
29.	A Lecturer’s E-Class Management (A Case Study of an English Lecturer at Higher Education). (Ariani Siti F, Muh. Aprianto BN, Endang Darsih) .....	234
30.	Developing a Questionnaire to Measure the Effectiveness of a Speaking Book for Non-English Department Students during the Covid-19 Pandemic. (Arif Setiawan, Dwiyanto Djoko Pranowo) .....	242
31.	Javanese Reading Learning in Low Grades of Elementary School in During Covid-19 Pandemic. (Astiana Ajeng Rahadini, Endang Nurhayati, Suwarna) .....	251
32.	Language Teaching and Learning in Indonesian Islamic Boarding Schools during the Covid-19 Pandemic Era. (Fivtytravika Sukma, Divia Khairunita, Haanii Pradini, Rosmalita Septiana, Andianto, Ahmad Madkur, Dedi Irwansyah) .....	256
33.	Optimizing Google Classroom in Online Learning During Covid-19 Pandemic. (Giyatmi Giyatmi) .....	263
34.	The Use of Film Adaptation Media as a Learning Material for Indonesian Literature Online Model. (Heri Sutrisna, Suminto A Sayuti) .....	272
35.	Students’ Responses to the Application of the Scaffolding Method in Improving English Reading Digital Text Skills for Multimedia Study Program. (Ince Dian Aprilyani Azir, Widi Sriyanto) .....	279
36.	During The Covid-19 Pandemic Year, Students of Class VIII Junior High School IT LHI (Lukman Hakim International) Banguntapan Yogyakarta Obtained Problematic Self-Regulated Learning in Making Poetry. (Intan Elok Okti W, Hartono) .....	285
37.	Student Involvement in Peer Reviews in Online Writing Learning (Joko Priyana, Basikin, Suciati) .....	292
38.	Foreign Language Instructors’ Voices in Online Clil Practice in Higher Education. (Khoiriyah, Ria Arista Asih) .....	302

39.	Position of Foreign Language and Regional Language in Teaching Materials Book of Indonesian High School Class X (Leny Dwi Astuti, Suhardi) .....	309
40.	Investigating the Role of Indonesian Language Teachers in Shaping Students' Literacy Culture. (Mahiratun Fadlilah, Pangesti Wiedarti) .....	316
41.	Online Learning Policies and Indonesian Language Learning Constraints during The Covid-19 Pandemic (Muhammad Agung Wibisono, Hartono) .....	324
42.	Ideology of "Editorial" Newspaper <i>Compas</i> Edition January 2021. (Nasip Sujarno, Hartono) .....	334
43.	Students' Satisfaction Towards Teachers' Feedback in Writing during Emergency Remote Teaching and Learning (Ni Putu Wismayani Pratiwi) .....	343
44.	Teacher's Difficulties in Virtual Learning Environment in Indonesian EFL Class. (Nuriah Fadliah Husain, Lisjaya) .....	350
45.	The Development of Non-Fiction Text Reading Comprehension Textbooks Based on Cooperative Integrated Reading and Composition Learning Model for SMK Students (Pertiwi Nurfebrianti, Hartono) .....	355
46.	Improvement of Reading Comprehension Through Mobile Assisted Language Learning With the Mazii and Jareads Applications during The Pandemic. (Rainhard Oliver Hoftman) .....	363
47.	Second Language Development (SLD): What Factors Might Affect Students' English Learning during Covid19 Pandemic (Ramli, Farid HS, Winarno, Fitriawati, Fakhri Khusaini) .....	371
48.	The Correlation Between Students' Self-Confidence and Speaking Achievement. (Rika Ramayanti, Fitri Novia, Rachmanita) .....	382
49.	Implementation of Online Learning for Indonesian Language Teacher in the Era of The Covid-19 Pandemic. (Rintani Hidayat, Kastam Syamsi) .....	389
50.	Teachers' Perception on the Use Of Google Classroom to Assess Students' English Skills during Covid-19 Pandemic. (Rita Vidyasari, Ni Putu Era Marsakawati) .....	399
51.	Improving The Skills Of Writing Scientific Work Proposal Texts In The Distance Learning Time With Role Audience Format Topic (Raft) Strategy On Students Of SMA Negeri 2 Yogyakarta. (Sri Mintarsih Fatimah, Maman Suryaman) .....	407
52.	Evaluating Flipped Classroom For Emergency Teaching Approach In EFL Undergraduate Students' Academic Reading Course. (Stefanus Igolois G. Uran) .....	413
53.	Changes In Indonesian Curriculum And Learning During The Covid 19 Pandemic: Problems And Solutions. (Tifani Ainurriza, Maman Suryaman) .....	424

54. Developing Task-Based English Speaking Materials for Extracurricular Activity for Junior High School. (Amanah Suci, Tri Wahyuni Floriasti) .....	433
--	-----

## CHAPTER 4:

Media and Information Technology In Teaching and Learning (In The Covid-19 Pandemic Era) .....	439
--	-----

55. Effects Of Web-Based Applications In Folklore Learning On Students Reading Interest In Class X Of SMA Miftahul Hidayah During Covid-19 Pandemic. (Lamri, Anwar Efendi) .....	440
56. The Use Of Digital Storytelling In Teaching Efl Writing In The Covid-19 Pandemic Era. (Muhammad FF., Stefani Ernes A. Setyo Prasiyanto C) .....	448
57. "Merdeka Belajar" <i>Adaptation of Indonesian Learning during the Covid-19 Pandemic.</i> (Nabilla Silmi, Burhan Nurgiyantoro) .....	457
58. Implementation Of Think Talk Write Learning Model Associated Audiovisual Media To Increase Ability To Write Discription Text On Pandemic Time. (Nur Fitriyani, Ari Kusmiatun) .....	405
59. Senior Teachers' Struggle In Integrating With Technology In Online Class During Pandemic. (Sonia Octavia, Desy Mutia Sari, Vandan Wiliyanti) .....	474
60. The Use Of Instagram As A Media For Indonesian Learning Assignments. (Vetty Nirmalasari, Else Liliani) .....	486
61. Developing Online Active Learning Materials In English Teaching Based On Genre-Based Approach. (Amira Deani, Dwiyanto Djoko Pranowo) .....	493
62. Literature Appreciation Learning Innovation Using Blended Learning Model To Students Of Mts Al Ma'had An-Nur Bantul Amidst The Covid-19 Pandemic. (Bitho'ah Aidatun Na'ilah, Suroso) .....	503
63. In The Covid-19 Pandemic, Implementation Of Learning To Write Non-Literary Text Using Technology-Based Learning Media On Class VIII Smp Students. (Deni Fourin Achiriarsi, Prihadi) .....	510
64. Advancing Distance Education Quality: Does Indonesian Teachers' ICT Self-Efficacy Impact Students' Learning Online? (Need To Be Updated) (Desy Mutia Sari, Sonia Octavia) .....	520
65. Technology Devices: Can It Enhance Pre-Service Teachers' Teaching (During The Covid-19 Period)? (Frimadhona Syafri, Sri Wahyuni) .....	536

66.	The Advantage Of Telegram Bot Media As A Forum For Evaluating Literature In Online Learning. (Hafida Amalia R, Nurhadi) .....	543
67.	Talk English Vs Lingodeer Apps: The Teaching Of Micro And Macro Speaking Skill Using Mobile App At Syekh Yusuf Islamic University, Tangerang. (Irmala S, Agus M, Bunga Azhari T) .....	551
68.	Learning Loss Due To Online Learning During Pandemic Era (Case Study Of Private High School In Yogyakarta) (Tadkiroatun Musfiroh ) .....	561

# CHAPTER 1

Language, Our Health, Lexicology, Translation,  
And Semantics (In the Covid-19 Pandemic Era)

**COVID-19 PANDEMIC TERMINOLOGY IN FRENCH LANGUAGE**

Siti Perdi Rahayu  
Roswita Lumban Tobing  
Nastiti Utami  
Rohali

<sup>1</sup>[siti\\_perdirahayu@uny.ac.id](mailto:siti_perdirahayu@uny.ac.id), <sup>2</sup>[rohali@uny.ac.id](mailto:rohali@uny.ac.id),  
<sup>3</sup>[roswitalt@uny.ac.id](mailto:roswitalt@uny.ac.id), <sup>4</sup>[norberta\\_nu@uny.ac.id](mailto:norberta_nu@uny.ac.id)

**Abstract**

The current research aims to describe 1) the types of COVID-19 pandemic terms in French, 2) the lexical categories of COVID-19 terms in French, and 3) the meaning of the COVID-19 terms in French. The objects used by this study are words that are the terms of COVID-19 in French. The data in this study are all phrases or sentences consisting of the COVID-19 terms in French. Sources of data include: website of the French ministry of health, WHO France, and various health-related articles in French. Data collection has been carried out using the observation method with the basic tapping techniques, followed by the non-participatory observation technique. Moreover, the data analysis method used is the referential equivalent method with the dividing-key-factors technique and the distribution method with the segmenting immediate constituent's technique continued with the substitution technique, insertion technique, expansion technique and read-marker technique. The validity and reliability of the data used are semantic validity assisted by expert judgment. The results of this study indicate that the COVID-19 terms in French have three lexical categories, namely nouns, verbs, and adjectives. Each lexical category includes several types, namely nouns consisting of two types: human nouns and non-human nouns, verbs with 3 types, namely action verbs, process verbs, and state verbs, meanwhile, four types of adjectives have been found, namely action, state, color, and drug adjectives. The meaning of COVID-19 Pandemic terms in French can be classified into two main categories, namely: lexical meaning and contextual meaning.

**Keywords:** Term, terminology, COVID-19, French language

**1. Introduction**

Since the occurrence of the Covid-19 pandemic, the development of language and technology has progressed very rapidly, so that new terms are urgently needed in all areas of life, this will also result in the development of terminology in all fields. Language is one of the crucial tools applied in developing science and technology. Any field or science certainly needs language, both as a tool to communicate the development of science and technology, and a means to name terms in certain sectors of science and technology. Without language, the world feels silent. Therefore, with the new science and technology, new vocabularies will emerge for sure, and these are not immediately understood by all

speakers of the target language. This will make some messages from science and technology cannot be understood properly and quickly. Therefore, it will more time is required to be understood by everyone. One example, the emergence of the COVID-19 pandemic, which is a type of disease caused by a virus, has not only changed our daily social habits and our culture but also created new vocabularies that everyone must understand. The Covid-19 pandemic has occurred in almost all countries in the world caused all sectors of human life to change. Alternations forced everyone to follow them and adjust to the new normal life. For instance, school/college activities must be done online. This situation forced everyone to suddenly know and learn how

to implement and overgo online learning and to understand and master technology, including mastering vocabularies related to online learning.

The COVID-19 pandemic has also given rise to a lot of new vocabularies or terms, especially those related to the disease itself, as well as other sectors. Of course, these vocabularies must also be understood well, because they involve the health of everyone. Until now, there have been tens or even hundreds of new or old vocabularies with new meanings related to the Covid-19 Pandemic. These new vocabularies are not only in the Indonesian language but also in other languages, which are spoken by people living in countries hit by the Covid-19 Pandemic. Vocabularies or terms related to certain fields are known as terms, the science that studies them is called terminology. Therefore, terminology contains the meaning of 1) terminology (grammar / about words), and 2) knowledge of the boundaries of terms or definitions of terms (<https://kbbi.kemdikbud.go.id/entri/terminologi/7/02/2021> time: 11.54.)

The COVID-19 pandemic has also hit France, automatically, there are also a lot of vocabulary or terms related to the disease. The competent authority quickly determines and establishes the terms in the disease officially and continuously. For Indonesian speakers who are learning French, these new terms and their meanings are not widely known in Indonesia. This is the reason why this research needs to be done so that French learners can immediately understand it as a linguistic study, more specifically as a study in the field of semantics.

Linguistically, there are several problems regarding the terminology of the Covid-19 pandemic that can be revealed in this study, including: others: the types of terms used in the Covid-19 pandemic, for example, the terms used to express: disease, people who are sick, people who treat illness, objects used to treat/treat, how to avoid disease, ways to deal with if you have a disease, how to deal with it if you fail to treat it, and so on. So, these types can be

classified perhaps in more detail, or even conversely can be summarized even less.

Another problem that arises is what is the meaning of the terms in each of the above types: semantically, is the vocabulary a new term with a new meaning, or an old term that has existed but has a new meaning. Syntactically and morphologically, these terms can also be classified according to lexical categories, as well as their use in sentences. For example, these terms can be categorized as lexical nouns, verbs, adjectives, adverbs, and so on. In addition, morphological problems can still be developed again, for example regarding the method of formation, affixation, composition, or others. Thus, the research will be more comprehensive. Seeing so many problems that can be explored, this research on the terminology of the Covid-19 Pandemic in French is limited to problems related to 1) the types of the term COVID-19 Pandemic in French, 2) the lexical categories of these terms, and 3) the meaning evoked by these terms.

## 2. Theoretical Review

### A. Terminology

Terminology studies terms that can be defined as linguistic expressions that designate items of knowledge within special subject fields. This opinion can be explained that terminology studies terms that can be defined as linguistic expressions that describe items of knowledge in specific subject areas (L'homme: 2020: 6). Furthermore, L'homme also limits the terminology: terminology is polysemous and can also be used to designate the set of terms of a given domain. For instance, environmental terminology refers to all the terms found in that field of knowledge. Terminology is polysemy and can also be used to designate a set of terms from a particular domain. For example, environmental terminology refers to all terms found in that field of knowledge”.

Another opinion was conveyed by CST (2014:16), :

*Le terme « terminologie » désigne en première lieu le vocabulaire des langues de spécialité (vocabulaire*

*spécialisé) ; il désigne également la science qui étudie, d'une part, les notions et leurs dénominations dans le cadre des vocabulaires spécialisés (étude théorique) et, d'autre part, les méthodes propres au travail terminology.*

The term "terminology" primarily refers to the language vocabulary of the specialization (specialized vocabulary); it also designates the science that studies, on the one hand, concepts and their names within the framework of a special vocabulary (theoretical study) and, on the other hand, specific methods for terminology work.

The definition of terminology, in the Larousse online French dictionary, has two meanings, namely:

- 1) *ensemble des termes, rigoureusement définis, qui sont spécifiques d'une science, d'une technique, d'un domaine particulier de l'activité humaine,*
- 2) *discipline qui a pour objet l'étude théorique des dénominations des objets utilisés ou des par tel ou tel domaine du savoir, le fonctionnement dans la langue des unités terminologiques, ainsi que les problèmes de traduction, de classement et de documentation qui se posent à leur sujet"*

(<https://www.larousse.fr/dictionnaires/francais/terminologie/77407>)

Based on this understanding, it can be concluded that terminology is 1) a set of terms that are strictly defined and which are devoted to the field of science, engineering, and certain other fields of human activity. Another definition also states that terminology is a scientific discipline whose object is the thematic study of the names of objects or concepts used in various fields of science, their function in the language of terminological units, problems of translation, classification, and documentation that arise in the theme. This opinion is almost the same as that in Le Petit Robert's (2000) dictionary, *terminologie est particulier utilisé dans un domaine de la connaissance ou un domaine professionnel, ensemble structuré de*

termes. It is stated that terminology is a special vocabulary used in a particular field of knowledge or professional field, which forms a special set of terms.

Three important things become the basic needs for the use of terminology, namely: (1) the need to describe, namely the human need to describe certain terms needed for the preparation of a discourse whose social aspects are not the same or different from other fields, (2) the need to convey, which is related to the socialization and dissemination of science by using terms, because with coherent terms communication between experts, or communication of knowledge dissemination among the public will grow and develop well, and (3) the need for norms, namely the importance of these terms to know and understand the norms that exist in every science (Rey: 2000)

### Terminology Determination Procedures and Methods

To ensure that the terminology or the terms used are coherently both linguistically and notionally, Rey (2000) describes in detail the procedure for determining terminology. There are six procedures that must be followed, namely: (a) determining the field to be defined and described in one or several languages, (b) compiling terminography, (c) analyzing term areas, (d) analyzing the corpus of linguistic aspects, (e) ) define units and perform sorting, and (f) select units. In addition, based on linguistic and notional information in the preparation of terminology, there are three levels that must be considered, namely: (1) the linguistic level, namely the level that includes morphosyntax (lma form, phonetic variation, morphological analysis (compound words, abbreviations, syntagms/ phrases, and word-class functions), and the use of terms (pragmatic and sociolinguistic levels): area of use, balance of quantitative scales, context, etc., (2) level of understanding and meaning, namely the use of terms in one language, which includes: field determination ( thematic fields), analysis of meaning through definitions, information about the

class of the object in question, analysis of characteristics, associations with other terms, and (3) documentation level, including documentation of source context (semasiology dictionary) and usage illustrations (onomasiological dictionary), preparation and execution date of processing, and processing of entries in a set (Rey: 2000).

## B. Covid-19 pandemic

According to the online KBBI (<https://kbbi.kemdikbud.go.id/entri/Pandemi>), A pandemic is an epidemic that spreads simultaneously everywhere, covering a wide geographic area. A pandemic of a disease will be declared when a new disease for which people have no immunity to that disease spreads around the world and unexpectedly. The pandemic was decided after there was a wave of person-to-person infections across the community. The French Ministry of Solidarity and Health (Ministère des Solidarités et de la Santé) defines the coronavirus as follows.

*Les coronavirus sont une famille de virus susceptibles d'être l'origine d'un large éventail de maladies. Chez l'Homme, ils provoquent des infections respiratoires, allant d'un rhume banal une infection pulmonaire sévère, responsable de détresse respiratoire aiguë.* (<https://solidarites-sante.gouv.fr/soins-et-maladies/maladies/maladies-infectieuses/coronavirus/tout-savoir-sur-la-covid-19/>)

Coronavirus is a family of viruses that can cause various diseases. In humans, the disease can cause respiratory tract infections, nausea from mild flu to severe lung infections, and cause acute respiratory distress.

Covid-19 which stands for Corona Virus Disease 2019 is a disease caused by a new type of coronavirus, namely Sars-CoV-2, which was first reported in Wuhan, China on December 31, 2019. This disease has various symptoms of acute respiratory distress. such as fever above 38o C, cough and shortness of breath. It can also be

accompanied by other symptoms such as weakness, muscle aches and diarrhea. In severe COVID-19 patients, this disease can cause pneumonia, acute respiratory syndrome, kidney failure and even death (<http://www.padk.kemkes.go.id/article/read/2020/04/23/21/avoid-elderly-from-covid-19.html>, 6 February 2021 at 14.13).

Because it attacks more and more people, this disease was finally designated as a pandemic by WHO on Wednesday, March 11, 2020. This is based on the number of cases of COVID-19 outside its home country, China, which reached 13 times, while the number of affected countries COVID-19 cases have tripled, said Dr. Tedros Adhanom Ghebreyesus, Director General of the WHO (World Health Organization) (Quoted from CNBC Indonesia on its website: <https://www.cnbcindonesia.com/news/20200312075307-4-144247/who-declare-outbreak-covid-19-so-pandemic-what-means>).

When the WHO announced the designation of Covid-19 as a global pandemic, it was recorded that there are 118 cases of the disease which are widespread in more than 110 countries around the world.

## C. Category Words in French

The categories of words in French are classified into two major groups, namely: 1) mot variables, which include; nouns, adjectives, articles, pronouns, and verbs, and 2) unvaried or unchanging words, which include: adverbs, prepositions, conjunctions, and interjections (Dubois via Rahayu, 2018: 99-106). Meanwhile, almost the same grouping was carried out by Monneret, Philippe and Fabrice Poli, 2020: 28-35), namely: 1) lexical word categories, which include nouns, verbs, adjectives, and adverbs, and 2) grammatical word categories, which include determinant, pronoun, conjunction, and preposition.

## D. Meaning

The term meaning contains three concepts, namely: (1) explaining the meaning of words naturally, (2) describing

sentences naturally, and (3) explaining meaning in the communication process (Kempson through Pateda, 2010:79). The purpose of dividing the three concepts about the term 'meaning' is that discussing meaning must be seen from the point of view of words, sentences, and what the speaker needs in communicating. Furthermore, it was found that there were a lot of limitations of the meaning, one of which was the limitation of meaning conveyed by Wijana (2015: 24-25), meaning is the relationship between words and something they designate. Furthermore, Wijana explained that the relationship between words and the concepts described is called association, while the relationship between concepts and the objects they designate is called reference. As for the relationship of the word to the objects it points to is called meaning.

### E. . Types of Meaning

From various opinions about the types of meaning, Pateda (2010: 96-132) summarizes the types of meaning into 29 types of meaning, namely: affective meaning, denotative meaning, descriptive meaning, extension meaning, emotive meaning, grammatical meaning, ideational meaning, intentional meaning, , special meaning, figurative meaning, cognitive meaning, collocation meaning, connotative meaning, conceptual meaning, construction meaning, contextual meaning, lexical meaning, locutionary meaning, broad meaning, pictorial meaning, propositional meaning, referential meaning, narrow meaning, stylistic meaning, meaning textual, thematic meaning, and general meaning.

In this study, not all meanings will be discussed, only lexical and contextual meanings are the focus in the analysis of the Covid-19 pandemic terms. Lexical meaning is the meaning that exists in the word itself, regardless of the context of its use or meaning that is independently following the concept attached to the word (Pateda, 2010: 74; Amilia, 2017: 63). arises as a result of the relationship between speech and the context or situation when the word is

spoken (Pateda, 2010: 116; Amilia, 2017: 67-68)

### Research methodology

This research is qualitative research that uses a descriptive method, namely research procedures that use data in the form of written and spoken words (Moleong, 2000). The purpose of the descriptive method in this qualitative research is to describe by recording, analyzing, and interpreting the results of the analysis based on information about the conditions found (Mardali, 2009:26-27). The object of this research is words that are special terms in the French Covid-19 pandemic. The data in this study are all words, phrases, or sentences containing the terms of the Covid-19 pandemic in the data source. While the data sources of this research are: articles about the Covid-19 pandemic found on the official websites of the French government, the French Ministry of Health and Youth, as well as several articles on social media.

Data collection was carried out using the observation method, which is a method carried out by listening or reading, namely listening or reading to the use of language (Sudaryanto, 2015: 203). While the technique used is the tapping technique as a basic technique, and the follow-up technique is the non-participatory observation technique, note-taking technique, and ending with data classification. and contextual meaning. The instrument used is a human instrument, namely the researcher himself with all his abilities and knowledge in the field of terminology, and also about the terms of the COVID-19 pandemic in French.

After the data is collected and classified, the next step is to analyze the data. The data were analyzed using the distribution method and the identity method. For the first purpose, namely, to describe the types of Covid-19 pandemic terms, the data analysis method used is the referential equivalent method, which is a method whose determining tool is outside the language, in the form of a referent or something being referred to (Sudaryanto, 2015:15). Meanwhile, the second objective

of this research is to describe the lexical categories of the terms of the Covid-19 pandemic. To analyze it, the distribution method is used, which is an analytical method in which the identification tool is in the language itself (Sudaryanto, 2015: 18), with the segmenting immediate constituents technique, and continued with the read-marker technique and various other techniques, according to the character of the data found.

Furthermore, the third goal, which is to describe the meaning of each term of the Covid-19 pandemic. The method used to achieve the objectives of this research is the matching method with the referent or something being referred to (referential identity method). Goals one, two, and three are interrelated and cannot be separated from one another, so the analysis model that will be carried out is an integrated analysis, that is, all three objectives are analyzed at the same time. The validity of the data was tested using the semantic validity test and the reliability test. Semantic validity is measuring the level of sensitivity of a technique to symbolic meanings that are relevant to a particular context (Zuhdi and Wiwik Afifah, 2019:59-62). In this study, the researcher reads the data repeatedly, so that the meaning is always the same or stable from the first reading to the last reading. Furthermore, the data that is already valid according to the researcher needs to be tested again using stability reliability, and expert judgment, namely conducting discussions with experts (colleagues) to obtain the stability of the meaning of the data.

### Research Findings and Discussion

From the data found and then analyzing the data, it was found that the COVID-19 terminology in French has various types, categories and meanings. The lexical categories found are noun, verb, and adjective categories. The noun category can be classified into two, namely: human nouns which are further broken down into nouns that describe health workers, non-health workers, and patients; while non-human nouns can be further broken down into

nouns for drugs/medical devices, action-process nouns, and state nouns. The verb category can be further broken down into action verbs, process verbs, and state verbs. Meanwhile, the adjective categories can be broken down into action adjectives, state adjectives, drug adjectives, and color adjectives. The meanings found in COVID-19 terms can also be classified into two, namely lexical meaning and contextual meaning. The lexical meaning referred to here is that the COVID-19 terms have their own meanings without being bound by any context, while the contextual meaning occurs if the COVID-19 terms are in a clear environment or context. The discussion will be delivered integrally between lexical categories, types, and meanings because these three things cannot be separated from one another.

#### a. Nouns Categories

##### 1) Human noun

Human nouns are words in the noun category and have a core meaning component (sem core) + human. The term COVID-19 in this group consists of terms that describe humans and mean health workers, non-health workers and patients. The following is an example of a term that is categorized as a human-type noun.

(1) *Mais dans la conjoncture actuelle, sont aussi pointés du doigt des complotistes du covid19 comme tous les hauts gradés de la "pharmacratie" et les vaccinalistes*

'But in the current situation, the covid-19 conspirators are like all high-ranking 'pharmacies' and 'vaccine experts' (D168)

The *les vaccinalistes* unit in example (1) is the term COVID-19 in the human noun category. The noun category is marked by the presence of a marker in the form of the article défini *les*, which shows the masculine and feminine types with a plural number. Included in the human noun, because the noun *les vaccinalistes* has an element of core meaning (sem core) + human. This can be seen from the meaning

of *vaccinaliste est une personne en faveur des vaccins.*

([https://www.btb.termiumplus.gc.ca/tpv2a/alpha/alpha-fra.html?lang=fra&i=1&srchtxt=vaccinaliste&codom2nd\\_wet=1#resultrecs](https://www.btb.termiumplus.gc.ca/tpv2a/alpha/alpha-fra.html?lang=fra&i=1&srchtxt=vaccinaliste&codom2nd_wet=1#resultrecs))

The meaning contained in the *les vaccinalistes* unit is included in the lexical meaning, the word has its own meaning without depending on the context, the meaning of the word is in accordance with the meaning stated in the dictionary.

## 2) Non-human noun

Non-human nouns are words categorized as nouns and minus this meaning element (sem core) –human. The terms COVID-19 for this group are terms that describe objects which include diseases, medicines for COVID-19, medical devices used in handling COVID-19, nouns that describe the action process, nouns that describe the situation.

(2) *tant donné que les vaccins anti-COVID-19 n'ont été mis au point qu'au cours des derniers mois, il est trop tôt pour déterminer la durée de la protection qu'ils confèrent.*

'As the anti-COVID-19 vaccine has only been developed in recent months, it is too early to determine how long it will provide protection'

The lingual units *les vaccins anti-COVID-19* in example (2) are the term COVID-19 which is categorized as a noun. This category is indicated by the marker *les* which indicates that the unit is a plural masculine noun. These terms are included in the category of non-human nouns that state drugs/types of drugs, namely the names of vaccines. Vaccines are not drugs, but in this study they are included in the drug group. Vaccines are biological "weapons" used to help the human immune system fight disease. Vaccines are made from disease-causing microbes that have been weakened or killed or agents that contain toxins or certain proteins (<https://hellosehat.com/parenting/kesehat>

an-anak/immunisasi/vaccin-is-cara-work/).

Vaccines are included in the non-human noun group because these terms do not have an element of meaning human, *Ce qui immunise contre un mal, un danger* (<https://www.larousse.fr/dictionnaires/francais/vaccin/80859>). *Ce qui* contains the meaning of something that... (shows not human). The meanings contained in these terms are lexical meanings, because these terms have the same meaning as those in the dictionary.

## 3) Action-Process Noun

Action-process nouns are words that are categorized as nouns and describe an action and/or a process. The following are examples of COVID-19 terms that are included in the action-process noun type

(3) *L'agueusie est très souvent associée dans le cadre d'une infection Covid 19 l'anosmie (totale ou partielle) qui signifie une perte de l'odorat*

"In the context of Covid 19 infection, ageusia is very often associated with anosmia (total or partial) which means loss of smell"

The *L'agueusie* unit in example (3) is a COVID-19 term that is categorized as a noun, this is indicated by the presence of a marker in the form of an article défini *l'* which indicates a feminine type and has a single number. This term is included in the action-process noun, because it has an element of core +process meaning, namely *perte totalal ou partielle du goût* "the process of losing the sense of taste little by little, the longer it becomes total or quite a part. This term is a new word that contains a lexical meaning, which has meaning autonomously, independently, without depending on other elements.

## 4) State Noun

A state noun is a word that is categorized as a noun and describes a condition or condition of someone or

something. Consider the following examples.

- (4) *Le télétravail doit tre systématisé partout où il est possible, raison de quatre jours minimum par semaine.*

“Remote work should be systematized wherever possible, with a minimum of four days per week.)

The lingual unit *Le télétravail* in example (4) is the term COVID-19 which is categorized as a noun, this can be seen in the marker in the form of an article défini le which indicates the type of masculine and is singular in number. This term is included in the noun category of circumstances, because the term has an element of the core meaning of the state (+state), namely tant donné qu'on ne doit pas sortir de chez soi par précaution, la majorité des gens ne pouvaient donc pas se rendre sur leur lieu de travail habituel, les obligeant effectuer les tâches depuis chez eux, d'où le télétravail qui signifie travail à distance "Because they are not allowed to leave their homes as a precaution, the majority of people are unable to go to their usual workplaces, forcing them to work tasks from home, so Le télétravail is also called remote work". The meaning contained in the term is included in the lexical meaning, because the meaning that is raised is following the meaning that exists in the word itself.

## b. Verbs Categories

Verbs are categories of words that describe an action or action, state, and process. Consider the following examples.

### 1) Action Verbs:

Action verbs are categories of verbs that describe an action,

- (5) *La distanciation physique (respecter au moins un mètre entre les personnes, saluer sans se serrer les mains ni s'embrasser), les mesures d'hygiène (se laver régulièrement les mains, tousser dans son coude), la limitation des rassemblements (réunion), le port d'un masque et l'aération régulière des lieux*

*fermés restent des mesures essentielles, de même que l'isolement en cas de symptômes et la réalisation d'un test dans les plus brefs délais.*

“Physical distance (respect at least one meter between people, greet without shaking hands or kissing), hygiene measures (regular washing of hands, coughing in elbows), limiting gatherings (meetings), wearing masks and regularly ventilated closed places remain be an important step. , as well as isolate if symptoms occur and get tested as soon as possible.)

The lingual units *respecter au moins un mtre entre les personnes, saluer sans se serrer les mains ni s'embrasser), les mesures d'hygiène (se laver régulièrement les mains, tousser dans son coude* in example (5) are COVID-terms 19 which are categorized as verbs, namely infinitive verbs, which are marked with a marker in the form of the suffix -er. These terms are classified as action verbs because these verbs have a core meaning +do something, while the meaning contained in these verbs is included in the meaning Since the COVID-19 pandemic, these verbs have taken on a new meaning, namely as rules that must be obeyed by everyone without exception when meeting other people: *respecter* "set the distance", *saluer ... se serrer .. ...s'embrasser* "greet without greeting and kisses each other"; *se laver* .... "wash hands"; *tousser* ... "cough..."

### 2) State Verbs

A state verb is a verb category word that describes the state of someone or something. The following is an example of this verb.

- (6) *Mes chers concitoyens, plus que jamais, nous devons tout faire pour respecter ces règles et celles qui nous permettent, au jour le jour, de lutter contre cette pandémie : respect des gestes barrières, port du masque, se tester et s' isole au moindre doute.*

“Dear fellow citizens, more than ever, we must do everything to respect these rules and the rules that allow us, day after day, to fight this pandemic: respect barrier

movements, wear masks, test and isolate ourselves. ourselves with little doubt. (D158)

The lingual unit *s'isoler* "self-isolating" in example (6) is a COVID-19 term in the verb category. This can be seen in the marker in the form of the suffix *-er*, which is an infinitive verb ending for group one verbs. The term is included in the group of state verbs, because the term has an element of core meaning that states the state + state. Since the COVID-19 pandemic, the verb has a contextual meaning, because in the context of this pandemic, the word *s'isoler* states the situation, people are not allowed to go out because it is to prevent contracting the COVID-19 disease. The word *s'isoler* states a state of self-isolation not to meet or meet other people to prevent the transmission of COVID-19

## 2) Process Verbs

Process verb is a word categorized as a verb that describes the process of an event taking place. Consider the following example.

(7) *Lorsqu'un virus se réplique, il utilise la machinerie d'une cellule hôte pour produire des copies de lui-même.*

"When a virus replicates, it uses the host cell's machinery to make copies of itself"

The verb *se réplique* "replicates" in example (7) is a COVID-19 term. The verb category in the term is indicated by the suffix *-er* which is the suffix of group one French verb. These terms are included in the category of process verbs because these verbs have an element of core meaning + process. *se réplique* contains the process of reproduction. The meaning that appears in the two terms is a contextual meaning. Since the Covid-19 pandemic, these words are more widely used to mark the process of changing the virus.

## c. Adjective

Adjectives are word categories that give quality, color or description to nouns. Semantically, adjectives can be divided into three, namely as follows.

### 1) State Adjectives

(8) *Les personnes symptomatiques peuvent tre testées condition d'avoir moins de 65 ans, ne pas presenter de facteurs de risques de formes graves, ainsi que présentant des symptômes depuis moins de 4 jours.*

"People who show symptoms can be tested as long as they are under 65 years of age, have no serious risk factors, and have had symptoms for less than 4 days.

The unit of lingual *symptomatiques* in example (8) is the term COVID-19 which is categorized as an adjective. This can be proven by replacing the term with another word that is in the same category and has almost the same meaning, consider the following example.

(8a) *Les personnes symptomatiques diagnostics*

*peuvent être testées condition d'avoir moins de 65 ans, ne pas presenter de facteurs de risques de formes graves, ainsi que présentant des symptômes depuis moins de 4 jours*

Lingual unit *symptomatiques* can be replaced with other words with the same category as diagnostic adjectives in (8a) to produce sentences that are grammatically and semantically acceptable. This proves that *symptomatiques* is a COVID-19 term that is categorized as an adjective that gives quality or information to the noun *les personnes*.

The term has a type of conditional adjective, which is to give information to the noun that is nearby. The adjective *symptomatiques* describes the condition of the noun *les personnes* "people", namely the

condition of people who have symptoms (COVID-19). The meaning that appears in the term is contextual, i.e. the meaning is determined by the context in which the word exists. The word *symptomatiques* means that the symptoms referred to in this context are symptoms of someone who has been exposed to COVID-19. While the word *attributes* also contains contextual meaning.

## 2) Color Adjectives

Color adjectives are COVID-19 terms that are categorized as lexical adjectives and describe a color. Consider the following examples.

- (9) *Elles-mêmes liées "la charge inflammatoire du virus", se manifestant par "des petites lésions rouges parfois douloureuses, comme des engelures, sur les doigts ou même par des dyshidroses, une forme d'eczéma, sur les doigts, précise le Dr Kierzek.* (<https://www.doctissimo.fr/sante/epidemie/coronavirus-chinois/symptomes-coronavirus-que-faire>)

"This is related to the "viral inflammatory burden", which is manifested by "small, sometimes painful red lesions, such as frostbite, on the fingers or even dyshidrosis, a form of eczema, on the extremities, says Dr. Kierzek.

The lingual unit *rouges* in example (9) is a COVID-19 term which is included in the adjective category, because the word describes the color of the noun *des petites lésions*, the color adjective is placed after the noun. The meaning caused by the term COVID-19 with the color adjective is contextual, the *rouges* adjective "red" in example (9) implies infection, namely a red lesion (skin tissue) which means an infection caused by a virus,

## 3) Medicinal Adjectives

Medicine or drugs Adjectives are COVID-19 terms that are categorized as

adjectives and describe the treatment or prevention of COVID-19. The following is an example of a drug adjective.

- (10) *C'est le concept promis par le "tourisme vaccinal", un système qui semble se répandre de plus en plus alors que les campagnes de vaccination ont débuté il y a plusieurs mois dans de nombreux pays du monde.*

"This is the concept promised by "vaccine tourism", a system that seems to be spreading even more as the vaccination campaign started a few months ago in many countries around the world"

The lingual unit *vaccinal* "vaccine" is the term COVID-19 which is categorized as an adjective, namely a word that provides information to the noun *le tourisme* "tourism". The meaning of *vaccinal* in example (10) depends on the context, so it is included in the contextual meaning, namely tourism or travel that includes a stopover at a vaccination center. So, tourists can vaccinate in the area being visited.

## 4) Action adjectives

- (11) *Le gouvernement français indique donc que la transmission du coronavirus peut se faire par "contact indirect, via des objets ou surfaces contaminées par une personne porteuse".*

"The French government therefore indicated that transmission of the coronavirus can be carried out by "indirect contact, through objects or surfaces contaminated by the carrier"

The adjective *porteuse* in example (11) is a COVID-19 term that is categorized as an adjective, because the word gives information to the noun on the left, *porteuse* gives information to the noun *une personne*, which contains the meaning of carrying or carrying at once as an element of the core meaning +doing action/action. However,

this word *porteuse* has a contextual meaning in example (11), namely people who are exposed to COVID-19.

### Conclusion

Based on the results found in this study, it can be concluded that:

1. Based on the type, the noun category has 2 types, namely human nouns and non-human nouns, the verb category has three types, namely action verbs, process verbs, and state verbs, while adjectives have 4 types of action adjectives, state adjectives, and color adjectives, and drug adjective
2. Based on its meaning, the term COVID-19 in French has 2 meanings, namely lexical meaning and contextual meaning
3. From the overall results, the most commonly found terms are non-human noun categories that have lexical meaning
4. The term COVID-19 in French only has 3 lexical categories, namely: Nouns, Verbs, and Adjectives, which consist of new terms (words), and old words with new meanings.
5. The term COVID-19 is in the form of a single word and a compound word.
6. There are no COVID-19 terms that use English words. This shows that France wants to be independent, and has its own COVID-19 terms without having to adopt English terms.

### References

- [1] Baylon, Christian dan Xavier Mignot. 2010. *Initiation à la Sémantique du Langage*. Paris: Armand Colin.
- [2] CST (Conférence des Services de traduction des États européens). 2014. *Recommandations relatives à la terminologie*. La Section de terminologie de la Chancellerie fédérale, Page:16
- [3] Kridalaksana, Harimurti. 2008. *Kamus Linguistik*. Jakarta: PT Gramedia Pustaka Utama.
- [4] L'Homme, Marie-Claude. 2020. *Lexical Semantics for Terminology: An introduction*. Amsterdam / Philadelphia: John Benjamins Publishing Company. Page:6
- [5] Mardalis.2019. *Metode Penelitian : Suatu Pendekatan Proposal*. Jakarta: Bumi Aksara
- [6] Moleong Lexy J. 2011. *Metode Penelitian Kualitatif*. Bandung: Remaja Rosda Karya
- [7] Monneret, Philippe dan Fabrice Poli. Tanpa tahun. *Grammaire du français Terminologie grammaticale*. Paris: Ministère de l'Éducation Nationale et de la Jeunesse
- [8] Pateda, Mansoer. 2010. *Semantik Leksikal*. Jakarta: PT. Rineka Cipta
- [9] Rahayu, Siti Perdi. 2018. *Sintaksis Bahasa Prancis*. Yogyakarta: Taman Pena
- [10] Rey, Alain. 1998. *Le Robert: Dictionnaire de La langue française Micro*. Paris: Micro Robert
- [11] Rey, Alain. 2000. *Pengantar Terminologi*. Terjemahan oleh rahayu, S. Hidayat. Jakarta: Pasca Sarjana UI
- [12] Sudaryanto, 2015. *Metode dan Aneka Teknik Analisis Bahasa: Pengantar Penelitian Wahana Kebudayaan secara Linguistik*. Yogyakarta: Sanata Darma Universty Press
- [13] Ulfah, Latifah. 2016. *Analisis Terminologi Linguistik pada Artikel Ilmiah Bidang Linguistik*. Skripsi, FBS, UNY.
- [14] Wijana, I Dewa Putu. 2015. *Pengantar Semantik Bahasa Indonesia*. Yogyakarta: Pustaka Pelajar
- [15] Zuchdi, Darmiyati dan Wiwiek Afifah. 2019. *Analisis Konten Etnografi & Grounded Theory dan Hermeneutika dalam Penelitian*. Yogyakarta: Bumi Aksara.



## THE REPRESENTATION OF VALUES AND MEANINGS IN THE ANTHOLOGY OF COVID-19 POETRY: ON INFLAMMATION AND IN THE FIELD OF LIFE

Dandi Golontalo<sup>1</sup>, Nurhadi<sup>2</sup>,

<sup>1,2</sup> Yogyakarta State University  
1dandigolontalo.2021@student.uny.ac.id,  
2nurhadi.uny.ac.id  
Abstract

The focus in this research are: (1) The representation of value in the anthology of covid-19 poetry, (2) the meaning contained in the anthology of covid-19 poetry, (3) the benefit from the values contained in the anthology of covid-19 poetry. The purpose of this research is to describe the value, the meaning, and the benefits of the anthology of covid-19 poetry. This research is a descriptive qualitative research with content analysis method through the hermeneutic approach. The data in this research is a collection of poems in The Anthology of Covid-19 Poetry : on Inflammation and in The Field of Life. As for the data collection technique is a documentation study. In the poetry studied, there are thoughts, ideas, emotions, impressions, and messages to be conveyed by the author, which are summarized into one. With the hermeneutic approach, researchers classify the values contained in the anthology of covid-19 poetry, including : (1) religious values, (2) moral values, (3) social values, (4) struggle values, (5) compassion values.

Keywords: representation, value, poetry, covid-19, hermeneutics.

### 1. INTRODUCTION

The Anthology of Covid-19 Poetry Book on Inflammation and in The Field of Life is a book published by Pustaka Abadi which contains poetry by Indonesian writers from a variety of educational and social backgrounds. The Covid-19 poetry anthology focuses on the author's ideas as outlined in poetry, as a delivery of thoughts that readers to easily accept. Poetry is a literary work that is inspired by societal phenomena and the author's personal experiences, and it is written in beautiful and meaningful words. In Indonesian, literature is referred to as sastra. Sastra in general has the meanings of 'Sas' instruction/teaching and 'Tra' tool/means, so literature is a text that contains instructions or a guideline that refers to the science of literature.

Literary works are always associated with the value of beauty or aesthetic value, which has the most important parts as an

attraction for writing aside from being creative, imaginative, and innovative in this case referring to an anthology of poetry with the theme of the COVID-19 pandemic in Indonesia and around the world. Pradopo (in Mabururi, 2020) Interpret poetry as an expression of thought that evokes feelings and stimulates the five senses' imagination in a rhythmic arrangement. According to Waluyo (1995) Poetry, it was revealed, is a work that contains the poet's thoughts and imagination, which is strengthened in the physical and mental structure. Representation is the process of extracting meaning from concepts in the human mind and expressing it through language.

Value is something valuable that can be used as a benchmark in weighing the good and bad of human behavior, as well as an abstract concept with references to aesthetics, ethics, and the logic of right and wrong. Soelaeman (2010) argues that value is important to humans as a subject, concerning good or bad as an abstraction,

view, or intent from various experiences with a strict behavioral selection.

Meaning is an essential part of semantic science, it is always associated with what we say. According to Amilia & Anggraeni (2019), semantics studies not only the meaning of language, but also the relationship between meanings and their impact on humans. According to Mansoer Pateda (in Muzaiyanah, 2015), the term meaning confounds words and terms. The meaning is always present in word and sentence utterances. A word has meaning or significance if it fulfills a concept or has a reference, whereas a sentence or phrase can have meaning or fullness of meaning (Parera, 2004). So it can be concluded that finding a meaning is necessary in order to understand the meaning not only explicitly, but also implicitly, so that it can be interpreted in order for the values and meanings in these poems to be well represented. Representation is a process in which an object is captured by one's senses, then processed, and the result is a concept/idea that will be conveyed/revealed through language.

It is inseparable from the current phenomenon in this Covid-19 poetry anthology research, where humans must be able to coexist with dangerous viruses that can take lives at any time. As a result, the government enacts a policy that restricts access to areas where COVID-19 is prevalent. Lockdown does not eliminate viral infections in patients with disease, but it does prevent disease spread. To pass the time during the lockdown, the Poetry Anthology Competition Team hosted a national level poetry competition with the theme of Covid-19 as a forum for writers to express their ideas about surrounding phenomena in the form of poetry, which has aesthetic values and messages for readers. Furthermore, during the data review process, this study employs a hermeneutic approach in which this case is related to determining the values in poetry by interpreting it. Dilthey (in Endraswara, 2013) emphasizes the importance of meaning in hermeneutics. As a result, hermeneutics can be defined as a theory

for interpreting meaning in a text in which the author serves as an instrument. Based on the findings of the research, it is clear that the goal of this study is to describe the value, meaning, and benefits of the covid-19 poem *Inflammation and the Field of Life* in an anthology. The findings of this study can be used as a starting point for future research. Furthermore, it is expected to inform readers that poetry has values that can be used as a reflection of life, so that the message that the poet wishes to convey is accepted and understood by the readers.

## 2. METHODS

The content analysis method with a hermeneutic approach was used in this study. The research method is descriptive qualitative research. Data in qualitative research is data that is certain because it actually happened, not just what was seen or said, but also the meaning behind it. Jane Richie (in Moleong, 2010) argues that qualitative research is an attempt to present the social world and its perspective in the world through concepts, behaviors, perceptions, and issues concerning the human being studied. The data comes from *The Anthology of Covid-19 Poetry Book on Inflammation and in The Field of Life*. Content analysis is research that is carried out systematically on records or documents as a data source (Arifin, 2012). This method is used to collect and analyze written data in a poetry anthology on COVID-19 inflammation and fields. In qualitative research, the main instrument (Human Instrument) is the researcher. The researcher collects data, interprets it (hermeneutics), and draws conclusions based on personal experience. The analysis of data is a determinant of a study's success or failure. The researcher identifies and interprets the values contained in the anthology of covid-19 poetry : on inflammation and in the field of life based on its classification, and then the researcher identifies the meaning and benefits of the covid-19 inflammation and life field poetry. Conclusions are drawn from the results of identifying and interpreting the data, so that the findings

are made in the form of sentences based on the analysis process that has been completed.

### 3. RESULTS AND ANALYSIS

#### The Analysis of The Representation of Values and meanings

The analysis of values and meanings in the Anthology of Covid-19 Poetry: on Inflammation and the Field of Life yielded religious values, moral values, social values, struggle values, and compassion values. The meanings and benefits contained in these values will then be presented, and the results will be described as follows.

#### 1) Religious Value

Religious is derived from the Latin word religare, which means to tie or bind. This religious value encompasses all supernatural meanings. Syarbini (2012) revealed that religious values are obedience to religious teachings, tolerance, and living in harmony with followers of other religions. Religious values, in general, have the strongest foundation of truth when compared to other values. This value is derived from God's highest truth, and its scope is very broad, governing all aspects of human life (Sulistiyani, 2017).

In the anthology of Covid-19 poetry : on inflammation and in the field of life, Religious values are associated with humanity's obedience to its Creator. Humans are constantly reminded in their daily lives to prioritize the word of God as the owner of life, by obeying His commands and avoiding His prohibitions. The following description will discuss the report on the results of the analysis of religious values represented in the anthology of covid-19 poetry : on inflammation and in the field of life. The results of the religious values analysis can be seen in Poetry through the following quotations.

(Data  
 1) Ya Allah, meski banyak dosa  
 Penuh noda dan bangga meski salah  
 Tapi kami tahu Engkau Tuhan Pemurah  
 RahmatMu jauh lebih besar dari amarah

Meaning : The quote from Abd Al Haris Al Muhasibiy's poem Agama dan Musibah has a denotative meaning, The word 'Penuh noda = Kesalahan Besar' refers to the human call to admit mistakes. The quote is an association figure of speech or a figure of speech that compares two distinct things but intentionally equates them. The quote implies that he is pleading with God for forgiveness of sins because he believes that God will forgive all of his sins, As evidenced by the sentence fragment "Tapi kami tahu Engkau Tuhan pemurah", "RahmatMu jauh lebih besar dari amarah".

Benefit : Humans can recognize that life in this world is merely transitory, and there is no place to seek forgiveness other than with God Almighty, because He is the source of power and life. It is never too late to surrender to Him while you still have the chance.

#### 2) Moral Value

Of course, moral and behavioral issues cannot be separated from the creation of poetry. Because morality is a teaching about a person's good and bad behavior regardless of age. Nurgiantoro (in Sumarsilah 2017) It has also been stated that moral values in literary works can be

interpreted as wisdom gained by readers through literature.

The following description will discuss the presentation of the results of the analysis of moral values represented in the anthology of the Covid-19 poetry book: on inflammation and in the field of life.

(Data 4) Baju tak dicuci

Piring, gelas, peralatan tak dibersihkan

Rumah tak disapu

Mobil tak disidot

Sawah tak disiangi

Meaning: The meaning in the poem Apa Yang akan Terjadi by Nikmatul Izah's quote is a picture of how someone who does not apply cleanliness in their life is emphasized in the sentence, "Baju tak dicuci, piring, gelas, peralatan tak dibersihkan, dst." The sentence is also a cynicism figure of speech that directly aims to be satirical. This quote is, of course, related to the dangers of spreading viruses, particularly the Covid-19 virus, as a result of not practicing clean living.

Benefit: Humans are disease-prone creatures, especially in the current pandemic era. The moral values listed above should serve as a warning to always live cleanly.

(Data 5) Kini menyebar

Semua orang ketakutan

Seakan tidak peduli dengan ini

Sebagian sadar sebagian pula mengabaikan

Entah sampai kapan

Meaning: The quote from Emi Ermawati's poem Asaku

Dalam Keheningan has the meaning of being selfish and not caring about the safety of oneself and others. In the sentence "Seakan tidak peduli dengan ini", The meaning of the word "ini" refers to Covid-19, which is ignored by the dangers of several individuals, resulting in a morally reprehensible attitude. The quote is also an ironic figure of speech that contains elements that are antithetical to the satirical purpose.

Benefit: Humans, as intelligent beings, are expected to always think ahead, how to care for and protect themselves and their surroundings in this pandemic era.

(Data 6) Sambut harapan dengan hidup bersih dan peduli

Harapan baru dengan prilaku terpuji dan rendah hati

Nyatakan dalam syukur dan hidup teratur

Lakukan dengan selalu ingat dan tafakur.

Meaning: The meaning in the poem C-Sembilan Belas by Sugeng Pradikto's quote is the new pattern of human life to come, by looking back to make the future better. The poem's quote is a repetition figurehead, which is a figure of speech that contains word repetition.

Benefit: Humans can learn from the above meanings and values that life should always be grateful and that they should begin to change their habits so that the surrounding environment is always clean and healthy.

### 3) Social Value

Social values are things or benchmarks used to determine whether or not a person's attitude is appropriate in everyday life. This value indicates how well an individual's relationship with other people is established as a member of society. When confronted with the conditions of living together in a society, a value called social values is required that can serve as a reference for a person when interacting with other people (Oktaviyanti, 2016). The following quote reflects the findings of a social value analysis.

(Data 7) Menatapmu dalam balutan APD

Mengusik jiwa terdalamku

Nafas terbentuk dalam rasa

Kemanusiaan di atas segala

**Meaning:** The meaning of the quote from Laily Fitriani's poem APD is the struggle of health workers as the front line in dealing with Covid-19 cases. Despite being tired, congested, and facing death, they continue to serve for the sake of humanity. The poem's quote is also a hyperbole figure of speech because it is stated exaggeratedly in comparison to reality.

**Benefit:** The general public can respect and assist medical personnel in dealing with Covid by following existing rules and providing assistance in any form. Because that is the true meaning of life's social values.

(Data 8) Yah kau sang corona covid-19

Kau mendunia yang mampu menaklukkan seluruh jagad raya

Seruan bisu rakyat jelata menggema tanpa bersuara

Ringkihan hati menangis dan

meminta

Kau untuk pergi

selama lamanya.

**Meaning:** The meaning of the poem *Celoteh Hati Bisu* by Ilmiyatur Rosidah's quote is a call to all people around the world who are feeling the effects of the corona virus outbreak. The phrase "Seruan Bisu Rakyat Jelata Menggema Tanpa Suara" means that the poor have the most influence, but their voices appear to be inaudible to the country's leaders. The poem is classified as a personification figure of speech, which is a figure of speech that includes comparisons of objects that appear to have human-like characteristics.

**Manfaat :** It is hoped that this poem will open the hearts and minds of the government to the fact that there are still many people who are suffering as a result of the pandemic but are not receiving adequate assistance.

(Data 9) Kata nona ramadan kemarin tak pernah seseram ini

Jalanan panjang di sudut kotanya sepi bagai kota mati

Semua orang lari terbirit-birit kala hari mulai petang

Dan sebuah fatwa mulai menghantui

**Meaning:** The meaning of the quote from Fitri Kharisma Putri's poem *Doa Paling Mustajab* is a shift in existing culture as a result of the COVID-19 pandemic. As is the custom of gathering during the month of Ramadan, which is no longer practiced due to government regulations. The

quotes "Jalanan panjang di sudut kotanya sepi bagai kota mati" and "Dan sebuah fatwa mulai menghantui" demonstrate this. The quote in the poem is a hyperbole figure of speech, which means it says something in excess.

**Benefit :** If the situation is to return to normal, the community must follow the rules and follow health protocols so that the culture of friendship can be practiced again.

#### 4) Struggle Value

The worth of struggle cannot be separated from the worth of effort and sacrifice. A struggle is defined as an effort that is fraught with difficulties and danger. Thus, putting the value of struggle into action entails making efforts that benefit humanity (Septiani, 2017). Effort is an action that requires energy and thought, whereas sacrifice is a moral act performed with sincerity and sincerity for a specific purpose. The value of struggle is mentioned in the anthology of Covid-19 poetry : on inflammation and in the field of life, and the quote is as follows.

(Data10) Bapak muda sibuk bekerja di kota seberang

Tak dapat pulang entah sampai kapan

Menggenggam asa, pandemi ini cepatlah berlalu

Kerinduan telah menggunung

Membuncah bersama lamunan di siang bolong

Mata tak menangis

Namun hati selalu teriris

Merindukan intan permata di rumah

Si bocah kecil dengan senyumnya yang manis

**Meaning:** The meaning in the quote from Maya Rayungsari's poem Bocah dan Rindu is the story of a family where Si Bapak are unable to meet their families due to the covid-19 pandemic, combined with their great distance. The quote in the poem is a hyperbole figure of speech, which means it says something in excess. The longing that is overflowing in children at home is depicted. It can be seen in the quotes "Merindukan intan permata di rumah" and "Si bocah kecil dengan senyumnya yang manis".

**Benefit :** The poem above conveys several messages, the most important of which is that time spent with family is extremely valuable, and the most important thing is to keep the family safe.

(Data 11) Menatapmu dalam balutan APD

Mengusik jiwa terdalamku

Nafas terbentuk dalam rasa

Kemanusiaan di atas segala

**Meaning :** The meaning of the quote from Laily Fitriani's poem APD is the struggle and sacrifice of medical personnel who prioritize humanity over their own safety. They treat Covid-19 patients while dressed in APD uniforms. The quote in the poem is an allegorical figure of speech, which is a figure of speech or illustration that expresses something.

**Benefit :** The struggle of those on the front lines in dealing with the COVID-19 pandemic certainly raises public and government awareness of the need for assistance and appreciation

for their dedication.

### 5) Compassion Value

Compassion is one of the values that is always present in literary works, particularly poetry. The compassion can be expressed to the spouse, family, relatives, and the Creator. The value of compassion is inextricably linked with the value of awareness and belief. Being aware means being alert, sure, and steadfast, referring to humans who have personality, behavior, and live consciously and confidently (Malia, 2018).

The following poem quote provides an analysis of the value of compassion.

(Data 12) Hai engkau Corona  
Jangan coba porandakan  
cinta kami  
Hai engkau Corona  
Jangan coba ceraikan kami

Meaning: The meaning of the quote from Jenny Lukito Setiawan's poem *Cinta Tegar Di Tengah Corona* is the struggle of a pair of lovers who are trying to keep the rope of love despite being hit by trials (covid). The sentence "Jangan coba porandakan cinta kami-Jangan coba ceraikan kami" demonstrates this. The quote in the poem is a hyperbole figure of speech, which means it says something in excess.

Benefit : We can deduce the meaning of the above quote from the poem, one of which is to love each other regardless of the circumstances, lest trials separate two people. In general, as a member of a society known for its tolerance and respect, I hope

that the current pandemic momentum does not destroy togetherness, both within and outside the family.

(Data 13) Ternyata dua insan sepasang  
kekasih.

Menjalin kasih dengan penuh  
setia dan sumpah sampai  
mati.

Meski sudah mengikat kata  
dan mengikat janji.

Dua sejoli tetap bergaul dan  
menjaga secara syari.

Kecuali dengan media yang  
tidak timbulkan syahwat  
manusiawi.

Meaning: The meaning of the quote from Abd Al Haris Al Muhasibiy's poem *Acts of Perjuangan Dua Sejoli* is the relationship between lovers who love each other while upholding the religious values that they share. As evidenced by the sentence "Menjalin kasih dengan penuh setia dan sumpah sampai mati" interpreted as a steadfast loyalty in the face of adversity, While the sentence "Dua sejoli tetap bergaul dan menjaga secara syari" is meant to limit themselves in establishing relationships that are not yet legal. The poem's quotation is an Allegorical figure of speech, which is a majas in which something is expressed through figurative expressions or descriptions.

Benefit : It is best to build a romantic relationship on faith and piety to God, so that people can fortify themselves and avoid adultery.

## CONCLUSION

Conclusions about the value and meaning of the Anthology of Covid-19 Poetry: on Inflammation and in the Field of Life were reached based on the presentation of the research findings. The values represented in these poems are as follows.

No.	Value	Data to-
1.	<b>Religious</b>	Data (1), Data (2), Data (3)
2.	<b>Moral</b>	Data (4), Data (5), Data (6)
3.	<b>Social</b>	Data (7), Data (8), Data (9)
4.	<b>Struggle</b>	Data (10), Data (11)
5.	<b>Compassion</b>	Data (12), Data (13)

Religious values, specifically values in the form of human obedience to the teachings of the religion to which they adhere by carrying out orders and avoiding prohibitions. The overall meaning of religious values is presented in the form of a complete picture of poetry that emphasizes religious aspects. During the Covid-19 pandemic, the benefits of religious values as human guidelines in living life with blessings from the Almighty. The characteristics of a person's good/bad nature or behavior as outlined in the poem are the moral values represented in poetry. Moral values are related to social values in poetry, where poetry is described about life involving humans, including existing behavior, habits, and culture, as well as changes that occur during the pandemic. The advantages of these two values are that humans can position themselves as social beings, that they are not selfish, and that they maintain good behavior.

The value of struggle is next. In literary works, particularly poetry, the value of struggle describes many stories between parents and children, but in the context of covid-19 poetry, the value of

struggle emphasizes the story of health workers who struggle to deal with Covid-19 cases while maintaining aspects of humanity. The benefits of the value of struggle can make readers appreciate medical personnel who have fought on the frontlines even more. The final value is compassion. This value describes many love stories between lovers; in the covid-19 poem, it emphasizes the meaning of the test of love in the midst of a pandemic, which naturally causes conflicts and problems. The benefits of the value of affection can reflect the meaning that in establishing love with a partner, keep holding on even if you are confronted with difficult trials. According to the above description of poetry analysis, figure of speech includes association, cynicism, metaphor, irony, repetition, hyperbole, personification, and allegory. Poetry is a literary work with many values, meanings, and applications in human life.

## 5. REFERENCE

- [1] Adriyanti, M., Meliasanti, F., & Sutri, S. (2021). Representasi Sosial Masa Pandemi Covid-19 dalam Antologi Puisi To Kill The Invisible Killer karya FX Rudy Gunawan dan Anfan Malay. *Jurnal Bahasa Dan Sastra*, 9(1), 35. <https://doi.org/10.24036/jbs.v9i1.111411>.
- [2] Amilia, F., & Anggraeni, A. W. (2019). *Semantik: Konsep dan Contoh Analisis*. Pustaka Abadi.
- [3] Arifin, Z. (2012). *Penelitian Pendidikan*. Bandung, Jakarta: PT Remaja Rosdakarya.
- [4] Endraswara, S. (2013). *Metodologi Penelitian Sastra Epistemologi, Model, Teori, dan Aplikasi*. Yogyakarta: PT Buku Seru.
- [5] Malia, S. S. (2018). Nilai kasih sayang dalam buku sudahkah aku jadi orang tua shaleh karya ihsan baihaqi ibnu bukhari.
- [6] Mabruhi, Z. K. (2020). Kajian Tipografi Puisi-Puisi Indonesia. *Prakerta (Jurnal Penelitian Bahasa, Sastra dan Pengajaran Bahasa Indonesia)*, 3(1).

- [7] Moleong, L. J. (2010). Metodologi Penelitian Kualitatif (Ed. Revisi). Bandung: PT Remaja Rosdakarya.
- [8] Muzaiyanah, M. (2012). Jenis Makna Dan Perubahan Makna. *Wardah*, 13(2), 145-152.
- [9] Oktavianti, I., Sutarto, J., & Atmaja, H. T. (2016). Implementasi nilai-nilai sosial dalam membentuk perilaku sosial siswa sd. *Journal of Primary Education*, 5(2), 113-119.
- [10] Parera, J. D. (2004). Teori semantik. Erlangga.
- [11] Septiani, A., & Hum, M. (2017). IMPLEMENTASI NILAI-NILAI PERJUANGAN KAUM PEREMPUAN DALAM SURAT KABAR POETRI HINDIA 1908-1911. 3(1).
- [12] Soelaeman, M. (2010). Ilmu Budaya Dasar. Bandung: PT Refika Aditama.
- [13] Sastrawan Covid-19. (2020). Antologi Puisi covid-19: Radang dan Ladang kehidupan. Dalam Barotun Mabaroh (Ed.). Jember: PT Pustaka Abadi.
- [14] Sumarsilah, S. (2017). Mengkaji Nilai-Nilai Moral dalam Puisi sebagai Media Pendidikan Moral. *Paradigma: Jurnal Filsafat, Sains, Teknologi, dan Sosial Budaya*, 23(1), 57-56.
- [15] Sulistiyani, I. (2017). Penanaman Nilai-Nilai Religius Melalui Jurusan Pendidikan Agama Islam Fakultas Tarbiyah Dan Ilmu Keguruan Institut Agama Islam Negeri ( Iain ) Purwokerto.
- [16] Syarbini, A (2012). Buku Pintar Pendidikan Karakter. Jakarta: Asaprima.
- [17] Waluyo, Herman J. 1995. Teori dan Apresiasi Puisi. Jakarta: Erlangga.

## A CONVERSATION ANALYSIS OF ADJACENCY PAIRS IN "SING" MOVIE

Diana Rofi Hamidah<sup>1</sup>, Siti  
Mukminatun<sup>2</sup>, Tri  
Wahyuni Floriasti<sup>3</sup>

Universitas Negeri Yogyakarta, Indonesia  
1dianarofi.2017@student.uny.ac.id,  
2sitimukminatun@uny.ac.id,  
3triwahyunifloriasti@uny.ac.id

### Abstract

This study was conducted to analyze adjacency pairs produced by the characters in "Sing" Movie. This study has three objectives: (1) to identify the most frequently used types of adjacency pairs in "Sing" Movie, (2) to identify the preference organization of adjacency pairs in "Sing" Movie, and (3) to describe the reasons in producing dispreferred response by the characters in "Sing" Movie. This study applied conversation analysis to analyze the adjacency pairs in the movie.

This study employed a descriptive qualitative method. There were two data sources of this study. The primary data source of this study was the transcript of the dialogue spoken by the characters in "Sing" Movie. The secondary data was the movie itself. To collect the data, this study employed visual analysis by watching the movie several times and reading the script. After the data were collected, it was identified by the adjacency pairs and the preference organization. The researcher analyzed the data by transfer and classify it in to the data sheet. The data were triangulated by verifying it with the lecturer and other English Education students.

The result of this study showed; first, there were 212 data of conversations produced by the characters on "Sing" Movie. The data of conversations were classified into 12 types of adjacency pairs based on the preference organization. Based on the types of adjacency pairs, the most frequently used type of adjacency pairs in "Sing" Movie was Question-Answer. Question-Answer had 102 data representing 48,1% of all the data. Second, the preference organization in "Sing" Movie consisted of preferred and dispreferred responses. The data showed that there were 6 out of 12 types of adjacency pairs which contained dispreferred response in "Sing" Movie. They were Request-Refusal, Assessment-Disagreement, Compliment-Denial, Offer-Refusal, and Blame-Denial. The last one, the production of dispreferred responses by the characters in "Sing" Movie. They produced dispreferred response since they were influenced by the situation. The production of dispreferred responses in "Sing" Movie was supported by some reasons. The reasons were mitigation, default, and elaboration.

Keywords: conversation analysis, adjacency pairs, dispreferred responses, sing movie

### Abstract

Penelitian ini dilakukan untuk menganalisis pasangan berdampingan yang diucapkan oleh para tokoh dalam film Sing. Tujuan dari penelitian ini adalah 1) untuk mengidentifikasi pasangan berdampingan yang sering diucapkan oleh para tokoh dalam film Sing. 2) untuk mengidentifikasi organisasi preferensi yang digunakan para tokoh dalam film Sing. 3) untuk mendeskripsikan alasan para tokoh dalam film Sing mengucapkan tanggapan yang tidak disukai dalam film Sing. Penelitian ini menggunakan teori analisis percakapan untuk menganalisis pasangan berdampingan dalam film Sing.

Penelitian ini menggunakan metode deskriptif kualitatif. Penelitian ini menggunakan dua macam sumber data. Sumber data yang pertama adalah transkrip dialog yang diucapkan para tokoh dalam film "Sing". Sumber data yang kedua adalah film "Sing" itu sendiri. Penelitian ini menggunakan analisis visual dalam pengumpulan data. Analisis visual dilakukan dengan menonton dan membaca transkrip film tersebut beberapa kali. Setelah data terkumpul, data dianalisis berdasarkan tipe pasangan berdampingan dan organisasi preferensinya. Peneliti mengumpulkan data dan mengklasifikasikannya ke lembar data. Data pada penelitian ini ditriangulasi dengan cara memverifikasi data yang melibatkan bantuan dari dosen pembimbing dan dua mahasiswa Pendidikan Bahasa Inggris.

Hasil dari penelitian ini menunjukkan bahwa, pertama, ada 212 percakapan mengandung pasangan berdampingan yang diucapkan oleh para tokoh dalam film "Sing". Percakapan tersebut diklasifikasikan menjadi 12 tipe pasangan berdampingan berdasarkan organisasi preferensinya. Berdasarkan tipe pasangan berdampingan yang ada dalam film "Sing", pasangan berdampingan yang paling sering diucapkan adalah question-answer. Question-answer memiliki data sebanyak 102 percakapan dengan presentase 48,1% dari semua data. Kedua, organisasi preferensi dalam film "Sing" adalah tanggapan yang disukai dan tanggapan yang tidak disukai. Hasil penelitian menunjukkan ada 6 dari 12 tipe pasangan berdampingan mengandung tanggapan tidak disukai dalam film "Sing". Tipe tersebut adalah Request-Refusal, Assessment-Disagreement, Compliment-Denial, Offer-Refusal, and Blame-Denial. Terakhir adalah pengucapan tanggapan tidak disukai oleh para tokoh dalam film "Sing". Pengucapan tanggapan tidak disukai dalam film ini dipengaruhi oleh situasi yang terjadi dalam percakapan. Kemudian, pengucapan tanggapan tidak disukai juga dipengaruhi oleh alasan lain yaitu fitur tanggapan mitigation, elaboration, dan default.

Kata kunci: analisis percakapan, pasangan berdampingan, tanggapan yang tidak disukai, film Sing

## 1. Introduction

Language is a means of communication between speakers and listeners to get information. People use it to convey their ideas, feelings, expressions, and thoughts to others. They must deliver the message as clearly as possible. It means that if they cannot share their ideas, feelings, expressions, and thoughts well with others, the listeners will not understand the purpose of the message.

Communication is the act where people can exchange news and messages by involving verbal language. They do not only

use verbal language but also body language, tones, pitch, and volume of the voice to deliver the message. People initiate communication through a conversation.

The conversation involves at least two people who want to speak and who want to listen. This activity should involve good coordination between the speaker and the listener. It requires people to take a turn and this requirement is managed in a particular way. There will be no more than one person is talking at a time otherwise there will be some time in which no one talks at all. The coordination between the speaker and the listener in a conversation consists of a lot of different types of

structured utterances. These structured sequences are called adjacency pairs. Adjacency pairs are pairs that describe how conversations can be divided into pairs of exchanges that are connected even though they are spoken by different speakers (Latin, 2009).

One of the ways to find adjacency pairs in a conversational interaction is by watching a movie. A movie is the art of storytelling that is very enthused by society. It involves conversational aspects within the interactions between the characters. Conversational aspects arise in a movie because the characters are speaking to each other and involving language functions. When the characters are speaking to each other, it shows how conversations happened in a real-life situation. It helps the readers of this research to practice English speaking skills using a movie as a learning medium.

Studies regarding the analysis of adjacency pairs had been conducted by several researchers. The research was investigated by Permatasari (2017). In the conversation analysis of drama script entitled "Teen Angle" there were 245 turns found in this script. These data were categorized as turn-taking. Not only turn-taking that was found in this drama script but also 103 data which was classified as adjacency pairs. These data of adjacency pairs were divided into 13 types of adjacency pairs. Moreover, the researcher conducted a deeper analysis and found that there were 5 pre-sequence and 2 insertion sequences that influenced the adjacency pairs.

The second relevant study comes from Yolannisa's (2019) study. The study entitled The Analysis of Adjacency Pairs in Ellen DeGeneres' Talk Show. According to Yolannisa (2019), it was found that 11 data were classified as adjacency pairs. Moreover, the most frequently appeared type of adjacency pair was question and answer that is proven by 6 data. The analysis also revealed that 10 data of preferred structure and 1 data of dispreferred system.

The third relevant study comes from Hamidah's (2016) study. In the study elaborated by Hamidah (2016) entitled The Analysis of Adjacency Pairs in "Frozen" Movie, it was found that there were 194 types of adjacency pairs. Those types of adjacency pairs were classified into 11 types. The classification of adjacency pairs was based on the compilation theories proposed by Levinson (1983), Yule (1996), and Rymes (2008).

The last relevant study came from Hafidzoh's (2016) study. This study is entitled Preferred and Dispreferred Response in "Ant-Man" Movie. According to Hafidzoh, (2016) the reasons production of preferred and dispreferred responses by the characters in "Ant Man" Movie were affected by the context of conversation.

From the relevant studies that have been explained above, this study is different from all of those. This study chooses a movie titled "Sing" (2016) as the source of data. while the first relevant study uses drama script and the second previous study uses conversation in a talk show, the focus of the study is the same as the first, second, and third relevant studies which are analyzing types of adjacency pairs. The first previous study not only analyzes types of adjacency pairs but also analyzes pre-sequence and insertion. Meanwhile, the third relevant study analyzes types of adjacency pairs but and diagnoses the form of feedback produced by the characters.

In contrast, the difference is this study used the compilation theory from Paltridge (2012), Levinson (1983), and Coulthard (1985) to analyze types of adjacency pairs. The kinds of adjacency pairs are classified into 13 types. Moreover, this study used a theory proposed by Schegloff (2007) to analyze the preference organization. The last previous research examines preferred and dispreferred responses produced by the "Sing" Movie characters.

"Sing" Movie was chosen as the object of this study because a movie

represents a natural conversation that occurs in human life and the utterances in the movie represent real conversation in natural society. The question from the first pair part was followed by an answer from the second pair part.

The interesting part was not all of the conversations in “Sing” Movie went well. It was found in this movie that an offer could be followed by a refusal. Then, blame could be followed by denial. It showed that the characters on “Sing” Movie produced unexpected responses.

Based on the background above, three questions are formulated as follows:

1. What are the most frequently used types of adjacency pairs on “Sing” Movie?
2. What is the preference organization done by the main characters in “Sing” Movie?
3. What are the reasons in the use of dispreferred responses by the main characters in “Sing” Movie?

To analyze the data, adjacency pairs theories proposed by Levinson (1983), Coulthard (1985), Schegloff (2007), and Paltridge (2012) are used.

### 1. Types of Research

This research applied a descriptive qualitative method. This type of research is used to analyze data in the form of written words, spoken words, observable behavior, and social phenomena (Moleong, 2001; Lodico et al., 2010). This method intends to describe words, phrases, sentences, utterances, and conversations. The data can be in the form of audio, video-tapes, other written records, and pictures or films (Creswell, 1997). In this study, the data was focused on the utterances produced by the characters in “Sing” Movie. The method was functioned to analyze language phenomena such as adjacency pairs and their preference organization on “Sing” Movie. The results of this study were in the form of

a description regarding adjacency pairs and their preference organization on “Sing” Movie.

### 2. Data and The Source of Data

The data source of the research was “Sing” Movie. It was an American animated movie produced in 2016. The movie was released by Universal Picture and produced by Illumination Entertainment. The director of “Sing” Movie was Garth Jennings. The primary source of data was the transcript of the dialogues spoken by the characters in “Sing” Movie. The secondary source of data was the movie itself. The context of the data was in the form of dialogue and situation that contained adjacency pairs and the preference structure undertaken by the characters in “Sing” Movie.

### 3. Research Instrument

The researcher played as the key instrument in qualitative research because the researcher is involved through the entire research process including observing the data, analyzing the data, and interpreting the data of the research.

### 4. Data Collection Technique

To collect the data, the researcher went through several stages:

- a. Watching and understanding the movie.

The researcher watched and understood the movie “Sing” several times to find out the main problem in the movie and to deeply understand the utterances produced by the characters.

- b. Finding the script

After watching and understanding the movie, the researcher searched the script on the internet. Then, the researcher downloaded the script to analyze the conversation in detail.

## c. Watching the movie several times

The researcher watched "Sing" Movie several times to check the accuracy of transcription and mark the adjacency pairs produced by the characters.

## d. Identifying

After watching the movie several times, the researcher identified types of adjacency pairs and the preference organization of adjacency pairs found in the movie.

## e. Classifying the data

The researcher classified the collected data to the data sheet regarding types of adjacency pairs and the preference organization.

Blame-Denial	1	0,4%
Leave Taking-Leave Taking	1	0,4%
Total	212	100%

The compilation of adjacency pairs is proposed by Paltridge (2012), Levinson (1983), Schegloff (2007), and Coulthard (1985) it shows 13 types of adjacency pairs. Considering those theories, the data found in this research showed 12 of them. There was one type that did not exist in the conversations. It was Invitation-Acceptance/Refusal.

## b. The Preference Organization of Adjacency Pairs on "Sing" Movie

Table 2. The Preference Organization of Adjacency Pairs on "Sing" Movie

## 5. Findings

## a. Types of Adjacency Pairs on "Sing" Movie

Table 1. Types of Adjacency Pairs on "Sing" Movie

Types	Frequency	Percentage
Question-Answer	102	48,1%
Request-Acceptance	28	13,2%
Request-Refusal	8	3,7%
Announcement-Acknowledgement	14	6,6%
Assessment-Agreement	7	3,3%
Assessment-Disagreement	12	5,6%
Complaint-Apology	7	3,3%
Greeting-Greeting	6	2,8%
Assertion-Agreement	3	1,4%
Assertion-Disagreement	5	2,3%
Compliment-Acceptance	4	1,8%
Compliment-Denial	3	1,4%
Apology-Minimization	4	1,8%
Offer-Acceptance	2	0,9%
Offer-Refusal	3	1,4%
Blame-Admission	2	0,9%

Types	Preferred	Dispreferred
Question-Answer	☑	
Request-Acceptance	☑	
Request-Refusal		☑
Announcement-Acknowledgement	☑	
Assessment-Agreement	☑	
Assessment-Disagreement		☑
Complaint-Apology	☑	
Greeting-Greeting	☑	
Assertion-Agreement	☑	
Assertion-Disagreement		☑
Compliment-Acceptance	☑	
Compliment-Denial		☑
Apology-Minimization	☑	
Offer-Acceptance	☑	

Offer-Refusal		2
Blame-Admission	2	
Blame-Denial		2
Leave Taking- Leave Taking	2	
Total	12	6

The preferred responses had the highest amount of data than the dispreferred response. The preferred responses were dominantly produced by the characters in the “Sing” Movie because the preferred response was uttered without hesitation. This response flew naturally without delay.

c. Reasons for Producing Dispreferred Responses by The Main Characters on “Sing” Movie

There were 6 types of adjacency pairs that had dispreferred responses. These responses had 4 features they are mitigation, elaboration, default, and positioning. Through the theory of 4 dispreferred response features proposed by Schegloff (2007), the features that appeared in “Sing” Movie were 3 of them. They were mitigation, elaboration, and default. The data showed that the highest feature of dispreferred response that appeared in “Sing” Movie was mitigation.

**6. Discussions**

a. Types of Adjacency Pairs on “Sing” Movie

The data of 212 dialogues produced by the characters in “Sing” Movie contains adjacency pairs. Those data were classified into 13 types of adjacency pairs. Question-Answer had the highest proportion of types of adjacency pairs. This type had 102 data representing 48,1% of all of the data.

The reason is, the first speaker tries to confirm and seek information from the second speaker by asking a question to the second speaker. The first utterances uttered by the first speaker had a role as an information seeker. The second speaker

responds to the question by giving information so that the first speaker feels satisfied with the answer.

Question-Answer was dominantly used by the characters in “Sing” movie because this type was used to provide information regarding the characters, the problem, the plot, or even the movie itself.

b. The Preference Organization of Adjacency Pairs on “Sing” Movie

In “Sing” movie preferred response was highly produced by the characters because the characters were influenced by the situation in the conversation. The situation in the conversations made the characters of the movie produced a response without hesitation. This response flew naturally from the characters without delay. In the same line, this study had a similar reason with Permatasari's (2017) where the characters involved their needs and interest to ask and give information. Thus, it will make the characters mostly used Question- Answer then preferred responses were easily produced.

c. Reasons for Producing Dispreferred Responses by The Main Characters on “Sing” Movie

To analyze the reasons used by the characters in producing dispreferred responses, the features of dispreferred responses were applied in this study. The features of dispreferred response are proposed by Schegloff (2007). The findings showed that the features used by the characters to produced dispreferred responses were mitigation, elaboration, and default. Those features were mostly used by the characters in “Sing” Movie because the characters were influenced by the situation that occurred in their conversations.

In the conversations produced by the characters in “Sing” Movie, there were 26 data of dispreferred responses. The features used based on the data were mitigation, elaboration, and default. Even though the situation affected the

production of all of the dispreferred responses in “Sing” Movie, the features used by the characters are different. Some of them used mitigation, elaboration, or default. In human natural conversation, people also produced dispreferred responses. The characters produced dispreferred responses with hesitation and they uttered it unclearly. Meanwhile, in human natural conversation, they can produce dispreferred responses clearly, without hesitation or delay.

## 7. Conclusion

Based on the results of the analysis, some conclusions were drawn as follows: The most frequently used type of adjacency pair in the “Sing” Movie, this research revealed 12 types of adjacency pairs in this Movie. They were Question- Answer, Request-Acceptance, Request- Refusal, Announcement-Acknowledgement, Assessment-Agreement, Assessment-Disagreement, Complain-Apology, Greeting-Greeting, Assertion-Agreement, Assertion-Disagreement, Compliment-Acceptance, Compliment-Denial, Apology-Minimization, Offer-Acceptance, Offer-Refusal, Blame-Admission, Blame- Denial, and Leave Taking-Leave Taking. This type has 102 data representing 48,1% of all of the data. Question-Answer became the most frequently used because Question- Answer was the most accessible type to produce by the characters. Question-Answer provided information regarding the characters, the plot, and the problem in the movie. The audience would not understand the story of the movie without the involvement of Question-Answer among the characters. Furthermore, Question- Answer built interactions among the characters in the “Sing” Movie.

The preference organization contains two responses. They are preferred responses and dispreferred responses. These two responses were found in conversations that occurred in the “Sing” Movie. The research revealed that there were 12 data of preferred

responses and 6 data of dispreferred responses. It could be seen that the second speaker did not always produce the expected answers or preferred response that was needed by the first speaker. The second speaker could also produce an unexpected answer or dispreferred response that was not exactly needed by the first speaker.

As a pre-service teacher, this movie shows that people can produce positive responses (preferred responses) and negative responses (dispreferred responses). This movie can be used as a medium to learn how to respond to a conversation using preferred responses or dispreferred responses. Moreover, pre service teachers can be used this movie as a medium to practice how to produce language functions based on the context of a conversation.

There were 4 features of dispreferred response that are underlaid the production of the response. The features are mitigation, elaboration, default, and positioning. Based on the data, 3 features underlaid the production of dispreferred response in the “Sing” Movie. The features were mitigation, elaboration, and default. The data showed that the reasons the characters produced dispreferred responses were influenced by the situation in the conversation. “Sing” Movie was categorized as an animated movie. In this movie the characters not only produced preferred responses but also dispreferred responses. The characters used features of dispreferred responses to produce their responses. In the mitigation feature, the dispreferred responses on the “Sing” Movie tended to be mitigated because the characters are affected by the situation.

The characters involved hedges, apologies, and compliments to state their dispreferred response in the elaboration features. The production of hedges, apologies, and compliments in their dispreferred responses also affected by situation happened in the conversations. The last feature is the default. In the default feature, the characters are stated their dispreferred response looked like a preferred response. The characters made

their dispreferred response looked like a dispreferred response because they were affected by the situation in the conversation. As a pre-service teacher, this movie shows that there was something that influenced people to produce dispreferred responses in a conversation. This movie can be used as real examples for students on how people producing dispreferred responses.

## References

- [1] Bogdan, R. C., & Biklen, S. K. (2007). *Qualitative research for education: an introduction to theories and methods*.
- [2] Cambridge. (2020). *Cambridge Dictionary*. Cambridge University Press.  
<https://dictionary.cambridge.org/>
- [3] Coulthard, M. (1985). *An Introduction to Discourse Analysis* (2nd ed., Vol. 1). Pearson Education Limited.
- [4] Creswell, J. (2009). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. SAGE Publications.
- [5] Creswell, J. W. (1997). *Qualitative Inquiry and Research Design: Choosing among Five Tradition*. In Sage Publication.  
[http://www.uk.sagepub.com/upm-data/13421\\_Chapter4.pdf](http://www.uk.sagepub.com/upm-data/13421_Chapter4.pdf)
- [6] Creswell, & Miller, D. (2000). *Determining Validity in Qualitative Inquiry*. *Oxford Research Encyclopedia of Psychology*, 39(3), 124–130.  
<https://doi.org/10.1093/acrefore/9780190236557.013.485>
- [7] Davies, A., & Elder, C. (2004). *The Handbook of Applied Linguistics*. Blackwell Publishing Ltd 350.  
<https://doi.org/10.1002/9780470757000.ch25>
- [8] Gee, J. P. (1999). *An Introduction to Discourse Analysis*. Routledge.  
<https://doi.org/10.4324/9781315835884>
- [9] Given, L. M. (2008). *The Sage Encyclopedia of Qualitative Research Methods*. In *The Sage encyclopedia of qualitative research methods*. SAGE Publications.
- [10] Goodwin, C., & Heritage, J. (1990). *Conversation Analysis*. *Annual Review of Anthropology*, 19, 283–307.
- [11] Hafidzoh, K. (2016). *PREFERRED AND DISPREFERRED RESPONSES IN “ANT - MAN ” MOVIE*. Universitas Islam Negeri Maulana Malik Ibrahim Malang, 124.
- [12] Hamidah, N. (2016). *Analysis Of Adjacency Pairs In “Frozen”: A Movie By Chris Buck And Jennifer Lee*. Universitas Islam Negeri Sunan Ampel Surabaya.
- [13] Hornby, A. (2006). *Oxford Advanced Learner’s Dictionary* (7th ed.). Oxford University Press.
- [14] Hymes, D. (1974). *Foundations in Sociolinguistic: An Ethnographic Approach*. In *Chalk: proceedings of the International Chalk Symposium*. Routledge.
- [15] Ihsan, M. (2017). *ADJACENCY PAIRS IN THE SCRIPT OF KNIGHT AND DAY MOVIE*.
- [16] Indozone. (2020). *Sing (2016) - Kompetisi Menyanyi dan Impian Menyelamatkan Teater*. Indozone.Id.  
<https://www.indozone.id/movie/x0s7RM/sing-2016-kompetisi-menyanyi-dan-impian-menyelamatkan-teater/read-all>
- [17] Joan, C. (2010). *Pragmatics and Discourse: A Resource Book for Students*. 2nd ed. by CUTTING, JOAN. In *The Modern Language Journal* (2nd ed., Vol. 94, Issue 2). Roulledge.  
<https://doi.org/10.1111/j.1540-4781.2010.01031.x>
- [18] Johnstone, B., & Marcellino, W. (2010). *Dell hymes and the ethnography of communication*. *The SAGE Handbook of Sociolinguistics*, May, 57–66.  
<https://doi.org/10.4135/978144620957.n4>
- [19] Latin, D. (2009). *Discourse Analysis : Spoken Language*.
- [20] Levinson, S. (1983). *Pragmatics*. Cambridge University Press, 1–9.
- [21] Liddicoat, A. . (2007). *An Introduction to Conversation Analysis*. Athenaeum Press Ltd.



- [22] Litosseliti, L. (2010). Research Methods in Linguistics. Continuum International Publishing Group.
- [23] Lodico, M. G., Spaulding, D. T., & Voegtle, K. H. (2010). Methods in Educational. Jossey-Bass.
- [24] Mazeland, H. (2004). Conversation Analysis. Encyclopedia of Social Measurement, April, 507-513. <https://doi.org/10.1016/B0-12-369398-5/00438-2>
- [25] McCarthy, M. (1991). Discourse Analysis for Language Teachers. Cambridge University Press. <https://doi.org/10.1177/026565909200800108>
- [26] Merriam-Webster. (2020). Merriam-Webster. Merriam-Webster.Com. <https://www.merriam-webster.com/dictionary/movie>

## CRITICAL DISCOURSE ANALYSIS VAN DIJK'S MODEL OF HENDRA KUMBARA'S SONG (DINO LIYANE)

Hasan Shiddiq

Pendidikan Bahasa Jawa S2, Fakultas Bahasa dan Seni Universitas Negeri Yogyakarta  
Email : shiddiqwae@gmail.com

### Abstract

Some ancestral cultural relics are in the form of buildings, some are in the form of art. One form of ancestral art is music. Music is one of the cultural means that is present in society as a form of construction of social reality that is poured out in song lyrics. One of the trending expressions in 2020 is the existence of the corona virus or COVID-19. The corona virus is a virus that was found in Wuhan city, the People's Republic of China at the end of 2019. Now, the corona virus has spread to almost all over the world or more than 100 countries and has claimed thousands of lives. The purpose of this study was to describe the discourse contained in the lyrics of the song Dino Liyane by Hendra Kumbara by using the point of view of Van Dijk's critical discourse analysis, so that all the elements contained in the lyrics of the song can be known. Then can find out the full meaning in the lyrics of the song Dino Liyane by Hendra Kumbara. This study uses a qualitative research with a model of Van Dijk's critical discourse analysis technique. The results of this study are based on a critical discourse analysis consisting of thematic, schematic, and semantic elements, namely the wedding reception plan that had been carefully prepared had to be canceled due to the Corona Virus pandemic that has spread throughout the world.

Keywords: Critical Discourse Analysis, Van Dijk's Model, Dino Liyane's Song, Hendra Kumbara

### 1. Introduction

Ancestral cultural relics exist in the form of buildings, there are also art. One of the forms of ancestral art is music. Music is one of the cultural facilities that are present in society as a form of social reality construction that is poured out in song lyrics. At first, music was used for the purpose of traditional ceremonies, ritual ceremonies, and puppet performance activities. However, with the times, music has transformed into a means of entertainment and a means to express one's own heart.

Djohan [1] explains that music is a complex and universal social behavior that contains an expression of the human mind and ideas that contain messages. Messages or ideas expressed through songs usually have contexts related to history, romance,

and others. The content of the song is not only an idea to entertain, but the song has moral messages or idealism and at the same time has economic power.

Basically a poem or song is a picture of the author's life, not infrequently what they pour into a song lyrics represents their life experience. As revealed by Salliyanti [2], the song is an expression of the feelings and overflow of the singer. Its function is as an entertainment media in which it has the target of information, pleasant to hear and understand so that the desired message can be conveyed well to the appreciator. Song is also one of the media that can be utilized in Javanese learning activities, including can be used as a means to improve the ability to write poetry, objects of language style study, and discourse analysis.

The lyrics of the song will communicate several concepts including telling something, bringing the impression of the author's experience and giving rise to comments or opinions of the listener. Song lyrics are also loaded with hidden messages of the author or expressions of the author's heart. Communication that occurs through songs is when listeners or music lovers can understand the message or intent of the song so that the interaction of the inner world of a person with the outside world. The message contained in a song can invite, provoke and teach something to the listeners. In order for the listener to receive a message or understand the song appropriately, a deeper study of the lyrics of the song is needed. The study can be analyzed using discourse analysis.

Discourse analysis is a discipline that seeks to examine the real use of language in communication. Stubbs [3] says that discourse analysis is a study that examines and analyzes languages used naturally, both oral and written, such as the use of language in everyday communication.

Discourse is the unity of meaning (semantic) between parts in a language building (Yuwono, [4]). The term discourse is used to include not only conversations or chats, but also public conversations, writings, and formal efforts such as scientific reports and plays or plays. In order to know the meaning contained in a discourse, further research is needed. Research related to discourse is critical discourse analysis.

According to Imam [5] some linguistic figures in the field of analysis of this discourse include Van Dijk. Teun Adrianus Van Dijk was born on May 7, 1943 in Naaldwijk, Netherlands. He is a scholar in the fields of text linguistics, discourse analysis and critical discourse analysis. With Walter Kintsch he contributed to the development of text processing psychology. Since the 1980s his work in critical discourse analysis has focused primarily on the study of the discursive reproduction of racism with what he calls the 'symbolic elite' (politicians, journalists, scholars, writers),

the study of news in the press, and on ideological theory and context.

One of the expressions that are trending in 2020 is the existence of the corona virus or COVID-19. Coronavirus is a virus found in Wuhan City, People's Republic of China at the end of 2019. To date, the coronavirus has spread almost all over the world or more than 100 countries and has claimed thousands of lives (Alfaritsi, [6]). The World Health Organization (WHO) has designated this coronavirus as a pandemic situation, so every country, especially indonesia, has declared a national coronavirus emergency. This virus can be easily spread to others with low immunity, while people who have strong immunity or endurance will be difficult to contact.

The impact of the corona virus has a very wide impact. Many sectors are affected due to the pandemic situation caused by the COVID-19 virus. Various plans that have been prepared have matured as if destroyed and failed to be implemented because of strict rules during the corona virus emergency situation issued by the government.

One of the songs that reveals about the coronavirus pandemic situation is the song Dino Liyane by Hendra Kumbara. The lyrics of Dino Liyane's song are about someone who has planned a wedding reception. However, the national emergency situation issued by the government made someone cancel an order related to the wedding reception. Starting from building orders, consumption, and so forth canceled because of the coronavirus pandemic rather than if it continued will make itself wretched.

Based on the background above, the purpose of this study was to describe the discourse contained in the lyrics of Dino Liyane song by Hendra Kumbara by using the point of view of critical discourse analysis van Dijk, so that it can be known all the elements contained in the lyrics of the song. And can know the full meaning in the lyrics of the song Dino Liyane by Hendra Kumbara.

In accordance with the objectives described, the study used qualitative approach methods with Van Dijk's critical discourse analysis technique model. The object of this research is the song Dino Liyane by Hendra Kumbara which is published on Youtube SYALALA PRODUCTION. The research step conducted by the author is listening to dino liyane songs. Then, the next step is to read the transcript of the song lyrics. The last one, which is to analyze Dino Liyane's song using the Van Dijk model.

## 2. Discussion

### 2.1 Dino Liyane's song

Adhani (Sumarlam, [7]) explains that basically the song is a picture of the creator's life, not infrequently what they pour into a lyric represents their life experience. A song discourse is said to be poetic if the author can evoke feelings, attract attention, and elicit a clear response for the listener.

Each element in the lyrics of the song is continuous with each other, giving rise to its own meaning that represents the message of the creator. The creator of this song uses and plays the right language to be used as the lyrics of a beautiful song, easy to understand and infused by the appreciator. So that the desired message can be conveyed properly.

Song lyrics or singing text can be classified as a form of poetry, albeit with the lowest literary value. Waluyo [8] states that the many chants are examples of popular poetry, so it can be concluded that a song or song is a poem that is heard. Thus the two elements contained in a song are the exposure of expressive language, and music.

The lyrics of Dino Liyane's song are a song by singer Hendra Kumbara from Semarang City of Central Java Province. Furthermore, the lyrics of dino liyane song by Hendra Kumbara are written as below:

Nyuwun sewu bapak kalih ibu  
Dinten niki mboten sios mantu  
Pancen kahanane angel  
Wes ora biso di eyel  
Timbang Coronane nyebar  
Ndonyane sansoyo ambyar

Nyuwun sewu konco lan sedulur  
Resepsiku kepekso tak undur  
Senajan wes DP dekor  
Ketering lan kabeh vendor  
Akhire kudu tak cancel  
Ketimbang aku di cekel

Gusti kulo salah nopo  
Rabine kok dibatalno  
Wes kadung nyebar undangan  
Malah corona menyerang

Gusti kulo sampun ikhlas  
Keterak Covid - 19  
Yen pancen ngene dalane  
Tak golek Dino Liyane

Mugio angsal hidayah  
Rabiku rak kudu mewah  
Seng penting Sakinah Mawadah Warohmah

This song is made in Javanese Language. This song has a beautiful sentence structure, so it attracts attention for connoisseurs of Javanese songs. In addition, this song is also in accordance with the current circumstances as well, because this song was released during the corona virus emergency. Dino Liyane's song by Hendra Kumbara was released on March 31, 2020. Based on SYALALA PRODUCTION's Youtube account, Dino Liyane's song by Hendra Kumbara has been viewed 2.464.472 times [9].

## 2.2 Analysis

The thematic element contained in the lyrics of Dino Liyane's song is about the story of someone who canceled the wedding reception due to the coronavirus pandemic situation. This is confirmed in the lyrics as below:

Nyuwun sewu konco lan sedulur

Resepsiku kepekso tak undur

Senajan wes DP dekor

Ketering lan kabeh vendor

Akhire kudu tak cancel

Ketimbang aku dicekel

Translate

Sorry friends and relatives

I had to postpone my reception

Even though I've paid for the decorations

Catering and everything

Finally I have to cancel

Than I'll be arrested later

Furthermore, the schematic element in Dino Liyane's song is the title section showing the songwriter's true state of disappointment because the plan he made had to be canceled. Songwriter Dino Liyane poured out his heart through the story of someone (let's call it M) who was forced to cancel a wedding reception because of the coronavirus emergency situation. Furthermore, in the reff section, the M asks God what is wrong with him why his reception was forced to be canceled. He was invited to the wedding reception. Then in the closing part of the lyrics, the songwriter recounts that M finally accepted the situation and was willing to look for another day.

The semantic element of Dino Liyane's song is that the wedding reception plan that has been carefully prepared has to be canceled because of the coronavirus pandemic that has spread around the world. The point contained in the lyrics of this song is that the songwriter wants to show the

reader or listener of the song Dino Liyane that the author has a plan that has been prepared to be canceled due to an emergency situation. The emergency situation brings the disappointment of the author to realize the plan, so that at the end of the lyrics of this song the author said he will look for another day.

## 3. Conclusion

Basically the song is a picture of the creator's life, not infrequently what they pour into a lyric represents their life experience. A song discourse is said to be poetic if the author can evoke feelings, attract attention, and elicit a clear response for the listener. Furthermore, each element in the lyrics of the song is continuous with each other, giving rise to its own meaning that represents the message of the creator.

Dino Liyane is a Javanese song approved by Hendra Kumbara from Semarang City of Central Java Province. This song is made in Javanese Language. This song has a beautiful sentence structure, so it attracts attention for connoisseurs of Javanese songs. Dino Liyane's song by Hendra Kumbara was released on March 31, 2020. Based on SYALALA PRODUCTION's Youtube account, Dino Liyane's song by Hendra Kumbara has been viewed 2.464.472 times.

Based on the analysis of critical discourse consisting of thematic, schematic, and semantic elements, the wedding reception plan that has been carefully prepared must be canceled because of the coronavirus pandemic that has spread throughout the world. The point contained in the lyrics of this song is that the songwriter wants to show the reader or listener of the song Dino Liyane that the author has a plan that has been prepared to be canceled due to an emergency situation. The emergency situation brings the disappointment of the author to realize the plan, so that at the end of the lyrics of this song the author said he will look for another day.

## REFERENCES

- [1] Djohan. 2003. Psikologi Musik. Yogyakarta: Penerbit Buku Baik Yogyakarta
- [2] Salliyanti, "Penggunaan Bahasa Indonesia dalam Lirik Lagu," Thesis: Universitas Sumatra Utara. 2004.
- [3] Stubbs, Michael, "Discourse Analysis" Oxford: Basil Blackwell. 1983.
- [4] Yuwono, U. "Pesona Bahasa: Langkah Awal Memahami Linguistik" Jakarta: Gramedia Pustaka Utama. 2005.
- [5] Imam, Ahmad Fachruddien, "Analisis Wacana Van Dijk pada lirik lagu Irgaa Tani (My Heart Will Go On)," Journal of Arabic Learning and Teaching Universitas Negeri Semarang. Published November 2012.
- [6] Alfaritsi, Dewi Anggraeni, and Abdul Fadhil, "Analisis Wacana Kritis Berita 'Tentang Social Distance, Cara Pemerintah Cegah Penyebaran Virus Corona' Di Detik.Com," Jurnal Penelitian Communicology Vol.8 (No.1 ): page. 131 - 152. 2020.
- [7] Sumarlam, Ed. "Teori dan Praktik Analisis Wacana" Surakarta: Pustaka Cakra. 2003.
- [8] Waluyo, Herman J. "Apresiasi Puisi" Jakarta: PT Gramedia. 2002.
- [9] [https://www.youtube.com/watch?v=30Ylfb\\_hn9A](https://www.youtube.com/watch?v=30Ylfb_hn9A) (Dino Liyane's song uploaded by SYALALA PRODUCTION Youtube account).

**ANALYSIS OF GRAMMATICAL ERRORS IN JAVANESE NEWS EVENTS  
FOKUS INDOSIAR YOGYAKARTA 12 JULY 2019 EDITION**

Mohamad Makincoiri<sup>1</sup>  
1Universitas Negeri Yogyakarta

Abstract

The usage of the Javanese language as a medium for delivering information in the social life of the community is an important thing in a Javanese language broadcast. The purpose of this study is to describe Javanese grammatical errors in a Javanese news broadcast program. This is qualitative descriptive research. The data in this study are the lingual units ranging from phonemes to discourses. The data were analyzed by semantic analysis method. The results of this study indicate that there are several grammatical errors in Javanese in terms of phonology, morphology, syntax, and semantics. In terms of phonology, errors were found in the pronunciation of vowels a, o, and e as well as consonants d, dh, t, and th. In terms of morphology, there are errors in the process of affixation and compounding of words and phrases. In terms of syntax, there are sentence structures that are too complicated for viewers to catch the meaning of the sentences. Meanwhile, in terms of semantics, there are grammatical errors that arise from differences in the meaning of Indonesian lingual units and Javanese lingual units that are not transliterated properly.

Keywords: grammatical errors, Javanese news, fokus Indosiar

## 1. Introduction

Language is a communication tool to convey intentions, ideas, thoughts, and messages from one person to another. In everyday life, humans cannot be separated from language. Humans have the desire or need to interact with other people because its natural behavior as a social being. Rohmadi [12] argues that humans need media for interacting to complete these needs and desires, one of which is language.

Language as a medium of interaction is arbitrary. As long as the speaker and the interlocutor understand the message conveyed, then language can be used in the communication effort. This underlies the diversity of languages. In Indonesia, there is one national language, namely Indonesian. In addition to the national language, in the territory of Indonesia, there are also several regional languages used by speakers. Widyaningrum [15] said that a person in the process of interacting with each other can use more than one language, thus giving rise to contact

between languages. The continuity of a language is greatly influenced by the presence of its speakers. One of the regional languages that have a lot of users is Javanese.

Javanese not only has many speakers. The Javanese also has many variations based on the region. This variety of languages is called a variety of dialects. Language itself is also often accompanied by the passage of people's social life. This makes the assimilation of regional languages with national and international languages. This assimilation process brings out a new grammar that is not following the grammatical rules.

The usage of the Javanese among its speakers is not only used in verbal conversations or direct conversations. Electronic media as a medium for distributing and presenting information also uses Javanese as the language of instruction. Innayah & Susanti [4] states that apart from being a medium for distributing information, electronic media also acts as an educational medium. Television, one of the electronic media that

is still used by the public as a medium for information and entertainment seekers, also uses Javanese as the language of instruction. One of the television channels that uses Javanese as the language of instruction is TVRI Jogja. Over time, several national private television stations hold local broadcasts. One of them is Indosiar.

TVRI Jogja has several programs that use Javanese as the language of instruction. One of the programs delivered by using the Javanese language was the Jogjawarta program. The Jogjawarta program is a TVRI Jogja news program that delivering news using the Javanese language. Indosiar also has a similar program. The Javanese news program promoted by Indosiar is the Regional Fokus program. In the Regional Focus program, news about Yogyakarta is presented using Javanese as the language of instruction.

The process of assimilation of the national language with the regional language also affects the broadcast language used in the Regional Focus program. The use of Javanese language that mixes Indonesian grammar makes the Javanese grammar unfulfilled. The incompatibility of Javanese grammar does not only occur in terms of morphology, but also terms of phonology, syntax, and semantics of the Javanese language. The discrepancy of these grammatical rules is considered as a language variety that emerges from the mixing process of regional languages, especially Javanese with Indonesian as a national language.

This is an interesting phenomenon to be studied. This language diversity can be used as an object of study to find out the extent of changes or inconsistencies in the grammar used in the delivery of Javanese news program in the Yogyakarta. In addition, the discrepancy in the usage of language from the pronunciation or phonological aspects, as well as from the syntactic and semantic aspects is also considered to be an interesting thing to study. Therefore, in this article, we will discuss the analysis of the usage of the Javanese language in the Regional Fokus

program on the Indosiar Yogyakarta television station. The linguistic analysis that will be discussed in this paper is from the phonological, morphological, semantic, and syntactic aspects.

The study of phonology, morphology, semantics, and syntax is included in the study of linguistics. Kridalaksana [6] states that phonology is a field of study in linguistics areas that examines the sounds of language and their functions. The object of the phonology is phonetics and phonemics. Dik & Kooj [2] states that phonetics is a scientific study that examines the sounds of language and how to generate and process them. Verhaar [14] said that phonetics studies the physical basis of language sounds. Marsono [7] argues that in phonetics, this study tries to describe and formulate language sounds regularly. Chaer [1] said that the object of this study is phonemes, namely the sounds of the language that distinguishing the meaning of words.

Mulyana [9] said that morphology itself comes from the word morphology which in linguistics areas means the study of grammatical composition or parts of words. In morphology, there is the term morphological process. Ramlan [11] describes the morphological process as the process of forming the basic unit to another units. Samsuri [13] argues that the morphological process is carried out by connecting one morpheme to another. In Javanese, the morphological process is divided into 3, namely affixation, repetition, and compounding.

Kridalaksana [6] states that the syntax is a study of linguistics areas that studies the relationship between words and words or between words and larger units of language. The object of this study is phrases, clauses, and sentences. Ramlan [11] says that syntax talks about the structure of phrases and sentences.

Semantics is a part of linguistics that studies the meaning of a speech. Chaer [1] states that what is discussed in semantics is the relationship between word and the

context or meaning referred by the word. Semantic meaning is divided into 2 meanings, namely connotative meaning and denotative meaning. In semantics, the object studied is the lingual unit and the referents designated by the lingual unit.

In this article, we will discuss the analysis of Javanese news broadcasts in the Regional Fokus program on the Indosiar Yogyakarta television station from a review of phonology, morphology, semantics, and syntax. The data source in this study was taken from the Regional Focus program broadcast on the Indosiar Yogyakarta television station, July 12, 2019 edition.

## 2. Methods

This is qualitative descriptive research. The data from this research are words, phrases, clauses, and sentences. So according to Moleong [8], this research is included in qualitative descriptive research. The data from this study were taken from transcriptions of Javanese news on the Regional Fokus program on the Indosiar Yogyakarta television station on July 12, 2019 edition. The data in this study were collected using the listening and writing method.

Nazir [10], said that descriptive research is a research that aims to describe or provide a systematic, factual, and accurate description of the facts of the data studied. In this study, the data that has been collected will be displayed and analyzed by providing inference and analysis in terms of phonology, morphology, semantics, and syntax. According to Kaelan [5], the data that has been obtained is then analyzed using (1) data reduction, (2) data classification, (3) data display, and (4) interpretation.

How to validate the data in this study is by using semantic validity. Endraswara [3] states that semantic validity is done by describing the data based on its context. Reliability is done by using intrarater reliability. Endraswara [3] states that intrarater reliability is done by looking for data repeatedly so that it finds the same

data. The results of the data analysis that have been obtained are then displayed in description form.

## 3. Results and Discussion

The result of this study shows that there are some discrepancies in Javanese language rules in phonology, morphology, syntax, and semantics views. Most of these errors emerge because of forcing the structure of the Indonesian language to be transliterated into the Javanese language without paying attention to the structure of the Javanese language.

In terms of phonology, errors were found in the articulation of consonant sounds d, dh, t, and th. In addition, there are also some errors in the articulation of vowel sounds a, o and e. In terms of morphology, the error is in the affixation process and the compounding process. In addition, there is also the use of the Indonesian language which is not transliterated into Javanese. In terms of syntax, errors are dominated by sentence structure that is too complex, making it difficult to convey information from news readers to listeners or viewers. In terms of semantics, the error lies in the difference in the meaning of a lingual unit in Indonesian which is less precise in the transliteration process into the Javanese.

### 3.1 Phonological errors

Kridalaksana [6] said that phonology is a linguistics study that examines the sounds of language and their functions. The object of this study is the sound of language, morphemes, and phonemes. From the analysis of the Javanese language usage in the Regional Fokus program in Indosiar Yogyakarta station, July 12, 2019 edition, it was found that there were some inconsistencies in the pronunciation of some phonemes and morphemes in the Javanese language. Some of these language sound production errors change the meaning of the word and some of them do not change the meaning of the word.

The majority of articulation errors found in the newscasting are in the pronunciation of apico-dental consonants

d. Many of these pronunciation errors are found in the pronunciation of the prefix or *ater-ater-* *di-*. The prefix or *ater-ater* “*di-*” are supposed to be produced by apico-dental articulation, but are conveyed using apico-alveolar articulation. Some examples of the incorrect pronunciation of the prefix or *ater-ater* “*di-*” are found in the words *dianggep*, *diwiwiti*, *dibuka*, *dinilai*, *digawe*, *dikenalke*, *diisi*, *disambut*, *diajak*, *ditampilke*, *dipusatke*, *dimeriahke*, *dieloni*, *dipungelar*, *direbutke*, *diwenehke*, *digawe*, *dipangkonke*, *ditengeri*, and *dicawiske*. Mispronunciation of the apico-dental consonant “*d*” does not only occur in the pronunciation of prefix or *ater-ater* “*di-*” only. Similar errors are also found in the usage of the consonant “*d*” in the word. In the news reading of the Regional Fokus program *Indosiar*, the mispronunciation of the consonant “*d*” was found in the words *Muhammadiyah*, *budaya*, *beda*, *dina*, and *krida*. Another mispronunciation of apico-dental consonants is the pronunciation of the consonant “*t*”. The mispronunciation of the consonant is found in the word *nganti*.

Another error is in the pronunciation of the consonant “*th*”. The consonant “*th*” that should be pronounced with the apico-alveolar articulation process is incorrectly pronounced with the apico-dental consonant “*t*”. The error is found in the word *nuthuk*, *kanthi*, and *kutha*.

The next error in pronunciation is the vowel sound “*ă*”. The pronunciation of the vowel “*ă*” or symbolized by the phonemic symbol “*ɔ*” is incorrectly pronounced with the vowel sound *a* or *o*, vice versa. The mispronunciation is found in the word *masyarakat* spoken *masyɔrɔkat*, *ksatriya* which should be read as *ksatriyɔ* but is read as *ksatriya*, the word *sengaja* spoken *sengojo*, and the word *lima* which should be read as *limɔ* but is still read as *lima*.

Mispronunciation of other sounds is found in the pronunciation of several vowel sounds “*a*” which is read “*e*” or vice versa, and the vowel sound “*l*” or which is symbolized by the phonemic symbol “*l*”. In Regional Fokus Program *Indosiar* Yogyakarta, the pronunciation errors are found in the word *apik* that should be pronounced *apɪk*, and on the word *amerga* which should be pronounced *amarga*.

From the results of the analysis above, it can be concluded that it is necessary to evaluate and improve the competence of Javanese pronunciation for presenters or newsreaders in the Regional News Program. With the decreased incompetence of pronunciation, it is hoped that it will increase the accuracy of the pronunciation of language sounds, especially in Javanese.

### 3.2 Morphological Errors

Mulyana [9] suggests that morphology in linguistics means the study of grammatical composition or parts of words. The object of this study is morphemes, words, and phrases. The morphological process is carried out through affixation, repetition, and compounding. The morphological process found in the Javanese news broadcast in the Regional Fokus Program *Indosiar* Yogyakarta television station on the 12 July 2019 edition contained several deviations. These deviations include the affixation process where the free morpheme is a word in Indonesian. In addition, there is also found the usage of Indonesian words entirety and compounding of words whose meanings are not found in Javanese.

In terms of the affixation process, some words have free morphemes or bound morphemes from Indonesian words. These Indonesian words can be transliterated into Javanese. For example, there is the word *siapaken*. If the word is analyzed based on its morphological process, then the word comes from the free morpheme *siap* and the bound morpheme suffix or *wuwuhan -aken*. If further observed, the basic word *siap* in the affixed word can be replaced with the word *samekta* which has the same meaning as the word *siapaken*, or in English means ready. The word *samektakaken* is preferable once. The same thing is also found in the words *nglaksanakke*, *saklengkapipun*, *didampingi*, *ngungkapke*, *khusus*, *dinilai*, *mujudi*, *negeske*, *mujudke*, *dikenalke*, *lingkungane*, *nangani*, *nyampekke*, *sakpulau*, *nyerahke*, *ninjau*, *dipusatke*, *dilanjutke*, *meriahke*, *pasale*, *nglibatke*, *dilibatke*, *nargetke*, and *makane*.

In terms of compounding words, there is one phrase that seems to force

Indonesian to be transliterated into Javanese. the phrase is *kanak-kanak pembina*. In this phrase, the intended meaning is *anak-anak pembina*. As a result of forcing the transliteration, the word *kanak-kanak pembina* does not have a referent in Javanese or cannot be interpreted in Javanese.

In addition to the formation of these words, there are also deviations with the usage of whole Indonesian words. Both in the form of free morpheme and bound morpheme. For example, there are the words *kondisi* and *hadiah*. The words *kondisi* and *hadiah* in Javanese can be replaced with the words *kahanan* and *bebungah*. Some examples of other Indonesian words are *sekitar*, *kesempatan*, *pihak*, *pemahaman*, *kecelakaan*, *disambut*, *peserta*, *unik*, *menarik*, *ketua kampung*, *atraksi*, *elemen*, *disambut positif*, *menghibur*, *wilayah*, *penghargaan*, *kejahatan*, *ruang*, *optimis*, *kompetisi*, *ajang*, *seru*, *ini*, *pemain*, and *posisi*.

### 3.3 Syntax Errors

Kridalaksana [6] argues that syntax is a linguistics study that studies the relationship between words and words or between words and larger units in language. Ramlan [11] says that syntax talks about the structure of phrases and sentences. From the results of the syntactic analysis of the Regional Fokus Program Indosiar, July 12, 2019 edition, it was found that some sentence structures were unmatched so that the information conveyed to be hardly captured by listeners.

As an example of ambiguous sentence structure, it is described in the following news script.

....

TMMD tahap 2 sing dipusatke ing wilayah Sorosutan, Umbulharjo kota Yogyakarta bakal ngrehap siji balai RW, lima omah ora layak huni lan siji MCK saliyane mbangun fisik program iki uga

wenehi wawasan kebangsaan lan bahaya narkoba marang para warga.

....

In the news script above, the sentence structure used looks less structured and tends to be difficult to understand by listeners or viewers. In addition, the use of the noun phrases *siji* and *lima* was deemed unable to represent the meaning of the unit amount. the more appropriate sentence is *balai RW siji, limang omah ora layak huni lan MCK cacah siji*. With this sentence structure, the noun phrase used is considered to be used as a marker of number, not as a number. Another example is found in the following sentence.

....

Ruang iki digawe kanggo mbiji kompetensi personal para anggota sing pengin nerusake sekolah utama dipangkonke ing salah siji jabatan sing luwih dhuwur.

....

In the excerpt above, there is a structural complexity of the sentence which causes the information to be ambiguous. It is felt that the separation of sentences can provide convenience in the delivery of information in the sentence. For example, the sentence above can be changed into 2 sentences as follows.

....

Ruang iki digawe kanggo mbiji kompetensi personal para anggota sing pengin nerusake sekolah. Mligine kanggo para anggota kang bakal dipapanake ing salah siji jabatan sing luwih dhuwur.

....

In a speech act, the role of suprasegmental, intonation, and pause is very influential on the delivery of information. Good voice competence must

be mastered by newsreaders and announcers so that the delivery of information in the news can be well understood by listeners or viewers. From the results of the analysis of the news reading of Javanese news scripts in the Regional Fokus Program Indosiar Yogyakarta, July 12, 2019 edition, the increase in competence in terms of mastery of voice processing is deemed necessary to improve the ease of delivery of information. The lack of fluency in the Javanese language in presenting the news was one of the factors causing the poor sentence structure in the Regional Fokus Program Indosiar Yogyakarta, July 12, 2019 edition.

### 3.4 Semantic Errors

Chaer [1] states that what is discussed in semantics is the relationship of the word to the context or meaning referred to by the word. The object that is studied in semantics is the lingual unit and the referent which is designated by the lingual unit. From the results of the semantic analysis of the Javanese news broadcast in the Regional Focus program on the Indosiar Yogyakarta television station, July 12, 2019 edition, it was found some confusion or difference in meaning between the lingual unit used and the intended referent meaning. Same lingual units in Indonesian have different referent in Javanese.

For example, the referent mismatch is in the word *negeske*. Viewed from the context of the sentence, the word *negeske* comes from the Indonesian language *menegaskan*, or in English is *affirming*, which has a referent meaning to emphasize a statement. In Javanese, the word *negeske* has a referent meaning to convey. The choice of words that seem too imposing raises the meaning of referent differences in Indonesian and Javanese. Another example of coercion in Indonesian words that emerges a different referent meanings in Indonesian and Javanese is the word *sawetara* in the sentence *sawetara pemain*. The reference indicated by the word *sawetara* in the sentence means part of the player. Whereas in Javanese, the intended referent is temporary. Another example is

also found in the word *Sisih* in the sentence *saka sisih pemain katon isih kurang*.

Another example is the word *dipangkonke* which comes from the Indonesian language placed. Viewed from the context of the sentence, the word refers to the referent of placement in a position. In Javanese, the word *dipangkonke* does not have a referent or the word does not have a referenced meaning. Other examples of the usage of Indonesian words that have no referent meaning when used in Javanese are the word *pasale*, and the clause *tumindak minangka instruktur*.

The use of connotative meanings is also found in Javanese news broadcasts in the Regional Fokus program Indosiar Yogyakarta, July 12, 2019. For example, there is the word *melek teknologi* to say understanding technology, *mbangun serangan* to indicate the meaning of setting a strategy to attack.

### 3. Conclusion

In this study, it can be concluded that Javanese grammatical errors in Javanese news events Focus Indosiar Yogyakarta July 12, 2019 edition are in several fields of linguistic studies. These errors can be found starting from the analysis of phonology, morphology, syntax, and semantics.

Errors in the articulation of consonants "d", "dh", "t", and "th", and errors in the articulation of vowels "a", "o", and "e" became a marker of errors in the phonological analysis in the news broadcast. in the affixation process and the compounding process, there are some usages of Indonesian morphology process which is not properly transliterated into Javanese. This is becoming a markers of morphological process errors in terms of Javanese grammatical errors. Sentence structure errors that are too complex are found in the syntactic analysis process. Errors in the referent meaning differences from an Indonesian lingual unit and Javanese lingual unit become the domination of the results of the semantic analysis.

From the results of the analysis above, it can be said that it is necessary to increase

Javanese language competence for Javanese news broadcasters to improve the ease of conveying information in the broadcast language. Increasing competence related to grammar is also deemed necessary to improve the preparation of news scripts that are following Javanese grammar rules. Mastery of vocal processing related to pausing and intonation should also be improved to reduce the ambiguity of meaning and complexity of sentence structures in Javanese news scripts.

### ACKNOWLEDGMENT

The Author would like to thank LPDP RI for providing tuition fees with contract number KET-4981/LPDP.4/2020 and ID LPDP number 20200611202320

### References

- [1] Chaer Abdul. 2007. *Linguistik Umum*. Jakarta: Rineka Cipta.
- [2] Dik, S.C. & Kooj, J.G. 1994. *Ilmu Bahasa Umum*. Jakarta: RUL
- [3] Endraswara. 2003. *Metodologi Penelitian Sastra*. Yogyakarta: FBS UNY.
- [4] Innayah & Mariana Susanti. 2016. The Role of The Listener and Government Institutions in Educational Radio Boardcast. *Jurnal Pekomnas*, Vol . 1 No. 1, April 2016. DOI: <http://dx.doi.org/10.30818/jpkm.2016.2010103>
- [5] Kaelan. 2005. *Metode Penelitian Kualitatif Bidang Filsafat*. Yogyakarta: Paradigma.
- [6] Kridalaksana, Harimurti. 2001. *Kamus Linguistik*. Jakarta: Gramedia Pustaka Utama.
- [7] Marsono 1989. *Fonetik*. Yogyakarta: Gadjah Mada University Press.
- [8] Moleong, Lexy J. 1988. *Metode Penelitian Kualitatif*. Jakarta: Departemen Pendidikan dan Kebudayaan.
- [9] Mulyana. 2007. *Morfologi Bahasa Jawa*. Yogyakarta: Kanwa Publisher.
- [10] Nazir, Moch. 1999. *Metode Penelitian*. Jakarta: Ghalia Indonesia.
- [11] Ramlan, M. 1987. *Morfologi Satuan Tinjauan Deskriptif*. Yogyakarta: CV Karyono.
- [12] Rohmadi, Muhammad. 2004. Karakteristik Bahasa Penyiar Radio JPI FM Solo. *Humaniora* Vol. 16 No. 2, 2 Juni 2004. DOI: <https://doi.org/10.22146/jh.820>
- [13] Samsuri. 1988. *Morfologi dan Pembentukan Kata*. Jakarta: Depdikbud.
- [14] Verhaar, J.W.M. 2001. *Asas-asas Linguistik Umum*. Yogyakarta. Gadjah Mada University Press.
- [15] Widyaningrum, Heny Kusuma. 2017. *Campur Kode Siaran Radio Most FM Penyiar Ari Di Kota Malang*. *Kembara: Jurnal Keilmuan Bahasa, Sastra, dan Pengajarannya*. Vol. 3. No. 1. April 2017. DOI: <https://doi.org/10.22219/kembara.v3i1.4377>



**COVID-19 METAPHORS IN DONALD TRUMP'S COVID-19 DAILY SPEECHES:  
A CRITICAL DISCOURSE PERSPECTIVE**

Nadya Nurul Fatimah<sup>1</sup>, Susana Widyastuti<sup>2</sup>

Universitas Negeri Yogyakarta  
nadyanurul.2017@student.uny.ac.id

ABSTRACT

Metaphor is one important rhetoric in political speech which, from the perspective of Critical Discourse Analysis (CDA), can serve a linguistic tool to represent inequality and power abuse within a particular socio-political context. Taking the context of the current pandemic of Covid-19, this discourse study is aimed to figure out how Covid 19 is metaphorically conceptualized and how Trump and the US elites perceive Covid 19. This study adopts the principles of CDA (Van Dijk, 1997) and Conceptual Metaphor Theory (Lakoff and Johnson, 1980). This study used mix-method approach combining both quantitative and qualitative methods in processing the data. The data were a corpus of 21 Donald Trump Covid-19 daily speeches from 11 until 31 March 2020 which were published on 21 selected online website. The data were analyzed by considering the text, discourse (text production and producer), and the wider socio-political context. The study reveals that the speeches are rich of conceptual metaphors. Trump employed 335 Covid-19 metaphors which can be categorized into three types, i.e. Structural Metaphor, Entity and Personification. They are used as a tool to influence, reshape and enact power on his audience. Second, the metaphoric expressions can be grouped into several themes and the top ten are win, war, enemy, defeat, problem, victory, crisis, fight, battle and get rid of. The uses of these frequently used expressions have shown Trump's ideology towards Covid-19, its spread and the US strategies to tackle it. He also particularly highlighted the role of China in the pandemic in rather racist expressions. All in all, in regards Covid-19, he metaphorically places his nation in a war where he depicts American as troops and him as the leader in winning the war and defeating the virus. Regarding his self-representation, Trump shows his portrayal as the guardian for America. Regarding China, Trump seems to provoke the American to have a certain negative view towards China as the epicenter of the first Covid-19 case.

Keywords: CDA, metaphor, ideology, political speech, Covid-19

INTRODUCTION

The ongoing outbreak (Covid-19) which is an acute respiratory disease constitutes the greatest threat to the population and countries worldwide. As the Covid-19 spreads around the world, people try to find reassurance, guidance and comfort in their political leader. In this critical time, political leaders worldwide deliver speeches and press conferences intended to inform the public about the pandemic, the implications, and the restrictions. They use various linguistic devices; one of them is metaphor, in order to

explain the pandemic vividly towards the public. However, politicians use metaphors purposefully when addressing the public, as metaphors have proven very useful in construing people's perception of the reality they live in (Neshkovska, et.al.2020).

According to Van Dijk (1997) ideology is a form of social cognition or a belief system shared by/in a group. Van Dijk (2001) views CDA as a "type of discourse analytical research that primarily studies the way social power abuse, dominance, and inequality are enacted, reproduced, and resisted by text and talk in the social and political context". The dominance

institutions use their discourse as a tool to control mind to dominate the less powerful. Political discourse is “a means of establishing and maintaining social relationships, expressing feelings, and selling ideas, policies, and political projects in any society” (Dylgjeri, 2017). In political discourse, language is a pivotal ground to be analyzed in order to divulge ideology and power relation since language express politicians’ goals and understand people’s socio-cultural behaviors. Thus, CDA appears to analyze persuasive and communicative expression performed by powerful speakers.

Language is a privileged field for analyzing political power. Political discourse plays a critical role in organizing, developing, and managing societies (Olimat, 2020b). Politicians tend to use figurative expressions and linguistic strategies to persuade the public and reshape their point of view toward particular events or situations. Mocanu (2019) states literature in the field acknowledgement the primary importance of the conative function within political communication, taking into account the fact that political language aims, first and foremost, at influencing the behavior of the audience, at altering their opinions and attitudes in the view of political support. They compel people to believe something through their speech. The stylistic construction i.e. metaphor is used to achieve the agendas such as, attracting the attention of voters, arguing about political issues, gaining supports, and attacking opponents.

Ideology often appears metaphorically as a cognitive mechanism by which speakers can represent the reality in an indirect way (Lakoff and Johnson, 1980). Metaphor enables people to understand a specific feature of a certain concept in terms of another concept, but it may conceal other features of the concept (Olimat, 2020b). Through the Source Domain which is mapped onto the Target Domain, the speakers construct a concept inside their mind and result a representation of reality in indirect way. Considering this, metaphor helps people in understanding and interpreting political and social events in such a way. Metaphors are crucial for expressing attitudes and beliefs and making sense of complex events (Lakoff and

Johnson, 1980). Therefore, metaphor provides a useful tool to unveil ideology within political discourse.

Since the first time Covid-19 emerges in China and starts spreading around the globe, the rhetoric about the disease evokes by media, journalists and politicians is not an exception. The representation of disease is getting varied along with the emergency situation in many nations and the citizens by this ongoing pandemic. Despite the controversial terms surround some diseases, many writings and speeches still give framework towards them to get people’s attention and easily represent the disease. Amid the Covid-19 pandemic, many politicians use this moment to show their credibility to cope with Covid-19 including Donald Trump. In March 2020, he gave some speeches in response to the WHO announcement declaring that Covid-19 is a pandemic. He is widely known as a controversial figure who does not hesitates to make shocking headlines proven on the situation after he called Covid-19 with particular ethnicity in one of his daily speeches which leads into practice of racism among his citizens. Considering Covid-19 as one of the most deadly virus and the role of Donald Trump as a president of USA, this leads to the need for conducting research about Covid-19 metaphor used by Donald Trump in his speeches.

This study is aimed to analyze metaphorical expressions representing Covid-19 focuses on the forms, purposes, functions within Donald Trump’s Covid-19 Daily Speeches on March 2020 relying mainly on Conceptual Metaphor Theory by Lakoff and Johnson (1980). This research is also supported by Van Dijk’s Critical Discourse Analysis (1997) theory to examine Trump’s ideology through the metaphor. Considering the framework of analysis, this study attempts to answer following research questions:

1. What types of metaphors are used in Donald Trump’s Covid-19 daily speeches?

2. What are ideological messages represented through the use of metaphors by Donald Trump?

## METHOD

This research used mixed method which combining both quantitative and qualitative method. Johnson (2007) stated that mixed method is an approach to knowledge (theory and practice) that attempts to consider multiple viewpoints, perspectives, positions, and stand points. This method gave more complete and synergistic analysis of data than do separate qualitative and quantitative research. Hashemi (2012) stated that mixed method is a useful tool for exploring complex systems, investigating both the processes and the outcomes. The purpose of mixed method research concerned about counting the data and encryption of the data. The quantitative data is explained by qualitative data. Since it was mixed method research, the data will be presented in the form of table, words, and descriptions.

The data for this research were from Donald Trump's daily speech of Covid-19 in some different YouTube platforms. The speeches were mainly about the response of Donald Trump as the president of the USA about the rapid spreading of Covid-19 in USA from 11 until 31 March 2020. The data were collected from 21 selected video transcripts that are already being matched with the video in the form of utterances containing metaphor spoken by Donald Trump.

## FINDINGS AND DISCUSSION

### Findings

The metaphoric terms of Covid-19 were collected from Donald Trump's daily speeches on Covid-19. There are 335 expressions containing Covid-19 metaphors found in the speeches based on conceptual metaphor theory by Lakoff and Johnson (1980). There are only 2 main types of metaphor found in the speeches namely Structural metaphor and Ontological

metaphor. The latter takes two forms, i.e. entity and personification. Structural Metaphor is the most-used types of metaphor with 170 out of 335 data (50.7%). The Entity metaphor is the second most-used metaphor with 144 out of 335 data (43%). The personification metaphor is the least to be used of metaphor with 21 out of 335 (6.3%).

There are top 10 metaphoric terms consisting metaphoric expressions representing ideology of Trump and his government, i.e. their beliefs, perception, and attitude towards Covid-19. The top 10 metaphoric terms are divided into four conceptual metaphors that is used as general conception of metaphor. Through this general conception, Covid-19 is being metaphorized involving the structure brought by the concept. The highly used of conceptual metaphor is COVID-19 IS A WAR representing through metaphoric terms win, war, defeat, victory, fight and battle. The second most-used conceptual metaphor is COVID-19 IS A PROBLEM representing through metaphoric terms problem and get rid of. The third and fourth conceptual metaphor is COVID-19 IS AN ENEMY represented by metaphoric term enemy and COVID-19 IS A CRISIS represented by metaphoric term crisis. Trump uses WAR conceptual metaphor as the main organizing theme of his speeches and forming rhetorical strategies. Through the use of these metaphoric terms, Trump and his government reveal their pursuit of specific goals, i.e. showing compassion, concern and empathy, constructing enemy, and shifting blame.

## Discussion

1. Types of Covid-19 Metaphor in Donald Trump's Covid-19 Daily Speeches

a. Structural metaphor

Structural metaphor is a conceptual metaphor that maps the structure of source domain into target domain. In structural metaphor, there is a process of transferring different attributes from the source domain (hereafter SD) to the target domain (hereafter TD). More than half of the metaphoric expressions in the speech are structural.

## Extract 1

"This is the most aggressive and comprehensive effort to confront a foreign virus in modern history".  
(March 11, 2020)

It can be seen from Extract 1 that 'foreign virus' is a metaphor of Covid-19. The metaphor "foreign virus" is categorized as a structural metaphor. The structural metaphor for this is COVID-19 IS AN ENEMY. Some structures of SD (enemy) are mapped onto the TD (Covid-19) in terms of place and other characteristics such as, unknown, strange, external and outside. The word 'foreign' as one of attributes of enemy indicates that the virus comes from outside of the country. It comes from foreign country and invades the whole America and other country around the world and there is no border, ethnicity, nationalities which can stop the virus to spread. From this understanding, the word 'foreign' indicates the concept of enemy which helps people to understand the virus through the attributes of enemy and to experience the virus. The virus which starts showing its damage, increase the seriousness of it that makes people treats it as enemy.

In 11 March 2020, WHO announced that the virus became a pandemic which spread all around the world. Trump used the word "foreign" to give emphasize that the virus comes from strange place and they take the responsibility of the global spread of Covid-19 even though, at that moment, there were still no scientific facts about the resource of the virus, the modes of transmission, symptoms, and other scientific facts. It put China as the spotlight since the first case happened there. Trump used the adjective 'foreign' to emphasize his own idea that the virus came from China and it puts America in a danger. The tendency of meaning of the word 'foreign virus' shows that the virus gives serious impacts such as health crisis, economic downturn, and other threat caused by Covid-19. The connotation of Covid-19 brought by metaphor 'foreign virus' leads to pejorative sense since it treats Covid-19 as something strange that people should avoid.

## Extract 2

"I would like to begin by announcing some important developments in our war (1) against (2) the Chinese virus (3)." (March 18, 2020)

People are categorized based on their origin, i.e. birthplace, ethnic, and race. Unfortunately, the last two categories-ethnic and race- are potential spaces of controversy. In his daily speeches, Trump often mentions 'Chinese virus' to call Covid-19. He attempts to represent China as the main hotspot of the virus since the first case appeared in China. Structural metaphor helps people to understand an entity through the structure of other entity. Covid-19 is structurally conceptualized as COVID-19 IS AN ENEMY. The attributes of SD (enemy) are partially mapped onto TD (Covid-19). The attribute of 'enemy' which represented through 'Chinese virus' are used to view Covid-19, for example as something bad and should be defeated. Calling Covid-19 as Chinese virus might bring certain opinion towards China. It gives sense that China is the 'doer' of 'crime' and especially, China which is a foreign country is threatened as an enemy. This structural metaphor helps people to understand Covid-19 through the concept of enemy.

Here, Trump conceptualized Covid-19 as 'Chinese virus' to understand the virus by using familiar term, i.e. place or nationality. Even though Trump gets some critics from WHO, Chinese, and Asian Americans, he insists that he do not use offensive language because the virus came from China. Metaphor is used to highlight or hiding something. Trump uses 'Chinese virus' to highlight that the virus is an external threat. The metaphor given by Trump contains negative connotation because it offends China although the first case of Covid-19 happened there. The frequency of Trump using nickname 'Chinese virus' provokes chaotic situation in America and leads American to give certain label towards Chinese people.

## Extract 3

"Our guidance yesterday urges Americans to take action for 15 days

to help stem the outbreak, so it's a 15-day period." (March 17, 2020)

The structural metaphor employed is COVID-19 IS AN ATTACK. Some attributes of SD (attack) are transferred to TD (Covid-19). The word 'outbreak' is one of attributes of source domain (attack). Covid-19 is referred to an attack since it is suddenly happened that brings negative force. It helps people to view Covid-19 through the concept of attack. Outbreak is always related to disease indicating how the disease works. The outbreak is part of attack which unpleasantly erupts in America and other nations. The mapping process gives implication that the virus starts to spread damage and will deploy it throughout the world that leads people to always cautious and prepared for the sudden attack.

By using the word 'outbreak' Trump warned Americans that something unpleasant starts invading and will spread so that Americans need to take action for 15 days to make the outbreak slower. Metaphor helps Trump to explain how bad the damage of Covid-19 if Americans does not take it seriously. The word 'outbreak' has a meaning as something unpleasant. Moreover, the virus is conceptually metaphorized as an attack by using the word 'outbreak'. It means that Covid-19 is attacker and human in the victim. Naming Covid-19 as an 'outbreak' gives pejorative meaning to the medical labeling of the virus.

#### b. Ontological metaphor

Ontological metaphor helps to view something abstract as if concrete thing. The abstract thing is seen as object, substance, container, and person. Based on the data, there are two types of ontological metaphor in the speeches which are entity metaphor and personification metaphor.

##### 1) Entity

The first ontological metaphor found in the data is entity. It helps to address abstract concept as an entity. The researcher finds 43% expression of entity metaphor in the speeches.

#### Extract 4

"I am confident that by counting and continuing to take these tough measures, we will significantly reduce the threat (1) to our citizens and we will ultimately and expeditiously defeat (2) this virus." (March 11, 2020)

Trump uses the ontological metaphor where abstract (Covid-19) is described as physical thing. The word 'defeat' is included in 'enemy' conception. Therefore, the conceptual metaphor applied in this speech is COVID-19 IS A WAR. Ontological metaphor puts Covid-19 as an entity, object, substance, container, and/or person. It is not directly explaining the concept of enemy as in the structural metaphor. The word defeat can be used to indicate that there is an action of defeating object or entity. Through the metaphoric expressions defeat Covid-19 is portrayed as an entity with more vivid structure. It helps people to experience Covid-19 as an entity that should be defeated. For instance, Covid-19 is an enemy that people should defeat. It gives position to Covid-19 for being treated as a living thing, something that people can touch and see. As the virus starts spreading around the world, there should be serious action to defeat it.

As the president of America, Trump showed his positive mind toward action by doing measurement so that the virus will be easily defeated. Trump uses this metaphor to give explanation towards Americans that they have to evoke sense of fear. The concept of enemy that is applied towards Covid-19 is in the form of the term 'defeat' that pejorates Covid-19. This enemy should be combat and defeat not only from medical side, but together from the citizen. The imagery of enemy constitutes a good source for the expression of degradation toward Covid-19 that is depicted as something people should combat, defeat, and fight.

#### Extract 5

"Sure, as you're sitting there, we're going to say that, and we're going to win." (March 17, 2020)

## Extract 6

"I think we're going to do it even faster than we thought and it will be a complete victory." (March 18, 2020)

Extract 5 and 6 are categorized as ontological metaphor (entity). The ontological metaphor COVID-19 IS A WAR is employed in these extracts. 'Win' and 'victory' have the same nuance that is to show that society is in the middle of war zone. These words are considered as the structure of the conceptual 'war' which conceptualized the virus as an entity competing with human in a war. Win and victory can be reached if there is entity that is defeated. Therefore, the metaphoric expression position Covid-19 as an object which can be seen and defeated. They are really different concept, but they can be substituted to help people in understanding a concept.

Based on the context, Trump pointed out that there was hope for Americans to win the war. By using those form of metaphor, he stated that it is a war to be fought and won by all Americans. The words 'win', and 'victory' are used to depict the situation people living in. These war metaphor are frequently used by Trump to position him as the leader of war looking for support from public and as the leader, he provoked the people to always have positive mind to get the victory.

## 2) Personification

The last type of metaphor found in the data is personification metaphor with 21 out of 335 data (6.3%). Personification addresses physical object using human motivations', characteristics, and activities.

## Extract 7

"We're working urgently with Congress on legislation to support the millions of workers, small businesses and industries who've been hit hard by the virus through no fault of their own." (March 22, 2020).

The conceptual metaphor in this extract is COVID-19 IS A TORTURER.

Through this conceptual metaphor, it can give depiction of Covid-19 as torturer which can hit, hurt, and torture people. Covid-19 which is non human is given an ability to hit even though the action of hit is different from what usually human do. The sense that can be perceived by human is that Covid-19 can hurt people.

Based on the context, Donald Trump has a work with Congress of legislation to support the workers, small business and industries that hit by the virus. This metaphor emphasizes after effect of the virus which not only hit people in general, but specifically people who works and runs industries and companies. The effect of the virus which aimed at all aspects of nations shows that this is a serious problem. As the president of USA, Donald Trump has obligation to guarantee the life of his citizen in all layers. He shows his effort to support the industries by working together with Congress of legislation.

## Extract 8

"You know it is going away(1) and it will go away(2), and we're going to have a great victory(3)." (March 30, 2020).

## Extract 9

"Stay calm, it will go away." (March 30, 2020)

This extract shows the metaphor of Covid-19 as a person by conceptualizing it as COVID-19 IS OTHER LIVING BEING. It means that Covid-19 which already a living being attributes features typical of other living entities: human, animals, or plants. In this extract, Covid-19 is perceived as human through personification. This helps to emphasize the human attributes by stating that the virus will go away. It brings understanding in mind that Covid-19 can move, walk, run, or other ways to go away.

Based on the context, Donald Trump tries to reassure the Americans by saying that the virus will go away amid the chaotic situation in America. By the time this research is conducted, Covid-19 still exists even getting worse in some countries. As a leader who has to be trusted by the citizen, Donald Trump positions himself as calm as

possible to spread positive mind and hope that Covid-19 will be gone despite the fact that the virus is getting horrible.

## 2. Ideological Messages of Donald Trump Represented through the Use of Metaphors in Covid-19 Daily Speeches.

Political discourse points out the language practice (discourse) used by someone who has power to control others. The role of metaphor in political discourse can be the device to transfer one's intention to other. Metaphor is highly powerful and significant too for politicians to communicate their thoughts, express political issue, to persuade, to manipulate the listeners' emotions, ideas, and behavior, as well as to control their value (Jasim, 2018).

### a. Americans: The savior

As a nation, America shows its power to fight against the enemy in the form of these metaphoric terms, for example war (45 times), defeat (26 times), fight (13 times), win (49 times), and victory (16 times). These words are considered as both structural metaphors that directly address Covid-19 as other concept and ontological metaphor (entity) which conceptualizes Covid-19 as an entity and object. These metaphors are included in conceptual metaphor COVID-19 IS WAR which is the most-used of conceptual metaphor. Besides, Trump also uses conceptual metaphor COVID-19 IS AN ENEMY, COVID-19 IS A PROBLEM, and COVID-19 IS A CRISIS represented in the metaphoric terms enemy (43 times), problem (16 times) and crisis (13 times) as the other most-used of conceptual metaphor. Treating Covid-19 as enemy, problem, and crisis needs sacrifice and group work. These words represent the power of Americans as the savior and fighter by representing Covid-19 as war zone. Trump shows that America will survive the pandemic. He does not let other depiction is portrayed towards him and Americans although America is one of nation with high rate of Covid-19 case.

Trump, as a powerful politician, stirs people's point of view through representation of Americans. He makes

depictions as if America is a scene of war. WAR metaphors are one of the standard metaphor systems for disease in the West (Wallis and Nerlich, 2005) that are used by many politicians in managing crisis and Trump tries to apply it in his speeches. Other representations used by Trump are ENEMY, PROBLEM and CRISIS He uses the representations as a mean to give warning and the seriousness of Covid-19. Covid-19 which is a dangerous virus trying to intrude human life not only should be faced but should be fight. His role as US president gives a concept towards himself as a leader of a troops and Americans is conceptualized as fighters. Besides, his position is effective to influence people's mind to always stay positive that they will win.

### b. Trump: The bodyguard of America

The metaphors of Covid-19 not only represent the hidden messages, beliefs, or attitudes toward of Donald Trump toward the virus and China, but it also shows the self-portraying of Donald Trump to the public. This representation is manifested through some metaphoric expressions war (45 times), defeat (26 times), fight (13 times), win (49 times), and victory (16 times).

The expressions above give depiction of Trump towards the virus that it could be defeated and Americans can win the war. Besides, American citizen is portrayed as troops and Donald Trump is portrayed as leader of the troops. On the other hand, this attitude leads into portrayal of Donald Trump-the U.S. president- as the bodyguard of America. His optimism employed in those metaphoric expressions shows the power of him to protect the country. In line with his slogan 'MAGA: Make America Great Again', as a president of U.S., Trump wants to show his power to control many aspect in the world. The metaphoric expressions above shows the greatness of America which can defeat the virus and win the war. This attitude shows the seriousness of Trump in protecting America in order to still become the greatest country in the world. Therefore, self-portrayal of Donald Trump indicates that he is the guardian of America.

c. China: America's threat and enemy  
Trump, as a leading role in America, has choices not to use the term 'Chinese virus' to call Covid-19. He uses this term 9 times in his speeches. Choosing certain race or name of group of people to be the name of a virus is treated as racism. Racists try to dehumanize their victims both verbally and practically highlight a systematic conceptual framework. This practice allows racists to denigrate their respective targets by 'demoting' them from humankind's central position in the Chain down to the 'lower' ranks of animals, plants, disease-engendering organisms or inorganic material (Sontag, 1978). Chinese virus which belongs to the concept of enemy already addresses China as something bad. It has structural conceptualization of COVID-19 IS AN ENEMY represented by the term 'Chinese virus'. It helps in understanding Covid-19 through the concept of Chinese virus which belongs to a concept of enemy since it depicts the concept of virus which is bad and should be defeat. This practice of metaphor brings China in the same level as enemy and it degrades the status of China as a nation as well as the Chinese as the citizen.

Trump attempts to influence public through representation of China. The representation of China used by Trump in his daily speeches gives negative depiction of China that provokes anger and revolt. It is in line with the amount of ENEMY conceptual metaphor used by Trump. The construction of enemy does not only towards the virus but toward China. The concept of ENEMY, leads into understanding that they are THREAT for the nation (enemy which should be combat and enemy is a threat). The damages caused by Covid-19 threat nation and the citizen.

China, the first place of the emergence of Covid -19, that addresses as the name of a disease gives sense of threat towards it. Besides, Trump also put China in the context of WAR by using metaphoric terms such as, Chinese virus (9 times), enemy (43 times), threat (4 times), attack (8 times) and battle (12 times) along with some ontological metaphors; fight (13 times), against (10 times), and defeat (26 times) that give connotation to China as a THREAT and ENEMY which should be

combat. His power is used to control the audience's mind so that they have the same perspective with him and stir the audience's attitudes toward China. Other than using the neutral name of Covid-19, he chooses to highlight China as the name of the virus.

## CONCLUSIONS

This study on Covid-19 sets out to examine selected speeches of Donald Trump's daily speeches about Covid-19 in order to identify the types of Covid-19 metaphors and the ideology represented through the entire speeches. The analysis is guided by aspects of Lakoff and Johnson (1980) Conceptual Metaphor Theory and Van Dijk (1997) Critical Discourse Analysis on ideological discourse structure. The study has revealed that political discourse is rich in metaphoric expressions employed by politicians to describe and manage the reality. They are deployed by politicians to manage difficult situations, and to convey problematic expressions in order to avoid conflicts (Agbo, et al., 2018). Metaphors can be defined as the way of understanding something in terms of another. It helps to describe something using other concept, structure and understanding, and plays significant role in perceiving and in shaping the thoughts and ideas. This practice is used by politicians since it has strong influence towards audience.

The study has demonstrated that Donald Trump daily speeches of Covid-19 contain 335 Covid-19 metaphoric expressions which belong to 3 out of 6 types of metaphor. Lakoff and Johnson (1980) propose 3 main types of metaphor namely structural metaphor, orientational metaphor and ontological metaphor-which is divided into entity, container, and personification. Structural Metaphor is the most-used type of metaphor with 170 out of 335 data (50.7%). The second type of metaphor used in the speeches is Entity Metaphor with 144 out of 335 data (43%) and the least-used type of metaphor is Personification Metaphor with 21 out of 335 data (6.3 %).

The use of metaphoric expressions of the various types has helped reveal the ideological themes as well as messages. Findings in chapter 4 reveals the top 10

metaphoric terms, i.e. win, war, enemy, defeat, problem, victory, crisis, fight, battle and get rid of. In regards the ideology of Donald Trump, the use of metaphoric terms in his speeches is to control the thoughts, perceptions and actions of Americans towards both Covid-19 and China. He exposes his attitudes towards Covid-19 phenomenon by representing America as the setting of war and puts American to win the war and defeating the virus. These words indicate the position of America as a savior to win the war. Trump, as the leading role in America, positions himself as the leader of the troops. Regarding self-representation, Trump shows his portrayal as the guardian for America. On the other hand, Trump shows his attitudes toward China as threat for America and implies racism towards China. Through those metaphoric terms particularly Chinese virus, Trump conceptualizes a nation-China- as the name of the disease which has tendency to discriminate. Besides, the virus which is basically viewed as the enemy of America is mapped onto China as the name of nation. This mapping influence public to treat China as a threat and the enemy which should be defeated.

## REFERENCES

- [1] Agbo, I.I, et al. (2018). Critical metaphor analysis of political discourse in nigeria. English
- [2] Dylgjeri, A. (2017). Analysis of speech acts in political speeches. *European Journal of Social Sciences Studies*.2(2), 19-26.
- [3] Hashemi, M. R. (2012). Reflections on mixing methods in applied linguistics research. *Applied Linguistics*.33(2), 206-212.
- [4] Johnson, R.B. (2007). Toward a definition of mixed methods research. *Journal of Mixed Methods Research*. 1, 112-133.
- [5] Lakoff, G and Johnson, M. (1980). *Metaphor we lives by*. Chicago: University of Chcago Press.
- [6] Lincoln, Y.S.and Guba, E.G. (1985).*Naturalistic inquiry*. Newbury Park, CA: Sage.
- [7] Mocanu, M. (2019).The political language and the claim of rationality.*Interdisciplinary Research Department-Socio-Humanities Field*.University of Iasi (ROMANIA).
- [8] Neshkovska, S., et al.(2020). *Coronavirus-inspired Metaphors in Political Discourse*.Thesis.9(2), 99-132.
- [9] Olimat, S. N. (2020b). Words as powerful weapons: Dysphemism in Trump's Covid-19 Speeches. *3L: The Southeast Asian Journal of English Language Studies*.Vol 26(3): 17-29.
- [10] Sontag, S. (1978). *Illness as metaphor*. New York: Vintage Books.
- [11] Van Dijk, T. A. (1997). What is poltical discourse analysis? In Blommaert, J andBulcaen, C. (Eds).*Political linguistics*.(pp 11-52). Amsterdam: John Benjamins.
- [12] Van Dijk, T. A. (2001). Critical discourse analysis. In Schiffrin, D Tannen, D. and Hamilton, H.E. (Eds). *The Handbook of Discourse Analysis* (pp. 352-371). Oxford: Blackwell

## NORMAN FAIRCLOUGH'S CRITICAL DISCOURSE ON NEWS ABOUT COVID-19 ON YOUTUBE ONLINE MEDIA

Sahriyanti<sup>1</sup>, Suhardi<sup>2</sup>

<sup>1,2</sup>Indonesian Language and Literature Education, Master of Yogyakarta State University

[1sahriyanti.2020@student.uny.ac.id](mailto:1sahriyanti.2020@student.uny.ac.id), [2suhardi@uny.ac.id](mailto:2suhardi@uny.ac.id)

### Abstract

The Covid-19 pandemic has become the hottest topic and the biggest problem that now fills the news in online media, both written and oral. Information related to Covid-19 is an important intake for the general public, especially the issue of vaccination. One of the tools to convey information related to Covid-19 is also various, one of which is through social media youtube. The greater the influence of technology, especially on social media, the general public can easily access news related to Covid-19 information from available social media. This study aims to determine the aspects of the language used, discourse practice, and sociocultural practice behind the emergence of the discourse. This study uses a qualitative method with Norman Fairclough's critical discourse analysis approach. The focus of this research is on news related to Covid-19 information that is published on the youtube channel CNN Indonesia, Narasi TV, and Kompas TV. The results of this study indicate that based on Fairclough discourse analysis, there are differences in the content of news related to Covid-19 in three online media. Each of these online media has different ideals in terms of wrapping a news.

**Keywords:** *covid-19, discource analysis, online media.*

### 1. Introduction

The rapid development of technology affects humans in communicating. Communication is the process of conveying information, thought, and other knowledge. Along with the development of the times how to communicate is increasingly diverse and undergoing changes. Communication media also varies. Media that is now often used by the general public is modern media, which is a medium that conveys information using modern technology such as print media and electronic media. Now the media has a big part in the development of technology, through the media both individually and collectively can build responses to others. Oral and written media usually serve to convey news about many things.

The role of the media is getting bigger in the midst of the Covid-19 pandemic because people are encouraged to work from home, learn from home using online media as an information presenter, especially information related to Covid-19. Online

media which is one of the media that participate in the development of communication. Online media is an organization that disseminates information in the form of videos or messages in the form of virtual messages that can be accessed by the public wherever they are. Online media is found in electronic media such as Youtube which is usually in the form of an account or channel. Some of the channels that convey the information are Narasi TV, CNN Indonesia, and Kompas TV.

These online media aim to convey information to the public about the latest information and events that occur in Indonesia or abroad. One of them is information related to the development of Covid-19 cases. The time of the Covid-19 pandemic is now the latest topic discussed by all communities. The rapid development of the virus has made the public uneasy and want to find more information related to the development and countermeasures of Covid-19 cases. Therefore, online media is

very easy for people to find information related to Covid-19.

News about the development and countermeasures of the Covid-19 virus is the most popular topic for readers today. Therefore, each online media uses different ways or techniques of presenting news in attracting the attention of the public. Every news published by the media has its own characteristics that cannot be equated with other media. This is because every media has a different purpose for each news. Because every media has its own ideology in news writing. Based on that background, the study focused on describing how online media constructs news using Norman Fairclough's analysis.

According to Fauzan (2014) critical discourse analysis looks at how the language is used to see power inequality in society occur. Critical discourse analysis investigates and attempts to dismantle how social groups' use of language fights each other and seeks to calm the ideological fight. Furthermore, Fauzan also explained that according to the understanding of critical discourse analysis, the text is not something that is value-free and describes reality as it is. Thus, the personal will of the author of the text and the social structure that includes the author of the text participate in the content of the text. Critical discourse analysis is not solely related to language. Critical discourse analysis also connects discourse with context. The context here is elements that exist outside the language such as, participants in the language, the situation in which the text is produced.

The term discourse used in critical discourse analysis was developed by linguist Norman Fairclough. According to Munfarida (2014) explained that Fairclough sought to combine social theory (discourse) with linguistics which later gave birth to critical linguistics. This combination in turn is very useful to see how power relations behind the text and how ideological power is textually articulated. Fairclough also confirms the constitutive and constituted character of the discourse. According to him, discourse is a form of social practice that instructs the social world, identity, and social relations. Furthermore, Fairclough

also refers to discourse as a social practice that has implications for dialectics between language and social conditions.

Fairclough divides discourse analysis into three dimensions: text, discourse practice, and social practice. Text (microstructural) deals with linguistics, for example by looking at vocabulary, semantics, and phrasing. Discourse practice (mesostructural) is a dimension that deals with the process of production and consumption of text; for example, work patterns, work charts, and routines when generating news. Social practice (macrostructure), dimensions that relate to contexts outside the text; for example, the context of the situation or context of the media in relation to a particular society or political culture. The three analyses are then analyzed using three different stages of analysis: (1) descriptions are used to analyze text, covering cohesion and coherence, grammar, and diction, (2) interpretation is used to analyze text interpretation, covering the production, dissemination, and consumption of texts, and (3) explanation is used to analyze sociocultural practices covering situational, institutional, and socio-cultural levels. (Fairclough, 1995).

## 2. Research Methods

The research method used is a descriptive qualitative method with Norman Fairclough's critical discourse analysis approach. According to Sugiyono (2011:15) qualitative methods are used to obtain in-depth data, a data that contains meaning. Meaning is actual data, definite data that is a value behind visible data.

Data sources taken from news titles on the Youtube channel Narasi TV, CNN Indonesia, and Kompas TV related to vaccinations were then analyzed based on Norman Fairclough's theory. The technique done in this study is a listening technique. In the method of see there is a basic technique one of which is the technique of recording. The recording technique was used in this study. In this research, the research stages are divided into three stages, namely the stage of data collection, data classification, and data analysis.

### 3. Results and Discussions

Fairclough has an interest in language as a social practice: how media idealism represents news. In this study, it featured three online media on CNN Indonesia's youtube channel, Narasi TV, Kompas TV. The three online media reported information related to the implementation of the Covid-19 vaccination, there was a difference in the presentation of news by

showing the pros and cons of every online media that contained the news. Here are the news title data related to the implementation of Covid-19 vaccination and the framework of Fairclough critical discourse analysis format in the news.

Table 1. Fairclough analysis framework

Media	Text	interpretation	Explanation
<i>Narasi TV</i>	<b>Jokowi Target Vaksinasi Beres Kurang dari Setahun, Realistis?</b>	This news is illustrated by choosing the opinions of government figures who influence the vaccination process.	This news is delivered with a question sentence to attract the curiosity of the public.
	<b>Curhat Warga: Mau Vaksin Kenapa Dipersulit?</b>	This news is illustrated by taking one of the opinions of the source from the real events that have happened.	This news was conveyed as siding with the opinion of the public regarding vaccination.
<i>CNN Indonesia</i>	<b>BPOM: 7 Vaksin Sudah Dapat Izin Darurat</b>	This news is illustrated with a statement regarding the safety of vaccines.	This news is conveyed in reality to the public.
	<b>Kaji Beragam Vaksin Lawan Pandemi</b>	This news is illustrated by specializing in introductions related to the types of vaccines and their safety.	This news is delivered more generally.
<i>Kompas TV</i>	<b>Ratusan warga dan santri antre vaksinasi di pesantren</b>	This news is illustrated by the real circumstances that occur on the ground.	This news is conveyed in reality by explaining what is going on.
	<b>Gerai vaksin Polda Gorontalo diserbu warga</b>	This news is illustrated by the real circumstances that occur on the ground.	This news is conveyed in reality according to what happened.

#### 3.1 Microstructural Analysis

Based on the data above, it was found that some of the language tools used by these media in the news of the implementation of the Covid-19 vaccination were found.

In data 1 *Jokowi Target Vaksinasi Beres Kurang dari Setahun, Realistis?*. In the sentence of the news appears the doubts given to President Jokowi about the completion of vaccinations. In the word

"Realistis" with the addition of question marks behind it gives the lack of confidence of the media with a statement from President Jokowi about the implementation of vaccinations. The sentence shows two intentions, namely showing the pro side of the community who do not believe in the period of vaccination implementation indicated by the word "Realistis?" and shows the positive side of President Jokowi, namely the confident nature of President

Jokowi in the implementation of vaccinations. Through the news, Narasi TV shows a fair attitude towards government and society. Through the news, Narasi TV attract more attention from observers or viewers to argue.

In data 2 *Curhat Warga: Mau Vaksin Kenapa Dipersulit?*. In the news appears a question sentence formed from the opinion of the community regarding the implementation of vaccinations carried out by the government. The sentence shows the negative side of the government that complicates the implementation of vaccinations for the general public and also shows the media's alignment with the state of society. The form of the news process in the sentence is a form of circumstance. Through the news, Narasi TV shows the state of people who find it difficult to do vaccinations carried out by the government.

In data 3 *BPOM: 7 Vaksin Sudah Dapat Izin Darurat*. In the news appeared a statement. The sentence indicates a statement from a trusted institution regarding the licensing of the use of vaccines. The sentence also shows the positive side of the government voicing that vaccines are safe to use by the public. The form of the news process in the sentence is a form of statement. Through the news, CNN Indonesia showed a statement regarding the safety of vaccine use, marked by a statement from BPOM (*Badan Pengawas Obat dan Makanan*) is an institution in Indonesia tasked with overseeing the circulation of medicines and food including the safety licensing of vaccine use in this pandemic period. From the news shows a pro-media attitude towards the implementation of vaccinations carried out by the government.

In data 4 *Kaji Beragam Vaksin Lawan Pandemi*. In the news appears the syntax function in the description "*lawan*". The word "*lawan*" usually refers to a negative opposition. However, the word "*lawan*" in the sentence implicitly preaches a positive attitude to invite the public to fight the pandemic. The phrase also means inviting the public to know everything related to the types of vaccines used in the implementation of vaccinations. The form of the news process in the sentence is a form

of statement. Through the news, CNN Indonesia showed a fair attitude between the public and the government regarding knowledge about various types of vaccines. Characterized by the content of the news that provides knowledge related to various types of vaccines with the aim of inviting the public through vaccination to fight this pandemic.

In the data of 5 *Ratusan Warga dan Santri Antre Vaksinasi di Pesantren*. In the news sentence it appears that the use of the word "*Ratusan*" means that the number of vaccination participants indicates a more realistic situation. The word "*Ratusan*" also means high public awareness to vaccinate. It also shows the positive side of vaccination. The form of the news process in the sentence is a form of event. Through the news, Kompas TV shows the event of implementing vaccinations that are much in demand by people from various groups, namely the general public and santri.

In the data of 6 *Gerai Vaksin Polda Gorontalo Diserbu Warga*. In the news sentence appears the word "*diserbu*" which usually means negative. However, the word "*diserbu*" in the sentence means positive, namely awareness and high increase in the number of vaccine participants from the community. The form of the news process in the sentence is a form of event. Through the news, Kompas TV showed that the event of the implementation of vaccinations carried out by the Gorontalo Police had increased, marked by many residents who "*menyerbu*" the vaccination outlets.

### 3.2 Mesostructural Analysis

In the analysis of the structural dimension, interpretation is carried out to the processing of discourse, such as the process of using discourse, media profiles, editor procedures, and how media works in producing text.

#### Narasi TV Online Media

Narasi TV is a youtube channel that provides information in a different way from other news sites. Narasi TV has many channels in it, one of which is Mata Najwa. This channel wraps the news with the form of a talk show by raising the issues that are happening and inviting sources related to the topic of discussion. The Narasi TV has

been established since April 2018 and makes several channels containing each of the varied content. Narasi TV uploads its content for an average of 15-20 minutes and uploads videos 1-2 times a week on each content. The delivery of information on this channel is presented using a short word and is able to attract public attention related to uptodate problems and use a short word selection and easy to understand by readers.

#### **CNN Indonesia Online Media**

CNN Indonesia is an online news site founded by Trans Media in collaboration with AT&T's Warner Media under a CNN license. CNN Indonesia web portal was established on October 20, 2014, television broadcast on August 17, 2015, and Official launch on December 15, 2015. CNN Indonesia presents the latest and latest news, about national or international, sports, technology, entertainment, lifestyle to the latest news on the development of Covid-19 cases. CNN Indonesia presents the latest news and packages it briefly and easily understood by the audience or readers.

#### **Kompas TV Online Media**

Kompas TV is a news site that is one of which is found in youtube online media. Kompas TV was first established on September 9, 2011 under the auspices of KG Media Group. Kompas TV presents various news from criminal topics, politics, health, sports, entertainment. Kompas TV packages its news with the selection of news headlines that correspond to the reality of the circumstances of events that occur, short but can attract the curiosity of the public.

### **3.3 Macrostructural Analysis**

The third dimension is macrostructural analysis based on the idea that social contexts outside the media influence how a discourse is present in the media. Socio-cultural practices, such as situational, institutional, and social that influence the media and its discourse. Situational is concerned with production and context. Institutional is concerned with institutional influence. While social is related to situations such as political, economic, and cultural systems.

In this vaccination-related news there is a situational level in the news. The news comes because of a pandemic situation that requires all Indonesian citizens to vaccinate. There is no institutional influence in the news because of the three Youtube channels are fair in delivering the news it's just that the difference in the election is different. While at the social level there is no connection with the political, economic or cultural system.

It can be concluded that from the three media (Narasi TV, CNN Indonesia, Kompas TV) package the news according to their respective media characteristics and in accordance with their media existence.

### **4. CONCLUSION**

Based on the results of research, it can be concluded that critical discourse analysis forms oral and written discourse as a social practice. Social practice has to do with reality. The role of the media in the delivery of information has its own ideology in the delivery and packaging of its news. The three online media namely Narasi TV, CNN Indonesia, and Kompas TV package the news as best as possible by using different presentations to attract the attention of readers and viewers.

Based on the analysis using Norman Fairclough's theory of news related to Covid-19 vaccination became one of the objects of interest to the public during this pandemic. Narasi TV online media focuses the news and delivery of information by using the form of discussion by inviting sources related to the topics discussed. The media delivers the news neutrally. CNN Indonesia focuses the news on a statement to increase knowledge related to vaccinations and deliver the news neutrally without siding with any institution. Meanwhile, Kompas TV delivered news related to vaccination in accordance with the reality of the events that occurred.

### **REFERENCES**

- [1] CNN Indonesia. "BPOM: 7 Vaksin Sudah Dapat Izin Darurat", accessed from <https://www.youtube.com/watch?v=r867LBOQxzI>, on the date September 2, 2021.

- [2] CNN Indonesia. "Kaji Beragam Vaksin Lawan Pandemi", accessed from <https://www.youtube.com/watch?v=rTiaE4LtvbU>, on the date September 2, 2021.
- [3] Fairclough, N. (1995). *Media Discourse*. London: Edward Arnold.
- [4] Fauzan, U. (2014). Analisis Wacana Kritis Dari Model Fairclough Hingga Mills. *PENDIDIK*.
- [5] Kompas TV. "Ratusan warga dan santri antre vaksinasi di pesantren", accessed from [https://www.youtube.com/watch?v=LZ4V\\_M6zWk](https://www.youtube.com/watch?v=LZ4V_M6zWk), on the date September 2, 2021.
- [6] Kompas TV. "Gerai vaksin Polda Gorontalo diserbu warga", accessed from <https://www.youtube.com/watch?v=0eZHKiubcX4>, on the date September 2, 2021.
- [7] Munfarida, E. (2014). Analisis Wacana Kritis Dalam Perspektif Norman Fairclough. *Komunika*.
- [8] Narasi TV. "Jokowi Target Vaksinasi Beres Kurang dari Setahun, Realistis?". accessed from <https://www.youtube.com/watch?v=T4bAhApQEtS>, on the date September 2, 2021
- [9] Narasi TV. "Curhat Warga: Mau Vaksin Kenapa Dipersulit?". accessed from <https://www.youtube.com/watch?v=aCpoY1SXRvw>, on the date September 2, 2021.
- [10] Sugiyono. (2011). *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R&D*. Bandung: ALFABETA.

**WEB AS CORPUS:  
A SOLUTION IN TRANSLATING JAMU AND JAVANESE TRADITIONAL HEALING  
TERMINOLOGIES INTO ENGLISH**

**Wahyu Untara<sup>1</sup>, Suwarno<sup>2</sup>**

<sup>1</sup>Universitas Negeri Yogyakarta, <sup>2</sup>Politeknik Negeri Batam

<sup>1</sup>wahyuntara@gmail.com, <sup>2</sup>suwarno@polibatam.ac.id

**Abstract**

During the Covid-19 pandemic, the need for health supplements products to boost body immune systems increases, including the needs of jamu, the traditional herbal medicines. This increasing need of the jamu products is also in line with the need of more practical information on jamu as well, both locally and globally. The practical articles on jamu are mostly in Bahasa Indonesia, therefore efforts to translate into an international language are needed for global jamu consumers. This research attempts to find solutions for translation problems that often encountered during translating articles on jamu, i.e. name of jamu ingredients, name of illness or health problems, and finding the suitable titles to keep up with the contemporary taste of the Net's readers. The data sources for this research are 250 jamu-related articles in Jamupedia.com. The source is in Bahasa Indonesia and the target language is English. The qualitative method is adopted as an approach of the present study. The findings show that by seeing the Web as a corpus and using its browsers as the corpus analyzers, a translator can deal with the problems.

**Keywords:** corpus, Covid-19, jamu, translation, web as corpus

**Introduction**

The Covid-19 outbreak that started in early 2020 caused massive changes to the lifestyle of most people in Indonesia. One of the most affected sides is their view on health. The outbreak had changed the habit of the archipelago's people, mainly in their way of protecting themselves from the Coronaviruses. For instance, the use of face mask which used to be part of mandatory policy in countering the virus has now become a daily habit of people when leaving their houses. Another more obvious example is the increasing awareness of Indonesian people about how to treat themselves with medicinal products deemed to be effective to protect them from Covid-19, as evidenced by the increasing demand for *jamu* (herbal medicinal) products during the pandemic.

As witnessed by several news sources [1] [2] [3], there is a significant increase demand of jamu during the pandemic. Along with the trend, there has also been an increase in the information gathering on jamu as well (E. J. Skripsiadi, personal communication, September 13, 2021). The craving for the information is not only limited to the local Indonesian people but also internationally, through various jamu sites in Indonesia. This presents problems, as the articles are mostly in Bahasa Indonesia. Actually, there have been automatic translation machines such as Google Translate, Microsoft Translator, Babylon Translator that can convert the Bahasa articles into English or any other international languages easily. Unfortunately, so far, jamu articles cannot be translated by machine translators properly and even

can give misleading insight for the readers new to jamu knowledge, as most jamu articles hve terms that still cannot be captured by the translation machines.

Those translation problems pertain to the jamu and Javanese traditional healing terminologies in the jamu-related articles. Therefore, it is necessary to translate these articles manually by a human translator who also has an adequate understanding on the problems and then can translate them fluently, validly, and naturally into the target languages. For translator, the problem is not only in dealing with the right words for jamu and Javanese traditional healing terminologies, but also in finding the proper translation for name of disease or health problems, and finding the suitable titles to keep up with the contemporary taste of the Internet's readers. The last task is also important, as the task of a translator for an internet sites intended for popular mass is also finding the right words for translating original titles into the equally suitable titles for people in the target languages.

### Jamu

Jamu is a Javanese word for traditional herbal medicines. Etymologically, jamu is a contraction of two words, *jampi* (a pray or a medicine) and *usada* (health) [4]. The term jamu itself can be traced back to several centuries ago, as witnessed on temple reliefs or manuscripts such as *Gatotkacasraya* (Mpu panuluh) and *Serat Centhini* by Kanjeng Gusti Adipati Anom Mangkunegoro III [5]. Generally, a person drinks jamu from two basic reasons include to maintain health and fitness, and to deter, inhibit, and to cure illnesses [6] [7]. Besides, jamu is also used to maintain beauty [8].

The ingredients of jamu may vary, depending on the regions where the jamu originates, not only in Java but also in surrounding islands. For instance, there are jamu ingredients with typical Java ingredients, Madura ingredients, Banten ingredients, Bali ingredients, or Dayak Ingredients. Although varied, the ingredients are mostly sourced from local leaves, spices, fruits, flowers, and barks [6]. Regarding the preparation methods, traditional jamu can be served as raw jamu,

brewed jamu, boiled jamu, and rubbing jamu [9]. Nowadays, the modern jamu are also in pills, capsules, and tablets.

Jamu can often be compounded manually at home, but it can also be manufactured in industrial scale. In 2018, there are 1.247 jamu manufacturers in Indonesia [10]. Currently, jamu is not only consumed by the Javanese people, as it spread throughout the archipelago and other countries [11] [12] as alternative medicines. Traditionally, jamu is distributed in traditional markets, by traditional healers, or by jamu peddlers. whilst in this current era, Industrial jamu products are sold in modern ways and have utilized the use of the Internet, through their own sites or online markets, and disseminated by health or jamu sites (E. J. Skripsiadi, personal communication, September 13, 2021)

### Corpus

A corpus is a selection of a large number of vocabularies in an electronic form [13]. In the more conservative meaning of corpus, the definition is still further elaborated with certain characteristics. McEnery and Wilson, for example, proposed four traits of a corpus, namely finite size, sampling and representativeness, a standard reference, and machine-readable form [14]. Another scholar, John Sinclair as cited in [15] mentioned the more specific crireria of a corpus as having texts that are selected according to external criteria, so that as far as possible it can represent a language or variety of languages as a data source for linguistic research.

The main uses of the corpus include as the repository of natural language data for linguistics research purposes and also as the training materials for computational systems, such as for training basis of machine translation software [14]. Corpus linguistics (a methodology to use a corpus) is also often used as an approach to solve the problems in language

teaching, terminology, lexicography, and translation [16]. To undertake a research with a corpus, researchers need a corpus analysis tool. The tool is software that can help researchers to have qualitative and quantitative results effectively. There are free or paid corpus analysis tools to use, such as the 11 tools that listed by [17]. The most common features of those tools are concordance, collocation, and word list. When corpus analysts inputted a keyword and use the concordance feature, they would be presented with a list of sentences related to the keyword and their respective locations in the corpus. A collocation feature helps to identify words that paired with the inputted keyword. Meanwhile, the word list feature helps to find the frequency of words in the analyzed corpus.

### Web as Corpus

The concept web as corpus was brought by Adam Kilgarriff in 2001, when he outlined the corpus-web relationship and the potential of Web as a corpus language data in his proceedings, *Web as Corpus*, for Corpus Linguistics Conference held by Lancaster University, 29 March - 2 April 2001. He and Gregory Grefenstette further elaborated the idea in a 2003 article, *Introduction to the Special Issue on the Web as Corpus*.

They began the article with a comparative distinction between a traditional corpus and ending it with the bright potential of the Web as corpus that provided the linguistics researchers to overcome the problems regarding Web as corpus [18]. They provided the necessary theoretical background for the Web to be deemed possible for the source of linguistic corpus, such as tackling the basic questions: "What is corpus?", "Is the Web a corpus?" and "Is it representative enough for a corpus?" Reference [18] define corpus as "a collection of texts when considered as an object of language or literary study" (p. 334). On taking the second question, Kilgarriff and Grefenstette give the solid 'yes' answer on the basis of their definition. For the third question, about the representativeness of Web as a corpus, their answer is "no," but with an addition, "but nor are other corpora, in any well understood sense" (p. 2).

There are 5 benefits of Web as corpus, include benefit from its size, range, up-to-dateness, multimodality (sound, sight and text), and its availability [19]. Thereafter, there are attempts to use the Web as source for corpus materials. For instance, Kilgarriff et al. use Web to build monolingual and bilingual word list for language in Project Kelly [20]. Another project using web as corpus materials is The Leipzig Corpora Initiative, by the University of Leipzig, resulting more than 200 monolingual corpora, including a corpus of Bahasa Indonesia. Along its function as a corpus material source, the Web also begins to be used as the corpus itself. Based on the findings by Kilgarriff et.al, researchers began to use Web as a corpus and using the browsers as its corpus analysis tools, such as the study that carried out by [21] and [22].

Baroni and Bernardini as cited in [23] outline four motives in conceiving the Web as corpus, namely Web as a corpus surrogate, the Web as a corpus shop, the Web as corpus proper, and the mega-Corpus mini-Web. Translators often use the Web as a corpus surrogate, i.e. use it as a reference tool during their translation processes. They use commercial search engines or tools specially designed to extract the Web's texts and arrange them into a concordance list like in a usual corpus analysis tool. There have been several tools developed over the last decade [24]. Unfortunately, the authors were only able to freely access the WebCorp site during this research while other sites were in discontinued status, required registration, or no longer exist.

Instead of using a linguistic corpus or building one which serves their translation tasks, translators use the Web for practical reasons: the Web is free to access and it offers massive language data [23] [25]. Compared to the use of printed language or specialized conventional dictionaries, the Web also offers information that is always up-to-date and also fast enough to display

language information in various forms (words, phrases, sentences, concordances, or any other additional information).

### Translation Problems

During a translation process, a translator often encounters translation problems and translation difficulties [26]. Translation difficulties refer to personal *barriers* related to the language's competence of the translators, specialized knowledge, culture, or other personal translation competencies. Translation difficulties are subjective and personal in nature. Meanwhile, translation problems are objective in their nature. Nord as cited in [27] divides the problems into 4 categories, namely: (1) pragmatic translation problems, (2) cultural translation problems, (3) linguistic translation problems, and (4) textual translation problems. Pragmatic translation problems are problems regarding the texts, the receivers, and the texts' functions. Cultural translation problems involve the translator's understanding of the cultural translation problems that arise from cultural differences between the source language and the target language. Linguistics translation problems include lexical problems, semantic, stylistic, and terminological problems. Whilst textual translation problems concern about the translators understanding on the source texts as compared to extra-textual and intra-textual characteristics and references (ibid, pp. 53-55).

Ref. [28] offered options, called translation techniques, to break down barriers or problems arising during the translation process. To overcome the translation problems, they make categorization between methods, strategies, and translation techniques. The methods are the global option for translators in their approach to text to be translated. This leads to finding the proper strategies and then, finally, finding the right translation techniques. There are 18 translation techniques were offered [28], for the excerpts and examples in Bahasa Indonesia and English can be viewed in [29].

### Method

The data for this research is taken from jamupedia.com, a jamu and herbal website based in Surakarta, Central Java, Indonesia. There are 250 Bahasa Indonesia articles on

jamu and herbal medicines from the website that to be used for this study. From the preliminary observation of the articles, we found three main translation problems, include in finding the proper name of jamu ingredients in English, name of illness or health problems, and finding the suitable English titles to keep up with the contemporary taste of the Net's readers, so that the related articles are easy to find by the Web browsers.

Along with the Web, the main tool to use in this research is a commercial web browser, Google Chrome. The reason for picking the browser is that it has the most users in Indonesia about 81.93% and the worldwide is about 64.92% [30]. As the control, the result of the browser also compared to a specialized browser for corpus purposes, WebCorp, which can be accessed in <https://www.webcorp.org.uk/live/>. Corpus linguistics is then used as an approach and to solve the translation problems.

To overcome the translation problems, each term is pasted into web browser for the search results. The browser is previously set into advanced setting to narrow down the search term. In this case, the advanced setting is only changed in its language choice, which is set to English.

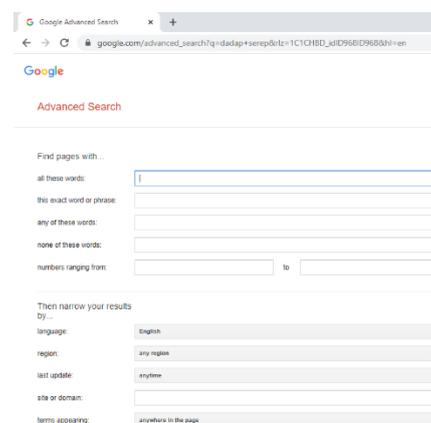


Figure 1. Google Chrome advanced search settings

The English language is chosen as the default language of browser because it is

the target language of translation. By narrowing down the search field into English, it is expected that the search results of the inputted search terms show results from English language sites only. Thus, it leaves the other search results (for example, sites in Bahasa Indonesia) that filtered out, and makes it easier for translators to sort out and find the right words for translation. Further, the results are already in crude concordance list, complete with other additional information for translation purposes.

## Results and Discussion

Of all the 250 articles, there are 58 terminologies to be translated which consist of 7 Javanese traditional healing terminologies and 51 jamu terminologies. Those 51 jamu terminologies consist of 37 jamu ingredients, and 14 terms related to the jamu products. There are also resulted 250 titles translations of the source articles. All of the Javanese jamu terminologies found in the source articles as well as their translations can be seen in the Tables 1 and 2. All the ingredients listed in each table are noun and compound noun. This make the queries of some translated word easier; the task is only inputting then term into the search bar and find the most likely counterpart in English.

Some of the words are immediately found their English counterparts, for examples *kemiri*, *tempuyung*, *krokot*, *sambiloto*, *kelembak*, *kencur*, *temu kunci*, *kelor*, *pegagan*, *remujung*, and *pandan* (see figure 2).

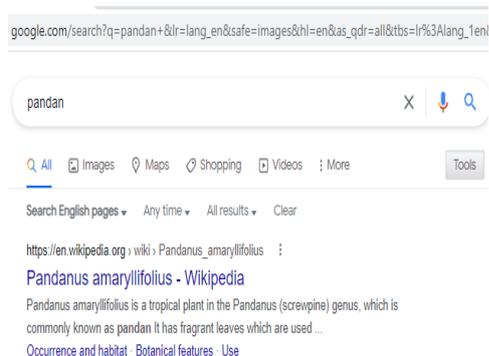


Figure 2. Search results of the term *pandan*

The terms and their English pairs are easy to find visually from the search lists. But there are cases when the English words cannot be found

directly, such as words *srigading*, *lempuyang*, *dadap serep*, *kayu secang*, *suket teki*, and *suji*.

Table 1. Jamu ingredients

<i>alang-alang</i> - cogon grass (Imperata cylindrica)	<i>Kecubung</i> (Indian Thornapple, <i>Datura metel</i> )	<i>Meniran</i> (chamber bitter, <i>Phyllanthus urinaria</i> )	<i>tapak liman</i> (elephant's foot, <i>Elephantopus scaber</i> )
<i>belimbing wuluh</i> - Bilimbi ( <i>Averrhoa bilimbi</i> )	<i>kelembak</i> chinese rhubarb, <i>Rheum officinale</i> )	<i>pandan</i> (screwpine, <i>Pandanus amaryllifolius</i> )	<i>Tempuyung</i> (sow thistles, <i>Sonchus oleraceus</i> )
<i>beluntas</i> -Indian camphorweed ( <i>Pluchea indica</i> )	<i>kelor</i> (moringa, <i>Moringa oleifera</i> )	<i>pegagan</i> (gotu kola, <i>Centella Asiatica</i> )	<i>temu giring</i> ( <i>Curcuma heyneana</i> )
<i>Bengle</i> ( <i>bonglai</i> , <i>Zingiber montanum</i> )	<i>kemiri</i> (candle nuts, <i>Aleurites moluccanus</i> )	<i>Remujung</i> (cat whisker, <i>Orthosiphon grandiflora</i> L.)	<i>temu ireng</i> (pink and blue ginger, <i>Curcuma aeruginosa</i> Roxb)
<i>dadap serep</i> (dadap, <i>Erythrina subumbrans</i> )	<i>Kemuning</i> (China box, <i>Murraya paniculata</i> )	<i>Sambiloto</i> (bitter leaves, <i>Andrographis paniculata</i> )	<i>temu kunci</i> (fingerroot, <i>Boesenbergia rotunda</i> )
<i>daun jeruk purut</i> (leaves of kaffir lime, <i>Citrus hystrix</i> )	<i>Kencur</i> (sromstic ginger, <i>Kaempferia galangal</i> )	<i>Sembang</i> (sambong, <i>Blumea balsamifera</i> )	<i>temulawak</i> (Java ginger, <i>Curcuma zanthorrhiza</i> )
<i>daun salam</i> (Indonesian bay leaves, <i>Syzygium polyanthum</i> )	<i>kenikir</i> (wild cosmos, <i>Cosmos caudatus</i> )	<i>serai</i> (lemongrass, <i>Cymbopogon citratus</i> )	<i>Turi</i> (West Indian pea, <i>Sesbania grandiflora</i> )
<i>katuk</i> (sweet leaves, <i>Sauropus androgynus</i> )	<i>Kepel</i> (kepel fruit, <i>Stelechocarpus burahol</i> )	<i>Srigading</i> (night jasmine, <i>Nyctanthes arbor-tristis</i> )	
<i>kayu secang</i> (sappanwood, <i>Biancaea sappan</i> )	<i>krokot</i> (purslane, <i>Portulaca Oleracea</i> )	<i>suji</i> ( <i>Dracaena angustifolia</i> )	
<i>kecipir</i> (winged bean,	<i>lempuyang</i> (bitter	<i>suket teki</i> (Java grass,	

<i>Psophocarpus tetragonolobus</i> )	ginger, Zingiber zerumbet)	<i>Cyperus rotundus</i> )	
--------------------------------------	----------------------------	---------------------------	--

Table 2. Terms related to jamu products

<i>boreh</i> (balinese style scrub)	Tapel (mask paste wore on stomach areas)
<i>jamu galian putri</i> (young ladies' herbs)	Wedang (a hot drink)
<i>jamu galian singset</i> (slimming herbs)	wedang jahe (ginger tea)
<i>jamu cekok</i> (appetite booster jamu for kids)	wedang uwuh (uwuh tea, uwuh mean rubbish as the ingredients are various dry leaves resembling to rubbish)
<i>jamu gendong</i> (woman jamu peddlers)	
<i>jamu sinom</i> (jamu made of young tamarind leaves)	
Pilis (paste mask wore on forehead)	
racikan (concoction, compound)	
ramuan (concoction, compound)	

To handle the problem, there is translation strategy to play, i.e. adding keyword onto the search term. This move helps the browser to understand the context of word that has been searched. For example, when searching the word *srigading*, the first page result to display is all the information about certain places, without hinting any clues about *srigading* as a jamu ingredient. Therefore, it then added with a certain additional search term. In this case, the search term is *daun* (leaves), because the related article gives the clue that *daun srigading* is the main ingredient of a certain jamu (see <https://jamupedia.com/ramuan-srigading-atasi-cacingan/>). The result is shown immediately, where the term presented with its binomial or scientific name (Latin name).

To control the validity of the terms in the target texts, there is also a measure to take which is to find the binomial name of each jamu ingredients. In this way, in case there are no direct clues about the pair term in the target language, the translators may find the English

words by pasting the binomial name as the new keyword in the browser. In the event that the further attempt still cannot find the target word, a technique of translation (borrowing technique) then is applied, such as in the case of word *srigading*, coupled with its binomial name. In the practice, not only terms with no English name, but all of the English jamu ingredients are presented with each of its binomial name. A measure of validity is also taken with the assistance of WebCorp (see Figure 3), where the results of Chrome is compared to the WebCorp search results.



Figure 3. An example of WebCorp search for term *jamu* (resulting 1245 concordance, compared to approximately 25,600,000 by Google Chrome).

A WebCorp result is generated from a web search engine and displays them into a list of classical concordance software. The results are far more focused. The results are also linguistically and statistically valid from the perspective of a corpus linguistics researcher, as it always presents a dependable number of concordances (Chrome also shows the numbers, but only in approximation and only on its general search mode, not in its advanced search mode). Unfortunately, at present, WebCorp only offers search result from Bing, a web search engine from Microsoft, so that we cannot find generated WebCorp concordance from

Chrome data. As a control, WebCorp works where the translators can compare the results of Chrome's and that of WebCorp's. From the perspective of a translator, the resulted concordance of is much more streamlined and easier to understand. Even so, they lacks of additional information and visual aids that often is helpful for a translator in finding and comparing the right English terms. It also records far less concordance number compared to Chrome (see, for an example, fig. 1) to analyze for translation purposes. In the end, the WebCorp would only serves as a complementary tool of Chrome.

There are also other ingredients in the 250 articles, but they are omitted from this translation attempt. The reason is that they are already having solid English pairs. Therefore, such words as *jahe*, *kunyit*, *pala*, *bunga melati*, *jeruk nipis*, *lengkuas* or *minyak zaitun* exluded from this study and their terms are translated directly into English with their respective English words without looking on their concordance analyzes on Chrome or WebCorp. Unlike the jamu ingredients' translation, the translation processes of jamu products and Javanese traditional healing terminologies present translation difficulties, because they are all thick with local Javanese cultural terms, that they need detailed background information, such as their definitions and characters, before the translators. In this case, WebCorp concordance offers quick references to the problems. For an example, for word *boreh*, concordance no. 38-65 provides a glimpse of basic information about *boreh* (see figure 4).

5) <https://baliaromaticspa.wordpress.com/2008/11/21/mengenal-boreh-warisan-tradisional-dari-bali/>  
Text, Wordlist, text/html, UTF8 (Content-type), 2008-11-21 (Body near 'Last Modified')

38: Wanita Spa di Rumah ? Mengapa Tidak... + Mengenal Boreh - Warisan Tradisional dari Bali Posted on  
39: Posted on November 21, 2008 | 3 Komentar kencur Boreh ? Benda Apa ini ? Jika anda orang bali atau  
40: agak lalu, anda pasti mengenal ramuan bernama boreh. Boreh adalah semacam ramuan yang dikenal  
41: lalu, anda pasti mengenal ramuan bernama boreh. Boreh adalah semacam ramuan yang dikenal masyarakat  
42: dan merupakan warisan leluhur dari jaman dulu. Boreh adalah ramuan yang dibuat sebagai "lulur" yang  
43: itu me"ngurut"nya untuk membersihkan lapiran boreh yang telah mengering tersebut. Boreh ada  
44: lapiran boreh yang telah mengering tersebut. Boreh ada bermacam macam dan biasanya dibuat untuk  
45: sang ibu terutama didaerah pedesaan akan membuat boreh untuk anaknya yang terbuat dari beras , kencur  
46: bilamana merasa kaki sangat dingin juga membuat boreh , ada yang dibuat seperti boreh bayi , atau ada  
47: juga membuat boreh , ada yang dibuat seperti boreh bayi , atau ada juga yang membuat boreh dengan

Figure 4. Concordance of word *boreh* in WebCorp

Through combining the concordance results with the visual aids provided by Chrome, the difficulties can be resolved. The translation technique for both cases is a combination of borrowing technique and linguistic amplification by adding complementary information about each term. The results can be seen on tables 2 and 3.

Table 3. Eight characteristics Javanese traditional healing terminology found in 250 Jamupedia articles.

<i>Gondongan</i> (Mumps)	<i>pegel linu</i> (aches and pains)
<i>Keputihan</i> (Leucorrhoea)	<i>sakit kepala</i> (head ache)
<i>masuk angin</i> (catch a cold)	<i>Sariawan</i> (mouth sprue)
<i>nyeri haid</i> (period pain)	
<i>panas dalam</i> (Heatiness)	

For the third case, translating the article's titles, there are parameters to consider. In translating a popular article, along with word to word translation or sentence to sentence translation processes, there is also a need to make a translated title have enough 'power' to attract potential readers to read any article represented by the title (E. J. Skripsiadi, personal communication, September 13, 2021). This can be accomplished by finding the keyword/s of any source title, finding its English translation, and then analyze the Chrome concordance resulted from the process. For an example, the original title *Manfaat Mengkudu* (see <https://jamupedia.com/manfaat-mengkudu/>) is translated into *benefits of mengkudu*. The English title is then pasted onto the advanced Chrome search bar for its concordance list (see Figure 5).

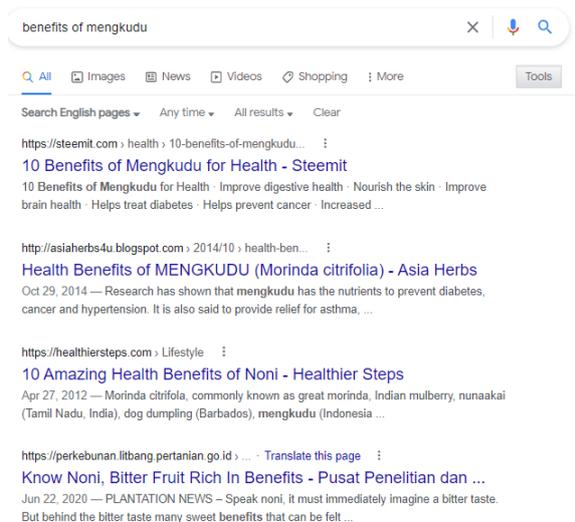


Figure 5. A Chrome's crude concordance list representing the search terms *benefits of mengkudu*.

With the concordance list as the reference, the next step is finding the most used word/s from the lists and use it (or them) as the basis of the target text's title. In this case, the translation processes tend to apply more than one of translation techniques. The reason behind the complex translation processes is the need of 'punchy' or 'powerful' words needed by any popular website article, including jamu sites, to generate interest of the would-be reader and, as a result, generate more traffic into the sites (which means an increased economic potential).

### Conclusion

Regarding web as a corpus, through the web browser as its corpus analysis tool and using linguistics corpus, a translator may reap benefits during translation processes. The web browser's capability to generate a concordance list, where a translator can find patterns of how a word is used in sentences, and its quickness in providing the additional information of the word in multimode forms (images, videos, texts, and sounds), enable a translator to find the word's translation in target language easily. Web as Corpus is also an affordable and free approach to solve translation problems.

### References

[1] "Ditengah Pandemi Covid-19, Penjualan Jamu Herbal Meningkat Drastis." *Kompas.Tv*. 2020.

[2] Hakim, Lukman. "Industri Jamu Diprediksi Tumbuh Hingga 20 Persen di Masa Pandemi COVID-19." *Sindonews.Com*. 2021. 13 Aug. 2021.  
<https://daerah.sindonews.com/read/501328/704/industri-jamu-diprediksi-tumbuh-hingga-20-persen-di-masa-pandemi-covid-19-1628057313>

[3] Soenarso, Sugeng Adji. "Tahun ini, penjualan jamu dan produk herbal diproyeksi tumbuh 5%." *Kontan.Co.Id*. 2021. 13 Aug. 2021.  
<https://newssetup.kontan.co.id/news/tahun-ini-penjualan-jamu-dan-produk-herbal-diproyeksi-tumbuh-5-1#:~:text=Tahun%20ini%2C%20penjualan%20jamu%20dan%20produk%20herbal%20diproyeksi%20tumbuh%205%25,-Sabtu%2C%2023%20Januari&text=KONTAN.CO.ID%20%2D%20JAKARTA,A,dan%20obat%20herbal%20sema kin%20bagus>

[4] Purwaningsih, Ernie H. "Jamu, Obat Tradisional Asli Indonesia: Pasang Surut Pemanfaatannya di Indonesia." *EJournal Kedokteran Indonesia*, vol. 1, no. 2, 2013, pp. 85-89. DOI:10.23886/ejki.1.2065.85-89

[5] Aditama, T. Yoga. *Jamu & Kesehatan*. Jakarta; Lembaga Penerbit Balitbangkes (LPB), 2014.

[6] Yulagustinus, & Tridjaja, Nyoman O. "Jamu—A Healthy Drink of Indonesia." *Journal of Food Science and Engineering*, 7, 2017. Pp. 221–226. DOI:10.17265/2159-5828/2017.04.007

[7] Sumarni, W., Sudarmin, S., & Sumarti, S. S. "The scientification of jamu: A study of Indonesian's traditional medicine." *Journal of Physics: Conference Series*, vol. 132, no. 3. 2019. Doi:10.1088/1742-6596/1321/3/032057

[8] Prabawani, B. "Jamu Brand Indonesia: Consumer Preferences and Segmentation." *Archives of Business Research*, vol. 5, no. 3,

- 2017, pp. 80-94.  
DOI:10.14738/abr.53.2841
- [9] Riswan, S., & Sangat-Roemantyo, H. "Jamu as Traditional Medicine in Java, Indonesia." *South Pacific Study*, vol. 23, no. 1, 2002, pp. 1-10.  
<http://hdl.handle.net/10232/17321>
- [10] "Kemenperin Meramu Industri Obat Tradisional Berproduksi Secara Modern." *Kemenperin.Go.Id.* 2018.  
<https://kemenperin.go.id/artikel/19829/Kemenperin-Meramu-Industri-Obat-Tradisional-Berproduksi-Secara-Modern>
- [11] "Jamu diminati berbagai kalangan di Eropa." *Antaraneews.com.* 2020.  
<https://www.antaraneews.com/berita/1559816/jamu-diminati-berbagai-kalangan-di-eropa>
- [12] "Uhuy ... UMKM Jamu Go International." *Jamudigital.com.* 2020.  
[https://www.jamudigital.com/berita?id=Uhuy...UMKM\\_Jamu\\_Go\\_International](https://www.jamudigital.com/berita?id=Uhuy...UMKM_Jamu_Go_International)
- [13] Kwary, D. A. "A corpus and a concordancer of academic journal articles." *Data in Brief*, vol. 16, 2018. pp. 94-100.  
<https://doi.org/https://doi.org/10.1016/j.dib.2017.11.023>
- [14] McEnery, T., & Wilson, A. *Corpus linguistics: An Introduction*. Edinburgh: Edinburgh University Press. 2001.
- [15] Wynne, M. *Developing Linguistic Corpora: A Guide to Good Practice*. 2005.  
[http://icar.cnrs.fr/ecole\\_thematique/contaci/documents/Baude/wynne.pdf](http://icar.cnrs.fr/ecole_thematique/contaci/documents/Baude/wynne.pdf)
- [16] Volk, M. "Using the Web as Corpus for Linguistic Research." *Catcher of the Meaning*, 2002, pp. 1-10.  
<https://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.104.6964&rep=rep1&type=pdf>
- [17] Dahlmann, I. (n.d.). *Corpus building and investigation for the Humanities: An on-line information pack about corpus investigation techniques for the Humanities*.
- [18] Kilgarriff, A., & Grefenstette, G. "Introduction to the Special Issue on the Web as Corpus." *Association for Computational Linguistics*. 2003.  
[https://www.researchgate.net/publication/267448270\\_Introduction\\_to\\_the\\_Special\\_Issue\\_on\\_the\\_Web\\_as\\_Corpus](https://www.researchgate.net/publication/267448270_Introduction_to_the_Special_Issue_on_the_Web_as_Corpus)
- [19] Fletcher, W. H. "Corpus Analysis of the World Wide Web." *The Encyclopedia of Applied Linguistics*. 2012.  
<https://doi.org/10.1002/9781405198431.wbeal0254>
- [20] Kilgarriff, A., Charalabopoulou, F., Gavrilidou, M., Johannessen, J. B., Khalil, S., Johansson Kokkinakis, S., Lew, R., Sharoff, S., Vadlapudi, R., & Volodina, E. "Corpus-based vocabulary lists for language learners for nine languages." *Language Resources and Evaluation*, vol. 48, no. 1, 2014, pp. 121-163.  
<https://doi.org/10.1007/s10579-013-9251-2>
- [21] Tasnimi, M. "The Impact of Using Google Concordancer and Creating Online Crosswords on EFL Learners' Self-Regulation in Vocabulary Learning: A Discovery Learning Approach." *International Journal on Studies in English Language and Literature (IJSELL)* vol. 4, no. 7, 2016, pp. 81-86.  
<https://doi.org/10.20431/2347-3134.0407013>
- [22] Kvashnina, O. S., & Sumtsova, O. V. "Using google to search language patterns in web-corpus: EFL writing pedagogy." *International Journal of Emerging Technologies in Learning*, vol. 13, no. 3, 2018, pp. 173-179.  
<https://doi.org/10.3991/ijet.v13i03.7712>
- [23] Gatto, M. *Web as Corpus Theory and Practice*. New York: Bloomsbury Academic. 2014.
- [24] Weisser, M. *Web as Corpus Resources*. Martinweisser.Org. 2020.  
[http://martinweisser.org/corpora\\_site/web\\_corpus.html](http://martinweisser.org/corpora_site/web_corpus.html)
- [25] Ferraresi, A., & Federico, N. "Google and beyond: web-as-corpus methodologies for translators." *Tradumàtica: Traducció i Tecnologies de La Informació i La Comunicació*, vol. 0, no. 7, 2009, pp. 1-8.
- [26] Nord, C. *Text Analysis in Translation: Theory, Methodology, and Didactic Application of a Model*



- for Translation-Oriented Text Analysis*.  
Rodopi. 1991.
- [27] Schwarz, N., Stiegelbauer, L.-R., & Husar, D.-B. "Translation Problems and Difficulties in Applied Translation Processes." XII (September 2016).  
file:///E:/TranslationProblems.pdf
- [28] Molina, L., & Albir, A. H. "No Title." *Meta: Journal Des Traducteurs*, vol. 47, no. 4, 2002, pp. 498-512.  
<https://doi.org/https://doi.org/10.7202/008033ar>
- [29] Untara, W., & Setiawan, T. "Problema Mesin Penerjemah Berbasis AI Dalam Proses Penerjemahan Buku Inggris-Indonesia dan Solusinya." *Adabiyāt: Jurnal Bahasa Dan Sastra*, vol. IV, no. 1, 2020, pp. 92-115.  
<https://doi.org/https://doi.org/10.14421/ajbs.2020.04105>

## CONTRASTIVE ANALYSIS OF FRENCH AND INDONESIAN DEVERBAL NOUN AND IT'S PEDAGOGIC IMPLICATIONS IN FRENCH LEARNING

By:

Rohali, Roswita Lumban Tobing,  
Siti Perdi Rahayu, N. Nastiti Utami

This research aimed to describe the nominalization of French and Indonesian language deverbal noun and it's implications in French learning for Indonesian speakers. The data was collected from various printed sources; dictionaries, short stories, and texts. The data were analyzed by using referential identity method and distributional method.

The results of the research show that (1) there are similarities both morphologically and semantically in the pattern of formation of French and Indonesian noun deverba. Verbs ending in *-er* in French tend to have similarities in the pattern of forming noun deverbs in Indonesian, namely by affixation. (2) There are similarities, the formation of noun deverba in French and Indonesian also has differences. The difference is related to prefixation. French does not have noun-forming prefixes, while Indonesian has noun-forming prefixes. (3) In terms of composition, there are differences in the pattern of morphological procedures in forming noun deverba. The difference is due to the fact that in Indonesian, the base of a verb that collocates with a noun or adverbial category, remains a noun, while in French, the pattern can form a noun. (4) The similarity in the formation of noun deverba in French and Indonesian provides an advantage for Indonesian mother tongue learners because they can remember the pattern and use it in French. (5) The difference in morphological procedures for the formation of noun deverba in French and Indonesian can provide difficulties for learners of the Indonesian mother tongue because negative interference can occur, namely the use of Indonesian morphological patterns in French.

Keyword: nominalization. French, Indonesian, noun, verb, deverba

### 1. Introduction

Each human language in communication has its characteristics. The Norms between one language and another have similarities and differences. This is one of the characteristics of language. As a system, every language has the norms that are used and must be obeyed by speakers of the language. Likewise, with French and Indonesian, these two languages come from different language families. They have also similarities and differences in the system of language.

One of the specific rules of language in French, which is included in the Romance language family, is the change in its lexical form, such as verb conjugations and concordats that are adjusted to the type and number of subjects in the sentence. In the morphological system, it appears in the

changes and adjustments in the formation of verbs, nouns and adjectives. The process of word formation (morphological process) in French and Indonesian has a different characteristic. For Indonesian language learners, this often creates problems. They will mix Indonesian rules with French rules in communication. The mixing of language elements by speakers often causes errors when they use the language they are learning, which is caused by the interference of their language (Indonesian) into French. One effort to overcome this problem is to analyze the differences in word formation in French and Indonesian. It can be done using contrastive analysis. Contrastive analysis is a branch of linguistics that examines language systems by comparing two or more languages to find similarities and differences in the languages being compared (Poedjosoedarmo, 2003:

49, Verhaar, 2010: 139-199). In this research, we will explain the formation of flexional and derivational nouns in French and Indonesian to see the differences related to the grammatical system of French and Indonesian.

Lado (1975) explains that contrastive analysis is a method used to describe the difficulties or even the ease with which learners learn a foreign language. Contrastive analysis not only compares linguistic elements and linguistic systems, both a foreign language (L2) and the mother tongue (L1) but also compare and describe the cultural backgrounds of the two languages so that the results can be used to teach a second or foreign language.

#### a. Contrastive Analysis.

According to James (1986: 20), the contrastive analysis is based on transfer theory in behaviourism psychology which is called the Stimulus-Response psychology theory. Contrastive analysis as a work procedure is an activity that tries to compare the structure of L2 with the structure of L1 to identify the differences between the two languages. These differences can be used as a basis for predicting the difficulties or obstacles in learning the language that will be faced by students at school, especially in learning foreign languages (L2).

Lado (in Dessoutter, 2019) says that contrastive analysis is a branch of applied linguistics that began to develop in the 20th century in America. Initially, contrastive analysis was used in the form of comparative analysis for learning purposes. Quoting Lado's opinion, Dessoutter (2019) said that if a learner whose mother tongue is close to the foreign language which he is studying, it will be easier for him to learn it. And vice versa, if the learner's mother tongue is very different from the foreign language, he will have many difficulties in learning it. It is said further, with contrastive analysis, namely by comparing the similarities and differences of the two language elements (L1 and L2), we can estimate which grammar can cause

difficulties in learning foreign languages and which grammatical elements can facilitate foreign language learning. Meanwhile, Giacobbe (via Dessoutter, 2019) says that there are three main postulates to the thesis put forward by Lado, they are :

- a. The use of language depends on the system of language habits that have developed since the learner was still a child. Learning a new language is essentially developing new habits.
- b. The transfer phenomenon arises because of the similarity between the learner's mother tongue and the foreign language which he is learning.
- c. The phenomenon of interference occurs because of the many differences between the foreign language which he is learning and the learner's mother tongue.

Hartman and Stork (via Ikmi, et al, 2019) state that contrastive analysis is a study that aims to examine the differences and similarities between two or more languages, including the dialects of that language. The purpose of the analysis itself is to find rules that can be used in practical use, in language learning, for example.

#### b. Nominalization

Nominalization is **the use of a word that is not a noun** (e.g., a verb, an adjective or an adverb) as a noun, or as the head of a noun phrase. The word nominalization means the process of forming nouns from other word classes by using certain affixes; or the process or result of forming a nominal class unit from words, phrases, clauses, or other class sentences (<https://kbbi.web.id/nominalisasi>).

Meanwhile, Harimurti Kridalaksana (1993) says that nominalization is the process or result of forming nouns from other word classes by using certain affixes.

In line with previous opinions, Jaquay and Knittel (2015) state that the term nominalization is related to the process of forming nouns from the basic categories of verbs or adjectives. Thus, the





Sentence (5) is more in line with the sentence (3) than a sentence (4). The word *promenade* in the sentence (3) means the result of the action (*se*) *promener* 'walking around'.

Another example of a morphological procedure of French deverbal noun with the *basic + suffix* is the word *observation* 'observation', this word is formed from basic form (stem) *observ-* which is then added with the suffix *-ation* as in the example in the following sentence.

(6) À son troisième retard, on lui a fait une **observation**.

<https://www.larousse.fr/dictionnaires/francais/observation/55426?q=observation#55048>

Setelah penundaan yang ketiga, kami melakukan pengawasan.

On his third delay, he was observed

In sentence (6) above there is the noun "*observation*" (NF) which is derived from the verb "*observer*" 'to observe'. The verb is derived into a noun by the affixation, by the addition of the suffix *-ation* in the base form. In the Indonesian language, the noun *pengawasan* (6) is derived from *awas* 'to watch' added by *prefixe peng-* and *suffixe -an*. The meaning of "observation" is '*action d'observer*' 'the action of the verb to observe. In addition to being an *observation*, the verb *observer* can be formed into several other nouns, as follows.

(7) *Cet artiste est l'observateur le plus patient et le plus minutieux* » (Gautier). (Petit Robert V.2.1 - 2001)

Artis ini adalah *pengamat* yang paling sabar dan cermat

*This artist is the most patient and careful observer*

In data (7) the verb *observer* 'to observe' has changed into a French noun *observateur* 'observer'. This change is indicated by the presence of an article in front of the word *observateur* and the suffix *-eur* as a noun marker. The word *observer* means *personne qui observe (une loi, une prescription)* 'a person who makes

observations'. In Indonesian, action markers are marked by the prefix *-pe* in front of the verb as shown in the following data.

(8) *Dia mengamati barang-barang yang dibelinya* (KBBI V 1.5.1.-2013)

*Il observe les choses qu'il achète*  
He looks at the things he buys

(9) *Seorang pengamat melaporkan bahwa di daerah itu masih ada pungutan liar.*

*Un observateur a signalé que dans la zone il y avait encore des prélèvements illégaux.*

An observer reported that in the area there were still illegal levies.

(10) *Si sakit masih di bawah pengamatan dokter* (KBBI V 1.5.1.-2013)

*La personne malade est toujours sous l'observation du médecin*

*The sick person is still under the doctor's supervision*

In addition to meaning the action and the agent of the action, the verb *observer* can also mean a place (*une place*), which is a place to take action as reflected in the verb. Look at the data (11) below.

(11) *Napoléon avait choisi pour observatoire une étroite croupe de gazon* » (Hugo). (Petit Robert V.2.1 - 2001)

Napoleon telah memilih rerumputan yang tidak terlalu luas untuk *observatoriumnya*.

Napoleon had chosen a narrow rump of grass for his observatory

In Indonesian language, many nouns are formed from verbs by adding the suffix *-an*; such as *makanan* 'food', *minuman* 'drink', *tulisan* 'writing, and so on. The meanings of the nominalized words vary; such as the result of the action, something that is done according to the verb, and how to take the action.

- (12) Cara **menulis** dan gaya **tulisan** setiap orang berbeda-beda (Ramlan, 2010: 142-143)  
*La manière d'écrire et le style d'écriture de chacun sont différents*  
*How to write and writing style is different for every body.*
- (13) Cara melacak **kiriman** dapat dilakukan dengan mudah melalui online (Alwi dkk, 2010:: 228)  
*Comment suivre les envois peut être fait facilement via en ligne*  
*How to track shipments can be done easily via online*

In French, the nouns *tulisan* 'written' can be translated with the word *écriture* which comes from the verb *écrire* to write' which has the suffix *-ure*. However, the word *envois* 'shipments' which is derived from the word *envoyer* 'to send' is not formed from the verb and the suffix *-ure*, but by removing the terminaison (suffix) on the infinitive verb.

#### b. Prefix + Base + Suffix

The second similarity of verbal nominalization between French and Indonesian is a structure **prefix + base + suffix**. In Indonesian, this pattern is widely used such as *kepergian* 'leaving', *pengakuan* 'confession', and so on. However, in the French language, this pattern is found rarely, because the prefixes that form French nouns are not as productive as in Indonesian.

- (14) *L'amaigrissement désigne une perte de poids, quelle qu'elle soit. Il peut être volontaire ou involontaire.*  
Menguruskan badan adalah proses penurunan berat badan. Ini bisa bersifat disengaja atau tidak disengaja.  
Losing weight is a weight loss process. This can be intentional or unintentional.

In sentence (14) there is the French noun *amaigrissement* 'to take care of the body. The noun comes from the verb *maigrir* 'to be skinny' which has the prefix **a-** and the suffix **-issement**, likewise in the following sentence (15).

- (15) *La phrase est construite par juxtaposition (Petit Robert V.2.1 - 2001)*  
Kalimat yang dibentuk dengan cara **penggabungan**  
*The Sentence constructed by juxtaposition*

In this sentence, there is a French noun *juxtaposition* 'merging' which comes from the verb *poser* 'to put' and gets the prefix **juxta-** and the suffix **-tion**. The prefixes that form verbal nominalization in French include **a-**, **juxta-**, and **entre-**. While the alloy suffixes include **-ion**, **-tion**, **-age**, **-ment**, and so on. Compared to prefixes, French suffixes are more productive in forming nouns. The meaning contained in the noun *amaigrissement* (14) is *fait / action de maigrir* 'to do the action of 'migir' skinny, and the meaning of *juxtaposition* (15) is *résultat de cette action* 'result. of poser action.

In the Indonesian language, many forms like the one above are found. The construction of **+basic +-an** is very productive in the formation of nouns derived from verbs. Look at sentences (16) and (17) below.

- (16) **Kepergian** Glenn Fredly hingga saat ini masih terus menjadi duka mendalam bagi menggemarnya (Alwi dkk, 2010:: 232-233)  
*La mort de Glenn Fredly à ce jour est toujours une profonde tristesse pour ses fans*  
The death of Glenn Fredly to this day is still a deep sorrow for his fans

- (17) Tidak ada jaminan jika **pengakuan** seorang terdakwa terhadap perbuatan yang dilakukan, adalah kebenaran (Alwi dkk, 2010:: 230-231).  
Il n'y a aucune garantie que **l'aveu d'un accusé** de l'acte qu'il a commis soit la vérité  
There is no guarantee that a defendant's **confession** of the act he has committed is the truth

The forms of *kepergian* (16) and *pengakuan* (17) are Indonesian nouns with the construction *prefix + base + suffix*. In this example, the prefix and suffix (confix) used is *ke- + -an*. The meaning contained in the word *departure* is an action related to the verb (pergi 'to go'), while in the noun *pengakuan* 'acknowledgement' means the result of the action of the verb (mengkahui).

### The Differences

In the previous section, I have discussed the similarities of nominalization in French and Indonesian. In this section, I discuss several differences in noun form of the French and Indonesian languages. These differences are also related to affixation, reduplication, and composition. There are 4 differences related to affixation, they are (a) basic + zero, (b) total shape change, (c) prefix + root, and (d) verb ending omission.

#### a. Basic + Zero

The first difference between Indonesian and French of verbal nominalization is **basic + Zero**. In French, this pattern is widely used, while in Indonesian it is only used to nominalize verbs as the subject of a sentence.

- (18) Il faut deux heures pour **l'aller** et le retour.  
<https://www.larousse.fr/dictionnaires/francais/aller/2361>  
Dibutuhkan 2 jam untuk pergi dan pulang  
It takes two hours to go there and back.

The word *l'aller* is a French noun that is derived from the verb *aller* 'to go' but in the Indonesian language, the word *pergi* 'to go' as the equivalent of *l'aller* is a verb. The meaning of the word is to go somewhere.

Like the word *l'aller*, the French word *le sourire* (23) is also formed from the root word *sourire* 'smile'.

- (19) Le sourire est le commencement de la grimace.  
<https://www.larousse.fr/dictionnaires/francais/sourire/73744?q=Le+sourire#72918>  
Senyum adalah awal dari seringai.  
A smile is the beginning of a grin.

The morphological change of the verb *sourire* 'smile' into the noun is indicated by the addition of the article in the word *sourire*. The meaning of the French noun *sourire* is 'an expression of laughter, characterized by slight facial movements, and especially the mouth elements, which are pleasant, sympathetic, and affectionate'

#### b. Total Shape Change

A total form change in French can change the category of a verb into a noun. The change is done by changing the verb into a new form by retaining some of the main phonemes. Examples of this construction include the noun *lecture* 'reading' which is derived from the verb *lire* 'to read'

- (20) *L'auteur a fait une lecture publique de ses poèmes.*  
<https://www.larousse.fr/dictionnaires/francais/lecture/46547?q=lecture#46468>  
Penyair itu membacakan puisinya di depan umum  
The author made a public reading of his poems.

#### c. Prefix + Root

This form is often found in the formation of French but is not found in the

formation of Indonesian nouns. The way to form verbal nominalization with this pattern is by adding prefixes to French root words.

- (21) *Il y a dans les contes de fée une princesse malheureuse à qui on commande dans un grand tas de blé et d'avoine de faire le départ de ces grains.* (Dictionnaire le lettré V.2.0)

Tersebutlah, di dalam dongeng seorang putri malang yang disuruh untuk menebarkan biji-biji gandum itu.

There is in fairy tales an unhappy princess who is commanded in a large heap of wheat and oats to depart these grains.

The word *le depart* is derived from the *partir* verb which is added the prefixes **de-** at the root of the verb (*part*). The meaning of the noun *le départ* is 'ction de partir' or the action of the verb *partir*'.

#### d. Verb ending omission

Omission of verb endings is the omission of the terminaison in French infinitive verbs. This form is often found in the formation of nouns derived from verbs, such as the noun 'abrégé' which is derived from the verb *abreger*, or the noun *accueil* which is derived from the verb *acceillir*.

- (22) *Voici, très en **abrégé**, un spécimen de ma polémique »* (Chateaubriand).

Inilah, **secara singkat**, contoh polemik ku  
Here is, very briefly, a specimen of my controversy

- (23) *Je vous remercie de votre amiable **accueil**.* ( Dict. de langue p. 11)

Aku berterima kasih atas **penerimaan** Anda yang begitu ramah  
Thank you for your friendly welcome

In the Indonesian language, the noun **en abrégé** (N) has the equivalent of an Indonesia adjective **secara singkat** (Adj) 'in short time'. Meanwhile, the French noun **accueil** has the equivalent of the Indonesian noun **penerimaan** (N) 'acceptance' which is derived from the verb *terima* and is added by the **ke- - a** confix.

#### 4. Conclusion and Suggestions

There are similarities both morphologically and semantically in the patterns of formation of noun deverbal in French and Indonesian. Verbs ending in *-er* in French tend to have similarities in the pattern of forming noun deverbal in Indonesian, namely by affixation.

Apart from having similarities, the formation of nouns deverbal in French and Indonesian also has differences. The difference is related to prefixation. French does not have noun-forming prefixes, while Indonesian has noun-forming prefixes.

In terms of composition, there are differences in the pattern of morphological procedures in forming noun deverbal. The difference is since in Indonesian, the base of a verb that collocates with a noun or adverbial category remain a noun, while in French, the pattern can form a noun.

The similarity in the formation of noun deverbal in French and Indonesian provides an advantage for Indonesian native language learners because they can remember the pattern and use it in French.

The difference in the morphological procedures for the formation of French and Indonesian noun deverbal can provide difficulties for learners of the Indonesian mother tongue because negative interference can occur, namely the use of Indonesian morphological patterns in French.

Based on the conclusions above, suggestions regarding the pattern of formation of French and Indonesian noun deverbal can be put the research suggestions as follows.

In learning language skills, especially writing skills, the contrastive analysis model in PBM can be used because of the similarity in the patterns of formation of noun deverbal in French and Indonesian. The pattern for forming noun deverbal in French and Indonesian can help students in applying morphological patterns in forming nouns.

Because there are differences in the pattern of formation of noun deverbal in French and Indonesian which can cause negative interference, it is necessary to emphasize in PBM to avoid such interference.

It is necessary to carry out further research related to contrastive analysis in French learning, especially in the pattern of noun formation from other lexical categories.

## REFERENCE

- [1] Alwasilah, Chaedar. (2003). *Pokoknya kualitas: Dasar-dasar merancang dan melakukan penelitian kualitatif*. Jakarta : PT. Dunia Pustaka Jaya
- [2] Brown, H. Douglas. 2008. Prinsip Pembelajaran dan Pengajaran Bahasa. Edisi Kelima. USA: Pearson Education, (P. 272).
- [3] Di Pietro, Robert J. (1970). *Contrastive analysis and the notion of deep and surface structure grammar*. Georgetown University Press
- [4] Echols , John M. dan Hasan Sadily, (1998). *Kamus Inggris-Indonesia*. Jakarta: PTGramedia, hlm. 144.
- [5] Evelyne JACQUEY, E and KNITTEL, A. (2015). Les Nominalisations : Des Proprietes Linguistiques A L'etude En Corpus1verbum XXXVII, 2015, no 1
- [6] Fiammetta Namer. 2010. Nominalisation et composition en français : d'où viennent les verbes composés ?  
<https://www.researchgate.net/publication/50280503>.
- [7] Francesc, QUEIXALÓS, (2011) Notes sur la nominalisation. AMERINDIA n°35, 2011.  
[http://linguistes.com/syntaxe/roberge/6\\_4\\_1.html](http://linguistes.com/syntaxe/roberge/6_4_1.html)
- [8] Ikmi Nur Oktavianti, dkk (2019) Analisis Kontrastif Nominalisasi dalam Bahasa Inggris, Bahasa Indonesia, dan Bahasa Jawa.. *Sasdaya Gadjah Mada Journal of Humanities*. Volume 3, no. 2. Agustus, 2019
- [9] James, Carl. 1981. *Contrastive analysis*. London : Longman Khairah,
- [10] Kissova (2018).  
<https://sgemsocial.org/ssgemlib/spip.php?article6385>
- [11] Lado, Robert. (1957). *Linguistics Across Cultures*. Ann Arbor: The University of Michigan Press.
- [12] Putrayasa, Ida Bagus. (2017). *Sintaksis (memahami kalimat tunggal)*. Bandung : PT Refika Aditama.
- [13] Rosyid Nur Hakim dan Bernardus Wahyudi JS. (2016). Typologie de Suffixe -Age dans La Derivation des Noms Deverbaux Ayant Le Sens 'Action' Et Ou 'Resultat De L'action': Etude De La Morphologie Derivationnelle. JLL 3 (2) (2016) Journal of Lingua Littératia
- [14] Siti Rumilah, Ibnu Cahyani. Dinamika Pembentukan Kata Bahasa Indonesi. *jurnal Pendidikan Bahasa Indonesia*. Pbsi Vol. 8 No.1, Januari-Juni 2020
- [15] Sudaryanto. (2015). *Metode dan teknik analisis bahasa: Pengantar penelitian wahana kebudayaan secara linguistik*. Yogyakarta : Sanata Darma University Press
- [16] Sugiyono. (2015). *Metode penelitian pendidikan : pendekatan kuantitatif, kualitatif, dan R D*. Bandung : CV Afabeta
- [17] Suhardi. (2013). *Dasar-dasar ilmu sintaksis bahasa Indonesia*. Yogyakarta : Ar-ruzz Media
- [18] Tarigan, Henry Guntur (2009). *Pengajaran analisis kontrastif bahasa*. Bandung : Penerbit Angkasa
- [19] Volker, Gast. Contrastive Linguistics: Theories and Methods. <https://www.researchgate.net/publication/265070904>



- [20] Walinono, Hasan et als. (1995). *50 tahun pendidikan Indonesia*. Jakarta: Sekretariat Jendral Departemen Pendidikan dan Kebudayaan
- [21] Wayan Simpen RETORIKA: Jurnal Ilmu Bahasa, Vol. 1, No.2 Oktober 2015, 319-330. Available Online at <http://ejournal.warmadewa.ac.id/index.php/jret>

**TEXT STRUCTURE  
IN THE CLOSE THE DOOR PODCAST AIRING JULY 16,  
2021**

**Bhramastya Sandy  
Hargita<sup>1</sup>, Teguh  
Setiawan<sup>2</sup>**

Universitas Negeri Yogyakarta

<sup>1</sup>bhramastyasandy.2021@student.uny.ac.id,

<sup>2</sup>teguh.setiawan@uny.ac.id

**Abstract**

This decade, Youtube is a strategic platform for anyone to appear with a variety of discourse processed. One form of Youtube impressions that are currently on the rise is podcasts. A very famous podcast in Indonesia is Deddy Corbuzier's podcast under the name Close The Door. He often invites speakers from various circles of society, ranging from artists to political figures. In the event, of course, various discourse practices can appear. On July 16, 2021 he invited an important figure in the country, Luhut Binsar Pandjaitan. The topics discussed in the interview on the podcast question Covid-19 and the issues that come with it. Based on the results of the analysis using the Van Dijk's model of discourse analysis is known how the structure of the text contained in the podcast Close The Door showed July 16 as follows: (1) In the macro structure is known the theme discussed in the podcast is COVID-19. (2) In the super structure or schematic it is known that the podcast have three schemes, namely the introduction, content, and closing which each discuss the introduce of guest star, issues around COVID-19, and figures from Luhut Binsar Pandjaitan. (3) Micro structures are discussed four aspects namely semantics (background, detail, illustration, and intent), syntax (sentence form and pronoun form), stylistic, and rhetorical (expressions and metaphors).

**Keywords:** youtube, podcast, COVID-19, discourse analysis, macro structure , super structure, micro structure

---

## 1. Introduction

In recent years, advances in technology and communication have had a major impact on human life lines. That is also what encourages many people to use social media for certain purposes such as doing business and establishing communication so as to get many relationships. Not least the celebrities, they flocked to build and improve their image and work through the digital world. This is in line with Nasrullah's opinion quoted by Wiharja (2019: 224) the latest era, many people flock to use social media for business and communication purposes, including artists who build their careers in the digital platform.

Talking of the digital world, of course the scope contained in it is so wide and so large. Therefore, let's just put it on the Youtube platform only. Youtube is the largest and most popular video sharing site of this era. Its performance is to facilitate users to be able to upload or share videos directly that can be watched by other users without pay. According to the Burgess and Green's opinion (Benson, 2015:83) Youtube is currently a platform that attracts academic interest in literature to look at technological advances, media or cultural phenomena.

Through the Google's research with PT. Kantar TNS Indonesia, compiled data that shows that Youtube users in Indonesia spend an average of 59 minutes using Youtube every day. In addition, according to research, 92% of internet users in Indonesia stated that Youtube is the first site they visit when looking for videos. Other data, from 1500 respondents 53% stated accessing Youtube every day, the remaining 47% watch television (Setiadi et al, 2019: 314).

Seeing so many Youtube users in Indonesia, content creators (a familiar term used to refer to people who actively create content on social media such as youtube, instagram, or facebook) play and look for a lot of opportunities in that platform. Call it one of them is Deodatus Andreas Deddy Cahyadi or better known as Deddy Corbuzier. At first he was a magician from Indonesia, but now he is in the world of content creator. Amazingly, subscribers (a term used to refer to youtube viewers who subscribe to watch a certain content) has reached 15.3 million people. Therefore, he is now actively pursuing this

field. Deddy Corbuzier's YouTube channel now contains most podcasts. Podcast itself can simply be interpreted as a material in the form of audio or video available on the internet, can be downloaded, listened to, and viewed by the player both for free and paid (Fadilah et al, 2017: 92).

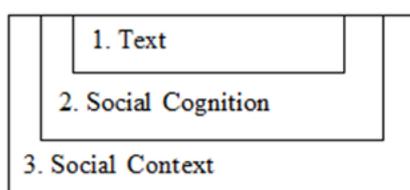
Through his podcast, he invited many people to be interviewed, ranging from celebrities, artists, and state officials. As for the topics discussed variously, it can be about economics, politics, social phenomena, and others. Deddy Corbuzier's Close The Door podcast is one of the most famous podcasts in Indonesia. So famous, that there is a familiar phrase on social media that someone is not famous if they have not been invited by Deddy Corbuzier. Deddy Corbuzier is known to be good at speaking, so he can dig up as much information as possible from the people who invited in his podcast.

On July 16, 2021, the invited guest star was Luhut Binsar Pandjaitan. The figure of Luhut Binsar Pandjaitan is very famous lately. His name lately pretty much adorns the headlines on online news pages in Indonesia. That's because his role is quite important in the current era of government. He served as Coordinating Minister for Maritime Affairs and Investment, he also served as Vice Chairman of the Committee on Handling Covid-19 and National Economic Recovery, he also served as Coordinator of Pemberlakuan Pembatasan Kegiatan Masyarakat (PPKM) in Java-Bali, and also served as Chairman of the Board of Directors of Priority Lake Rescue.

In a joint show with Luhut Binsar Pandjaitan, the Close The Door podcast has been watched by 5.2 million people. From this, it can be drawn a common thread that the podcast is quite able to captivate the audience and make people interested. That is also what underlies researchers interested to make research on that podcast in the dimension of critical discourse analysis. The goal is to see and reveal how the discourse that was awakened in an

interview conducted by Deddy Corbuzier with Luhut Binsar Pandjaitan on that podcast. And also, the main focus of this research is to describe the structure of the text in the Close The Door Podcast.

When referring to Mulyana's opinion (Wiharja, 2019: 223) discourse studies in the present era are quite influential and important in people's lives. According to Van Dijk (2008: 85) critical discourse analysis is one type of discourse research that focuses its attention on cases of abuse of social power, dominance of certain forces, inequalities prevailing in society, produced and rejected by texts and oral discourses in social and political contexts. A discourse viewed by Van Dijk as having three elements that bind to each other, namely: text, social cognition, and social context. In essence, van Dijk's model discourse analysis seeks to look at these three elements in a form of discourse study. In the text element the focus refers to the structure of the text itself. In the element of social cognition, what is considered is the involvement of individuals to the creation of a discourse. In the social context element, what is seen is how the discourse develops in society related to the problems that occur around it. Eriyanto (2012:225) maps the three elements in the form of the following images.



**Figure 1. Three-dimensional framework**

Similarly, Noermanzah et al. (2018) states that the study of critical analysis is an attempt to present a text that a person does to fulfill a specific purpose and purpose. Departing from this, it can be concluded succinctly that the study of discourse analysis is important to uncover and criticize the relationship that occurs between language and social conditions in society. We can also say that discourse analysis is appropriately used to analyze, translate, and describe news / social topics in the form of oral and written practices.

According to Althuser quoted by Eriyanto (2012: 19) it is clearly explained that

discourse is a practice that puts a person in a certain place / position in social relations. On a more critical level, Foucault (Eriyanto, 2012:74–75) states that discourse is not just a word or proposition in a text. It's not that simple. Discourse is something that can produce something else. We can also interpret that discourse is a construction that forms a certain reality. It means that our perception of an object is often influenced by a dominant view that makes an understanding of a thing "this is true" and "that is wrong". In the frame of Critical Discourse Analysis, discourse is not simple. It cannot be interpreted as the study of language in the study of traditional linguistics. However, discourse must now be connected to a context that in the sense of language is used in an implicit purpose. Dr. McGregor quoted Titscher (2000:147) as saying that "our words never neutral". Therefore, Critical Discourse Analysis seeks to uncover how through a language groups in society fight with each other to propose the reality that each believes in

These are the signs that the author wants to be taken in analyzing the Deddy Corbuzier's Close The Door podcast with Luhut Binsar Pandjaitan on July 6, 2021.

## 2. Method

The results of the study in this article are presented in the form of a description. Therefore, the design used in this study adheres to a qualitative descriptive research design. Referring to the opinion of Bryman (2012: 380), descriptive skinative research is a study that emphasizes more descriptive of the results of research using words. The discourse analysis model used in this study is the analysis of Van Dijk's model.

The subject of the study was Deddy Corbuzier's Close The Door podcast. The analysis unit in this study is the text in the form of words and sentences from the results of Deddy Corbuzier's interview with Luhut Binsar Pandjaitan. While the analysis technique used is qualitative data analysis technique

based on Miles's Interactive Model (1992: 16) which includes (1) data reduction, (2) presentation of data, (3) conclusion withdrawal.

### 3. Results and Discussion

#### 3.1 Analysis of Text Structure Deddy Corbuzier's Close The Door Podcast

Holding on to Van Dijk's view that the text consists of three levels that bind to each other, namely macro structure, micro structure, and superstructure, structures in this part to be presented to the three levels of the text. All three points were analyzed based on the overall conversation during the interview.

##### 1) Macro Structure (Thematic)

Macro structure basically refers to the overall meaning that can be traced from the theme carried by the speaker of the language in a particular discourse. In this case, Deddy Corbuzier's Close The Door podcast with Luhut Binsar Pandjaitan discusses the theme of Covid-19. This topic was raised regarding the current situation of Indonesia which is struggling with the corona virus. This is known from Deddy Corbuzier's questions for Luhut Binsar Pandjaitan which led to issues related to Covid-19 (including: the spread of the virus, PPKM policies, vaccines / drugs, and efforts to improve the country's economy during the pandemic).

##### 2) Super Structure (Scematic)

In the superstructure in this study will be presented three sections of the interview in the Close The Door podcast, that are introduction, content, and closing. Close The Door podcast is presented nonformally, seems relaxed, therefore in the introduction Deddy Corbuzier always introduces his guest stars with casual sentences. As at the opening this time, when he introduced the figure of Luhut Binsar Pandjaitan.

*"Jadi saya punya cerita lucu dulu, awalnya saya pengen mengundang Pak Luhut. Lalu, ketika Pak Luhut bilang iya, saya langsung sesak napas, Pak. Bukan Covid, saya serem. Kayaknya tu, kalau semua orang melihat Anda itu, udah jenderal bintang empat, pernah jadi dubes, menteri industri, terus sekarang ada di sini, terus Anda mengambil keputusan-keputusan*

*yang pokoknya, wah gitu kan, harus tangan besi, kalo dengar nama Pak Luhut, itu tarik napas minimal tiga kali (...)."*

(DC:2021)

Context: Deddy Corbuzier's opening sentence

The series of sentences is full of deep and implied meaning. Deddy Corbuzier tried to convey the impression / assumptions of the society attached to the figure of Luhut Binsar Pandjaitan. During this time, many people consider that Luhut Binsar Pandjaitan is indeed a firm figure, it is because of his background from the military. In addition, he occupies many important positions and has a big role in decision-making / policy by the government.

In the next sentence, Deddy Corbuzier tried to dismiss the notion of a sinister impression attached to his guest star. Like this:

*"Pak, thank you very much for coming, terima kasih banyak udah datang. Ternyata beliau orangnya tidak semenyheramkan yang Anda bayangkan. Kumisnya okelah serem, tapi orangnya baik dan beda."*

(DC:2021)

Context: Deddy Corbuzier's opening sentence

In the contents can be known from the topic of discussion in the interview section that began to lead to the theme of the conversation, namely questioning the coronavirus. This section is in the form of questions posed by Deddy Corbuzier and answers given by Luhut Binsar Pandjaitan. Some interesting things in the contents will be contained in the following super structure analysis

*"Kan PPKM nih, Pak. Jadi kayaknya sekarang, Pak, orang yang kena Covid dan yang meninggal itu orang-orang yang saya kenal, Pak. Kalau dulu itu enggak, Pak. Dulu tu bapaknya temen punya saudara gitu. Ini sekarang, teman saya, Pak. Kena Covid, dia meninggal, terus sekarang di instagram orang itu*

*nge-posting orang meninggal udah kayak posting makanan, Pak. Udah kayak posting food gitu lho, Pak. Makanya saya ngerti nih, Bapak, wah PPKM seperti ini. Tapi, Pak, apakah ini sebenarnya akan membantu, Pak? Kan waktu itu enggak jalan juga, Pak."*

(DC:2021)

Context: Deddy Corbuzier asked Luhut Binsar Pandjaitan.

From the series of sentences above, in addition to asking questions, Deddy Corbuzier conveyed the situation is now worse because many people are infected with the corona virus.

*"Sebenarnya kalau kita semua disiplin, Ded, ya jalan itu. Ini masalahnya kita lihat kita enggak disiplin. Kita itu suka masih, apa ya, berkicau dengan pikiran-pikiran kita sendiri. Ini kurang keras, ini keras, ini harus begini. Padahal, ini barang enggak ada yang bisa duga. Kalau kamu, saya kan tentara, udah lama di kopassus tu dua puluh satu tahun. Kita dalam melawan teori itu kita tau. Bagaimana lindung tinjau, bagaimana lindung tembak. Tau kita musuh kita ada di sini. Ini kan kita enggak tau musuh kita ada di mana."*

(LBP:2021)

Context: Luhut Binsar Pandjaitan's answer to Deddy Corbuzier's question about the spread of the coronavirus.

From this response, Luhut Binsar Pandjaitan wants to convey that Indonesian people do not obey the rules and still dwell on less necessary debates. He wants to say that this virus is very dangerous because it is not visible. In addition, the media spread is also still not known with certainty

In the contents section that discusses PPKM policy issues we can see in the question posed by Deddy Corbuzier to Luhut Binsar Pandjaitan as follows.

*"Kenapa nama, kenapa pemerintah menrubah-rubah (mengubah) nama PPKM, PSBB, PPKM Mikro, macem-macem, pusing, Pak?"*

(DC:2021)

Context: Deddy Corbuzier asked Luhut Binsar Pandjaitan

Through that question, Deddy Corbuzier wants to ask about government policies questioning PPKM which often changes terms. It can make people less understanding, what exactly the meaning of replacing the term.

From that question, Luhut Binsar Pandjaitan gave his response as follows.

*"Bukan, Ded, gini. PSBB itu kan lahirnya dari bawah. Di satu propinsi pengen dia melakukan itu. Dia bikin nanti diajukan ke pemerintah, disahkan oleh kementerian kesehatan. Kalau PPKM ini dari pusat, bisa langsung berbagai-bagai propinsi, atau skala nasional. Jadi dua hal yang berbeda itu. Nah, Mikro ini, enggak ada yang aneh, Mikro ini kita mau seperti di Jakarta, kita mau beberapa spot-spot aja yang kita buat. Karena itu juga dimungkinkan. Nah, sekarang keadaan darurat gini, kita ambil yang lebih besar lagi."*

(LBP:2021)

Context: Luhut Binsar Pandjaitan's answer to Deddy Corbuzier's question about PPKM

From this answer, Luhut wanted to emphasize that the terms related to PSBB and PPKM policies that essentially limit community activities during this pandemic differ in terms of flow and authority of the organizers. If PSBB, the flow of application is started by the local government. The local government proposed to the central government that the territory be imposed restrictions. However, if PPKM, the central government has the authority to determine which areas / regions to impose restrictions.

In the contents section that discusses vaccines / drugs to deal with the corona virus we can see in the following conversation.

DC : "Berarti vaksin bisa dibuat di Indonesia dong, Pak?"

LBP : "Sangat bisa."

- DC : “Yang kemarin itu kenapa di-*stop*, sih Pak. Apa itu, vaksin Nusantara, ya?”  
LBP : “Nggak di-*stop* sih saya kira. Tetap jalan aja mereka.”  
DC : “Masih jalan, Pak?”  
LBP : “Saya kira masih jalan. Saya tanya kemarin dr. Terawan masih jalan aja terus.”

From the part of Deddy Corbuzier's conversation with Luhut Binsar Pandjaitan, we can know that Deddy tried to confirm the news that the Nusantara vaccine was dismissed. However, this was denied by Luhut Binsar Pandjaitan. He revealed that the making of Nusantara vaccine continues as it should..

In the contents section that discusses efforts to increase domestic economic growth during a pandemic we can look at the conversation below..

- LBP : “Makanya saya bilang, Ded. Ini pandemi ini juga buat kita, ya sekali lagi maaf kepada yang meninggal gara-gara *covid*. (Pandemi) Momen buat kita, momentumnya buat kita buat reformasi. Dan presiden melakukan banyak reformasi. Misalnya, obat ini. Sekarang pabrik obat kita dorong untuk buat dalam negeri. Saya pergi dari Cina. Cina itu, Ded. Dua pertiga obat dunia itu produksinya di Cina, *lho*.”  
DC : “Iya, saya percaya.”  
LBP : “Dan mereka (Cina) mau bikin k sini. Sekarang lagi proses.”

From the part of the conversation above, it appears that Luhut Binsar Pandjaitan is convincing that now Indonesia, the era of President Joko Widodo's leadership, is working on domestic drug production. Of course it can save the budget because it does not have to supply medicines from abroad. In his statement, Luhut often mentioned the Chinese state. It is indeed in harmony that Indonesia is now establishing cooperation with China in various sectors.

In the closing section, the interview in *the Close The Door Podcast* emphasizes on the profile and personal experience of Luhut Binsar Pandjaitan. We can see this in the following conversations between Deddy Corbuzier and Luhut Binsar Pandjaitan.

- DC : “Saya ketawa karena saya *ngelihat* foto Bapak waktu muda. Terus jadi Kopasuss, jadi apa, jadi apa, saya *ngebayangin* kalo saya jadi Anda *gitu*, saya nggak pernah mikirin *gitu* kan. *Gua* latihan tiap hari nembak, jalan, *gitu* kan, *nyari* musuh, sekarang saya *tau* tentang *mistery of life*.”  
LBP : “Saya ini instruktur *nembak*, *lho*. Jangan main-main. Saya itu yang menciptakan, *nembak*, apa, terori-teori *nembak* di Kopassus. Reaksi satu, Reaksi dua, reaksi tiga, sampe reaksi lima, ya saya yang ciptakan dulu.”

In the above part of the conversation is classified into the closing section. That is because the intense discussion leads more to the profile and experience of Luhut Binsar Pandjaitan.

### 3) Micro Structure

In this section will be presented four aspects contained in the microstructure, namely semantics, syntax, stylistic, and rhetoric. Semantic aspects in the *Close The Door* podcast itself will be observed in terms of background, detail, illustration, and intent. In the background element, Deddy Corbuzier emphasized to his guest star that during this time the figure of Luhut Binsar Pandjaitan is known as a firm figure and can influence every policy taken by the government. It can be known that at the beginning of the interview, Deddy Corbuzier had mentioned that the figure of Luhut Binsar Pandjaitan has an “tangan besi”.

*Anda mengambil keputusan-keputusan yang pokoknya, wah gitu kan, harus **tangan besi**, kalo dengar nama Pak Luhut, itu tarik napas minimal tiga kali (...).”*

(LBP)

The term “tangan besi” can be semantically interpreted as a strong person who has tremendous influence. If associated with reality, the figure of Luhut Binsar Pandjaitan is indeed classified as an influential person in this country. Many important positions are held by Luhut Binsar Pandjaitan, so it is not impossible if in every decision / policy taken by the government he has a hand

In the detail elements researchers found that Luhut Binsar Pandjaitan figure as a source tried to dismiss the public's assumptions about him who seemed hard and dominated the government. He explained that actually the important role carried by him was also widely carried by others. It's just that in terms of age he is more senior than others and President Joko Widodo gave him the mandate to solve the problems in this country. Luhut Binsar Pandjaitan also emphasizes to the younger generation to criticize everything beautifully, not with insults.

DC: “Kenapa Pak Jokowi kalau ada suatu hal yang genting pasti nama Pak Luhut yang di depan pemerintahan?”

LBP: “Enggak juga, *sih*. Banyak yang lain, *sih*. Ya, kalau itu kamu Tanya presiden lah. Tapi, saya enggak merasa juga. Ya, saya itu sama dengan menteri yang lain. Hanya, ya, mungkin saya yang lebih tua dari yang banyak menteri. Ya kalau mungkin presiden lihat saya lebih cocok untuk ngerjain begini, ya ditugasi.” (...)

LBP: “Saya sedih, *tuh*, kadang-kadang anak-anak mahasiswa, cucu saya yang paking besar sudah mahasiswa, *lho*. Jadi yang saya mau bilang kita yang sudah senior itu jangan mendidik anak-anak muda jadi seperti kelakuan kita, yang *ndak* baik.

In the illustration element, the Close The Door podcast at the end aired a picture of Luhut Binsar Pandjaitan when he was young. It can be interpreted as an attempt to introduce LBP personal figure to the audience.

In the intent element that seeks to see if the facts are displayed explicitly or implicitly, researchers see Luhut Binsar Pandjaitan as a source to clearly lay out facts related to COVID-19 issues (vaccines, economics, and government policies).

The syntactic aspects of the Close The Door podcast are based on coherence, sentence form, and pronouns. The sentence used by LBP has coherence, it is because he often throws sentences in the form of statements so that the next sentence is needed that can strengthen the intention of the initial sentence.

Initial statement:

“*Negara berkembang itu atau negara maju itu tidak mau negara berkembang menjadi negara maju.*”  
(LBP)

Reinforcing sentence:

“*Jadi, kalau bukan kita sendiri membuat kitajadi negara maju, nggak akan jalan, Ded. Orang suruh hajar kita terus.*”  
(LBP)

This indicates that LBP is trying to corroborate the message conveyed in the communication. In terms of sentence form, sentences used in the Close The Door podcast (Deddy Corbuzier and Luhut Binsar Pandjaitan) use many active sentence forms. The pronoun often used by LBP as a source in the podcast is “we”.

“*Bagaimana mereka mempersulit kita sehingga kita bisa maju. Itu fakta. Semua kita salah, ini salah, itu salah. Kita kan harus survive.*”  
(LBP)

“We” is meant to refer to the people of Indonesia. Luhut Binsar Pandjaitan positions his self as part of society, therefore it uses the pronoun “we”.

The stylistic aspect or style of language in the study of critical discourse analysis seeks to see the message, intent, ideas of the speaker. In this case, the style of language often used by Luhut Binsar Pandjaitan, appearing several times (having reps) are the words “kung fu” and “hajar”. Of course, from the word used repeatedly that we can explore the purpose of using these words. The word “kung fu” is used by Luhut Binsar Pandjaitan to describe the Chinese ability / expertise in the field of science and technology. The context in this case leads to the issues of questioning the coronavirus. Later, the word “hajar” was used by

Luhut Binsar Pandjaitan to explain the government's resistance to mafias that sought to hamper the government's performance. Luhut Binsar Pandjaitan uses the word "hajar" because it contains a meaning of firmness. In this case, he sought to convince the audience that the government had firmness against the mafia arround.

The rhetorical aspect in essence in the critical analysis discourse study means to analyze graphics, expression, and metaphor. In this study, the analysis to be presented only covers two aspects of rhetorical aspects, namely the aspect of expression and metaphor. That's because the Close The Door podcast doesn't contain graphics or views that indicate a specific intent. In terms of expression, Luhut Binsar Pandjaitan body gestures seemed so calm and relaxed. The expression displayed also impressed hospitality. Often he smiles and laughs in response to the joke given by Deddy Corbuzier. On certain intonations he tends to be assertive when discussing serious topics.

### 3.2 Analysis of Social Cognition Deddy Corbuzier's Close The Door Podcast

The purpose of studying social cognition is to see what influences a discourse can be formed. In this dimension, researchers tried to see why Deddy Corbuzier discussed the *corona* virus issue with Luhut Binsar Pandjaitan in his *podcast*. There are several indicators that can be seen in this regard, namely knowledge, opinion, and attitude.

From the knowledge indicator, it can be seen that Deddy Corbuzier appears to have actual knowledge related to *Covid-19* issues so that encourages him to raise the issue in his *podcast*.

From opinion indicators, it appears that Deddy Corbuzier brings a growing opinion in the society that there are doubts about government policies related to handling the corona virus. It can be seen at the beginning of the interview he directly asked Luhut Binsar Pandjaitan is PPKM effectively applied in the current situation. Deddy Corbuzier tried to confirm to the government the growing opinion, in this case LBP as a source representing the government.

From the attitude indicators, it appears that Deddy Corbuzier is trying to be neutral, not taking anyone's side. It was seen

Overall it can be seen that the LBP expression is far from a spooky impression. On the podcast, he looks friendly.

In terms of metaphors, there aren't many metaphors used in the Close The Door podcast. Only three metaphors were used by Luhut Binsar Pandjaitan in his speech, namely "rempeyek", "hamil tiga bulan", and "check out". The word "rempeyek" is used to describe a person who does not imitate the praiseworthy attitude of the leader, then he will become "rempeyek". In this case, the leader is President Joko Widodo. Then, the term "hamil tiga bulan" is used to describe someone who does not regulate a healthy diet / lifestyle, then his stomach will bulge. The term is used by Luhut Binsar Pandjaitan in the context of jokes. Finally, "check out" is used to describe someone who died.

from the interview as a whole, Deddy did not deny / dismissed / refuted every answer given Luhut Binsar Pandjaitan related to the issue of Covid-19. He positions himself only as an interviewer

### 3.3 Analysis of Social Context Deddy Corbuzier's Close The Door Podcast

Deddy Corbuzier's Close The Door podcast is the most famous podcast in Indonesia today. Any discourse can appear there, including Covid-19 issues. If you look at the situation of Indonesia now, people seem to be very tired of the coronavirus. It is also what gives rise to public opinion that the government is less responsive in dealing with the virus. This is evidenced by the growing number of infections. Then, a lot of news about vaccines and coronavirus drugs. News circulating in the community, the Nusantara vaccine was dismissed because it was constrained by the phase of clinical trials. Related to drug issues, many news circulated that invermectin is considered able to cure / relieve corona symptoms.

From there, Deddy Corbuzier tried to raise the topic of talking about Covid-19 with LBP. Of course, this discourse is very closely related to power. In the podcast, Luhut Binsar Pandjaitan can be considered as a representation of the government and people who are competent to confirm and answer the opinions that occur in the society.

The government greatly benefited from the topics discussed in the Close The Door podcast because it can confirm directly through LBP about issues related to Covid-19.

#### 4. Conclusion

From the discussion that has been presented, it can be concluded that from the dimensions of the text, macro structure (thematic) podcast Close The Door Deddy Corbuzier with LBP raised the theme of Covid-19. Then, in terms of super structure of discourse in the podcast is presented in three parts, namely the introduction, content, and closing. In microstructure, the podcast can be clearly examined from four aspects, namely semantics, syntax, stilistic, and rhetorical.

From the dimension of social cognition, it can be seen that the discourse in the podcast that discusses the corona virus issue is influenced by the growing opinions in the community. Then, from the social context dimension it appears that from the government side benefited from the discourse in the Close The Door podcast because it can confirm directly about what happened related to Covid-19.

#### References

- [1] Benson, Phil. (2015). *Youtube as Text: Spoken Interaction Analysis and Digital Discourse*. New York: Roudledge.
- [2] Bryman, A. (2012). *Social Research Methods (4<sup>th</sup> edition)*. Oxford: Oxford University Press.
- [3] Eriyanto. (2012). *Analisis Wacana: Pengantar Analisis Teks Media*. Yogyakarta: LKiS.
- [4] Fadilah, Efi. et al. (2017). Podcast Sebagai Alternatif Distribusi Konten Audio. *Kajian Jurnalisme* 1(1)90—104.
- [5] Noermanzah, Emir, & Lustyanti, N. (2018). President Joko Widodo's Rhetorical Technique of Arguing in The President Speeches Of The Reform Era. *International Journal of Applied Linguistics and English Literature* 7(5) 119.
- [6] Miles, M. B. & Huberman. M. (1992). *Analisis Data Kualitatif*. Jakarta: Universitas Indonesia.
- [7] Setiadi, Erik Fahron. et al . (2019). Youtube Sebagai Sumber Belajar Generasi Mileneal. *Jurnal of Civic Education* 2(4)314—322.
- [8] Titscher, S. et al. (2009). *Metode Teks dan Wacana*. Penerjemah: Ibrahim, A.S. Yogyakarta: Pustaka Pelajar.
- [9] Van Dijk, Teun A. (2008). *Discourse and Power*. New York: Palgrave Macmillan.
- [10] Wiharja, Irpa Anggraini. (2019). *Suara Miring Konten Youtube Channel Deddy Corbuzier di Era Society (Analisis Wacana Kritis)*. Prosiding Seminar Nasional Bulan Bahasa Retrieved from <https://ejournal.unib.ac.id/index.php/semba>

## ALLEGARATION OF PLAGIARISM ON THE MUSIC VIDEO (MV) “RAJA TERAKHIR” ON YOUNG LEX YOUTUBE ACCOUNT

Inayaturohmah<sup>1</sup>, Prof. Zamzani<sup>2</sup>

<sup>1</sup>Graduate Student Yogyakarta State University,

<sup>2</sup>Indonesia Lecturer of Yogyakarta State University

<sup>1</sup>[inayaturohmah.2020@student.uny.ac.id](mailto:inayaturohmah.2020@student.uny.ac.id), <sup>2</sup>[zamzani\\_55@yahoo.com](mailto:zamzani_55@yahoo.com)

### Abstract

Plagiarism in Indonesia does not only occur in the academic field but also in the arts and culture. Basically, plagiarism is one of the crimes that intentionally takes or steals other people's works, in this case those are produced by other people in the form of works. The purpose of this research is to show that taking someone else's work can be punished. This research uses case study method with qualitative research. The result of study shows that the actions taken by one of the Indonesian rappers Young Lex in his MV which was allegedly similar to the MV of musicians from China Lay included plagiarism. Plagiarism of a work without including the name of the copyright owner of the work is a violation of copyright. Taking into account the evidences of similarity that have been attached, it could be said that the “Raja Terakhir” video clip has violated copyright. In Law No. 19 of 2002 about copyright has been stipulated that songs and music are copyrighted works that protected by copyright law.

**Keywords:** Plagiarism, Music Video, YouTube.

### 1. INTRODUCTION

Plagiarism in Indonesia does not only occur in academic field but also in arts and culture. In the field of arts and culture, apparently there were many cases of plagiarism which also attracted public attention, for example: Taufiq Ismail's poem entitled “Kerendahan Hati” was also a plagiarism of the work of a classical American poet from the United States, Douglas Malloch, entitled “Be the Best of What You are” (Hakim, 2017).

The creation of a work was not an easy thing, through a long process by processing thoughts and feelings and a large cost, of course, the hope of the work creator was to get positive response from the community towards the results of the work by buying original products, not pirating ones, not recording and disseminating without the permission of the creator (Sujayanthi, 2020: 197). In fact, plagiarism is currently rampant, both among artists in producing works of arts but also among academics.

According to Dittmar (2012) musical plagiarism, which was the use of other works while presenting it as one's own original music. It has always been a topic that attracts public attention now. Now by data base and large public music service like YouTube, SoundCloud or Spotify, there are even more opportunities not only for music inspiration, but also for accidental and intentional plagiarism.

Plagiarism can be defined as “ The intentional adoption of an idea and/ or the intentional copying of a text (linguistic, musical, etc.) used to express the idea, to cover up the unoriginality” (Turell, 2004) in (Gibbon & Turell, 2008). Thus, both content ( the idea being plagiarized) and form (the language used) are relevant problem to the definition.

Many people think that plagiarism or copyright infringement in music is caused by a musician's laziness to create something new from the beginning and an instant desire to immediately become a celebrity. However, this is one of the factors in the occurrence of plagiarism.

Plagiarism is defined by Black's Law Dictionary as "the act of imitating or plagiarizing a material composition." Plagiarism of the material's composition might be done in part or entirely from the original work and then used as an own project. If this material is protected by Copyright, then these actions are considered an infringement of Copyright, often known as plagiarism (Barr, 2017:24).

According to Imam Nuraryo, there were several things that encourage musicians to commit plagiarism on purpose, in addition to the above factors (Nuraryo, 2014). First, the inferior attitude of musicians towards the dominant culture (western trend) and followers/ imitative behavior. Second, the lack of references. Third, the lack of musician idealism. Fourth, the lack of ethics among musicians and a sense of responsibility. Fifth, the lack of fighting power and discipline of musicians. Sixth, the weak law enforcement and strict sanctions. Seventh, the encouragement and demands of the audience of music lovers themselves on musicians.

Plagiarism or commonly referred to as plagiarism is clearly a violation of the law, but strangely many people still carry out plagiarism activities and do not want to admit what they are doing, it is plagiarism. While plagiarism is a violation of someone's copyright. Even though it is clearly written in Law no. 19 of 2002 concerning copyright article 1:

*"Copyright is an exclusive right for the creator or recipient of the right to publish or reproduce the creation or give permission for it without reducing the restrictions according to the applicable laws and regulations. The creator is a person or several people who jointly with their inspiration make a creation based on the ability of the mind, imagination, dexterity, skill or expertise which is poured into a unique and personal form. The creation is the result of every work of creator that shows its authenticity in the field of science,*

*art and culture. Copyright holder is the creator as the owner of the copyright or the party receiving the right from the creator, or another party receiving further rights from the party receiving the right."*

The scope of copyright covers the field of art, literature, and science. Article 12 paragraph (1) of the Copyright Law determines the types of creations that are granted copyright in detail. The determination of several types of works that are granted copyright does not actually limit the granting of copyright to other works other than those stipulated based on provisions of Article 12 paragraph (1) of the Copyright Law (Arya, 2019). The Copyright also has a strategic mission, especially in efforts to develop academic culture and legal cultural values. So that plagiarism is an act of violation of the law, especially based on the Copyright Act.

Restrictions on Copyright are contained in Articles 13-18, Article 13 of the UUHC stating: "There is no Copyright on : (a) the result of open meeting of state institutions; (b) Laws and regulations; (c) a state speech or speech by a government official; (d) Court decision or judge's decision; or (e) Decisions of arbitration agency or decisions of other similar agency (Nahrowi, 2014).

Various phenomena related to acts of plagiarism are important to be studied because in the fact, these actions continue to occur, they are supported by the development of information technology and technology convergence which is very fast and easy to be accessed in Indonesia. Technology plays an important role in society and can be used for many aspects of life. Technology could offer many benefits, such as websites for learning, and provided an excellent source of information (Almurashi, 2016:32). One of the information technology media that is also widely used is YouTube. YouTube was one of the most popular websites in the world and it accommodated many amateur and professional videos (Thelwal et al, 2012:1). YouTube is also attractive as a site driven

by freely contributed content, with uploaders motivated and rewarded by viewers' attention rather than money.

A study conducted by Abdul Barr with the title "Analysis of the Similarity Level of the Songs 'Viva Ladida' and 'If I Could Fly' using Mirtoolbox (2017)" is one of the studies on plagiarism cases. The analysis in this study was conducted to determine the features of the songs 'Viva Ladida' and 'If I Could Fly'.

One of the cases in the field of music regarding plagiarism that had become public attention was the case of plagiarism of theme song in the film "Ekskul" which is the winner of FFI 2006, which apparently plagiarized the theme song "The Gladiator". This case reaps a big protest from the University of Music Indonesia and sent subpoena to the producer of the movie, finally the FFI jury canceled the movie's victory.

The next plagiarism case that occurred in October 2020 was related to Via Vallen's video clip entitled "Kasih Dengarkanlah Aku" which was said that plagiarized the music video of one of the solo singer from South Korea UI entitled "Above The Time". The music video of the song entitled "Kasih Dengarkanlah Aku" has a number of visual similarities to UI's video clip entitled "Above The Time" which was released earlier. From the scathing comments, the management finally responded, until finally they were decided to take down Via Vallen's Music video (Leonaldy, 2020).

The case of plagiarism that has been discussed by the public is the case of music video belonging to one of the Indonesian rappers Young Lex, it is suspected that the music video entitled "Raja Terakhir" is similar to the music video of one of singer from China Lay EXO or who is called Lay Zhang entitled "Lit". On the video, "Raja Terakhir" which was allegedly released to promote the mobile game Three Kingdoms: Legendary Hero (Mario, 2021).

Starting from Young Lex's music video "Raja Terakhir (The Last King)",

which was released in March 2021. While "Lit" was released in June 2020. According to fans, the elements of the "Raja Terakhir" video clip from visuals, style, and choreography are very similar to Lay's video clip "Lit". Moreover, fans did not find credit for Lay EXO or his agency in the description released on the video "Raja Terakhir". However, at this time Young Lex's music video on his YouTube account has been deleted by Young Lex, due to many parties reports that the music video is plagiarism.

From the background above, the researcher will describe the alleged plagiarism committed by Young Lex.

## 2. METHOD

This research used case study research method with qualitative research type. Creswell said that a case study is an exploration of "a related system" or "a case/multiple cases" over time through in-depth data collection and involving various sources of information that are "rich" in a context. In other words, a case study is a research in which researchers explore a certain phenomenon (case) in a time and activity (program, event, institution) and collect detailed and in-depth information using various data collection procedures for a certain period.

Furthermore, Creswell revealed that if you choose a case study, you could choose from several study programs or a study program using various sources of information which include: observations, audio-visual materials, documentation and reports (Kusmarni, 2012:2-3).

## 3. DISCUSSION

Plagiarism itself can be interpreted as a false claim of authorship in this sense plagiarism occurs when someone take an idea, concept, or work produced by another person and admit it as an idea, or his/her own ideas. Example of plagiarism, the term for perpetrators of plagiarism, of course we have encountered in everyday life. Similarly in the field of music, when you take all or only part of the music created by others for commercial activities, you are included in the category of plagiarism of

other people's work, therefore the characteristics of plagiarism in music are to copy in whole or in part the lyrics of other people's songs, plagiarize the content of music and songs more than 8 bars, and the concept used was exactly the same (Vero, 2013).

The alleged case of Music Video (MV) plagiarism by rapper Young Lex has drawn criticisms from various parties. Rapper Young Lex became the target of netizens, not only fans but also people who saw the similarities of Young Lex's new music video with Lay Zhang's music video, a Chinese musician who is also a member of EXO.

Starting from the music video "Raja Terakhir (The Last King)" from Young Lex which was just uploaded March, 2021, fans realized there were too many similarities in concept with Lay's "Lit" music video which was released 9 months ago. Starting from the costumes, dragons, choreography in Young Lex's music video look very similar to Lay's. In working on the music video "Raja Terakhir" Young Lex was assisted by directors Andree Sascha, Raka Aditya Nugraha, and Joko Supriyanto as executive producer and producer. Comparing the two music video, it seems difficult to deny that there are significant similarities. Did Young Lex have planned this controversy?

Looking at the rapper's track record, this theory is quite plausible. He is known for several works and controversial figure. Interestingly, "Raja Terakhir" MV was become as a soundtrack by one of the mobile games. He also involved several models to play cosplay in the MV, such as Larissa Rochefort, Dinar Candy to Lola Zieta. Allegations of plagiarism are also widely discussed in China, which is the country of origin of Lay EXO.



Source:

[https://www.instagram.com/p/CMKgXTxjh/?utm\\_medium=copy\\_link](https://www.instagram.com/p/CMKgXTxjh/?utm_medium=copy_link)

The news of an Indonesian rapper allegedly imitating Lay's MV received a big response the Bamboo Curtain country. Young Lex also make comments such as "k-pop fans with poor brains will say this is plagiarism", which made fans even angrier with his attitude.



Source:

[https://www.instagram.com/p/CMKZAGKh4Gx/?utm\\_medium=copy\\_link](https://www.instagram.com/p/CMKZAGKh4Gx/?utm_medium=copy_link)

Although the comment has been taken down from his YouTube of comment column, fans have saved the screenshot and shared it on social media. So that make 'Respect Zhang Yixing' and #RespectLay became trending on Twitter on Tuesday (9/3/2021). Many fans expressed their disappointment with Young Lex's attitude. Here are some tweets from netizens:

*"Btw yang lo plagiat itu C-Pop bukan Kpop, educate yourself dulu yuk. Sudah low knowledge,"* written by one of accounts named glowdeer\_.

*"kok yang ngatain kpopers otak micin dihapus? Baru tahu Lay artis China ya bukan Korea?"* written by one of accounts named Haeyaaa Soo.

Plagiarism is often connoted only as a violation of ethics, not as an act against the law. Seen in the scope of education, plagiarism is also included in the criteria for criminal acts that are threatened.

Basically, plagiarism is one of the crimes that takes or steals someone else's property, in this case the result of a thought from the creator. The Criminal Code (KUHP) itself does not recognize the term plagiarism, therefore the act of plagiarism itself is categorized as an act of copyright infringement, and regulated by the provisions of Law no. 28 of 2014

concerning Copyright (Laoh, 2016). To prove this act as a violation of Law no. 28 of 2014 must be drawn a line between the act of buying and selling services or whether it is a form of plagiarism.

The nature of copyright is born automatically based on the declarative principle or first to declare. Through the regulation in Article 64 paragraph (2) of the Copyright Law, it is stated that the registration and related right products are not a requirement to obtain copyright and related rights (Achmad & Roisah, 2020). Copyright is one of the objects of intellectual property rights that are most vulnerable to infringement. This is explained by Goldstei in (Nuraryo, 2014) which states that “the act of plagiarism is a form of plagiarism so taht it is considered having a connection with copyright.” This understanding is similar to the definition quoted from the KBBI that plagialism is taking someone else’s composition (opinion) and making it look like one’s own composition (opinion). This explanation emphasizes that copyright is a material right that is exclusive for a creator or recipient of rights to a work that is made automatically when a work is created and manifested in a tangible form, whether it is registered or not, a creation that has been born, the copyright still exists to the creator. In Law no. 19 of 2002 concerning Copyright, it has been explained that songs and music are copyrighted works that are protected by copyright law (Arya, 2019).

So it is clear that the act of plagiarizing a work without including the name of the copyright owner of the work is a violation of copyright. The ownership of work is the property of the copyright holder, and if it harms the copyright holder, so that party can default on the plagiarism act.

As an active or passive audience, the symptoms of plagiarism contained in a work must be responded by good response and also all changes and new inovations about work deserve the appreciation to be shown.

After looking at various responses from variuos levels of society regarding the plagiarism case carried out by one of the Indonesian rappers, Young Lex, it turns out that there are still many people who think that what is contained in the music video “Raja Terakhir” is an example of plagiarism. However, there are also who think that it is a natural thing to do among music art workers.

Here are some proofs of the similarity of concepts and scene in the music video for the song “Lit” with the music video for the song “Raja Terakhir” belonging to Young Lex:

1. at the beginning of the Young Lex’s video, there is a dragon scene with the object position and composition similar to Lay’s video.



Lay “Lit” above, Young Lex “Raja Terakhir” (Under)

2. Young Lex’s video was continued by an opening dance scene in front of a red screen which was also similar to the scene in Lay’s video.



Lay “Lit” above, Young Lex “Raja Terakhir” (Under)

3. Solo shot featuring a dragon is also in Young Lex’s video, just like a close-up of a dragon in Lay’s video.



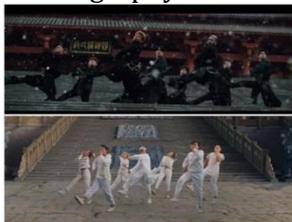
Lay “Lit” above, Young Lex “Raja Terakhir” (Under)

4. The scene of dancer wearing long nails in Young Lex's video can also be seen in Lay's video with a white screen background.



Lay "Lit" above, Young Lex "Raja Terakhir" (Under)

5. The scene when Young Lex dances with other dancers in front of the royal stairs is also alleged to be the same as in Lay's video with similar places and choreography.



Lay "Lit" above, Young Lex "Raja Terakhir" (Under)

6. The full-shot scene of the royal area with troops carrying flags and dragons behind the palace in Young Lex's MV is very similar to Lay's video with the same composition.



Lay "Lit" above, Young Lex "Raja Terakhir" (Under)

7. The dancing scene in front of the palace in Young Lex's video can also be seen similar to Lay's video.



Lay "Lit" above, Young Lex "Raja Terakhir" (Under)

8. The scene of dancer in the Young Lex's video with a red background

is similar to the scene of Lay's video.



Lay "Lit" above, Young Lex "Raja Terakhir" (Under)

9. The last scene of Young Lex looking at the dragon's face has a composition that is exactly in Lay's video.



Lay "Lit" above, Young Lex "Raja Terakhir" (Under)

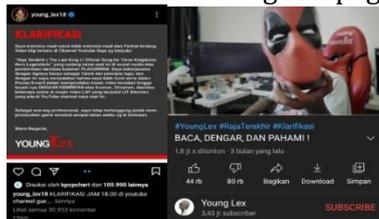
Adapted on :  
<https://www.idntimes.com/hype/entertainment/indah-purwitasari-2/dituding-plagiat-9-kemiripan-mv-young-lex-raja-terakhir-dan-lay-exo>

With some evidence of similarity that has been attached, it can be said that "Raja Terakhir" video clip has violated copyright. Copyright itself is an intellectual property rights.

A right holder is a person or group of people who are legal subjects appointed by Law as the party entitled to exercise the copyright such as the creator himself, the state as the copyright holder for unoccupied works, publishers or recording companies and copyright holder based on a court decision, based on license agreement, or the occurrence of transfer due to a will or inheritance. The definition of creation according to the Indonesian Copyright Law Article 1 point 3 is faithful to the work of the creator who shows its authenticity in the field of science, art or literature. The things that are protected in a work are the expression of ideas in material form. Both copyrights, related rights, creations and creators need to be recorded or written on the product so that the ownership status of the copyrighted work is clear (Nuraryo, 2014).

Reported from Jakarta, AYOCIREBON.COM (Thursday, March 11, 2021): Recently, Young Lex has made a clarification about the video clip titled “Raja Terakhir” which is similar to Lay EXO’s music video (MV) TITLED “Lit”. He also admitted that video clip was plagiarized. However, Young Lex admitted that he did not know the level of the similarity of the video for the first. Because she shoots videos through the green screen. Young Lex also admitted that he gave the reference of the video and indeed it was from the EXO MV. But he did not think it that it would be that much alike. Young Lex admitted that he was not involved in the clip production process. This rapper (28 years old) only takes care of the lyrics and voice actors, so he doesn’t know the production process.

Now the video of the song “Raja Terakhir” has been removed by the company that launched the project. Rthi is a result of accusations of plagiarism against Lay EXO’s “Lit” MV. The company that used Young Lex’s song for the game “Three Kingsof: Legendary Hero” pleaded guilty to the chaos that occurred because of the video clip (Nuraisyah, 2012). Responding to this case, a man (28 years old) has also uploaded a brief clarification video on his official YouTube account and also a statement on his Instagram page.



Music and song plagiarism activities can have a negative impact on a musician or in this case the absolute copyright holder and the consumer, because in a plagiarism activity indirectly has harmed the musician who owns the work, such as energy, thought and even finance. For consumers, this is tantamount to deceiving the public against the sale of works that are not the original creations of the seller.

### 3.1 PLAGIARISM IN LAW

In the perspective of the copyright laws and regulations mentioned in Law no.28 of 2014 concerning Copyright, the problem of plagiarism is not specifically regulated, thus this law is sufficient to stipulate restrictions on acts of plagiarism as regulated in Article 44 paragraph (1) letter (a) which formulates negatively by determining “the using, taking duplicating and/or changing a creation and/or related rights product in whole or in part substantially is not considered a copyright infringement if the source is mentioned or included in full for the purposes of education, research, scientific writing, report writing criticism writing or review of an issue without prejudice to the reasonable interests of the creator or copyright holder.

Based on these provisions, it is known that the condition for including the source is absolute in order to be free from unlawful acts. With the understanding, if the source is not stated, then the act is categorized as copyright infringement, even in criminal sanctions through Article 113 of Law no. 28 2014 does not explicitly mention legal threats for copyright violators in this article 44. It can be further underlined that even if the source is listed, it is still possible that retrieval is threatened as a copyright infringement that is if the retrieval proves to be detrimental to the legitimate interests of the creator. The legislators realize that quantitative restrictions are difficult to enforce so that the limitations in this provision have a qualitative dimension. The explanation of Article 44 paragraph (1) explains what the means is by “substantial part” is the most important and distinctive part that characterizes the creation. While the “reasonable interest of the creator and copyright holder” is an interest that based on a balance in enjoying the economic benefits of work (Panjaitan, 2017).

The legal weakness in protecting someone’s artwork is very real because in cases where it is clearly proven that plagiarism is not investigated, it is left alone as long as there is no report.

#### 4. CONCLUSION

From the cases that have been carried out and seeing authentic evidence of what plagiarism is, it can be concluded that plagiarism is a negative act and is highly discouraged, especially in the process of making any work. Seeing the various responses from various levels of society regarding the plagiarism case carried out by one of the Indonesian rappers Young Lex, it turns out that there are still many people who think that what is contained in the music video "Raja Terakhir" is an example of plagiarism. Legal protection for copyright holders of song and music copyrighted works in terms of Law no 28. Of 2004, where the law will provide protection in accordance with the nature and copyright stimulate or stimulate the activities of song and music composers to continue to create and be more creative.

#### REFERENCES

- [1] Achmad, Atiekah & Roisah Kholis. "Status Hukum Ghostwiter dan Pemegang Hak Cipta dalam Plagiarisme menurut Undang-undang Hak Cipta." *Udayana Master Law Journal*, Vol 9 No. 2. 2020.
- [2] Almurashi, Wael Abdulrahman. "The Effective Use of YouTube Videos for Teaching English Language in Classroom as Supplementary Material at Taibah University in Alula." *Internasional Journal of English and Linguistic Research* Vol. 4 No. 3. 2016.
- [3] Arya, Utama. "Perlindungan Hukum Terhadap Hak Cipta Lagu dan Musik Menurut Undang-undang Nomor 28 Tahun 2004." *Jurnal UNMAS Mataram*, Vol 13 No. 1. 2019.
- [4] Barr, Abdul. 2017. *Analisis Tingkat Kesamaan Lagu "VIVA LA VIDA" dan "IF I COULD FLY" Menggunakan Mirtollbox*. *Jurnal Multimedia* Vol 8 No. 1.
- [5] Dittmar, Christian dkk. "Audio Forensik Meets Music Information Retrieval – A Toolbox Inspection of Music Plagiarism." EUSIPCO. University of Munster, Germany. 2012.
- [6] Gibbons & Turell. "Dimensions of Forensic Linguistic." Amsterdam: John Benjamins Publishing Company. 2008.
- [7] Hakim, Guswan. "Perlindungan Hukum Pencipta yang Dirugikan Haknya atas Tindakan Plagiarisme" *HERLOV* Vol 2 No. 1. Universitas Kendari. 2017.
- [8] Kusmarni, Yani. "Studi Kasus (John W. Creswell)." *Jurnal Edu UGM Press*. 2012.
- [9] Laoh, M.S Gloria. "Tindakan Plagiarisme dalam Lingkup Pendidikan Ditinjau dari Undang-undang Nomor 28 Tahun 2014 Tentang Hak Cipta." *Lex et Sicietatis* Vol IV No. 2. Universitas Sam Ratulangi, Manado. 2016.
- [10] Leonaldy, Peter. 2020. <https://gensindo.sindonews.com/read/209712/700/video-via-vallen-plagiat-iu-ini-batasan-plagiat-versi-hukum-indonesia-1603721450>.
- [11] Mario, Vincentius. 2021. <https://www.kompas.com/hype/read/2021/03/10/103634966/duduk-perkara-tudingan-plagiat-young-lex-yang-bikin-heboh>
- [12] Narowi. "Plagiat dan Pembajakan Karya Cipta dalam Hak Kekayaan Intelektual." *Universiats Islam Negeri Jakarta*. 2014.
- [13] Nuraryo, Imam. "Pelanggaran Hak Cipta dalam Bisnis dan Industri Musik." *Sociae Polites* Vol 15 No. 2. Institut Bisnis dan Informatika Kwik Kian Gie. 2014.
- [14] Nuraisyah Jamil, Eneng Reni. 2021. <https://m.ayocirebon.com/read/2021/03/11/9427/young-lex-jiplak-mv-lay-exo-ngaku-beri-referensi-untuk-lagu-raja-terakhir>
- [15] Panjaitan, Hulman. "Sanksi Pidana Plagiarisme dalam Hukum Positif di Indonesia." *Jurnal Hukum t $\hat{o}$ -r $\hat{a}$*  Vol 3 No. 2. Universitas Kristen Indonesia. 2017.



- [16] Sujayanthi, Ini Wayan Masyuni. "Peranan Moral dalam Mengapresiasi Hasil Karya Seni." MUDRA Volume 35 No. 2. 2020.
- [17] Thelwall, Mike. "Commenting on YouTube Videos: From Guatemalan Rock to el big bang." Journal of the American Society for Information Science and Technology 63 (3). 2012.
- [18] Vero Gerungan, Faisal. "Penyidikan Terhadap Plagiat Karya Musik dan Lagu di Indonesia." Lex Privatum Vol 1 No. 4. 2013.

**THE SURPRISE OF COVID-19 IN MADURA ON THE NEWS "OVERCOMING THE PANDEMIC  
IN MADURA WITH A SOCIAL-CULTURAL APPROACH"**

**Kokon Setiyo Tri Raharjo<sup>1</sup>, Suminto A Sayuti<sup>2</sup>**

<sup>1,2</sup> Yogyakarta State University

<sup>1</sup>[.kokonsetiyo.2020@student.uny.ac.id](mailto:kokonsetiyo.2020@student.uny.ac.id),

<sup>2</sup>[suminto\\_sayuti@uny.ac.id](mailto:suminto_sayuti@uny.ac.id)

**Abstract**

Critical Discourse Analysis is one of the discourse studies that examines language. Discourse analysis is usually used for news analysis but can also be used to analyze literary works and objects of study can be socio-cultural. This article uses the Fairclough model's Critical Discourse Analysis with a review of covid-19 news. The news analyzed was titled "*Overcome pandemic in Madura with Socio-Cultural Approach*". This study was conducted because of the increasing number of people affected by the covid-19 virus. In researching the news, Norman Fairclough's discourse analysis research was used to examine text, discourse practice, and sociocultural practice. The study used descriptive methods. The things examined in the text section are relationships, representations, and identity of the text. In the representation there are three parts analyzed. Based on the analysis, obtained data analysis of text representation in children vocabulary level there is 1 data, grammar 1 data. In representations in the combination of children elaboration 1 data, extension 1 data, heightened 1 data. The text consisted of several participants, namely Madura Residents, April Nuraini, Mohammad Tamini, Surokim Abdussalam, community leaders, Pinky Saptandari. While the data of text identity analysis is expected readers dare to give criticism and advice for the government to be better. In addition, in order to be a critical person and care about the surroundings. Furthermore, the analysis of discourse practice totaled 3 data, sociocultural practice analysis based on situational aspects, illustrated the spread of the covid-19 virus in Madura.

**Keywords:** critical discourse analysis, language, covid-19, three dimensions.

### 1. Introduction

At this time around the world is infected with an outbreak of a disease called Coronavirus Disease 2019 (Covid-19). In Indonesia, the first case was confirmed on March 2, 2020 (Kaligis, 2020). The World Health Organization (WHO) declared the outbreak of covid-19 disease as a global disease, the virus occurred in Wuhan, China in December 2019 and has spread to almost all countries including Indonesia (Tsani, 2020). According to (Baeda, 2020), the covid-19 pandemic has the potential to threaten various aspects of people's lives such as social, economic, psychological, and health. In the health aspects of the virus attacks the respiratory system. Covid19 sufferers will get the flu, but

more severely the condition will require hospital treatment and can become acute respiratory distress syndrome, or even death by being aggravated by air pollution (Nasikhah, 2020). The virus is spreading very quickly and is one of the diseases classified as dangerous by the World Health Organization (W.H.O). The spread of the covid-19 virus can be prevented with a 5 M lifestyle, namely wearing a mask, washing hands with soap and running water, maintaining distance, staying away from crowds, and limiting mobilization and interaction (Ratriani, 2021).

If a person has been affected by covid-19 disease, the recommendations set by the government are self-quarantine and isolation. According to (Nada, 2021)

quarantine is defined as limiting the movement or separation of a person who has or may be affected by an infectious disease. Isolation is the separation of a person suffering from an infectious disease from an uninfected person to protect an uninfected person and is usually done in a hospital environment (Nada, 2021). While people sick of the covid-19 virus have some symptoms that are almost the same as the common cold like fever and flu. According to (Aminah, 2021) the main clinical symptoms of covid-19 are fever, fatigue, dry cough, and myalgia. But there are also people affected by covid-19 who have no symptoms. The public should apply social distance and self-isolation protocols because there are also some COVID-19 patients without symptoms (Hamid, 2020). Therefore, you must be careful on the spread of the covid-19 virus because the cure has also not been found until now. (Instiaty, 2020) until now there is no specific treatment for covid-19.

At the time this article was created, the virus had a new variant. According to Anies Baswedan (governor of DKI Jakarta) when interviewed on July 24, 2021, said that this virus is more dangerous because it attacks oxygen levels received by humans. "At the peak of January 2021 we still find mild symptoms more often, while in June 2021 more moderate symptoms are found with desaturation (lack of oxygen in the blood) below 90%. Much faster the worsening." The virus is dangerous because it can cause death, but generally in certain people. According to (Wangge, 2020) clinical manifestations of covid-19 vary; Most have mild airway disorders and resolve on their own (81%), but a small percentage of patients (5%), generally those with decreased immune systems, elderly, or have certain comorbidities, can experience progressive severe pneumonia, multiple organ failure, and death.

In Indonesia until now there are more than 2 million people who have been infected with the death of more than 59 thousand people. But that doesn't scare people about the virus. Especially in

East Java, the province is one of the top 10 provinces with the highest rate of covid-19 transmission in Indonesia. This also happens because many people are not aware of the dangers of the virus and there are still many people who do not believe that covid-19 really exists. In addition to lack of awareness other factors can be caused by work. (Setyawan, 2020) says some employees prefer to work at home because they are already familiar with multimedia technology effectively communicating with other employees and employers. But not all work can be done at home using technology. There are some jobs that can't be done at home. Covid-19 disease not only attacks physical health, mental illness can also occur due to too long lockdown. According to (Gracia, 2020) the occurrence of infectious disease outbreaks, such as Covid19, has many invisible impacts such as psychological distress and mental health.

One of the districts in East Java, Madura, has recently experienced a drastic jump. There was even a blockade on the bridge connecting Surabaya and Madura for tests on passing motorists. This is reported from various sources of electronic information. The speed of such information is thanks to technological advances so that it can receive information quickly and accurately. In addition, people also get the media information easily. (Sobur, 2009) states that in addition to being a tool to convey news, imagery, or general images about many things, the media is also able to act as an institution that can shape public opinion, even become a pressure group on an idea that must be accepted by others. Therefore, the media has a big position as a provider and presenter of discourse in the community that leads opinion.

Based on the above presentation, the panel chose one of the media that reported about covid-19 in East Java, namely Bangkalan, Madura. The study uses Norman Fairclough's Critical Discourse Analysis (Critical Discourse Analysis) with three dimensions of Critical Discourse Analysis. The object of

the study that will be used is one of the news in the media entitled "Overcome pandemic in Madura with Socio-Cultural Approach".

## 2. Theoretical Foundation

The concept of discourse as a social practice was put forward by Fairclough as one of the dimensions in critical discourse analysis. Fairclough divides critical discourse analysis into three dimensions. Three dimensions of critical discourse analysis are, the text dimension is the description stage, discourse practice is the stage of interpretation, and sociocultural practice is the stage of explanation in critical discourse analysis.

Critical Discourse Analysis according to Fairclough must pay attention to three dimensions, namely text, discursive practices, and social practices. First, text, i.e. all that refers to speech, writing, graphics, and its combination or all linguistic forms of text (word characteristics, grammar, metaphorical structure, rhetoric).

Second, the practice of discursive, i.e. all forms of text production and consumption. In this dimension there is a process of connecting the production and consumption of text or there is already an interpretation. The focus is directed at the way the author of the text takes on existing discourses and genres. Third, social practices are usually embedded in broad sociocultural goals, networks, and practices. In this dimension, it has begun to enter an intertextual understanding, a social event in which it appears that the text is shaped by and shapes social practice.

### 2.1 Text Analysis

Text analysis refers to terms and metaphors because it refers to specific meanings and actions. It has many meanings depending on the context. For example, in President Jokowi's campaign, the "blusukan symbol" was used for depictions that he was close to the people and his people were simple. Grammar includes transitive verbs, themes, and modalities. Themes are related to textual functions, while modalities relate to the

function of interpersonal relationships. While related to the structure of the text, which is how the logic of arguments for justification is arranged and combined. Fairclough in (Eriyanto, 2001) looks at text in various levels. A text displays not only how an object is described but also how interobjection relationships are defined.

### 2.2 Analysis of Discursive Practices

In this dimension it is seen the coherence of the texts that have entered the territory of interpretation. (Munfarida, 2014) states the construction of Fairclough's critical discourse analysis to uncover a network of text and context relations in order to discover power relations operating in discourse. At this stage the intertextuality of the text has been more emphasized and received special attention. Discourse practice discusses how the individual side of the journalist or author by looking at his background, the profession carried out, talking about the process of finding news, the relationship between the author, editor and publisher so that it can give birth to a text or work and how critical the author in producing a text, so as to present informative sentences that have the function of conveying to strengthen the reader's understanding, Thus giving rise to perspective and awareness of how social practices in his work are in accordance with the context of society today.

Discourse practice deals with the process of production and interpretation of texts. The process of producing and interpreting this text is certainly related to the author and reader of the text. Each text is produced through different procedures and stages. News texts are produced through structured and systematic procedures and stages, 50 years from journalists making reports in the field, or looking for news sources, news written by editorials, to news being published or broadcast. The procedure of writing news text is certainly different from the production of poetry or short stories that are not as complicated as news text. The production of poetry or

short stories is generally produced in a personal process.

Furthermore (Fairclough, 2015) reveals that the view of language or discourse is a social practice carries three implications, namely discourse is part of society, discourse is a process, and discourse is a socially conditioned process. First, language or discourse is part of society. It means that every time someone speaks, listens, writes or reads, they do so in a socially determined way and have a social influence. For example, in the family sphere. How a child speaks to parents, to older siblings, how parents speak to their children, uses language in a way that is subject to social conventions. The second implication of regarding language as a social practice is that language is a social process. This process can be divided into two, namely, the production process in which discourse is a product and the process of interpretation in which discourse is the source. In the process of production and interpretation of discourse, we always involve the resource members that we have. Includes knowledge of language, social views, values, beliefs, assumptions, and so on. The third implication is that discourse is socially conditioned. The intent of this implication is that a discourse is produced and interpreted by involving resource members who are cognition in the sense of knowledge that exists in a person's memory. Although this cognition is personal or individual, it is still extinguished as a social form because one's knowledge or understanding is derived from social realities in society.

### 2.3 Social Practice

Social practice describes the part of social activity in practice, for example running a profession (as a doctor, shop steward, tantara, farmer, etc.) always using special language, as well as politicians there is a special social code. According to Norman Fairclough, how sociocultural practice determines a text is an indirect relationship, but mediated by discourse practice. If the ideology and beliefs of society are paternaslistic, then its relation to the text will be mediated by

how the text is produced in a process and practice of discourse formation (Eriyanto, 2001).

### 3. Research Method

This study uses descriptive methods. The resulting data comes from a news source titled "Overcome Pandemic in Madura with Socio-Cultural Approach". The analysis method used focuses on language and things related to these aspects by adjusting the discourse mentioned earlier. These variables are text, discourse practice, and sociocultural practice. According to (Sugiyono, 2012) research variables are an attribute or trait or value of people, objects or activities that have certain variations set by the researcher to be studied and then drawn conclusions. The data collection in this study uses documentation techniques. The technique used to collect data in this study is the documentation technique. (Afifuddin and Beni, 2009) stated that this documentation technique is a technique of collecting data and information through the search and discovery of evidence. The information obtained from this study is sourced from one of the covid-19 discourses in East Java, Bangkalan regency, Madura.

### 4. Result and Discussion

#### 4.1 Data Analysis of Representational Text in Children's Sentences

This aspect relates to the images of a person, group, event, and language displayed in the text. In this aspect, there are two options, namely vocabulary level (vocabulary) and grammar level (grammar). At the vocabulary level it is used to display, describe things, and how language in text conjures up certain realities. At the grammar level, which describes how the use of a language in a news text presents a government policy as an event, as a victim of news, or as a cause.

##### 1. Data 1, Vocabulary

At the vocabulary level, explained in the discourse there is a swab test conducted before entering the Surabaya area. Here's an excerpt from the text of the news.

*"In the past week, more than a thousand residents crossing Suramadu Bridge have undergone **swab** tests before entering Surabaya. The results of the antigen swab test showed about 70 people tested positive for Covid-19."*

The discourse quote is a rule made by the government during the covid-19 pandemic conducted to trace Madura residents who enter the Surabaya area. The government's move was done to prevent the transmission of the corona virus from Bangkalan to Surabaya, or vice versa.

## 2. Data 2, Grammar

At the grammar level, explaining information that is also considered important and related to the spread of the covid-19 virus that occurs in madura residents. Here's an excerpt of the text of the discourse that displays the event. At the grammar level, which describes how the use of a language in short story text presents the actor as an event both as a victim of news and as a cause.

*"In the past week, more than a thousand residents crossing Suramadu Bridge have undergone swab tests before entering Surabaya. The results of the antigen swab test showed about 70 people tested positive for Covid-19. This step is done to prevent the spread of the corona virus from Bangkalan to Surabaya, or vice versa. Antigen swab tests were also carried out crossing the Madura strait from Kamal-Bangkalan Port, to Surabaya Port."*

Based on the quote, the discourse quotes show covid-19 disease that is contagious in east Java, especially Surabaya as the cause of the news because it has increased.

## 4.2 Data Analysis of Representational Text in Child Sentence Combinations

### 1. Data 1, elaboration

Elaboration is a depiction of a sentence child who one becomes an explanation of the child of another sentence and serves to decipher the child of the first sentence. Generally this form is

associated with the connecting words "**which**", "**then**", "**next**".

*"Madura people have a very strong sense of solidarity and togetherness in others, which not only has a positive impact, but also a negative one. One of them is the habit of bringing a sick citizen together, **which** can have an impact on the easy transmission of the disease to others."*

The discourse quote shows there is an elaboration on the word "**which**". This meaning indicates the cause of covid-19 transmission because madurese residents have high concern for others. This can be a negative impact during the Covid-19 pandemic.

### 2. Data 1, Extension

Extension is the first sentence child is an extension of the other sentence child and serves to explain the continuation of the first sentence child. Generally, the extension is in the form of the hyphen "**and**" or in the form of contrast between one sentence with another sentence such as "**but**", "**although**", "**al**", "**but**", and **so on**.

*"These religious figures actually do (socialization), some do not. **But** if one of the big pesantren in Sumenep is always calling and applying, especially wearing masks and all sorts."*

In the quote of the discourse there is the hyphen "**but**". The hyphen has a function to explain the first sentence. The meaning contained in the sentence shows that not all boarding schools do socialization covid-19. Only a few boarding schools, which already have great popularity.

### 3. Data 3, Heightened

Heightening is the depiction of the position of the first sentence child higher than the second sentence child because the first sentence child becomes the cause of the next sentence and generally uses the hyphen "**because**" and "**caused**". Coherence is a choice that means two sentences can be viewed as explanatory, incremental or contradictory.



*where social compliance is greatly influenced by social influence," pinky explained.*

#### 4.4 Text Identity Analysis Data

In the analysis of text identity data. describe the relationships that exist in the discourse that determines the situation of the reader. In the discourse in this article, readers are positioned on figures in the discourse who want to give their opinions and input. It is expected that readers will dare to give criticism and advice for the government to be better. In addition, in order to be a critical person and care about the surroundings.

#### 4.5 Data Analysis Discourse Practice

In the analysis of discourse practice, this study analyzes the process of production and consumption of such discourses. The author side is used for the initial footing to determine the situational process that becomes the production process of this short story. Petrus Riski is one of the news writers in online media on one of the sites called Voa Indonesia. In the discourse entitled "Overcome pandemic in Madura with Socio-Cultural Approach" is based on the problem of the surge of covid-19 in Madura. The author chose the title based on the suitability of the selected sources, namely the Dean of the Faculty of Social and Cultural Sciences, Trunojoyo University, Madura, Surokim Abdussalam and what was obtained from interviews with other sources. This can be proven in the following excerpts.

##### 1. Data 1

*"The approach taken during the covid pandemic is still very individual, even though how our society is a social society, where social compliance is greatly influenced by social influence," pinky explained.*

In the production of discourse, the discourse writer expressed support for the special treatment that must be done to deal with covid-19 in Madura. The support can be proven in the form of interview results displayed in the following discourse excerpts.

##### 2. Data 2

*"Maybe the socialization that has been felt in Madura, it seems only effective to reach out in the urban community of Madura. Meanwhile, the rural areas (rural.red), which happen to be affected by covid these days, it has not been maximal," surokim said.*

In addition to expressing support for special treatment. The background is the disappointment of the community regarding the policies carried out by the government. Here's a quote that shows the disappointment.

##### 3. Data 3

*"So if for example want to enter Surabaya in-swab it yes agree. Only, most of Kamal's people are many who work in Surabaya. People Bangkalan PP (round trip) Madura-Surabaya, Surabaya-Madura. Well, this takes time to swab. It's not enough for 15 minutes," April said.*

While the process of consumption of the discourse is that the author wants to provide information to readers to be more careful and believe that covid-19 is true. The purpose of the other consumption process is for the government to try the advice given by several sources related to the approach that must be done when dealing with covid-19 in Madura.

#### 4.6 Sociocultural Practice Analysis Data

Sociocultural practice analysis is divided on three views, namely situational, institutional, and social aspects. Here are the three things found in the discourse entitled "Overcome pandemics in Madura with a Socio-Cultural Approach".

Based on situational aspects, it is illustrated that there is a spread of the covid-19 virus in Madura, especially Bangkalan regency, Madura. The spread resulted in a blockade on the -Surabaya-Madura bridge which was carried out in the morning. The restriction is done to find people who are exposed to the covid-19 virus by swab. In addition, the events that occur, namely some people give the opinion that the approach in Madura must be done in a social way not just individually. This is done by embracing the community leaders who are there.

In terms of institutional system in the discourse of the author that raises social policies carried out by the government. The discourse raises about the swab policy carried out by the government, if there are people who come from the direction from Madura entering Surabaya. The policy was created by the government as an institution. In addition, there are also students who come from several universities that are sources.

Finally, based on social aspects, the analysis is seen based on social society and social religion. On the social community of Madura if there are sick people, usually many deliver to the hospital. While in terms of religious social, there are many clerical figures who are more respected than the government itself.

## 5. Conclusion

Norman Fairclough's Critical Discourse Analysis is divided into three dimensions: text dimensions, discourse practice, and sociocultural practice. The dimensions of text are the stage of description, discourse practice is the stage of interpretation, and sociocultural practice is the stage of explanation in critical discourse analysis.

Based on the analysis, the article entitled Critical Discourse Analysis Norman Fairclough "Overcome pandemic in Madura with Socio-Cultural Approach" Indonesia obtained data analysis of text representation in children vocabulary level there is 1 data, grammar 1 data. In representations in the combination of children elaboration 1 data, extension 1 data, heightened 1 data. The text consisted of several participants, namely Madura Residents, April Nuraini, Mohammad Tamini, Surokim Abdussalam, community leaders, Pinky Saptandari. While the data of text identity analysis is expected readers dare to give criticism and advice for the government to be better. In addition, in order to be a critical person and care about the surroundings. Furthermore, the analysis of discourse practice totaled 3 data, sociocultural practice analysis based on situational aspects, illustrated the spread of the covid-19 virus in Madura, especially Bangkalan regency, Madura. The

spread resulted in a blockade on the Surabaya-Madura bridge which was carried out in the morning. The restriction is done to find people exposed to the covid-19 virus by swab. In terms of institutional discourse raised about swab policy carried out by the government, if there are people who come from the direction from Madura entering Surabaya. This policy was created by the government as an institution. Finally, based on social aspects, the analysis is seen based on social society and social religion.

## References

- [1] Afifuddin dan Beni, A. S. (2009). *Metode Penelitian Kualitatif*. Bandung: CV Pustaka Setia.
- [2] Aminah, A. E. (2021). *Knowledge, Attitudes and Behavior of Nursing Students Towards*. Jurnal Aisyah : Jurnal Ilmu Kesehatan, 6.
- [3] Baeda, A. G. (2020). *Community Responses toward COVID-19 Pandemic: An Online Survey Study*. Media Kesehatan Masyarakat Indonesia, 9.
- [4] Eriyanto. (2001). *Analisis Wacana Pengantar Analisis Teks Media*. Yogyakarta: LKIS.
- [5] Fairclough, N. (2015). *Language and Power*. New York: Routledge.
- [6] Gracia, D. R. (2020). *Literature Review: Quarantine and Lockdown During Covid19 Outbreak Impact on Mental Health Problem*. Jurnal Kesehatan Lingkungan, 9.
- [7] Hamid, A. R. (2020). *Social Responsibility of Medical Journal: a Concern for Covid-19 Pandemic*. Medical Journal of Indonesia, 3.
- [8] Instiaty. (2020). *Antiviral Treatment of Covid-19: a Clinical Pharmacology Narrative Review*. Medical Journal of Indonesia.

- [9] Kaligis, F. d. (2020). *Stress During Covid-19 Pandemic: Mental Health Condition in Indonesia*. Medical Journal of Indonesia , 6.
- [10] Munfarida, E. (2014). *Analisis Wacana Kritis*. Komunika, 14.
- [11] Nada, Q. d. (2021). *The Impact of Centralized Quarantine on Mental Health of People*. Jurnal Aisyah : Jurnal Ilmu Kesehatan, 8.
- [12] Nasikhah, L. (2020). *The Impact of Ambient Air Pollution Toward Coronavirus Disease 2019 (Covid19): a Literature Review*. Jurnal Kesehatan Lingkungan, 9.
- [13] Ratriani, V. (2021, Oktober). *Inilah 5M untuk Pencegahan Covid-19 dan Bedanya dengan 3M Serta 3T*. Retrieved from kontan.id: <https://kesehatan.kontan.co.id/news/inilah-5m-untuk-pencegahan-covid-19-dan-bedanya-dengan-3m-serta-3t>
- [14] Setyawan, F. E. (2020). *Challenges of Stay-at-Home Policy Implementation During the Coronavirus*. Jurnal Administrasi Kesehatan Indonesia, 6.
- [15] Sobur, A. (2009). *Analisis Teks Media: Suatu Pengantar untuk Analisis Wacana, Analisis Semiotik, dan Analisis Framing*. Bandung: PT Remaja Rosdakarya Offset.
- [16] Sugiyono. (2012). *Metode Penelitian Kualitatif, dan R&D*. Bandung: Alfabeta.
- [17] Tsani, A. F. (2020). *Providing Online Education to Improve Health and Nutrition*. Jurnal Aisyah : Jurnal Ilmu Kesehatan, 5.
- [18] Wangge, G. (2020). *The scientist challenge from COVID-19*. Medical Journal of Indonesia, 2.

**“PROTECT AGAINST COVID-19” VS. “LINDUNGI DIRI LINDUNGI NEGERI”:  
AN ANALYSIS OF INDONESIA AND USA COVID-19 POSTERS**

Mike Pratiwi Wijaya<sup>1</sup>, Tan, Nirel Angwen Wisley<sup>2</sup>, Nina Setyaningsih<sup>3</sup>

<sup>1,2,3</sup>Universitas Dian Nuswantoro

[311201902005@mhs.dinus.ac.id](mailto:311201902005@mhs.dinus.ac.id)<sup>1</sup>, [311201902002@mhs.dinus.ac.id](mailto:311201902002@mhs.dinus.ac.id)<sup>2</sup>,  
[nina.setyaningsih@dsn.dinus.ac.id](mailto:nina.setyaningsih@dsn.dinus.ac.id)<sup>3</sup>

**Abstract**

Vaccination is considered as one of the efforts to prevent Coronavirus. In fact, it is commonly known that some people are unwilling to be vaccinated. To overcome this issue, government institutions create posters to inform people about Coronavirus and the vaccination program. This paper will analyze COVID-19 or vaccination posters created by the US and Indonesian institutions. It is aimed at comparing how the verbal and visual elements in the posters are used to deliver the hidden messages. This research employs semiotics (Peirce) and illocutionary acts (Searle) as framework for analysis and descriptive qualitative as a method of analysis. The results reveal that in terms of verbal elements, both the US and Indonesian institution posters use directive and representative speech acts, while the commissive speech act is used in Indonesian poster. Visually, the US government institution posters use cartoon illustrations while the Indonesian present real models that appear as healthcare providers and government official. These findings indicate that the US institution posters convey messages about Covid-19 prevention efforts by relating them with the importance of the vaccine and family health, while the Indonesian government relates Covid-19 prevention and vaccination to religion and as an act of patriotism. Furthermore, the posters suggest that both governments try to get their people to be vaccinated since it is regarded as an effective way to prevent and stop Covid-19.

**Keywords:** covid-19, posters, semiotics, speech act, vaccination.

## 1. Introduction

Nowadays, the whole world is being shaken and tossed around by a deadly virus named Covid-19. Hundreds of million death cases have forced governments of many countries to take steps quickly and precisely. Various ways have been done to prevent the spread of the virus. Vaccine and health facilities are some of the solutions given to the society. In Indonesia, vaccines are provided for free. This effort is not only applied in Indonesia, but also in many countries.

However, these solutions are not fully well accepted by the societies. In Indonesia, there are a lot of pros and cons behind, especially concerning the vaccine. Some consider that it is not necessary for them to wear a mask and to be vaccinated. Some are still afraid and unsure that the vaccine is safe and effective because it is a new virus. Some even underestimate and neglect that the virus exists.

Interestingly, the same issue does not only happen in Indonesia. Various countries, including the United States, are experiencing the same problem. The governments strive to convince their people to perform health protocols and be vaccinated by doing various efforts, one of which is by creating posters.

Indonesia, now categorized as lower-middle income country [1], has been reported as the country with the highest new Covid-19 cases in the world [2]. In contrast, USA, a high-income country, ranked fifth in the number of new Covid-19 cases. This suggests that both countries face similar issues in the pandemic. Many ways have been done by governments to overcome the pandemic. Poster is considered as one of the strategies that governments and institutions in these countries use to get people to take parts in preventing the spread of Covid-19 pandemic.

A poster is usually large printed sheet containing pictures and put in public place. Posters can include a variety of information. It can be used to advertise products, offer information about an activity, or even educate the public. Posters can persuade, inform, or remind people through the maker's thoughts, feelings, and desires. The wording of poster plays a big role. The text in the poster is intended to be as attractive as possible, so that those who read will be moved to act on the message. As a result, poster's wording should be kept as brief as possible. However, the message needs to be delivered easily comprehended by the reader.

Today's poster distribution is no longer limited to post in public areas due to the technological enhancement. Posters may now be posted through the internet which absolutely ease them to reach a larger audience. In the cyberworld, posters are usually posted on websites or social media.

Apart from the matters above, the existence of poster is strongly intertwined to both verbal and visual aspects. These aspects are meant to deliver the message to the reader in order to get the meaning or message given. Verbal signs can be interpreted as a form of writing contained in posters, while visual signs are images used to convey the message.

Posters generally convey a special social message. It is formed in the shape of an implied message for the society with varieties of topics, starting from warnings about the effects of Covid-19, ways of how to prevent the spread, how to apply health protocol, up to vaccination invitations. In order to obtain the implied message in the posters, this research will investigate this phenomenon by analyzing how the verbal and visual elements in the posters are used to deliver the hidden messages dealing with Covid-19 pandemic in Indonesia and United States. This research tries to compare the posters created by the Indonesian and US governments or institutions to look at how both countries convey messages to their respective people. Furthermore, this research employs semiotics and speech act frameworks for the analysis.

## 2. Literary Review

Semiotics is the study of sign. Semiotics is an offshoot of philosophy that studied sign, commonly called an identification philosophy. Each act of communication is regarded as a message that is sent and received through a variety of different signals. The complex rules governing this combination of messages are determined by various social codes. The whole form of expression - music, art, film, fashion, food, literature - can be analyzed as a sign system.

According to [3], there are three types of sign, namely icon, symbol, and index. Icon is the appearance of an object or image which is a form of representation of it. Symbol is representation of an object by mutual agreement. Index is a sign that gives a clue or can be said to be a sign that has a causal relationship related to the object. Peirce suggests the model of sign in the form of trichotomy consisting of representant (the form which the sign takes), interpretant (the sense made of the sign), and object (to which the sign refers).

According to [4], a speech act is something conveyed by someone that does not only presents information but also performs an action through words. An utterance may have a command status depending on conventional formulas. When we ask someone to come closer, we may say "Hey! Come closer!" instead of "Hey? Come closer?". An interrogative sentence "What time is it?" may be meant to remind that the listener comes very late; "Can you open the door?" may be meant to ask someone to do something not asking the capability of opening the door [5]. Naming something, wagering something, requesting something, are considered speech acts because when said they perform some activity. Saying 'I bet you . . .' lays a wager; saying 'We'll call the bear Erasmus' names the bear, and so forth [6]. This is in line with Searle's classifications of speech acts, which consist of the following:

1. representative, a statement about what the speaker believes to be the case or not (stating facts, asserting, concluding, and describing)
2. directive, a form of speech which aims to get the listener or reader to do

- something the speaker wants (ordering, requesting, advising, commanding, recommending)
3. expressive, the kind of speech act that expresses or demonstrates the speaker's psychological attitude towards a condition (thanking, congratulating, apologizing, praising)
  4. commissive, the kind of speech act in which the speaker commits to future actions (promising, threatening, refusing)
  5. declaration, utterances that change the world (sentencing, naming, christening, appointing)

Studies of semiotics and illocutionary act have been done by several scholars. [7] analyzes the types of sign and the meaning behind the chain of signs that appear in ads, so it is possible to know if ads have used a sign which is either changing public opinion or not. This research concludes that the verbal signs appearing in each ad have a sense of connotation, the visual signs show some of the pictures that reflect the contexts behind the ads, and the verbal and visual signs as well as being able to support and benefit one another. Both of these signs can stand alone and point to the meaning that would be conveyed to the reader by the complete illustration. [8] seek the hidden messages by using tools in the woman perfume advertisements. Their findings show that assertive speech act was mostly used since the advertisements inform, describe, state, or claim about the products. Furthermore, different images of each advertisement were created. To support the tagline and the body copy of the advertisements. [9] analyze how advertising slogans were created to transform information and persuade reader by analyzing the trends of speech act in international advertising slogans in 2017. The finding show that directive speech act dominated in advertising slogans. The declarative and commissive speech act were the least used in advertising slogans. The similarity is that there is representative speech act in every slogan and there is no declarative speech in all slogans. Besides, the differences of speech act in advertising slogans may occur because of the amount of

advertising space and function of speech acts.

While the three studies above focus on advertisement, other studies concern on educational issue. [10] discusses directive speech act in educational poster. The data in this study consists of tangible data of words, terms, phrases, sentences, discourse that contain directive speech act. Six functions of speech act are found in education posters, namely prohibiting, inviting, command, counseling, satire/criticizing, and request/appeal. [11] analyze directive illocutionary acts in school slogans by using Searle's speech acts theory. This study finds that the school slogans contain more philosophy of life and education values because context plays a crucial role. [12] tries to seek semiotics sign and interpretation signs of "Ruang Guru" application on online poster ads. The results reveal that 11 icons, 14 indexes, and 25 symbols were coded in 5 posters of advertisement of "Ruang Guru" Application. The interpretation of signs was described from the relation between sign or representment and its object based on the classification of sign.

[13] illustrate the implications of internet meme using Grice's theory in a semiotics and pragmatics perspective as all context, symbols, icons, and indexes in meme influence the interpretation of implied meaning and intent. This study concludes that internet meme is a vast and wealthy involvement based on context and that it is a social media phenomenon that can be learned in various ways.

[14] analyze the illocutionary speech acts performed in Tom Cruise's interview in promoting his movie. The result of this study shows that Tom Cruise tended to convey his utterance to give statements of fact or to describe things that he believed to be true. Meanwhile, the percentages of the most performed or the most used speech acts to the least one in Tom Cruise's interview are representative (48.7%), expressive (38.5%), commissive (7.7%), directive (5.1%), and declarative (0%).

[15] tries to seek the type and characteristics of markers contained in the poster Environment Agency, meaning imperative and directive follow the dominant type used in the poster. The

results of the research show that there are four types of markers and traits namely requestive, requirement, prohibitive, and advisories.

[16] intends to seek linguistics signs of Greenpeace campaign posters in climate change series and to describe its semiosis process using the triangle of semiosis process of C.S. Peirce's theory. The research result shows that the triadic concept of Peirce can describe the semiosis process and explain the meaning of linguistic signs in the Greenpeace campaign poster in climate change series related to the interpretation of the researcher.

This research attempts to fill in the gap from the previous studies above as it compares posters using two different languages, i.e. Indonesian and English. It also concerns on the current phenomenon of Covid-19 pandemic; therefore, it is expected that this research will contribute in the efforts of minimizing the pandemic impacts.

### 3. Research Method

This research used a qualitative descriptive method. A qualitative research involves the inductive investigation of the data to identify repeating themes, patterns, or concepts and the description and interpretation of the data [17]. This research describes the verbal and visual elements of the Covid-19 prevention posters without using statistics. The data consist of 3 posters created by Indonesian and the US government/institutions respectively. They are:

**Table 1. Source of Data**

No	Description	Source	Code
1	President Jokowi Lindungi Diri, Lindungi Negeri	<a href="https://twitter.com/jokowi/status/1302145457540313089?lang=da">https://twitter.com/jokowi/status/1302145457540313089?lang=da</a>	P-IND-1
2	Tak Kenal Maka Tak Kebal	<a href="https://covid19.go.id/edukasi/masyarakat-umum/tak-kenal-maka-tak-kebal">https://covid19.go.id/edukasi/masyarakat-umum/tak-kenal-maka-tak-kebal</a>	P-IND-2
3	Vaksin Covid-19	<a href="https://covid19.go.id/masyar">https://covid19.go.id/masyar</a>	P-IND-3

	Produksi Sinovac Suci dan Halal	<a href="#">akat-umum/vaksin-covid-19-produksi-sinovac-suci-dan-halal</a>	
4	The Covid-19 Vaccine Helps Protect you & Your Family	<a href="#">COVID-19 Vaccine - Oconto County (ocontocounty covid.info)</a>	P-USA-1
5	Roll Up Your Sleeves, Vaccine Advocates!	<a href="https://www.health.state.mn.us/diseases/coronavirus/vaccine/community tk.html">https://www.health.state.mn.us/diseases/coronavirus/vaccine/community tk.html</a>	P-USA-2
6	Learn how you can get the COVID-19 vaccine	<a href="https://aapcho.org/covid19/">https://aapcho.org/covid19/</a>	P-USA-3

The data were analyzed by classifying the verbal elements and visual elements. The analysis of verbal elements focused on the taglines and body copy. Then, they were analyzed in terms of the types of speech act. Meanwhile, the visual elements were interpreted by using semiotics. Then, the differences and similarities between the Indonesian and US government posters were identified.

### 4. Results and Discussion

Based on the analysis, the results of the verbal elements of the posters can be classified below.

**Table 2. Types of Speech Acts**

NO	SPEECH ACT	IND		USA	
		Σ	%	Σ	%
1	Representative	2	33%	3	33%
2	Directive	2	33%	6	67%
3	Commissive	2	33%	-	0%
TOTAL		6	100%	9	100%

It can be seen that the type of speech act that is mostly used in both posters is directive, because the posters are aimed to invite people to get the vaccine. Representative speech act is used in the posters to give information related to the vaccine. Commissive speech act is found in Indonesian posters. It deals with a warning

about the impact of vaccine and health. The USA posters use more directive speech acts than Indonesian posters. In terms of the visual elements, Indonesian posters commonly use real models while USA posters use cartoon images. The background of USA poster is colorful, while Indonesian poster uses a neutral color.

The following section discusses the results of the analysis in detail.

### Posters from Indonesia

#### a. P-IND-1



### Non-Verbal Analysis of P-IND-1

There are five elements that are indicated as sign; the picture of Indonesia's president, a mask which is used by President of Indonesia in the picture, the shield surrounding the president's picture, the illustration of the president of Indonesia wearing a red colored mask in the corner, and the red-white background color. They are indicated as sign, and then turned into object and interpretant through a cognition process.

The first element in this poster is the side part portrait of the president of Indonesia, who is also known as Mr. Jokowi. President is generally someone who holds a very big role in a certain country. Big role results in big impact. Likewise, the purpose of using the real portrait of the president of Indonesia in this poster is to attract the Indonesian citizens' attention and pump some spirit of obedience. In other words, a president is also someone who has an authority role as a public figure who has to be respected by the citizens. By showing Mr. Jokowi's image, it is expected that all Indonesia's citizens follow their leader and obey the rules. Next, the second element in this poster is the grey mask worn by Mr. Jokowi himself. Jokowi's mask in this poster also comes for a certain reason. As a

responsible leader, Mr. Jokowi wants to come with a good example for Indonesian citizens. This implies a meaning that as a personage, he also obeys the rules and shows leadership.

Next, there is a shield surrounding the president's picture as the third sign. Here, the shield implies defense and safety from virus infection. The red-white shield in this poster means to protect the figure covered by this shield, which is Mr. Jokowi. In this element, the presence of Mr. Jokowi plays a role as an example for the citizens. Mask is for everyone, it will not only protect Mr. Jokowi, but also anyone who wears it. The fourth sign, the illustration of the president of Indonesia wearing a red color mask in the corner of the poster has a purpose as a symbol supporting the text next to it. Besides, the purpose of giving the illustration is also to get people to wear a mask. Last, the red and white background of the poster. The use of these colors implies Indonesia's flag that represents the country's national identity.

### Verbal Analysis of P-IND-1

From the poster above, the speech act can be found in the poster taglines. The first is "*Lindungi Diri, Lindungi Negeri*". This sentence is considered as a directive speech act because it persuades people that by protecting themselves, they will also play a role in protecting the whole country. Therefore, people are indirectly asked to protect and defend themselves from the virus by wearing a mask because it also leads to the act of protecting the country. This suggests an act of patriotism.

Meanwhile, the tagline "INDONESIA berMASKER" is considered as a directive speech act because it implies that people should follow the Indonesia wearing mask movement as exemplified by the president. In other words, people should follow the good example from leader.

## b. P-IND-2

**Non-Verbal Analysis of P-IND-2**

There are seven elements that are indicated as sign; a woman posing as a strong person, a grey veil worn by the model, a mask on the model's face, the illustration of virus surrounding the model, four logos of government agencies, the logos of social media, and the light grey of background color.

The first-time vaccination program in Indonesia resulted in various conflicts and rejections. The majority of Indonesian refused to be vaccinated because there are some issues about whether the vaccine is halal or not. As it is known, the majority of Indonesian are Muslim, and they avoid consuming the non-halal things. In this poster, using a real model here has a reason. Due to many bad issues regarding vaccines, this poster uses real model to convince the public that the vaccine is a safe substance for human. Besides, as it is seen, the pose of a woman as she is bending her hand up with a convincing fist is also made for a special reason. Here, the woman wants to show and convince the citizens that she is getting stronger by taking a vaccine.

Next, the woman wears veil/hijab as the second sign. Hijab is one of the characteristics of a Muslim woman. The purpose of it is to convince Muslims should not hesitate because the vaccine is halal. Next, the mask worn by the model has a purpose as a demonstration for people to wear mask. Fourth, the illustration of virus. The virus illustration surrounding the model implies the attack of the virus. Next, the four logos of government agencies; KPCPEN (Coronavirus Disease Management Committee on 2019 and National Economic Recovery), Logo of Economic Motto, Task Force to Accelerate Handling of COVID-19, and Ministry of Communication and Information Technology. The purpose of placing the logos is to inform the readers

that the poster is supported and approved by the government institutions. Besides, the logos are also placed to convince that it is real and approved. Sixth, the grey background of the poster. According to [18] grey color depicts seriousness, stability, independence, and even gives the impression of responsibility. There are also some logos under the website link. There are Instagram and Twitter logos that are aimed to inform the readers that they can access more information on social media.

**Verbal Analysis of P-IND-2**

There are tagline and sentence that indicate the verbal sign: "*Tak Kenal Maka Tak Kebal*," and "*Vaksin melatih tubuh untuk kenal, lawan, dan kebal dari penyebab penyakit seperti virus atau bakteri*". The tagline "*Tak Kenal Maka Tak Kebal*" can be classified as commissive speech act. Here the sentence implies a threatening act as "if you are not vaccinated, you will not be immune from the virus". From that tagline it can be seen that the poster presents a sense of warning that people need to be vaccinated to gain immunity.

Next, the sentence "*Kesehatan Pulih Ekonomi Bangkit*" is also considered as a commissive because it also gives a kind of indirect threat to the readers to pay attention that their health will affect the economy indirectly. The Indonesian economy will not run smooth without the presence of health.

Meanwhile, the representative speech act can be seen from sentence "*Vaksin melatih tubuh untuk kenal, lawan, dan kebal dari penyebab penyakit seperti virus atau bakteri*." It is a representative speech act because this sentence is used to describe what the vaccine does in our body. There are three words that are emphasized, "*kenal*" (know, acknowledge), "*lawan*" (fight against), and "*kebal*" (immune). The sentence means that vaccines are tamed viruses and are used to train our body so that if we get infected, our body already knows how to fight against the virus. If we are vaccinated, our body automatically tries to "know" first about the substance which is injected to our body, then the body "fights" the virus and succeeds so that the body will become "immune". Therefore, the virus or

vaccine that has been injected into the body can recognize the Covid-19 virus, so the body will not be “surprised” or is already immune. Furthermore, the website link and social media username given show that people can access the social media to get more information.

c. P-IND-3



### Non-Verbal Analysis of P-IND-3

There are six elements that are indicated as sign; a hand wearing a blue medical glove holding the Covid-19 vaccine bottle, the Covid-19 vaccine bottle, halal symbol, three government agency logos, lines, and laboratory-like background.

The first sign, a hand wearing a blue medical glove holding a bottle of vaccine represents a doctor's hand. The purpose of showing the blue-glove handed is to convince the people about how trusted it is. The second sign is the Covid-19 vaccine bottle. The purpose of it is to explain and make clear to the citizen about the substance that will be injected. The third sign is the halal logo. The purpose of this logo is to tell and convince the readers that the Covid-19 vaccine is halal and proven by the halal logo. Fourth, the three logos of government agency, KPCPEN (Coronavirus Disease Management Committee on 2019 and National Economic Recovery), Ministry of Communication and Information Technology, and Ministry of Health of the Republic of Indonesia.

The poster also contains website link and important phone number. The purpose is to inform the readers that the poster was supported by the government. Fifth, the line connecting the bottle to the halal logo. The purpose is to point out that the vaccine is halal. Last, the laboratory background of the poster. The purpose of using this kind of

background is to support the medical reliability of vaccine.

### Verbal Analysis of P-IND-3

There are tagline and sentence that indicate the verbal sign: “*Vaksin COVID-19 Produksi Sinovac SUCI DAN HALAL,*” and “*Kesehatan Pulih, Ekonomi Bangkit,*”. From the illocutionary act analysis, there are two acts found in the tagline and sentence of P-IND-3, they are representative and commissive.

The representative speech act can be seen from the sentence “*Vaksin COVID-19 Produksi Sinovac SUCI DAN HALAL.*” That sentence is to explain that Sinovac vaccine is purified and halal as supported by the halal logo. The word “*SUCI DAN HALAL*” is also written in uppercase and red color to emphasize that the Sinovac vaccine is reliable and complies to the Islamic law. While the commissive speech act can be seen from the sentence “*Kesehatan Pulih, Ekonomi Bangkit.*” This sentence implies that “if you care about your health, the Indonesian economy will improve”. This sentence is made in order to warn the readers to focus on the main problem, health.

### Posters from USA

a. P-USA-1



### Non-Verbal Analysis P-USA-1

There are two elements that are indicated as sign; a father holding his son illustration with blue color, the blue, purple, and green word background, and white color poster background.

The first sign is a father holding his son illustration with blue color. There is a bandage on the father's arm. This implies he is already vaccinated. It reflects that if people are vaccinated, they will be able to gather safely with their family. This illustration is made to convince the readers to get such an advantage in accordance to

the illustration. According to [19], blue color can give the impression of being strong and steadfast or light and friendly. Blue is used to symbolize piety and sincerity in various symbols. The second sign is the blue, purple, and green word background color and white background poster. Those colors are used to show that a certain color is commonly used in the hospital and to attract the readers.

### Verbal Analysis P-USA-1

There are two sentences in this poster. They are: "THE COVID-19 VACCINE HELPS PROTECT YOU & YOUR FAMILY," and "A safe and effective vaccine to protect against COVID-19 is now available." The representative speech act can be seen in the sentence "THE COVID-19 VACCINE HELPS PROTECT YOU & YOUR FAMILY." The website link is also provided in the poster to inform people the access of information. This sentence states that vaccine will protect everyone. The sentence is written uppercase in order to get the attention of the reader. A representative speech act also can be seen from the sentence "A safe and effective vaccine to protect against COVID-19 is now available." This sentence is informing the availability of the Covid-19 vaccine.

#### b. P-USA-2



### Non-Verbal Analysis of P-USA-2

There are six elements that are indicated as sign; an illustration of a man, a mask, a plaster, a green tick symbol, a symbol on hat, and background of forest.

The focus of the sign in this poster dominating the whole view is the man who is rolling his sleeve. The rolling sleeve here supports the sentence in this poster. Not only rolling up his sleeve, the man illustration also seems so proud of showing his arm. This illustration gives an implied meaning. Besides showing how proud he is,

the man also shows that he is safe and even becomes stronger after being vaccinated. The second element in this poster is the illustration of mask. Here the illustration of mask tells that it is still necessary for people to keep their face masked even after being vaccinated. The third element that is presented in this poster is the illustration of a bandage on the man's arm. The bandage here shows that the man in the illustration has already gotten his vaccination. The fourth element is the green tick symbol. As it is seen, there are 3 green ticks that are placed before every sentence. The green ticks there imply a to-do-list that is need to be done by all the readers, such as asking people to get their vaccine, share this poster on the social media, and also asking people to encourage at least 3 other people to also get vaccinated. The fifth element is the symbol on the man's hat. The symbol on the man's hat is the symbol of Minnesota. Minnesota is a state in the upper Midwestern United States. The purpose of placing the symbol there is to promote to all of the Minnesota citizens to get their vaccine. The sixth element in this poster is the background of forest. The background of forest in this poster is not happening for no reason. Minnesota is a state that is famous for its forest. Most of the state are filled with green trees around. The purpose of showing this background is to support the vibe of Minnesota in this poster.

### Verbal Analysis of P-USA-2

There are tagline and sentence that indicate the verbal sign: "ROLL UP YOUR SLEEVES, VACCINE ADVOCATES!", "Get your shot", "Share on social media", "Encourage at least 3 other people to get vaccinated", and "STAY SAFE MN." From the speech act analysis, there is one act found in the tagline and sentence of P-USA-2, it is directive speech act.

The directive speech act can be seen clearly from the very first sentence up to the last sentence. The first sentence of "ROLL UP YOUR SLEEVES, VACCINE ADVOCATES!" is not just a literal meaning about rolling up our sleeves, but it talks about asking us to do our vaccination. This sentence has an implied meaning. This sentence is considered as a directive speech

act because indirectly this sentence invites the readers to do the vaccination and support the vaccination program. Besides, at the end of the sentence, an exclamation mark indicates that this sentence is a command. The other sentences such as “Get your shot”, “Share on social media”, and “Encourage at least 3 other people to get vaccinated” are also considered as a directive speech act. These sentences directly ask people to get their vaccine, to share this poster on the social media, and to encourage at least 3 other people to also get vaccinated. Besides those three sentences, the last one which is written as “STAY SAFE MN” is also considered a directive speech act. This sentence asks all the Minnesota citizens to maintain health and always stay safe in this pandemic.

c. P-USA-3



### Non-Verbal Analysis of P-USA-3

There are five elements that are indicated as sign; an illustration of a girl, a laptop, an injection, a virus, and a background of green.

The first and most dominating sign in this poster is an illustration of a girl with a wavy hair. The meaning behind this illustration is speaking about a representation of society in general. Next, the second sign is a laptop. As it is known, laptop is one of electronic devices which can provide and help people to reach various information. As the poster shows, it is seen that the girl is seeing and using the laptop. Here, the sign of laptop is holding a big role. Through this sign, it is shown that the reader can access the information very easily through an electronic device. In the third sign, there is an illustration of an injection. Besides the laptop, this illustration also plays a role in this poster.

This sign shows the reader what she is looking for is about the vaccine information. This sign points out the focus of this poster about. As the third sign, the fourth sign also tells the same meaning. The fifth element is the green background in this poster. Green is a representation of the color of nature which gives the impression of freshness, peace, empathy, while providing a relaxing effect and also symbolizing healing. In the world of psychology, green is often used to help those who are in a stressful situation to calm and balance their emotions. As the explanation, the purpose of green background in this poster is to show a positive calm situation in today's bustling situation. Besides, it also symbolizes healing.

### Verbal Analysis of P-USA-3

There are tagline and sentence that indicate the verbal sign: “Learn how you can get the COVID-19 vaccine” and “the COVID-19 vaccine is another important tool to help stop the pandemic”. From the speech act analysis, there are two acts found in the tagline and sentence of P-USA-3, they are directive and representative.

The directive speech act can be seen from the sentence “Learn how you can get the COVID-19 vaccine”. This sentence invites all the readers to read about the way to get the Covid-19 vaccine and other vaccine information through the website that is written on the poster. While the sentence “the COVID-19 vaccine is another important tool to help stop the pandemic” is considered as a representative. Here the sentence informs the readers that vaccine is one of ways to stop and get out of this pandemic.

## 5. Conclusion

From the analysis above, it can be concluded that the verbal elements that appear in every poster contain directive, commissive, and representative speech acts. The Indonesian poster use 2 representative, 2 directive, and 2 commissive speech acts. While, the USA poster use 3 representative and 6 directive speech acts. The directive, representative, and commissive are evenly used in Indonesian posters, while directive speech act is mostly used in USA posters.

The verbal signs in the posters aim to get the readers to be vaccinated and to inform the readers about the pandemic. For the nonverbal element, the Indonesian poster use 18 signs, while USA poster is 13 signs. The visual signs depict the meaning of each poster and support the verbal signs. The differences between Indonesian posters and USA posters is Indonesian posters use real people as models while the USA poster use illustrations. The Indonesian posters focus on the visual element, while the USA posters focus on the verbal element. Furthermore, Indonesian posters use government official and government institution logos in the poster while the USA poster only attach the institutions' website. The model and illustration also support the sentences and taglines in the posters. The USA institution posters focus on Covid-19 prevention efforts that deal with the importance of the vaccine and family health. In contrast, the Indonesian government relates Covid-19 prevention and vaccination to religion especially Islam and as an act of nationalism. To sum up, these posters suggest that both governments try to get their people to be vaccinated because it is considered as an effective way to prevent and stop Covid-19.

### References

- [1] "Data for Indonesia, Lower middle income," 2021. Accessed: Sep. 22, 2021. [Online]. Available: [https://data.worldbank.org/?location\\_s=ID-XN](https://data.worldbank.org/?location_s=ID-XN)
- [2] Ng Abigail, "Indonesia reported the highest new Covid cases in the world last week, says WHO," CNBC, Jul. 22, 2021. Accessed: Sep. 22, 2021. [Online]. Available: <https://www.cnn.com/2021/07/22/who-indonesia-reported-most-new-covid-cases-in-the-world-last-week.html>
- [3] A. Atkin, "Peirce's Theory of Signs," The Stanford Encyclopedia of Philosophy. Metaphysics Research Lab, Stanford University, Nov. 15, 2010. Accessed: Sep. 27, 2021. [Online]. Available: <https://plato.stanford.edu/entries/peirce-semiotics/>
- [4] J. R. Searle, *Expression and meaning: Studies in the theory of speech acts*. Melbourne: Cambridge University Press, 1979.
- [5] J. J. Gumperz and D. Hymes, *Directions in sociolinguistics*. Newyork: Holt, Rinehart and Winston, 1972.
- [6] M. Meyerhoff, *Introducing Sociolinguistics*. 2006.
- [7] I. G. A. V. W. Putri, "Semiotika tanda verbal dan visual pada iklan kampanye penyebaran covid-19," *KULTURISTIK: Jurnal Bahasa dan Budaya*, vol. 4, no. 2, pp. 10–18, Jun. 2020, doi: 10.22225/kulturistik.4.2.1871.
- [8] N. A. Fajar and N. Setyaningsih, "An analysis of 'Oriflame' woman parfume advertisements," vol. 11, no. 1, 2015.
- [9] N. Bhoosahas, "An Analysis of Speech Acts of International Advertising Slogans," Bangkok, 2019.
- [10] N. Sunarsih, "Strategy and Function of Directive Speech Act in Educational Poster," 2018.
- [11] Y. Mubarok, D. N. Anggraeni, and S. Sugiyo, "Directive speech acts in the school slogans," *Englisia: Journal of Language, Education, and Humanities*, vol. 8, no. 2, p. 148, May 2021, doi: <https://doi.org/10.22373/ej.v8i2.7960>.
- [12] P. Dilasari, "Semiotic Analysis of 'Ruang Guru' Application Advertisement," Medan, 2019.
- [13] N. Rina, Y. Yanti, and H. Idham, "Implicature in The Internet Memes: Semio-pragmatics Analysis," *JOURNAL CULINGUA*, vol. 1, no. 1, pp. 27–35, 2020, Accessed: Sep. 23, 2021. [Online]. Available: <https://culingua.bunghatta.ac.id/>

- [14] G. M. Haucsa, A. G. Marzuki, A. Alek, and D. N. Hidayat, "Illocutionary Speech Acts Analysis in Tom Cruise's Interview," *Academic Journal Perspective: Education, Language, and Literature*, vol. 8, no. 1, pp. 11–19, May 2020, doi: <http://dx.doi.org/10.33603/perspective.v8i1.3304>.
- [15] V. Haedar, Muji, and A. Widjajanti, "Tindak Direktif Bahasa Indonesia pada Poster Badan Lingkungan Hidup di Taman Wisata Studi Lingkungan Kota Probolinggo," *@Pancaran*, vol. 2, no. 2, pp. 173–180, May 2013.
- [16] S. E. Suciyanto, "Semiotic Analysis of Greenpeace Campaign Posters in Climate Change Series," Jakarta, 2016.
- [17] H. Nassaji, "Qualitative and Descriptive Research: Data Type versus Data Analysis.," 2015, doi: <https://doi.org/10.1177/1362168815572747>.
- [18] Heri, "13 Arti Warna dan Psikologi Warna, Terlengkap!," Jan. 2017. <https://salamadian.com/arti-warna/> (accessed Sep. 25, 2021).
- [19] Editorial Team, "Arti Warna Biru dan Sejumlah Fakta Unikny," Jul. 2020. <https://www.diedit.com/arti-warna-biru/> (accessed Sep. 25, 2021).

THIS PAGE  
INTENTIONALLY  
LEFT BLANK

# CHAPTER 2

Language, Social Distancing and Cultural Changes  
(In the Covid-19 Era)

**FORENSIC LINGUISTIC ANALYSIS ON LAW RELATED TO THE COVID-19 PANDEMIC****Ali Kusno<sup>1</sup>, Elen Inderasari<sup>2</sup>, Hari Kusmanto<sup>3</sup>**<sup>1</sup>Kantor Bahasa Provinsi Kalimantan Timur,<sup>2</sup>UIN Raden Mas Said Surakarta<sup>3</sup>Universitas Negeri YogyakartaPos-el: [alikusnolambung@gmail.com](mailto:alikusnolambung@gmail.com)[inderasaei85iain@gmail.com](mailto:inderasaei85iain@gmail.com)[harikusmanto.2021@student.uny.ac.id](mailto:harikusmanto.2021@student.uny.ac.id)**Abstract**

Legal cases that ensnared public figures and ordinary people during the Covid-19 pandemic were found in several regions in Indonesia. On average, these cases are due to uploads containing elements of insults, defamation, and the spread of false news. Social criticism delivered as a form of public protest and frustration with the conditions and handling of the Covid-19 pandemic. It is interesting to examine these cases to reveal the content that puts a person in trouble with the law. This study aims to identify the use of language in these cases. In the field of law, to analyze legal evidence of linguistic cases, forensic linguistic analysis is carried out, with several appropriate approaches such as pragmatics, sociolinguistics, and critical discourse analysis. This research uses qualitative research. The data of this research is in the form of the use of language, both spoken and written, which has legal implications, as in the case with the alleged Jerinx and dr. Louis Owien. The data source of this research is the use of language that has an impact on legal cases. The data of this research were collected using the method of documentation, listening, and continued with the note-taking technique. Data analysis of this study used the extralingual equivalent method. The results of this study indicate that the use of speech in cases of insulting offenses, defamation, and the spread of false news is proven to violate the principles of decency. The forms of violation of the politeness principle are in the form of: the violation of the maxim of praise (aprobation maxim) and the maxim of agreement (aggression maxim). In addition, these violations in the context of the Covid-19 pandemic can have a major impact on efforts to deal with Covid-19, such as public distrust of the existence of the pandemic and the government's handling efforts. One thing to note is that there are some cases that should not end up being criminal, but simply through mediation by prioritizing restorative justice. In addition, the community should avoid these forms of violations so as not to be caught by the law.

**Keywords:**insults, slander, pragmatics**1. Introduction**

Social media is currently a trend for modern society (Pekkala and van Zoonen 2021). It can be seen from Kominfo data that the total population of the Indonesian people is around 274.9 million people, 61.8% of whom are active in social media. Meanwhile, it is known that the latest Indonesian internet users have reached

202.6 million. (Detik.com, 2021). Various types of social media are used to build communication networks including blogs, twitter, posts on Facebook, video clips uploaded on YouTube and the like. The advantages of social media as a forum for the delivery of news developments and actual information quickly.

Various reports on social media have a negative impact on society and are quickly disseminated (Zhang et al. 2021). The ease with which the news is objective and subjective is easily conveyed freely. The negative news will dominate the mind of a reader without a reader's evaluation (Baum and Abdel Rahman 2021). Furthermore, in the Covid-19 condition, the presence of social media for the community plays a role in self-existence (Pennington 2021). High mobility has become a separate posting trend for today's society to show their identity on social media.

The presence of social media makes it easy to convey messages both personally and to a wide audience. Various types of social media are used to build communication networks including blogs, twitter, posts on Facebook, video clips uploaded on YouTube and the like. In nature, all information is accepted as is without exception. As happened in several criminal cases, public deception, to defamation. This information is easily obtained through various media such as the web, YouTube, online newspapers, and even social networks Instagram, Facebook, Twitter, etc. The case of defamation through social media is an acute problem in the modern era (Onishi 2012).

Various legal issues and cases that ensnared public figures and the public have emerged and are rife on social media. During the Covid-19 pandemic there were several legal cases in several regions in Indonesia. On average, these cases are due to personal or group uploads containing elements of humiliation, defamation, and the spread of false news. Social criticism was conveyed as a form of public protest and frustration with the conditions and handling of the Covid-19 pandemic. This phenomenon becomes interesting to study, that through these cases reveal the content that makes a person deal with the law. This study aims to identify the use of language in these cases. In the field of law, to analyze legal evidence of linguistic cases, forensic linguistic analysis is carried out with several appropriate approaches such as pragmatics, sociolinguistics, and critical discourse analysis.

Forensic linguistics is a branch of linguistics that combines the study of language (linguistics) with the field of law. Furthermore, Olsson and Luchjenbroers (2013) state that forensic linguistics is a science related to the application of linguistic knowledge and techniques to language facts contained in legal cases, personal disputes between certain parties which later lead to the taking of certain legal actions. . In the context of this research, a case that has legal implications due to the use of language is a case of defamation with the alleged Jerinx and dr. Louis Owien.

Based on the stated opinion, it shows that forensic linguistics is a study that examines linguistic aspects in legal cases. This is in accordance with what is stated by Olsson and Luchjenbroers (2013) which states that forensic linguistic studies apply linguistic knowledge and techniques to examine linguistic phenomena related to legal cases, case investigations, or interpersonal disputes that have legal implications. Thus, the study of forensic linguistics requires mastery of linguistics to examine linguistic and legal aspects as objects of forensic linguistics study.

Forensic linguistics studies in the study include (1) linguistic aspects contained in legal documents, (2) linguistic aspects of law enforcement and police, (3) aspects of interviews with parties related to legal issues such as witnesses in the case. legal aspects, (4) linguistic aspects of interaction in court, (5) linguistic aspects and testimony in court, (6) authorship and plagiarism aspects, and (7) forensic phonetics and speaker identification (Coulthard, Johnson, and Wright 2016). Based on this opinion, it shows that the study of forensic linguistics does not only examine aspects of language in legal cases, but also in the process of solving legal problems that are being faced by a person.

In addition to the forensic linguistic studies that have been described, forensic linguistics examines linguistic aspects in prisons, develops language translations used in the context of legal events, provides forensic linguistic evidence based on

expertise and provides linguistic expertise in the preparation of legal documents as well as efforts to simplify legal language (Gibbons and Turell 2008). Based on this, it shows that the study of forensic linguistics includes language as a legal product, language in the judicial process, and language as evidence in legal matters.

Analysis in forensic linguistic studies in its study requires the context of an utterance that has implications for legal cases. According to Hymes (1972) in studying the use of language in society, it is necessary to pay attention and consider the context of the situation so that language does not stand alone as the study of grammar (as is done by linguists), about personality (such as psychology), about social structures (such as sociology), about religion (such as sociology), and about religion (such as psychology). such as ethnology), and so on.

The forensic linguistic study also considers the context of language use in the field of criminal and civil law (Ariani, Sajedi, and Sajedi 2014; Nini 2019; Nini 2020). In other words, there is a close relationship between language and law (Udina 2017). Based on the opinions that have been described, it shows that in the study of forensic linguistics it must relate to the context of the speech used. Forensic linguistic studies without linking the context will be difficult to achieve the meaning of the utterance conveyed by the speaker.

As for what is meant is the context stated by Hymes. Hymes (1972) states that context includes nine elements summarized in the acronym SPEAKING. This context is associated with speech events or acts of communication. The following is a description of these acronyms. S: setting and scene, namely background and atmosphere. The setting is physical which includes the setting of place and time, while the atmosphere refers more to the psychological state that accompanies the speech event. P: participants, namely participants in the conversation or all parties involved in the communication event. These participants not only include speakers and speech partners, but also all factors related to participants, such as gender, age, education,

social background. E: end, or result refers to the response expected by the speaker. A: act sequence, refers to the message or mandate to be achieved in the act of communication. K: key, refers to the concept of the way, tone, or attitude in conducting a conversation, for example serious, relaxed, angry. I: instrumentalities or means, referring to the means used to carry out acts of communication, for example verbal or written means. N: norm, norm refers to the norms or rules that surround the act of conversation. This norm guides the conversation participants to understand what is allowed and not to be done while having a conversation. G: genre refers to the type of discourse that will be used to convey information to other parties.

The use of context theory stated by Hymes in this study is seen as more relevant to forensic linguistic studies. This is because the context stated by Hymes is a social context or is called a sociolinguistic context. Many acts of communication in discourse that have legal implications that have occurred are caused by speakers not understanding the context in communicating so that there are many deviations in intent which result in someone's speech having legal implications.

Based on the description that has been presented above, the problem is how to use the language of Jerinx and dr. Louis Owien to have an impact on legal cases. In line with these problems, the purpose of this study is to identify the use of language in the case of Jerinx and dr. Louis Owien.

## 2. Method

The research approach used in this study is qualitative (Creswell 2014). qualitative research approach in this study to produce a description of the data in the form of language use in defamation cases, namely the alleged Jerinx and dr. Louis Owien. The data of this research is in the form of the use of language, both spoken and written, which has legal implications, as in the case with the alleged Jerinx and dr. Louis Owien. The data source of this

research is the use of language that has an impact on legal cases.

The data of this study were collected using the method of documentation, listening, and continued with the note-taking technique (Jamshed 2014). The documentation referred to in this study is in the form of conversations between Jerinx and dr. Louis Owien. The listening technique is done by reading carefully and carefully the conversation between Jerinx and dr. Louis Owien to identify legal use of language. Furthermore, the research data is recorded on the data card that has been prepared.

The data analysis of this research used an interactive model (Miles, Huberman, and Saldana 2014). The interactive model data analysis method consists of three analysis components, namely data reduction, data presentation, and followed by drawing conclusions or verification. In practice, the activities of the three components are carried out in an interactive form with a data collection process.

### 3. Results and Discussion

Legal cases that ensnared public figures and ordinary people during the Covid-19 pandemic were found in several regions in Indonesia. On average, these cases are due to uploads containing elements of insults, defamation, and the spread of false news. Social criticism delivered as a form of public protest and frustration with the conditions and handling of the Covid-19 pandemic.

It is interesting to examine these cases to reveal the content that puts a person in trouble with the law. This study aims to identify the use of language in these cases. In the field of law, to analyze legal evidence of linguistic cases, forensic linguistic analysis is carried out, with several appropriate approaches such as pragmatics, sociolinguistics, and critical discourse analysis. This research uses qualitative research.

The data of this research is in the form of the use of language, both spoken and written, which has legal implications, as

in the case with the alleged Jerinx and dr. Louis Owien. The data source of this research is the use of language that has an impact on legal cases. The data of this research were collected using the method of documentation, listening, and continued with the note-taking technique. Data analysis of this study used the extralingual equivalent method.

The results of this study indicate that the use of speech in cases of insulting offenses, defamation, and the spread of false news is proven to violate the principles of decency. The forms of violation of the politeness principle are in the form of: the violation of the maxim of praise (aprobation maxim) and the maxim of agreement (aggression maxim).

#### 1) Case AS

One of the legal cases related to uploads about Covid 19 includes the following cases involving As. In this case, it contains a viral video of a young man challenging to hold the corpse of a Covid-19 patient by AS (32) a resident of Ciwaru Village, Ciwaru District, Kuningan Regency, West Java. The United States has expressed its regret and apology for the disturbance caused by its statement. He admits what he did was a mistake. The perpetrator apologized for what I had done yesterday by uploading a video of disbelief in the existence of Covid-19. Perpetrators realize that there are several institutions that are really offended by my statement.

The perpetrators realized that this statement hurt many parties, especially the Covid-19 Task Force, the health side and their staff, the TNI, Polri, and many parties in Ciwaru Village and the general public. Asep was conscious and fine when he made and uploaded the video to YouTube. The US was in a state when he uploaded to YouTube that he did not believe in Covid-19 and was ready to hold bodies and others (Romdhon, 2021). In the context of this case, if there is no action from the authorities, it can lead to public distrust of Covid-19. In this case, it can have an impact on public ignorance of the health protocols that apply. Therefore, police efforts can have a deterrent effect.

## 2) Kasus Jerinx

Musician I Gede Ari Astina alias Jerinx has completed his sentence behind bars as a convict in the hate speech case 'IDI Kacung WHO'. Jerinx was originally sentenced by the Denpasar District Court to 1 year and 2 months in prison. However, an appeal at the Denpasar High Court level cut Jerinx's sentence to 10 months. The appeal filed by the Public Prosecutor (JPU) was rejected by the Supreme Court, so that he finished serving his 10-month prison term.

Jerinx was jailed after being reported on charges of defamation and hate speech via his personal social media account @jrxid. In the upload that was made on June 13, 2020, he uploaded an image with the words 'Because they are proud to be a lackey of WHO, IDI and RS arbitrarily oblige everyone who will give birth to be tested for CV19. There is a lot of evidence that if test results are often inconsequential, why are they forced? If the test results are stressful and cause the death of the baby/mother, who is responsible?'. Not only that, he wrote an image caption on his upload which reads, 'BUBARKAN IDI! I will not stop attacking you @ikatandokterindonesia until there is an explanation about this!'. As a result of the upload, IDI Bali then reported Jerinx to the Bali Police on June 16, 2020. IDI Bali assessed that Jerinx's upload which called 'WHO Kacung' was slanderous and had tarnished the name ("Trails of Jerinx's Case 'IDI Kacung WHO' Until Free" 2021).

Both cases are related to language politeness. In this case, besides having to pay attention to the principle of politeness, speakers must also pay attention to things that cause impoliteness. Pranowo revealed (2009: 68-73) that there are several factors or things that cause a speech to be impolite. The causes of impoliteness include: The speaker conveys criticism directly (hitting the speech partner) with harsh words or phrases, the speaker is pushed emotionally when speaking, the speaker is protective of his opinion, the speaker deliberately wants to corner the speech partner in speaking, and the speaker conveys accusations of

basis of suspicion against the speech partner.

## 3) The Alleged Case of Broadcasting News That Can Cause Troubles



One of the cases that was rampant during the pandemic was the alleged spread of news that was allegedly false and could cause potential trouble. One of the cases is the alleged spread of fake news by one of the internet users. In this case it was revealed that the owner of the YF Facebook account uploaded as below.

"The oldest vaccine certificate in the world in 1721 AD Issued by the Ottoman Caliph of Islamiyah"

Based on the information, it shows that the reported party provided information on the oldest vaccine in the world to his friends via Facebook. The Reported Party obtained the image on the Babe.com application. The Reported Party took a screenshot so that only the vaccine image was uploaded on the Reported Party's Facebook and the source of the news could not be seen. Based on the chronology, it was revealed that the Reported Party uploaded a screenshot from the Babe.com application and added the sentence "The oldest Vaccine Certificate in the world in 1721 AD Issued by the Ottoman Caliph of Islamiyah". The sentence was reportedly taken from the Babe.com application and did not add or subtract the sentence. The criminal element that is suspected of the Reported Party, namely Whoever broadcasts a news or issues a notification that can cause trouble among the people while he should be able to think that the news or notification is a lie and or broadcasts news that is uncertain or news that is excessive or incomplete. while he understood that at least he should be able to suspect that such news would or could easily cause trouble among the people.

It can be explained based on speech act analysis, the use of language in @Youdhien Al Farisy's Facebook upload "The oldest Vaccine Certificate in the world in 1721 AD Issued by the Ottoman Caliph of Islamiyah" can be categorized as constative speech. In this case, the Reported Party's upload said something that is believed to be true, that the oldest vaccine

certificate in the world in 1721 AD was issued by the Ottoman Caliph of Islamiyah. The Reported Party's utterance is not a performative utterance that forms or creates an action. In this case, if it is related to the alleged article, the speech can cause trouble among the people, the Reported Party's upload does not meet these elements. In a sense (locutionary) Youdhien Al Farisy just wanted to share the information he read that the oldest vaccine certificate in the world in 1721 AD was issued by the Ottoman Caliph of Islamiyah Turkey based on information obtained from a trusted news source, namely Babe.com.

It is suspected that the Reported Party believed that the information shared was the truth because it was sourced from a news portal believed by the Reported Party as the general public, who considered Babe.com to be a trustworthy news portal. The source of the news uploaded by the Reported Party came from Babe.com. For the public, the Babe.com news portal is well known and it is believed that every news uploaded meets journalistic standards. If it turns out that the veracity of the news content is doubtful and the news content has been deleted from the Babe.com portal, it is beyond the control of the Reported Party. In addition, if it turns out that the news is proven to be fake news that can cause trouble among the public, the one who is more responsible is Babe.com, not the Reported Party and the people who share the news.

The reported party has no intention/intention (illocutionary) to broadcast a news or issue a notification that can cause trouble among the people. The Reported Party did not think that the news or notification was a lie or not true. In addition, the Reported Party's upload also had an impact (perlocution) that did not meet the elements of being able to publish or causing trouble among the people. This is proven by the lack of response from social media users, both in the form of comments and sharing the Reported Party's uploads. An upload that can be categorized as causing trouble among the people if the upload meets the elements of getting a widespread and rapid response (viral) and followed by commotion and commotion in the community. This element was not fulfilled in the slightest in the Reported Party's upload.

Based on the results of the linguistic analysis of Reported Party YF's upload, as I have explained, I can conclude that the upload is strongly suspected of not meeting the elements of a criminal act. the notification is a lie and or broadcasts news that is uncertain or excessive or incomplete while he understands that at least he should be able to suspect

that such news will or can easily cause trouble among the people, as referred to in Article 14 paragraph (2) and or Article 15 of Law Number 1 of 1946 concerning the Criminal Law Regulations Jo Article 1 of Law Number 73 of 1958 concerning the enactment of Law Number 1 of 1946 of the Republic of Indonesia concerning the Criminal Law Regulations.

As a form of apology for the Reported Party by uploading images and sentences on his Facebook Social Media Account @Youdhien Al Farisy if it makes a scene in the community, especially friends on Facebook due to his ignorance and the Reported Party uses this as a lesson for him to be careful in the future, not to rush hurry, and find out the truth first before uploading it on social media is considered enough as a form of deterrent effect on the suspect.

In addition, these violations in the context of the Covid-19 pandemic can have a major impact on efforts to deal with Covid-19, such as public distrust of the existence of the pandemic and the government's handling efforts. One thing to note is that there are some cases that should not end up being criminal, but simply through mediation by prioritizing restorative justice. In addition, the community should avoid these forms of violations so as not to be caught by the law.

#### 4. Conclusion

Based on the discussion, it can be concluded that during the Covid-19 pandemic there were several legal cases involving the use of social media. After being analyzed and categorized, it shows that linguistic cases can be grouped into cases that do have an impact on efforts to deal with Covid-19, cases that do contain elements of insult and defamation even though they are within the framework of social criticism, and cases that do not deserve to be categorized as impediments. handling cases and criminal allegations of disseminating false news. The authorities should be able to distinguish early in handling cases related to Covid 19.

#### 5. References

- [1] Ariani, Mohsen Ghasemi, Fatemeh Sajedi, and Mahin Sajedi. 2014. "Forensic Linguistics: A Brief Overview of the Key Elements." *Procedia - Social and Behavioral Sciences* 158: 222-25. <https://doi.org/10.1016/j.sbspro.2014.12.078>.

- [2] Baum, Julia, and Rasha Abdel Rahman. 2021. "Negative News Dominates Fast and Slow Brain Responses and Social Judgments Even after Source Credibility Evaluation." *NeuroImage* 244 (May): 118572. <https://doi.org/10.1016/j.neuroimage.2021.118572>.
- [3] Coulthard, Malcolm, Alison Johnson, and David Wright. 2016. *An Introduction to Forensic Linguistics: Language in Evidence*. Routledge.
- [4] Creswell, John W. 2014. *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. America: United States of America.
- [5] Gibbons, John, and M Teresa Turell. 2008. *Dimensions of Forensic Linguistics*. Vol. 5. John Benjamins Publishing.
- [6] Hymes, Dell. 1972. "Models Ofinteraction Oflanguage and Sociallife." *J. Gumperz & D. Hymes (Eds.)*.
- [7] Jamshed, Shazia. 2014. "Qualitative Research Method-Interviewing and Observation." *Journal of Basic and Clinical Pharmacy* 5 (4): 87.
- [8] "Jejak Kasus Jerinx 'IDI Kacung WHO' Hingga Bebas." 2021. CNN Indonesia. 2021.
- [9] Miles, Mattew B, A. Michael Huberman, and Johnny Saldana. 2014. *Qualitative Data Analysis A Methods Sourcebook Edition 3*. America: United States of America. <https://doi.org/10.1192/bjp.111.479.1009-a>.
- [10] Nini, Andrea. 2019. "Developing Forensic Authorship Profiling." *Language and Law/Linguagem e Direito* 5 (2): 38–58.
- [11] ———. 2020. "Corpus Analysis in Forensic Linguistics." In *The Concise Encyclopedia of Applied Linguistics*. John Wiley & Sons Ltd.
- [12] Olsson, John, and June Luchjenbroers. 2013. *Forensic Linguistics*. A&C Black.
- [13] Onishi, Hiroko. 2012. "Defamation in Cyberspace: A Japanese Perspective." *Computer Law and Security Review* 28 (6): 687–95. <https://doi.org/10.1016/j.clsr.2012.09.005>.
- [14] Pekkala, Kaisa, and Ward van Zoonen. 2021. "Work-Related Social Media Use: The Mediating Role of Social Media Communication Self-Efficacy." *European Management Journal*, no. xxxx. <https://doi.org/10.1016/j.emj.2021.03.004>.
- [15] Pennington, Natalie. 2021. "Communication Outside of the Home through Social Media during COVID-19." *Computers in Human Behavior Reports* 4: 100118. <https://doi.org/10.1016/j.chbr.2021.100118>.
- [16] Romdhon, Muhamad Syahri. 2021. "Dibebaskan Polisi, Pemuda Yang Tantang Pegang Mayat Pasien Covid Minta Maaf Dan Mengaku Menyesal." Kompas.Com. 2021.
- [17] Udina, Natalia. 2017. "Forensic Linguistics Implications for Legal Education: Creating the e-Textbook on Language and Law." *Procedia - Social and Behavioral Sciences* 237 (June 2016): 1337–40. <https://doi.org/10.1016/j.sbspro.2017.02.219>.
- [18] Zhang, Xiaofei, Hongying Tan, Chunxiao Yin, and Dingyu Shi. 2021. "Does an Image Facilitate the Sharing of Negative News on Social Media? An Experimental Investigation." *Library & Information Science Research*, 101120. <https://doi.org/https://doi.org/10.1016/j.lisr.2021.101120>.

## METACOGNITIVE STRATEGY IN LEARNING FRENCH AS FOREIGN LANGUAGE

Herman (Author 1), Dwiyanto Djoko Pranowo (Author 2)

French Department Faculty of Languages and Arts, Yogyakarta State University  
herman@uny.ac.id, dwiyanto@uny.ac.id

### Abstract

This descriptive research provides an overview of learners' metacognitive strategy in anticipating various changes in learning activities of IR 4.0 era. This research was carried out by looking at some similarities and differences in the patterns of learning strategies of students of FLE in three ASEAN countries (Indonesia, Thailand and Vietnam) with different atmospheric cultural and academic backgrounds. Digitalization in various aspects of life, including in education is inevitable in the Industrial Revolution (IR) of 4.0 eras. The development of technology in foreign language learning is also affected by the sophisticated technology and abundant learning resources that are available offered for various learning needs. The ability of teachers and students as users of technology needs to be improved so that technology can be applied effectively. It is undeniable that this development has a great impact on learning and teaching strategies. Student active learning approach is more prominent than the previous era. This evolution involves certain kinds of autonomy in the learning process. The study of the readiness of learners to face the era of IR 4.0 is critical so that it can lead to effective and efficient learning steps. How learners organize learning materials, determine priorities, and implement learning materials are what so called metacognitive strategies that need to be mapped in favor of achieving learning efficacy.

**Key words:** metacognitive strategy, French as foreign language, Industrial Revolution (IR) of 4.0 era

### 1. Introduction

Technology greatly offers conveniences in learning of a foreign language. It varies from the availability of various web sites, audiovisual documentation, and language learning tutorials, applications that assist learners knowing some expressions and finding the answers of any difficulties to formulate sentences. Learners are exposed as well with various quizzes and audiovisual explanations as if they were studying with a native speaker. Behind this sophistication and the availability of abundant learning resources, it is essential to address several issues concerning the acceleration and effectiveness of learning in addition to the various policy steps that possibly will set it out.

This phenomenon involves the autonomy of learning. Therefore the promptness of

the learners for this new era becomes an inevitable affirmation for the achievement of the efficacy of teaching and learning. The study has been formulated in the following problematic. Are there new steps in the learning process among students in the selection of learning resources? How do students organize their learning material? How do students determine their priority scale and how do students implement learning materials to master four language skills?

Responding to the above problems, an in-depth survey research on metacognitive strategies is carried out among French language learners in ASEAN countries. The research provided an overview of how the way the learners anticipate and implement various changes in their learning of French as Foreign Language (FFL). This research is also useful in determining foreign language

learning policies, especially French in ASEAN countries.

“Strategy” means a plan that is geared towards achieving a goal. The 'second language learning strategy' are specific plans or actions - either observable, such as taking notes or finding a conversation partner, or unobservable ones, such as mental analysis of 'a word intentionally used by second language learners to improve the reception, memorization, retention and retrieval of information. Learning strategies and learning styles that are related to broader approaches to learning, such as intuitive style - random versus concrete sequential style, or visual style versus auditory style, should not be confused.

The language learning strategy is a process consciously chosen by the learners. Cohen (1998) puts the relationship between the consciousness of the learners and whatever their learning strategy is. The essential is the element of consciousness, because it is the only factor that distinguishes strategy from another element of the process. The major premise is that language learning takes place if students take into account several potential strategies that they can use in favor of their language learning. This viewpoint is based on the fact that the best way to make them aware is to develop a language class based on learning strategy.

More classifications of learning strategies can be found on the typology initiated by Oxford (1990), Rubin (1989), and O'Malley and Chamot (1987,1990). For the past two decades, they have been trying to define and explain what language learning strategies are. O'Malley and Chamot (1990) have proposed different distributions and conceptions of learning strategies which fall into three categories that are more synthetic and rigorous than the others: cognitive, metacognitive and socio-emotional strategies. However, these categories may seem more insignificant and more diverted from the language class, although they are more operational and easy to run. Inspired by some findings in psychology and education, O'Malley and

Chamot (1989) postulate that language learning strategies fall into three categories: Metacognitive strategies, cognitive strategy and socio-affective strategy.

Metacognitive strategies involve thinking about the learning process, preparation for learning, monitoring or monitoring learning activities and self-assessment. (Planning, directed attention, selective attention, self-management, self-monitoring, problem identification, self-evaluation.

Metacognitive strategies involve reflection on the learning process, preparation for learning, monitoring or monitoring of learning activities, and self-assessment.

1. Anticipation or planning (planning).
2. General attention.
3. Selective attention.
4. Self-management.
5. Self-regulation (self-monitoring)
6. The identification of a problem (problem identification)
7. Self-evaluation

Much research has been implemented on how to improve second language learning strategies. In many surveys, efforts were carried out to teach students to use learning strategies which is called strategy training or learner training (Thompson & Rubin, 1993). However, studies that focused on the training of second language learning strategies have not been successful or conclusive. Training is only effective in different skill areas, but not in other areas overall, even within the same study. (Oxford & Crookall, 1989.)

Based on research on second language strategy training, the following principles have been tentatively proposed, subject to further study:

1. Second language learning strategy training should be clearly based on student attitudes, beliefs and expressed needs.
2. Strategies should be chosen in order to make the learners practice with and

support each other and so that they correspond to the task requirements, the language, the learning goals, and the learning styles of the learners.

3. The training should, as it goes, be incorporated into second language learning activities over a long period of time rather than in a short separate lesson taught briefly.
4. Students must have many opportunities to practice their strategy during language learning.
5. Strategy training should include explanations, documents, activities, brainstorming, and homework reference materials.

Oxford (1990) synthesized existing research on how the following factors influence the choice of language learning strategies used by learners: motivation, sexes, cultural background, attitudes and beliefs, type of task, age and second language stage, learning style, tolerance of ambiguity.

The main purpose of teaching and learning French as FFL is to make known a set of language knowledge and skills called competence and performance. In Chomsky's generative grammar, competence is described as the implicit, innate knowledge that everyone has of their language, whereas, performance is described as the manifestation of an individual's competence to use the appropriate speech acts in a given communication situation.

The second purpose of teaching and learning FFL is to equip the learner with communicative competence which includes, beyond the assimilation of the linguistic elements and the statements of the speech acts, that of all the components of the act of communicating, and of verifying, through the performance of the learner, that all these components have been acquired.

Research in psychology have showed that independent learners have characteristics such as: strong motivation, self-efficacy, that is, "confidence in one's abilities to organize and execute the action plans necessary to produce given results"

(Bandura, 1997: 3) and therefore an aptitude for agency, a desire to grasp meaning; a positive attitude; a need for achievement, and a combination of extrinsic and intrinsic motivation. Students are "extrinsically" motivated if learning takes place through an obsession with rewards (like grades or praise) that are not inherently associated with learning. In contrast, students are "inherently" motivated whether the reward for learning is the enjoyment of the activity itself or a hunch for performing the task. Motivation depends largely on the context, the people involved and the specific circumstances (Pintrich & Schunk, 1996). Rigorous performance anxiety dampens against autonomy and motivation, but mild anxiety can sometimes improve them (Young, 1998).

## 2. Method

This research was carried out during four months by looking at the similarities and differences of metacognitive strategy patterns of FFL learners of three ASEAN countries (Indonesia, Thailand, Vietnam) who have different atmospheric cultural and academic backgrounds. The population is 3 university students studying French as a foreign language. Respondents were represented by learners of French as a foreign language (FLE) at UNY and their partners of other universities in Thailand and Vietnam. The samples are selected according to the needs of the research: the students who enroll the courses of the FLE either the oral or written production, or the oral or written comprehension. The samples are students of French at A2-B1 level (intermediate) based on the CEFR levels of language. Given their hours of learning and the learners of the level considered intermediate are students of the 4th and 6th semester or higher.

Data were collected, Firstly, by direct observation in the FLE class of these three universities, to know the strategies used during the learning process. Secondly, through the survey using a set of questionnaires generated using the self-assessment grid. Thirdly, it was conducted by setting up a semi-structured interview.

Self-assessment may be inaccurate if the learner does not present himself in an honest manner; the only way to identify the mental process of learners is to survey using an instrument constructed according to learning strategies proposed by O'Malley and Chamot (1990).

The responses are reconfirmed to gain reliable information. Respondents interrogated to describe their learning processes and strategies did not always give the relevant information due to fade retention. Therefore, it's necessary to interview the learners. Despite the time lag between the process and the data collecting, learners have given some necessary information about this mental process.

### 3. RESEARCH DATA AND DISCUSSION

56 students were surveyed on line with Google form. It took place between May and June, 2020 at their home respectively.

Metacognitive strategy used by the Indonesian students shows that learner's understanding of the general situation in French learning, lead them to prepare and direct themselves to face any situations. It can be describe as follows:

48% of students regularly plan and anticipate their learning of a new lesson, while 38% of them occasionally did. Planning means that learners were hovering to get the general idea before reading and scheduling or preparing their presentation in good way. Anticipation manifests itself in the act of learning and avoiding mistakes.

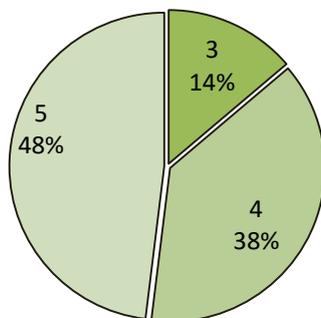


diagram 1. Anticipation and planning

1. 46% of students paid close attention to general tasks and special instructions before doing any task in French learning as they understand the general instruction, while 40% did it occasionally and the rest 13.75 % never pays attention to learning tasks.
2. 55% of students paid attention to particular French learning tasks while 32% only used this strategy in a certain situation and the rest of them ignored this strategy. The particular attention paid to learning French includes documentary research and attentively listening to the speech of their interlocutor and a conscious grasp of the grammatical orders of speech.
3. 33% of students frequently managed their learning while another 49% of them occasionally used this strategy and another of 16.9% ignored it. Self-management includes finding all additional subjects and course materials, creating a good environment, and using appropriate techniques for learning French.
4. 25.83% of students frequently used the self-regulation technique while 48.83% of them only practiced it on some occasion and the remaining 28.33% had never practiced it. This strategy includes the conscious taking of one's acquired aptitude and competence.
5. Only 15.17% of students regularly identified their problems and checked the materials of their learning such as verifying reached the learning goal. 23.33% have practiced it occasionally and 62.52% ignored it.
6. 55% of students frequently checked their pronunciation; examined their language performance to find out their learning outcome while 31.25% did occasionally.

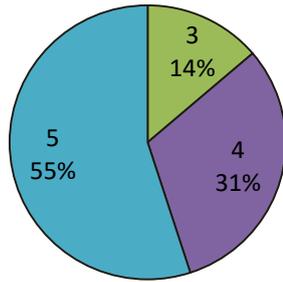


Diagram 2. Self-assessment

In general, there are some differences between Indonesian students and Vietnamese students in using the metacognitive strategy, especially those related to self-evaluation strategies.

1. 65% of Vietnamese students admitted that they often or always made preparations and planned to learn French language. Only 10% have never planned.

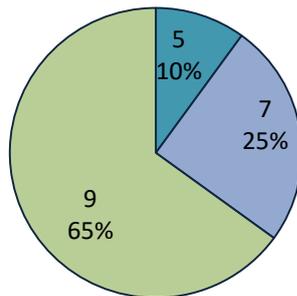


Diagram 3. Anticipation and planning

2. 57% of Vietnamese students paid general attention to their learning objectives, while 60% paid attention to learning the things they consider choices. students paid close attention to general tasks and special instructions before doing a task of learning French as they understand the general instruction, while others did it occasionally.
3. 60% of vietnamese students pay attention to particular French learning tasks such as documentary research and listening attentively, while 25% sometimes used this strategy but sometimes they did not

do. Only 15% did not do.

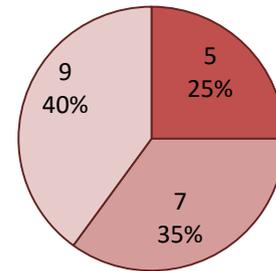


Diagram 4. Self-management

4. 40% of students considered themselves used frequently the self-management technique while 35% occasionally used the strategy. 25% did not care of that strategy such as additional subjects and course materials, creating a good environment, and using appropriate techniques for learning French.

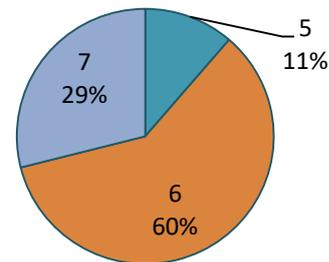


Diagram 5. General attention

5. 50% vietnamese students are frequently taking of their acquired aptitude technique while 40% only did some repetitions in some occasion as the self-regulation strategy.
6. 50% of vietnamese students regularly verified their problems of their learning French such as how to achieve the goal. 25% have did it occasionally.
7. 40% of vietnamese students frequently did not do the self-assess to know how are their learning outcome, eg. checking their pronunciation, examining their language performance. 32% did occasionally.



learners do not always use planning, control or evaluation in such linear way. The activities and planned behavior are probably carried out with different intensities and modifications. According to Anderson, many learners put as much effort into learning more effectively as it would take. Yet there are some learners who believe that it is better to give the planning and organization of their learning to the teacher or institution that offers them a well-planned program from the beginning to the end of the process of learning. It is considered as good way to achieve the learning goal. However, this situation ignores the learner's autonomy in terms of creativity, because learners expect precisely what to do and how they do it. According to Allwright (1990) in Oxford (2003: 76) learner autonomy relates to behaviors such as responsibility, willing to do, knowing the essential and willing to act.

The data shows that some respondents do not behave autonomously. Several indicators reveal this phenomenon. 46% Indonesian, 57% Vietnamese and 28% Thai respondents lend their learning to their institution. While 55% Indonesians, 28% Vietnames, 55% Thai respondents do not assess them-selves. It is explained by the volume of their exercises and the tasks given by institution that pushed them to well prepare and forget to assess the way they want to avoid the poor or bad results.

#### 4. CONCLUSION AND IMPLICATION

This research concerns the identification and description of the metacognitive learning strategies used by Indonesian, Vietnam and Thai French learners at the three universities teaching French as Foreign Language (FFL). Considering that most learning strategies are unobservable, the only way to know if students are using this or that learning strategy is by polling them, even though some strategies may be associated with observable behavior. Le résultat de la recherche montre que les étudiants choisissent et utilisent les stratégies d'apprentissage selon les situations et les contextes que l'on peut décrire comme suivant:

According to survey data, less than half of respondents occasionally engage in planning activities. It can be seen that some learners think about the importance of the purpose, planning, progress, or end of this learning process while others did not do. Activities and planned strategy are eventually carried out with different intensities and modifications. Some believe that it is best to leave the planning and organization of their learning to the teacher or the institution that offers them a well-planned program from the beginning to the end of the learning process.

The data also shows that some Indonesian learners did not prepare themselves. Several indicators proved this phenomenon. Only 46% of Indonesian paid attention to the learning organization. 55% of Indonesian respondents assess themselves.

Good language learners actually know what goals they are aiming for. In terms of speaking, the range of targets can be explained by mutual intelligibility which is the main criterion. Good language learners therefore do not neglect their pronunciation. They learn hard to pronounce FFL. They realized that this physical activity does not only involve exercises of the parts of the body (tongue, lips, vocal cords, lungs, etc.) but also the strategy of communication. It is true that some good learners develop the image of a good speaker of the French language as the goal of learning with good pronunciation, while others see from different way who thinks that communication is more essential. From this type of learner, we can see that instead of using a compensatory strategy in communication that advocates meaning, they puts aside the form of utterance.

Listening to spoken text is seen by good learners as part of communication activity. They didn't take genuinely care about mistakes or sounds they can't understand. They engaged in an activity that is extra-linguistic. They used a compensatory strategy by perceiving non-linguistic cues such as environment and social context or cultural cues. At the same time, they refer to

contextual information in order to construct hypotheses about the meaning of the audio or written document. Learners also used schematic knowledge to grasp meaning, and this includes knowledge about the linguistic rule in which speech is organized, as well as how the language is used in a given society, and factual knowledge of the language.

Metacognitive learning strategy is one of important aspect of language learning. This is a fact where learners become aware whether they are good learners or weak learners. As in other areas of language learning, learners must handle the task in an appropriate comportment. This implies readiness, organisation, learning management, motivation, a willingness to self-assess, even at the risk of embarrassing failure. By looking for possibilities of exposure to the target language, and by realizing that learning strategy is skill that relates to all other aspects of learning language, learners will be better prepared of different change in modern way of learning. By these means, learners will strive to achieve their various goals of learning, and to achieve their desired level of language proficiency.

There may be variations in learning strategy, depending on gender, age or social context. For instance, classes with a majority of male students may have a different strategy than a predominantly female class, and may require different types of activities that meet their needs. The key for teachers in planning education is to be aware of the multiple ways of learning.

## 5. References

- [1] Bandura, A, "Self-efficacy: the Exercise of Control" Freeman, New York, 1997.
- [2] Brown, Douglas, H, "Principle of language learning and teaching," Pearson Longman, New York, 2007.
- [3] Chamot, A.U., & Kupper. L, "Learning strategies in foreign language instruction," Foreign Language Annals, 22, 13-24, 1989.
- [4] \_\_\_\_\_ . "Issues in Language Learning Strategy Research and Teaching," Electronic Journal of Foreign Language Teaching 2004, Vol. 1, No. 1, pp. 14-26© Centre for Language Studies, National University of Singapore, 2004
- [5] Cohen, Andrew D., "Second Language Learning and Use Strategies: Clarifying the Issues," Center for Advanced Research on Language Acquisition, University of Minnesota, Minneapolis, (revised version) July 1996.
- [6] \_\_\_\_\_, "Strategy in learning and using a second language, Applied linguistics and linguistics study," Longman, London, 1998.
- [7] \_\_\_\_\_, Language learning: Insights for learners, teachers, and researchers, Heinle & Heinle, Boston, (1990)
- [8] Cyr, Paul, "Les strategies d'apprentissage, didactique des langues étragères," Cle International, Paris, 1998.
- [9] Griffiths, C. Patterns of language learning strategy use. System, 31, 367-383. 2003.
- [10] \_\_\_\_\_, Strategies for successful learning in an English-speaking environment. Journal of Asia TEFL, 3(2), 141-163. 2006
- [11] \_\_\_\_\_, Strategies and good language learners. Edited by Griffiths, Carol, Lessons from Good Language Learners. Cambridge University Press. 2008.
- [12] Iskandarwassid et Sunendar, D, Strategi Pembelajaran Bahasa. Bandung, Sekolah Pascasarjana Universitas Pendidikan Indonesia, 2008.
- [13] O'Malley, J.M., & Chamot, A.U. Learning strategies in second language acquisition. Cambridge: Cambridge University Press. 1990.



- [14] Oxford, R.L. Use of language learning strategies: A synthesis of studies with implications for strategy training System. 1989.
- [15] \_\_\_\_\_ Language learning strategies and beyond: A look at strategies in the context of styles. In S.S. Magnan (Ed.), *Shifting the instructional focus to the learner*, Middlebury, VT: Northeast Conference on the Teaching of Foreign Languages. 1990.
- [16] Robert, J-Pierre, Dictionnaire pratique de didactique du FLE, Français l'essentiel. Paris, Ophrys. 2002.
- [17] Rubin, J. What the "good language learner" can teach us. TESOL Quarterly, 9, 1975.
- [18] Thompson, I, & Rubin, J. (1993). Improving listening comprehension in Russian. Washington, DC: Department of Education, International Research and Studies Program.

**TOEFL PREDICTION ONLINE TEST IN COVID-19 PANDEMIC ERA**Restoeningroem.<sup>1</sup>, Beni Setiawan.<sup>2</sup><sup>1,2</sup>Universitas Indraprasta PGRI Jakarta<sup>1</sup>restoeningroem57@gmail.com, <sup>2</sup>benidantesadino@gmail.com**Abstract**

As negotiate the short-term and long-term effects of the Covid-19 pandemic, it has utterly disturbed our everyday lives and made it difficult to prepare for the future. Employees in every field are worried about their job security, parents are juggling homeschooling and child care difficulties, and people of all ages are postponing and canceling milestone events such as birthdays, anniversaries, and weddings. Students are concerned about graduations and the shift to online curricula, while prospective undergraduate students are curious about how this would effect such a pivotal stage in their life – applying to and graduating from universities. one of the solutions offer is online test. The purpose of this research is to know students' perception on their opportunities and challanges in using online test in Covid-19 pandemic era. This study was a descriptive and use a mixed method consisted of quantitative and qualitative data. The sample of this study is the students from Binaniaga University who will have their thesis trial for 2020/2021 academic year. The results of this study showed that there are many students have difficulties in using online test. They have challanges on how to operate the online software, their lack of gadgets or supporting equipments, and also problem of online connection. It also proved that online test can be an alternative media to be held since there are also a number of students who got decent scores regarding of challanges mention before. There are 30 students from 242 students who face challanges in taking online test. But there are also 10 students who got excellent scores on the online test.

**Keywords:** online test, Covid-19 pandemic, cultural change

**1. Introduction**

TOEFL is a test that assesses non-native English speakers' ability to communicate in English by assessing their writing, reading, listening, and speaking skills. It's natural to be nervous about studying for the exams, yet TOEFL is a useful test in the long run. Everyone's career depends heavily on their ability to communicate in English. The TOEFL exam focuses on using English in real-life situations.

Since 1963, the TOEFL has been used by scholarship selection committees from governments, universities, and institutions such as Fulbright, the Agency for International Development, AMIDEAST, and the Latin American Scholarship Program as a standard measure of candidates' English proficiency. Some

professional licensing and certification bodies also use the TOEFL score to evaluate English proficiency. Admissions committees at more than 4,500 colleges and universities in the United States, Canada, Australia, United Kingdom, and many other countries around the world require foreign applicants to submit TOEFL scores along with transcripts and recommendations for consideration for admission. (Pamela, 2013: 16).

The global Covid-19 pandemic has had an impact on educational systems all across the world, making it more difficult for pupils to plan for the future. While some students have postponed their plans, others have jumped at the chance to take advantage of the greater opportunities and higher admission prospects at top colleges that this unique situation may provide. This

case also affecting how TOEFL taken. Students take online TOEFL test. Authors also had some experiences in taking online TOEFL which became one of background in doing this research.

On this research, authors got some help from an institution which given TOEFL prediction online test, [www.lingkarujian.com](http://www.lingkarujian.com), to gather data of 242 students from Binaniaga University who will have their thesis trial for 2020/2021 academic year.

The banner for the TOEFL Prediction Online Test features a woman wearing a face mask and a head-mounted display. Text on the banner includes: 'TOEFL PREDICTION ONLINE TEST PRESENTED BY INTERLANG IN COLLABORATION WITH LINGKARUJIAN AT BINANIAGA INDONESIA UNIVERSITY'. It lists dates: 'Saturday, 06:30 P.M.' with sub-dates for B1/S1 (Aug 7th), B2/S1 (Aug 14th), B3/S1 (Aug 21st), B4/S1 (Aug 28th), and D3 (Sep 4th); and 'Monday, 09:00 A.M.' with sub-dates for A1/S1 (Aug 2nd), A2/S1 (Aug 9th), and D3 (Aug 16th). Contact information includes WhatsApp (085158747411), Instagram (@interlang.baylish), and Twitter (@interlang.world). Logos for LingkarUjian and InterLang are also present.

Figure 1. TOEFL Prediction Online Test conducted by [lingkarujian.com](http://lingkarujian.com) for Universitas Binaniaga Indonesia

## 2. Methods

The types of research carried out in this study are mixed between quantitative and qualitative descriptive. Authors used quantitative to count and qualitative descriptive to explain the result. Descriptive research is generally carried out with the main objective, that is to describe systematically the facts and characteristics of the object or subject researched precisely. In recent developments, research methods. Description Alternative: Many researchers also do descriptive because of two reasons. First, from empirical observations indicate that most of the research reports were carried out in descriptive form. Second, descriptive

methods are very useful for get a variety of problems related to the field of education and human behavior.

The research methodology used by the authors was descriptive qualitative research because this research requires development of English material. the development model had to be developed on three models: procedural, conceptual, and theoretical (Creswell, 2013).

### 1) Data Analysis Techniques

Data analysis or data processing is a more detailed and in-depth form of analysis that also discusses a theme or subject matter. Where in this analysis, the focus of research and discussion, although directed at certain fields or aspects, is the discrepancy of phenomena which is the central theme of the research problem (Hinrichs et al., 2017).

First, authors conducted the TOEFL prediction online test by giving PPT guidance on how to enter the website ([www.lingkarujian.com](http://www.lingkarujian.com)) and login using their test account to do the test. Next, authors held a Zoom meeting to explain what is TOEFL prediction online test used for and how to do the online test remotely from home. Then, the result of the test counted quantitatively and presented in chart. Last, problems found would be delivered by test participants using Whatsapp to the test proctors.

Figure 2. Zoom Meeting Conducted by [www.lingkarujian.com](http://www.lingkarujian.com) (go to [https://youtu.be/X\\_zM8Fmq3Fo](https://youtu.be/X_zM8Fmq3Fo) for full video)



## 2) Data Resource

Data are raw materials that need to be processed to produce information, both qualitative and quantitative data that show facts. On the other hand, data is material information about the object of learning something. Data can be found by observation, interviews, documentation, and so on, data from analyzing supporting factors (Flyvbjerg, 2006).

## 3) Object Research

The object of research in this study were 242 students from Binaniaga University who will have their thesis trial for 2020/2021 academic year.

## 4) Research Approaches

The research approach used in this research is a qualitative approach. As for what is meant by qualitative research, namely research that intends to understand the phenomena of what the research subject is experiencing in a holistic manner, and by means of descriptions in the form of words and language, in a special natural context and by utilizing various scientific methods. The type of research approach is descriptive. Descriptive research is research that seeks to address existing problem solutions based on result data (Tracy, 2010).

## 3. Results

There are several results found from the research as they are opportunities and challenges in holding TOEFL prediction online test.

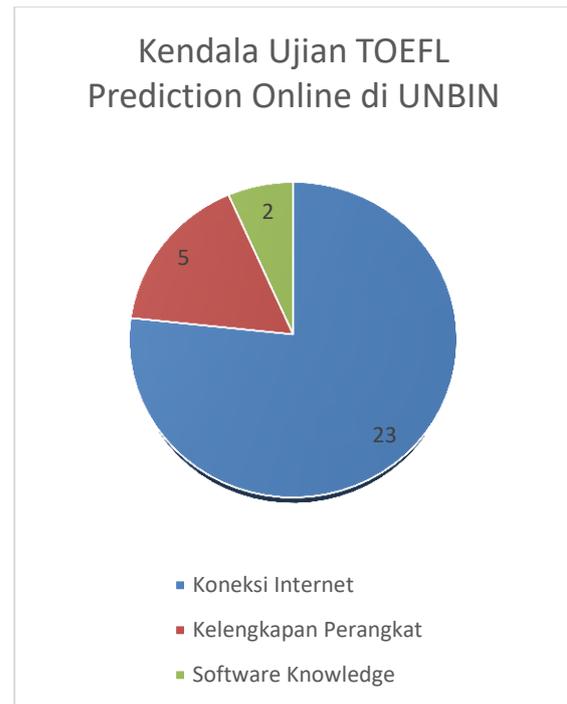


Figure 3. Problems Occurred on TOEFL Prediction Online Test in Universitas Binaniaga Indonesia

### Opportunities:

- 1) Students can do the TOEFL prediction online test from their home which means they could reduce the risk of infected by COVID-19 due they don't have to go to the test venue. Students which having isolation can also do the test remotely from their isolation place as long as they have the proper device and stable connection.
- 2) The result of the TOEFL prediction online test could be instantly received because it is already fixed by the system. the test participants can download their test result right after they have done the test.



Figure 4. Instant Test Result from Test Participant (downloadable)

- 3) The TOEFL predicton online test has cheaper cost than paper based test.
- 4) TOEFL predicton online test is more secure since it has its own database on the web. It can save up to million bytes of data from test participants.

**Challenges:**

- 1) TOEFL predicton online test needs a stable internet connection. It makes some of test participants got some issues about internet connection since Indonesia hasn't got this equally for its own people.



Figure 5. One of Test Participants who had Problem Connection

- 2) Test equipment such as laptop/PC and updated browser also became one of the problems faced by test participants to take TOEFL predicton online test from their home. Some of them didn't have working supporting tools to do the TOEFL predicton online test.



Figure 6. One of Test Participants who had Test Equipment Problem

- 3) Lacking of internet and software knowledge from the test participants is also one of the challenges of conducting TOEFL predicton online test. Eventhough the institution (www.lingkarujian.com) had already shared the test procedures on how test participants do the test and also held Zoom meeting to guide them to do the test but still there were some participants failed to perform TOEFL predicton online test because of lacking in internet and software knowledge.



Figure 7. One of Test Participants who was lacking in software knowledge

#### 4. Conclusion

TOEFL prediction online test is one of solution for students to do the TOEFL test on COVID-19 pandemic era since it is enable to student operate and perform it from home. The results of the research are also indicated that there are several opportunities and challenges from TOEFL prediction online test. These opportunities and challenges are also part of cultural changes that happened because of COVID-19 pandemic. Furthermore, with some modification and treatment TOEFL prediction online test can be fully optimize and widely used.

#### ACKNOWLEDGMENT

This research takes the title "TOEFL PREDICTION ONLINE TEST IN COVID-19 PANDEMIC ERA" which is one of the obligations of educators in carrying out the Tri Dharma of Higher Education, namely research under the auspices of Universitas Indraprasta PGRI Jakarta. the author would like to thank all parties involved:

- 1) PROF. DR.H. SUMARYOTO as The Chancellor of Universitas Indraprasta PGRI Jakarta.
- 2) Dr. Mamik Suendarti, MP
- 3) Universitas Binaniaga Indonesia
- 4) [www.lingkarujian.com](http://www.lingkarujian.com)
- 5) All those who have helped a lot in this research. Authors realize that this dedication is still far from perfect. For this reason, criticism and suggestions that are very constructive in nature, authors can develop more in the future.



Figure 8. Page from [www.lingkarujian.com](http://www.lingkarujian.com)

## REFERENCES

- [1] Creswell, J. (2013). Qualitative, quantitative, and mixed methods approaches. In Research design.
- [2] Flyvbjerg, B. (2006). Five misunderstandings about case-study research. *Qualitative Inquiry*. <https://doi.org/10.1177/1077800405284363>
- [3] Hinrichs, U., Carpendale, S., Knudsen, S., & Thudt, A. (2017). Analyzing qualitative data. Proceedings of the 2017 ACM International Conference on Interactive Surfaces and Spaces, ISS 2017. <https://doi.org/10.1145/3132272.3135087>
- [4] Pamela J.S , 2013 , Kunci Sukses TOEFL iBT, Paperplus Publisher, Tangerang.
- [5] Tracy, S. J. (2010). Qualitative quality: Eight a"big-tent" criteria for excellent qualitative research. *Qualitative Inquiry*. <https://doi.org/10.1177/1077800410383121>

## AN ANALYSIS OF DIRECTIVE SPEECH ACTS USED BY MALE LECTURER OF ELESP FKIP LAMBUNG MANGKURAT UNIVERSITY IN CLASSROOM CONTEXT

Shandi Kevin Tanudjaja<sup>1</sup>, Nanik Mariani,<sup>2</sup> Noor Eka Chandra,<sup>3</sup>

<sup>1,2,3</sup> Lambung Mangkurat University

<sup>1</sup>gabrielshandikevintan@gmail.com,

<sup>2</sup>nanik\_mariani@ulm.ac.id,

<sup>3</sup>nooreka\_chandra@ulm.ac.id

### Abstract

Directive speech acts in the scope of an educational communication is important to review since the addressee must carry out an action toward the speech. In this study, the problem is to know the form of directive speech acts that arise from the speech of male lecturer in the learning process in ELESP FKIP of Lambung Mangkurat University. The objective of this research is to find the type of directive speech acts that appear through the speech of male lecturer in the classroom context. In consequence, this research used descriptive methods with the qualitative approach. In collecting the data, the researcher makes direct observations in learning activities while recording the forms of speech that appear to increase the validity level of data. The result showed that questioning (92 utterances) is one of the most widely applied parts of the directive speech act than suggesting (15 utterances), requesting (8 utterances), commanding (7 utterances), permitting (5 utterances), and encouraging (4 utterances). Therefore, directive speech acts that performed by male lecturer is constantly oriented in the form of questioning and suggesting. Based on the result, it shows that male gender lecturer performed several directive speech acts that relative to the supremacy of the gender itself. It is suggested that the lecturer as the main role in the learning process to always consider the diction choice regarding directive speech act. Hence, future research is needed to increase the quality of educational environment, especially for kind of speech acts that occur in learning process.

**Keywords:** directive speech act, male lecturer, classroom context

### 1. Introduction

As social beings, it is said that human beings are intertwined and need each other, which there are interactions in each relationship between individuals. One of the parts found in the interaction is communication. Human needs media to communicate with one another to understand the meaning and purpose of an utterance, one of the tools in communication is language. Language is a key to human life, and we can interact with each other by using language [11]. Language has an important role in inter-individual or social relationships which are intended as communication systems. Communication is a mechanism for the transfer

of information, messages, and a method of transmission by one person to another.

In the realm of a communication process, there is a theoretical basis related to linguistic form, speech act. People tend to perform speech acts when they produce a speech with a specific purpose, such as greeting, apologizing, or even requesting. Fromkin in his work entitled *An Introduction to Language* [9] defined speech act as the action or intent that a speaker accomplishes when using language in context, the meaning of which is inferred by hearers. Based on Austin's theory [3] speech act has three

types of acts such as locutionary, illocutionary, and perlocutionary act.

Referring to the three types contained in the speech act, illocutionary is one of the most important studies from the three kinds of speech act [6]. This is based on frequent misunderstandings that occur in communication, due to the unknowing of what the speaker means by certain utterances. According to Searle as cited in Mey [15], he established these classifications of speech acts including representative, directive, commissive, expressive, and declarative. Directive is one type of speech acts in which the speaker instructs the hearer to do something through a speech, or in other words, to persuade the communication's addressee to take action through an utterance. Directive has paradigmatic cases that include requesting, advising, commanding, challenging, inviting, daring, entreating.

This research is using Searle's classification of directive speech acts that has been grouped into eight types. Commanding; is expressed by the speaker when he wants to ask or order someone to perform action directly. This type of directive speech acts can be done by considering either the power of speaker or hearer. Requesting; is similar with commanding, but the speaker asks or order someone to perform an action indirectly (most of them in polite way). Since this expression is not totally an order means the hearer has rights to accept or even reject the request. Suggesting; can be defined when the speaker delivers a speech that makes the hearer perform an action in the future. This expression is oriented to a thought or idea of the speaker delivered to the hearer that can affect the hearer's consideration in performing a later action. Forbidding; in contrast with the previous one, this type of directive speech acts is to ask and order someone not to do something. Questioning; is expressed by the speaker in order to elicit a response, answer, or even information from the hearer. Permitting; consist of several expressions as follows agree to, allow, authorize, bless, consent to, forgive, release. Encouraging; is an expression that speaker uttered to give support and encouragement to the hearer to do something. Wishing; can be defined as the speaker's hope

to the hearer about something good in the future.

Based on the definition above, directive speech act which is part of the speech act can occur in every realm of life, especially during the teaching and learning process. Directive speech act in the scope of an educational communication is an important thing to review because this form of speech produces actions that must be performed by the hearer, so that the hearer either students, teacher, or lecturer needs to interpret the meaning of the utterances.

In teaching and learning process, lecturer is one of the professions that has a responsibility to provide intellectual and moral education to students at the university. Based on Kelly and Hutson-Comeux [12], defined interactions based on gender (both male and female) that performed through face to face or directly, he found the presence of emotions that affect a speech taking into account both genders, among them women are identical with emotions of happiness, sadness, and fear, while men generally describe expressions or angry emotions that can affect the speech. Based on the researcher's experience, male lecturers sometimes tend to make students feel less motivated to carry out the learning process; therefore, this study researcher wants to examine one of the genders namely male in the university education environment precisely lecturers.

Some researchers have analyzed topics related to directive speech acts used in specific environments that are performed by a community and also teachers. Some of them are works from Roma Ayuni, Wan Syaifuddin [1] and Willyana Ramlan, Siti Zaenab [20]. In Roma Ayuni and Wan Syaifuddin's research, entitled "Directive Illocutionary Act in PUNK community at Lubuk Pakam", there is an objective to be achieved, namely to find out kinds of directive illocutionary act that mostly expressed among members of PUNK community. The result showed that the

members from PUNK community produced several types of directive speech acts, that were recorded through speech expressions generated in daily conversations.

Whereas different from Willyana Ramlan, Siti Zaenab's research, they researched the linguistic realm according to the utterance entitled "An analysis of Teacher's Directive Speech Acts and Students' Responses by Gender", with three objectives, including to analyze the types of directive speech act used by the teacher, then to investigate male and female students' responses of the teacher's directive speech act, and the last objective is to find out the reason from male and female students' responses toward teacher's directive speech act. The results showed nine types of directive speech act used by the teacher in the classroom activity. Second, it shows that most male and female students preferred to give respond to the teacher's directive speech acts. Then, the last objective shows that the students have a variety of reasons for responding to the teacher's utterance.

The present study is quite different from both the previous studies since Roma Ayuni, Wan Syaifuddin [1] and Willyana Ramlan, Siti Zaenab [20] conducted research that has a research subject that focused on subjects that have professions as members of a community, as well as teachers. In addition, directive speech acts research that they have conducted was perform by the subjects that were taken randomly referring to their gender. Meanwhile, in this study, the researcher wants to analyze the directive speech acts used by lecturers specifically for male lecturer in classroom context.

Based on the explanation above, researcher is interested in studying the speech given by male lecturer related to directive speech acts. The subject of this study is the male lecturer that actively teaching in English language Education Study Program FKIP of Lambung Mangkurat University.

## 2. Research Methodology

In conducting this study, it used descriptive methods with the qualitative approach. The data of this study is the directive speech acts used by male lecturer in conducting the teaching and learning process through

conventional methods. The data is taken from either male lecturer's utterances or expressions that have relevancy with types of directive speech acts theory.

This study was held at one of the state universities located in the province of South Kalimantan, Banjarmasin, namely Lambung Mangkurat University. Moreover, the subject of this study is one of the English male lecturers who actively taught English Language Education Study Program FKIP of Lambung Mangkurat University. The lecturer who permitted the researcher to conduct this study was Yusuf Al Arief, M.Hum.

In collecting and interpreting the data, the researcher used several instruments, which aim to gain the accuracy of the information, and the objectivity of the research, namely observation, record, and interview.

The researcher chooses observation as a method that applied to this study because the target subject and object of the study in the form of speech acts that must be observed directly, also through the observation method researcher can gain all the information that appears during the conventional teaching and learning process. The researcher observed the types of directive speech acts used by male lecturer in classroom context until getting saturated data so that the validity level of the data obtained can be maximized.

While conducted observation, the researcher records the activity and phenomenon that appears in the learning process. The researcher is used the recording method to ensure that every data obtained through the observation process, in order to create comprehensive and objective data based on the situation and conditions that occur during the learning process.

After collecting data through observation and record, researcher implies interviews as supporting instruments to increase the level of accuracy of the data obtained. Researcher

tries to explore the background and reason a speech arises from the subject of this study which is male lecturer during the learning process.

Validation of data in qualitative research is significant to the data contained in a study. Based on the form of object study and methods used, this study used triangulation techniques to obtain the validity of the data; besides, with triangulation techniques researcher can reach the credibility of a data. According to Moleong [16] defined the triangulation technique is a technique in research that helps researcher to check the validation of data.

Based on the theoretical definition above, researcher used triangulation techniques which involves a collection of data collection methods that support each other, in this study researcher not only use observation, but accompanied by recording and interviewing the subject of this study, and asked experts to check the validity of the data. The expert who has a significant role in checking the validity of data in this study is Rezqan Noor Farid, S.Pd., M.Hum which is one of the lecturers of the English Education Study Program at the University of Muhammadiyah Banjarmasin who mastered the realm of linguistic studies, which speech act is one of the linguistic branches. Researcher asked the expert to check the data validation table whether it is correct or wrong that researcher have grouped into each section of the directive speech act.

### 3. Finding and Discussion

Based on the observation of the research, the researcher found a number of types that arise in learning process in classroom context which conducted through face-to-face method. After the researcher collected the research's data through two observations, the researcher analyzing the data by using John Searle's theory. Searle classified the directive speech acts into 8 (eight) kinds, namely commanding, requesting, suggesting, forbidding, questioning, permitting, encouraging, and wishing.

After the researcher analyzed the male lecturer's utterance that have been transcribed into text or in written form the researcher only found six of eight types of directive speech acts of Searle's theory that were used by male lecturer. The male lecturer which is the subject

of the research performed 131 utterance that related to the types of directive speech acts. Those types that performed by male lecturer, namely commanding, requesting, suggesting, questioning, permitting, and also encouraging.

Table 1. Type of Directive Speech Acts Used by Male Lecturer

N	Type of Directive Speech Acts	Utterance
1.	Questioning	92
2.	Suggesting	15
3.	Requesting	8
4.	Commanding	7
5.	Permitting	5
6.	Encouraging	4

Based on the findings, 92 of 131 utterances that performed by male lecturer were in the form of questioning. Questioning utterance is the most types that performed by male lecturer during learning process. It is influenced by the purpose of the utterance itself that the speaker wants to deliver to the students. Besides questioning utterance is included in Searle's theory, this type of directive speech acts described by several experts, such in Bach and Harnish [4], Rahardi and Lapoliwa as cited in Nadar [17]. Male lecturer mostly applied questioning utterance to encourage students' motivation to actively participate in learning process. Male lecturer used questioning utterance not just to ask the students about the learning material, but also students' general knowledge about something relevant with the learning material.

Table 2. Questioning Type in Directive Speech Acts

No.	Example of Utterances
1.	L: So, <b>the previous lesson we talk about the methods in translation, and?</b> S: Procedures.
2.	L: Yes, <b>are we permitted to use literal translation or word-to-word translation?</b> S: No. because it's idioms.

3.	L: <b>What is the example?</b> S: Translating song's lyric.
----	--

Second, suggestion was used 15 times by male lecturer in learning process. Different with the questioning utterance, male lecturer only performed 15 utterances that is classified into suggestion. Although, the number of suggestion utterances differ greatly from questioning, but some types of directive speech acts do not affect the learning process much. It is depended on male lecturer's consideration in conveying lecturer through certain utterance. Male lecturer used suggestion utterance to give certain of advice or even an action to do during the learning process. This type of utterance helps students to know what they need to do in the future through speaker's advice.

Table 3. Suggesting Type in Directive Speech Acts

No.	Example of Utterances
1.	L: <b>You can compare it with the other one first.</b> S: Almost the same I guess.
2.	L: <b>You can download it from there.</b> S: Okay sir.

Third, requesting was used 8 times by male lecturer in learning process. This type of directive speech acts commonly performed by male lecturer through certain invitation to the students in conducting a lesson. In some occasion, male lecturer used the requesting utterance to ask students carry out an action in more polite way.

Table 4. Requesting type in Directive Speech Acts

No.	Example of Utterances
1.	L: <b>Can you pick the board marker and write down your answer?</b> S: Yes sir, I want to take the number
2.	L: <b>Please don't forget to fill the present list, everyone.</b>

Forth. commanding was used 7 times by male lecturer in learning process. The total of

the commanding utterance that performed by male lecturer not much different from the previous type of directive speech acts which is requesting. Commanding mostly found in exercise section, it means when male lecturer wants the students to work for certain assignment, he used this type of directive speech acts.

Table 5. Commanding Type of Directive Speech Acts

No.	Example of Utterances
1.	L: <b>Find the lyric, and translate the first and second parts of that song.</b>
2.	L: <b>Only translate those verses.</b> S: Okay sir.

Fifth, permitting was used 5 times by male lecturer in learning process. Permitting as in term means when the speaker agrees to the hearer's statement or something related with it. Permitting utterance mostly arises right after male lecturer asks students about their knowledge in learning process, and by the time students describe something in depth the male lecturer permits their thought. This type of directive speech acts helps students to get more motivated in learning process since when they are being justified by the male lecturer as the main role in learning process, it will increase their motivation and encouragement to follow the lesson.

Table 6. Permitting Type in Directive Speech Acts

No.	Example of Utterances
1.	S: Since it always eats whatever it founds. L: <b>Yes, good.</b>
2.	S: The idiomatic translation means that this translation tries to suit with the target language. L: <b>You're right.</b>

Last, encouraging was used 4 times by male lecturer in learning process. Encouraging utterance is performed by male lecturer through certain statement that motivates students in the future, such when male lecturer delivers a lesson about the importance of translator, male lecturer stated that the students can be a translator that has a power through their works. Although encouraging utterance is rarely used by male lecturer, but most of the previous types of directive speech acts that performed by the male lecturer already gain students' motivation.

Table 7. Encouraging Type in Directive Speech Acts

No.	Example of Utterances
1.	L: <b>It means that this is one of your powers as a translator that make people put trust on your words.</b> S: Alright sir.
2.	L: <b>Always remember that there is no wrong translation or even perfect translation.</b> S: Thank you sir.

Besides, male lecturer did not perform two types of directive speech acts, namely forbidding and wishing. Forbidding is one of the types of directive speech acts that can be used occasionally, which means only in certain condition. It depends on the events that occur during the learning process. Along with forbidding utterance, wishing is a type of directive speech acts that does not need to perform in every meeting in learning process. Sometimes, wishing utterance can be stated in the beginning or even in the end of the semester such when the lecturer or teacher delivers the goals of the lesson accompanied by certain wish.

In conclusion, the male lecturer of English Language Education Study Program FKIP Lambung Mangkurat University mostly used questioning utterance rather than the other types of directive speech acts that have been defined by Searle's theory. It happens because

of the male lecturer wants students to participate more actively in classroom interaction during the learning process through asking and answering manner. The male lecturer used questioning utterance to maintain students' focus while delivering explanation. Apart from that, the male lecturer used certain types of directive speech acts that are needed to be used in learning process, it is depended on male lecturer's consideration along with the goals of the lesson itself.

#### 4. Conclusion and Suggestion

In this research, researcher found six types of directive speech acts that arise in the learning process, namely commanding, requesting, suggesting, questioning, permitting, and encouraging. Based on the data, these six types of directive speech acts are presented through 131 utterances that performed by the male lecturer as the subject of the research. Researcher do not find two types of directive speech acts, namely forbidding and wishing due to the usefulness of those types in the learning process. Furthermore, questioning which is one of the types of directive speech acts is the most widely applied in the learning process. Based on two meetings that were observe by the researcher, the researcher found that questioning is the mostly applied in every stage of learning process, either in the pre-activity, main-activity, or post-activity. Based on the data, questioning occurred in 92 utterances of the total observation. The speaker used questioning to make students participate actively in the learning process, while also tried to build students' knowledge by asking them certain question about the topic studied.

Based on the conclusion that are stated above, some suggestions will be directed toward the students, English lecturers (especially male), and also other researchers. Students are expected to learn in detail about linguistic, especially speech acts that are part of pragmatic. In purpose to help students interpret the meaning of certain

utterance that appears not only during the learning process, but also in the social environment. Then, In English language teaching in the university, English lecturer has an important role to guide and teach the students not only for their knowledge but also attitude. As a figure or even role model in class, lecturer needs to consider their words selection by the time lecture delivers a lesson in learning process. English lecturer should use an appropriate verbal or written utterance with the implied or express meaning to the students, in order to avoid misunderstanding with students' interpretation. Last, it is expected that the other researchers more motivated to investigate and analysis regarding to the types of speech acts that occur in the learning process. The researcher also suggests the other researcher to enlarge the realm of the researcher which can consider about gender diversity or the other types of speech acts which consist about locutionary acts, illocutionary acts, and perlocutionary acts.

#### ACKNOWLEDGMENT

The researcher delivers highest gratitude to the subject who was willing to participate as the main source of data in this research.

#### REFERENCES

- [1] A Loebis, R. A., & Syaifuddin, W. (2020). *Directive Illocutionary Act in PUNK community at Lubuk Pakam*.
- [2] Allan, Keith. (2010). *Speech Act Classification and Definition*. Oxford: Elsevier Science Ltd.
- [3] Austin, J.L. (1962). *How to Do Things with Words*. Oxford: The Clarendon press.
- [4] Bach, K., & Harnish, R. M. (1979). *Linguistic communication and speech acts*.
- [5] Brown, H.D. (2007). *Principles of Language Learning and Teaching (5<sup>th</sup> Edition)*. New York: Pearson Education.
- [6] Cutting, Joan. (2002). *Pragmatics and Discourse: A Resource book for Students*. Routledge: London and New York.
- [7] Darmawan, Deni. (2013). *Metode Penelitian Kuantitatif*. Bandung: PT. Remaja Rosdakarya.
- [8] Finocchiaro, M. (1964). *English as a Second Language: From Theory to Practice*. New York: Simon & Schuster.
- [9] Fromkin, Victoria. (2003). *An Introduction to Language*. Boston: Thomson Place.
- [10] Hadi, Sutrisno. (1989). *Metodologi Research Jilid II*. Yogyakarta: Andi Offset.
- [11] Kamal, Sirajuddin., and Mu'in, Fatchul. (2006). *Sociolinguistics: An Introduction*. Banjarmasin: Jurusan PBS FKIP Universitas Lambung Mangkurat.
- [12] Kelly, J. R., & Hutson-Comeaux, S. L. (1999). Gender-emotion stereotypes are context specific. *Sex roles*, 40(1), 107-120.
- [13] Leech, G.N. (1983). *Principles of Pragmatics*. England: Longman Group Limited.
- [14] Levinson, S. C. (2017). Speech acts. In *Oxford handbook of pragmatics* (pp. 199-216). Oxford University Press.
- [15] Mey, Jacob. (2001). *Pragmatics: An Introduction* 2nd ed. Oxford: Blackwell.
- [16] Moleong, L. J. (2009). *Metodologi Penelitian Kualitatif*. Bandung: PT Remaja Rosda Karya.
- [17] Nadar, F. X. (2009). *Pragmatik dan penelitian pragmatik*. Yogyakarta: Graha Ilmu.
- [18] Nunan, David. (1993). *Introducing Discourse Analysis*. London: Penguin Publishers.
- [19] Rahardi, R. K. (2009). *Sosiopragmatik: kajian imperatif dalam wadah konteks sosiokultural dan konteks situasionalnya*. Penerbit Erlangga.
- [20] Ramlan, W., & Sanusi, S. Z. (2015). *AN ANALYSIS OF TEACHER'S DIRECTIVE SPEECH ACTS AND STUDENTS' RESPONSES BY GENDER*.
- [21] Schiffrin, Deborah. (1994). *Approaches to Discourse Analysis*. Cambridge: Blackwell Publishers.
- [22] Searle, J. (1969). *Speech Acts: an essay in the philosophy of language*. Cambridge: Cambridge University Press.



- [23] Silverman, David. (1993). *Interpreting Qualitative Data Methods for Analysis Talk, Text and Interaction*. London: SAGE Publications.
- [24] Sugiyono. (2013). *Metode Penelitian Pendidikan*. Bandung: Alfabeta.
- [25] Tsui, Amy. (1994). *English Conversation*. Oxford: Oxford University press.
- [26] Wijana, I. D. P. (1996). *Dasar-dasar pragmatik*. Andi Offset.
- [27] Yule, George. (1996). *Pragmatic*. London: University Press.

## A CRITICAL DISCOURSE ANALYSIS OF SEXISM IN THE 9<sup>TH</sup> GRADE EFL TEXTBOOKS FOR LONG-DISTANCE LEARNING IN INDONESIA

Vincentia Yovita Purwitasari<sup>1</sup>, Tri Wahyuni Floriasti<sup>2</sup>

<sup>1,2</sup> Yogyakarta State University

<sup>1</sup>vyovita97@gmail.com,

<sup>2</sup>triwahyunifloriasti.uny.ac.id

### Abstract

This study followed a content analysis research design. It employs the three stages of Fairclough's three-dimensional analysis: description, interpretation, and explanation. In the description stage, this study analyzes the frequency of female and male occurrences, the title of female and males, the pictorial representation of females and males, the masculine pronoun tendency, activities, and social-domestic roles. After the description stages, the analysis moved on to the interpretation of social and intertextual context. Finally, the analysis moved in to explanation stage where this study analyze the result in relation to gain critical explanation on the macro level. The findings of this study revealed that the textbooks followed a sexism attitude of gender marginalization, gender subordination, gender stereotype, cultural sexism, and labor segregation by sex. The textbooks biased toward the females by representing females less than males in occurrence by 59,3% and 57,6% pictorial representation; it also used the title Mr and Ma'am inconsistently.; there were also 10 evidence of masculine pronoun tendency, representation of activities and the social-domestic roles that perpetuate female subordination and *housewifization*.

**Keywords:** CDA, sexism, texbooks, gender equality, long-distance learning, EFL

### INTRODUCTION

The development of Critical Discourse Analysis and Gender Studies has challenged the English Language Education to follow the development of English Language along with the changes in society, especially gender equality movement and critical language study. According to ACDP report in 2013, Indonesia has signed several conventions regarding to the gender equality: the 2000 Dakar Declaration regarding Education for All (EFA), the 1995 Beijing Platform for Action, the 2000 UN Millennium Declaration, and UN Convention on the Elimination of all Forms of Discrimination against Women (CEDAW). The gender mainstreaming has also been institutionalized in Indonesia and its education

through the signing of Presidential Decree (Inpres) No 9/2000 on Gender Mainstreaming in the national Development Planning and Programming and Kemendikbud 84/2008. Despite the Gender Mainstreaming program, there are still evidence of gender wage gap (Suharyono & Digidowiseso, 2020) and harassment toward females in Education institutions (Harsono, 2021). The phenomena cannot be separated from the cultural violence (Galtung in Ercoşkun, 2020). Drawing from that notion, the teaching and learning of Language cannot be separated from the changing of language.

The teaching of English Language cannot be separated from the learning materials. Richards (2001), recognizes the use of materials as "the basis for

much of the language input learners receive and the language practice that occurs in the classroom". Textbooks as one of the learning materials are particularly interesting. We refer to the Klerides (2010) writing that proposes the textbooks as both a genre and a discourse. Textbook as genre poses its role as "conventionalized way" (Klerides, 2010:41). Meanwhile, the textbook as a discourse imposes the role of textbook in relation to the critical awareness. As Klerides (2010: 37) puts it, "the discourse of any given textbook produce, reproduce, and sustains; challenges, transforms, and dismantles reality in certain ways". This study will focus on the role of textbooks as discourse. This study tried to answer two research question: (1) Based on the relevant theories, what sexism do the textbooks represent? and (2) How, to what extent, is sexism represented in the textbooks?

### Gender, Sexism and Language

To understand gender, we must understand the distinction between gender and sex. Fakhri (2015) describing sex as the characterization and the differences between two sexes in humans as it seems biologically determined. However, Fakhri's view of sex is deemed to be challenged. Butler in her *Gender Trouble* writing (1999: 10-11) also proposes a question, "if the immutable character of sex is contested, perhaps this construct called 'sex' is as culturally constructed as the gender [...]". The issue is then not whether the biological explanation, but rather the idea and social construction that is surrounding and determine the sex and the association of it. Butler (1998), proposes the idea that gender is performative. Then, the gender reality according to Butler (1988) is concealing performative gender through sustaining the social performance according to sex.

The word "sexism" is frequently used to describe the surface manifestation of ide that persons or people are inferior because of their sex or gender (Council of Europe, n.d.). However, the term "sexism" and "gender inequality" is preferred in this study to refer both the surface manifestation and the system of sexism. According to Fakhri, (2015), there are several manifestations of gender inequalities that are related and dialectical, namely:

marginalization, subordination, stereotype, violence, and burden.

Marginalization is related to "impoverishment" (Fakhri, 2015). The impoverishment can be done by social exclusion. The marginalization can be imposed by the government's policy, religious beliefs, and culture in the society, and/or in the academic.

The next one is gender subordination. According to Fakhri (2015), gender assumption can be the source of subordination. Subordination according to Fakhri (2015) is the assumption that one gender has a greater position and greater position than others. Subordinations can cause one group to have the least social resource than the other. The examples of subordination in Indonesia are illustrated in Suryakusuma's (2011) writing. The "Ibu" is often addressed to the high-status women: wealthy women, educated women, and women with high profession. However, in State Ibumism, women status is still lower than her husband and her power are derived from the marital status.

The third one is gender stereotype. The stereotyping involving gender aspect—gender stereotyping—can include the over generalized-conception of gender characteristics and roles. Stereotyping can cause a limit in personal development and personal characteristic (Cook & Cusack, 2010). Talbot (in Holmes and Mayerhoff, 2003) recognizes that stereotyping can involve simplification, reduction, and naturalization.

The fourth one is gender violence. Here The violence cannot only be scrutinized into attacks or assaults on physical, sexual, economical, and/or psychological aspects as Fakhri (2015). The violence term adopted in this study here involving Galtung's (1990) categorization of violence that include direct, structural, and cultural violence. Mainly this study will focus on the cultural violence. Cultural violence includes psychological mechanism

changing and justifying one's morale and acts. This type of violence can include religion and ideology, language and art, empirical and formal science (logic, mathematics) to justify direct or structural violence. Including language sanitation and sexist language.

The last one is in relation of burden. Here this study refer to Mies's (1981) labour segregation by sex and the notion of double burden. As society develops capitalistic modes of production, the domestic role is externalized to reduce the cost. Thus, women's domestic job is regarded as unpaid creating economic power imbalance. This process is continued on even when women start to enter workforce. This concept of both taking the labor in the workforce and in the domestic area is what is often called "The Double Burden".

As from theories about gender adopted above on gender, the performativity theory relates to the causal relation of gendered life and the language (speech act) (Conrod, 2020: 5). This view then bring to the This view then claims that the speech acts, relating to how we describe, differentiate, claim, and identify bodies, are part of the attempt to impose sexed categories and gendered subjects. The example from that include the struggle to use of "they" as singular pronoun rather than "he" to describe non gendered epicene pronoun. The use of "he" to describe non gendered pronoun suggests that women were excluded from the discussion as men were the default of the language.

### **CRITICAL DISCOURSE ANALYSIS, AND FAIRCLOUGH'S FRAMEWORK**

Critical Discourse Analysis (CDA) bridges social study with the language. The "critical" in CDA here brings the mean to "explore hidden power" (Rogers, 2004). Moreover, discourse in CDA is seen to relation with the social practice as Fairclough (2015) said that it deals with the production of discourse but also how discourse is interpreted and reproduced. There are three most popular approaches in CDA: Faiclough's framework, Van Dijk's framework, and Wodak's framework. Fairclough's framework is regarded interesting in this study because of its socio-cultural approach and the explanation stage to grasp, not only the text, but also the social-institutional situation related.

Fairclough (2015) recognizes "reproduction of discourse" and "inculcation" attempting to "recreate the universality and naturalness" by power holders to preserve their power. If there is an effort of Gender mainstreaming realized by the Indonesian Government in Education (English Language Education in particular), an effort of undoing sexism must be realized. In that case, include cultural sexism. Fairclough (2015) recognizes "reproduction of discourse" and "inculcation". As discourse is seen as social practice, discourse—orders of discourse—seek to maintain the power relation in the stable changing world. Inculcation in Fairclough's writing (2015:99) is related to an attempt to "recreate the universality and naturalness" by power holders to preserve their power. According to Fairclough, the progress of reproduction and inculcation of ideology and ideas, in a relatively stable non-conflict condition, is usually by consent or in a largely hidden fashion. Combining that notion with the role of textbooks as the medium of learning, the exposure of language models, and part of English language teaching-learning, it becomes important to analyze the textbooks regarding to the sexism.

Fairclough's framework is known as Three-Dimensional Analysis. It involves process of critical discourse analysis in three dimensions: Description, Interpretation, and Explanation. Description deals with the formal properties of a text such as vocabulary, grammar, and textual structure in the values of experiential (content), relational (social relationship), and expressive (subject and social identities). In the next stage, Interpretation deals with interaction of text as product and as a resource of interpretation. The interpretation process in this framework highlights the situational context and intertextual context. Finally, the last stage—Explanation—deals with macro perspective that is portraying discourse as part of social process, finding the

reproductive effects of discourse on structure and how it sustains or changing them.

**METHODOLOGY**

This study employed the qualitative content analysis technique. As explained by Ary *et al.* (2010: 458), “Content analyses may be done in an *emergent design framework...*”. Following the statement, for the analysis, the study adapted Fairclough’s (2015) three-dimensional model of critical discourse analysis. However, to gain further perspective in the Gender studies, this study adopted 6 of 8 analysis points by Amerian and Esmaili (2015), that are: (1) finding the ratio of the frequency of females to males and the similarities between them, (2) finding the title attached to both sexes, (3) finding the frequency of females and males in pictorial representations, (4) finding the evidence of masculine generic construction, (5) finding the females’ and males’ social and domestic roles, (6) finding the representation of both sexes in relation with the activities they attend. Therefore, the study will examine the sexism in the textbooks based on Fairclough’s Critical Discourse Analysis. Next, the data then were processed using quantitative computational to determine the tendency. After the result were found, this study moved on to analysis using Fairclough’s framework of qualitative interpretation in relation with the social context and intertextual context. Finally, the explanation then was conducted to see the text in relation of the macro context of social process, social practice, and how it is determined and determining by social structure and the reproductive process.

The data of this study research were taken from Long-Distance Learning Textbooks publish by the government that include (1) “Modul Pembelajaran Jarak Jauh Pada Masa Pandemi COVID-19 untuk Jenjang SMP: Mata Pelajaran Bahasa Inggris- Kelas IX Semester Gasal” and (2) Modul Pembelajaran Jarak Jauh Pada Masa Pandemi COVID-19 untuk Jenjang SMP: Mata Pelajaran Bahasa Inggris- Kelas IX Semester Genap”. The textbooks were chosen for analysis based on the following justification: (1) The textbooks are government-funded and contributing to the aspect of legitimization; (2) The textbooks are accessible widely to most Indonesian Students; (3) The textbooks’ role in providing structure

concerning the curriculum is strengthened due to the context of the textbooks. To collect the data, first of all the books were retrived from Kemendikbud repository website. After that, the researchers read the textbooks. After that, the researchers document the dialogs, exercises, illustrations, and reading passages for analysis. From that, the data were coded and presented into the tables of data collection sheet.

**FINDINGS AND DISCUSSIONS**

**Description**

This section deals with Fairclough’s (2015) Description stage. This part presents the result of analysis from 6 points analysis by Amerian and Emaili’s (2015) and describes the findings.

**Occurences**

Book	Female Occurrences	Male Occurrences	Total
Modul PJJ Gasal	128 (53,8%)	110 (46,2%)	238
Modul PJJ Genap	82 (29,5%)	196 (70,5%)	278
<b>Total</b>	210 (40,7%)	306 (59,3%)	516

The analysis of occurrences finds that in total, the females were not equally represented compared to the number of male occurrences. The frequency of female occurrences is 40,7% compared to male occurrences by 59,3%. The overall result of female occurrences frequency doesn’t come in favour of the females. The issue which was being addressed by doing the occurrences are the issues of bias by omission (Amerian & Esmaili, 2015). This goes hand-in-hand with the concept of gender marginalization as a form of social exclusion—including one sex and excluding the other. Thus, there is a bias toward females by the occurrences of in the text. The less occurrence of females implying less participation of female in discourse.

However, the results in Modul PJJ Gasal were in favour of females compared to males. In a glimpse, it looks like the

representation of Modul PJJ Gasal is in favour of the females.

### Title

Title	Total	Frequency
Mr	7	70 %
Ms	1	10 %
Ma'am	2	20 %
<b>Total</b>	<b>10</b>	

The result of analysing the title found that 70% of the title is used for males (*Mr*). The textbooks also made an effort of addressing the female as *Ms* one time. The *ma'am* title mention in this textbook is interesting however. In the PJJ Gasal Modul 1 at Code 1/17/24/2, *Ma'am* is addressed to Mr Athan. The error of the title uses here, represent a tendency. The data is considered interesting because there is no consistency between the title of Mr Athan. Later the subject is also addressed as *ma'am*, and she after the context moves into domestic activity—cooking/teaching cooking. Thus, the tendency of using *ma'am* is associated with the role of domestic such as cooking.

### Pictorial Representation

Pictorial Representation	PJJ Gasal	PJJ Genap	Total
Male only	16 (27,1%)	86 (72,9%)	102 (57,6%)
Male-dominated	7 (11,9%)	11 (9,3%)	18 (10,2%)
Equally Shared	12 (20,3%)	6 (5,1%)	18 (10,2%)
Female only	18 (30,5%)	8 (6,8%)	26 (14,7%)
Female dominated	4 (6,8%)	4 (3,4%)	8 (4,5%)
Not recognized	2 (2,82%)	3 (2,5%)	5 (2,8%)
<b>Total</b>	<b>59</b>	<b>118</b>	<b>177</b>

The analysis of pictorial representation is drawn to see the occurrences of females and males in non-text evidences. It is counting the occurrences based on the participation of each sex. To that end, the categories were: female-

only, female-dominated, equally shared, male-dominated, and male-only. The findings show that from a total of 177 pictorial representation. The frequency of male-only pictorial representation was the highest at 57,6 %. The result is biased toward male-only. The overall result implied that females were less represented and were the victim of bias. However, in the Modul PJJ Gasal, the females-only pictorial representation was higher than men. It is then worth to noting what kind of activities and frames Modul PJJ Gasal has.

### Masculine Pronoun Tendency

Book	Total	Frequency
Modul PJJ Gasal	3	27,3 %
Modul PJJ Genap	8	72,7%
<b>Total</b>	<b>11</b>	

The masculine pronoun tendency analysis found there are 11 occurrences in a total of masculine tendency. The 27,3% of it happens in the Modul PJJ Gasal while 72,7% of it were in the Modul PJJ Genap.

According to Conrod (2020), the masculine pronoun tendency is related to the implication that masculine or male pronoun is the default. Thus, this kind of analysis is analyzing the bias and tendency within the textbooks. The masculine pronoun tendency highlights the biases toward females.

### Activities

Activities	Female	Male
Acting	0	1
Producing music	11	40
Preparing food	7	1
Doctor	0	1
Event organizing	1	0
Designing clothes	0	2
Fishing	0	2

Fixing electronic	0	3
Gathering	0	2
Granting wishes	0	1
Housekeeping	30	0
Hunting	0	2
Parenting	24	0
Playing	0	1
Ruling	0	4
Selling	0	3
Social working	1	0
Story telling	3	1
Threading	3	0
Travelling	1	4
Woodcrafting	1	0
Working	1	7
Writing	6	5
<b>Total</b>	<b>89</b>	<b>80</b>
<b>Percentage</b>	<b>52,7%</b>	<b>47,3%</b>

Analysing the activities shows the participation of the activity males and females attend. This analysis highlights the division of labour by sex as explained by Mies (1981) that women are socially defined to do the house-bound activities and men were supposed to be the “bread-winner”.

From analysing the type of activities females and males attend to, the study found that the female most frequent activities in the textbooks are housekeeping and parenting. Meanwhile, the most frequent activities attended by males are producing music and working.

The tendency of female activities revolves around the house and parenting strengthen the evidence of State Ibuism and housewifization.

#### **Social-Domestic**

	<b>Social</b>	<b>Domestic</b>
<b>Male Monopolized</b>	58 (75,3%)	4 (5,6 %)
<b>Male Dominated</b>	2 (2,6%)	1 (1,4 %)

<b>Gender shared</b>	1 (1,3 %)	1 (1,4 %)
<b>Female monopolized</b>	11 (14,3 %)	63 (88,7%)
<b>Female Dominated</b>	5 (6,5%)	2 (2,8 %)

Social and Domestic roles address the issues of the stereotype of male domination and division of labour by sex. The results showed that, overall, the social roles were represented in favor of males, the frequency of social roles always higher in males especially the male monopolized by 75%. Meanwhile the female monopolized activities were higher in the domestic activities by 63%. Although the social roles were also significant in the social by 6,5%.

Thus, this finding showed that the textbooks try to represent female more in the domestic roles, while the males are in social roles.

#### **Interpretation**

Fairclough emphasizes the analysis of situational context and intertextual context as the central of interpretation. Thus, the situational context and intertextual context of the textbooks are discussed here.

The Modul PJJ Gasal and Modul PJJ Genap followed learning material genre in its way. The textbook becomes one of learning materials, the textbooks exist in the learning context and educational context. The theme of the book is supposed to relate to the previous knowledge and the situational context of when the textbooks were published. The absence of physical class is hindered in the pandemic, the control of the teacher as figure of authority changes. This textbook becomes a guidance as the learning standard changes due to the pandemic situation. In relation to that, the monopoly of legitimate education mentioned by (Wertsch, 2002) is then still apparent even though the learning environment changes. This way the state still has

significant control in controlling the identity and the narratives.

The materials—language models especially—in the textbooks were also adapted from various sources. That being said, modifications are done by the author to adapt to the language especially in the Modul PJJ Gasal. There are five narratives text that tends to see marriage as the resolution plot in 5 of the following texts: Mah Bongsu and the snake, Rapunzel, The Princess and The Dragon, The Princess and the Giant Bird, Jaka Tarub and Nawang Wulan. There are also adaptations to in the following narratives: Jaka Tarub and Nawang Wulan ended in happy marriage of Jaka Tarub and Nawang Wulan; Malin Kundang ended in at the mother being the breadwinner and doing domestic roles. In addition to that, there are also evidence of punishing-reward to follow housewifization in the Bawang Merah and Bawang Putih and Mah Bongsu and the Snake. In the Modul PJJ Genap, there are also evidence of irony in presenting mother by saying that mother “has her own authoritative power” but then the lyrics that relates to that is “She’s the lady of the house”.

The problems mentioned above follows a similar pattern to the womanhood construction in the New Order, State Ibuism. The emphasis of domestication on the women is represented in the result of activities analysis and social domestic analysis. The next one is the subordination of women by seeing women’s power are derived from men and inherited by marital status with high power men. This is shown in the pattern in the PJJ Modul Gasal that shows the resolution involves marriage with the higher status men, or in Suryakusumah’s (2011) writing “priyayization”. Thus, a similar pattern exists for the reason of maintaining the concept of bapak-ibuism, and hierarchal power relationship.

### Explanation

The problem is the sexism represented in the textbooks: marginalization, subordination, stereotyping, cultural violence, and labour (double burden and labor segregation). As the book is published by the Ministry of Education and Culture, the institutional process it belongs to is the government. The educational context in which

it exists brings a sense of justification and legitimation. This is in contrary with the gender mainstreaming convention that Indonesian government has signed. The inculcation aspect of the textbooks is perpetuating “in the hidden fashion” by recontextualizing the sexism and maintaining the similar power relation—capitalistic, feudalistic, and sexist—as the State Ibuism ideology in the New Order Era.

The problem is then cannot be unsolved. The discursive mechanism can be solved with a communication mechanism rather than inculcation. The gender mainstreaming and critical language study is the effort to open the communication in the discourse regarding to sexism.

## CONCLUSIONS AND SUGGESTIONS

### Conclusion

From the findings it can be concluded that both textbooks—Modul Pembelajaran Jarak Jauh Gasal and Genap—follow a sexism attitude of gender marginalization, gender subordination, gender stereotype, cultural sexism, and labor segregation by sex. There are several ways the sexism is embedded that is via the occurrences that are biased toward female and in favour of male by 59,3%, the inconsistency title of Mr and Ma’am, the masculine pronoun tendency in 10 occurrences, the pictorial representations that is in favour of male only by 57,6%, the activities and the social roles that perpetuate female in domestic roles and house-bound activity.

### Suggestions

This study like any other study in education must justify its significance to the pedagogical teachers. Regarding to that, this study recommends that there must be a critical approach regarding to gender and sexuality. Critical Language Awareness along with Critical Gender Awareness must be implemented not only in the Gender Mainstreaming School Pioneers but also in other schools and other aspect of education. There is also suggestion to adopt a more gender-friendly ESL/EFL texts and also including Critical Language Awareness and

Critical Gender Awareness in the form of additional facts when presenting a heavy-sexism text. The researchers also recognize the role of teacher in managing learning materials. Thus, teachers are expected to see if there is such example of sexism in the material, it can also be accommodated with the critical language awareness and critical gender awareness from the teacher. Lastly The researchers of this study believe the concepts and definition of gender cannot be separated with the society and diversity in the society. From the publication of Alfred Kinsey, the development of post-structuralist queer theory, and the new language studies on nonbinary pronoun, English language has grown into taking issues of gender equality. Even though this study focused on sexism from gender binary between men and women. The underrepresentation and the oppressive narrative against all gender spectrum must be taken into consideration especially by Indonesia's education. The author highly suggests more studies on language and education of LGBT, Queer and Non-Binary must be taken into consideration as part of resistance against sexist cultures especially in Indonesian and South-East Asian context.

#### REFERENCES

- [1] ACDP. (2013). *Review of a Decade of Gender Mainstreaming in Education in Indonesia*. Ministry of National Development Planning/National Development Planning Agency (BAPPENAS). Retrieved from: <https://www.adb.org/publications/review-decade-gender-mainstreaming-education-indonesia>
- [2] Amerian, M., & Esmaili, F. (2014). Language and gender: A critical discourse analysis on gender representation in a series of international ELT textbooks. *International Journal of Research Studies in Education*, 4(2). <https://doi.org/10.5861/ijrse.2014.963>
- [3] Butler, J. (1988). Performative Acts and Gender Constitution: An Essay in Phenomenology and Feminist Theory. *Theatre Journal*, 40(4), 519-531. doi:10.2307/3207893
- [4] Butler, J. (1999) *Gender Trouble: Feminism and the Subversion of Identity*. Routledge Press
- [5] Conrod, K. (2020). Pronouns and Gender in Language. *The Oxford Handbook of Language and Sexuality*. Published. <https://doi.org/10.1093/oxfordhb/9780190212926.013.63>
- [6] Cook, R. J., & Cusack, S. (2011). *Gender Stereotyping: Transnational Legal Perspectives (Pennsylvania Studies in Human Rights)* (Annotated ed.). University of Pennsylvania Press
- [7] Ercoşkun, B. (2020). On Galtung's Approach to Peace Studies. *Lectio Socialis*. Published. <https://doi.org/10.47478/lectio.792847>
- [8] Fairclough, N. (2015). *Language and Power* (Third Edition). Oxon & New York: Routledge.
- [9] Fakihi, M. (2015). *Analisis Gender dan Transformasi Sosial*. Yogyakarta: Pustaka Pelajar.
- [10] Galtung, J. (1990). Cultural Violence. *Journal of Peace Research*, 27(3), 291-305. <https://doi.org/10.1177/0022343390027003005>
- [11] Klerides, E. (2010). Imagining the Textbook: Textbooks as Discourse and Genre. *Journal of Educational Media, Memory, and Society*, 2(1). doi:10.3167/jemms.2010.020103
- [12] Suharyono, S & Digdowiseiso, K. (2021). Retracted: Education and gender wage gap: Evidence from Indonesia. *Accounting*, 7(1), 33-40.
- [13] Harsono, A., & McMinn, T. (2021). *I Wanted to Run Away*. Human Rights Watch. Retrieved from: <https://www.hrw.org/report/2021/03/18/i-wanted-run-away/abusive-dress-codes-women-and-girls-indonesia>
- [14] Machin, D., & Mayr, A. (2012). *How to Do Critical Discourse Analysis: A Multimodal Introduction* (1st ed.). SAGE Publications Ltd.
- [15] Mies, M. (1981). *The Social Origins of the Sexual Division of Labour*. Institute of Social Studies.
- [16] Moleong, J. L. (2012). *Metodologi Penelitian Kualitatif*. Bandung: PT Remaja Rosdakarya.

- [17] Richards, J. C. (2001). *Curriculum Development in Language Teaching (Cambridge Language Education)* (1st ed.). Cambridge University Press.
- [18] Rogers, R. (2004). *An Introduction to Critical Discourse Analysis in Education*. Routledge
- [19] Roohani, A., & Heidari, N. (2012). Evaluating an Instructional Textbook: A Critical Discourse Perspective. *Issues in Language Teaching (ILT)*, Vol. 1, No. 1, 123-158, June 2012
- [20] Suryakusuma, J. (2011). *State Ibuism: The Social Construction of Womanhood in New Order Indonesia*. Depok: Komunitas Bambu.
- [21] Talbot, M. (2003). Gender Stereotypes: Reproduction and Challenge. In *The Handbook of Language and Gender* (eds J. Holmes and M. Meyerhoff). <https://doi.org/10.1002/9780470756942.ch20>
- [22] Wertsch, J., V. (2002). *Voices of Collective Remembering*. Cambridge University Press.

## THE DIFFERENCE IMPLEMENTATION OF MEMAYU HAYUNING BAWANA IN THE PANDEMIC ERA

Anggyta Nardilla<sup>1</sup> and Muzakir Haitami<sup>2</sup>

<sup>1</sup>Master of Javanese Language, Faculty of Language and Art,  
Universitas Negeri Yogyakarta, Yogyakarta 55281, Indonesia

Email: [anggytaaulia.2020@student.uny.ac.id](mailto:anggytaaulia.2020@student.uny.ac.id)

<sup>2</sup>Master of Public Policy and Administration, Faculty of Social and Political Science,  
Universitas Gadjah Mada, Yogyakarta 55281, Indonesia

Email: [muzakirhaitami@mail.ugm.ac.id](mailto:muzakirhaitami@mail.ugm.ac.id)

### Abstract

*Memayu Hayuning Bawana* (MHB) is one of the Javanese idioms that Javanese people have taken to be their philosophy. The implementation of MHB was growing to synchronize the relation between human beings and the environment. In the pandemic era, the youth as the agent of change could play a significant role in the implementation of MHB. The youth before the pandemic used to stay out to do their activities, and the pandemic made them doing any activities from home within internet-based. This research aims to describe the difference implementation of MHB in the pandemic era for the youth. This research was conducted in mixed quantitative and qualitative methods under the observation from social media and literature review within the particular issue in this research. Based on the result of this research, the difference implementations of MHB before and during the pandemic among the youth could be known by analyzing on how the youth interact between humans with their body and humans with their environment. The changes in the implementation of MHB affect the value of MHB to be more familiar and applicable in their daily life. Hence, the difference implementation of MHB would change the habituation of our society into harmony.

**Keywords:** Cultural Changes; *Memayu Hayuning Bawana*; Javanese Philosophy; Youth in the Pandemic Era.

### 1. Introduction

*Memayu Hayuning Bawana* (MHB) is a Javanese philosophy created by Sultan Agung and cannot be separated from the Special Region of Yogyakarta (DIY). This MHB is a pearl of local wisdom that teaches us a balanced life in maintaining human relations with the environment. Local wisdom is one of the essential factors in managing the environment, society, and in-state regulations (Njatrijani, 2018: 16). This particular issue is very much in line with the MHB philosophy discussed in this research. Koentjaraningrat (1984:84) also mentions that MHB is the relationship between humans and nature or the environment. MHB basically has the meaning of maximizing safety, preserving

life, and protecting the environment from natural damage.

The implementation of MHB as local wisdom actually has been done by many people, especially the youth in Java who understand the Javanese language, but many of them are not aware of the form of implementation of MHB that they have done so far. At this moment, the most important thing is how to maintain and preserve the philosophy of MHB, which can be done at any time and in every situation. Seeing the MHB values, which are currently being forgotten because they are unaware of their existence, revitalizing these philosophical values must be carried out, especially during this pandemic. This is a shared obligation between the government and the community in all structures to maximize the



new habits that have never been done before. This habit becomes a necessity that will gradually become a new culture in social life. The Coordinating Minister for Human Development and Culture (Menko PMK) Muhadjir Effendy said that a new order would emerge in the current transitional period of rehabilitation and reconstruction, although it would not be too significant. Before the pandemic, the youth easily accessed all activities and did those face to face. They tend only to do activities related to their interests but pay less attention to self-understanding. On the other hand, they tend not to have much time to care for and beautify the environment.

During this pandemic, the youth is required to reduce activities outside their houses. They are taught to adapt to new habits for activities and access many things from home. This makes them have much free time to be aware of the existence of the environment that needs to be protected. This pandemic also teaches the younger generation to take care of themselves, so they do not get sick. This situation is an excellent opportunity to raise awareness in understanding the differences in implementing the MHB philosophy during the pandemic.

absolutely 100% of Javanese and understood the Javanese language. From the 56% who claimed that they are understood, it was found that 70% of them could explain the meaning of MHB correctly, and the rest of 30% are not able to explain it well. They only know the meaning but do not understand the implementation of MHB. On the other hand, there is also the youth who may often implement MHB but do not realize what the value of MHB is that they did. From the answers given to the explanation about the understanding of MHB, the youth understands the Javanese philosophy of MHB as a form of balance between humans and the environment in order to beautify nature. The youth interprets the implementation of MHB during this pandemic as a form of activity related to oneself and the environment.

Based on the picture below, after the survey on MHB understanding was conducted, the author gave further understanding about MHB itself. This understanding is given to clarify their understanding of the concept of MHB philosophy, which can be implemented at any time. From the explanation of understanding on the meaning of MHB given by the author, many of the youth who previously understood the meaning of MHB became aware, and those who had not previously realized its implementation also became aware. This is proven by a further survey on the form of MHB implementation during the pandemic. This survey strengthens the youth's understanding of MHB and its implementation in daily life. This matter strengthens the younger generation's understanding of the significant differences in the implementation of MHB before the pandemic and during the pandemic era.

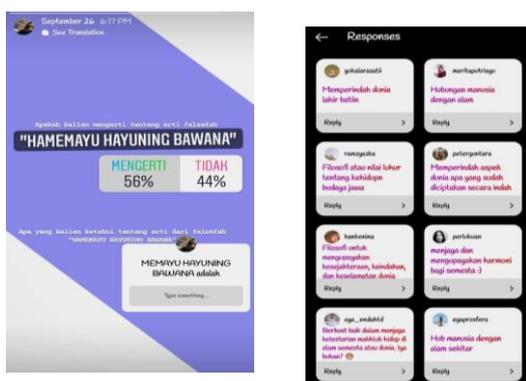


Figure 1. Survey's Display and Youth's Understanding about MHB

Based on the survey conducted on the understanding of MHB on social media, it was found that 56% understood MHB, and 44% did not understand MHB. The results of 44% of those who do not understand MHB were classified from non-Javanese people, and the results of 56% percent of understanding MHB were



The result of the second survey said that 80% of them, before the pandemic, only understood that the implementation of MHB was not done often. During the pandemic, when the youth is required to do their activities from home, they are looking for activities at home. This cultural difference is significant because the youth is used to doing activities with high mobility. Still, during a pandemic, they are required to do all activities from home, such as studying and working from home. These activities at home make them more familiar with the environment. This automatically impacts the implementation of efforts to protect and beautify nature, as reflected in the value of MHB. MHB implementation activities during this pandemic are divided into activities related to themselves and activities related to protecting the environment.

is reflected in their activities to maintain personal hygiene and take care of themselves. These activities include frequent hand washing, maintaining cleanliness, and getting used to frequent exercise and healthy living. They do this activity in order to avoid the COVID 19 infection. The youth is becoming more concerned about taking care of themselves coupled with the amount of free time they have to take care of themselves at home while doing their activities online. In addition, maintaining personal hygiene is required in the implementation of the health protocol set by the government to avoid the spread of COVID-19.

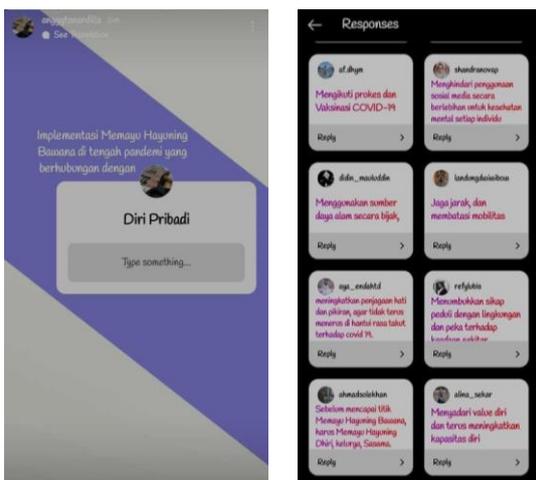
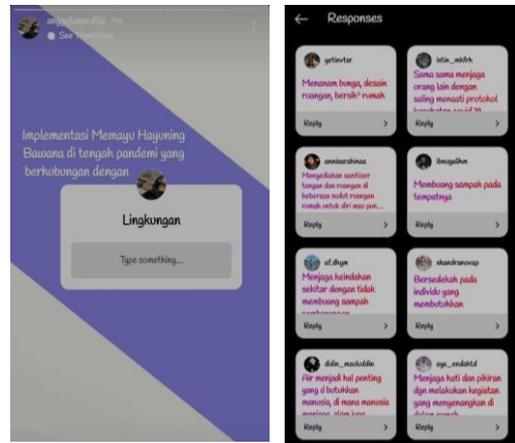


Figure 1. Survey on MHB Implementation within Oneself

Based on the survey results, the act in implementing MHB from the youth related to themselves during the pandemic

MHB implementation by the youth is related to protecting the environment, such as farming activities, raising animals, and designing rooms. This environmental care activity makes the youth care about nature. This kind of act will maintain a balance between human and environmental relationships that provide mutual benefit. Protecting the environment is also done to help their efforts in taking care of themselves. The youth does the two kinds of MHB implementation to spend their spare time looking for alternatives while doing activities from home. Maintaining a balance between humans and nature at a normal point will create a harmonious environment (Sigit, 2018:350).

"Social habituation such as face-to-face meetings which during this pandemic were replaced by virtual meetings, I am sure will not disappear even when the pandemic over. New behaviors would

appear in the new normal era, but it will not automatically eliminate the old habits," Muhadjir said while speaking at a webinar organized by Pandi.id with the theme "Welcoming the New Normal Era, Moments to Build Human Character Based on Culture", Thursday (23/7). Therefore, according to him, people do not need to worry about the emergence of new habits in the new normal era. He believes the changes that will happen will not drastically change the entire cultures and habituations of society and the nation. Values in culture are related to beauty, truth, and virtue. Every change that will be used as a new culture must be seen from these values.

The implementation of MHB also often encounters some obstacles. These obstacles can be seen from the responses of the youth, some of whom still lack understanding of the meaning and examples of implementing MHB in daily life. In addition, the lack of chances and opportunities to understand the implementation of MHB is still considered an obstacle. This is intended for regional officials who are engaged in culture to provide more opportunities and forums for the youth to understand the value of MHB, such as workshops, training, and increasing understanding in the academic field in education. Besides, youths still find it challenging to differentiate the implementation of MHB related to themselves and the environment. The youth tends to implement it often but is less aware that it is a form of implementing MHB.

Youth are expected to become the agents of change, and they are expected to be those who encourage the transformation in this world into a better one we are living on through effectiveness, improvement, and development. Through technological advancement, personal approach, promoting education as much and wide as possible. Call for preventive measures as often as possible. Always explaining and reminding the importance of staying at home. Be a volunteer for those in need of food and medical support while implementing the principles of social distancing. Inviting family, friends and neighbors for help or using online services,

cooperating with local authorities for such important issues. It is important to be able to contact and ask others for help to arrange the delivery of food, medicine, and other necessities and pay attention to the physical and mental condition. Seek support from friends, family, and other social networks. Try to stay in touch with people around us via phone and social media platforms. According to data from the Central Statistics Agency (BPS), the number of youth in Indonesia has reached 64.19 million. With such a large number of young people, we should have made more contributions to overcome the pandemic of COVID-19 along with the implementation of MHB.

The youth is expected to be able to implement this MHB in all conditions and situations, especially during this pandemic. Things that can be done by implementing MHB include being disciplined and obeying the rules to do activities at home, maintaining personal hygiene and health by implementing health procedures, and doing regular exercise. This is intended to help implement the health protocols set by the government to reduce the impact of spread to COVID 19 pandemic. The youth is expected to familiarize themselves with the culture at home using technological advancement. This is related to the habituation of activities that were not previously done by the youth, but now they should be used to it. The youth is expected to be more creative and innovative to create agendas by doing activities at home such as planting plants, raising animals, cooking, and decorating houses. Those activities are included in the implementation of MHB in the lower level. Thus, by doing those kinds of activities while staying at home, the youth could implement the values of MHB as a Javanese philosophy while surviving the pandemic. The youth is also expected to be more active in social activities to provide medical assistance, food assistance, and other social activities to help the others in need within the applied health protocols.

Related to this, Public Relations of Diskominfo Jogja, through a TalkShow on JogjaTV, Tuesday (14/06), provided the public with MHB knowledge, presented by two expertises, KRT.H. Jatiningrat (Romo

Tirun) and Drs. Omar. This discussion focused on strengthening the implementation of MHB for the youth in DIY to maintain a balance between humans and nature or the environment. Besides, one of the efforts done by the government to strengthen the value of MHB in the youth has been made by the Social Service Department of DIY with an event entitled "Restoration of the 'Keistimewaan' Yogyakarta by the Social Service Department of DIY". This event puts forward an understanding of Javanese culture and philosophy during the pandemic era and often mentions MHB in their discussion. In this event, many youth and society are involved and work together to maintain a balance in the relationship between humans and the environment in surviving the pandemic. This is intended to create harmonious conditions to strengthen understanding in the implementation of MHB, especially for the youth.

MHB is harmonious in maintaining the relationship between humans and the environment in order to create natural beauty. In the daily interactions of society, the Ransendental Law of Development and Law Enforcement in Indonesia also stated that the implementation of MHB can also be done with "Tepa Salira or tolerance in both between human beings and humans with nature. The values of MHB as local wisdom are not outdated values that are abandoned but can synergize with universal values and modern values under globalization. MHB can synergize to teach the youth to act and behave by prioritizing harmonization and balance in the relationship between humans and the environment. This harmony consists of the relationship between human beings and humans and nature by becoming panjang punjung pasir wukir loh jinawi gemah ripah karta raharja, tulus kang sarwa tinandur, murah ingkang sarwa tinumbas which means, a well-ordered and peaceful state/community.

### 3. Conclusion

During this pandemic, the youth is required to reduce activities outside the home. They are needed to adapt to new habits for activities and access many things

from home. This phenomenon makes them have much free time to be aware of the existence of the environment that needs to be protected. Based on the survey conducted on the understanding of MHB on social media, it was found that 56% understood MHB, and 44% did not understand MHB. The results of 44% of those who do not understand MHB were classified from non-Javanese people, and the results of 56% percent of those who understood MHB were absolutely 100% of Javanese and understood the Javanese language. From the 56% who claimed that they are understood, it was found that 70% of them could explain the meaning of MHB correctly, and the rest of 30% are not able to explain it well. They only know the meaning but do not understand the implementation of MHB. From the answers given to the explanation about the understanding of MHB, the youth understands the Javanese philosophy of MHB as a form of balance between humans and the environment in order to beautify nature. The youth interprets the implementation of MHB during this pandemic as a form of activity related to oneself and the environment.

The survey said that 80% of them, before the pandemic, only understood that the implementation of MHB was not done often. During the pandemic, when the youth is required to do their activities from home, they are looking for activities at home. This cultural difference is indeed felt to be significant and impacts the implementation of efforts to protect and beautify nature, as reflected in the value of MHB. The activities of implementing MHB by the youth who are in contact with themselves during the pandemic are reflected in their activities to maintain personal hygiene and take care of themselves. These activities include frequent hand washing, maintaining cleanliness, and getting used to frequent exercise and healthy living to avoid the spread COVID 19 pandemic. MHB implementation activities by the youth related to protecting the environment, including farming activities, raising animals and designing rooms. This environmental care activity makes the youth to care about

the environment. Maintaining the balance between humans and nature will create harmony between human beings and the environment and humans.

#### 4. Acknowledgement

This manuscript and research would not have been possible to be completed without the generous support of our super mentor, Hidayaturahman, S.Sos., M.Si., Head of Youth, Sports, Culture and Tourism Department in Banjarbaru City. His expertise and excellent experiences have improved this research in innumerable ways and became our inspiration to conduct a research that would be useful for our society. His moral and intellectual support have guided us from the very first word we wrote, to the final draft of this manuscript. We also would like to deliver our highest gratitude for Master of Javanese Program Universitas Negeri Yogyakarta for providing us the knowledge regarding the Javanese culture. Hence, this manuscript could be done in a comprehensive research. We are also grateful for the insightful comments and suggestions offered by the anonymous peer reviewers under the ICOLLATE editorial Board. Finally, it is with true pleasure that we acknowledge the contributions of our amazing fellows in Duta Bahasa Daerah Istimewa Yogyakarta, who have helped us to read every updated version of this manuscript and the discussions, comments, and suggestions they have given under their compassion and criticism for the sake of our manuscript.

#### 5. References

- [1] Endraswara, Suwardi. (2012). *Memayu Hayuning Bawana*. Yogyakarta: Narasi (anggota IKAPI).
- [2] Humas DIY. (2016). *Mewujudkan Yogyakarta sebagai Kota Hamemayu Hayuning Bawono*. Retrived from Pemerintah Daerah Daerah Istimewa Yogyakarta: <https://jogiaprov.go.id/berita/detail/mewujudkan-yogyakarta-sebagai-kota-hamemayu-hayuning-bawono>
- [3] Indonesia Student. (2017). "Memayu Hayuning Bawono" Arti, Makna, & Implementasinya [Lengkap]. Retrived from IndonesiaStudents.com: <https://www.indonesiastudents.com/memayu-hayuning-bawono-arti-makna-implementasi/>
- [4] Koentjaraningrat. (1984). *Kebudayaan Jawa*. Jakarta: Balai Pustaka.
- [5] Mutiara, P. (2020). *Budaya Baru Sebuah Keniscayaan di Era New Normal*. Retrived from Kementerian Koordinator Bidang Pembangunan Manusia dan Kebudayaan: <https://kemenkopmk.go.id/budaya-baru-sebuah-keniscayaan-di-era-new-normal>
- [6] Njatrijani, Rinitami. (2018). Kearifan Lokal Dalam Perspektif Budaya Kota Semarang. *Jurnal Gema Keadilan* 5 (1): 16-31. Retrived from <https://media.neliti.com/media/publications/285944-kearifan-lokal-dalam-perspektif-budaya-k-67e452fc.pdf>
- [7] Rumilah, S., el (2021). Kearifan Lokal Masyarakat Jawa dalam Menghadapi Pandemi. *SULUK: Jurnal Bahasa, Sastra, Dan Budaya*, 2(2), 119-129. <https://doi.org/10.15642/suluk.2020.2.2.119-129>.
- [8] Sapto, Sigit., and Elviandri, Nugroho. (2018). *Memayu Hayuning Bawana: Melacak Spiritualitas Transendensi Hukum Pengelolaan Sumber Daya Alam Berbasis Kearifan Masyarakat Jawa*. Prosiding Seminar Nasional Hukum Transendental: Pengembangan dan Penegakan Hukum di Indonesia. Retrived from <https://publikasiilmiah.ums.ac.id/bitstream/handle/11617/9709/27.%20Sigit%20Sapto%20Nugroho%20dan%20Elviandri.pdf?sequence=1&isAllo wed=y>



**IMPLEMENTATION OF COMMUNICATION AND SOCIAL INTERACTION PROCESS  
OF WONOREJO HAMLET COMMUNITY DURING THE 'PPKM DARURAT' PERIOD  
OF THE COVID-19 PANDEMIC**

**Almas Zahra Indriana<sup>1</sup>, Ari Kusmiatun<sup>2</sup>**

<sup>1</sup>Student of Master Program in Indonesian Language and Literature Education, Faculty of Language and Arts, Yogyakarta State University, Yogyakarta, Indonesia, <sup>2</sup>Lecturer of the Master Program in Indonesian Language and Literature Education, Faculty of Language and Arts,

Yogyakarta State University, Yogyakarta, Indonesia

<sup>1</sup>[almas0087pasca.2020@student.uny.ac.id](mailto:almas0087pasca.2020@student.uny.ac.id), <sup>2</sup>[arik@uny.ac.id](mailto:arik@uny.ac.id)

**Abstract**

The Covid-19 virus has become a worldwide pandemic and has infected more than 100 million people. The Indonesian government has launched policies aimed at curbing the spread of the virus. One of them is the implementation of emergency community activity restrictions (PPKM Darurat). This rule contains the implementation of micro PPKM within the scope of neighbourhood/hamlet so that the community experiences a shift in communicating and interacting socially. This research aims to describe how the role of online communication and the social interaction process of the Wonorejo hamlet community during the PPKM Darurat period. This type of research is a descriptive method with a qualitative approach. The subjects in this research is the Wonorejo hamlet community. The object of the research was focused on how to communicate and interact socially with the Wonorejo hamlet community during the PPKM Darurat. This research was conducted in Wonorejo hamlet. The type of data used was qualitative data in the form of a description of observations. Data collection techniques were obtained from interviews, observations, and documentation. The analysis technique uses the theory of Miles and Huberman, namely the interactive model of data analysis techniques including the steps of data collection, data reduction, data presentation, and drawing conclusions. The results showed that the activities of the Wonorejo hamlet community during the PPKM Darurat were carried out online through the Whatsapp group and the social interaction process continued virtually.

**Keywords:** Covid-19, online communication, social interaction, communication in a pandemic

## 1. Introduction

The Covid-19 virus has become a worldwide pandemic that has infected more than 100 million people. Covid-19 is a virus that has a very fast spread speed so that the number of people exposed can increase significantly. This prompted the Indonesian government to launch policies aimed at curbing the spread of the virus. In general, policies that have been widely implemented are 5M (washing hands, wearing masks, maintaining distance, staying away from crowds, and reducing mobility). The last policy that was launched was the Implementation of Restrictions on

Emergency Community Activities. The 'PPKM Darurat' includes many things, one of which is the implementation of micro PPKM within the scope of RT/RW.

The Covid-19 virus has a social impact, namely as explained above that community activities that are gathering and congregating are prohibited from being carried out. Not only that, the education sector was also affected, namely many schools closed the learning process and then replaced it with online learning which aims to prevent the spread of the Covid-19 virus. Covid-19 has brought many losses to all sectors, even the main health sector, according to WHO, all countries must strike

a good balance between protecting health, minimizing economic and social disruption, and respecting human rights [1].

Since the soaring number of the Covid-19 pandemic in Indonesia, the recommendation to carry out social distancing has become something common and familiar in the community. The government stated that the implementation of social distancing in the form of 'PPKM Darurat' is believed to be effective in suppressing the spread of the Covid-19 virus. Doing social distancing means not doing activities that are gathered in crowds, not having direct physical contact, and keeping a distance when meeting with other people [2]. Before the Covid-19 pandemic, humans could not be separated from social activities. The existence of this 'PPKM Darurat' rule causes changes in socio-cultural conditions in the community.

Social processes and social interactions cover a wide scope. The process of communication and social interaction has a lot of impact on the lifestyle of a society, both institutionally and in other forms. The general form of the social process is social interaction. This is because the process of social interaction is the main requirement for the occurrence of social activities [3]. Social interactions are dynamic social relationships involving relationships between individuals, between human groups, as well as between individuals and human groups [4]. The process of social interaction will occur if there is a meeting between two or more people. The forms of the social interaction process include admonishing each other, shaking hands, talking to each other, or other things that involve more than one person.

The form of social interaction is not only carried out directly as mentioned above but the presence of a response and cue is also included in the process of social interaction. Because the requirements of social interaction are social contact and communication [5]. The shift in habits or culture of social interaction currently occurs because it is caused by the Covid-19 virus. Communication is something that is needed so that humans can meet their basic

needs, namely physical needs, security needs, social needs (becoming part of a group), the need to be appreciated, and the need for self-actualization [6]. This shows that communication is the key for a person to live daily life.

All forms of human life, especially in the community, really need communication. However, the enactment of the 'PPKM Darurat' regulation certainly has a tremendous impact, especially if it is related to human needs in communicating. Communication during this pandemic period, especially what happened in the Wonorejo hamlet, continues online, even though this is not carried out optimally because the communication and social interaction process forces people not to meet face-to-face. This study aims to describe how the role of online communication and the social interaction process of the Wonorejo hamlet community during the 'PPKM Darurat' period.

This type of research is a descriptive method with a qualitative approach. This research is a descriptive research with a qualitative approach. Sugiyono suggested that the qualitative research method is a research method based on the philosophy of postpositivism, used to examine the condition of natural objects, (as opposed to experimentation) where the researcher is the key instrument, data collection techniques are carried out by triangulation (combined), data analysis is inductive/qualitative, and the results of qualitative research emphasize meaning rather than generalizations [7].

Meanwhile, the qualitative research proposed by Moleong [8] is a research study that intends to understand the phenomenon of what is experienced by the research subject, for example behavior, perception, motivation, action holistically, and by way of description in the form of words and language. a special context that is natural and by utilizing various natural methods.

The researcher used a qualitative approach because the researcher explained what it was about communication activities and the process of social interaction during

the 'PPKM Darurat' carried out by the Wonorejo hamlet community. The type of data used is qualitative data in the form of a description of observations. The results of this study are not in the form of numerical data but a description of the communication activities and processes of social interaction carried out by the Wonorejo hamlet community.

Satori, et al stated that research subjects in qualitative research are called informants [9]. Informants are people/subjects who are involved in the activities being researched. The research subjects in this study were the people of the Wonorejo hamlet. The research subject chosen by the researcher aims to obtain maximum information regarding the application of communication and social interaction during the 'Emergency PPKM'. The object of this research is focused on how to communicate and the process of social interaction of the Wonorejo hamlet community during the 'PPKM Darurat' period.

This research was conducted in the hamlet of Wonorejo. Data collection techniques were obtained from interviews, observations, and documentation. Satori, et al suggested that the interview is a data collection technique to obtain information extracted from direct data sources through conversation or question and answer [10]. Sugiyono suggested that observation is a complex process, a process composed of various biological and psychological processes [11]. Sugiyono stated that the document is a record of events that have passed. Documents can be in the form of writing, pictures, or monumental works of someone [12].

The analysis technique adapts from the theory of Miles and Huberman (1984) in Sugiyono, namely the interactive model data analysis technique by covering the steps of data collection, namely carried out under natural conditions because primary and secondary data sources, data collection techniques are mostly done by interview, in-depth observation and documentation, data reduction means summarizing, selecting, the main things, focusing on the important things, looking for themes and

patterns and removing unnecessary ones, data presentation, namely data presentation can be done in the form of brief descriptions, charts, relationships between categories, flowcharts and the like, and drawing conclusions, namely drawing conclusions that are carried out inductively, namely drawing conclusions from things that are specific to general [13].

## 2. Results and Discussion

The emergence of the Covid-19 pandemic has changed all forms and ways in human life. The dominant thing is if the interaction between humans and their lives is limited physically, but not with the digital world. Technological advances that are present today are not only a means of society, but in the current state of the world, it is a necessity for everyone. The need to communicate and interact with others through communication tools is considered very helpful in the activities of every aspect of human life. Indirectly, technological advances have helped people to continue to live their lives by socializing, namely continuing to communicate and interact socially during the Covid-19 pandemic, especially during the 'PPKM Darurat' period.

### 2.1 Communication Process

The Covid-19 virus that has hit the world, including Indonesia, has prompted the government to issue a policy to shift the communication and social interaction processes that previously had face-to-face to completely online. This policy is a step taken by the government for the common good even though it has many considerations in the community. The policy in question is 'PPKM Darurat'. This policy is regulated by the Governor of the Special Region of Yogyakarta in the Instruction Letter of the Governor of the Special Region of Yogyakarta Number 17/INSTR/2021 concerning the Enforcement of Restrictions on Emergency Community Activities in the Special Region of Yogyakarta to Control the Spread of Corona Virus Disease (Covid-19) [14].

The application of communication in the community needs to be trained and

practiced because in the process there are obstacles and problems that need to be resolved. The experiences experienced in the communication process are changes in the formation of effective communication. Communication barriers that occur are inversely proportional to the emergence of one's motivation. If communication is hampered, then motivation will not be formed. Barriers that arise in communication can be in the form of technical barriers due to lack of support for communication facilities and infrastructure, communication methods, physical conditions, environmental conditions, communication time, language, position, differences in social and educational backgrounds [15].

All information is currently very wide open and the process of social interaction in the digital world is very easy to influence one's motivation. Whether we realize it or not, communication in social media requires good communication skills, the ability to convey and absorb negative and positive information. If someone has good communication skills, then he or she will be able to respond to the information received as well as complaints or criticisms.

The Covid-19 pandemic has forced the Wonorejo hamlet community to communicate through social media groups such as Whatsapp. The chat room provided by the application is very helpful for people who still have to do proper activities even though they are through Whatsapp group containers. The results state that the use of the Whatsapp application in the Wonorejo hamlet community does not all use it like parents who cannot use gadgets so that it has an impact on not spreading all information to every community. However, the implementation of online communication through the Whatsapp group does not reduce the communication process for the Wonorejo hamlet community. It doesn't make people antisocial with the surrounding environment, but actually brings people who previously rarely or even didn't

communicate. In the Covid-19 pandemic situation, the use of gadgets is very useful for long-distance communication.

The Wonorejo hamlet community is a community that still holds the principle of social solidarity and still preserves local customs and culture. Such as the village community service activities which are usually carried out every Sunday to clean the environment. Then religious activities such as regular recitation events once a week which is still held starting from the RT and RW levels. Other activities such as PPK activities at the RW and RT levels, feasts, tahlilan, takziah, recitations, routine meetings of hamlet institutions and so on are still carried out by the local community.

However, due to the Covid-19 pandemic, especially during the 'PPKM Darurat', all these activities cannot be carried out as usual, namely face-to-face meetings. If all these activities are carried out, of course, it will violate local regulations. In addition, having a meeting can accelerate the spread of the Covid-19 virus. One of the 'PPKM Darurat' rules is the order to keep a distance. The head of the Wonorejo hamlet said that all hamlet activities that had previously been scheduled had to not be carried out until the 'PPKM Darurat' rule was no longer enforced by the central and regional governments. In addition, the head of the Wonorejo hamlet also appealed to the community to maintain health protocols by continuing to use masks if there is a need to go outside, wash hands with soap, maintain distance, and eat healthy food.

The communication process of the Wonorejo hamlet community in applying the rules from the 'PPKM Darurat' government using the Whatsapp group application. The use of the Whatsapp group feature is carried out so that the communication process between the community continues to run effectively even though it is not face to face. The Wonorejo hamlet community implemented this online communication which took place from July 3, 2021 until the end of July 2021.



Figure 1. Screenshot of Whatsapp Group Rukun Warga 08

The picture above shows that the administrators of the hamlet institutions provided information through the Whatsapp group belonging to RW 08 Wonorejo hamlet regarding the implementation of Friday prayers and closing the mosque's main access road which aims to reduce the mobility of people

outside the Wonorejo hamlet. In addition, there is an appeal to continue to wear masks. Then the Friday prayer only uses speakers in the mosque. With this information, it is hoped that the public can obey the rules of Friday prayer during the Covid-19 pandemic, especially during the 'PPKM Darurat' period.



Figure 2. Screenshot of the Whatsapp group of gentlemen RT 03

The picture above shows that the chairman of RT 03 Wonorejo informed about the invitation to install a flag to commemorate the 76th Indonesian independence day through the Whatsapp group RT 03. The community also responded to the invitation with enthusiasm. Then underneath there is also information regarding the implementation of the routine social gathering for the fathers of RT 03 by still going through the door and going straight home. With this information, it is hoped that the community will be able to comply with the rules for regular gatherings, especially during the 'PPKM Darurat' period.

As a result of online communication, the Wonorejo hamlet community has been active in the communication process. All information is conveyed through the Whatsapp group. Usually when face to face, there are some people who do not greet each other and communicate. But after the implementation of this online communication, many people are active in Whatsapp groups. The Wonorejo hamlet community began to dare to give opinions and also questions from the delivery of topics that were being discussed together. This is one result of the use of the Whatsapp group feature. People can communicate more easily with other people to discuss and ask questions, both in general in groups and by contacting privately.

Whatsapp effectively and efficiently supports the purpose of communicating among other social applications. The value

of emotional engagement in Whatsapp groups is higher on the instant messaging platform Whatsapp. The use of Whatsapp has a positive impact on behavior that affects the process of communication and social interaction. This is shown in the group that the community responds to the information submitted.

## 2.2 Social Interaction Process

Social interaction is the relationship between one individual and another, one individual can influence another individual or vice versa, so there is a reciprocal relationship. The relationship can be between individuals with individuals, individuals with groups, or groups with groups. Gillin and Gillin argue that social processes are ways of relating that can be seen when individuals and human groups meet each other and determine the system and forms of these relationships or what will happen if there are changes that cause the ways to shake. existing life [16].

The occurrence of the process of social interaction will certainly affect the occurrence of a social change. These social changes cannot be separated from a social interaction activity which is one of the needs of the community to achieve the goal of communicating. This changed the culture and social system experienced by the community during the COVID-19 pandemic, the culture and social system experienced a shift and became a new habit in carrying out daily life activities.

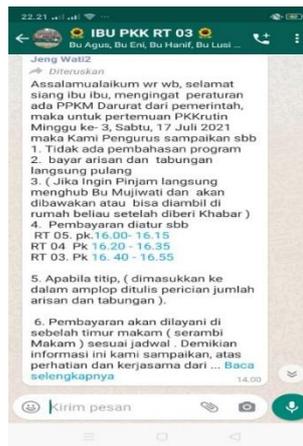


Figure 3. Screenshot of Whatsapp Group of PKK RT 03 ladies

The picture above shows that the PKK management in Wonorejo hamlet continued a message from the main PKK group RW 08 which contained information via Whatsapp group belonging to PKK women RT 03 Wonorejo hamlet regarding the implementation of the 3rd week regular PKK meeting. The contents of the information above are that with the 'PPKM Darurat' regulation still in effect, regular PKK meetings are not discussed, pay arisan

and savings go straight home, loans are made privately without crowds, payments are arranged into three schedules, if the deposit is put in an envelope and written Obviously, payments are made at East Eats with a drive thru procedure. With this information, it is hoped that the community will be able to obey the rules for regular PKK meetings, especially during the 'PPKM Darurat' period.

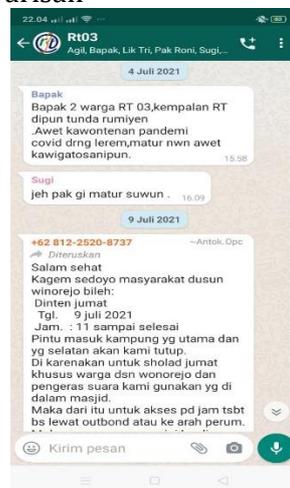


Figure 4. Screenshot of the Whatsapp group of gentlemen RT 03

The picture above shows that the head of RT 03 provided information about the collection of RT 03 being postponed because the Covid-19 pandemic had not subsided. There was one resident who responded to the information. With this information, it is hoped that the community will be able to obey the rules for regular

PKK meetings, especially during the 'PPKM Darurat' period.

From the two pictures above, it can be explained that the process of social interaction that occurred in Wonorejo hamlet during the 'PPKM Darurat' period was very limited. Usually before the pandemic, all kinds of meeting activities are

carried out by gathering and crowding in a closed place. However, this pandemic situation forces people to avoid crowds with the rules applied by the hamlet institution management. For example, the regular PKK meetings for women from the Wonorejo hamlet are carried out on a drive thru basis and are divided into three schedules according to the RT. Then, the implementation of Friday prayers, which are usually mosques open to the general public, is currently only carried out by the Wonorejo hamlet community by closing the main door of the mosque's entrance.

The process of social interaction during this pandemic continues to run online and there are several routine activities of the Wonorejo hamlet community which are still carried out in a limited space and time. The process of social interaction during the pandemic no longer means meeting face to face, social interaction is actually done online. There are no specific rules regarding what form social interaction should take. Each has advantages and disadvantages, but in principle what is done is still aimed at creating a process of social interaction.

### **2.3 The Role of Online Communication on Community Harmony**

Harmony and harmonious social relations between communities can be created by the realization of effective communication. Effective communication during the Covid-9 pandemic can be judged by the intensity of the community in communicating through Whatsapp groups. This form of communication includes conveying information, opinions or ideas, and responding to information. Effective online communication can help in solving problems faced by the community by means of dialogue, discussing together to find solutions. Without online communication, it is possible to have mutual suspicion and even prejudice, especially with the condition of the Indonesian nation in the community, it cannot be denied that neighbors have different cultures, languages, and religions, especially during this Covid-19 pandemic.

Establishing good communication has an important impact on the formation of a life of peace and harmony in the midst of a harmonious society. Role as a concept of what individuals can do that has important values to give to the social community. For this reason, online communication through Whatsapp groups by discussing and greeting and supporting each other between communities is a form of maintaining community harmony during the Covid-19 pandemic.

### **Conclusion**

From the results and discussion above, it can be concluded that the 'PPKM Darurat' during the Covid-19 pandemic had an influence on the communication process and social interaction of the Wonorejo hamlet community. With these restrictions, the social scope becomes narrow which causes a lack of communication and interaction with other people. But on the other hand, the application of communication and social interaction of the community continues even though it is online. This actually makes people respond to each other and greet each other through Whatsapp groups. There are some people who previously never communicated to communicate because they are online. The process of social interaction is also limited by space and time, but some activities continue to run effectively and do not reduce the process of social interaction that occurs in the Wonorejo hamlet community. online communication through Whatsapp groups by discussing and greeting and supporting each other between communities is a form of maintaining community harmony during the Covid-19 pandemic.

### **REFERENCES**

- [1] <https://www.who.int/indonesia/news/novel-coronavirus/>
- [2] Daud, "Social distancing dan budaya kita Medan", 2020. Retrieved from <https://www.researchgate.net/publication/341218892>.
- [3] Soekanto, S, Sosiologi suatu pengantar cetakan. 45, 2013, Jakarta: PT. Raja Grafindo Persada.

- [4] Gillin, J.L dan J.P. Gillin, Cultural sociology, 1954, New York: The Me Millan Co. (2020) h. 45-53 DOI: 10.32505/hikmah.v11i1.1837 <https://journal.iainlangsa.ac.id/index.php/hikmah>
- [5] Soekanto, S, Sosiologi suatu pengantar cetakan. 45, 2013, Jakarta: PT. Raja Grafindo Persada.
- [6] Wood, Julia T, Interpersonal communication : everyday encounters eight, 2016, Ed. Canada: Cengage Learning.
- [7] Sugiyono, Metode penelitian kualitatif, kualitatif dan R & D, 2011, Bandung: Alfabeta.
- [8] Moleong, Lexi. J, Metodologi penelitian kualitatif, 2012, Bandung: PT Remaja Rosda Karya.
- [9] Satori , Djam'an Satori, Aan Komariah, . Metode Penelitian Kualitatif, 2011, Bandung: Alfabeta.
- [10] Satori , Djam'an Satori, Aan Komariah, . Metode Penelitian Kualitatif, 2011, Bandung: Alfabeta.
- [11] Sugiyono, Metode penelitian kualitatif, kualitatif dan R & D, 2011, Bandung: Alfabeta.
- [12] Sugiyono, Metode penelitian kualitatif, kualitatif dan R & D, 2011, Bandung: Alfabeta.
- [13] Sugiyono, Memahami penelitian kualitatif, 2012, Bandung: AlfaBeta.
- [14] Kebijakan Gubernur Daerah Istimewa Yogyakarta dalam surat Instruksi Gubernur Daerah Istimewa Yogyakarta Nomor 17/INSTR/2021 tentang Pemberlakuan Pembatasan Kegiatan Masyarakat Darurat di Daerah Istimewa Yogyakarta untuk Pengendalian Penyebaran Corona Virus Disease (Covid-19)
- [15] Oey, A. M. W, Pengaruh hambatan komunikasi terhadap motivasi kerja karyawan di dalam organisasi PT. liebherr indonesia perkasa, balikpapan. jurnal ekomunikasi, 2(1), 1-10.
- [16] Harahap, Siti Rahma, Proses interaksi sosial di tengah pandemi virus covid 19  
(the process of social interaction on the pandemic covid 19), AL-HIKMAH: Media Dakwah, Komunikasi, Sosial dan Budaya Volume 11 Nomor 1



## COHERENCE OF DISCOURSE LEXICAL COHESION IN *TIRTO.ID* ONLINE NEWS THEMES OF THE COVID-19 PANDEMI: A DISCOURSE STUDY

Annisa Ayu Latifah<sup>1</sup>, Tadkiroatun Musfiroh<sup>2</sup>

Indonesian Language and Literature Education<sup>1</sup>, Mastes Study Peorgam Yogyakarta State University<sup>2</sup>

[annisaayu.2020@student.uny.ac.id](mailto:annisaayu.2020@student.uny.ac.id)<sup>1</sup>, [tadkiroatun@gmail.com](mailto:tadkiroatun@gmail.com)<sup>2</sup>

### Abstract

The element of cohesiveness in terms of form that is cohesive interrelated, and from its inner structure in terms of coherent meaning is something that must be considered in writing a story. Meanwhile, based on this explanation, this study aims to determine the use of the relationship between sentences (lexical cohesion) used in an online news discourse *Tirto.id*. The focus of this research is on enhancing lexical cohesion such as repetition, synonym, and lexical equivalent. This type of research is descriptive qualitative with the research subject is online news on the news site *Tirto.id*, while the object of this research is the lexical cohesion aspect. Data collection was done by reading method with data analysis technique used was distributional technique with basic technique for Direct Elements or *Bagi Unsur Langsung* (BUL). The results of this study are in the form of lexical cohesion enhancers consisting of (i) word repetition including repetition of words with replacement, (ii) synonyms in the form of selingkung synonyms, and (iii) equivalent, the equivalent form who have changed the process of changing affix and confix morphemes in the online news *Tirto.id* of the Covid-19 Pandemic edition.

**Keyword:** Lexical cohesion, discourse, online news, *Tirto.id*

### 1. Introduction

Language as a communication tool is not specified only in the form of sounds, phrases, or separate sentences, but is used in the form of interrelated sentences. The form of a series of related sentences will connect other propositions and form a unity called discourse. Discourse is a unit of language above the sentence level used for social context communication. In written communication, discourse acts as a result of expressing ideas. Discourse must have coherence, the coherence of discourse can be seen in terms of the relationship of meaning or its inner structure is coherent, Utami & H [2019:294]. Regarding cohesion of Halliday, M.A.K., Hasan, [1976:6] divides cohesion into two types, namely grammatical cohesion and lexical cohesion. Grammatical cohesion in discourse is in terms of meaning or outward structure, while lexical cohesion in discourse is in terms of meaning or inner structure. Cohesion relates to textual components and

surfaces, i.e., the connectedness of 'text syntax', Titscher [2009:35]

Halliday and Hasan in Yeh, Yang, & Wong, [2010:55] states "Cohesive devices present a necessary semantic continuity between sentences for the purpose of interpreting and comprehending a text", cohesion in the text is determined by the relationship of meaning in the text, and defines it as text. Hoey in Alotaibi, [2015:262] explains that cohesion is the way certain words or grammatical features of a sentence can relate that sentence to its predecessors (and successors) in a text. A similar definition is also given by Carter in Alotaibi, [2015:261] which states that the term cohesion includes mean that link texts linguistically. Cohesion is a manifestation of certain aspects of coherence, and a pointer to it, not a necessary cause or result.

Cohesion is a series of meanings to connect one component that has been mentioned previously from the text. the

function of cohesion is as a liaison between the parts in the discourse, so that the discourse becomes a unified meaning. Cohesion is the relation between positions which is stated explicitly between grammatical and semantic elements in sentences that form discourse. Sukriyah, Sumarlam, & Djatmika, [2018:269]. Cohesion has two categories that have been agreed upon, namely lexical and grammatical cohesion. Halliday and Hasan in Alotaibi, [2015:262] said that lexical cohesion has two main subclasses, namely reiteration and collocation. In the form of repetition of cohesion used by repeating prepositions or parts of prepositions, reiteration includes repetition, synonyms, superordinate (hyponyms), antonyms, conjunctions. The word of collocation shows the closeness of the place (location), Ardiyanti, D. Ririn, [2019:9].

Lexical cohesion is a cohesive bond that appears in discourse because of word choice. The cohesive bonds of lexical elements are more difficult to identify directly because the lexical system of language is open, while the grammatical system is closed, so that the cohesive bonds that are more visible and consistent are grammatical elements. Seeing the phenomenon in written discourse that must pay attention to the related between sentences in maintaining the relationship and coherence between sentences. The connection and orderliness in the language system is known as cohesion and coherence. The correct discourse contains elements of cohesion and coherence; discourse will have harmonious relations between elements with one another in a discourse called cohesion. Cohesion and coherence must be present in the discourse, so as to make the discourse easy to understand and read. As previously explained, lexical cohesion in discourse can be divided into six types, namely 1) repetition, 2) synonyms (words match), 3) collocation (words pairing), 4) hyponymy (up-down relationships), 5) antonyms (opposite words), 6) equivalent (equivalence). Keraf and Sumarlan in Hutahean, [2015:82] discuss lexical aspects, lexical discourse in the form of repetition,

synonyms, antonyms, hyponymies, collocations, and equivalents.

Repetition is certain lingual units that are considered important to give pressure in a context. Sumarlan states that the types of repetitions consist of epizeuksis repetitions, tautotes repetitions, anaphora repetitions, epistropa repetitions, simploke repetitions, epanalepsis repetitions, mesodiplosis repetitions, complete repetitions, and anrepetitions. Chaer, [2012:5] states that a synonym is another name or expression whose meaning is more or less the same as another meaning. Synonyms can be divided into free morpheme synonyms with bound morphemes, word synonyms with words, phrase synonyms with phrases, and clause or sentence synonyms with clauses or sentences, Sukriyah et al., [2018:270]. Furthermore, namely the type of lexical cohesion in the form of antonyms, Verhaar, [2012:394] explains that antonyms are expressions (usually in the form of words, can also be in the form of phrases or sentences) which are considered to have different meanings or the opposite of other expressions. Antonyms are parts of lexical cohesion that are related to other names for other objects or things: or lingual units whose meaning is opposite/opposition to other lingual units, Sukriyah et al., [2018:271]. Hyponymy or superordinate is a unit of expression of words or phrases whose meaning is considered to include the meaning of other expressions. Sumarlam, [2008:45] argues that hyponymy is a lingual (word, phrase, sentence) whose meaning is considered to be part of the meaning of other lingual units. Meanwhile Chaer, [2007:305] describes that hyponymy is a semantic relationship between another form of speech. Collocation is a relationship between words that are in the same environment or field Yuwono, 2005). Halliday, M.A.K., Hasan, [1976:6] also states that lexical cohesion is caused by two words or more often appearing together in a language construction or the same discourse context.

Equivalence is the equivalence relationship between one particular lingual unit and another lingual unit in a paradigm

Sumarlam, [2008:69]. In the Big Indonesian Dictionary, equivalent has the meaning of the word comparable, equal, or equivalent. Hutahean, [2015:84] added that equivalence or equivalence is a commensurate relationship between one lingual unit and another lingual unit. In this case, a number of words resulting from the affixation process of the same origin morpheme shows an equivalence relationship. Affix is a morpheme attached to another morpheme so that it can be said that affix is a bound morpheme, affix consists of six types of affix processes, namely; a) prefixes, b) confixes, c) infixes, d) clofixes, e) suffixes, and f) simulfixes, Ashari Ayu, [2015:84]. Prefixes are affixes that are affixed at the beginning of the base form; infix is an affix that is affixed in the middle of a word usually at the beginning of a syllable; suffix is an affix that is affixed to the right of the base form; confix is an affix that is affixed around and to the right of the base form simultaneously because this affix is a single affix; clofik is a word that is affixed with affixes on the left and right, but the affixation is not all at once but gradually; and simulfixes are nasals which are realized with nasal *m-*, *n-*, *ny-*, *ng-*, and *nge-*.

Based on the background of the problem, the formulation of the research problem is how to use lexical cohesion markers in the discourse on *Tirto.id* online news. In this study, the problem is limited to the lexical cohesion of the types of repetition, synonymy, and equivalent. This problem limitation aims to limit the scope of the research to be carried out so that it is more focused and directed. In addition, the use of repetition, synonymy, and equivalent types tends to be more dominantly used in a discourse. In general, the purpose of this study is to describe the lexical cohesion of the types of repetition, synonymy, and equivalent in the online news *Tirto.id*. The news that is the object of this research is about issues and polemics that are currently happening, namely the news about Covid-19 or the corona virus which is endemic throughout the world and which is currently hitting Indonesia. *Tirto.id* is one of the online media which is a site for news,

articles, opinions, and infographics in Indonesia. The online media *Tirto.id* was launched on August 3, 2016, the writings provided by *Tirto.id* include mild report, indepth, hardnews, current issue, and *Tirto* visual reports.

## 2. Research Method

Type of this research is qualitative research. Krik and Miller in Moeleng, [1997:29] explains that qualitative research is a particular tradition in social science that is fundamentally dependent on observing humans in their own area and relating to these people in language and in terms. This research is included in qualitative descriptive research because it tries to describe lexical cohesion markers, especially repetition, synonym, and equivalent in news discourse.

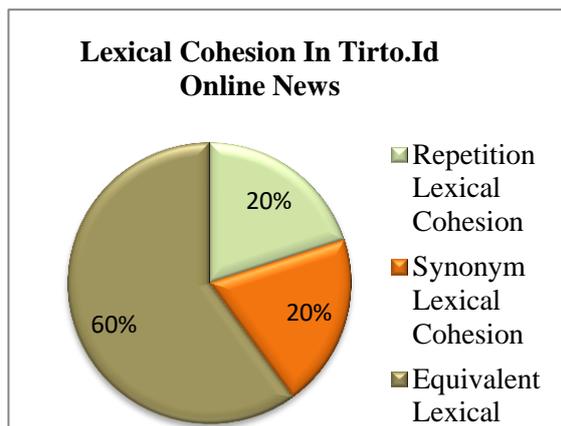
The subject of this research is online news on the *Tirto.id* website which contains news about covid-19. By taking several news written by different authors, while the object of the research is the aspect of lexical cohesion in the form of repetition, synonym, and equivalent. The data collection methods and techniques used in this study were to use the note-taking method. The note-taking method is carried out by listening to the research subject, namely the online news *Tirto.id* and then recording the lingual units which are the lexical cohesive markers in the form of repetitions, synonyms, and equivalents.

The data analysis method used is the distributional method with the basic technique for Direct Elements or *Bagi Unsur Langsung* (BUL), a technique that divides a construction into the direct elements that makes construction. The analysis techniques in *Tirto.id* online news on the topic of the Covid-19 Pandemic are as follows; (1) presenting the data obtained through the process of looking at notes; (2) choosing words in the *Tirto.id* news rubric that have repetition, synonyms, and equivalent forms; (3) copy and record according to category; (4) analyzing lexical cohesion markers; and (5) describe the research results that have been obtained from the online news rubric of *Tirto.id*.

### 3. Findings and Discussion

The results of this study are presented in the categories of lexical cohesion with the types of repetition, synonyms, and equivalents. The results of this study indicate the use of lexical cohesion tools, on the use of repetition, synonyms, and equivalents in the online news site *Tirto.id* with the news topic of the Covid-19 pandemic in 2021. The use of lexical cohesion markers on the type of repetition is repetition with substitutes. Type of synonym markers used synonyms words of words. And in the use of lexical cohesion, the equivalent type used is in the form of an affixation process consisting of prefix-konfix, konfix, and prefix-konfixes. The results of the study will be described as follows.

Tabel 1.



#### 3.1. Repetition Lexical Cohesion

The use of repetition lexical cohesion markers on the online news site *Tirto.id* found the use of repetition with replacement. Reshaping with substitutions used in the online news site *Tirto.id* edition of "*Varian Baru Corona menjadi Penyebab Melonjaknya Kasus di Indonesia*" by Irwan Syambudi found the use of repetition in the words *peningkatan*, *pertambahan* and *lonjakan*, along with a description of the use of lexical cohesion repetition with replacement.

"Pemerintah klaim **peningkatan** mobilitas masyarakat saat hari raya Idulfitri atau lebaran 2021 menjadi

*penyebab lonjakan kasus Covid-19 disejumlah daerah*" 8/6/2012

In the data above, there is the use of repetition lexical cohesion in the Corona New Variant edition to be the cause of the spike in cases in Indonesia" June 8, 2021. The form of repetition is in the form of repetition with replacements for the words *peningkatan* and *lonjakan*. The word increase is repeated using other words, namely spikes. Repetitions as a proposition by using other forms of pronouns that have the same meaning, the words *peningkatan* and *lonjakan* both have the meaning of the process of increasing.

"setelah terjadi **lonjakan** tertinggi pada 30 Januari 2021 dengan 14.518 kasus positif Covid-19 dan menurun drastis hingga 2.385 kasus pada 15 Mei 2021 atau tiga hari setelah Idulfitri, **pertambahan** kasus kembali berangsur naik" 8/6/2021

Moreover, From the data above there is the use of repetition lexical cohesion in the Corona New Variant edition as the Cause of the Soaring Cases in Indonesia "June 8, 2021. The form of repetition is in the form of repetition with replacements for the words spike and increase. The word spike is repeated by using another word, namely addition. Repetition as a proposition by using other pronouns that have the same meaning, the words spike and increase both have the meaning of a process or way of increasing, in this case an increase in Covid-19 cases.

#### 3.2. Synonym Lexical Cohesion

The results of the research on the cohesion of lexical cohesion in the online news site *Tirto.id* indicate the use of synonymous lexical cohesion in news discourse. Synonyms function to establish a commensurate meaning relationship between one particular lingual unit and another lingual unit. The results of the research were obtained from the online media site *Tirto.id* edition of "Knowing the Causes of Emotions Labyrinth to Slow After Healing" by Nur Hidayah Perwitasari 18/8/2021. Synonym lexical cohesion contained in the discourse in the form of

word synonyms with words. The following is a description of the use of lexical cohesion in synonyms of words with words.

*"penurunan fungsi kognisi yang gejalanya mencakup lupa hingga pikiran melambat atau lemot bisa dialami mereka yang sembuh dari covid-19"* 18/8/2021

In the news discourse above, it shows the use of words that are meaningfully expressing synonymous relationships because they refer to the same meaning. The *melambat* or *lemot* both have the same meaning. *Melambat* has the meaning of "slowly (movement, process, etc.), while the word *lemot* has the meaning of "something that has a long performance" of the two words still have the same meaning, which is related to an activity that is not carried out quickly.

*"Menurut Puvokisa, masyarakat tidak perlu khawatir dan cemas berlebihan. Ahli kesehatan akan membantu penyusunan program sesuai dengan masalah kognitif yang ada"* 18/8/2021

Then, In the news above, it shows the use of words that are meaningfully expressing synonymous relationships because they refer to the same meaning. The words *khawatir* and *cemas* both have the same meaning. The word *khawatir* means a state of fear, anxiety, and anxiety about something that is not known with certainty. Meanwhile, the word *cemas* means a state of anxiety because of a fear. From the two meanings of the word, the words *khawatir* and *cemas* have the same meaning relationship.

### 3.3. Equivalent Lexical Cohesion

Based on the results of the analysis on the online news site *Tirto.id*, there is the use of equivalent lexical cohesion. The use of equivalent lexical cohesion is found in the editions of "*Varian Baru Corona menjadi Penyebab Melonjaknya Kasus di Indonesia*" and "*Grafik COVID Indonesia Juli 2021: Jauh dari Target & Tak Terkendali*". The results of the analysis found the use of equivalent forms of affixation of prefixes, forms prefixes-konfixes, konfixes, dan konfixes-

prefiks, the results of the study will be described as follows.

*"VoC terbukti secara ilmiah dapat menular dengan cepat dan terindikasi dapat menularkan kepada orang yang telah divaksin. Kasus-kasus yang terjadi saat ini yang menyebabkan lonjakan seperti di Kudus dan Bangkalan itu menurut Pandu terindikasi disebabkan oleh VoC"* 8/6/2021

Cases in Indonesia" 8/6/2021 there are equivalent forms of the words *menular* and *menularkan*, both words are formed from one basic word, namely *tular*. *Menularkan* words undergo an affixation process in the form of affixes with the addition of the affix *me-*. The word *menular* undergoes a confix process in the form of *me-kan* and undergoes a change in the phoneme /t/ of the infectious word so that it becomes (*meN-*) transmits. The words *menular* in the news quote above has the meaning of "affecting a disease" while the word *menularkan* has the meaning of "making infectious".

*"VoC terbukti secara ilmiah dapat menular dengan cepat dan terindikasi dapat menularkan kepada orang yang telah divaksin. Kasus-kasus yang terjadi saat ini yang menyebabkan lonjakan seperti di Kudus dan Bangkalan itu menurut Pandu terindikasi disebabkan oleh VoC"* 8/6/2021

The news quote in the edition of "*Varian Baru Corona menjadi Penyebab Melonjaknya Kasus di Indonesia*" 8/6/2021 there is an equivalent form of the words *menyebabkan* and *disebabkan*, these two words are formed from the same root word, namely *sebab*. The word *menyebabkan* the affixation process to add the confix affix *me-kan*. The word is *disebabkan* by the process of adding a confix affix to *di-kan*. The root word cause is affixed with the confixes *me-kan* and *di-kan* which means "to cause something" and "to influence". In this case, the confix *me-kan* means to create a situation, namely a spike in Covid-19 cases, while the confix *di-kan* has the meaning in

effect, namely that transmission occurs due to the presence of VoC.

“Menurut Masdalina, dari sekian target tersebut, salah satu yang diklaim berhasil oleh pemerintah adalah mampu **menurunkan** mobilitas warga yang tadinya 30 persen mobilitas warga menjadi **menurun** 50 persen” 30/7/2021

Based on news above, Grafik COVID Indonesia Juli 2021: Jauh dari Target & Tak Terkendali” 30/7/2021 there is an equivalent form of the word *menurunkan* and *menurun*, both words are formed from the root word *turun*. The *menurunkan* degrade undergoes an affixation process in the form of a confix with the addition of the affix *me-kan*. In this case, the confix *me-kan* has the meaning of making or causing, in the form of a decrease in the spread of Covid-19 in July due to vaccination. Meanwhile, the *menurun* word undergoes an affixation process in the form of a prefix with the addition of the affix *me-* to the *turun* root word. The prefix *me-* has a meaning in a situation, in the form of a decreased mobility of citizens.

“itu klaim keberhasilan. Tapi itu tidak bisa dilihat oleh masyarakat. Sebab dilapangan jalan tol masih macet dan orang masih bisa pergi ke sana kemari. Jadi itu menurut kami itu hanya klaim sepihak. Tapi secara umum *pengendalian* pandemi belum *terkendali*,” kata Masdalina 30/7/2021

The news quote in the edition of “Grafik COVID Indonesia Juli 2021: Jauh dari Target & Tak Terkendali” 30/7/2021 there is an equivalent form the word *pengendalian* and *terkendali*, these two words are formed from the sam root word, namely *kendali*. The word *pengendalian* the affixation process to add the confix affix *peN-an*. The word *pengendalian* forming a noun, the word *pengendalian* has the meaning of a process, method, act of controlling. memiliki arti sebuah proses, cara, perbuatan mengendalikan . Meanwhile, the wors *terkendali* formed from the affixation process in the form of the prefix *ter-*. The word *terkendali* as a

form of verb, this word *terkendali* has the meaning has (can) be controlled)

“Angka *penambahan* kasus Covid-19 pada 25 Agustus 2021 sebanyak 18.871, menurun 435 dibandingkan hari sebelumnya. Sementara angka kematian hari ini kembali *bertambah* lebih dari kasus 1.000 kasus” 25/8/2021

The news quote in the edition of “Update Corona RI 25 Agustus 2021: Positif 18.671, Meninggal 1.041” 25/8/2021 There is an equivalent form of the words *penambahan* and *bertambah*. Both words are formed from the root *tambah* . The word *penambahan* undergoes an affixation process in the form of a confix with the addition of the affix *pe-an*. The word *penambahan* as forming a noun has the meaning of a process, method, act of adding. Meanwhile, the word *bertambah* is formed from the affixation process in the form of the prefix *ber-*. The word *bertambah* as a verb form, has the meaning of more or more.

#### 4. Conclusion

Based on the analysis of research data, it can be concluded that data on the use of lexical cohesion in the discourse of a news story on the online media site *Tirto.id* is found. The use of lexical cohesion in discourse consists of repetition, synonyms, and equivalents. The integration of lexical cohesion in the type of repetition in the form of repetition with replacement, the types of synonyms found in the results of the analysis are synonyms between words and words, and the equivalents contained in the discourse, which are equivalent in the form of affixation processes, adding prefiks-konfiks, bentuk konfiks, dan konfiks-prefiks.

The application or usefulness of research results regarding the cohesion of lexical cohesion in *Tirto.id* online news with the theme of the COVID-19 pandemic in the field of learning can be used as teaching materials or references for both teachers and students. Usefulness in everyday life can understand and interpret the use of language with cohesiveness and good and correct Indonesian.

## References

- [1] Alotaibi, H, "The Role Of Lexical Cohesion In Writing Quality" *International Journal of Applied Linguistics and English Literature*, vol 4[1], pp 261–269, 2015.
- [2] Ardiyanti, D. Ririn, S., "Kohesi Gramatikal dan Kohesi Leksikal dalam Cerita Anak Berjudul Buku Mini Dea Karya Watiek Ideo dan Yuli Rahmawati" *SeBaSa*, vol 2[1], pp 7–13, 2019.
- [3] Ashari Ayu, "Ekuivalensi Leksikal dalam Wacana Novel Perahu Kerta Karya Dewi "Dee" Lestari: Suatu Kajian Wacana" *Jurnal Arkhais*, vol 6[2], pp 81–88, 2015.
- [4] Chaer, A., "Linguistik Umum" Jakarta: Rineka Cipta, 2007.
- [5] Halliday, M.A.K., Hasan, R., "Cohesion in English" London: Longman Group Ltd, 1976.
- [6] Hutahean, S. dan E., "Kohesi Leksikal dalam Lirik Lagu Craig David" *Jurnal Ilmu Budaya*, vol 11[2], pp 80–100, 2015.
- [7] Moeleng, L. J., "Metode Penelitian Kualitatif" Bandung: Remaja Rosdakarya, 1997.
- [8] Sukriyah, S., Sumarlam, S., & Djatmika, D., "Kohesi Leksikal Sinonimi, Antonimi, Dan Repetisi Pada Rubrik Cerita Anak, Cerita Remaja, Dan Cerita Dewasa Dalam Surat Kabar Harian Kompas" *Jurnal Aksara*, vol 30 [2], pp 267, 2018.
- [9] Sumarlam, "Teori dan Praktik Analisis Wacana" Surakarta: Pustaka Cakra, 2008.
- [10] Tistcher, dkk., "Teori Analisis Teks dan Wacana" Yogyakarta: Pustaka Pelajar, 2009.
- [11] Utami, H. N., & H, A. R. T., "Ekuivalensi Leksikal pada Artikel Online The Jakarta Post: Suatu Kajian Wacana", [1], pp 294–302, 2019.
- [12] Verhaar, J. W. M., "Asas-asas Linguistik Umum" Yogyakarta: Gajah Mada University Press, 2012.
- [13] Yeh, H. C., Yang, Y. F., & Wong, W. K., "Interaction chain patterns of online text construction with lexical cohesion" *Educational Technology and Society*, vol[13](1), pp 55–68 2010.
- [14] Yuwono, U., "Langkah Awal Memahami Linguistik" Jakarta: PT Gramedia Pustaka Utama, 2005.

## PERSUASIVE COMMUNICATION STRATEGY OF ENTREPRENEURS "KOPI BROO CAFE" THROUGH SOCIAL MEDIA IN THE TIME COVID-19 PANDEMIC

Annisa Febria Prasetyo<sup>1</sup>, Maman Suryaman<sup>2</sup>

1,2 Yogyakarta State University

1 annisafebria.2020@student.uny.ac.id, 2 maman\_suryaman@uny.ac.id

### Abstract

The impact of the covid-19 pandemic which has changed almost the entirety of people's lives is something that is still being lived. One of those who feel the impact is the culinary field. The covid-19 pandemic requires people to stay at home, restricts people from tasting food directly, and even requires owners to temporarily close their businesses for a specified period of time. This change is a challenge for entrepreneurs to keep running their business. The use of language is one of the added values to attract the attention of visitors by creating good communication. This research focuses on the communication strategies created by entrepreneurs and their obstacles. The purpose of this study is to describe a communication strategy that is devoted to the use of language through social media and its barriers. The subject and place of this research is the entrepreneur of the "Kopi Broo" cafe in North Sumatra. The research method that will be used is descriptive qualitative method, by taking data through interviews, observations and literature searches. The results of the study describe (1) the communication strategy developed by the "Kopi Broo" cafe business actors sourced from the media Instagram. (2) The form of communication applied is to make the use of language in the form of storytelling content that is packaged in an attractive way to build business branding. (3) Obstacles that are felt when informing people who have never visited, so that their efforts are maximized.

Keywords: covid-19, communication, language, social media

### Introduction

The COVID-19 pandemic has had an impact on the development of several businesses, be it small, medium or large businesses. Some businesses have been asked to shorten their operational schedules, or have been forced to close for a while. This is a challenge for business owners to maximize strategies, especially communication strategies for or increase the interest of visitors to come. The communication strategy used refers to the current situation, where most activities are carried out boldly, for that the use of social media will support the implementation of strategies implemented by business owners. According to Nida (2014), one of the characteristics of society in the modern world is the inseparability of their lives with

all things that blend technology. Technological developments have led humans to many changes (Kurniawati, 2018).

One of the businesses that has felt the impact of the COVID-19 pandemic is Kopi Broo Cafe, a business that is engaged in the culinary field. In the past year, especially during the implementation of the implementation of restrictions on community activities, this cafe has also had an impact. Not all cafes can stay stable by relying on online sales, let alone competition from bigger restaurants. During the early to mid-pandemic times, diners dropped 90% for dine-in. Because the atmosphere of the cafe is more supportive for eating on the spot, the decrease in the number of visitors is



## Communication Strategy

Communication strategy is explained as an effort to create a form of communication from all the elements of communication that build something that will happen together. Communication strategies try to send messages through supporting businesses and media. In line with that, Cangara (2015) states, communication strategy is the best combination of all communication elements starting from the communicator, message, channel (media), receiver to influence (effect) designed to achieve optimal communication goals. The selection of a communication strategy must be based on the intended subject, the content of the message being communicated and in certain situations, so that the delivery of the message is not interpreted in different ways and the purpose of communication can be achieved.

## Method

This research is identified with a qualitative approach which aims to obtain facts from factually found phenomena in the form of descriptions, or the inclusion of arguments accompanied by facts. A qualitative approach is used to describe real things that are in the field and obtain an interpretation of the traces found correctly. This research was carried out at the Kopi Broo Cafee and continued with research from afar by observing the social media used by entrepreneurs in interacting with visitors on social media as a form of strategy that was observed. The location of the Kopi Broo Cafee was chosen as the main object to observe and conduct an interview process with the cafe owner. This research was conducted in September 2021.

The next step is to enter the stage of the data collection process. The data collected in this study is divided into two, namely primary data and secondary data. The data collection carried out in this study used unstructured interviews, observation, documentation and literature review. Unstructured interviews were conducted directly with the owner of the Kopi Broo Cafee business. The questions in the interview contain important aspects from

the business developed to the strategies and obstacles that are felt during the current covid-19 pandemic. Observation is based on direct observation, this allows researchers to record behavior and events as they occur in actual circumstances (Moleong, 2006:174-175). Observations were made by observing the Kopi Broo Cafee area and observing social media related to the use of language which is one of the strategies in the content posted on Kopi Broo Cafee social media. In the context of communication science, research using observation or observation methods is carried out to systematically and directly track the symptoms of communication related to social, political, and cultural problems of society (Pawito, 2008). Observations were made by non-participant observation.

After the data collection stage is carried out, the next step is to enter into qualitative data analysis. Qualitative data analysis is an analytical activity that is repeated and summarized appropriately. The data analysis technique for this study used Miles and Huberman data analysis techniques, namely data reduction, data display and data verification. The data obtained are qualitative data and analyzed qualitatively.

Miles and Huberman (2007) argue that the stages of data analysis include: data reduction, reducing irrelevant or unnecessary data in interview notes and analyzing observations that can be processed to the next step. Second, data presentation, namely presenting data in various forms, such as interview reviews, supporting documentation, or brief summaries of the results of the previous first step. This is done to make it easier to understand what is happening, make a more detailed concept based on what has been obtained in the previous step. Third, verify the data or conclude the data that has been presented.

## Research Result

Kopi Broo Cafe Entrepreneur Persuasive Communication Strategy Through Social Media

Kopi Broo is one of the culinary businesses pioneered by Pradisya Putri who is often called Adis since 2019 in Medan, North Sumatra. This cafe was formed with a design like being in a park. With a unique and interesting concept, this cafe was built with a long journey full of challenges as an entrepreneur at a young age.

This time, one of the challenges that must be faced is developing a business when the current situation is not supportive due to the covid-19 pandemic. As an entrepreneur, we try to respond wisely to various warnings from the government related to several business sectors whose operational schedules must be minimized.

Therefore, business owners make several strategies that are directly related to communication, especially with visitors who have previously become regular visitors, and offer them to visitors outside the area who have never visited, one of which is through social media. Nasrullah (2015) social media is a medium on the internet that allows users to represent and collaborate, communicate with other users by interacting virtually. In line with that, Meike and Young in Nasrullah (2015) interpret the word social media as a convergence between personal

communication in the sense of sharing between individuals (to be share one-to-one) and public media.

The form of communication that is developed is not only just, but also requires persuasive meaning which means it requires sentences or forms of direct or indirect invitations that are present through content on social media, especially Instagram. Several persuasive communication strategies are carried out in the coffee broo cafe's Instagram social media, namely:

a. Cafe Atmosphere Posts

Posting a cafe atmosphere is one strategy that is said to be quite influential. Moreover, the use of language by business owners makes direct invitations to the audience in Instagram media. In the current situation, it is facilitated by the presence of media because the current generation is mostly doing activities online, one of which is communicating through social media. Young people also prefer to be treated to things that fall into the aesthetic category, with designs that are clear to the eye, especially if the posting is done regularly.



Picutre 1 Cafe Atmosphere



Picture 2 Cafe Front View

b. The Concept of Storying on Instagram

The concept of storytelling is considered as one that attracts visitors to come. The concept of storytelling is said to be direct interaction with visitors who see by telling the latest things that invite visitors to come. The concept of storytelling is carried out by the owner of the Kopi Broo Cafee on Instagram social media, by directly greeting followers on Instagram,

through Instagram stories, or from Instagram feeds. The goal is for followers to experience the story firsthand and make it interesting to come. In addition, in this storytelling concept, business owners often describe the latest things from the cafe itself, so that visitors already know and anticipate before coming. The concept of storytelling is one of the building blocks of a good relationship between business owners and visitors.



Picture 3



Picture 4

c. Providing Promos on Certain Days

Promo is one of the keys to developing a business, whether it's culinary or not, giving promos is said to be a spice in certain sales. At Kopi Broo, promos are usually given on certain big days. By using attractive language, business owners attract visitors with this promo. The promo is given as a form of

appreciation for visitors who have often come, and a form of initial introduction for visitors who are still starting to try. Not infrequently, starting from the promo until today, many regular visitors are said to regularly come to Kopi Broo.



Picture 5



Picture 6

d. Opening Opportunities for Outside Activities

Activities from outside are considered as positive things that visitors can develop while enjoying the atmosphere at Kopi Broo. To this day, many activities have been carried out, both public and certain people, one of which

is journaling workshops and blood donation. Apart from being a cafe engaged in the culinary field, this cafe also supports social activities that have a positive impact on occasion. Not infrequently, occasionally cafe owners and employees work together in activities outside the culinary field.



Picture 7 Journaling Workshop

e. Introducing the Menu with Interesting Sentences

The use of attractive language is a challenge for business owners to attract visitors to come. Usually, the menus offered on social media are unique menus that are rarely found in other places or menus that are the

favorite of almost all visitors who come. With it, it is easier for business owners to make one interesting thing that can make visitors come. Usually, business owners associate the activity that the visitor is currently undergoing, with a suitable menu to accompany the activity.



Picture 8



Picture 9

In addition to some of the things described above as a persuasive communication strategy, several hashtags or public accounts that review cafes become

a communication strategy that plays a role in developing cafes. Some visitors also often provide criticism and suggestions via google maps based on their experience there. This

is an evaluation for business owners, whether the strategies implemented to date have been implemented well or not. Business owners strongly agree to maximize activities through social media, considering that nowadays almost everyone communicates there.

#### Improving Persuasive Communication Strategies

Some of the obstacles that business owners feel are the difficulty of communicating with people who have never visited, because they are not too familiar with the state of the cafe, they are still just trying and don't come regularly. For this reason, business owners want to increase branding on social media by providing content that contains, not just promoting without something interesting. The business owner justifies, don't be too monotonous in selling, but give something that makes people's curiosity high and decides to come there. As for the price, stick with the medium price, not too high and not too cheap so that it is flexible for anyone who comes. Consistency in creating content on social media is something that business owners really maintain, because during the current covid-19, we are trained to interact online, one of which is promoting more maximally culinary businesses, besides maximizing branding in order to attract visitors by word of mouth.

So far, the strategies used especially in social media directly and indirectly have provided a successful upgrade in this cafe's business. With a fairly wide reach, social media can be accessed by anyone and anywhere, thus introducing the cafe conditions and attracting sympathy to visit. Until now there are also more and more old visitors and there are also new visitors who come several times. This increase is not only in terms of visitors, but also cafe management is more active, food and beverage menus are more creative. This increase is the result of improvements from the situation at the beginning of the pandemic. Over time everything can be resolved and there are improvements to some things.

#### Conclusion

The COVID-19 pandemic has indeed minimized activities outside the home and that has become one of the impacts felt by business owners, one of which is the Kopi Broo Cafe. However, several persuasive communication strategies have been implemented to maximize business development through communication on social media, especially Instagram.

The forms of persuasive communication strategies that have been carried out are (1) posting a cafe atmosphere, (2) the concept of storytelling on Instagram, (3) providing promos on certain days, (4) opening up opportunities for outside activities (5) introducing the menu with interesting sentences. One aspect that stands out is the use of the language of each content created. The use of language is able to maximize the interest of people to come, therefore language and social distance can be handled properly.

#### References

- [1] Barata, Atep Adya. 2003. Dasar- Dasar Pelayanan Prima. Jakarta : Elex Media.
- [2] Cangara, H. Perencanaan & Strategi Komunikasi. 2015. Depok: PT. Rajagrafindo Persada.
- [3] Devito, Josep. Komunikasi Antarmanusia, Edisi Kelima. 2010. Jakarta: Karisma Publishing Group.
- [4] Effendi, Onong Uchjana. 2006. Ilmu Komunikasi: Teori dan Praktek. Bandung: PT Remaja Rosdakarya.
- [5] Miles, M. B., & Huberman, A. M. 1992. Analisis Data Kualitatif: Buku Sumber Tentang Metode-Metode Baru. Jakarta.: UI Press.
- [6] Nasrullah, Rulli. 2015. Media Sosial; Perspektif Komunikasi, Budaya, dan Sosioteknologi. Bandung : Simbiosis Rekatama Media.
- [7] Nida, F. L. 2014. Persuasi Dalam Media Komunikasi Massa. Jurnal Komunikasi Penyiaran Islam.
- [8] Pawito. 2008. Penelitian Komunikasi Kualitatif. Yogyakarta: PT. LKIS Pelangi Aksara.

- [9] Ritonga, M. 2019 Komunikasi Dakwah Zaman Milenial. Jurnal Komunikasi Islam dan Kehumasan ISSN: 2621-9492.
- [10] Smith, D. Ronald. 2005. Strategic Planning For Public Relations. Second Edition. London : Lawrence Erlbaum Associates Publisher.

## ECO-DISOURSE ANALYSIS JAVANESE LANGUAGE OF COVID 19 IN YOGYAKARTA

Avi Meilawati<sup>1</sup>, Mulyana<sup>2</sup>, Siti Mulyani<sup>3</sup>, Hardiyanto<sup>4</sup>

Universitas Negeri Yogyakarta<sup>1</sup>, Universitas Negeri Yogyakarta<sup>2</sup>, Universitas Negeri Yogyakarta<sup>3</sup>,  
Universitas Negeri Yogyakarta<sup>4</sup>

[avimeilawati@uny.ac.id](mailto:avimeilawati@uny.ac.id)<sup>1</sup>, [mulyana@uny.ac.id](mailto:mulyana@uny.ac.id)<sup>2</sup>, [siti\\_mulyani@uny.ac.id](mailto:siti_mulyani@uny.ac.id)<sup>3</sup>, [hardiyanto@uny.ac.id](mailto:hardiyanto@uny.ac.id)<sup>4</sup>

### Abstract

Various methods and social activities have been carried out by a number of elements of environmental activists to save the environment and the future of the earth. One of the most recent activities that have emerged in the Yogyakarta area is the large number of writings or slogans in the form of environmental discourse in Javanese language (hereinafter referred to as eco-discourse), which indicates a reflection of the psychological and social conditions of the people, especially during the pandemic in Yogyakarta. As a form of discourse, writings or slogans plastered on roadsides, river banks, in front of markets, tourist attractions, shopping centers, and a number of places that are at risk of environmental damage, are very interesting to observe. One data displayed on the edge of the Code river seems to represent the beginning of this analysis, for example "*Jaga jarak - 1 meter. Rasah macak ampuh*". At the level of understanding the content and messages contained in the environmental discourse, it is actually reflected in the dynamics of the psycho-social behavior of the community. To understand these phenomena, a representative discourse analysis tool is needed. And the most appropriate approach to clearly reveal and understand the complete message of the literary discourse is Critical Discourse Analysis. This approach is like a sharp knife that functions as a method of splitting and removing the contents of a certain item. The analysis section will place the discourse in four analytical frameworks: (1) the form of discourse, (2) the theme of the discourse, (3) the message of social discourse, and (4) the psycho-social behavior of the community. At the fourth level of analysis, Critical Discourse Analysis is able to critically parse the 'meaning of psycho-social behavior' of discourse owners. This analytical model ultimately seems to be in line with the thoughts of Bloomfield (1982) and Kartomiharjo (1998), that language is a mirror of people's behavior. The beauty of pro-environment Javanese writings or slogans that appear in Yogyakarta is a reflection of the behavior of people who want to 'save the environment and the earth' in general.

**Keywords:** environmental discourse, ecowacana, Yogyakarta

### 1. Introduction

For certain purposes, people often create and use language tools such as satire, criticism, or even beautiful mottos that are used to express environmental content texts. Various types and forms of expressions of environmental discourse seem to be a factual mirror of what our environment looks like. But at the same time, they often hide facts about the environment.

The use of texts with environmental content in Yogyakarta also shows a relatively

similar reality; namely informing facts, but also hiding facts about actual environmental conditions. Such an expression, it turns out, is not far from the perception and psycho-social behavior of the community. The topic of language and ecological problems is studied by several linguistic scientists with different approaches and different levels and methodologies. German linguist Matthias Jung (1989, 1994, and 1996) used corpus texts from newspapers and examined changes in

environmental vocabulary over time. Furthermore, Jung formulated the frequency of use of the vocabulary to then conclude that the choice of words was made for manipulative purposes (Fill in Fill and Muhlhausler, 2001: 46). In this study, discourse texts with environmental content will be studied from the psycho-social perspective of the people of Yogyakarta. It is considered important to see in detail what the dynamics of the psycho-social behavior of the people of Yogyakarta are reflected in the environmental discourse in this region.

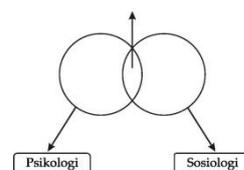
## 2. Dynamics of Psycho-social Behavior

Community behavior in responding to environmental problems is reflected in environmental discourse texts. This behavior experiences dynamics psychologically and socially. Environmental problems that almost occur in all geographical areas are very interesting to understand; both in its form as a linguistic text (linguistic unit), as well as varied content.

According to Watson (Hasan, 2011), psychological and social behavior should be an important concern in the psychological world. This concerns the importance of reading and understanding the psychological and social behavior of a society, both individually and collectively (socially). This understanding of the dynamics of psycho-social behavior can in time become indicators and benchmarks of how people think and motivate people towards social phenomena in their environment. Related to this theory, the text or environmental discourse can be an indicator of how the dynamics of the psycho-social behavior of people in a particular area are.

Psycho-social behavior is a combination of psychological perceptions and social factual responses that are read and understood by a person or society. Following Koentjoro (2011), makes a chart between the two disciplines in a learning perspective.

Chart 1. Psycho-social



This chart was developed by Koentoro (2011), in "Psychological Learning Paradigm".

Based on the chart, this research will use these rules to understand and describe the dynamics of psychological and social behavior of the community related to expressions in environmental texts (discourses).

## 3. Environmental Discourse

Environmental discourse, known as *ecowacana*, seems to be increasingly intrigued by language, social, and psychological researchers. The reason is, this discourse offers a lot of content that is directly related to aspects of human life. A number of environmental and social problems of the community are contained implicitly or explicitly in environmental discourse texts.

So what exactly is environmental discourse? Discourse itself is actually included in the linguistic unit called text. These texts, which are then called discourses, have various kinds of content. In the perspective of the content of this text, a discourse can be categorized into various types. For example, educational discourse, social discourse, sports discourse, health discourse, religious discourse, political discourse, and various other types of discourse (Mulyana, 2005:27). Classification of the discourse is based on the content (content) contained in the text of the discourse. Therefore, based on this theory, environmental discourse can be defined as forms of discourse texts whose contents are related to the environment. The meaning of 'environment' in the text of discourse actually does not only mean the physical environment (such as forests, rivers, markets, housing, roads, fields, etc.), but

can also be interpreted as a social environment.

#### 4. Critical Discourse Analysis Approach

Discourse is a representation of the world. Understanding is not something that makes it up. This is because discourse as a unit of language represents the state of the world and all its events. Therefore, to understand the increasingly complex contents and messages of discourse, it is necessary to have an analytical knife that is also comprehensive and representative. A discourse expert named Norman Fairclough and Teun van Dijk, tried to answer this problem. Based on scientific development and experience, the two experts offered the most qualified language analysis (discourse) knife and was able to outperform other language analysis, namely Critical Discourse Analysis (abbreviated CDA). This term was adopted from the English language study Critical Discourse Analysis (abbreviated CDA). The two abbreviations are then used together. So often we find "CDA" discourse analysis.

Searching for meaning or information from a discourse will not be clear and complete without tracing and understanding the context in which the discourse occurs. In one village, for example, a strict prohibition is written: "*Pemulung dilarang masuk*"! (with an exclamation mark in the form of a command/prohibition) which shows the intensity of the meaning or prohibition which is serious and harsh. Our question is why did the villagers forbid scavengers from entering? Don't scavengers really work by going in and out of the village to look for used goods? If scavengers are prohibited from entering, how do they make a living? It turned out that the writing did not just appear, there were reasons and conditions behind it. And that is the context of the discourse. The prohibition writing is a reality. And that context is also a real condition. Once again, in understanding discourse (text/text) we cannot escape from its context. This thinking is based on the fact that discourse is actually a representation of the world. The concept of "world" is more meaningful to the situations and conditions that underlie the emergence of a text which is finally called discourse. To find the "reality" behind the text, we need to explore the context

of text production, text consumption, and socio-cultural aspects that influence the creation of the text. Because in a text can not be separated from the interests that are subjective. In a text it is also necessary to emphasize the meaning (further than interpretation with integrative abilities, namely the senses, thinking power and reason). is used to dissect the problem, then our next step is to combine the two things into a single unit, that is, with the text, we use a theory to dissect it.

Discourse analysis is not centered on the truth or untruth of grammatical structures or interpretive processes as in the view of constructivism. Discourse analysis in the critical paradigm emphasizes the constellation of forces that occur in the process of production and reproduction of meaning. Individuals are not considered as neutral subjects who can interpret freely according to their thoughts, because they are closely related and influenced by social forces that exist in society. Language here is not understood as a neutral medium that lies outside of the speaker. So, this is where the role of AWK in releasing the 'complexity' of the meaning of a discourse.

Language in a critical view is understood as a representation that plays a role in shaping certain subjects, certain themes, and strategies in them. Therefore, critical discourse analysis is used to uncover the power that exists in every linguistic process; such as, what limits are allowed to become discourse, perspectives that must be used, what topics are discussed. With this kind of view, discourse sees language as always involved in power relations, especially in the formation of subjects, and various representational actions that exist in society. Because it uses a critical perspective, this third (paradigm) discourse analysis is often also called Critical Discourse Analysis (CDA). Dianastiti and Mardikantoro (2016) conducted a research that used a critical discourse analysis approach with the title "Critical Discourse Analysis of Suara

Merdeka Daily News, Republika Daily, Kompas Daily, and Derap Guru Tabloid in Formation of Teacher Image". This study discusses the textual dimensions, discursive practices, and sociocultural dimensions of reporting in Suara Merdeka Daily, Republika Daily, Kompas Daily, and Derap Guru Tabloid in shaping the image of teachers. The methodological approach used in this research is descriptive qualitative, while the theoretical approach is Norman Fairclough's Critical Discourse Analysis.

## 5. Research Method

### a. Type of Research

This study was designed using a qualitative descriptive research framework.

### b. Data and Data Sources

The research data is in the form of environmental discourses that contain and reflect psycho-social problems. While the data sources were developed from environmental discourse texts found in Yogyakarta, from the field and various mass media (magazines, newspapers, electronic media, other social media).

### c. Research Instruments

The research instrument used in this research is the human instrument (researcher as instrument); In addition, this study also uses data analysis cards as a tool for classifying environmental discourse.

### d. Data Collection Techniques

Data were collected by reading and note-taking techniques. The data in the form of environmental discourse is read carefully and collected in a classified manner according to predetermined theoretical indicators. Furthermore, the data is recorded or documented according to research needs.

### e. Validity and Reliability

The validity of the data used in this study is semantic validity, which means interpreting environmental discourses that have an impact on psychosocial problems based on their contextual meaning. Furthermore, the reliability of the data was developed by expert judgment.

### f. Data Analysis Techniques

The data were analyzed using an interdisciplinary approach, namely psycho-social analysis based on the text's Critical Discourse Analysis framework. This analysis was chosen with the consideration of being able to accurately reveal the meaning of environmental discourse texts.

## 6. Discussion

In the data collected, the topics that are commonly found are topic related to anticipating the spread of covid-19, namely regarding the virus itself and the prevention of people choosing independent lockdown. The self-lockdown is carried out to facilitate tracing and reduce the number of people entering and leaving the area. The use of the word lockdown, the covid-19 virus, keep your distance, masks, and others are still chosen as new absorption words in terms of health and prevention because the Javanese vocabulary does not yet have an equivalent. The following is a discussion of research on eco-discourse analysis of the Javanese language with the theme of covid 19:

### a. Lockdown/lockdown theme

Figure 1.



The discourse contains three sentences that function as information and invitations

#### 1) Lockdown. *Metua neng njero wae*

Contains information that the region is implementing an independent lockdown. The second sentence contains the meaning of an order to get out of the house. The point is, out of the room, only in the house, not out of the house.

2) Lockdown. *Rasah ngeyel*.

Contains information that the region is implementing an independent lockdown. The second sentence contains a continuation of the appeal of the first sentence, namely the prohibition to ignore.

b. *Tutup sek (-sik)*.

Contains information that the area is currently closed.

Figure 2.



The discourse uses a variety of *ngoko* by inserting words typical of the people of Yogyakarta, namely *nyawiji*.

Minggu Pahing, *nyawiji* lockdown. The lockdown was an invitation to unite in the self-quarantine house at Sunday.

Figure 3.



The discourse of *Mugo awake dewe diadohke seko virus, lan dicedakne karo sing serius*. This discourse serves as a hope to be kept away from visrus by using the word *mugo* (*muga*). A clause is a sentence that aims to attract attention, which means to be closer to the serious (in a relationship matter). In the context of Javanese society, being approached seriously is likened to finding a mate. The use of the discourse diction is chosen according to the rhythm.



Figure 4.

The picture above contains two discourses that function to provide information and prohibitions.

a. *Jaga jarak - 1 meter*

Is providing information to residents to maintain a distance of 1 meter from other people. The choice of diction uses Indonesian.

b. *Rasah macak ampuh*

It is a prohibition not to be ignored by being sacred. This pretentious/strong attitude can endanger yourself because the origin of the corona virus is unknown.



Figure 5.

The picture above shows a discourse that has a double meaning, namely prohibition and information.

a. *Rasah mblayang wae*

This discourse is a discourse on the prohibition of visiting the area by using the word *rasah*. The *mblayang* diction is a variety of rude *ngoko* as a sign of strict prohibition.

b. *Nyowo larang regane*

Writing *nyowo larang regane* using red is a hard marker as an information discourse that supports the prohibition on the discourse above.

Figure 6.



The discourse in the picture above implies invitations and prohibitions using the Javanese variety of *ngoko*. **Wis neng omah wae rasah dolan** means an appeal to stay at home and a prohibition to visit the area because the area is being quarantined, explained in the next discourse, namely Quarantine for RW 3 area.

Figure 7.



*Ora nampa tamu*. The no-guest discourse serves as information that the region does not receive guests. The discourse is accompanied by a prohibited symbol sign to emphasize the meaning of the information that leads to a prohibition on visiting.

Figure 8.



The discourse in the picture above has a double meaning, namely the provision of information and prohibitions.

- a. *Mlebu Noyokerten kudu sehat, basah dulu baru boleh masuk*

The discourse above contains information on the rules for entering the

territory, namely that it must be healthy and wet because it is watered. Selection of Javanese diction in the variety of *ngoko* and Indonesian.

- b. *#rasah ngeyel*

The discourse above contains a strict prohibition to ignore.

Figure 9.



The picture above shows a discourse that functions as a provision of information and prohibition. Discourse a and b are the provision of information about covid-19, while discourse c is a combination of health information and an appeal to be patient not to visit.

- 1) *Covid-19 lockdown*
- 2) *Covid-19 ora sepele*
- 3) *Sehat luweh penting, dolane diampet sek*

## 7. Conclusion

During the pandemic, the residents of Yogyakarta were self-aware to protect their environment from the dangers of covid 19. They made banners placed at the entrance of the village to anticipate the entry and exit of visitors.

The word found is the Javanese variety of *ngoko* as a strong appeal for anyone who violates it. The use of the Javanese variety of *ngoko*, for the people of Yogyakarta, is a warning, an invitation, and a prohibition which means it is very important.

## 8. References

- [1] Ahmadi, Rifai. 2012. "Konteks Budaya dalam Wacana" Paper tidak diterbitkan.
- [2] Brown, Gillian. 1996. *Discourse Analysis*. London: Longman.

- [3] Dianastiti, Firstya Evi & Mardikantoro, Hari Bakti. 2016. Analisis Wacana Kritis Pemberitaan Harian Suara Merdeka, Harian Republika, Harian Kompas, Dan Tabloid Derap Guru dalam Pembentukan Citra Guru. Jurnal. UNNES. SELOKA 5 (2) (2016)
- [4] Fairclough, Norman, 2009. *Critical Discourse Analysis*. USA: Cambrigde University.
- [5] Koentono, 2011. "The Passion of Psychology", Jurnal Psikologi UGM
- [6] Mulyana, 2014. *Kajian Etnolinguistik*. Yogyakarta: Tiara Wacana (Naskah proses Terbit).
- [7] \_\_\_\_\_ 2005. *Kajian Wacana*. Yogyakarta: Tiara Wacana.
- [8] Purwo, Bambang K. 1984. *Deiksis dalam Bahasa Indonesia*. Jakarta: Balai Pustaka.
- [9] Sudaryanto. 1993. *Metode dan Aneka Teknik Analisis Bahasa*. Yogyakarta: Duta Wacana University Press.
- [10] <https://media.neliti.com/media/publications/72251-ID-perilaku-manusia-dalam-perspektif-psikol.pdf>



## MANIFESTATION OF IMPLICATURES ON INDONESIAN COMICS INSTAGRAM CONTENT IN THE DISCOURSE OF "ENDORSE COVID"

Dayang Rahma  
Yulianti Maulida<sup>1</sup>,  
Suminto A Sayuti<sup>2</sup>

<sup>1,2</sup> Yogyakarta State University

<sup>1</sup>[dayangrahma.2020@student.uny.ac.id](mailto:dayangrahma.2020@student.uny.ac.id),

<sup>2</sup>[suminto\\_sayuti@uny.ac.id](mailto:suminto_sayuti@uny.ac.id)

### Abstract

Language and social environment are two things that cannot be separated. In establishing social relationships, we cannot be separated from the use of language. In the midst of increasingly rapid technological developments, it is easier for people to establish social relationships. One of them is on social media, with all the conveniences and entertainment available in it, making people's interest in social media increase. In addition, the current world situation is being plagued by the Covid-19 outbreak, which has made many activities switch to network-based media. This study aims to analyze the use of implicatures on social networks (instagram) aimed at the @*bintangemon* account. Bintang Emon's is known as an Indonesian comedian who often uploads his worries about social life on Instagram. This research will focus on Bintang Emon's upload entitled "*Endorse Covid*" which was uploaded on June 20, 2021. This type of research is qualitative research. The method used in this study is a descriptive method that will analyze data using the Grice theory implicature analysis approach model that will distinguish two types of implicatures, namely conventional implicatures and conversational implicatures. The implicatures found are providing information and education, expressing disquiet, encourage and pray, convey experience and provide information as one of the people who have been a Covid-19 sufferer, praying for healing, validation statement of the Covid-19 virus, delivering satire.

**Keywords:** Implicature, conventional, conversation, Covid-19, instagram.

### 1. Introduction

Language is a social phenomenon. In essence, language cannot be separated from the influence of the social environment and vice versa, the social environment also cannot be separated from language because social interaction always involves language in it. (Fairclough, 1989) expressed his understanding of language by the term discourse. The concept of discourse according to Fairclough is a form as a "social practice" that has three implications. First, discourse is part of society. Discourse cannot stand alone by being separated from society. Second, understanding discourse as a social practice

has the implication that discourse is a social process. As society progresses and develops, discourse (language) also process and develop. Third, the discourse proceeds in accordance with the conditions in society. There's a kind of dialectic between language and social conditions. Discourse is influenced by social conditions, but social conditions are also influenced by discourse.

Just as the times are growing, language or discourse also puts itself in development in the midst of society. Coupled with the development of

technology that makes it easier for humans to interact. One of them is by using social media, then a new social phenomenon is formed, namely the social media community. With all its conveniences and appeals, social media is now a place to exchange aspirations that are much loved by all circles. In addition, currently the whole world is being hit by a very dangerous outbreak and makes the Indonesian government implement the PPKM program. PPKM is a program to implement restrictions on community activities carried out to prevent the spread of the covid 19 virus in Indonesia. This certainly increases the time for social media citizens to spend their time interacting socially online. With the increasing time to play social media, there is also increased interaction in it. The interaction between social media users is the same as interaction in general. The difference between the two is that social media is a network-based and time-limited medium and will continue to leave a digital footprint. Direct interactions are generally not network-based, and rarely leave a digital footprint unless there is a recording process in them.

This social media community is the same as social society as usual. They are divided into two camps, there are pro camps and there are also counter camps. Every thing that is born on social media will always solve the two camps so that there is often a difference of understanding between the two. Moreover, there are some public figures who often use satire techniques in expressing opinions or discourses on social media. One of them is an Instagram account belonging to Indonesian comic Gusti Bintang or better known by the stage name Bintang Emon. His Instagram account named *@bintangemon* with a total of 4.2 million followers often presents some content that is critical or disquieting to the community and some social phenomena that often or are happening.

He recently uploaded his video entitled "*Endorse Covid*" on June 20, 2021. This is motivated by him being exposed to the Covid-19 virus. In addition, the emergence of the post from the Bintang Emon is also due to concerns about community groups that do not believe this outbreak. Then, currently social media is being thwarted by allegations that public figures and people who have a lot of

followers on social media, especially Instagram, get paid after announcing that they are exposed to Covid-19. The accusation in the form of allegations of getting "*endorse covid*" Endorse is interpreted as a promotional activity involving public figures as people who promote on social media. In this regard through his upload, Bintang Emon uses implicit delivery and contains puzzles for people who do not know the purpose and context of his speech. This is what will be studied in this study to find out the implications contained in the discourse of "*endorse covid*" on the instagram account *@bintangemon* through a video uploaded on June 20, 2021.

## 2. Research Methods

This type of research is qualitative research. (Cresswell, 2016) explains that qualitative research is a method of exploring and understanding meanings that a number of individuals or groups of people are perceived to derive from social or humanitarian problems. The method used in this study is a descriptive method that will analyze data using a model of Grice theory's implicature analysis approach that will distinguish two types of implicature, namely conventional implicature and conversational implicature. In this study, researchers will analyze the discourse from the instagram account of an Indonesian comic named Bintang Emon with the account name *@bintangemon* in his post entitled "*endorse covid*" uploaded on June 20, 2021. In addition to the discourse raised by Bintang Emon, researchers will also analyze public comments in the comments field of the post.

## 3. Results and Discussions

The results of this study will discuss the types of implications and intentions that are trying to be implicit in a speech. The data was obtained from a video uploaded by *@bintangemon* account as well as a number of public comments in the post. In the video for Bintang Emon of June 20, 2021 there

were nine thousand more comments with 3.4 million views.

Grice in (Brown & Yule, 1983) suggests that the term implicature is usually used to describe what speakers may interpret, suggest, or mean but is different from what speakers actually say. Implicature can also be interpreted as pragmatic aspects of meaning and have certain characteristics that can be identified. So it can be concluded that implicature is a purpose contained in a speech or discourse but expressed implicitly or indirectly.

Later, Grice in (Leech, 1983) stated, that there are two types of implicatur, namely conventional implicature and conversational implicature. Conventional implicature is an implicature that is derived directly from the meaning of the word, not from the principles of conversation. Conventional context does not have to rely on specific contexts to interpret it.

While the implication of conversation has a more diverse meaning and understanding. Understanding of the "thing in question" depends largely on the context of the conversation. (Mey, 2001) states that logic and natural daily life don't always see things the same way. Therefore, to be able to understand the context of conversation requires knowledge of the context that occurs in speech events. This is because the implied meaning is not necessarily attached to the meaning of a word only.

Furthermore, in the discussion of the implications of the conversation, Grice mentioned that there are four maxims conversations or cooperative principles that must be adhered to by communicant in order to form good communication. (Brown & Yule, 1983) explained that the violation of grice's principle of cooperation led to the impact of conversation. So, if there is a violation of Grice's principle of cooperation, then that is called the implicature of conversation. The four maxims of the principle of cooperation are maxim of quantity, maxim of quality, maxim of relation, and maxim of manner.

Maxim of quantity is a maxim that reads that we must provide information as informative as possible and do not need to be excessive so that the conversation is focused

on one discussion and not going anywhere. Then the maxim of quality reads we must convey the things we believe to be true, meaning that what we say must have a basis. Then, the maxim of relations is a principled maxim that when establishing a conversation, the communicant must say things related to the context of the explanation. Finally, the maxim of the manner is how we express speech or speech briefly, clearly, densely, and unambiguously, so as not to make misunderstandings between fellow communicants.

Based on the results of data analysis, two types of implicature are obtained, namely conventional implicature and conversational implicature obtained from video and public comments are as follows:

### 3.1. Conventional implicature

Conventional implicature is a pragmatic implication derived directly from the meaning of the word, not from the principles of conversation. Here is an example of conventional implicature type data.

#### 1. Data (02)

Account : @bintangemon

Data : *"Syaratnya sih simple, tinggal nafas terengah-engah, terus mual-mual, terus batuk-batuk, sama sakit kepala banget"*

Type : Conventional implicature

Implication : Providing information and education.

The speech can be said to be a type of conventional impact because Bintang Emon presents information about some of the common characteristics of a person exposed to the Covid-19 virus, which is the things mentioned also that he was feeling at the time. It is also in line with (Handayani, Hadi, Isbaniah, Burhan, & Agustin, 2020) diganosa Covid-19 can be clinical symptoms that vary depending on the degree of the

disease but the main symptoms are fever, cough, myalgia, tightness, headache, diarrhea, nausea and abdominal pain. This is in line with the speech delivered by Bintang Emon as information on symptoms of exposure to Covid-19.

Data (02) can be said to be a type of conventional implicature because it does not violate the maxim of any conversation. When hearing these speeches the video audience does not need to understand any context to determine the intent of the speech. Because the speech is indeed spoken to simply provide information about the symptoms of Covid-19.

## 2. Data (04)

Account : @bintangemon

Data : *"yang di endorse dari berbagai lapisan ada orang kaya centang biru ada mahasiswa dan pelajar dan banyak lainnya cuma kan yang sering disorot kan yang 1 dan 2 ini ya."*

Type : conventional implicature

Implication : Expressing disquiet

Data (04) is a type of conventional implicature. This is because Bintang Emon does not commit a violation of the maxim of conversation. He tried to convey his disquiet about allegations of endorsement covid aimed at famous community leaders only. In fact, covid sufferers do not consider any status, be it rich people, famous people, students, students and so on. But in fact, often in the public spotlight, only among famous people. Bintang Emon also implicit that he realizes that the consequences of being a public figure are having greater burdens and responsibilities than ordinary people, whatever they do or naturally they will always be in the spotlight by the general public.

## 3. Data (06)

Account : @daniaditya

Data : *"Cepat Sembuh Bintang Emon, Saya sebagai Alumni menyatakan Semoga cepat sembuh ya..."*

Type : Conventional implicature

Implication : Encourage and pray.

The above data is a type of conventional implicature because the principle of cooperation between communicant has been formed. The data above is a comment from one of the people who commented on the Bintang Emon post. @daniaditya have understood the intent of the endorsed covid intended by Bintang Emon which is marked by the statement *"saya sebagai alumni..."*. Alumni, in the discourse above describes someone who had been in the situation but has now made it through. The use of the word "alumni" is a common word and is known conventionally by the community in various layers. By reading the sentence anyone who reads it will surely know the purpose of the word selection. By using the word alumni, the community does not interpret the word with other meanings. In the end, it can be concluded that @daniaditya was one of the people who had experienced the same pain as the Bintang Emon but is now healthy again.

## 4. Data (07)

Account : @monaratuliu

Data : *"Wah kalo saya brief nya harus tidur pake masker 2 minggu karena bobo sama bayi. Seseq! Gamau diendorse lagi sama perusahaan ini. Kapok!. Cepet sembuh ya!"*

Type : Conventional implicature

Implication : Convey experience and provide information as one of the people who have been a covid sufferer.

The above data is a type of conventional implicature because in the speech conveyed @monaratuliu has established an understanding of the context discussed. When viewed through the principle of cooperation, then the data (07) has fulfilled the four maxims of cooperation principles. If referring to the context being discussed @monaratuliu add information about his experience when he became one of the covid sufferers and had to sleep

with a mask because he had a baby. Data (07) is already relevant to the context of the conversation and is delivered in an unambiguous way and is affirmed by the word "kapok" which means that @monaratuliu no longer want to experience it. Although not delivered directly, but implicitly @monaratuliu also wants to convey that he was once one of the sufferers of covid and through his speech.

5. Data (08)

Account : @babecabiita

Data : "Semoga segera abis kontrak endorsnya tang"

Type : conventional implicature

Implication : Praying for healing

The above data is one type of conventional implicature. The speech delivered by @babecabiita in the comments field using the phrase "Semoga segera abis kontrak endorsnya, Tang ". As it is known that endorse is a cooperation carried out by a company or the like with advertisers. In the cooperation there is a contract that usually regulates the length of time of the cooperation, the honor/wages that will be obtained by advertisers, and so forth. By paying attention to the concept the expression of @babecabiita actually intends to pray for the healing of the Bintang Emon. The selection of the phrase "habis kontrak" is something that does not need to be interpreted with other meanings because conventionally the phrase describes the end of something which in this case is interpreted as the end of the pain suffered by Bintang Emon.

6. Data (09)

Account : @zarhendrik

Data : "Semoga cepet cair invoice-nya, Broku"

Type : Conventional Implicature

Implication : Praying for healing

Data (09) is the same as data (08). The above data is one type of conventional implicature. The speech delivered by @zarhendrik in the comments column using the phrase "Semoga cepet cair invoice-nya,

Broku". The phrase was expressed by @zarhendrik to pray for the healing of Bintang Emon. The invoice referred to by him intends to liken the completion of the contract then the advertiser will receive his honor/wages or in this context is interpreted as the healing that will be obtained by Bintang Emon. By using speech in the data (09) @zarhendrik implicitly want to pray for healing and as a form of concern for Bintang Emon.

7. Data (10)

Account : @opiqlidayat13

Data : "Bapak saya juga udah diendors sama covid bang @bintangemon penyakit beliau sudah dicabut Gusti Allah. Beliau sudah tenang dan beliau sudah pulang ke Rahmatullah..."

Type : Conventional Implicature

Implication : Validation statement of the Covid-19 virus

The above data is one type of conventional implicature. Data (10) is one of the comments contained on Bintang Emon upload. The comment contained a speech delivered by @opiqlidayat13 who told that his father was one of the people affected by the covid-19 virus. In this speech has been established the principle of Grice cooperation, which between communicants has awakened the same understanding of the meaning of "endorse covid" that is being discussed. Data (10) implicitly states that the disease is indeed true and can also cause death.

**3.2. Conversation Implicature**

The implication of conversation is the understanding of the "thing in question" depends largely on the context of the conversation. Conversational implicature is distinctly different from conventional implicature. This type of conversational implicature also intentionally violates the rules. The rule that is violated is the

principle of cooperation. The rule that is violated is the principle of cooperation. "The violation of Grice's principle of cooperation led to the implicature of conversation" (Brown & Yule, 1983).

#### 1. Data (01)

Account : @bintangemon

Data : *"Halo Guys! Jadi malam ini gue lagi di-endorse covid ya!"*

Type : Conversation Implicature

Implication : Providing information and satire

The speech can be said to be a type of conversational implicature because the phrase endorsed covid is one of the violations of the maxim of manner. The above speech was given by Bintang Emon as the opening of the video. With the intention to provide information that when he uploaded the video to Instagram, he was exposed to the Covid-19 virus. However, Bintang Emon commits a maximal violation of the way by using covid-endorsed phrases that make his speech sound ambiguous and can cause misunderstanding for the audience of the video. This seems to be deliberately done by Bintang Emon because at the time that coincides with the allegations of "endorse covid" addressed to community leaders. As one of the public figures who also often get advertising offers of various products, Bintang Emon uploaded the video as if he was exposed to Covid-19 only limited to advertising demands (endorse). The way Bintang Emon delivered the speech certainly made the audience feel that the speech was ambiguous because there was no way anyone who intentionally explained himself got an advertisement to promote the news. However, on the other hand, there are still people who swallow the speech raw and believe in the existence of covid endorsement among community leaders.

#### 2. Data (03)

Account : @bintangemon

Data : *"Oh sama harus siap dituduh bagian dari konspirasi dan harus siap disumpah. Ya karena angkanya bagus juga ambil aja lah karena kayaknya lagi bakar duit. Soalnya hari ini aja*

*yang di endorse ada 10.000 lah gila banyak banget kan? Lu bisa lihat gathering talentnya di rumah sakit terdekat, lagi bagi-bagi invoice tuh, bagi-bagi duit"*

Type : Conversation Implicature

Implication : Delivering satire.

The data above contains some conversational implicature, for example in "Ya karena angkanya bagus juga ambil aja lah karena kayaknya lagi bakar duit" it is a violation of maxim of quality by mentioning things that are not believed and have no evidence about it. First, about the statement "angkanya bagus" which has the intention of covid endorsement wages obtained by Bintang Emon. Furthermore, it was mentioned that there were 10,000 more people who endorsed covid is the number of covid victims at that time who were being treated at the Hospital which was implicit by Bintang Emon with the phrase "lu bisa liat gathering talentnya di rumah sakit terdekat, lagi bagi-bagi invoice tuh bagi-bagi duit". In addition to the quality maximal violation, Data (03) is also a violation of the maxim of manner marked by the way Bintang Emon again uses ambiguous expressions. In addition, the data (03) delivered by Bintang Emon with the intention of insinuating to community groups who do not believe in the existence of this dangerous virus to see the reality with the number of victims that are increasing and making hospitals full.

### 3. Data (05)

Account : @bintangemon

Data : "Ada temen gua ya bokapnya meninggal ya itu di endorse juga. Ada temen gua sampai sekarang masih di rumah sakit nafasnya sesek banget, gila! Aktingnya keren banget doi, Reza Rahadian lewat lah pokoknya. Oiya temen-temen jangan lupa swipe up!"

Type : Conversation implicature

Implication : Expressing disquiet

The data above is a type of conversational implicature because it is a violation of maxim of quality and maxim of manner. Maxim quality violations are characterized by the spoken "Ada temen gua ya bokapnya meninggal ya itu di endorse juga". This sentence is the budget of the maximality because the Star of Emon says things that cannot be known the truth. Then, the maxim violation of manner on the data (05) is characterized by the manner of Bintang Emon conveys its speech in an ambiguous way plus the Bintang Emon closes the video with "Oiya temen-temen jangan lupa swipe up!" Which is what is commonly done by instagram celebrities when closing their videos when advertising something. Of course, this is very ambiguous because Bintang Emon deliberately does this. When viewed from the speech or speech conveyed by the addressee in the posts "endorse covid" the implications found include the implications of satire, information implications, implications of unrest, educational implications, encouraging impact, implications of praying for healing, implications of conveying experiences, and validation implications of the Covid-19 virus.

### 4. Conclusion

Based on the results of the discussion on this study, it can be concluded that both interactions in the real world and in cyberspace basically have no difference in delivery or feedback. On social media there are also implicatures that are deliberately used to communicate and convey something implicitly. Although conveyed implicitly, the interaction between communicant will still go well, if both have understood the context and intent implicit by both parties. As for

the impact obtained in the upload of Indonesian Comics, Bintang Emon on his Instagram entitled "endorse covid" is divided into two types, namely conventional implicature and conversational implicature. The implicatures found are providing information and education, expressing disquiet, encourage and pray, convey experience and provide information as one of the people who have been a Covid-19 sufferer, praying for healing, validation statement of the Covid-19 virus, delivering satire.

### References

- [1] Brown, G., & Yule, G. (1983). *Discourse Analysis*. Cambridge: Cambridge University Press.
- [2] Cresswell, J. W. (2016). *Riset Pendidikan Perencanaan, Pelaksanaan, dan Evaluasi Riset Kualitatif & Kuantitatif*. Yogyakarta: Pustaka Pelajar.
- [3] Fairclough, N. (1989). *Language and Power*. New York: Addison Wesley Longman.
- [4] Handayani, D., Hadi, D. R., Isbaniah, F., Burhan, E., & Agustin, H. (2020). Penyakit Virus Corona 2019. *Jurnal Respirologi Indonesia*, 40, 119-129.
- [5] Leech, G. (1983). *The Principles of Pragmatics*. London: Longman.
- [6] Mey, J. L. (2001). *Pragmatics an Introduction*. Oxford: Blackwell Publishing.
- [7] Umami, R. (2013). Implikatur Percakapan dalam Wacana Pojok pada Djaka Lodang Edisi Januari-Juni Tahun 2013. *IPI ADITYA*, 03, 47-51.

**ACTS OF HATE SPEECH IN NEWS ON TWITTER RELATED TO COVID-19**Muhammad Fauzan<sup>1</sup>, Teguh Setiawan<sup>2</sup><sup>1,2</sup>Indonesian Language and Literature Education,  
Master Study Program Yogyakarta State University<sup>1</sup>muhammadfauzan.2020@student.uny.ac.id, <sup>2</sup>teguh\_setiawan@uny.ac.id**Abstract**

Legal cases that occur in today's society are more often found in cyberspace, which is on social media. Hate speech is still often found on social media, especially Twitter. COVID-19 pandemic has caused all activities to be paralyzed. The government has made a policy for all people to work from home. Start working from home, worship from home, and study from home. All activities that cause crowds are cancelled. There are some people who feel that the policies related to COVID-19 are not optimal. This gives rise to conflicting opinions and sometimes causes disputes in them. These opinions often lead to hate speech, resulting in legal violations. This study aims to analyse hate speech acts along with the speech events behind the netizens posting their comments on Twitter social media. The research method used is descriptive qualitative. The data source is in the form of netizens' hate speech in the Twitter comment column related to the COVID-19 news.

**Keywords:** hate speech, forensic linguistics, speech events, speech acts, COVID-19.

**1. Introduction**

Humans interact with each other using language. Almost all human activities cannot be separated from language. Masinambouw [in Chaer, 2014:6] considered that the language system functions as a means of human interaction in society. Language interaction in society is very complex. This complexity sometimes leads to misunderstandings. Misunderstandings begin when one party thinks he is using language in an appropriate context, but turns out to be misinterpreted by the other party. Lack of a comprehensive understanding of using language as an interaction process sometimes also causes many problems. Problems that occur in language sometimes result in legal violations. The role of language can also be used to address these problems. Language is also considered to have an important role for the implementation of a fair law. According to [Subyantoro, 2017:3], the role of language is needed to awaken and cultivate human

awareness in creating and enforcing the law. The science of linguistics related to law is forensic linguistics.

Forensic linguistics is the application of linguistics to certain social domains, namely legal forums. Furthermore [Olsson, 2008:3] said that forensic linguistics is a combination of language, crime and law. The legal domains are law enforcement, judicial matters, laws, disputes, and the need to seek legal remedies. [Olsson, 2008:4] also stated that forensic linguistics can be used in cases or legal proceedings and personal disputes between parties which at a later stage can result in legal violations. Meanwhile, [Coulthard & Johnson, 2007:5] revealed several important points in forensic linguistics. These points include the language of legal documents, the language of police and law enforcement, interviews with children and vulnerable witnesses in the legal system, courtroom interactions, linguistic evidence and testimony of expert witnesses in the courtroom, authorship and

plagiarism, as well as forensic phonetics and speaker identification. Furthermore [Coulthard & Johnson, 2010] explained that linguistic theory that can be applied in the legal realm includes the theory of grammar, conversation, discourse analysis, cognitive linguistics, speech acts, descriptive linguistic theories and techniques, phonetics and phonology, syntax, semantics, pragmatics, discourse and text analysis.

In recent years, cybercrime has often occurred. Ease of accessing information is not accompanied by good filters. There is a lot of information circulating in cyberspace. People can easily find the information they need. Social media is a means of distributing various information. One of the most widely used social media is Twitter. Every Twitter user feels free to express their feelings and thoughts on their account. Twitter users can write their tweets about anything, both on their own timelines and tweets in other people's posts. Fellow Twitter users can exchange information with each other through their tweets. Currently, there is a lot of news information related to the corona virus. Various media are busy uploading news about the corona virus. This then raised a lot of opinions from fellow Twitter users. There are Twitter users who feel that the government in handling the pandemic has been optimal and there are also those who feel that it is not optimal. The high interaction among Twitter users can trigger negative opinions. Interactions carried out on Twitter are not always in the form of positive speech, some are negative. These negative utterances sometimes cause disputes between other Twitter users. These negative utterances often lead to hate speech, resulting in legal violations. A person who commits hate speech is caused because that person has a different opinion and does not take sides with other people or something he is attacking with the crime of language.

According to [Sholihatin, 2019:38], language crimes are speeches both oral and written that are contrary to the rule of law and can harm others such as killing character, damaging reputation or good

name, attacking honour, making others feel ashamed, creating public trouble for information. false or propaganda, creating fear because of threats, and so on. This is in line with [Mc Whorter, 2014:151] which said that the language a person speaks shapes the way a person views the world. This means that information in language crimes that a person receives will form a mindset that ultimately gives birth to negative opinions. If one is carried away by negative opinions in the crime of language, then one can hate other people. When these fellow people hate each other, their hearts and minds will be filled with anger which will lead to hate speech.

According to [Ahnaf & Suhadi, 2014] speech can be said to be hateful if the speech expresses feelings of hatred or intolerance that are extreme and those feelings are directed to other individuals or groups based on identities such as race and sexual orientation. This is in line with Robert Post [in Hare & Weinstein, 2009:123] hate speech as speech expressing hatred or intolerance of other social groups, especially on the basis of race or sexuality. Further Robert Post [in Hare & Weinstein, 2009:127] says "speech that is formulated in a way that insult, offends or degrade". It can be concluded that hate speech is speech that shows hatred or intolerance towards individuals or groups based on ethnicity, religion, and race. Hate speech also contains actions that can attack the honor of others such as insults, petty insults, defamatory accusations, and various other forms.

In Indonesia, there is a legal basis that regulates language crimes, especially hate speech. The legal basis is contained in Article 45 paragraph (2) of the Electronic Information and Transactions Law. The article reads "Every person intentionally and without rights disseminates information aimed at causing hatred or hostility to certain individuals and/or community groups based on ethnicity, religion, race and intergroup". Another legal basis that regulates hate speech is Article 156. The article reads "Anyone who publicly expresses feelings of hostility, hatred, or demeans one or several groups of the

Indonesian population, shall be punished with imprisonment for a maximum of four years or a fine of up to Rp 4,500 high.”.

According to [Suryani et al., 2021], a person's speech can be done verbally or in writing. If done orally, the utterance is carried out directly between the speaker and the speech partner with certain aims and objectives. If the utterance is done through writing, it means that the speaker writes certain intentions and goals to the speech partner. Speech acts are actions taken by the speaker to the speech partner through an utterance. A person's speech contains a certain communication function. Austin [in Chaer, 2010:27] divided speech acts in the form of performative sentences, namely, locutionary speech acts, perlocutionary speech acts and illocutionary speech acts. Locutionary speech acts are utterances that produce a meaningful linguistic expression. Perlocutionary speech acts are utterances that have an influence on the interlocutor. An illocutionary speech act is an utterance of doing something with a specific purpose and function.

Searle [in Leech, 1993:163] classified illocutionary speech acts into five kinds of speech forms, each of which has a communicative function. First, assertive speech acts are types of speech acts that state the truth of the propositions expressed. For example, the speech states, proposes, boasts, complains, expresses opinions, and reports. Second, directive speech acts are types of speech acts that aim to produce an effect in the form of actions taken by the speaker to the speech partner. Directive speech acts can also be called speech which states that the speech partner does something. For example, is the speech of ordering, commanding, begging, demanding, and giving advice. Third, commissive speech acts are types of speech acts that are tied to an action in the future. For example, the speech of promises, threats, rejection and pledges. Fourth, expressive speech acts are types of speech acts that reveal the psychological attitude of the speaker to a situation. Expressive speech can reflect psychological statements

and can be in the form of expressions of joy, difficulty, joy, hatred, pleasure and misery. Fifth, declaratory speech acts are types of speech acts that relate the contents of the speech to reality. Searle [Leech, 1993:164] revealed that this declaration utterance falls into a special category, because the utterance is usually done by someone who in an institutional frame of reference is authorized to do so. For example, the utterance of firing, appointing and punishing.

Context refers to the time and situation of the speech. Context is also often considered as the cause and reason for communication. Context cannot be separated from the interpretation of the meaning of the speech. Leech [in Rohmadi, 2010:28] revealed that the essence of context is all background knowledge that is understood together by the speaker and the speech partner. Violations of the law against language crimes often occur due to misinterpretation of the context. Context can also be a means of clarifying the meaning in speech events.

Dell Hymes [in Rohmadi, 2010:30] also said that there are several conditions in speech events. First, settings or scenes. Settings relate to the time and place where the speech takes place, while the scene relates to the situation of place and time or the psychological situation of the speaker. Second, participants relate to the parties involved in the speech, both speakers and speech partners, greeters and addressees, as well as senders and recipients. Third, ends is related to the purpose of the speech. Fourth, act sequence is related to the form and content of the utterance used by the speaker. Fifth, the key relates to the way and spirit of the speaker in conveying the message. Sixth, instrumentalises are related to the means of language used, both spoken, written, sign and so on. Seventh, norm of interaction and interpretation relates to norms or rules in interacting. Eighth, genre is related to the form of message narration. For example, in the form of poetry, prayer, prose, insults, orations and so on.

## 2. Research Method

The research method used is descriptive qualitative. The data source is in the form of netizens' hate speech in news from various mass media on twitter related to COVID-19 in September 2021. The first stage of the analysis of this research is to identify the form of speech data. The second stage of this research analysis is to identify speech events based on Dell Hymes' theory. Data collection techniques in this study are documentation and note-taking techniques. Documentation techniques include collecting screenshots of netizens' comments on Twitter related to hate speech. The note-taking technique is used to record matters relevant to the research theme.

## 3. Findings And Discussion

The hate speech contexts found fall into several categories. These categories include the categories of insults, defamation, provoking, and spreading false news.

### 3.1 News in the Mass Media on the Gelora News @geloraco Twitter Account. The News Headline is "Malaysian Politicians Surprise Indonesia's Corona Cases Drop."



Figure 1. Screenshot on the Gelora News Twitter Account @geloraco

A twitter user chirped on a news post by the mass media, Gelora News. The tweet reads, "In Indonesia, it is not that Covid gone down, but test and contact

tracing have been reduced as if Covid in Indonesia can be overcome, even though it is a lie. All for the sake of imaging the @jokowi regime @KemenkesRI."

The twitter user seemed to know that the test and close contact tracing of Covid-19 cases were reduced or designed in such a way. In fact, the government conducts tests and traces of close contacts of Covid-19 patients every day. The government is aggressively carrying out 3T efforts, which are testing, tracing, and treating, so that the corona in Indonesia can be resolved and social life returns to normal.

The speech on figure one is a category of hate speech, insults and defamation. The utterance is included in the form of expressive illocutionary speech. The utterance is an expression of the psychological attitude of the speaker because of anger and disappointment with the current situation. The speaker's utterance shows an attitude of hatred towards the President and the Ministry of Health which is indicated by the speaker marking the twitter account of the President and the Ministry of Health directly. The utterance is also included in the category of defamation. The speaker gives an opinion to the public that the corona case in Indonesia can be managed in such a way. This is shown in the sentence "All for the sake of imaging the regime". The speaker's utterance is not accompanied by definite evidence or data, so that the speaker's utterance could cause disputes among other twitter users.

Table 1. Speaking Analysis

<i>Setiings or scene</i>	The setting is on Twitter.  The scene is the psychological situation of speakers who were disappointed and upset with government policies related to COVID-19.
<i>Participant</i>	The speakers are Twitter users who wrote hate speech.

	The speech partners are fellow Twitter users.
<i>Ends</i>	The speaker expressed his hatred to the public with the intent and purpose of insulting, attacking the honor and degrading the good name of the President and the Ministry of Health.
<i>Act sequence</i>	Hate speech leading to insults and defamation.
<i>Key</i>	Expressive hate category.
<i>Instrumentalises</i>	Writing.
<i>Norm of interaction</i>	Interpretation.
<i>Genre</i>	Insults.

### 3.2 News in the Mass Media on the Detikcom @detikcom Twitter Account. The News Headline is "Malaysia Surprised Corona in Indonesia Dropped Drastically Faster."



Figure 2. Screenshot on Detikcom Twitter Account @detikcom

A twitter user chirped on Detikcom's mass media news post. The tweet reads, "Testing is abolished, and news is controlled, it is important so that PPKM is considered successful."

The twitter user's utterances are not following the data and reality in the field. The actual data and reality are that the government, through the Covid-19 task force, is intensively carrying out 3T efforts to cut off the spread of the corona virus. News in various mass media also said that the ratio of positive corona cases in Indonesia was the lowest during the pandemic.

The hate speech on figure two is a hate speech in the category of provoking and spreading fake news. The utterance is included in the form of assertive illocutionary speech. The utterance is a statement from the speaker which tends to be subjective. The statement from the speaker is relative, meaning that the speaker states the utterance is not based on real evidence or data but is based on guessing feelings. This is indicated by the word "kan", which means that the speaker is still not sure of his statement but immediately makes a statement to the public. The speaker's statement can trigger disputes among other twitter users, because the speaker makes a statement that is not in accordance with the real conditions in the field. Data in the field shows that the daily positive ratio in Indonesia is only 2.14% as of Monday, September 13, 2021 [CNN Indonesia, 2021]. The speaker's utterances that do not match the data can also be said to be a category of spreading false news. The spread of fake news not only contains lies, but also spreads hatred, slander and distrust of the government.

Table 2. *Speaking Analysis*

<i>Setiings atau scene</i>	The setting is on Twitter.  The scene is the psychological situation of the speaker who speculated on his statement.
<i>Participant</i>	The speakers are twitter users who did hate speech.  The speech partners are fellow Twitter users.

<i>Ends</i>	The speakers gave statements to the public with the intent and purpose of provoking and spreading false news
<i>Act sequence</i>	Hate speech that leads to acts of provocation and spreading false news.
<i>Key</i>	Statements making assertive category.
<i>Instrumentalises</i>	Writing.
<i>Norm of interaction</i>	Interpretation.
<i>Genre</i>	Spreading fake news.

**3.3 News in the Mass Media on the CNN Indonesia @CNNIndonesia Twitter Account. The News Headline is “Wamenkes: The Spread of Corona Varian Mu is not As Good As Delta.”**



**Figure 3. Screenshot on CNN Indonesia’s Twitter Account @CNNIndonesia**

A twitter user chirped on a CNN Indonesia mass media news post. The tweet reads, “Start with arrogance first. The stupid habit of the official.”

The twitter user’s utterance attempted to undermine the good name of the Deputy Minister of Health by using words that show intolerance and are extreme. According to the results of laboratory tests, the Mu variant has resistance to vaccine conditions. The Deputy Minister of Health also said that the Mu variant had not been detected in Indonesia so far. This is based on genome sequencing test on seven thousand Covid-19 specimens in Indonesia.

The hate speech on figure three is a hate speech in the category of insult and defamation. The utterance is included in the form of expressive illocutionary speech. The utterance is an expression of the psychological attitude of the speaker because of anger and disappointment at the statement from the Deputy Minister of Health. The speaker's utterance shows an attitude of hatred towards the Deputy Minister of Health by attacking his honour and good name. This is marked by the speaker's utterance "Kebiasaan pejabat oon". The word *oon* is an abbreviation of the word *bloon*. According to the online KBBI, *bloon* has the meaning of stupid. The utterance is also included in the category of defamation. The speaker tried to bring down the good name of the Deputy Minister of Health with his statement.

**Table 3. Speaking Analysis**

<i>Setings or scene</i>	The setting is on Twitter.  The scene is the psychological situation of speakers who were angry and disappointed at the statement from the Deputy Minister of Health.
<i>Participant</i>	The speakers are Twitter users who did hate speech.  The speech partners are fellow Twitter users.
<i>Ends</i>	The speaker expressed his hatred to the public with the intent and purpose of insulting and defaming the Deputy Minister of Health.
<i>Act sequence</i>	Hate speech leading to insults and defamation.
<i>Key</i>	Expressive hate category.

<i>Instrumentalises</i>	Writing.
<i>Norm of interaction</i>	Interpretation.
<i>Genre</i>	Insults.

### 3.4 News in the Mass Media on the Indonesia Today @idtodayco Twitter Account. The News Headline is "Jokowi Confirms That Covid-19 Will Not Disappear Shortly."



Figure 4. Screenshot on the Indonesia Today Twitter Account @idtodayco

A twitter user chirped on a news post from the mass media Indonesia Today. The tweet reads, "Because he really wants three periods to be allowed to use his stupid mind."

The twitter user's words tried to defame and bring down the good name of the President. Through the Coordinating Minister for Maritime Affairs and Investment, the President said that "And we need to prepare ourselves to live with Covid-19. Because this Covid-19 will turn from a pandemic to an endemic." The President said that so people are prepared to live side by side with Covid-19, which will turn from a pandemic to an endemic. The government continues to use the 3T strategy and strengthens the 5M protocol to the maximum so that community activities can return to normal.

The hate speech on picture four is a hate speech in the category of insult and defamation. The utterance is included in the form of expressive illocutionary speech. The utterance is an expression of the speaker's psychological attitude because of anger and disappointment at the statement from the President. The speaker's utterance shows an attitude of hatred towards the President which is indicated by the speaker using the phrase "akal gobloke". This phrase is not appropriate to use to express opinions in a good and correct way. The word "goblok" in Javanese means stupid, so when interpreted the phrase means using stupid reason. The right phrase to use to express an opinion is reason. Speakers use the phrase "akal gobloke" with the aim of attacking the honour, discrediting and defaming the President.

Table 4. *Speaking Analysis*

<i>Settings or scene</i>	The setting is on Twitter.  The scene is the psychological situation of speakers who were angry and disappointed by President statement.
<i>Participant</i>	The speakers are twitter users who did hate speech.  The speech partners are fellow Twitter users.
<i>Ends</i>	Speakers expressed their hatred to the public with the intent and purpose of insulting, attacking honour and degrading and defaming the President.
<i>Act sequence</i>	Hate speech leading to insults and defamation.
<i>Key</i>	Expressive hate category.

<i>Instrumentalises</i>	Writing.
<i>Norm of interaction</i>	Interpretation.
<i>Genre</i>	Insults and Scolding.

#### 4. Conclusion

Based on the research data, hate speech is categorized as insulting, defamation, provoking and spreading false news. The forms of hate speech that are categorized as insults and defamation are included in expressive illocutionary speech. The form of hate speech that is categorized as provoking and spreading false news is included in assertive illocutionary speech. Hate speech made by some twitter users can lead to negative utterances that give bad opinions. These bad opinions can sometimes lead to disputes among other twitter users.

#### Acknowledgment

In accordance with the publishing of The 4th International Conference on Linguistics and Language Teaching 28 October 2021, we would like to take this opportunity to thank you for Dr. Drs. Teguh Setiawan, M.Hum., for your effort and expertise as a in guiding. Your help enabled us to meet the scheduled time and to maintain the standards journals.

#### References

- [1] Ahnaf, M. I., & Suhadi. (2014). Isu-isu Kunci Ujaran Kebencian ( Hate Speech ): Implikasinya terhadap Gerakan Sosial Membangun Toleransi. *Jurnal Harmoni*, 13(3), 153-164.
- [2] Chaer, A. (2010). *Kesantunan Berbahasa*. Rineka Cipta.
- [3] Chaer, A. (2014). *Linguistik Umum (Revisi)*. Rineka Cipta.
- [4] CNNIndonesia. (2021). *Rasio Positif Covid RI Terendah Selama Pandemi, 2,14 Persen*. <https://www.cnnindonesia.com/nasional/20210915020524-20-694373/rasio-positif-covid-ri-terendah-selama-pandemi-214-persen> (Diakses pada 19 September 2021)
- [5] Coulthard, M., & Johnson, A. (2007). *An*

*Introduction to Forensic Linguistics: Language in Evidence*. Routledge.

- [6] Coulthard, M., & Johnson, A. (2010). *The Routledge Handbook of Forensic Linguistics*. Routledge.
- [7] Hare, I., & Weinstein, J. (2009). *Extreme Speech and Democracy*. Oxford University Press Inc.
- [8] Leech, G. (1993). *Prinsip Prinsip Pragmatik*. UI-Press.
- [9] Mc Whorter, J. H. (2014). *The Language Hoax: Why World Looks the Same in Any Language Hardcover*. Oxford University Press.
- [10] Olsson, J. (2008). *Forensic Linguistics: Second Edition*. Cromwell Press.
- [11] Rohmadi, M. (2010). *Pragmatik: Teori dan Analisis*. Yuma Pustaka.
- [12] Sholihatin, E. (2019). *Linguistik Forensik dan Kejahatan Berbahasa*. Pustaka Pelajar.
- [13] Subyantoro. (2017). *Linguistik Forensik: Sebuah Pengantar*. Farishma Indonesia.
- [14] Suryani, Y., Istianingrum, R., & Hanik, S. U. (2021). Linguistik Forensik Ujaran Kebencian terhadap Artis Aurel Hermansyah di Media Sosial Instagram. *Jurnal Belajar Bahasa*, 6(1), 107-118.  
<https://doi.org/https://doi.org/10.32528/bb.v6i1.4167>

**ILLOCUTIONARY SPEAKING ACTIONS IN PRESS RELEASE IMPLEMENTATION  
OF COMMUNITY ACTIVITIES RESTRICTIONS (PPKM)  
ON YOUTUBE CHANNEL FMB9ID\_IKP  
(PRAGMATIC ANALYSIS)**

Nur Azizah Istikoma<sup>1</sup>, Prihadi<sup>2</sup>

<sup>1,2</sup> Indonesian Language and Literature Education, Master Study Program  
Yogyakarta State University

<sup>1</sup>nur0040pasca.2020@student.uny.ac.id, <sup>2</sup>prihadi.uny@gmail.com

**Abstract**

The objective of this research is to describe; (1) forms of illocutionary speech act, and (2) types of the illocutionary speech act in the PPKM press release on the YouTube channel FMB9ID\_IKP. This research is qualitative descriptive research. The source of data in this study is the speech spoken by dr. Reisa Broto Asmoro and dr. Siti Nadia Tarmizi, M.Epid in a press release on the YouTube channel FMB9ID\_IKP. The data collection technique in this study was using the free-of-charge listening technique (SBLC) and note-taking technique. The research instrument used in this research is the researcher herself or the human instruments. The validity of this research data using data triangulation. The data analysis technique of this research used the pragmatic equivalent method. Based on the data analysis carried out, two conclusions were obtained. First, the forms of illocutionary speech act found are declarative, imperative, and interrogative. Second, the types of illocutionary speech acts are found to be assertive, directive, commissive, and expressive.

**Keywords:** pragmatics, speech acts, illocutions, and PPKM press releases.

## 1. Introduction

Humans as social creatures, naturally will not be separated from the use of language in communication activities. Language functions as a means of communication can make it easier for a speaker to deliver a message to the interlocutor. Communication can be done using spoken, written, or in the form of signs. Through language, humans can express ideas, opinions, and thoughts that they have. In addition, successful communication can be seen by how clear the information delivery is from the speaker to the interlocutor. Therefore, it is necessary to have the ability to convey a specific purpose so that the communication point can be well achieved.

To achieve the point expressed by the speaker, the interlocutor should understand the context being discussed. Levinson [1983: 19] says that pragmatics is the study of those relations between

language and context that are grammaticalized, or encoded in the structure of language or it is said that pragmatics examines the relationship between language and context in a language structure. Wijana, [1996: 2] states that pragmatics examines meaning related to context. In line with Yule's statement [1996: 3] that first, pragmatics is the study of the speaker meaning, means that here pragmatics is a science that examines the meaning of the speaker. Second, pragmatic is the study of how more gets communicated than is said, meaning that pragmatics examines the meaning communicated by the speaker implicitly conveyed to the interlocutor. Third, pragmatic is the study of contextual meaning, which means that pragmatics examines the contextual meaning of who, where, when, and what kind of situation they are facing. Fourth, pragmatic is the study of the expression of relative distance, meaning that pragmatics examines the

intensity of social distance between the speaker and the interlocutor in a conversation. Mey [2001:6] also suggests that pragmatics is the study of the conditions of human language uses as these are determined by the context of society, As Leech's [1983] opinion about pragmatics that: how language is used in communication or about how language is used in communication.

One of the fields of study of pragmatics is speech acts. Rosyidi et al. [2019: 735] states that speech acts are part of language communication. Speech act is a part of pragmatic in which involves the speaker and the interlocutor and the subject being discussed. In line with the statement of Koussouhon [2016: 12] that Speech Act Theory is central to pragmatics as it deals with acts performed in making utterances, it can be said that speech acts are an important part of pragmatics in speaking. Austin [1962] in Cutting [2002:16] that speech acts are the actions performed when an utterance is produced can be analyzed on three different levels, or speech acts that can be understood based on the categorical utterances.

John R. Searle (1974) which was oriented from the thoughts of Austin in his book *Speech Act: An Essay in the Philosophy of Language*, suggests that there are three kinds of speech acts, including locutionary acts, actions to convey, or state something to provide certain information. Illocutionary acts, aside from stating something but also to do something, and perlocutionary acts, which have the power or effect to influence the interlocutor based on what the speaker wants. The most basic of the three acts is the illocutionary speech act. Rahardi [2019: 17] states that in pragmatic studies, the most frequently discussed or studied is illocutionary speech acts.

The illocutionary speech act in an utterance has a function in saying and doing something. Putrayasa [2014: 87] explaining that illocutionary speech acts are about something the speaker wants to achieve in his speech such as stating,

promising, apologizing, threats, predictions, orders, pleas, etc.

Illocutionary speech acts or The Act of Doing Something based on Austin [1962], John R. Searle [1969] are classified into several types. First, assertive speech acts in which are speech acts intended to state something based on the truth of the content such as speech acts stating, suggesting, boasting, complaining, and claiming. For example, the statement *As of August 2nd, about 77,000 active cases were hospitalized*, included in the speech implying that as many as 77,000 active Covid-19 patients were hospitalized. Second, directive speech acts, which are speech acts that are intended to make the interlocutor take the action based on what is intended by the speaker such as ordering, ordering, begging, advising, and recommending. For example, *We urge any business practitioners to always practicing the health protocol according to the PPKM rules*, included in the speech asking business practitioners to obey the PPKM rules.

Third, expressive speech acts, which are intended to express various psychological attitudes of speakers towards the situation they are facing, such as thanking, congratulating, apologizing, blaming, praising, and condoling. For example, the speech *Thank you to all the people of Indonesia*, covers the speech thanking all the people of Indonesia. Fourth, commissive speech acts, which are intended to state a promise or offer about something, such as speech acts of promising, swearing, and offering something. For example, the speech about *The government will improve health services*, was included in the speech promising to improve health services. Fifth, declarative speech acts are intended to convey speech in relevance to existing realities such as speech acts of surrendering, firing, baptizing, naming, appointing, excommunicating, and punishing. For example, the speech *I will punish the fraud perpetrators*, is included in the punish speech because it will punish the perpetrators of fraud.

Furthermore, to find out the illocutionary speech acts contained in the speech is by observing the spoken sentence. Nadar [2009:71] states that sentence forms are classified into three, namely declarative, interrogative, and imperative forms. Rahardi [2005: 75-77] suggests first, declarative sentences are sentences that contain notifications about something to the reader or listener. Second, interrogative sentences are sentences that contain questions about something. Third, imperative sentences are sentences that contain the order to do something.

Various forms of illocutionary speech acts can be found in various utterances, anywhere, and in any situation. **In present days**, the Covid-19 or Coronavirus Disease 2019 pandemic that has been occurred since the beginning of 2020 has changed all aspects of life, from religious, political, economic, socio-cultural activities, to academic activities. Various efforts have been made by the government to deal with Covid-19 pandemic cases. The government has also issued a policy of social distancing which is expected to be followed by the public. These policies include Large-Scale Social Restrictions (PSBB), Transitional PSBB, Emergency PPKM, to PPKM levels 1, 2, 3, and 4, aim to limit the movement of people to suppress the rate of transmission of Covid-19 pandemic cases. The implementation of **Community Activity Restrictions (PPKM)** is one of the government policies that aim to handle cases of the Covid-19 pandemic in Indonesia and is enforced in various areas identified as the point of spreading cases of the Covid-19 pandemic.

Therefore, the government also executing socialization and education regarding the restrictions on community activities. Socialization and education are expected to provide extensive information for the public extensively using social media. In accordance with the statement that the higher the number of social media users shows that more and more people are productive in communicating through social media [Setiawan et al, 90]. The number of social media users can spread the importance of information regarding

the Covid-19 pandemic. One of the most used social media by Indonesian is Youtube. Youtube is a website that gives information in the form of video and various kinds of content that is accessible using the internet. social media utilization for information spreading is also used by the government to do press conferences. the press release was done periodically by inviting many sources, two of them are dr. Reisa Broto Asmoro and dr. Siti Nadia Tarmizi, M.Epid whom given responsibility by the government to educate the public regarding Covid-19. As stated by Tan [2020: 2] that The next best approach is to educate the public on the characteristics, particularly the linguistic features, of fake news, which means the best way is to educate the public. Then, Zainal [2017: 192] states that the speaker must be wise in their utterance so that it will be in accordance with the intent and can be understood by the interlocutor. Hence the need for the speaker's communication skills so the information can be accepted and understood by the public as the interlocutor regarding Covid-19 pandemic cases.

Based on the explanation, the speaker's speech, namely dr. Reisa Broto Asmoro and dr. Siti Nadia Tarmizi, M. Epid, there are utterances that show illocutionary speech acts. This research focused on the study of the speaker's speech that comprehends illocutionary speech act by reviewing the form and type of the speech act so that it can help the interlocutor in understanding the intent and purpose of the speaker's speech in conveying information.

## 2. Research Method

This research used qualitative type research with descriptive method. The object of this research is the speech spoken by the source person, namely dr. Reisa Broto Asmoro as spokesperson for the Covid-19 government and dr. Siti Nadia Tarmizi, M.Epid as government spokesperson for vaccination. The PPKM press release was broadcasted on the FMB9ID\_IKP YouTube channel in August 2021. The researcher will review the form

and type of the illocutionary speech act spoken by dr. Reisa Broto Asmoro and dr. Siti Nadia Tarmizi, M.Epid in a PPKM press release on the YouTube channel FMB9ID\_IKP as many as three videos in August 2021.

The data collection technique used in this study was the free-of-charge listening technique (SBLC) and the note-taking technique. Then, the instrument in this research is the researcher himself or the human instrument. Researchers must evaluate how far the methods, theories, and fields are studied [Sugiyono, 105: 305-306].

The data analysis technique used in this research is the matching technique. The matching technique is a data analysis technique in which the determining tool is outside the language or not part of the language [Sudaryanto, 2015: 15]. The matching technique used in this research is the pragmatic matching technique which the determining tool is the speaker and the interlocutor.

### 3. Forms and Types of Illocutionary Speech Acts in PPKM Press Release on Kanal YouTube FMB9ID\_IKP

The results showed that there were forms and types of illocutionary speech act in the PPKM press release on the YouTube channel FMB9ID\_IKP there were 82 speech data. First, the form of illocutionary speech acts there are three forms including declarative there are 68 speech data, interrogative there are 3 speech data, and imperative there are 11 speech data. Second, the types of illocutionary speech acts include assertive, there are 39 speech data, directive there are 24 speech data, commissive there are 3 speech data, and expressive there are 16 speech data.

Based on the focus of the study, the findings showed that there were forms and types of illocutionary speech act contained in the speech of dr. Reisa Broto Asmoro and dr. Siti Nadia Tarmizi, M.Epid in a PPKM press release on the FMB9ID\_IKP YouTube channel in August 2021.

Table 1. Forms and Types of Illocutionary Speech Acts in PPKM Press Releases on FMB9ID\_IKP YouTube Channel

No	Form	Jenis				Σ
		Ass	Dir	Co	Ex	
1.	Decla	36	13	3	16	68
2.	Interro	2	1	-	-	3
3.	Imper	1	10	-	-	11
Σ		39	24	3	16	86

### 3.1 Forms of Illocutionary Speech Acts in PPKM Press Release on YouTube Channel FMB9ID\_IKP

Based on the PPKM Press Release on the FMB9ID\_IKP YouTube Channel, data on illocutionary speech acts were obtained, including declarative, interrogative, and imperative forms.

#### A. Declarative

- (1) "According to last week's Covid-19 task force report, nine out of ten people in Indonesia are already wearing masks, this is good, we just have to invite the other one so that our solidarity as responsible citizens is more visible" (PPKM Press Release August 4th, 2021 by dr. Reisa Broto Asmoro).

Context of speech: the speech was spoken by dr. Reisa Broto Asmoro to the entire community by informing them that nine out of ten Indonesians have used masks.

The speech in data (1) is classified as declarative speech because the speech is spoken by dr. Reisa Broto Asmoro, as a speaker to the community as a speech opponent. The declarative speech act is a type of directive speech act because the speaker invites the interlocutor to wear a mask. Based on the data listed above, the speaker gave information that nine out of ten people in Indonesia already wear masks. This statement can also be reviewed from various aspects, in terms of the fact that most Indonesians have worn masks to protect themselves from the Covid-19 virus. In terms of form, the lingual equivalent is shown in the sentence "nine

*out of ten people in Indonesia are already wearing masks*" which means that most Indonesians are already wearing masks. In addition, in terms of content, the speech is in the form of information provided from the Covid-19 handling task force delivered by speakers to the interlocutor that nine out of ten Indonesian people have worn masks and an invitation for all Indonesians to wear masks. Based on these aspects, it can be concluded that the speech is declarative because it contains information about the number of people who wear masks.

#### B. Interrogative

- (2) *"Well, I also want to explain for those who do not have a population identification number (NIK), such as groups of people with disabilities, indigenous peoples, correctional institutions, people with social welfare problems or PMKS, and Migrant Workers with Problems (PMB) that the Covid-19 vaccine service for those who do not have a NIK can be carried out together with the Department of Population and Civil Registration so that the community can be served their vaccination needs and their needs can be met, easier, right? indeed, that is the aim of the government to open the widest possible access to vaccination"* (PPKM Press Release August 4th, 2021 by dr. Reisa Broto Asmoro).

Context of speech: the speech spoken by dr. Reisa Broto Asmoro to the whole community implying that every community has the opportunity to receive vaccination services.

The speech in data (2) is classified as interrogative speech because it was spoken by dr. Reisa Broto Asmoro, as a speaker to the community as a speech opponent. The interrogative speech act is a type of commissive speech act because the speaker offers the people who are constrained by several things as a condition to get vaccinated, as they will still receive vaccination services. This statement can also be reviewed from various aspects, in terms of the fact that the government has provided vaccine services to every

Indonesian people. In terms of form, the lingual equivalent is shown in the sentence *"is it easier, isn't it?"* which means questioning vaccination services. In addition, in terms of content, the speech is in the form of a question asking how easy the vaccine service provided by the government is. Based on these aspects, it can be concluded that the speech is interrogative because it asks about the ease of getting vaccines.

#### C. Imperative

- (3) *"Therefore, we urge business practitioners who have started operating to ensure guests or visitors to always apply health protocols according to PPKM level 3 and level 4 rules"* (PPKM Press Release August 4th, 2021 by dr. Siti Nadia Tarmizi, M. Epid).

Context of speech: the speech was spoken by dr. Siti Nadia Tarmizi, M.Epid to business actors who have started operations is required to apply health protocols following PPKM rules.

The utterances in data (3) are classified as imperative utterances because it was spoken by dr. Siti Nadia Tarmizi, M. Epid with the business practitioners as the speech opponent. This imperative speech act is a type of directive speech act because it invites the interlocutor to ask business practitioners to comply with government regulations by implementing health protocols. This statement can also be seen from various aspects, in terms of the fact that the government issues PPKM rules that must be obeyed by business practitioners and gives penalties to those who violate them. In terms of form, the lingual equivalent is shown in the sentence *"we appeal to business practitioners"* which means they must comply with the rules. In addition, in terms of content, the speech is in the form of an appeal or order to business practitioners to comply with PPKM that has been regulated by the government, namely by implementing health protocols. Based on these several aspects, it can be concluded that the speech is imperative because it orders business practitioners to obey the applicable rules.



### 3.2 Types of Illocutionary Speech Acts in PPKM Press Release on YouTube Channel FMB9ID\_IKP

Based on the PPKM Press Release on the FMB9ID\_IKP YouTube Channel, the types of illocutionary speech acts data were obtained, including assertive, directive, commissive, and expressive speech acts. Further explanation will be presented as follows.

#### A. Assertive Speech Acts

- (4) *"Ladies and gentlemen, the goal of the world health organization (WHO) is for every country to vaccinate at least 70% by the middle of next year, which include us as well"* (PPKM Press Release August 4th, 2021 by dr. Reisa Broto Asmoro).

Context of speech: the speech was spoken by dr. Reisa Broto Asmoro informed the entire community that WHO's goal in mid-2022 is that every country is obliged to provide vaccine services at least 70% to its citizens.

The utterances in data (4) are classified as assertive illocutionary utterances because they are spoken by dr. Reisa Broto Asmoro, as a speaker to the community. Based on the data listed above, the speech is determined by the WHO statement regarding the purpose of vaccination stated by the speaker. The assertive statement is in the form of a declarative because it contains information about the WHO's goals in implementing vaccinations with a target that 70% of citizens have been vaccinated in each country. The speech can also be viewed from various aspects: in terms of the fact that the government is currently promoting a vaccination program for the community. In terms of form, the lingual equivalent is shown in the sentence *"the goal of the WHO world health organization is"* which means a statement that explains the goals of WHO. In addition, in terms of content, the speech is in the form of a speaker's statement referring to the statement of the WHO's goal which asks every country to vaccinate its citizens to achieve the target of 70% by the middle of 2022 and the government is currently

implementing a vaccination program as an effort to tackle the Covid-19 pandemic in Indonesia. Based on these several aspects, it can be concluded that the utterance is an illocutionary speech act of assertive type because the utterance contains a speaker's statement which refers to the WHO statement on the spoken utterance.

#### B. Directive Speech Acts

- (5) *"The government has supplied the vaccine, which now counted nearly 180 million doses and we are certainly eager to prepare ourselves to be vaccinated. So, if you're invited, let's register, deliver, and accompany our parents, family, neighbors, acquaintances"* (PPKM Press Release August 4th, 2021 by dr. Reisa Broto Asmoro).

Context of speech: the speech was spoken by dr. Reisa Broto Asmoro to the entire community to vaccinate as a government effort in tackling the Covid-19 pandemic in Indonesia.

The speech in data (5) is classified in the illocutionary speech of the directive type because the speech expresses the intent of dr. Reisa Broto Asmoro, as a speaker to the community. Based on the data listed above, the speech is determined from the speech in the form of an invitation to the public to do the vaccination. The directive utterance is in the form of an imperative because it contains an invitation or request by the speaker to the interlocutor to get together with family, relatives, and acquaintances to do vaccination. This statement can also be reviewed from various aspects, in terms of the fact that since the Covid-19 pandemic, dr. Reisa Broto Asmoro always provides information and education and invites the public to try their best in dealing with the Covid-19 pandemic. In terms of form, the lingual equivalent is shown in the word *"yuk"* which means inviting the community to jointly carry out vaccination as an effort to protect themselves from the Covid-19 virus. In addition, in terms of content, the speech is in the form of an invitation from the speaker to get together with family, relatives, and acquaintances to do vaccination. Based on these aspects, it can

be concluded that the speech is an illocutionary act of directive type because it contains an invitation to the public to vaccinate.

### C. Commissive Speech Acts

- (6) *"Remember! Do not decide to self-isolate without consulting a health worker. We know that the delta variant is a variant that able to accelerates the symptoms severity, so make sure not to delay going to the hospital or health facility if the symptoms are severe or if there is an asphyxiate. Take advantage of the existing facilities if there are people who are sick, such as through the local health center or using the telemedicine facility to get advice or necessary medicines"* (PPKM Press Release August 25th, 2021 by dr. Siti Nadia Tarmizi, M.Epid).

Context of speech: the speech was spoken by dr. Siti Nadia Tarmizi, M. Epid to the entire community to take advantage of the available health facilities to deal with the Covid-19 pandemic in Indonesia.

The utterances in data (6) are classified as commissive illocutionary utterances because they are spoken by dr. Siti Nadia Tarmizi, M. Epid as a speaker to the community. Based on the data listed above, the speech is determined from the speech in the form of an offer given to the public to take advantage of the health facilities provided by the government in dealing with the problems of the Covid-19 pandemic. The commissive speech is in the form of an imperative in the form of ordering the community to use health facilities. The speech can also be reviewed from various aspects, in terms of the fact that the government has provided facilities to its people, both hospital services, medicines, and so on as assistance in tackling the Covid-19 pandemic. In terms of form, the lingual equivalent is shown in the sentence *"take advantage of existing facilities"* which means offering various facilities provided by the government for the community. In addition, in terms of content, the speech is in the form of an offer to the public to take advantage of

health facilities to cope with the Covid-19 pandemic. Based on these aspects, it can be concluded that the utterance is a commissive illocutionary speech act because the utterance contains an offer to take advantage of the health facilities provided by the government.

### D. Expressive Speech Acts

- (7) *"Thank you to the citizens of Jabodetabek, Bandung, Semarang, and the surrounding of Surabaya who have worked together to reduce the risk of transmission and increase the capacity to handle Covid-19 so that the core of the word PPKM or what WHO calls be health and social measures has shown good achievement"* (PPKM Press Release August 25th, 2021 by dr. Reisa Broto Asmoro).

Context of speech: the speech was spoken by dr. Reisa Broto Asmoro to all communities in several cities including Jabodetabek, Bandung, Semarang, and Surabaya who have made achievements in reducing the transmission rate of Covid-19 cases.

The utterances in data (7) are classified as illocutionary utterances of the expressive type because the utterances are expressed by dr. Reisa Broto Asmoro, as a speaker to the community in several cities. Based on the data listed above, the speech is determined from the speech in the form of a gratitude to the community for their efforts and the achievements in reducing the transmission rate of the Covid-19 pandemic. The expressive speech is in the form of a declarative because it contains the sentence "thank you" as an expression of gratitude to the citizens of Jabodetabek, Bandung, Semarang, and Surabaya who have reduced the transmission rate of the Covid-19 pandemic. This statement can also be reviewed from various aspects, in terms of the fact that the people of Jabodetabek, Bandung, Semarang, and Surabaya have made efforts and achievements in reducing the transmission rate of the Covid-19 pandemic. In terms of form, the lingual equivalent is shown in the sentence *"Thank you to the citizens of Jabodetabek, Bandung, Semarang, and the*

*surrounding of Surabaya who have worked together to reduce the risk of transmission*" which means as the gratitudes expression to the community at the city that has participated in efforts to overcome the Covid-19 pandemic. In addition, in terms of content, the speech is in the form of gratitude to the people in the cities of Jabodetabek, Bandung, Semarang, and the surrounding of Surabaya who have made the achievement of reducing the transmission rate of the Covid-19 pandemic.

#### 4. Conclusion

Based on the analysis of research data, it can be concluded that data on the forms and types of illocutionary speech acts were found in the PPKM press release on the YouTube channel FMB9ID\_IKP in August 2021. The overall data found in the utterances spoken by dr. Reisa Broto Asmoro and dr. Siti Nadia Tarmizi, M. Epid as a speaker, there are 82 speech data which include the forms and types of illocutionary speech acts. First, the form of illocutionary speech acts there are three forms including declarative there are 68 speech data, interrogative there are 3 speech data, and imperative there are 11 speech data. Second, the types of illocutionary speech acts include assertive, there are 39 speech data, directive there are 24 speech data, commissive there are 3 speech data, and expressive there are 16 speech data. The forms and types of speech acts have their own characteristics.

The application or usefulness of the research results on illocutionary speech acts in the PPKM press release on the YouTube channel FMB9ID\_IKP F in August 2021 in the field of learning can be used as teaching materials or references for both students and teachers. then in the readers' everyday life, it can be used to comprehend and interpret that every utterance has a specific meaning and purpose, and even has other intentions to be conveyed based on the speaker's view to the interlocutor. Thus, both speakers and interlocutors should be able to understand and convey the speech to create good communication and the communication's goals can be achieved.

#### Acknowledgment

In accordance with the publishing of The 4th International Conference on Linguistics and Language Teaching 28 October 2021, we would like to take this opportunity to thank you for Drs. Prihadi, M.Hum., for your effort and expertise as a in guiding. Your help enabled us to meet the scheduled time and to maintain the standards of journals.

#### References

- [1] Austin, J. L., "How to do Things with Words" Oxford: Oxford University Press, 1962.
- [2] Cutting, J., Pragmatics and Discourse. London: Routledge, 2003.
- [3] Koussouhon, L. A., "Pragmatic Analyses of President Goodluck Jonathan's Concession Speech and General Muhammadu Buhari's Acceptance Speech: A Comparative Appraisal" International Journal of Applied Linguistics & English Literature. Australia, vol 5[4], pp 12-19, 2016.
- [4] Leech, Geoffrey, "Principles of Pragmatics" London: Longman, 1983.
- [5] Levinson, S. C, "Pragmatics" Cambridge: Cambridge University Press, 1983.
- [6] Mey, L. J., "Pragmatics: an Intoduction" Oxford: Blackwell Publisher Ltd, 2001.
- [7] Nadar, F.X., "Pragmatik dan Penelitian Pragmatik" Yogyakarta: Graha Ilmu, 2009.
- [8] Putrayasa, I. B., "Pragmatik". Yogyakarta: Graha Ilmu, 2014.
- [9] Rahardi, K., "Pragmatik: Kesantunan Imperatif Bahasa Indonesia" Jakarta: Erlangga, 2005.
- [10] Rahardi, K., "Sosiopragmatik." Jakarta: Erlangga, 2009.
- [11] Rosyidi, A. Zuhri, et al. "Illocutionary Speech Acts Use by Jokowi Widodo in First Indonesia Presidential Election Debate 2019" International Journal of Multicultural and Multireligious Understanding. Indonesian, vol. 4[2], pp 735-740, 2019.
- [12] Sudaryanto, "Metode dan Aneka Teknik Analisis Bahasa" Yogyakarta: Duta Wacana University Press, 2015.

- [13] Sugiyono, "Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R&D" Bandung: Alfabeta, 2015.
- [14] Searle, J. R. "Studies in the Theory of Speech Act: expression and meaning" Cambridge: Cambridge University Press, 1974.
- [15] Setiawan, Anang, et al., "Efektifitas Penyebaran Informasi Covid-19 Melalui Media Twitter Kementerian Kesehatan Republik Indonesia dan Badan Nasional Penanggulangan Bencana" Yogyakarta: Jurnal Academia Praja" Indonesian, vol 4[1], 89-106, 2021.
- [16] Tan, K. H, et al., "Covid-19 Insights and Linguistic Methods" 3L: The Southeast Asian Journal of English Language Studies, Malaysia, vol. 26[2], pp 1-23, 2021.
- [17] Wijana, I Dewa Putu, "Dasar-dasar Pragmatik" Yogyakarta: Andi, 1996.
- [18] Yule, George, Pragmatics. Oxford: Oxford University Press, 1996.
- [19] Yule, G., "Pragmatik" Yogyakarta: Pustaka Pelajar, 2006.
- [20] Zainal, M. Z., "Teacher's Illocutionary Act in Teaching Malay Language" GEMA Online® Journal of Language Studies. Malaysia, vol. 17[4], pp 91-208, 2017.



important. Human communication will also run well if it is in accordance with the situation and conditions in the narrative. The language used is influenced by several factors called determining factors, such as the factor of who is speaking, who is the other person, the purpose of the conversation, what problems are discussed and the situation when the conversation occurs. The use of language that is influenced by all these rules is a scope called pragmatics.

Dia [2012:2] stated that "Pragmatics is a literature study that bases its analytical footing on context". The context in question is all background knowledge that is shared by the speaker and speech partner and facilitates an exchange, so that various presuppositions of an utterance occur. Yule [1996:43] stated that "Presupposition is something that is assumed by the speaker as an event before producing an utterance".

Nababan in Dia [2012:11] suggested that presuppositions are the basis or basic inferences about the context and language situation that make up the form of language used to express the meaning or message in question. The source of the presupposition is the speaker. It is the speaker who assumes that the listener understands an event before producing an utterance. Yule [1996: 46-52] classified presuppositions into six types based on the words used in the utterance. The six types of presuppositions are as follows: 1) Existential presuppositions, 2) Factive presuppositions, 3) Lexical presuppositions, 4) non-factive presuppositions, 5) structural presuppositions, 6) counterfactual presuppositions.

The research that the author did, took research material through a podcast on the YouTube channel of Deddy Corbuzier. Podcasts are audio recordings that can be listened to by the general public via the internet. In contrast to radio, which must be performed and broadcast live in a certain frequency. However, podcasts can be implemented at any time and can be listened to through various existing electronic media.

Podcasts involve speakers and speakers in conversation. When the conversation was carried out, several assumptions emerged that were considered early. Early consideration is realized by rapid interpretation of information resulting in misunderstanding of the interpretation of the meaning of the utterance. The assumptions of speakers lead to presuppositions which are the initial assumptions of the speaker before making a speech that what is conveyed is also understood by the himself. Speakers use language as a means to carry out a conversation or communicate.

Effendy [2005: 9], said that basically someone communicating is to achieve the same meaning between humans involved in the communication that occurs, where the understanding that is in the minds of the communicator (messenger) and the communicant (message recipient) regarding the message conveyed must be the same so that what the communicator means can also be well understood by the communicant so that communication goes well and effectively. The reason the author is interested in choosing presuppositions to study is because presuppositions have a very important role in communication activities, especially in podcasts. This is because presuppositions can cause interactions between one person and another to work well or maybe vice versa. If the presupposition is understood correctly, it will lead to the correct interpretation of the meaning of the conversation so that the flow of the conversation can be received properly and intact.

The purpose of this article is to identify and describe the forms of presuppositions in podcasts on Deddy Corbuzier's YouTube channel on the theme "Dinar Candy Di Tangkap!? Kok Negeriku Jadi Lucu Sih !!" issued on August 6, 2021.

## 2. Research Method

The method used in this study is a qualitative descriptive. The object of this research is the speech spoken by the resource person, namely Deddy Corbuzier and his assistant and producer, namely Paramita Listyasari. This podcast discussing

the case experienced by Dinar Candy was broadcast on Deddy Corbuzier's YouTube channel on August 6, 2021. Researchers examined the presuppositions spoken by Dedy Corbuzier and Paramita Listyasari during the podcast with a duration of 16 minutes 32 seconds.

The data collection technique used in this study is the listening and the note-taking techniques. Then, the instrument in this research is the researcher himself or the human instrument. Researcher must evaluate how far the methods, theories, and fields under study [Sugiyono, 105: 305-306] This research refers to the study of data in the form of oral and written containing phenomena or events in life. If it is related to the title that the researcher examines, this approach is appropriate because of the phenomenon in the presuppositions that exist in the dialogue between the presenter and the resource person which causes cause and effect.

The data analysis technique used in this research is the matching technique. The matching technique is a data analysis technique with the determining tool outside the language or not part of the language [Sudaryanto, 2015: 15]. The equivalence technique used in this study is a pragmatic equivalence technique in which the determining tool is the speaker and the interlocutor.

### 3. Findings And Discussion

George Yule (1996:27-30) suggested that there are six types of presuppositions. The six types are: a) existential presuppositions, b) factive presuppositions, c) lexical presuppositions, d) structural presuppositions, e) nonfactive presuppositions, and f) counterfactual presuppositions.

The results showed that only five types of presuppositions were found in the speech between the speaker and the speech partner. The five types of presuppositions found were as follows: 1) existential presuppositions of 4 utterances, 2) 8 utterances of factive presuppositions, 3) 11 utterances of structural presuppositions, 4) 7 utterances of lexical presuppositions, and

5) 3 utterances of non-active presupposition. The following are some of the findings in the research on presuppositions which are presented in table 1.

**Table 1. Types of Presupposition in Deddy Corbuzier's Podcast on August 6, 2021**

No	Presupposition Type	Σ
1	Existential	4
2	Factive	8
3	Lexical	7
4	Structural	11
5	Non Factive	3
6	Counterfactual	-
Σ		33

#### a. Existential Presupposition

Yule [1996: 46] stated that existential presuppositions are presuppositions that show the extension, existence, and identity of the referent expressed in definitive words. Presuppositions associate the existence of an existence. The cause of this presupposition is not only assumed to be in possessive arrangements but is also more common in certain noun phrases. By using expressions, speakers are assumed to be in the entities mentioned. Existential presuppositions show how something can be conveyed through speech. Based on the available data, examples of this type of presupposition can be found in the following speech:

*Context of speech: Deddy Corbuzier tried to open a conversation with his partner, Paramita Listyasari, who is the manager. Deddy talked about an artist, Dinar Candy, whose news is currently being hotly discussed among the public.*

Dedy : "So Indonesia is still funny, let's just talk about it (1). Yesterday's story was that Dinar Candy wanted to write an open letter to Mr. Jokowi, because the Social

Distancing stress was extended (2), wear a bikini on the highway. And do it with her wearing a red bikini" (3),

The existential presupposition contained in the speech above is in data (3). The presupposition "and do it with him (Dinar Candy) in a red bikini" is built in a descriptive noun phrase. In the content of speech (3), what is presumed by the content of the speech is that it really exists, that is, it is true that Dinar Candy is wearing a red bikini and he is standing on the side of the road. This is a form of protest related to government regulations regarding the extension of the social distancing.

### b. Factive Presupposition

Yule [1996:47] stated that factive presuppositions are presuppositions that arise from information conveyed in words that indicate a fact or news that is believed to be true. Words that can state facts in speech are verbs that can give definite meaning in speech.

Speech (6) which was spoken by Deddy to Tya as his interlocutor, contained a factive presupposition. Indication of the content of this factive presupposition can be obtained from the presence of informative facts that appear after the use of the verb. The use of these verbs raises informative facts as the content of factive presuppositions for the speech that Deddy said to Tya.

*Context of Story: Deddy Corbuzier told that Dinar Candy was arrested by the police. Dinar Candy was wearing a bikini and standing on the side of the road. This reckless action was a form of response to the extended social distancing. This is what makes her then deal with law enforcement officials and lead to arrest.*

Deddy : "Suddenly last night I read the news that Dinar Candy was arrested". (6)

Tya : "Last night Dinar Candy was arrested? Why?" (7)

Deddy : " Well, this is what we want to discuss" (8)

Statement (6) "Suddenly last night I read the news that Dinar Candy was arrested". The presupposition of the utterance >> Dinar Candy was arrested for the controversy he had already done". In story (6) that D said, it contains informative facts that Dinar Candy was arrested by the police last night. Therefore, presupposition is included in the type of factive presupposition, because the utterance contains an information or truth to be conveyed.

### c. Lexical Presupposition

Yule [1996:47] stated lexical presupposition is understood as a form of presupposition when the conventionally stated meaning is interpreted with the presupposition that another (unstated) meaning is understood. The difference with factual presuppositions is that lexical presuppositions are stated implicitly so that confirmation of the presuppositions of the speech can be obtained after the statement of the speech. This type of presupposition can be seen from the following analytical example.

*Context of the Story: Tya and Deddy were still confused about the arrest of Dinar Candy, according to them there was no strong reason for the arrest.*

Tya : " But she didn't cause a riot, did she?" (21)

Deddy : "How come? (22) It was uniting the nation (23)

Tya : " The riot was on social media, wasn't it, right?" (24)

Deddy : " In fact she did it on her own, no one stopped, no one stopped" (25)

Tya : "there was no traffic jams, just kept going "(26)

Deddy : "And she still wore a mask" (27)

Tya : "Yes, she did. (28) She followed the rules (29)

The presupposition contained in the speech (23) "how come? That person unites the nation really". The presupposition of the

speech >>"there is no strong reason for the arrest of Dinar Candy". This is then reinforced by the statement (24) "his riot was on social media, right, wasn't it stated?" The presupposition of the speech >> "The demo that Candy dinar did was very appropriate, because it did not invite crowds". The utterances made by Deddy and Tya have an implied meaning, they did not agree with the arrest of Dinar Candy.

#### d. Structural Presupposition

According to Yule [1996:48], Structural presuppositions refer to the structure of certain sentences that have been analysed as regular and conventional presuppositions that part of the structure has been assumed to be true. This can be seen in the interrogative sentence, which is conventionally interpreted with the question word already known as a problem. Question words such as what, why, who, where, where, and how show the presuppositions that arise from the utterance.

Through this presupposition implicitly, Tya actually wanted to make sure the information conveyed is correct, and it is hoped that Deddy would accept it as true. This type of presupposition is interpreted from an utterance in the form of an interrogative sentence. If the answer to the question is in accordance with what was asked, this means that something that is presupposed is true. In other words, the presupposition is contained in the question asked. If the answer to the question is in accordance with what was asked, without rebuttal, it means that something that is presumed is true. Regardless of whether the answer is right or wrong; even regardless of the answer "yes" or "no". Examples of structural presuppositions are:

*Situation Context: Tya believed that there was no reason to arrest Dinar Candy. She tried to convince Deddy that Dinar Candy was innocent. She also gave several reasons that showed Candy Dinar did not violate the law.*

Tya : "There was no one who complained personally (37). She didn't bother people, did she? (38).

It's said that the complaint offense must be personal and organizational (39) but no one demands (40). she just said "I'm stressed", nothing was like "social distancing must be resolved immediately" (41)

Deddy : "If she wants to talk like that, that's fine too" (42)

Tya : "It's just that she doesn't blame anyone, right? (43) Not blaming officials or anyone else (44). she's just saying "I'm stressed" (45)

Deddy : "But many people also say that this can be a 10-year action porn lawsuit (46). In my opinion, this eliminates people's creativity (47). This is the safest demo" (48).

Tya : "Alone, no riots, no traffic jams, no need for a road permit either, because she was alone" (49)

In speech (38) "He doesn't bother people, right?" taking into account the context of the emergence of the discourse, the presuppositions that can be interpreted are >> "there was no riot caused by the actions carried out by Dinar Candy". The presupposition turned out to be true because the question posed by Tya through speech (38) was answered with speech (49) which agreed with the speech (38) spoken by Tya.

By looking at the performance of the speech structure (38) in the form of interrogative sentences using interrogative intonation; It is also observed that the presuppositions contained in it which contain implicit information that are expected to be accepted as true are also shown in Tya's answer through Speech (49) which confirms the alleged data that is the core of the Speech (38), it is concluded that the presuppositional proposition contained in The utterances (38) are categorized into structural presuppositions.

#### e. Non-Factive Presupposition

Yule [1996:50] A non-factive presupposition is a presupposition that is assumed to be incorrect. Verbs like "dream", "imagine", "pretend" and others. This non-factive presupposition is used with the

presupposition that follows it is not true. This presupposition relates to the use of a number of verbs. If the previous presupposition refers more to a presupposition that is true or contains the truth of actual facts, then this presupposition refers to the opposite. A non-factive presupposition is something that is assumed not to contain the truth according to actual facts, it is actually contrary to what is said. This is contained in the following data:

*Situation Context: Tya and Deddy discussed the issue of women reporting to KPI regarding beach volleyball. These mothers have the view that the clothes used are considered pornographic, inappropriate for broadcast, and the broadcast is also not at the proper time, which at that time should be a religious program. The mothers requested that the images displayed should be blurred.*

Tya : "It reminds me of the one that was blurred" (71)

Dedy : "Seriously?" (72)

Tya : "Yes, indeed. Just like a cow which is blurred" (73)

Dedy : " Yes, maybe a lot of people fantasized about cows, that's why it's blurred" (74)

Tya : "Haha" (75)

Deddy's speech in (74) contains the word "perhaps". The word has a lexical included in the type of presupposition. Referring back to the six types of presuppositions expressed by George Yule, which are referred to as theoretical studies in this study, only five types of presuppositions are found in the speech between the speaker and the speech partner. The five types of presuppositions found were as follows: 1) existential presuppositions 2) factive presuppositions, 3) structural presuppositions, 4) lexical presuppositions, and 5) non-factive presuppositions. Counterfactual presuppositions are not found in the utterance.

meaning, namely not necessarily, so the interpretation is (74) "perhaps a lot of people fantasize about cows". The utterance ">>" not necessarily anyone who fantasizes with cows". In Deddy's speech (74) it contains an untruth stated in the presupposition, that people fantasizing with cows do not necessarily exist and cannot be proven true. Presuppositions in speech (74) refer to presuppositions that contain untruths about actual facts. So, this type of presupposition is included in the type of non-factive presupposition.

#### f. Counterfactual Presupposition

In this counterfactual presupposition, the meaning of the information contained in the presupposition is not only untrue, but contrary to what should be or contrary to the facts. Conflict or resistance to this fact is caused by the use of utterances with conditional structure or conditional clauses. From the results of the analysis of the collected speech data, none of the utterances was identified as a counterfactual presuppositional utterance.

#### 4. Conclusion

Based on the analysis of the research that has been done, there are types of presuppositions found in Deddy Corbuzier's August 6, 2021 podcast with the theme "Dinar Candy Di Tangkap!?! Kok Negeriku Jadi Lucu Sih !!". The overall data found were 33 data that were

The absence of this type of counterfactual presupposition in Deddy Corbuzier's speech when interacting with his interlocutors, reflects that none of the utterances uttered contains facts that contradict the actual facts. Furthermore, in the speech of speakers and speech partners, the highest number of presuppositional propositions is found in the structural type of presupposition. These findings reflect that most of the conversations are dominated by the interrogative mode of speech. This is because structural presuppositions are contained in the utterances in the form of questions with a note that the content of the questions asked

is answered without rebuttal, so structural presuppositions are already contained in it.

The least presupposition found in this utterance is non-factive presupposition. This reality reflects that only a small part of the utterances uttered contains facts that contradict the actual facts. This reality means that most of the utterances are factual.

## 5. References

- [1] Clark dan Clark (1977:228). *Psychology and Language: An Introduction to Psycholinguistics*. New York: Harcourt Brace Jovanovitch Inc.
- [2] Darma, Yoce Aliah. 2014. *Analisis Wacana Kritis*. Bandung: PT Refika Aditama.
- [3] Dia,Eva Eri. 2012. *Analisis Praanggapan*. Malang:Madani.
- [4] Grice, H.P. 1989. "Logic and Conversation" dalam Steven Davis. et.al, 1991. *Pragmatics: A Reader*.Oxford: Oxford University Press
- [5] Ibrahim, Abdul Syukur dan Supono. 2003. *Sosiolinguistik*. Modul. Jakarta: Universitas Terbuka.
- [6] Kridalaksana, Harimurti. 1983. *Kamus Linguistik*. Jakarta: PT. Gramedia Jakarta.
- [7] Leech, Geofferey. 1983. *The Principles of Pragmatics*. London: Longman Group Ltd.
- [8] Mahsun. 2017. *Metode Penelitian Bahasa*. Jakarta: PT Rajawali Pers.
- [9] Nadar.F.X.2013. *Pragmatik dan Penelitian Pragmatik*. Yogyakarta: Graha Ilmu.
- [10] Putrayasa, Ida Bagus.2014. *Pragmatik*. Yogyakarta: Graha Ilmu.
- [11] Sugiyono. 2016. *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*. Bandung: Alfabeta.
- [12] Wijayana, Putu I Dewa. 1996. *Dasar-dasar Pragmatik*. Yogyakarta: Andi Offset.
- [13] Yule, George, 1996. *Pragmatics. Oxford Introduttion to Language Study. (Series Editor, h.G. Widdowson)*. Oxford: Oxford University press.

## CHANGES IN MEANING OF VARIOUS LANGUAGE REGISTERS IN THE TIME OF THE COVID-19 PANDEMIC (CORONAVIRUS DISEASE 2019)

Vinda Ady Pratiwi<sup>1</sup>, Suhardi<sup>2</sup>

Yogyakarta State University<sup>1</sup>, Yogyakarta State University<sup>2</sup>  
[vinda.ady@gmail.com](mailto:vinda.ady@gmail.com)<sup>1</sup>, [suhardi@uny.ac.id](mailto:suhardi@uny.ac.id)<sup>2</sup>

### ABSTRACT

The study, entitled Changes in the Meaning of the Register of Various Languages of Terms During the COVID-19 Pandemic (Corona Virus Disease 2019), aims to describe changes in the meaning of the register of various language terms during the COVID-19 pandemic. The research method used is the descriptive qualitative method. The data collection technique in this study used the note-taking technique. The instrument in this study was carried out by direct observation, without intermediaries in data collection. The subject used in this study is the register of various language terms during the COVID-19 pandemic. The object under study is the change in the meaning of the register of various language terms during the COVID-19 pandemic. The final result of this study is the discovery of widespread meaning changes (generalizations) in the register of various language terms during the COVID-19 pandemic.

**Keywords:** Register, Covid-19, Language, Terms.

### PRELIMINARY

A language is a communication tool, a tool for working together, which is used by humans in line with the development of the arbitrary expansion of language functions, both orally and in writing. Language is also always closely related to the conditions of the times and the environment. The environment includes the social, regional, professional, and historical environments that influence its meaning and interpretation. The expansion of function is caused by human creativity and other causes. The expansion of the function will also result in a change in the meaning of each word. Change in meaning is a study that is included in the realm of semantics. Lyons (in Pateda, 2010: 82) reveals that semantics is the study of meaning, which includes changes in meaning in it.

The existence of Indonesian which is considered as a unified language, besides being influenced by the strength of its users, can also be supported by its ability to express new linguistic phenomena that are developing. One may succeed in creating

new vocabulary and terms. As the times and conditions develop, the meaning in words can also experience significant changes. For example, a change in meaning can be caused by increasing human needs. Synchronously, the meaning of a word or "*laksem*" will not change, but it can change diachronically over time. Chaer (2012: 310) reveals that the meaning of a word will remain the same in a short period of time, but in a long period of time, there is a possibility that the meaning of the word can change.

After the World Health Organization (WHO) announced a global pandemic, the COVID-19 outbreak was first detected in the Chinese city of Wuhan at the end of 2019. In addition, some words or terms are popular among language users. When it came out, there were many new terms for COVID-19 (Corona Virus Disease 2019) which had spread throughout the world, including in Indonesia. In addition, many new terms and terms have changed in meaning. Changes in meaning that occur in the pandemic era are included in the category of significant changes in meaning. The use of these terms is used to describe many different

situations. However, if the use of the term is understood and interpreted differently, then the meaning and the term will be inaccurate and different. Therefore, the language community needs to understand the terms that are often used to describe the development of the COVID-19 pandemic. The development of the Indonesian language during the pandemic greatly affected the existence of Indonesian as a language of unity. This is due to the existence of a new language phenomenon which is believed to be confusing for some people.

### RESEARCH METHODS

This research is qualitative descriptive research. Sugiyono (2014: 205) reveals that qualitative descriptive research is a procedure for solving a problem by describing the state of the object of research based on the facts that arise. Sources of qualitative research data are spoken or written words observed by researchers and objects observed in detail so that the meaning contained in the document or subject can be captured. The data obtained are presented not in the form of numbers or statistical data, but qualitative form expressed in words. Arikunto (2020: 22) revealed that the author conducted a content analysis, providing an overview of the research in the form of a description. The subject used in this study is the register of various language terms during the COVID-19 pandemic on the official website covid19.go.id and the online news newspaper Kompas.com. The object under study is the change in the meaning of the register of various language terms during the COVID-19 pandemic. The technique used in this research is the technique of observation and data collection. The data collection technique in this study used the note-taking technique. The instrument in this study was carried out by direct observation, without intermediaries in data collection. Data collection was carried out using online documentation from data that had been collected from data sources in the form of written data, photos, pictures, words about changes in the meaning of registers of various language terms during

the COVID-19 pandemic as material for research analysis. id and Kompas.com news and news online. The object under study is the change in the meaning of the register of various language terms during the COVID-19 pandemic. The technique used in this research is the technique of observation and data collection. The data collection technique in this study used the note-taking technique. The instrument in this study was carried out by direct observation, without intermediaries in data collection. Data collection was carried out using online documentation from data that had been collected from data sources in the form of written data, photos, pictures, words about changes in the meaning of registers of various language terms during the COVID-19 pandemic. The technique used in this research is the technique of observation and data collection. The data collection technique in this study used the note-taking technique. The instrument in this study was carried out by direct observation, without intermediaries in data collection. Data collection was carried out using online documentation from data that had been collected from data sources in the form of written data, photos, pictures, words about changes in the meaning of registers of various language terms during the COVID-19 pandemic as material for research analysis. The technique used in this research is the technique of observation and data collection. The data collection technique in this study used the note-taking technique. The instrument in this study was carried out by direct observation, without intermediaries in data collection. Data collection was carried out using online documentation from data that had been collected from data sources in the form of written data, photos, pictures, words about changes in the meaning of registers of various language terms during the COVID-19 pandemic as material for research analysis. The technique used in this research is the technique of observation and

data collection. The data collection technique in this study used the note-taking technique. The instrument in this study was carried out by direct observation, without intermediaries in data collection. Data collection was carried out using online documentation from data that had been collected from data sources in the form of written data, photos, pictures, words about changes in the meaning of registers of various language terms during the COVID-19 pandemic as material for research analysis.

### RESEARCH RESULTS AND DISCUSSION

From the data that has been collected, there are 10 registers of various languages that have changed meaning. Changes in the meaning of the register of various language terms during the COVID-19 pandemic changed broad meaning (generalization).

### Meaning Change

One of the semantic studies is meaning. The subject of semantic research is meaning. Wijana (2011: 3) reveals that linguistic forms such as morphemes, words, phrases, sentences, paragraphs, and discourses are based on mental concepts in the human mind called meaning. In addition, Chaer (2011: 30) reveals that meaning is a concept contained in a linguistic unit. Meaning is certainly attached to the change in meaning. Language is constantly evolving, and as it develops, the meaning of a word can change. In this study, the meaning changed in generalization. A broad change in meaning (generalization) is a symptom that appears or the process of changing its meaning from the specific to the general. There were 10 registers of language variety that experienced widespread changes in meaning (generalization).

**Table 1. Changes in Extensive Meaning (Generalization)**

NO	SAY	PREVIOUS MEANING	CAUSATIVE FACTOR	MEANING AFTER
1.	Confirmed	Justification	Social	People who are tested positive for COVID-19 based on the results of laboratory tests in the form of PCR.
2.	Close Contact	Have a close relationship with your partner	Social	The condition of a person who has contact with a person who is in the category of confirmed COVID-19, either physical contact or less than 1 meter for approximately 15 minutes.
3.	Suspect	Think	Social	A person who has symptoms of a respiratory tract infection (ARI), a temperature above 38 degrees, and has had physical contact with a person who has COVID-19.
4.	<i>Probable</i>	Possible	Social	People who fall into the category of the suspect and have symptoms of severe ARI.
5.	Traveler	People who travel long distances	Social	People who have traveled from areas with a high number of COVID-19 cases in the last 14 days.

6.	Discarded/Healed	Recover from illness	Social	A person with a suspect status, but the results of the PCR examination show negative results which were carried out 2 times in a row with a gap of 2 days or someone who has completed a 14-day quarantine period.
7.	Isolation	Separation	Social	A person who is asked to self-isolate for 14 days.
8.	Specimen	Group	Social	The person who examines the specimen referring to the swab test or PCR in sampling.
9.	Active Case	Ongoing problem	Social	People who are declared to be actively infected with COVID-19.
10.	Exposed	It's been exposed/revealed	Social	People infected with COVID-19.

From table 1 above, there are 10 registers of various languages that have changed in meaning caused by social factors, including 1. Confirmed; 2. Close Contact; 3. Suspect; 4. Probable; 5. Travelers; 6. Discarded; 7. Insulation; 8. Specimen; 9. Active Case; 10. Exposed.

In the KBBI, the word 'Confirmed' means 'Justification'. During the COVID-19



Figure 1. Confirmed

Then, for the word 'Close Contact' which has changed its meaning widely, in particular, 'Close Contact' is usually defined as a person who is in a close relationship

pandemic, the word 'Confirmed' underwent a broad change in meaning, which was defined as a person who was declared positive for COVID-19 infection based on the results of laboratory tests in the form of PCR. This is stated on the official website covid19.go.id.

with a partner. During the COVID-19 pandemic, the term changed its meaning to a person who was declared positive for COVID-19 infection based on the results of laboratory tests in the form of PCR. For example in the sentence contained in kompas.com news news "The Covid-19 case that is still endemic in Indonesia makes people more vulnerable to close contact with people who are infected with this disease".



**Figure 2. Close Contact**

The word 'suspect' originally meant 'thinking' in the KBBI, during the COVID-19 pandemic, the meaning has changed to become someone who has symptoms of a respiratory tract infection (ARI), a

temperature above 38 degrees, and has had physical contact with someone infected. This is stated on the official website covid19.go.id.

<b>Suspek</b>	<b>380,082</b>
---------------	----------------

**Figure 3. Suspect**

The word 'Probable' originally meant 'Maybe' in the KBBI, during the COVID-19 pandemic, the meaning has changed to become a person who is in the

category of a suspect and has symptoms of severe ARI. This is stated on the official website covid19.go.id.

<b>Probable</b>	<b>-</b>
-----------------	----------

**Figure 4. Probable**

The word 'Traveler' which originally meant a person who traveled long distances, during the COVID-19 pandemic has changed its meaning to become a person who travels from an area with a high

number of COVID-19 cases in the last 14 days. For example, in the news headline published in kompas.com media "Travelers in NTT Consider the Obligation of the PCR Test to be Too Burdening".

**Figure 5. Travelers**

Then, the word 'Discarded' which originally meant 'Discarded', during the COVID-19 pandemic it has changed its meaning to become a person with a suspect status, but the results of the PCR

examination showed negative results which were carried out 2 times in a row with a time lag 2 days or someone who has completed 14 days of quarantine. This is stated on the official website covid19.go.id.



Figure 6. Discarded

The word 'Isolation' which originally meant 'Separation' in the KBBI, later during the COVID-19 pandemic, changed its meaning to become someone who was asked to self-isolate for 14 days. For example, in the sentence contained in

kompas.com news news "However, for patients who are indicated (suspected) or confirmed positive for Covid-19 without symptoms who are advised to self-isolate by doctors, patients can conduct online health consultations with doctors regularly."



Figure 7. Isolation

Furthermore, the word 'Spesimen' which originally meant 'Group', during the COVID-19 pandemic has changed its meaning to become a person who examines

specimens which refers to the swab test or PCR in sampling. This is stated on the official website covid19.go.id.



Figure 8. Specimen

The word 'Active Case' is usually defined as an ongoing or ongoing problem. During the COVID-19 pandemic, the word changed meaning, expanding to a person

who was declared to be actively infected with COVID-19. This is stated on the official website covid19.go.id.



Figure 9. Active Case

And lastly, the word 'exposed' has the meaning 'It has been exposed/disclosed' in the KBBI. During the COVID-19 pandemic, the word has changed its meaning to become a person who has contracted COVID-19. For example, in the sentence in

kompas.com news news "Now, researchers have also found that people exposed to Covid-19 can also experience changes in the shape of their nails, where this condition is known as "nail covid".



**Figure 10. Exposed**

## CONCLUSION

From the results of the research and discussion above, it was found that there was a broad change in meaning (generalization) during the COVID-19 pandemic which was obtained from the official website covid19.go.id and the online news newspaper Kompas.com. The change in meaning is influenced by social factors due to the COVID-19 pandemic that emerged in 2019. The changes in meaning broadly include: 1) Confirmed; 2) Close Contact; 3) Suspect; 4) Probable; 5) Travelers; 6) Discarded/Healed; 7) Insulation; 8) Specimen; 9) Active Case; 10) Exposed. For future research, advanced researchers can investigate further about changes in word meaning across other domains and social networks with wider networks.

## REFERENCES

- [1] Badan Pengembangan dan Pembinaan Bahasa. 2016. *Pedoman Umum Ejaan Bahasa Indonesia*. Jakarta: Badan Pengembangan dan Pembinaan Bahasa.
- [2] Chaer, A. 2013. *Pembinaan Bahasa Indonesia*. Jakarta: Rineka Cipta.
- [3] Djajasudarma, Fatimah. 2016. *Semantik 2 Relasi Makna Paradigmatik, Sintagmatik, dan Derivasional*. Bandung: PR Refika Aditama.
- [4] Dubossarsky, Haim. 2019. Time-Out: Temporal Referencing for Robust Modeling of Lexical Semantic Change. *Proceedings of the 57th Annual Meeting of the Association for Computational Linguistics*, Florence, Italy, July 28 - August 2, 2019.
- [5] Pateda, M. 2001. *Semantik Leksikal*. Jakarta: Rineka Cipta.
- [6] Rahardi, K. 2006. *Dimensi-Dimensi Kebahasaan*. Yogyakarta: Erlangga.
- [7] Sugiyono. 2014. *Metode Penelitian Kuantitatif, Kualitatif dan R&D*. Bandung: Alfabeta.
- [8] Sumarsono. 2017. *Sosiolinguistik*. Yogyakarta: Pustaka Pelajar.
- [9] Waridah, Ernawati. 2010. *EYD & Seputar kebahasa-Indonesiaan*. Jakarta: Kawan.
- [10] Wevers, Melvin, Marijn Koolen. 2020. Digital begriffsgeschichte: Tracing semantic change using word embeddings. *Historical Methods: A Journal of Quantitative and Interdisciplinary History*, 53:4, 226-243, DOI: 10.1080/01615440.2020.1760157.

# CHAPTER 3

## Language Teaching and Learning (In the Covid-19 Pandemic Era)

**A LECTURER'S E-CLASS MANAGEMENT  
(A Case Study of an English Lecturer at Higher Education)**

**Ariani Siti Fatimah<sup>1</sup>, Muh. Aprianto Budie Nugroho<sup>2</sup>, Endang Darsih<sup>3</sup>**

Department of English Education, Faculty of Teacher Training and Education  
Universitas Kuningan, Indonesia

[arianijohari2@gmail.com](mailto:arianijohari2@gmail.com)<sup>1</sup>, [muh.apriantobn@uniku.ac.id](mailto:muh.apriantobn@uniku.ac.id)<sup>2</sup>, [endang.darsih@uniku.ac.id](mailto:endang.darsih@uniku.ac.id)<sup>3</sup>

**Abstract**

The objective of this research was to find out an English lecturer classroom management in an e-learning class. This study employed a qualitative method with case study design, the subject of the research was an English lecturer at one of the universities in Kuningan. The data was collected by using an observations checklist, document analysis, and interview. The result of the research revealed that the e-learning class was managed well and there are 4 strategies used by the lecturer in managing the e-learning class; 1) Rules and Routines 2) Relationship, 3) Engaging and Motivating Instructions, and 4) Addressing Discipline. Therefore, it could be concluded that the English lecturer used four strategies as mentioned by Garret (2014) in managing the classroom. As remote learning makes students study from home, the physical design is not counted.

**Keywords:** classroom management, e-learning, higher education

## 1. Introduction

Coronavirus disease 2019 (COVID-19) has become a worldwide pandemic, originating in Hubei Province, Republic of China. This virus has infected many countries. In January 2020, the WHO Emergency Committee declared a global health emergency as COVID-19 confirmed cases have been expanding globally. In Indonesia, the first case was discovered in Depok on 2 March 2020. Due to the situation, the Indonesian government closed all the schools and made policies by conducting online learning or distance learning. According to Mendikbud (2020a), The Minister of Education and Culture of the Republic of Indonesia instructed schools and universities to carry out online learning or distance learning since 17 March 2020 for COVID-19 affected areas. This policy was taken to stop the transmission of COVID by closing schools to promote physical distancing. After that, the Ministry of Education and Culture of the Republic of Indonesia requires all schools and universities to conduct distance learning

activities from 24 March 2020 due to the growing number of positive cases of COVID-19 in Indonesia and to protect the health of students, teachers or lecturers and all educational staff (Mendikbud, 2020b). This policy guides students to study from home and teachers to work from home as well.

In dealing with government policies, all the teachers in various colleges, universities and schools using the e-learning system in conducting the teaching-learning process during this pandemic. The e-learning process in higher education is being conducted with the help of numerous online platforms. Overall, the period, many terms have been used to explain online learning, such as computer-based learning, web-based training, e-learning systems and Learning Management systems. Currently, the teaching-learning process in universities carries out online learning.

However, during the e-learning class lecturers should find a suitable way to promote the learning process academically and socio-emotionally. The lecturer also should be able to manage the class in an

online classroom (Lathifah, Helmanto, & Maryani, 2020). In line with Jones & Jones (2012) beginning teachers and even those who are more experienced, often struggle to manage the classroom where students can learn. For this reason, teachers or lecturers need knowledge about classroom management. According to Brophy (2006), classroom management involves all of the steps teachers take to build and sustain a learning environment.

Moreover, managing online classes will be different from managing conventional classes because lectures use an online platform to carry out the learning process. Based on explanation above, this research is formulated to answer the following question: "How does an English lecturer manage the e-learning class?". The researcher tries to find out an English lecturer classroom management in an e-learning class.

## 2. Theoretical Background

### 2.1 E-learning in Higher Education

The coronavirus pandemic has affected the teaching-learning process in higher education institutions. As a result of the pandemic, colleges were forced to conduct the teaching-learning process and interactions with students through e-learning. E-learning becomes an important element for maintaining the activity of schools or universities. E-learning is the use of Information and Communication Technology (ICT) to enhance and support learning in tertiary education, state by OECD (as cited in Ayu, 2020). E-learning includes online learning, virtual learning, distance learning, networked learning or web-based learning. Since the letter "e" in e-learning refers to the term "electronic", it will include all educational practices conducted by individuals or groups operating online or offline, synchronously or asynchronously through networked or standalone computers and devices.

Horton (2006) the use of information and computing technology to construct learning opportunities is known as e-learning. In line with Engelbrecht (2005) describes E-learning as the concept that uses electronic media represented by

the internet, CD-s, mobile phones, or even television to provide distance learning and teaching. In short, e-learning refers to transferring knowledge and education by using various electronic devices.

Rosenberg (as cited in Utami, 2020) mention that e-learning is described as the use of internet technologies to distributed learning content so that the students can access it. More specifically, Khan (as cited in Utami, 2020) e-learning is the delivery of learning content to anybody, wherever, and at any time using different platforms in a free, flexible, and distributed learning environment. Through e-learning, learning material can be accessed anytime and from anywhere, in addition to the material that can be enriched with various learning resources including multimedia which can quickly be renewed by the teacher. From the definitions of e-learning, it can be concluded that e-learning can be accessed at any time and from any place by using various technologies and devices, enabling learners to learn about whatever they want. On the other hand, an e-learning system held to accommodate the teaching and learning process from home during this pandemic situation. In other words, the traditional class face to face meetings will be integrated with a mixed learning system using e-learning.

The use of e-learning in higher education generally gives an impact in usefulness and a positive influence on student performance. E-learning facilitates the educational process by improving collaboration and interaction with students, as well as providing flexibility and assisting students further in understanding lectures (Burac, Fernandez, Cruz, & Cruz, 2019). The e-learning process in higher education is being conducted with the help of numerous online platforms. Overall, the period, many terms have been used to explain online learning, such as computer-based learning, web-based learning, e-learning systems and Learning Management systems. All of these platforms share the use of the Internet, as well as certain features that enable registration, assessment of learners' and teachers' activities, and also encourages lecture delivery and engagement between

students, their colleagues, and teachers. One of the most important features of online learning platforms are forums, which allow asynchronous student-teacher communication and coordination, web conferences, which allow video, audio, and written communication, and chat, which allows users to send messages and receive responses in real-time (Cacheiro Gonzalez, Medina Rivilla, Dominguez Garrido, & Medina Dominguez, 2019).

One of the universities in Kuningan developed a learning management system called the eclass. According to Ouadoud, Chkouri, & Nejari (2018) a learning management system (LMS) is defined as software that operates and includes a variety of services design to assist teacher in managing their teaching and learning activity. E-class platform aims as media for lecturer upload document of learning materials, or quizzes and assignments. Not only for lecturers but e-class also as media for students to get learning materials and collecting the assignment that lecturer made for students.

## 2.2 Classroom Management

Managing the classroom is one of the most important skills that a teacher should have in the teaching and learning process. Marzano (2003) stated that the most important roles of the teachers are as a manager. Classroom management is a concept used by teachers to create a conducive, comfortable, and pleasant atmosphere in the classroom. Based on Brophy (2006), classroom management involves all of the step teachers take to build and sustain a learning environment. In brief, it can be said that classroom management was procedures or strategies teachers or lecturers to organize the class and it has an enormous role in the success of the teaching-learning process.

The purpose of classroom management falls broadly into two categories Evertston and Weinstein (as cited in Garret, 2014). First, it is creating an environment for academic learning, academic learning refers to the learning material defined in state education requirements such as learning to read and

write, reasoning, scientific, math, social studies and so on. Second, creating an environment for social-emotional learning. Social-emotional learning fosters the development of social skills and the ability to express feelings maturely. Classrooms are well-managed only if the educator has built environments that encourage all types of learning.

Garret (2014) define classroom management as a five-step that includes organizing the physical design of the classroom, establishing rules and routines, developing caring relationships, implementing engaging and efficient teaching, and dealing with discipline issues.

### The physical design of the classroom

The physical design is about how the classroom is laid out. It is about arranging student desks, where the lecturer table is, where learning centres and materials are located, arranging other furniture, equipment, decor, create adequate space for interaction and so on.

### Rules and Routines

Rules and routines are important components of effective classroom management and developing an environment conducive to learning. The majority of classroom rules concern overall conduct. On the other hand, routines are often more applicable to individual tasks and often provide some direction for how these tasks can be completed. In addition to the rules, routines are crucial to the general fluidity of the classroom. It shows the students how to do basic activities in an effective and organized manner. Most routines fall into three board categories: movement, routines, lesson-running routines, and general procedures.

### Relationship

The concept of developing caring relationships was frequently overlooked. By maintaining good interactions with students, the classroom will be a place for any person to share their emotions and work together. Academic achievement relies on the close relationship and guidance that teachers and students share.

### **Engaging and Motivating Instruction**

The fourth component of classroom management involves instruction, which involves the use of instructional strategies that maximize students' engagement and interest in learning. Engaging and motivating instruction goes a long way toward eliminating behavior problems before they start. To ensure that a lesson runs smoothly, the lecturer must develop a clear understanding of the numerous managerial tasks that must be accomplished before, during, and after a lesson to implement an engaging and motivating lesson.

### **Addressing Discipline Issue**

Discipline requires actions by the lecturer toward the students when the students' misbehavior disrupt the learning process or breaks the rules created by the lecturer before. Discipline revolves around the lecturer focused on preventing and responding to students' misbehavior. Discipline does not mean punishment, nor does it only mean the actions that the lecturer takes after misbehavior occurs. Discipline also includes lecturer actions that prevent misbehavior.

### **METHOD**

This research used a qualitative method as an approach to get the detailed description and information in the process of conducting the research. The qualitative approach is to emerge from the behavioral and social science as a method of understanding the uniqueness, dynamics and integrity of human beings (Creswell, 2014). Thus, this research used a case study design to gain the data of each variable. Creswell describes the qualitative approach to a case study with the investigator focusing on one or more cases over time through detailed, in-depth data collection involving multiple sources of information (Creswell, 2013).

This research conducted in one of the universities in Kuningan at English Study Program. The participant of the research was one English lecturer who teaches morphosyntax subjects in one of the universities in Kuningan. The lecturer

chose as participant because she has been taught for ten years and morphosyntax subjects is one of difficult subjects.

In this research, the researcher used observation, document analysis and interview as the instrument. The observation chose to observe how the lecturer manages the e-class. The observation was done directly through google meet. 4 aspects observed namely 1) rules and routines, 2) Relationship, 3) engaging motivation and instruction, 4) addressing discipline.

This research gains the data only in one day. The researcher adopted and modified theory from Garret (2014) as observation sheet. Then, the document analysis was used. The documentation of this research used E-class platform screenshot activity, students' assignment and students' attendance one-class platform, WhatsApp activity, lesson plan, etc. After that, the researcher interviewed the lecturer to complete the data about the lecturer strategies in managing e-learning class. This research chose to conduct a Semi-structured interview. The researcher interviewed the lecturer via WhatsApp and made a transcript according to the content of interview. The researcher adopted the eleventh question from theory Garret (2014). Furthermore, this research used technique of analyzing data by Creswell (2014) divides the process of analysis into six phases, namely organize and preparing data for analysis, reading through all data, coding the data, themes/description, interrelating themes/description, interpreting the meaning of themes/description.

### **RESULT AND DISCUSSION**

This research was conducted in order to know how the lecturer managing e-learning class during the COVID-19 pandemic situation. The data in this research were taken from observation, document analysis, and interview. The detailed explanations of the findings of this research are presented in the following sections.

### The English Lecturer Classroom Management

The first component of classroom management is rules and routines. Based on the observation, the lecturer didn't inform the rules during the class via google meet. Lecturer gave the material about the introduction of syntax and it can be downloaded by students via e-class. Then, the lecturer gave assignments to students through e-class and collected the students work through e-class as well. The assignments gave with clear directions and had a due date so that the students had to submit the assignments on time. This activity regarding giving and collecting assignment including to lesson-running routines.

Based on the interview, the lecturer had rules that she used when teaching in the class and the rules depending on how the course being carried out. The rules for google meet class, such as the students should joined the google meet using their own account, turn on the camera, turn on the microphone when asking questions, and the students had to fill the attendance in chat column of google meet. if the class didn't use Google meet, students fill out their attendance directly on the e-class platform. Students are required to fill out the attendance form in the e-class before the course begins. Attendance is available at 8.00 a.m. for A class and 12 p.m. for B class. Then, the lecturer would check the students' attendance at every meeting via e-class or the chat column on Google Meet. The attendance data would be synchronized and then inputted so that students' attendance in class controlled well. This activity regarding taking students' attendance include to general procedure routines.

In short, the English lecturer made a specific rule and it becomes a routine in the class. These rules are made to help the lecturer manage the class and prevent misbehavior occurred. The rules and routine are important things in order to manage the class, this ensures that online learning activities run smoothly with as little time loss and distraction as possible. In line with this Emmer, Evertson, & Anderson (1980)

state that rules and routines are vital aspects of a teachers' classroom management plan.

The next component of classroom management is developing caring relationships. Developing caring relationship is divided into two, the first is the teacher-student relationship. The lecturer relationship with students was good enough. The lecturer always greets her students in the beginning of the class. The lecturer created a pleasant atmosphere in the class by bringing humour to make the students more relax. Then, the lecturer provides discussion as opportunities for students to interact. The students also are invited to be risk-takers without fear. It means that the students were not seen afraid to ask if they found unclear material or instruction. Moreover, the lecturer providing extra help for student who needs it, she offered tutoring outside of class hours for students who are having difficulty completed the assignments. Students would believe that the lecturer cares about their academic success if the lecturer was flexible in creating feasible extra credit assignments.

In addition, based on the interview to created a supportive relationship and conducive learning environment both students and lecturers had to follow the rules in the class. Belongs to the research, the quality of relationships in the classroom has a direct impact on a teacher's ability to create a conducive learning environment (Newman, 2000; Pianta, 2006). However, the interaction between students is not very visible because the lecturer didn't make students work in groups.

The third component of classroom management is engaging and motivating instruction which involved using interactional techniques that increase students' motivation and interest in learning. Firstly, plan for the necessary materials. Based on the observation, the lecturer used PowerPoint that she made before to explain the material to students. The PowerPoint contained the topic of the material being taught and presented to the students so they can easier to understand

the material. The topic of the material discussed about introduction of syntax. The material divided into two on the first half of the semester was discuss about morphology and after midterm was discuss about syntax with the first topic about Introduction of Syntax. These topics relate with the lesson plan and syllabus that the lecturer made for teaching morphosyntax.

Before explained the material, the lecturer gave some question about how many parts of speech as a warming up. This activity is known as brainstorming or ice breaking, but in online learning ice breaking activity does not take the form of physical activity, only in cognitive activity. The lecturer explained the material in an understandable way and detail. Sometimes, she explained by mixing English and Indonesian language so, the students could be easier to understand the material. After explained the material, the lecturer checked students understanding by asking some question. During the learning process, the lecturer motivated students to be more enthusiastic and more focused in learning syntax. The last, lecturer gave the assignment to evaluate the teaching-learning process. The assignment was giving through e-class with clear instruction.

The teaching-learning process was run smoothly. Before the class begin, the lecturer was making preparation and gave instruction to the students via whatsapp so the students prepared the necessary equipment they need such as laptop, smartphones, PowerPoints, etc.

Furthermore, based on the interview, lecturer made lesson plan, learning material, exercise, reviewing the research that related to the material before teaching in order to make the learning process can be effective and efficient. Then, the lecturer often give instruction to students to inform about how the class would be conducted. Aside from that, during the class lecturer was monitoring the students by giving a question. This question aims to check whether the student pay attention or not. In addition, the lecturers tried to gave as much time as possible outside of the google meet sessions to help

students and provide consultation so that material could be conveyed well. In conclude, the lecturer prepared the material well and gave clear instructions so that students would not be confused when they received materials or assignments. Lecturers also monitor student progress and provide feedback by answering students' questions and checking their work on the e-class platform.

The last component of classroom management is addressing discipline, include responding to behavior problems, rewards and punishment. Based on the observation, there was no serious misbehavior during the learning process, only a few minor misbehaviors that occurred such as there were some students who didn't turning on the camera during the google meet. The lecturer used I-message to warn the students who did not follow the rules during face-to-face meetings, namely turning on the camera.

During the class lecturer used rewards. For the reward, it implemented by appreciating them, lecturer said: "good job" or "excellent" and the highest appreciation was giving high score in assessment. The lecturer gave positive feedback or appraisal to students after students answer the question correctly. However, lecturer often gave tolerance to students who did not follow the rules as long as the students provided a clear reason.

Based on the interview result, the lecturer explained in more detail the punishment and barriers during the e-learning process. The students who did misbehavior would be expelled from Google Meet. In addition, there are several barriers that occur during the online learning process. Some of these barriers were mentioned by the lecturer in the interview such as internet connection unstable, and need another platform such as smartboard to make teaching and learning more optimal.

Furthermore, the previous study by Lathifah, Helmanto, & Maryani (2020), revealed that the teacher used 4 of 5 effective classroom management criteria, there are rules and routines, relationships,

engaging and motivating instruction and discipline in order to manage the online classroom. On the other hand, the parents also give the contribution in the learning process as extra help. Compare with this research, it was as well as the English lecturer used the four strategies to manage the e-learning classes in order to made the learning process run effectively.

Therefore, it could be concluded that the English lecturer managed an e-learning class well and she used four strategies of classroom management as mentioned by Garret (2014) in managing e-learning classes, there are strategies rules and routine, relationship, engaging and motivating instructions and addressing discipline.

### CONCLUSION

Classroom management is an important thing in the teaching and learning process. Especially in this pandemic situation, the use of classroom management is needed to manage the e-learning class. Managing e-learning classes would be different from managing conventional classes because lectures used an online platform to carry out the learning process.

The result of research gathered through observation shows that there were three strategies of classroom management were used during face-to-face meetings through google meet; strategy to build a positive relationship between students, strategy to engaging and motivating instruction, and addressing discipline as a strategy to prevent and respond to the students' behavior. Thus, the strategy rules and routines were not established during the observation. This result can be seen from the interview data that rules and routines applied on students' attendance, collecting students' assignment and the rules when the learning carried out through google meet.

In short, the researcher finally could get the conclusions of the research which is the lecturer was managed the e-learning class well and used four of five strategies in managing the e-learning class, there are established rules and routines, build the positive relationships with students,

engaging and motivating instruction, and the last one is addressing discipline to prevent and respond to the student's behavior problem. As remote learning, the physical design is not counted as the strategy of classroom management because of the students' study from home.

### REFERENCES

- [1] Ayu, M. (2020). Online learning: leading e-learning in higher education. *The Journal of English Literacy Education*, 7, 47-54.
- [2] Brophy. (2006). History of research. In Evertson, & Weinstein, *Handbook of classroom management: research, practice, and contemporary issues* (pp. 17-43). NJ: Lawrence Erlbaum Associates.
- [3] Burac, M. A., Fernandez, J. M., Cruz, M. M., & Cruz, J. D. (2019). Assessing the impact of e-learning system of higher education institution's instructors and students. *IOP Conf. Ser. Mater. Sci. Eng*, 1-8.
- [4] Cacheiro Gonzalez, M. L., Medina Rivilla, A., Dominguez Garrido, M. C., & Medina Dominguez, M. (2019). The learning platform in distance higher education: student's perceptions. *Turkish Online Journal of Distance Education*, 71-95.
- [5] Creswell, J. (2007). *Qualitative inquiry & research design*. California: SAGE Publications.
- [6] Creswell, J. (2012). *Educational research planning, conducting, and evaluating quantitative and qualitative research (4th ed)*. Boston: Pearson Education.
- [7] Creswell, J. (2013). *Qualitative Inquiry & Research Design: Choosing Among The Five Approaches*. Thousand Oaks, CA: Sage Publications, Inc.
- [8] Creswell, J. W. (2014). *Research design, qualitatives, quantitative, and mixed methods approcahes (fourth edition)*. Thousand Oaks, California: SAGE Publications.
- [9] Emmer, E. T., Evertson, C. M., & Anderson, L. M. (1980). Effective classroom management at the beginning of the school year. *The*

- Elementary School Journal*, 80(5), 219–231.
- [10] Engelbrecht, E. (2005). Adapting to changing expectations: Post-graduate students' experience of an e-learning tax program. *Computer Education*, 217–229.
- [11] Garrett, T. (2014). *Effective of classroom management*. Columbia: Teacher College Press.
- [12] Horton, W. (2006). *E-Learning by Design*. San Francisco, CA, USA: Pfeiffer.
- [13] Jones, V., & Jones, L. (2012). *Comprehensive classroom management: Creating communities of support and solving problems*. New York: Pearson.
- [14] Lathifah, Z. K., Helmanto, F., & Maryani, N. (2020). The practice of effective classroom management in covid-19 time. *International Journal of Advanced Science and Technology*, 3263-3271.
- [15] Marzano, R. J., Marzano, J. S., & Pickering, D. J. (2003). *Classroom Management That works: Research-Based Strategy for Every Teacher*. Virginia: ASCD.
- [16] Mendikbud. (2020a, March 17). *Surat Edaran Mendikbud: Pelaksanaan Kebijakan Pendidikan dalam Masa Darurat Penyebaran Corona Virus Disease (COVID-19)*. Retrieved from kemdikbud: <http://kemdikbud.go.id/main/files/download/51e9b72ef92c6d8>
- [17] Mendikbud. (2020b, March 24). *Surat Edaran Mendikbud: Pembelajaran secara Daring dan Bekerja dari Rumah dalam Rangka*. Retrieved from kemdikbud: <http://kemdikbud.go.id/main/files/download/c5d9f0ec9ff40c6>
- [18] Newman, R. S. (2000). Social influences on the development of children's adaptive help seeking: The role of parents, teachers, and peers. *Developmental Review*, 350–404.
- [19] Ouadoud, M., Chkouri, M. Y., & Nejjari, A. (2018). Learning Management System and the Underlying Learning Theories: Towards a new Modeling of an LMS. *Int. J. Inf. Sci.*, 25-33.
- [20] Pianta, R. C. (2006). Classroom management and relationships. In C. M. Evertson, & C. S. Weinstein, *Handbook of classroom management: Research, practice, and contemporary issues* (pp. 685–709). Mahwah, NJ: Lawrence Erlbaum Associates.

**DEVELOPING A QUESTIONNAIRE TO MEASURE THE EFFECTIVENESS OF  
A SPEAKING BOOK FOR NON-ENGLISH DEPARTMENT STUDENTS  
DURING THE COVID-19 PANDEMIC**Arif Setiawan<sup>1</sup>, Dwiyanto Djoko Pranowo<sup>2</sup><sup>1,2</sup>Yogyakarta State University<sup>1</sup>[arifsetiawan.2019@student.uny.ac.id](mailto:arifsetiawan.2019@student.uny.ac.id), <sup>2</sup>[dwiyanto@uny.ac.id](mailto:dwiyanto@uny.ac.id)**Abstract**

The development of learning materials requires the measurement of the effectiveness of the developed materials. A valid and reliable instrument is a necessity for such measurement. This article describes the validation and reliability test of an instrument to measure the effectiveness of a speaking book for non-English department students. The instrument is in the form of a questionnaire and designed to be used at the end of the field implementation of the book. It involves 30 non-English department students in an offline learning situation that strictly adhered to the health protocols during the Covid-19 pandemic. Based on the expert judgment, all of the items in the instrument were considered valid. After the validation process, a pilot test involving 10 non-English department students was conducted to measure the reliability of the instrument. The students were asked to answer questions such as whether the instrument's instructions were clear, whether some of the questions were difficult to understand, or whether the length of the instrument was acceptable. The results of the pilot test were largely positive and minor revisions were conducted based on the students' suggestions. Both the expert judgment process and the pilot test were conducted online. This study concludes that the instrument is valid and reliable. As such, it is ready to be used to measure the effectiveness of the developed materials.

**Keywords:** questionnaire development, speaking skills, non-English department, validation

**1. Introduction**

The curriculum implemented at educational institutions in Indonesia makes it absolutely compulsory for English to be taught at all tertiary level study programs. As has been explained by Megawati (2016), English must be taught at all study programs at higher-education institutions in Indonesia. All students are expected to possess mastery of speaking skills, in addition to the other three language skills, namely listening, reading, and writing skills. After all, as Nazara (2011) has elaborated, mastery of speaking skills is essential because English is the official international language and that speaking skills are vital for students to master as they enable them to communicate easily. It is worth noting that speaking skills also enable students to successfully master the three other

language skills. Marshall (2011) deduced that speaking activities during English classes provide students with opportunities to practice the three other language skills in addition to speaking skills. Marshall also added that speaking activities support the development of students' critical thinking skills as well.

Additionally, Rezaeyan (2014) stated that speaking skills do not only improve one's language competency but language growth as well, both aspects playing vital roles in the improvement of structure, grammar, fluency, vocabulary, and even skills related to socio-cultural aspects. Haidara (2016) explained that our personalities, self-image, and knowledge of the world, as well as our ability to reason and express what we think reflects in our oral performance in a foreign language. He

added that the majority of English learners tend to measure their language skills based on their speaking skills.

The fact that speaking skills are of high importance because they reflect one's language mastery means that an English teacher needs an appropriate method in order to be able to promote their students' speaking skill improvement with great effectiveness, as concluded by Shteiwi & Hamuda (2016). After all, as Hastuti (2018) stated, speaking plays an essential role in directly showing learners' improvement in relation to both learning and acquiring a targeted new language. This correlates with Richards' (2008, p. 106) statement that learners frequently consider an improvement of their speaking skills as a measurement of the success of their language learning.

The importance of speaking skills, along with the three other skills, has long been highlighted in Non-English majors of the tertiary level of education in Indonesia. Emaliana (2008, p. 2) elaborated that English is taught in the form of English for academic purpose (EAP), also called English for specific purposes (ESP), which requires students to speak, at non-English majors in the tertiary level of education. Akhyak & Indramawan (2013) also explained that English must be taught communicatively at higher education institutions in Indonesia, adding that speaking is the primary skill that needs to be developed at such institutions. Additionally, Fanani (2014, p. 24) also stated that the teaching of English at non-English majors mainly focuses on the speaking skills.

Teaching English at non-English majors in the tertiary level of education in Indonesia stresses the importance of speaking skills, as has been elaborated by Emaliana (2008), Akhyak & Indramawan (2013), and Fanani (2014), among others. Additionally, in her book about the perception of English from the point of views of staff and students at Yogyakarta-based universities, Dewi (2014) also elaborated that speaking competence in English is something that both English department and non-English department

students must possess. Rahmaniah & Asbah (2018) also stated that English is a compulsory subject to be taught in the form of English for Specific Purpose at non-English majors, eliciting the high importance of speaking in the learning of English at such majors.

It is worth mentioning that non-English department students themselves agree that speaking skills are undoubtedly important. In a study about Non-English department students' motivations in their English language learning, Jin (2014) discovered that students are highly motivated to be able to talk to various people in English and to communicate freely with English native speakers. In their study, Ninsisana and Nawa (2017) also found that most Non-English department students prefer English lessons that highlight direct practices, which strongly indicates that speaking skills are highly favoured by Non-English department students.

Despite the fact that Non-English majors expect their students to be able to speak in English, the reality often dictates otherwise. Unfortunately, there are still quite a lot of problems in the teaching of English at Non-English majors that we have found. For example, Jin (2011) mentioned that limited vocabulary, along with insufficient input of western cultural background information, constitutes one of the most appalling problems in the teaching of English to Non-English department students. These findings are supported by Dewi & Jimmi's (2018) findings, which show that students who are lacking in vocabulary face problems when the time to engage in an interaction comes and thus, they would have less confidence to speak. Fear of mistake and shyness are among the problems that hinder the teaching of English to Non-English higher-education students as well, as Juhana (2018) has found.

Abrar et al.'s (2018) study, which aimed to document Indonesian EFL students' experiences related to speaking in English, also uncovered a number of problems, which included anxiety and problems that had something to do with the learning environment or the manner in



However, during the validation process, it was suggested that additional items were added to the list. The additional items must include aspects such as content, presentation, language, and graphics. Thus, additional items based on BNSP-proposed criteria were added to the list. After the revision, the questionnaire was finalized with 51 items in total.

Upon the completion of the instrument validation, a pilot test was conducted to measure the reliability of the instrument. The pilot test involved 10 Non-English department students, who were asked to answer questions such as whether the instrument's instructions were clear, whether some of the questions were difficult to understand, or whether the length of the instrument was acceptable. It is worth noting that due to the Covid-19 pandemic, both the validation process and

the reliability test of the instrument were conducted online.

### 3. Findings and Discussion

A table of specification based on the five primary components of speaking skills, namely comprehension, grammar, vocabulary, pronunciation, and fluency and the universal criteria of material evaluation was created as the first step of developing an instrument to measure the effectiveness of speaking materials for non-English department students.

The table of specifications based on Harris (1974) and Brown's (2004) components of speaking skills included two comprehension-related indicators, two grammar-related indicators, two vocabulary-related indicators, two pronunciation-related indicators, and three fluency-related indicators. The organization of the table of specifications is as follows:

**Table 1. Table of Specifications Based on Components of Speaking Skills**

Aspects	Indicators	Item Number
Comprehension	a. A student's capability to respond in an oral communication.	1
	b. A student's capability to initiate an oral communication.	2
Grammar	a. A student's capability to arrange a correct sentence during a conversation.	3
	b. How well a student displays grammar mastery during a conversation.	4
Vocabulary	a. A student's capability to communicate or express their ideas effectively in the oral form.	5
	b. A student's capability to use appropriate dictions during an oral communication.	6
Pronunciati	a. A student's capability to	7

on	speak clearly and in a manner that is easy to understand.	
	b. A student's capability to speak in English with the correct pronunciations of the words they utter.	8
	a. A student's ability to speak smoothly and expressively in English.	9
Fluency	b. A student's ability to respond in English clearly and concisely in a manner that is relevant to the context.	10
	c. A student's ability to speak smoothly with only a small number of pauses.	11

The table of specifications based on Tomlinson & Masuhara's (2013) universal criteria of material evaluation included indicators related to exposure to the language in use, doable tasks, engagement, opportunities to use the target language, cultural awareness, communicative use, one indicator related to learner discovery, and the achievability of the stated objective. The organization of the table of specifications is as follows:

**Table 2. Table of Specifications Based on Universal Criteria of Material Evaluation**

Aspects	Indicators	Item Number	Discovery	know about how English is typically used.	
Exposure to Language in Use	The degree of the exposure to English.	12	Achievability of Stated Objective	How well the materials achieve its stated objective, which is the improvement of the students' speaking skills.	20
Doable Task	The tasks presented in the book are doable.	13	<p>After the construction of the tables of specifications, a set of items was then written based on the aforementioned indicators. Items were in the form of statements and presented in two languages, English and Indonesian, in order to make it easier for non-English department students to fill the questionnaire. The results of the survey were calculated using the formula proposed by Sugiyono (2015:135), who stated that answers to items in a questionnaire can be presented in the form of degrees of agreement that represent each item. The table below presents the degrees of agreement with the items along with the scores that represent them to be used in the questionnaire.</p>		
Engagement	The materials are engaging.	14			
Opportunity to Use the Target Language	The materials provide the students with opportunities to use English for communication.	15			
Cultural Awareness	The materials help students to develop cultural awareness.	16			
Communicative Use	a. The materials help students make use of the English environment outside the classroom.	17			
	b. The materials help students become effective communicators in English.	18			
Learner	How much the students	19			

**Table 3. The Scoring Rubric of the Questionnaire**

Degree of Agreement	Score
Strongly Agree	4
Agree	3
Disagree	2
Strongly Disagree	1

A descriptive analysis on the scores was to be conducted after the survey using the following formula.

$$P = \frac{\text{overall score}}{\text{ideal score}} \times 100\%$$

ideal score

The descriptions of the formula are as follows:

$$P = \text{Percentage}$$

$$\text{Overall score} = \text{All of the scores obtained from the survey}$$

$$\text{Ideal score} = (\text{Highest score}) \times (\text{number of respondents})$$

The percentage obtained would indicate the effectiveness of the developed materials in improving the respondents'

speaking skills. The measurement of the effectiveness of the developed materials based on the percentage obtained using the

above-mentioned formula is described in the following table.

**Table 4. The Effectiveness Criteria of the Developed Materials**

Degree of Effectiveness	Score
Very Effective	76-100%
Effective	51-75%
Less Effective	25-50%
Ineffective	0-25%

Addressing the validation of the instrument, the questionnaire items were then submitted to expert to be reviewed and validated. The validation process was conducted online with the help of university staffs. According to the expert, all of the 20 items were deemed valid under the condition of that several additional items must be added. In other words, all of the items could be used to measure the effectiveness of the developed materials.

Additional items must be added in order to perfect the instrument. It was suggested that the additional items must

include aspects such as content, presentation, language, and graphics. Thus, additional items based on BNSP-proposed criteria were added to the list and the instrument was then again consulted for revision. After the revision, the questionnaire was finalized and now consisted of 51 items in total. Finally, the instrument was deemed valid and no further revisions were needed. The additional items include 12 items related to content, 5 items related to presentation, 5 items related to language, and 9 items related to graphics. Below is the table of specifications for the additional items:

**Table 5. Table of Specifications for the Additional Items**

Aspects of Evaluation	Indicators	Item Number
Content	a. The content is appropriate with the students' needs.	21
	b. The content is easy to understand.	22, 23, 24, 25, 26, 27, 28
	c. The content covers what the students need for their learning.	29
	d. The content's depth is good.	30, 31
	e. The content is accurate.	32
Presentation	a. The manner in which the materials are presented is in line with the students' needs.	33, 34

	b. The manner in which the materials are presented is systematic.	35
	c. The manner in which the materials are presented is consistent and there is a balance between units.	36, 37
Language	a. The language accuracy is evident in the materials.	38, 39, 40, 41
	b. The difficulty level of the materials is appropriate with the students' needs.	42
Graphics	a. Typography	44, 45, 46, 47
	b. Illustration	43, 48, 49, 50, 51

In order to measure the reliability of the instrument, a pilot test was conducted. Gay, Mills and Airasian (2012) stated that to develop one's own testing instrument, one must collect validity and reliability data, subsequently adding that before a self-developed testing instrument can be used in a research study, it must first be pilot tested involving a group of 5 to 10 people who are similar to the group that will be tested in the actual study. Thus, the pilot test in this study involved 10 non-English department students, who had similar backgrounds with the students that would participate in the field implementation of the developed materials. The students were asked to answer questions such as whether the instrument's instructions were clear, whether the items were easy to understand, or whether the length of the instrument was acceptable.

The results of the pilot test showed that 100% (10 students) of the respondents agreed that the instructions in the instrument were clear. Thus, any revisions on the instructions were not necessary. Regarding the items, 90% (9 students) of the respondents agreed that the items were easy to understand. It means that the majority of the respondents agreed that the items were not difficult to understand, indicating that the items could be use with little to no trouble whatsoever. Similarly, 90% (9 students) agreed that the length of the instrument was acceptable. Additionally,

there were suggestions on the wording of the items on the 2<sup>nd</sup> and 6<sup>th</sup> items. The items were then revised accordingly. In short, the results of the pilot test were generally positive with only a number of minor revisions, which had been subsequently addressed, necessary for the completion of the final instrument.

#### 4. Conclusion

It is a given that the present study is not without its limitations. Most notably, the present study used respondent-made suggestions related to the wording of a number of items even though the respondents were simply asked to state whether they agreed with some statements related to the instrument, such as whether the instructions were clear, the items were easy to understand, or the length of the instrument was acceptable. However, as it was felt that the suggestions were constructive, revisions based on the suggestions were made nevertheless. However, the fact that the items included in the initial draft were all deemed valid, shed some light that the development of the instrument was running on the right track. Additionally, the fact that revisions had been made and the subsequent draft was deemed valid showed that the instrument was almost ready to be used. Furthermore, the fact that the pilot test yielded generally positive results means that the instrument was valid and reliable, thus, ready to be used to measure the effectiveness of the

developed materials after the completion of the field implementation of the materials.

#### REFERENCES

- [1] Akhyak & Indramawan, A. 2013. Improving the Students' English Speaking Competence through Storytelling (Study in Pangeran Diponegoro Islamic College (STAI) of Nganjuk, East Java, Indonesia). *International Journal of Language and Literature*, 1(2).
- [2] Abrar, M., Mukminin, A., Habibi, A., Asyraf, F., Makmur, M., & Marzulina, L. (2018). "If our English isn't a language, what is it?" Indonesian EFL student teachers' challenges in speaking English. *The Qualitative Report*, 23(1), 129-145.
- [3] Aditya, R. C. A. (2017). "The Difficulties Encountered by Non-English Department Students in Speaking English (A Descriptive Study on Third Semester Students at Education Faculty of University Muhammadiyah of Purwokerto Akademik Year 2016/2017)". Published Thesis.
- [4] Bahrani, T., Tam, S. S., & Nekoueizadeh, M. (2014). Second Language Acquisition in Informal Setting. *Theory and Practice in Language Studies*, Vol. 4, No. 8, pp. 1714-1723.
- [5] Brown, H. Douglas. 2004. *Language Assessment: Principles and Classroom Practices*. San Fransisco State University.
- [6] Dewi, A. (2014). Perception of English: A study of staff and students at universities in Yogyakarta, Indonesia.
- [7] Dewi, N., & Jimmi, J. (2018). The Correlation Between Vocabulary Mastery and Self Esteem on Students' Speaking Skill. *Wanastra: Jurnal Bahasa Dan Sastra*, 10(1), 78-83. doi: <https://doi.org/10.31294/w.v10i1.2998>
- [8] Emaliana, I. (2008). K-W-L-M :A Teaching Technique that Develops Active Reading for non-English Department Students. 21. Universitas Brawijaya. East Java.
- [9] Fanani, A. (2014). Identifying non-English Department Student Weakness Points on Commonly Found EPT Grammar Problems (a students' need analysis). *Educate Jurnal Pendidikan Bahasa dan Sastra*. 3(2), 24. UNIPDU.
- [10] Fardhani, A. E. (2016). Teacher's Language of Instruction and Student's Second Language Acquisition. *Pancaran Pendidikan [Online]*, 5, 1, 119-132.
- [11] GAY, L. R., MILLS, G. E., & AIRASIAN, P. W. (2012). *Educational research: competencies for analysis and applications*. Boston, Pearson.
- [12] Haidara, Y. (2016). Psychological Factors Affecting English Speaking Performance for English Learners in Indonesia. *Universal Journal of Educational Research*, 4 (7), 1501-1504. DOI: 10.13189/ujer.2016.040701
- [13] Harris, David. 1974. *Testing English as a Second Language*. New York: Mc. Graw. Hill Book Company.
- [14] Hastuti, F.D (2017). Managing Effective English Speaking Skill Assessment for Non-English Major Students. *MABIS*, 8(2), 82-92.
- [15] Jin, L. (2011). Constructivism-Application in Oral English Teaching to Non-English Majors. *Global Partners in Education Journal*, 1(1), 13-20.
- [16] Jin, M. (2014). A case study of non-English major college students' motivation in English language learning. *Open Journal of Modern Linguistics*, 4(2), 252-259.
- [17] Juhana. (2018). Psychological factors that hinder students from speaking in English class (A case study in a senior high school in South Tangerang, Banten, Indonesia). *Journal of Education and Practice*, 3(12), 100-110.
- [18] Krashen, S. (2013). The case for non-targeted, comprehensible input *Journal of Bilingual Education Research & Instruction*, 15(1), 102- 110.

- [19] Liu, D. (2015). A Critical Review of Krashen's Input Hypothesis: Three Major Arguments. *Journal of Education and Human Development*, 4(4), 139-146.
- [20] Megawati, F. (2016). Kesulitan Mahasiswa Dalam Mencapai Pembelajaran Bahasa Inggris Secara Efektif. *PEDAGOGIA: Jurnal Pendidikan*, 5(2), 147. doi: <https://doi.org/10.21070/pedagogia.v5i2.246>
- [21] Nazara, S. (2011). Students' Perception on EFL Speaking Skill Development. *Journal of English Teaching*, 1(1).
- [22] Nikmah, S.U. (2019). Linguistic Difficulties Encountered by Non-English Department Students in Speaking English (A Study at Walisongo English Club UIN Walisongo). Skripsi. Fakultas Ilmu Tarbiyah dan Keguruan, Pendidikan Bahasa Inggris, Universitas Islam Negeri Walisongo, Semarang.
- [23] Ninsisana, W. & Nawa A.T. (2019). Analisis Kebutuhan Bahasa Inggris Mahasiswa Jurusan Ekonomi Syariah. *Tapis: Jurnal Penelitian Ilmiah*, 3(1), 17-38. doi: <https://doi.org/10.32332/tapis.v3i1.1514>
- [24] Nuraini, K. (2016). The Barriers of Teaching Speaking English for EFL Learners. *ELLITE: Journal of English Language, Literature, and Teaching*, 1(1). doi: <https://doi.org/10.32528/ellite.v1i1.159>
- [25] Rahmaniah, R. & Asbah, A. (2019). The Speaking Difficulties Encountered by Non-English Students in Language Classroom. *Linguistics and Elt Journal*. 9. 22. 10.31764/leltj.v12i2.749.
- [26] Ratnasari, A.G. (2020). EFL Students' Challenges in Learning Speaking Skills: A Case Study in Mechanical Engineering Department. *Journal of Foreign Language Teaching and Learning*, 5(1), 20-38. doi: <https://doi.org/10.18196/ftl.5145>
- [27] Rezaeyan, M. (2014). On the impact of task-based teaching on the academic achievement of Iranian EFL learners (case study: female high school students in Yasuj). *International Journal of Language Learning and Applied Linguistics World (IJLLALW)*, 7(3), 476-493.
- [28] Rexhaj, Xh. et al. (2018). Acquisition of Albanian as a first language from the perspective of natural order hypothesis. Thesis. Vol. 7. Iss. 2. Pristina: AAB College. (3-52).
- [29] Richards, J. C. (2008). *Curriculum and Materials Development for English Teaching*. 106. Cambridge: Cambridge University Press.
- [30] Shteiwi, A. & Hamuda, A. (2016). Oral Communication Problems Encountering English Major Students: Causes & Remedies. *International Journal of Social Science and Humanities Research*, 4(2), 19-26.
- [31] Sugiyono (2015). *Metode Penelitian Kombinasi (Mix Methods)*. Bandung: Alfabeta
- [32] Tomlinson, B. (Ed.). (2011). *Materials development in language teaching (2nd ed.)*. Cambridge: Cambridge University Press.
- [33] Tomlinson, B. (2012). Materials development for language learning and teaching. *Language Teaching*, 45:2, 143-179.
- [34] Tomlinson, B., & Masuhara, H. (2013). Adult coursebooks. *ELT Journal*, 67(2), 233-249.
- [35] Wegner, J.P. (2013). The Application of Second Language Acquisition Theory to New Testament Greek Pedagogy.



## JAVANESE READING LEARNING IN LOW GRADES OF ELEMENTARY SCHOOL DURING COVID-19 PANDEMIC

Astiana Ajeng Rahadini<sup>1</sup>, Endang Nurhayati<sup>2</sup>, Suwarna<sup>3</sup>

Universitas Sebelas Maret<sup>1</sup>,  
Universitas Negeri Yogyakarta<sup>2</sup>,  
Universitas Negeri Yogyakarta<sup>3</sup>

[ajengrahadini@gmail.com](mailto:ajengrahadini@gmail.com)<sup>1</sup>,  
[endang\\_nurhayati@uny.ac.id](mailto:endang_nurhayati@uny.ac.id)<sup>2</sup>,  
[suwarnadr@uny.ac.id](mailto:suwarnadr@uny.ac.id)<sup>3</sup>

### Abstract

Reading learning in the low grade is in the learn to read phase. Teachers of first, second, and third grades have the challenge of making children have reading skill. In Javanese learning, teachers often experience obstacles since many children do not know the phonemes and words in Javanese. This is increasingly difficult to do during the covid-19 pandemic period where the learning is done online. This research is qualitative research that aims to describe the learning process of reading Javanese for elementary school students especially for low grades students, the faced problems, and the alternative solutions that can be done. The subject of the study was an elementary school in the excess area of Solo Raya. The methods used in this research are questionnaire and interview. The results showed that reading learning was severely affected by the covid-19 pandemic. Teachers can't teach students how to read freely. The main difficulty is due to lack of facilities and infrastructure. Alternative solutions carried out by teachers and schools include lowering the minimum limit of learning materials, changing learning methods, using IT-based learning media, and doing a "pick up ball" strategy for underprivileged students.

**Keyword:** Javanese, reading learning, low grade, elementary school, covid-19 pandemic

### A. INTRODUCTION

The Covid-19 pandemic is proved to be very dangerous. Various policies have been taken by governments in various countries to save their citizens. Almost all sectors of life were affected and made adjustments, including the education sector. In the USA, Korea, and Mexico, for example, conducting virtual learning policies, reducing study hours, postponing national exams, and preparing various LMS, media, and even television broadcasts to make it easier for their citizens to access learning materials (McKins, 2021).

In Indonesia, the same thing happened. Dewi (2017: 56) revealed that in order to reduce the impact of the corona, the

government issued an instruction or Circular Letter which contained a temporary postponement of all activities in order to reduce the spread of the corona, especially in the education sector. As for the education sector, the government provides policies to implement online or distance learning processes.

The online learning policy was taken by the government due to the pandemic. Teachers and students have not prepared themselves to deal with this situation. This of course creates obstacles in the implementation of learning. Nakayama, Yamamoto, and Santiago (2007: 195) state that the implementation of online learning does not guarantee that all students can be

successful in going through it. Schools and teachers are still groping about how to carry out online learning well. Various efforts are made so that students can still receive the material even though they are not face to face with the teacher. Of course, this is not easy because briefings about online learning only began to be echoed shortly before the pandemic occurred. This paper is devoted to discussing the implementation of online language learning.

Language learning in Indonesia consists of learning Indonesian, regional languages, and foreign languages. Local language learning that is still ongoing today is Javanese language learning. Javanese language learning in Indonesia is carried out starting from elementary school to high school level, especially in the area of Javanese speaking. For areas that speak Javanese, such as Central Java, the implementation of Javanese language learning has a strong legal basis. Starting from the issuance of the Central Java Governor's Decree No. 895.5/01/2005 regarding the implementation of Javanese language learning starting from basic education to secondary education which was later strengthened by the issuance of Central Java Regional Regulation No. 4 of 2012 and Central Java Regional Regulation No. 9 of 2012 then the Javanese language became a compulsory local content in the curriculum in schools in the Central Java region. Meanwhile, the implementation of Javanese language learning at all levels of education was strengthened by the issuance of Central Java Governor Regulation No. 57 of 2013 and Central Java Governor Regulation No. 55 of 2014.

Language learning includes learning four language skills, namely listening, speaking, reading, and writing skills. Learning to read should be taught as soon as possible since children begin to enter formal education (Wigfield, Galdstone, & Turci, 2016). Reading is a very important activity in learning because students will easily access knowledge if they already have reading skills. Through reading activities, readers can obtain information from the written symbols they read. If students'

reading skills are lacking, it is likely that they will experience difficulties or even failure in learning (Somadayo, Nurkamto, & Suwandi, 2013). Reading is also the main activity of literacy which was proclaimed as the main agenda of the 2015 global community development by the United Nations with the term "Literacy Decade". This agenda implies that in those decades all citizens of the world must be free from illiteracy (Janjic-Watrich, 2009: 559). Learning to read should also have a fun process so that children are not burdened when learning it. One of them is by providing appropriate reading books for children. Seeing the significance of reading skills in life, this study focuses on reading skills.

Reading is not a simple process. The ability to understand the idea of what is read needs to be trained since childhood. One of them is to know and understand the language used as the language of instruction in written texts. Of course, this understanding process is gradual and does not necessarily apply to difficult reading materials. According to Musfiroh and Listyorini (2016) there was a change in the concept of reading in fourth grade elementary school students, which previously "learn to read" to "read to learn". This statement implies that before grade IV elementary school, students are still at the stage of learning to read. This stage should be known by the teacher and the school so that the teacher really needs to facilitate elementary school students in grades I, II, and III with reading materials that are in accordance with the reading concept they have.

Seeing the concept of reading in elementary school low grade students in such detail, the pandemic could be a significant obstacle in teaching children how to read. This paper will explain how the results of this study include the process of learning to read Javanese in low grade online which took place during the covid-19 pandemic, the obstacles encountered, and possible solutions to overcome them.

## B. RESEARCH METHOD

This research is a qualitative research that aims to describe the process of learning to read Javanese online for lower grade elementary school students, what problems they face, and alternative solutions which can be done. The research subjects were 14 elementary schools in the former Residency of Solo Raya (Surakarta, Boyolali, Sukoharjo, Wonogiri, Sragen, Klaten, and Karanganyar). The primary schools selected were one public elementary school and 1 private elementary school in each district. The research method used is observation, questionnaires, and interviews. The data which will be studied in this study are online learning activities for reading Javanese for elementary school grades, the obstacles faced by teachers and students in using online learning models, and efforts to overcome these obstacles.

### C. DISCUSSION

The implementation of online learning of Javanese at the elementary level has been going on for a long time since the establishment of an online learning policy due to the pandemic. Until this article was written, there were still many research subjects who carried out online learning.

Based on the results of observations and interviews, learning in elementary schools in the former Solo Raya residency is carried out using the distance learning method because the area is included in the red zone area. Distance learning is carried out with various methods adapted to the conditions of students in each school. For schools with affluent students' backgrounds, reading learning is carried out in virtual meetings accompanied by their respective parents. For students with medium and low economic backgrounds, the teacher teaches through the *whatsapp* application then the student's reading learning outcomes are recorded using *voicenotes*. The teacher provides additional assignments so that students' activities while studying at home are more focused. Another method used by teachers to facilitate children who do not have IT facilities at all is to conduct regular home visits even though this clearly endangers the lives of teachers. Furthermore, the obstacles faced by

teachers when teaching Javanese to lower grade elementary school students during the pandemic are described below. Based on the research, online learning to read Javanese for lower grade elementary school students has been affected by the COVID-19 pandemic. The main obstacle is that the teacher cannot teach how to read freely. The lower class is in the learning stage which requires a high intensity of action in interpreting symbols, recognizing letters, combining and sounding syllables, to interpreting words or sentences. Online learning severely limits teacher-student interaction. Teachers cannot approach students personally to find out students' difficulties and facilitate what students need. Another obstacle experienced by teachers is at the early reading stage. Teachers have difficulty how to do repetition or drill, provide instructions on how to read, and provide continuous motivation so that children's psychology is in a good condition so that they want to read during online learning. The main difficulties are due to the lack of facilities and infrastructure, signal problems, tools to access online learning, and learning materials which must be redesigned so that they can be displayed during online learning.

These various obstacles trigger the non-achievement of learning objectives. This is due to the continuous learning loss. Almost all schools feel that there is a difference in learning achievement before the pandemic and during the pandemic. This is in line with the results of the research done by McKins (2021) in several countries which showed a decline in learning to read an average of about 4 months. Not to mention other sectors such as the economy and health which are very influential on the course of learning and how it results.

However, there are some exception cases expressed by the teacher that there are some students who can actually read faster. This is because these students actually get more intense help and study time from their parents or siblings. During the pandemic, many parents work from home. This makes the duration of the meeting with their

children longer than when doing WFO (*Work From Office*). Children's learning is monitored and parents are more involved in teaching their children. Lower grade elementary school children really need a support system and environment that helps them develop faster. The teacher also felt very helpful and appreciated the good cooperation from the family. This is in line with the results of research by McKinsey (2021) which states that unfinished learning does not have a significant impact on the lower grades of elementary school because it shows better results than the high grades.

Furthermore, based on the results of interviews, teachers and schools have initiated various alternative solutions by teachers and schools, including by conducting remedial learning, lowering the minimum limit for learning materials, designing new learning materials, and implementing a "pick up the ball" strategy for students who less fortunate. At first glance, it appears that these efforts really require extra effort from the teacher. The work of teachers during the pandemic has actually increased greatly. These efforts are described in the following description.

Remedial learning in learning to read Javanese is done by re-teaching the parts which are very difficult for students to master. Remedial learning is usually done by different methods. Remedial learning conduct when offline learning. If students have difficulty online, the teacher will do a home visit and then teach the children directly, of course with the permission of the parents.

The second solution is to lower the learning achievement target. Many teachers are forced to do this. The priority during this pandemic is health. The many obstacles in learning make teachers forced to reduce learning outcomes and make adjustments to the allocation of learning time. The duration for learning to read Javanese for grade 1, which is usually in the middle of the semester, has read long sentences, then it is reduced to reading words. This automatically affects the form of questions and evaluations.

The next alternative solution is for teachers to design new learning materials tailored to the conditions of students. For the early reading stage, the teacher prepares simple and very concrete material according to the cognitive range of the children. The material is also designed as attractive as possible so that children don't get bored quickly listening online or in the form of daily tasks which are given and collected periodically.

There are some teachers who do have adequate infrastructure and so do their students. Some teachers design their own video media and game applications which make students learning to read more fun. All of this is done so that there is no too wide a gap experienced by students when studying during the covid-19 pandemic.

#### D. CONCLUSION

The Covid-19 pandemic has shown that online learning is something real and can be done. Obstacles will definitely arise. However, this should be an evaluation for teachers to determine what steps need to be taken to anticipate the occurrence of learning loss, especially for learning to read in lower grades of elementary school. Synergy between schools and families is really needed so that children can still learn optimally during the COVID-19 pandemic.

#### E. ACKNOWLEDGMENT

I am very grateful to all the schools involved in this research, especially the principals and lower grade elementary school teachers in the ex-residence of Solo Raya. What we want is the goodness for Indonesian children and the continuity of the Javanese language. Not forgetting also Professor Sonya N. Martin from the Department of Earth Science Education Seoul National University, South Korea who was very patient in providing information and answering questions related to learning during the covid-19 pandemic.

## F. REFERENCES

- [1] Dewi, W. A. F. (2020). Dampak COVID-19 Terhadap Implementasi Pembelajaran Daring di Sekolah Dasar. *Edukatif: Jurnal Ilmu Pendidikan*. Vol 2(1), hal 55-61. Diakses pada 19 Juli 2020 dari <https://edukatif.org/index.php/edukatif/article/view/89>
- [2] Musfiroh, T. dan Listyorini, B. (2016). Konstruksi Kompetensi Literasi untuk Peserta didik Sekolah Dasar. *Jurnal LITERA*, 15(1), 1-12. Retrieved from <https://journal.uny.ac.id/index.php/litera/article/view/9751/pdf>
- [3] Nakayama M, Yamamoto H, & Santiago. R. (2007). The Impact of Learner Characteristics on Learning Performance in Hybrid Courses among Japanese Students. *The Elektronik Journal of e-Learning*, Vol 5(3), hal 195-206. Diakses pada 17 Juli 2020 dari <https://ejel.org>
- [4] Somadayo, S., Slamet, St.Y., Nurkamto, J., & Suwandi, S. (2013). The effect of learning model DRTA (Directed Reading Thinking Activity) toward students' reading comprehension ability seeing from their reading interest. *Journal of Education and Practice*, 4(8), 115-123. Retrieved from <https://pdfs.semanticscholar.org/e662/77a0fbb8751e388b658215bfa199efc8008a.pdf>
- [5] Janjic-Watrich, Vera. (2009). "The Cambridge handbook of literacy" by Olson, D.R. dan Torrance, Nancy. (Eds). Books review. *Alberta Journal of Educational Research*, pp 559-563
- [6] Wigfield, A., Gladstone, J. and Turci, L. (2016). Beyond Cognition: Reading Motivation and Reading Comprehension. *Society for Research in Child Development Journal*. Vol 10(3) 190-195. Retrieved from: <http://dx.doi.org/10.1111/CDEP.12184>
- [7] COVID-19 and education: The lingering effects of unfinished learning | McKinsey diakses pada 28 September 2021



## LANGUAGE TEACHING AND LEARNING IN INDONESIAN ISLAMIC BOARDING SCHOOLS DURING THE COVID-19 PANDEMIC ERA

FiftyTravika Sukma<sup>1</sup>, Divia Khairunita<sup>2</sup>, Haanii Pradini<sup>3</sup>, Rosmalita Septiana<sup>4</sup>, Andianto<sup>5</sup>,  
Ahmad Madkur<sup>6</sup>, Dedi Irwansyah<sup>7</sup>

State Islamic Institute of (IAIN) Metro

<sup>1</sup>[vikatravika@gmail.com](mailto:vikatravika@gmail.com), <sup>2</sup>[diviakha@gmail.com](mailto:diviakha@gmail.com), <sup>3</sup>[haaniipradini19@gmail.com](mailto:haaniipradini19@gmail.com),  
<sup>4</sup>[rosmalitaseptiana@gmail.com](mailto:rosmalitaseptiana@gmail.com), <sup>5</sup>[andianto@metrouniv.ac.id](mailto:andianto@metrouniv.ac.id), <sup>6</sup>[ahmadmadkur@metrouniv.ac.id](mailto:ahmadmadkur@metrouniv.ac.id),  
<sup>7</sup>[dediirwansyah@metrouniv.ac.id](mailto:dediirwansyah@metrouniv.ac.id)

### Abstract

English teaching practice in the Covid-19 pandemic era has currently received increased attention in educational research. Many studies have highlighted the practical changes and cultural changes of TEFL due to the pandemic, yet such changes remain less explored in Islamic educational context. The aim of the paper is to document the changes that occur in Indonesian Islamic boarding schools with a particular focus on: (1) digital literacy, (2) multimodal materials, and (3) Islam moderation contextualization. The paper presents a case study on four Islamic boarding schools in Lampung Province, Indonesia. Data were drawn from audio-recorded teacher interviews, field notes, and documentation. A qualitative analysis of the data revealed the importance of digital literacy improvement for both students and teachers; the emergent needs of designing multimodal materials; and the urgency of incorporating four pillars of Islam moderation into English language teaching practices. It is argued that being conversant with such practical and cultural needs can be a remarkable springboard to improve English instruction in the Islamic boarding schools during and post pandemic era. With growing consciousness coming from this research, a multimodal teaching material that accommodates the spirit of Islam moderation can be studied and developed further.

**Keywords:** digital literacy, Islam moderation, Islamic boarding school, multimodal material

### 1. Introduction

Learning media migration is one of the adaptation efforts in the educational process during the pandemic. Digital literacy's usage is increasingly found everywhere, especially in language teaching and learning practices (Hafner et al., 2015). Digital literacy can help both teachers and students to provide and access materials easier during learning from home in pandemic era. Furthermore, technological advances bring changes in students' learning styles in receiving lessons (Kustini et al., 2018). This leads to the provision of multimodal material which is able to facilitate students in understanding meaning through various media and sensory modes (Anggrainy, 2016). In its utilization, the teacher can explain the subject materials in a variety of ways by

using communication media such as images, colors, and audio (Ajayi, 2012).

Further, multimodal material is something commonly found in learning English (Lirola, 2020). The use of multimodal materials is widely used in learning English (Bajrami & Ismaili, 2016; Nasution, 2019). Moreover, there is also supplementary material on the use of multimodal materials that can build students' awareness of the social conditions around them (Azizah & Sugirin, 2019). Several studies on supplementary materials in learning English have been conducted. The research on multimodal usually also included supplementary material using local cultural content (Amelia & Hikmawati, 2019; Nurliana, 2019) and the use of cartoons, anecdotes, and stories (Dodd et al., 2015; Mina, 2015; Thakur, 2015). In



variety of digital tools and applications” (Ferrari, 2012, p. 16).

Teachers found this integration of digital literacies in English language teaching beneficial for both teachers and students which in turn contribute to good learning outcome. This is in line with Liza & Andriyanti (2020) who maintained that by integrating digital technology, teachers might meet the digital literacy standards of professional English teachers and improve the quality of English teaching and learning output. The involvement of digital literacies in blended learning is considered effective in terms of accessibility, ease of use, design, and duration of the e-learning (Tang and Chow, 2016). Digital literacies help students’ autonomy to navigate the treasure of information accessed using the digital border and inherently free to select to work with texts that are most appropriate for their current language proficiencies (Yuan, et al., 2019).

However, it is worth noting that digital literacies in Islamic boarding school context might face some constraints due to the contextual rule of Islamic boarding schools which limits students’ access to internet. Other factors which influencing this barrier include the complexity of digital literacy technologies, varying levels of understanding among young learners, and EFL teachers’ lack of digital literacy experience (Mudra, 2020).

### 3.2 Multimodal Material

The need for a readjustment of ESL teaching and learning in various contexts can be realized by, among others, including a focus on multimodal pedagogical approaches, which enhances effective student learning outcomes. Multimodal techniques integrated into EFL teaching and learning can increase students’ autonomy in learning, increase motivation to learn, and accommodate a variety of learning styles (Ganapathy & Seetharam, 2016). In the same vein, specifically in the area of reading skill, Ikasari et al, (2020) showed how multimodal texts with diverse modes or semiotic resources such as color, sound, motion, written text, and gesture could

affluence the teacher to help the students perform better. Moreover, the use of multimodal texts allowed the students to participate more actively in the classroom activities

A variety of print and digital multimodal texts were used in ELT practices in Islamic boarding schools such as, Islamic story books and novels, a collection of quotes, Islamic speeches, websites, video games, and picture books. This multimodal materials are expected to stimulate students to learn more effectively since it is assumed better learning outcome, that according to (Moreno & Mayer, 2007), is produced from a mixture of pictures and words than from words alone.

As elaborated by teacher 2, the materials in term of videos made and uploaded on YouTube were found to be more likeable among students since young learners today are familiar with this worldwide platform. This is beneficial to reduced students’ boredom in learning English materials which are mostly presented in textbooks. This in congruence with what argued by Liu (2013) that multimodal learning classrooms which employ several modes, verbal and non-verbal, to represent content knowledge aims to activate both learners’ visual and auditory sensory modalities.

### 3.3 Islamic Moderation

To this end, despite the large number of Islamic schools in Indonesia, studies and practices to include Islamic moderation norms into English language instruction remain less explored (Rizal, 2020). In fact, whereas including Islamic moderation comprising of *tawassuth*, *tawazun*, *tasamuh*, and *i'tidal* values could support the character development in Islamic junior high schools. This can be executed through simple routine activities such as wearing school uniform, perceiving ancestral culture, familiarizing greetings, sympathetic care routine for orphan and poor people and so on (Saefudin, 2020).

Situated in the school context with main emphasis on religious education, English teachers in Islamic boarding schools

have positive attitude toward the instilling of religious moderation values into English language teaching practices. The accommodation of religious moderation values into ELT in is in relevance with the importance of addressing inter-culturality in online learning environment (Sadykova & Meskill, 2019).

In attempt to identify how Islamic moderation understandings are promoted in ELT practices in this schooling context, some particular values are highlighted. The first is nationalism. The nationalism values, according to T1, were presented through the section of cultural awareness in the textbooks used in English classes. She emphasized that through cultural awareness section, students are provided the local and foreign cultures contained in each unit of the textbook. The representation of the balanced culture in the textbooks has motivational effect on learning English language. (Shah et al., 2019)

The other value was tolerance. Regarding this, T3 ascertained that

*"It is very crucial to teach students tolerance values because I sometimes see my students from different ethnics bully each other. Therefore, to reduce this issue, we teachers should take a part of spreading the importance tolerant behaviors by instilling it in our instruction".*

Tolerance is a valuable trait to have, and it will help students greatly if it is instilled early in their education, particularly in English learner. Therefore, multicultural language learning can be used as an alternate strategy in the classrooms. They can think critically and be tolerant from an early age as a result of this influence, but it must be tailored to their age and mental capacity (Miftakh & Wachyudi, 2019). Furthermore, according to a study, learning culture "allows the student to gain a fondness for the individuals of that culture," "helps the students avoid stereotypical views," and is part of the general education (Kitao, 2000).

The next pillar of Islamic moderation is anti-violence. In this regard, English teachers assumed that

*"Students should know about the value of anti-violence considering many criminality and violence out there. We as educators need to provide Islamic moderation value so that they don't do something bad to others" (T4).*

The integration of Islamic moderation made by teachers in Islamic boarding schools was implemented in several ways. For example, teacher 2 and 3 used quote of the day and Islamic stories containing moral values related to the pillars of Islamic moderation. The same way was stated by teacher 1 that used an advice as a media to prevent violence among the students. This media consisted of proverb in ELT which put up moral values that can represent pillar of Islam in the theme of anti-violence.

The integrations above are pursuant to a study by Siswanto (2019) which found that the mainstream way of implementing Islamic moderation value is not explicitly explained in the textbook. The Islamic value substances such as the values of tolerances, democracy, simplicity, and justice and harmony –which is the part of anti-violence– indeed is essentially have to be reflected in the education process.

The last pillar of Islam moderation found in ELT process of Islamic boarding school is democracy all the participants agreed that the value which represent cultural awarness and nationality comitment in their teaching-learning process. Specifically, the teacher 1 used to compare the cross-culture found in indonesia and western as a result of ELT. Then they added the importance of building a nationalism in students' heart and realized in daily behavior.

This is in congruence with (Zuhdi, 2018) which stated that schools in Indonesia have to provide a chance as wide as possible for children to understand and practice religion with promoting a sense of nationalism. The result is that Indonesian students have been considered as moderat Islam. As the teacher 2 and 3 added further that if the teacher do not teach the student about nationalism and such, the big stream of foreign culture will dominate or even swept away Indonesian culture.

**CONCLUSION**

This study was conducted to shed light on the integration of digital literacy in ELT during instructional process from home in pandemic era. In general, it could be stated that students had good responses to digital literacy in their class. Both teacher and student could adapt new learning environment during pandemic by implementing multimodal materials. Based on the finding of this study, the teachers could use multimodal text and integrate the values of Islamic moderation as the supplementary materials for students. It helps the teacher to provide good values with some particular values highlighted as nationalism, tolerance, anti-violence, and democracy. Further, the teacher could promote local content as teaching materials in order to introduce and show the students' national identity.

**REFERENCES**

- [1] Ajayi, L. (2012). "How Teachers Deploy Multimodal Textbooks to Enhance English Language Learning". San Diego State University, USA. *TESOL Journal*, 6(1), 16-35.
- [2] Amelia, P., & Hikmawati, A. (2019). Integrating Literary Works as the Local Content of ELT Materials for Undergraduate Students. *English Language Teaching Educational Journal*, 2(3), 133-141.
- [3] Anggrainy, S. (2016). Multimodal Media and Its Possible Application to Improve Reading and Writing of Students. *English Education: Jurnal Tadris Bahasa Inggris*, 9(2), 444-460.
- [4] Azizah, D. M., & Sugirin. (2019). Environment-Based Supplementary Reading Materials for Junior High School Students. *Journal of Interdisciplinary Studies in Education*, 8(1), 158-174.
- [5] Bajrami, L., & Ismaili, M. (2016). The Role of Video Materials in EFL Classrooms. *Procedia - Social and Behavioral Sciences*, 232, 502-506. <https://doi.org/10.1016/j.sbspro.2016.10.068>
- [6] Berg, B. L. (2007). *Qualitative research methods for the social sciences*. Pearson.
- [7] Creswell, John W. (2009). "Research Design". SAGE publication, 3, 161.
- [8] Dodd, A. R., Camacho, G. K., Morocho, E. L., Paredes, F. M., Zúñiga, A., Pinza, E. I., Toro, L. V, Vargas, A. B., Benítez, C. D., & Rogers, S. (2015). The Use of Supplementary Materials in English Foreign Language Classes in Ecuadorian Secondary Schools. *English Language Teaching*, 8(9), 187-195. <https://doi.org/10.5539/elt.v8n9p187>
- [9] Ferrari, A. (2012). Digital competence in practice: An analysis of frameworks. Seville: Institute for Prospective Technological Studies, European Commission. Retrieved from <http://www.ifap.ru/library/book522.pdf>
- [10] Ganapathy, M., & Seetharam, S. A. (2016). The Effects of Using Multimodal Approaches in Meaning-Making of 21st Century Literacy Texts among ESL Students in a Private School in Malaysia. *Advances in Language and Literary Studies*, 7(2), 143-155.
- [11] Hafner, C. A., Chik, A., & Jones, R. H. (2015). Digital literacies and language learning. *Language, Learning, and Technology*, 19(3), 1-7.
- [12] Ikasari, B., Drajadi, N. A., & Sumardi, S. (2019). The Use of Multi-modal Texts in An English Classroom of Hard-of-Hearing Learners. *Pedagogy: Journal of English Language Teaching*, 7(2), 95-103.
- [13] Kincheloe, J. L. (2003). Teachers as researchers. Qualitative inquiry as a path to empowerment. Routledge, Taylor and Francis Group.
- [14] Kitao, K. (1991). Teaching Culture in Foreign Language Instruction in the United States. *Doshisha Studies in English*, 52(53), 285-306.
- [15] Kustini, S., Suherdi, D., & Musthafa, B. (2018). A Multimodal Based-Instruction in an EFL Classroom Context: Possibilities and Constraints. Bandung English Language Teaching International Conference, 220-227. <https://doi.org/10.5220/0008216102200227>

- [16] Lirola, M. M. (2020). Multimodal Teaching Proposal in an English as A Foreign Language Subject. *ASIAN TEFL*, 5(1), 39-52.
- [17] Liu, J. (2013). Visual Images Interpretive Strategies in Multimodal Texts. *Journal of Language Teaching and Research*, 4(6), 1259-1263. <https://doi.org/10.4304/jltr.4.6.1259-1263>
- [18] Liza, K., & Andriyanti, E. (2020). Digital Literacy Scale of English Pre-Service Teachers and Their Perceived Readiness toward the Application of Digital Technologies. *Journal of Education and Learning (EduLearn)*, 14(1), 74-79.
- [19] Miftakh, F., & Wachyudi, K. (2019). Teaching tolerance through intercultural English language learning to elementary students. *ELT in Focus*, 2(2), 41-50.
- [20] Mina, N. (2015). Designing Cartoon as a Supplementary Material for English Structure Subject. *Dinamika Ilmu*, 15(1), 115-136.
- [21] Moreno, R., & Mayer, R. (2007). Interactive multimodal learning environments: Special issue on interactive learning environments: Contemporary issues and trends. *Educational Psychology Review*, 19(3), 309-326. <https://doi.org/10.1007/s10648-007-9047-2>
- [22] Mudra, H. (2020). DIGITAL LITERACY AMONG YOUNG LEARNERS: HOW DO EFL TEACHERS AND LEARNERS VIEW ITS BENEFITS AND BARRIERS?. *Teaching English with Technology*, 20(3), 3-24.
- [23] Nasution, A. K. R. (2019). YouTube as a Media in English Language Teaching (ELT) Context: Teaching Procedure Text. *Journal of Ultimate Research and Trends in Education*, 1(1), 29-33.
- [24] Nirwana, N., & Darmadali, W. S. (2021). Instilling Religious Moderation Value in ELT through Cross-Cultural Understanding Course. *Journal of English Language Studies*, 3(2), 117-125.
- [25] Nurliana. (2019). Developing a Model of Supplementary English Materials Based on Local Content. *Journal of English Language Studies*, 4(1), 86-100.
- [26] Rizal, D. (2020, October). Islamic Moderation Values within ELT in a Higher Education Context. In *ICON-ISHIC 2020: Proceedings of the First International Conference on Islamic History and Civilization*, ICON-ISHIC 2020, 14 October, Semarang, Indonesia (p. 168). European Alliance for Innovation.
- [27] Sadykova, G., & Meskill, C. (2019). Interculturality in Online Learning: Instructor and Student Accommodations. *Online Learning*, 23(1), 5-21
- [28] Saefudin, A. (2020). Islamic Moderation Through Education Characters of Aswaja An-Nahdliyyah. *Nazhruna: Jurnal Pendidikan Islam*, 3(2), 160-179.
- [29] Shah, M. A., Elyas, T., & Gu, M. M. (2019). TESOL at the crossroads: Representation of source cultures in TESOL textbooks. *Cogent Education*, 6(1). <https://doi.org/10.1080/2331186X.2019.1643524>
- [30] Siswanto. (2019). Islamic Moderation Values on the Islamic Education Curriculum in Indonesia: A Content Analysis. *Jurnal Pendidikan Islam*. 8(1). 10.14421/jpi.2019.81.121-152.
- [31] Tang, C. M., & Chaw, L. Y. (2016). Digital Literacy: A Prerequisite for Effective Learning in a Blended Learning Environment?. *Electronic Journal of E-learning*, 14(1), 54-65.
- [32] Thakur, V.S. (2015). Using Supplementary Materials in the Teaching of English: Pedagogic Scope and Applications. *English Language Teaching*, 8(12), 16. <https://doi.org/10.5539/elt.v8n12p1>

- [33] Yuan, C., Wang, L., & Eagle, J. (2019). Empowering English language learners through digital literacies: Research, complexities, and implications. *Media and Communication*, 7(2), 128-136.
- [34] Zuhdi, Muhammad.(2018). Challenging Moderate Muslims: Indonesia's Muslim Schools in the Midst of Religious Conservatism. *MDPI*. 9(10). <https://doi.org/10.3390/rel9100310>

## OPTIMIZING GOOGLE CLASSROOM IN ONLINE LEARNING DURING COVID-19 PANDEMIC

Giyatmi Giyatmi<sup>1</sup>

<sup>1</sup>Universitas Veteran Bangun Nusantara

<sup>1</sup>[giyatmi85jimmy@gmail.com](mailto:giyatmi85jimmy@gmail.com)

### Abstract

Covid-19 pandemic has changed the education in many countries including Indonesia. It changes from face-to-face meeting to online learning. Although it is not new, it seems that not all teachers are familiar with it. There are still teachers who feel confused in the early stages of its implementation. Google Classroom is one of online learning platforms that is the most widely used at the beginning of the pandemic. It is integrated with various Google services like Google Slides, Google Sheets, Google Meet, Jam board, etc. Teachers can maximize Google Classroom by using them. Google Meet is effective for face-to-face online learning. Jamboard is helpful for teachers to write or draw on a virtual whiteboard. Google Sheets with [www.flippity.net](http://www.flippity.net) is attractive for games on online learning. [www.flippity.net](http://www.flippity.net) provides many games like flashcards, crosswords, board games, word searches, etc. Google Slides enable teachers to create virtual classrooms with materials, assignments for the students by using Bitmoji virtual classrooms. Google Form can be used to create quizzes or tests. Teachers can maximize the use of Google Classroom so that the online learning will be attractive.

**Keywords:** *Google Classroom, Online Learning, Google Services, Covid-19 Pandemic*

### 1. Introduction

The year of 2020 will always be remembered in the history of human civilization. In that year, there was a pandemic called Covid-19 Pandemic that has effected on many fields of human life in many countries. In education, Covid-19 has changed the order of education which was initially run face-to-face, now it must be carried out with online learning to reduce the spread of this virus. Online learning is currently the best solution. Besides, the spreading of the virus can be prevented and on the other hand teaching and learning activities can still be carried out. However, it seems not as easy as imagined.

Online education in Indonesia is not something new. As mentioned by Plt. Director General of Higher Education of the Ministry of Education and Culture (Kemendikbud), Nizam, internet learning is not new in Indonesia. Online education in Indonesia started in the late 1980s and increased fast again in the 2000s [1]. Long

before the Covid-19 Pandemic, Indonesia has introduced this online learning in education to welcome the Industrial Revolution 4.0. However, in reality, not all levels of education units are ready with online learning, such as teacher readiness, student readiness, and schools' readiness. There are still many teachers who have not mastered the technology that is widely used in online learning. Meanwhile, from the students' side, there are still many students who do not have laptops and cellphones that support online learning. From the school readiness, internet services which are very significant in holding an online learning have not been able to reach all levels of Indonesian society. In this article, the writer only focuses on the readiness of the implementation of learning from the teacher's point of view. In this case, like it or not, the teacher must be willing to learn again everything related to technology in learning.

Nowadays learning activities must be in line with the development and socio-cultural changes of the students [2]. It means when the teachers teach in the 21<sup>st</sup> century, they teach the 21<sup>st</sup> generation [3]. Currently technology is developing rapidly and occurs in various sectors of life, and one of them is of course education. Nowadays students are very close to technology so it is wise if today's education should also involve technology that has been a part of the students' life.

Today's students are different from those of decades ago. They are digital native, Gen-Z, millennial generation. Today's students are born in a time where technology is present to help in human life, so technology has become part of their lives [2]. While their teachers are digital immigrants, they were born when the technology has not existed before, but now they have to learn and adapt to the technology that was born after [2].

The process of learning today is also different from learning a few years ago [4]. With the development of technology, the learning process must involve technology. This is an effort to bring education closer to the students who are digital natives. Therefore, a teacher must have the ability to use technology in the education such as the use of internet-based learning media.

Technology is currently used in almost every aspect of life, including education. Language training and technology are inextricably connected, which is not a new notion. Over the previous few decades, the usage of Information and Communication Technology (ICT) has had a significant impact. According to new research, the usage of ICT in the classroom has provided numerous benefits to both students and instructors [5]. ICT refers to any object that may digitally record, access, change, transmit, or receive information. These include a personal computer, digital television, email, and other such devices [6]. In addition, Nordin et al. state that ICT refers to all digital tools and resources used to communicate, construct, transmit, preserve, maintain, and obtain information [7]. To summarize, ICT refers to the use of

technology, specifically the internet, mobile phones, and computers, in the teaching and learning process. ICT allows both students and teachers to access information as teaching resources and to connect with people all over the world.

Ibrahim explains how ICT has transformed the way we teach and learn [5]. ICT elevates education to a new level, where a formerly teacher-centered approach is now one of the student centers. ICT allows for a learner-centered teaching and learning strategy, with teachers serving as facilitators and educators. As described by Ching Yang et al. and Ismanoglou, ICT supplies both teachers and learners with a numerous of resources where learning may be produced jointly through real-world scenarios [5]. Technology is an important part of students' lives nowadays, and it may be beneficial if the teaching and learning process incorporates something from the students' lives. Incorporating technology into the learning curriculum is no longer an option; it is a need. It is a useful tool for both students and teachers [8].

E-learning, virtual learning, and web-based learning are all terms used to describe online learning. In general, it refers to a type of learning that is done electronically through the use of a computer and an internet network. E-learning is defined in a variety of ways. According to Abbad e-learning refers to the use of ICTs to provide access to online tools for learning and teaching [9]. E-learning, is the use of information and communication technology in various educational processes to ensure and enhance learning in higher education institutions, and includes the use of ICT as a substitute for traditional classrooms, online learning, or a combination of the two [9].

Given that today's students are very familiar with the use of technology, today's teachers must have the ability to master technology in teaching. This is so that they can adapt to their students environment that have been born and developed in the midst of technology. This is so that students feel that their world close to

technology environment is not left behind in studying. Probably, it can attract the students' impression and interest. At first, the teacher may not notice it, so they continue to teach in a conventional way or without involving technology; as a result the students feel bored and have no interest in the learning process. Involving the students actively in teaching and learning activities is one of the primary functions of teaching and learning in the technological society [10]

An online learning platform is needed to make learning well organize and archive in. There are many online learning platforms both paid and free at the beginning of the Covid-19 Pandemic such as Google Classroom (2014), Schoology (2009), Edmodo (2008), Moodle (2016), etc. From some of these platforms, Google Classroom seems to be a favorite one. Lembaga Arus Survey Indonesia (ASI) released the results of a national survey related to the use of learning platforms used in the implementation of distance learning (PJJ). Based on the survey, Google Classroom occupies the top position for the most used platform during distance learning [11]. It means that Google Classroom is the most widely used online learning platform in Indonesia. This is also supported by many studies on the use of Google Classroom during the Covid-19 Pandemic. Google Classroom is regarded as one of the greatest platforms available for improving teachers' workflow [3]. Meanwhile, the use of Virtual Learning Environments on online platforms, specifically Google Classroom, seems to be in strong request in Malaysian education for conducting teaching and learning during Movement Control Order (MCO) [12].

Google Classroom is a web 2.0 tools-based application introduced by Google Apps for Education in 2014. Google Classroom offers many interesting facilities and applications that can be used in online learning and teaching. Google Classroom makes it easy for teachers to create materials, organize materials, give assignments quickly and even assess them

and provide feedback to students efficiently and effectively. Google Classroom also facilitates communication between teachers and students. Google Classroom can also be synchronized with G. Suite services such as Google Doc, Gmail, GCalendar, etc. Google Classroom is accessible to everyone who has Google Apps for Education. It is a free suite of technologies that covers Gmail, Drive, and Docs [3]. Google Classroom consists of some services offer convenience to its users such as Google Drives, Gooogle Doc, sheets, slides and gmail [13].

Google Classroom has 4 main features that support online learning, namely The stream (Forum), Classwork (Tugas Kelas), People (Anggota), Grade (Nilai). Teachers can make announcements regarding online learning on the Stream (Forum). Classwork allows teachers to organize online learning. Teachers can share learning materials, create assignments, take exams, and create questions. In the People section, teachers can see a list of students who are taking online learning. In the grade section, teachers can provide an assessment of the assignments given to their students. Students can easily access announcements, materials, assignments, and grades shared by the teachers in the Google Classroom.

As one of the widely used educational platforms, Google Classroom has been recognized as having several advantages. There are advantages of Google Classroom such as punctuality, flexibility, practicality, learning autonomy, and vast range of resources [2]. Google Classroom has a feature that can detect when students submit assignments or exams late by marking "missed" or late in the student file, so punctuality is very important in Google Classroom. Google Classroom can be accessible at any time and from any location that its members like. Google Classroom's designed learning is not limited to the classroom because learners can access wherever and whenever they want by joining Google Classroom online.

Let alone to access Google classroom is very simple since it is connected to our Google Account. Teachers can publish some

teaching materials, set tasks to students, and post the students' scores so that they can check it in the course right away. Because most young learners engage technology in their ordinary activities, Google Classroom allows them to be independent, engaged, and motivated [14]. Google classroom also promote collaboration [15]. It means students can connect with one another on the discussion forum, which stimulates them to work together more effectively. Instead of its advantages, Google Classroom also has disadvantage. Google Classroom is an internet-based online learning platform, so the unstable internet connection results on slow access on Google Classroom.

As mentioned earlier, there are many studies on the use of Google Classroom in online learning during the COVID-19 pandemic. Iftakhar in Google Classroom: What Works and How? (2016) reports about how the different classes in Daffodil International University applied Google Classroom [3]. Mualim, Ma'rufah, and Sartika (2019) in The Strengths and Pitfalls of Google Classroom Application to Gen-Z Students' Learning Hybridity have a research to find the advantages and the disadvantages of Google Classroom adopted on the reading and writing classes in the IAIN Purwokerto [2]. Sukmawati and Nensia (2019) in The Role of Google Classroom in ELT show that Google Classroom roles in ELT can be seen in the students' discipline in submitting assignment and the existence of students and teacher's interaction on the learning process [4]. Tamin and Mohamad (2019) in Google Classroom for Teaching and Learning in Malaysia Primary School during Movement Control Order (MCO) due to Covid-19 Pandemic: A Literature Review investigate the issues of bringing Google Classroom into teaching and learning among ESL primary teachers, ESL upper primary students, and parents during the Movement Control Order (MCO) in Malaysia [12]. Susilo and Rohman (2021) in Optimasi Google Classroom sebagai Inovasi Pembelajaran Online di Masa Pandemi Covid-19 show that the optimization of the use of Google Classroom can be used to

develop online learning with high result [16]. Putri (2020) in Optimization of Online Learning Method Application through Google Classroom reveals that the most of students in Sulawesi Barat University's English Department were encouraged and pleased with the Google Classroom Application as an online learning technique, particularly in assignment submission, which was regarded accessible and paperless [17]. Another research about Google Classroom is held by Harjanto and Sumarni (2019) in Teachers' Experience on the Use of Google Classroom. They report that in general, teachers thought that using Google Classroom to conduct their virtual classroom was very useful. Teachers, on the other hand, acknowledged that they needed to optimize other features of Google Classroom because they had not investigated all of them, which would undoubtedly enhance their professional development [15]

In this article, the writer discusses how to optimize online learning through Google Classroom by maximizing the use of Google services such as Google Docs, Google Sheets, Google Slides, Jamboard. The features provided by Google Classroom are very flexible and can be integrated with several other platforms such as Google Doc, Google Forms, Google Slides, Google Meet and many others [15]. As seen, there has not been a research on that topic, so the writer decided to conduct the research. The writer focused on how to optimize Google Classroom by using Google Service.

Google Meet as the latest feature from Google allows teachers to hold face-to-face learning online such as in Zoom Meetings. Google Meet is very helpful in learning that requires teachers to explain the material directly. Jamboard is helpful when teachers need to write or draw on a virtual whiteboard. Google Sheets can be collaborated with [www.flippity.net](http://www.flippity.net) to access various types of games that can be applied in online learning. There are many games on [www.flippity.net](http://www.flippity.net) such as flash cards, hangman, board games, crossword, etc. which can be accessed easily using Google Sheets. Teachers must make games

by taking templates from [www.flippity.net](http://www.flippity.net) and then sharing the link of the game on Google Classroom so that students can access them easily and quickly. Google Slides can be used to create virtual classrooms using Bitmoji classroom. Teachers can create virtual classrooms complete with classrooms, learning materials, assignments, etc. that students can easily access Google Classroom. In addition, there is also a Google Form to make surveys such as questionnaire. It currently can be used to create quizzes or tests in Google Classroom. The writer uses Google services on her Google Classroom platform during the online learning. The writer wants to share experiences related to optimizing Google Classroom integrated with several Google services such as Google Sheets, Google Slides, Google Forms, Jamboard.

## 2. Methodology

This is a descriptive qualitative research. This research was conducted during the online learning of English lectures at the University of Veteran Bangun Nusantara. The data of this research is the online learning process during the semester. The writer observes the online learning process via Google Classroom and records the observations in the observation sheet. The results of data analysis are presented in a narration.

## 3. Optimizing

This research is based on the writer's experience using Google Classroom. The writer only uses features in Google Classroom, such as Stream (*Forum*), Classwork (*Tugas Kelas*) in the beginning of online learning period. However, after participating in several webinars during the Covid-19 Pandemic and exploring some YouTube videos about teaching online, it turns out that there are many things that can be done with our Google Classroom by integrating Google services such as Google Meet, Google Sheets, Google Slides, Google Forms, Jamboard in online learning. Here the writer shares experience of how to optimize Google Classroom by maximizing the use of Google Services

## 3.1 Google Meet

Google Meet is a video conference like Zoom Meeting. Google Classroom users can hold online meetings with Google Meet. Google Meet is very helpful for teachers, especially when teachers need to give direct explanation dealing with the material. There is a facility of sharing presentation such as share screens in Zoom Meetings. Students sometimes still feel confused about the material that their teachers share on Google Classroom. Instead of learning themselves, perhaps the teachers' explanation on the material via Google Meet is very useful. Teachers can set up online meetings with students by sharing a Google Meet link within Google Classroom. The writer usually creates Google Meet link a few minutes before the online class starts.

At the beginning of online learning, the writer only used Google Classroom without any video conferences. The only reachable online meeting application is Zoom Meeting. However, free Zoom Meeting is only available for only 45 minutes. On the other hand, the students report that some of them are still confused to comprehend the material shared on Google Classroom. They still need guidance from their teacher, so the writer sometimes uses video conference. Finally, the writer uses Google Meet after that.

## 3.2 Google Form

The writer usually uses Google Forms to conduct assignments and exams both essay and multiple choices test. Google Forms can assess at once if the exam and assignments given by the teacher are in the form of multiple choices and completed with its answer key. This model is very practical for teachers because teachers do not need to assess. For students, this model is also very fun because they can immediately see the results of the exam and assignment. The writer has given assignments and exams through Google Forms for several times.

There are many videos on YouTube that provide tutorials on making questions through Google Forms. The writer includes a video [here](https://www.YouTube.com/watch?v=QgVsPkasF8g), <https://www.YouTube.com/watch?v=QgVsPkasF8g>. On the writer's opinion, the use of

Google Forms is very practical. The results of students' work have been recorded automatically by Google Forms and teachers can easily download them via spreadsheets. The spreadsheets consists of students' answers, students' email addresses, students' time of submission, and even students' grades. For example, the writer creates an

assignment related to Modal Verb. After creating questions in Google Form, the writer sends the Google Form link to students via Google Classroom, namely [https://docs.google.com/forms/d/e/1FAIpQLSfKFtbK9pchbC\\_IULgRfXbJt7cJWJeH0xIxXuPuTcQsaWD6wg/viewform](https://docs.google.com/forms/d/e/1FAIpQLSfKFtbK9pchbC_IULgRfXbJt7cJWJeH0xIxXuPuTcQsaWD6wg/viewform).

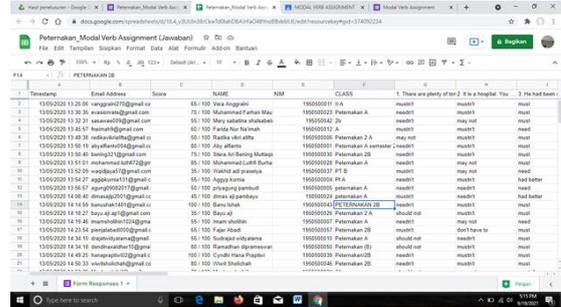
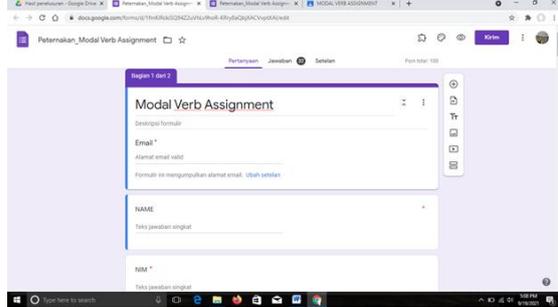


Figure 1 Google Form and Spreadsheet

3.3 Google Sheet

Google sheets in collaboration with [www.flippity.net](http://www.flippity.net) is good to create games for learning English in online learning. There are many types of games that can be accessed for free through Google Sheets such as crossword, hangman, board games, search words, flash cards. As a guide, the writer provides a video link for making game tutorials via [www.YouTube.com/watch?v=OysaOjD3ASQ](http://www.YouTube.com/watch?v=OysaOjD3ASQ).

The writer uses this game to teach Morphology, especially about bound morphemes. Students have to match the word with the bound morpheme on the word by clicking the box provided. If the students can find a word and the bound morpheme as shown in the image below, then the students must double-click the box so that the 2 boxes disappear from the screen. If the students have finished the game, the display appears as shown in the figure 2. This game is completed with a timer. When the students can complete the game they get congratulation as shown in figure 2. Here are some examples of how the game looks from [www.flippity.net](http://www.flippity.net) with Google Sheets.

During online learning through Google Classroom, the writer several times used games from [www.flippity.net](http://www.flippity.net) in collaboration with Google Sheets, such as [https://www.flippity.net/mg.php?k=1e\\_HdB Nqp40haGXWZIIKNxBI06et5rn-LX8IEIN29Vrc](https://www.flippity.net/mg.php?k=1e_HdB Nqp40haGXWZIIKNxBI06et5rn-LX8IEIN29Vrc). This game is a Matching Game.

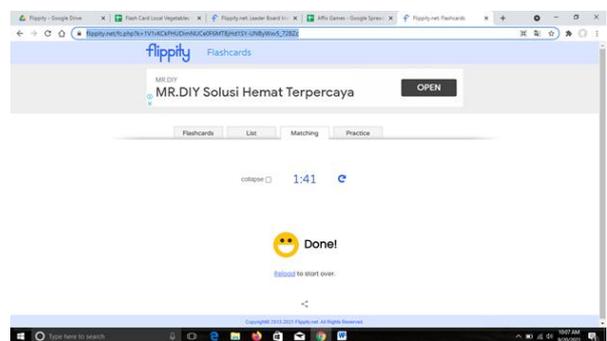
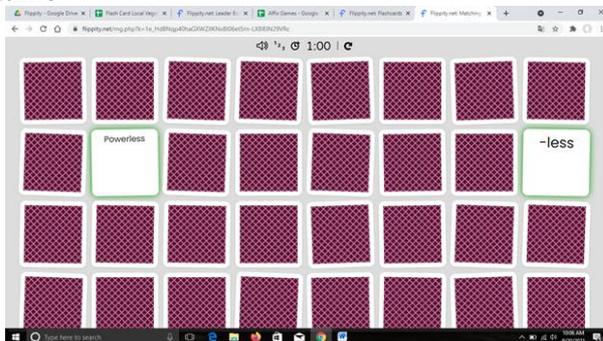


Figure 2. Matching Game on Bound Morpheme

### 3.4 Google Slides

Google Slides can be used to create virtual classes using Bitmoji Virtual Classroom. The writer has used Bitmoji Virtual Classroom for Screenification (*Ekranisasi*) material in Basic Prosaic Studies lesson. Previously, the writer studied the tutorial for making bitmoji classroom from videos on YouTube, such as at <https://www.YouTube.com/watch?v=9wVJoBvMN40>.



Figure 3. Google Slide

The presentation above is used to teach Screenification (*Ekranisasi*). On the Google slides above, there are several images with links about materials and assignments that students can click on. Image of a whiteboard consists of things-to-do lists for the students. The bookcase image contains a link to the short story file entitled Town Party Country Party. The television image contains a link to the Little House on the Prairie mini-series video entitled Town Party Country Party. The picture of the couch contains link to assignments that must for the students. Students are quite enthusiastic about this Google Slides model. They can learn independently.

After that the writer tried to make a Bitmoji Virtual classroom, even though the writer has not used a Bitmoji figure. The virtual classroom with Google Slides can be accessed at this link [https://docs.google.com/presentation/d/1J91h95bDV\\_1Kx74VbTek\\_5QLDcanu8\\_vIrl\\_U61Zzdo/edit?usp=sharing](https://docs.google.com/presentation/d/1J91h95bDV_1Kx74VbTek_5QLDcanu8_vIrl_U61Zzdo/edit?usp=sharing). The writer shares the link on Google Classroom so that the students can access it easily. Here are some views from the Google Slides

### 3.5 Jamboard

Jamboard is a Google service that helps teachers to write or to draw virtually. The writer uses this Jamboard for games in the classroom, especially at the beginning of the meeting. The writer uses a Jamboard to greet each other. After creating a new Jamboard, the writer shares the link and the students start greeting each other. Another use of the Jamboard in the writer's online class is to explain the material. Here are some examples of using the Jamboard;

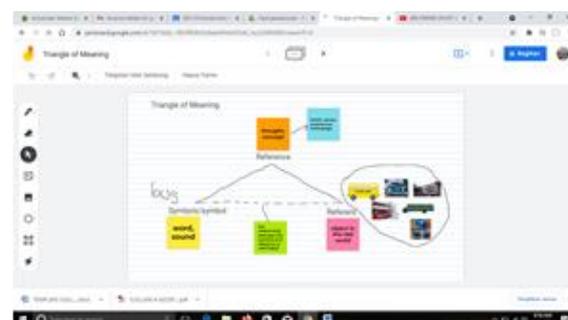
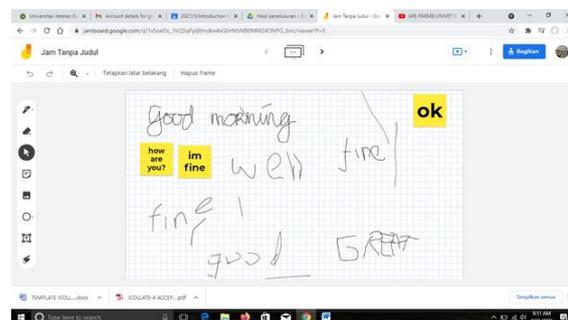


Figure 4. Jamboard

### 4. Conclusion

Covid-19 pandemic in addition to having a negative impact on human life, it seems that this pandemic also provides blessing disguise that not everyone is aware of. One of them is in education. This

pandemic has resulted in changes in the implementation of education, from face to face to online learning. It makes teachers more literate with technology because even simple online learning still requires their mastery of technology. Online learning requires a teacher to more often access the internet related to online learning platforms, searching for teaching materials, teaching media, distributing teaching materials, giving assignments, etc.

Google classroom still seems to be one of the online learning platforms that is widely used in online learning during the Covid-19 pandemic. So far, the author has only used the features in it and to be honest, it results in the students' boredom. It turns out that there are several Google services such as Google Forms, Google Sheets, Google Slides, Jamboard that can be used to optimize the use of Google Classroom in online learning. So as a teacher it is highly recommended to update skills related to technology, especially internet-based ones. With skills related to ICT, a teacher can search for learning resources on the internet, create internet-based learning media.

#### ACKNOWLEDGMENT

The writer would like to thank her institution, Veteran Bangun Nusantara University of Sukoharjo, Indonesia that has provided the financial support for her to join this international conference. The writer also would like to show her gratitude to the committee of the 4<sup>th</sup> International Conference of Linguistics and Language Teaching (I-collate) 2021 held by Yogyakarta State University for the given opportunity to join this international conference.

#### REFERENCES

- [1] G. Giyatmi, "When a Novel and a Film Meet in Virtual Classroom," *Journal On Studies Of English Language Teaching (JOSELT)*, vol. 2, no. 1, pp. 35-49, Mar. 2021.
- [2] M. Mualim, W. D. Ma'rufah, and E. Sartika, "The Strengths and Pitfalls of Google Classroom Application to Gen-Z Students' Learning Hybridity," *Proceeding of International Conference on Islamic Education: Challenges in Technology and Literacy*, vol. 4.
- [3] S. Iftakhar, "GOOGLE CLASSROOM: WHAT WORKS AND HOW?," *Journal of Education and Social Sciences*, vol. 3, pp. 12-18, Feb. 2016.
- [4] S. Sukmawati and N. Nensia, "The role of google classroom in ELT," *International Journal for Educational and Vocational Studies*, vol. 1, no. 2, pp. 142-145, 2019
- [5] A. Drigas and F. Charami, "ICTs in English learning and teaching," *International Journal of Recent Contributions from Engineering, Science & IT (IJES)*, vol. 2, no. 4, pp. 4-10, 2014
- [6] N. E. N. A. Ntongieh, "ICT and English Language Teaching and Learning in Cameroonian Secondary Schools," *Global Journal of HUMAN-SOCIAL SCIENCE: G Linguistics & Education*, vol. 16, no. 6, pp. 26-34, 2016.
- [7] C. H. Maduabuchi and E. V. I., "ICT and the teaching of reading comprehension in English as a second language in secondary schools: Problems and prospects," *International Journal of Education and Literacy Studies*, vol. 4, no. 3, pp. 18-23, 2016.
- [8] F. KABA, "Teaching and Studying Literature in The Digital Era - From Text to Hypertext," *TURKOPHONE*, vol. 4, no. 1, pp. 6-13, 2017
- [9] V. Arkorful and A. Abaidoo, "The role of e-learning, the advantages and disadvantages of its adoption in Higher Education.," *International Journal of Education and Research*, vol. 2, no. 12, pp. 379-410, Dec. 2014.
- [10] N. Rosita, S. Saun, and S. Mairi, "Google Classroom for Hybrid Learning in Senior High School," *Journal of Learning and Teaching in Digital Age*, vol. 5, no. 1, pp. 35-41, 2019
- [11] I. Kamil, "Survei: Google Classroom Jadi Platform Belajar Paling Sering Digunakan Saat PJJ", *Kompas.com*, 16-Oct-2020.



- [12] N. H. Tamin and M. Mohamad, "Google Classroom for Teaching and Learning in Malaysia Primary School during Movement Control Order (MCO) due to Covid - 19 Pandemic: A Literature Review," *International Journal of Multidisciplinary Research and Publications*, vol. 3, no. 5, pp. 34–37, 2020.
- [13] M. Marlina, B. Junedi, A. Nasrullah, and H. Mustika, "Optimalisasi Penggunaan Google Classroom Pada Pembelajaran Matematika Di Masa Pandemi Covid 19," *JMM (Jurnal Masyarakat Mandiri)*, vol. 5, no. 3, pp. 836–846, Jun. 2021.
- [14] M. Okmawati, "The Use of Google Classroom During Pandemic," *Journal of English Language Teaching*, vol. 9, no. 2, pp. 438–443, Mar. 2020
- [15] A. S. Harjanto and S. Sumarni, "Teachers' Experiences On The Use Of Google Classroom," *3rd English Language and Literature International Conference (ELLiC) Proceedings*, vol. 3, pp. 172–178, 2019.
- [16] P. H. Susilo and M. G. Rohman, "Optimasi Google Classroom Sebagai Inovasi Pembelajaran Online Di Masa Pandemi Covid-19," *Generation Journal*, vol. 5, no. 2, pp. 119–124, Jul. 2021.
- [17] A. M. Putri, "Optimization of online learning method application through Google classroom in English education Department of Sulawesi Barat University," *EDUVELOP*, vol. 4, no. 1, pp. 1–8, 2020.

## THE USE OF FILM ADAPTATION MEDIA AS A LEARNING MATERIAL FOR INDONESIAN LITERATURE ONLINE MODEL

Heri Sutrisna<sup>1</sup>, Suminto A Sayuti<sup>2</sup>

Faculty of Language and Arts Yogyakarta State University

Email: [herisutrisna.2020@student.uny.ac.id](mailto:herisutrisna.2020@student.uny.ac.id), [suminto\\_sayuti@uny.ac.id](mailto:suminto_sayuti@uny.ac.id)

### Abstract

The right learning medium is very important for teachers to assist students in understanding their learning materials. Therefore, in online learning it is necessary to develop forms of learning media that are on target by paying attention to the level of appreciation of students and their health. In reading literary works such as short stories, novels, romances, and so on children are less interested and there is saturation in reading the literary work so that knowledge of literary works for students is very minimal. To overcome this saturation teachers can use more interesting media, for example with film media. Lately we see that the trend that is happening in the Indonesian film industry and the world is the application of a literary work (especially a novel) into the big screen. The trend that is happening in the world of film today, both in the national and international sphere, is adapting the story from a literary work into a film. Many think that this makes students' reading interest in literary works that have been less and less, because people tend to prefer to watch the film rather than read the book. If we want to research further, the opposite could happen. This article will examine some important points regarding the film adaptation of literary works, their role in literary learning.

Keywords: teaching media, literary teaching, film adaptations, Covid-19 Pandemic

### A. INTRODUCTION

Film is a copyrighted work in the form of audio-visual communication media and is made based on the principle of cinematography. Film as a medium of audio-visual communication has an important role for the development of national culture as one aspect of increasing unity in national development. The basis, direction, and objectives of the film (in Indonesia) include: (1) Preservation and development of the nation's cultural values, (2) Development of the nation's character and personality as well as increasing the dignity of the nation, (3) Fostering national unity and integrity, and (4) Maintained public order and a sense of decency. Films are created from the creative minds of the people who make them. Film as an object of art should be judged artistically, not rationally. Why do people still see movies? In the current era of revolution, films are not an ordinary thing for audiences. Films not only present an exciting experience, but also daily life experiences that are packaged in an interesting way (Yoyon Mudijiono, 2011).

Film can be said to be a unique communication medium compared to other media, because of its free and fixed movement, direct translation through real visual images and sound, and the ability to handle an unlimited variety of subjects (Mansor et al. , 2019) In addition, with the application of film media in learning, it can increase new ideas for students (Auliyah & Flurentin, 2016)

Professors of Communication Studies at Hassanudin University, Anwar Arifin and Azwar Hasan said that from the point of view of communication theory, especially filmology , it is recognized that the film has the potential to influence the behavior of the audience. This is due to its strength and uniqueness as an effective medium that conveys impressive messages.

Teachers as learning facilitators, must be able to deliver students into technology-based learning. In addition, learning must be adapted to the demands of the curriculum in accordance with the materials, methods, and level of student learning abilities. It is

intended that learning objectives can be achieved effectively and efficiently. Notoamodjo (2003:71) argues that learning media are tools used by educators in delivering teaching materials. These tools are more often called teaching aids because they function to help and demonstrate something in the learning process.

The purpose of learning media as learning aids, namely to facilitate the learning process in the classroom, improve the efficiency of the learning process, maintain the relevance of the subject matter with the learning objectives, help the concentration of learners in the learning process. In times of a pandemic like today, a suitable media is needed for learning in schools. The use of media in learning is urgently needed (Haris, 2014)

It has been more than a year and a half that the Covid-19 pandemic has hit the country. Activities that were originally carried out normally, now have to turn into adaptations to a new normal. If previously work and study were done in the office or school, since March last year everything was done online. Starting from Kindergarten level, online learning is a technology-based learning method, while online learning methods include: (1) competency-based online learning, (2) hybrid online learning, (3) online learning of four concepts, (4) learning online with videos/movies.

Competencies in learning Indonesian at the high school level vary, in addition to language competence there is also literary competence. One of the literary competencies is understanding the intrinsic elements contained in literary works. In understanding these intrinsic elements, students often experience difficulties because students' reading interest in literature is still lacking. Therefore we need the right media or learning model for literary learning. If the student's interest increases, it will also increase the student's competence in understanding literary works. One of the media that can be used as an alternative to learning literature is the use of film adaptation media as a learning medium. Students who usually learn by using text, then this alternative can be used to increase student motivation in learning, and in

the end also improve students' literary learning competencies.

Based on the above, the relevant research and first performed on the application of film media in the learning process carried out by (Octavian, 2014) for his work entitled *The Role of Media Use Movies On Learning Process Civic Education in Developing Attitudes*, Equation research with research conducted by Octavian is both studying the role of films in learning. The difference is, in Octavian's research, he examines the application of films in Civics learning. This study examines the application of film in Indonesian language learning. Second, a relevant and earlier research was conducted by (Zainal et al., 2019) with his research entitled *The Effect of Using Mathematical Cartoon Film Media on Mathematics Learning Outcomes of 187 Pinrang Elementary School Students*. This study both examines the application of film media in learning. However, the difference. If Zainal's research examines the application of film for elementary school students, this research discusses the application of film in vocational schools. Third, relevant and earlier research was carried out by (Widiani et al., 2018) with his research entitled *Application of Film Media as Learning Resources to Improve Students' Information Processing Ability in History Learning*. The similarity of this research with the research conducted in this study is that they both examine the application of film in learning. The difference is, if Widiani's research examines the application of film in history learning, this study examines the application of film in Indonesian language learning.

In line with this opinion, this article will discuss the application of film media in learning literary appreciation. The film in question is a film that is adopted through literary works.

## B. METHOD

The approach in this research is a qualitative research with a qualitative descriptive research design. The choice of this research design was based on the considerations that (1) the research was conducted with a natural setting, namely

learning events, (2) using humans as the main instrument, namely students, and (3) this study paid attention to the process and results. This research was conducted at SMK Negeri 1 Seyegan. The population of this study were students of class XI of SMK Negeri 1 Seyegan, totaling fifteen classes. The sampling technique uses purposive sampling, which emphasizes being a sample is the consideration of certain characteristics or characteristics by selecting a sample. The number of samples selected were seven classes from different majors at SMK Negeri 1 Seyegan. The researcher went directly to the class to provide literary material by using two literary learning media alternately for comparison, namely text media and film media. The researcher gave the task of analyzing short stories literary works with text and film media, then comparing the results achieved by students after doing the task.

### C. RESULTS AND DISCUSSION

Regarding the Indonesian language learning media, especially literature learning, so far, theoretical learning and tests are still limited. The aspects assessed are still in the level of student knowledge only. Literary learning media should emphasize on the student's appreciation of literary works. Therefore, it is necessary to develop forms of learning media that are right on target by paying attention to the level of student appreciation, especially in the current pandemic situation.

The Covid-19 pandemic since March 2020 has hit the world, including Indonesia. Covid-19 is very easy to transmit and is marked by the number of positive cases and more people dying, this makes people nervous and afraid of being infected by other people. The government through the Ministry of Health makes a policy on health protocols, namely the obligation to use masks, wash hands with soap as often as possible, maintain a safe distance from others, and get used to a clean and healthy lifestyle.

Several literary works that have been successfully adapted into a film include: *Laskar Pelangi* which was popular in 2008 was adapted from a novel by Andrea Hirata, even

the film "*Laskar Pelangi*" was able to become a best-selling film and earned a profit of up to Rp. 165 billion. Besides "*Laskar Pelangi*", the film "*Ayat-Ayat Cinta*" also comes from a novel by Habiburrahman El Shirazy. The film *Ayat-ayat Cinta* made a profit of Rp. 125 billion. The novel by the famous writer Dewi Lestari was also successfully made into a film with the same title "*Paper Boat*".

The film that aired in 2012 was able to become a favorite film for teenagers at that time. The novel "*5 cm*" by Donny Dhiringantoro which was published in 2005 was able to sell well in the market. The film, starring Herjunot Ali, Raline Shah, Fedi Nuril, and others, has won various awards, one of which is the Citra Award for Best Cinematography. The film "*Bumi Manusia*" is adapted from a novel by the famous writer Pramoedya Ananta Toer. The film "*Bumi Manusia*" is scheduled to be released on August 15, 2019. The novel "*Bumi Manusia*" itself has been successfully published in 33 languages. Not only drama or romantic genres, many horror films are also adapted from novels. The film "*Danur*" which aired in 2017, was adapted from a novel by Risa Saraswati. This film managed to attract the attention of the audience, and many more literary novels were adapted into films. "*The House Without Windows*" musical film Indonesia 2011 based on a short story by AsmaNadia entitled *Jendela Rara*. This film is directed by Aditya Gumay and produced by Kak Seto and stars Emir Mahira and Dwi Tasya. The film is released in theaters on February 24 2011. Thanks to his acting skills in this film, Emir Mahira who was then 14 years old managed to get the Citra Trophy for the Best Male Actor category at the 2011 Indonesian Film Festival. There are various reasons that underlie the transformation process from novels to films, among others, because a novel is already well-known which ultimately supports the commercial aspect, an inspiring novel story idea so that it will be of great educational value if it is filmed.

This is due to several factors, which include: (1) the concept of KBK that has not been properly understood by teachers, (2) the draft curriculum is constantly changing, (3) there is no instructional strategy guide

that can be used by teachers when studying. carry out instructional tasks for students.

The teaching of literature that is integrated with Indonesian lessons must inevitably follow the emphasis of the established curriculum. In fact, as stated by Sulton in Rohman (2012: 15), the ideal teaching of literature is to "create new innovations towards learning competencies that are full of creativity and stimulation of passion." The key words are "creativity" and "passion stimulation", so it is very important for literature teachers to make various creative efforts in teaching so that they can make students passionate about studying literature. and enthusiasm of students to study literature

It should be noted that the proposals put forward in this presentation do not refer to specific levels of education and classes within the national education level. However, judging by the current curriculum being implemented, it seems that the ideas in this presentation will be very suitable to be applied at the SMA/SMK education level, where literature teaching has reached the level of reading prose and novel literature, reading and writing reviews, understanding periodization. Indonesian literature and the characteristics that accompany it, and some of the language skills associated with them.

### 1. LITERATURE, FILM, AND FILM ADAPTATION

Some opinions according to figures such as Danziger and Johnson (Budianta, et al (2002:7), see that literature is an "art of language", namely a branch of art that uses language as a medium. Then Daiches (Budianta, et al. (2002: 7), it views a literary work more as a work "that conveys a type of knowledge that cannot be conveyed in any other way", namely a way that provides unique enjoyment and knowledge that enriches the reader's insight. While Rohman (2012: 18) defines that literary works as works of art in the form of written expressions that are beautiful and useful.

From the definitions of the characters above, we can conclude that literature has a dual function, namely "entertaining and at the

same time beneficial for the readers" (Budianta, et al, 2002: 19). It is said to be entertaining because literature gives the beauty of meaning to various things in life in a very unique way igus provides space for imagination. Meanwhile, the benefits provided by literature are in the form of ideas or messages that can be likened to a "sketch" or "portrait" of life. This function then often makes literature a means for social criticism. As for the definition of film, Boggs and Dennis (2008:3) consider film as "a form of expression similar to other art media", which is formed through "a game of images/views, sounds, and movements that are integrated and continuous." Here, Boggs and Patrie consider film to have similarities with various other art forms, which include painting and photography, drama art, music art, and even literary arts (poetry and novels).

Literary works actually have the same function even though the media is different, film and Winokur (2001: 8-9) mention that there are 2 main functions of a film, namely the function of entertainment (entertainment) and the function of didacticism (deductism). What is meant by the didactic function here is a function where films often contain allegories, texts whose surface meanings often refer to broader political, ethical, religious, and social contexts. Or in other words, films often contain cultural messages, both intentional and unintentional, which we can discover through reflection. These two functions are clearly the same as the literary functions described above.

Furthermore, Monaco (2005: 44) compares film with novel and says that "The narrative potential in a film is so important that its very strong bond is not formed with painting, nor with drama, but with the novel." This connection is seen from the side. story, where both film and novel can tell a detailed story from the narrator's point of view. The things that are told in the novel, can be described or told in the film, although it is possible to do so many special effects are needed.

These many similarities seem to make novels often adapted into films. But of course not all novels are adapted for the big screen. Damono (2012: 108) says there are two possible reasons why a novel (literary work) is adapted into a film. First, the novel (literary work) is in high demand, so the film just needs to ride with the best-selling literary work. Second, there is a mission for filmmakers to raise cultural products that deserve to be brought to the screen. This is sufficient to explain why the novels that are appointed to the big screen are generally novels that are considered "best sellers" or in quality are more prominent than others.

These two things seem to be enough to be used as a basis for us to use film adaptations as a medium for learning literature. At least the literary work that is appointed is definitely a work that is widely loved by the community or even gets recognition from several experts related to its quality. It is very likely that the film adaptation that will be used can increase students' enthusiasm and possibly create their curiosity to compare it with the adapted literary work.

## 2. FILM ADAPTATION OF MEDIA TEACHING

According Sadiman et al (2012: 7), the media is "everything that can be used to deliver a message from the sender to the receiver so that it can stimulate the mind, feelings, concerns, and interests as well as the student's attention in a way that learning occurs." From this definition we can draw two important functions regarding the media. A teaching and learning activity is said to be successful if the message conveyed by the teacher to the students is well received (in this case it means that the students understand it well). So to achieve this goal, the selection of the right teaching media is important..

Problems that occur in teaching and learning activities at SMK Negeri 1 Seyegan include: (1) *The limited number of literature books available.* In terms of the quantity of titles, perhaps the number of literary books in the school library is sufficient. However, in terms of the quantity of available copies of the book, it may not be sufficient for all students to

borrow at the same time. Meanwhile, if students are required to buy them individually, it is likely that many parents/guardians will object, especially in the current pandemic situation. (2) *Students' interest in reading literature is very low.* Not all students have a high interest in reading, let alone an interest in reading literary works. For example, for the task of reading literature, they may prefer to look for the synopsis on the internet and then read it in a short time. In fact, it is not uncommon to find students who only copy-paste (with slight modifications) for the task of making a synopsis of the story of a literary work. (3) *Students do not have enough time to read a literary work (especially literary books/novels).* It is undeniable that the burden of student learning is now much higher than before. The rapid progress of science and technology is often used as a reason for this.

Film adaptation, as an audio-visual medium, is the right solution to overcome these problems because:

- 1) *Students are not burdened to read a literary book.* Even if later students are interested in reading the literary work in question, it is no longer a compulsion, but purely from the student's own desire. Something based on personal interest or interest is certainly much more productive than something based on necessity and feeling depressed.
- 2) *Save money, energy and time for schools, students and teachers.* In terms of costs, schools and students are free from having to buy or provide literature in large quantities.
- 3) *More stimulate student interest.* Admit it or not, watching culture in Indonesia, especially among young people, is much more popular than reading culture. Watching is seen as more fun than reading..
- 4) *Stimulus, experience, and perception received by students more evenly.* Because the films that are watched are the same, and are shown at the

same time and place, automatically the stimuli, experiences, and perceptions that students receive are more evenly distributed. Especially if the viewing activities are well structured. So the possibility of an information gap between one student and another is very small. Even if there is an information gap, it can still be overcome by discussion and question and answer activities after the viewing activity is over.

### 3. ADAPTATION FILM IN LITERATURE LEARNING

The COVID-19 pandemic is a huge, unpredictable disaster. The Covid-19 outbreak has made the education system in Indonesia unable to run optimally. Innovation needs to be done in the current learning system as an effort to overcome educational problems, especially in learning oral literature appreciation caused by the covid-19 pandemic. The problem of learning literature is actually not new during the COVID-19 pandemic. The problem of learning literature has always experienced obstacles in the context of creation and innovation. The use of technology in literary learning in the current context is very urgent to do, especially during the COVID-19 pandemic. The COVID-19 pandemic has forced teachers to have an adaptive attitude. method *Blended learning* can be used as an innovative and creative learning solution. *Blended learning* refers to learning based on information and communication technology, consisting of (1) *seeking of information*, (2) *acquisition of information*, and (3) *synthesizing of knowledge*. Social media, such as *facebook*, *youtube*, *film* can actually be used as an innovative medium for learning literary appreciation during the covid-19 pandemic.

In online learning, teachers usually use several media to communicate/deliver messages related to their learning materials, including through WAG (Whatshap Group), GC (Google Class Room), Google Meet, Zoom, and so on. The teacher makes sure the children are ready to follow the lesson well. First, make sure that all the equipment for showing the film is ready. the learning objectives, the rules

of the game, and the basics related to the film to be watched to simply provide context about the film to be watched. These basic things can be the setting of place, time, and culture of the film to be watched. For example, the film that will be watched is the film "Rumah Without Windows", then the teacher can start by talking about the short story *Rumah Without Windows*, the lives of scavengers, and so on.

Activities while watching inevitably are passive activities because students are required to focus their attention on the film being watched. So that students' attention is directed to the main things in the film. After the viewing activity was over, the students were given a little time to complete their task of making a synopsis of the story, analyzing the intrinsic elements in the film "Rumah Without Window", then a class discussion was held to harmonize the understanding of all students. After that, the work can be submitted to the teacher for evaluation of student activity. The activity of watching literary adaptations of films cannot completely replace the activity of reading literary works, because once again both are forms of different cultural products. Therefore, whenever possible, watching adaptations of films can be followed by reading related literary works, of course by making some adjustments.

### REFERENCES

- [1] Auliyah, A., & Flurentin, E. (2016). *The Effectiveness of Using Film Media to Increase Empathy for Class VII Junior High School Students*. Journal of the Study of Guidance and Counseling, 1(2), 19-26. <https://doi.org/10.17977/um001v1i12016p019>
- [2] Boggs, JMP, & Dennis, W. (2008). *The Art of Watching Films*. New York: McGraw-Hill
- [3] Budianta, M., et al. (2002). *Reading Literature (Introduction to Understanding Literature for Higher Education)*. Jakarta: Indonesia Tera

- [4] Haris, A. (2014). *Understanding the Approach to Community Empowerment Through the Use of Media*. *Jupiter*, 13(2), 50–62. [journal.unhas.ac.id/index.php/jupiter/article/view/0A](http://journal.unhas.ac.id/index.php/jupiter/article/view/0A)
- [5] Mansor, NH, Ayub, MS, Razak, AQA, & ... (2019). *Potential of Islamic films in the development of national creative industry*. *E-Journal of Media ...*, 6(January 2015), 15–24. <https://ir.uitm.edu.my/id/eprint/29272/>
- [6] Octavian, WA (2014). *The Role of the Use of Film Media in the Learning Process of Civics in Developing Attitudes*. *Journal of Social Science Education*, 23(1), 69–76.
- [7] Pranajaya, Adi. (2000). *Film and Society An Introduction*. Jakarta: BPSDM Citra Film Center H. Usmar Ismail
- [8] Riyanto, Y. (2009). *New Paradigm of Learning: As a Reference for Teachers/Educators in Implementation*
- [9] Widiani, LS, Darmawan, W., & Ma'mur, T. (2018). *Application of Film Media as Learning Resources For*. *Factum: Journal of History and Historical Education*, 7(1), 123–132.
- [10] Yoyon Mudijiono. (2011). *Semiotic Studies in Film*. *Communication Studies*, 1(1), 123.
- [11] Zainal, Z., Jasriani, A., & Hasnah, H. (2019). *The Influence of the Use of Mathematical Cartoon Film Media on Mathematics Learning Outcomes of 187 Pinrang Elementary School Students*. *Scientific*, 5(2), 135–139. <https://doi.org/10.31605/saintfik.v5i2.2232>

**STUDENTS' RESPONSES TO THE APPLICATION OF THE SCAFFOLDING METHOD  
IN IMPROVING ENGLISH READING DIGITAL TEXT SKILLS  
FOR MULTIMEDIA STUDY PROGRAM**

Ince Dian Aprilyani Azir<sup>1</sup>, Widi Sriyanto<sup>2</sup>

<sup>1,2</sup> Politeknik Negeri Media Kreatif

<sup>1</sup>[incedian@polimedia.ac.id](mailto:incedian@polimedia.ac.id), <sup>2</sup>[widi.sriyanto@polimedia.ac.id](mailto:widi.sriyanto@polimedia.ac.id)

Abstract

The emergence of the COVID-19 virus has wreaked havoc on education systems like never before. Many schools and institutions are closing over the world. The Indonesian government has decided to implement a remote learning system based on online learning. Many schools and higher-level education institutions have introduced digital source systems including the digital text to read. This study used a descriptive qualitative method to learn about the students' responses to the use of the scaffolding method in enhancing English reading digital text abilities for the Multimedia Study Program. The research was conducted at the State Polytechnic of Creative Media from four classes in the Multimedia Engineering Technology study program. Research data is taken from the questionnaire to collect the information on the application of the scaffolding method that can contribute to increasing students' reading skills. This study addresses the challenges in improving digital text reading skills, which are closely related to students in the Multimedia program. The results revealed that the students' perceptions of applying scaffolding to improve reading skills were favorable. The students' positive responses to the questionnaire statements on the scaffolding method's use demonstrate this. As a result, scaffolding could be employed as a way for teaching English to students who want to improve their reading skills, particularly in the form of digital texts.

**Keywords:** , *students' responses, reading skills, multimedia, digital text, scaffolding method*

## 1. Introduction

In terms of social and economic activities, the COVID-19 epidemic struck and nearly crippled all countries, including Indonesia. The Indonesian government has issued warnings and prohibits people from leaving their homes, working, or attending school. Many schools and institutions are closing over the world. The Indonesian government has decided to implement an online or E-Learning distance learning system. This leads to the use of digital text instead of paper-based text during the distance learning system.

Despite evidence suggesting digital text comprehension is inferior to that of traditional text, the usage of digital materials in educational contexts is widespread. Using learning strategies for deeper text processing as a possible answer to this challenge (Ben-Yehudah &

Eshet-Alkalai, 2018). There are a wide variety of strategies that can be implemented in reading skills learning activities. Lecturers then try to apply some reading strategies to overcome the problem of reading digital text. There is no one teaching strategy that is absolutely successfully applied to all students. Therefore, every English lecturer is expected to be more innovative and creative in finding new teaching strategies in the classroom teaching and learning process to help students achieve their mastery in reading skills that also support other skills. One of the strategies is by using scaffolding methods that can help students become independent and skilled learners in terms of self-control and also in solving various problems, especially overcoming various obstacles and challenges in improving reading skills (Hartman, 2002). Specifically, Clay and Cazden (1992) demonstrated two

scaffolding strategies in teaching reading skills: working with new knowledge and receiving the correct responses. In the first strategy, when a lecturer suspects the student lacks the ideas or words necessary for a particular text, the lecturer can explain some part of the story presented with something the student can better understand than other readings. In the second strategy, lecturers show the meaning of the text only by giving the correct response through several clues or instructions so that students can be more active in interacting during reading activities. Other strategies are proposed by Mentari et al. (2014) in applying scaffolding in reading consisting of six types: concepting modeling, creating contextualization, building schema, representing text, and developing metacognition at three stages of reading – pre-reading, while reading, and post-reading. Based on the description, this research needs to be conducted to map the response of students in improving the reading skills of students.

In terms of students' responses, the terms are a process in which students are given preferential treatment while receiving information from an item (Yasar, 2018). Understanding how students interpret lecturers' questions and how they respond to them in class is crucial. Students' propensity to actively participate in question-and-answer sessions is influenced by these views. Students' views are crucial because they allow lecturers to assess their students' perceptions after learning the findings (Yasar, 2018). Teachers or lecturers can modify what students dislike and enhance what they enjoy after learning about their perceptions, whether they are positive or negative. After learning about students' perceptions, instructors or lecturers may modify what they do not like and enhance what they do like whether it is about how to educate or how to present information to students. It is a combination of components and indications that explains the conditions in the classroom. Positive perception is a wonderful gift that allows one to focus on something other than

oneself. As a result, student perception is critical not only for estimate but also for instructional improvement. Based on the description, this research focuses on the response of students in improving the reading skills of students in reading digital texts, especially students of multimedia engineering technology study programs who are familiar with the digital text instead of paper-based texts. The responses will be mapped based on the application of scaffolding methods in improving the students' reading digital skills.

## 2. Method

Utilizing a descriptive qualitative technique, this study sought to learn about students' reactions to using scaffolding strategies to improve reading abilities. The study was carried out at the State Polytechnic of Creative Media, which served as the study's subject. A total of 135 students in four classes in the second semester of the State Polytechnic of Creative Media at Multimedia Engineering Technology study program participated in the study.

The research focuses on the author's usage of the scaffolding approach for teaching reading in four classrooms at the polytechnic's Multimedia Engineering Technology Study Program. Information regarding the use of scaffolding methods and student responses to these approaches, as well as a classification of any scaffolding principles that might help students with reading tasks, is found in research data.

The information for this study was gathered using a questionnaire. This study's questionnaire was created using Google Forms. Positive statements were utilized in this questionnaire to measure positive perceptions, with categories 5, 4, 3, 2, and 1 being used. Positive statements were used in this study in the hopes that respondents would reply to the questionnaire in accordance with the researcher's expectations.

The questionnaire's five categories: Strongly Agree (SA) 5 points, Agree (A) 4

points, Neutral (N) 3 points, Disagree (D) 2 points, and Strongly Disagree (SD) 1 point. The following indicators were used to create the questionnaire:

Table 1. The Indicators of Questionnaire about the Application of Scaffolding Methods

No.	The Indicators of the Application of the Scaffolding Methods
1.	Scaffolding method is effective and recommended in improving reading skills on digital text.
2.	Modeling is the most effective scaffolding method in reading digital
3.	Bridging is the most effective scaffolding method in reading digital
4.	Contextualizing is the most effective scaffolding method in reading digital
5.	Schema building is the most effective scaffolding method in reading digital
6.	Representing text is the most effective scaffolding method in
7.	Developing metacognition is the most effective scaffolding method in reading digital text

The researcher categorised and evaluated the data after gathering it. The data was examined in different stages by the researcher. The researcher first identified the students' perceptions of these six scaffolding method's application (modeling, bridging, contextualizing, schema building, representing text, and developing metacognition) in improving reading skills in digital texts, and then used the formula to calculate the percentage of students' perceptions of the scaffolding method's application in improving reading skills in digital texts:

P: Percentage of Response

F: Respondent's Score

N: Maximum Score

To examine the data in this study, the researcher utilized quantitative description. To finish the analyses of the criteria, the results of the questionnaire study were categorized into the following categories:

Table 2. The Criteria of Classification

Interval of Frequency (%)	Criteria
81% - 100%	Excellent
61% - 80%	Very Good
41% - 60%	Good
21% - 40%	Poor
0% - 20 %	Very Poor

### 3. Findings and Discussion

This research analyzed the students' responses to the application of the scaffolding method in improving English reading digital text skills for multimedia study program. The respondents of this descriptive qualitative research consisted of 135 students from four classes of Multimedia Engineering study program at State Polytechnic of Creative Media, they were asked 7 (seven) questions. The questionnaire shared to the students related to the use of scaffolding methods in reading improvement as stated in Table 1 above. The description of students' responses to the application of the scaffolding method in improving English reading digital text skills can be seen in the following chart:

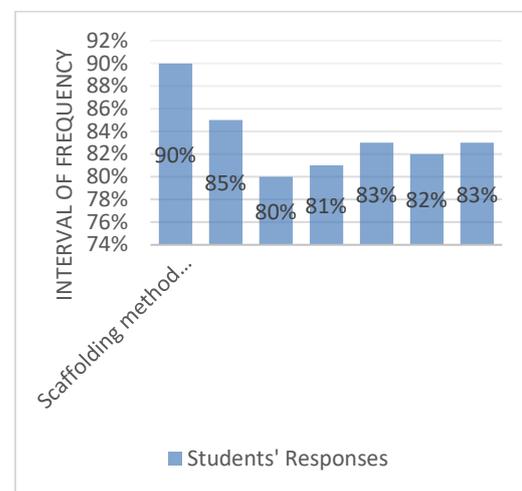


Figure 1. Students' Responses

Based on the figure above, it can be described that the scaffolding method is effective and recommended in improving reading skills on digital text with the average percentage is 90% which means that it was in the excellent criteria of perception. Then, modeling is the most

effective scaffolding method in reading digital text with the average percentage is 85% which means that it was in the excellent criteria of perception. Next, bridging is the most effective scaffolding method in reading digital text with the average percentage is 80% which means that it was in the very good criteria of perception. Contextualizing as the most effective scaffolding method in reading digital text gets higher percentage than the previous one with the average percentage 81% meaning that it was in the excellent criteria of perception. After that, schema building as the most effective scaffolding method in reading digital text reaches 83% which means that it was in the excellent criteria of perception. Besides, representing text as the most effective scaffolding method in reading digital text gets lower percentage at 82%, but it still means that it was in the excellent criteria of perception. Last type of scaffolding method, developing metacognition, in terms of the most effective scaffolding method in reading digital text reached 83% which means that it was in the excellent criteria of perception.

This section presents and discusses the findings from the questionnaires on students' perception of using Google Classroom in teaching Intensive English Class program. The discussion is shown through the interpretation of the results shown in the tables elaborated with the findings from the questionnaires.

This research used five categories in the questionnaire, they are: SA (Strongly Agree), A (Agree), N (Neutral), D (Disagree), and SD (Strongly Disagree). The results of each statement in the following table:

Table 3. The Results of Questionnaire of Students Responses to the Application of Scaffolding Methods

No.	The Indicators of the Application of the Scaffolding Methods	SA	A	N	D	SD
1.	Scaffolding method is effective and recommended in improving reading skills on digital text.	122	10	3	-	-
2.	Modeling is the most effective scaffolding method in reading digital text	115	15	5	-	-
3.	Bridging is the most effective scaffolding method in reading digital text	108	10	10	7	-
4.	Contextualizing is the most effective scaffolding method in reading digital text	110	15	8	2	-
5.	Schema building is the most effective scaffolding method in reading digital text	112	18	4	1	-
6.	Representing text is the most effective scaffolding method in reading digital text	111	19	3	2	-
7.	Developing metacognition is the most effective scaffolding method in reading digital text	112	17	5	1	-

Based on the table above, 100 students (90%) strongly agreed that scaffolding method is effective and recommended in improving reading skills on digital text while 10 students (8%) agreed and 3 students voted neutral (2%) in viewing the scaffolding method as the effective and recommended one.

Then, 115 students (85%) strongly agree on the statement of Modeling as the most effective scaffolding method in reading digital text. Besides, 15 students (11%) just agreed and 5 students (4%)



used as a method in teaching English reading for the students in order that they are more interested in learning and actively engaged, especially in the form of digital text.

#### ACKNOWLEDGMENT

We thank Ministry of Education, Culture, Research, and Technology, notably the Directorate of Research and Community Service, Deputy for Strengthening Research and Development (DRPM)/ National Agency for Research and Innovation (BRIN), for supporting and funding this research. Also, our gratitude is addressed to the Center for Research and Community Service (P3M) Polimedia for all supports.

#### REFERENCES

- [1] Ben-Yehudah, G., & Eshet-Alkalai, Y. (2018). The contribution of text-highlighting to comprehension: A comparison of print and digital reading. *Journal of Educational Multimedia and Hypermedia*, 27(2), 153-178.
- [2] Hartman, H. L., & Mutmansky, J. M. (2002). *Introductory mining engineering*. John Wiley & Sons.
- [3] Cazden, C. B., & Clay, M. M. (1992). A vygotskian interpretation of reading recovery. *Whole language plus: Essays on literacy in the United States and New Zealand*, 114-135.
- [4] Mentari, P. A., Rakhmat, C., & Indihadi, D. (2014). PENERAPAN TEKNIK SCAFFOLDING DALAM PEMBELAJARAN MEMBACA PEMAHAMAN LITERASI BAHASA INGGRIS. *PEDADIDAKTIKA: Jurnal Ilmiah Pendidikan Guru Sekolah Dasar*, 1(2), 54-63.
- [5] Yasar, A. (2018). Students' Perception of The Learning Environment and Its Relation to Their Study Year and Performance in Sudan. *International Journal of Medical Education*, 9(1), 145-150.





centered learning approach that emphasizes the importance of student participation and activities in the learning process. However, gradually the learning interest of learners began to decrease and do tasks at deadline time. In addition, it is required to learn independently and discipline time, to adjust personal activities at home and face the task of the same subjects. Crowded online there are many obstacles, especially in learning activities that depend on the internet. If it is difficult to signal then it cannot follow the learning directly even those who can follow distance learning are not as expected. The results of observations showed that when following class learning tends to be silently glued and not interact with the material effectively (Wangid, Sugiyatno, & Purwanti, 2011: 2). So it requires self-regulated learning methods to know the active and constructive process in setting goals and learning processes.

### Self regulated learning

The phenomenon occurs many practitioner educators as learners who do not understand the importance of self-regulated learning. Effective learning design and learners' learning outcomes succeed optimally in learning. Learning activities are directed to mastering competence from attitude, knowledge and skills (Anderson, 2001).

Self-regulated learning is generally characterized as participants who efficiently control their own learning experiences in different ways. Along with the times, the learning system in various countries undergoes various reforms. One of them is conventional learning that makes teachers become centers or experts who convey knowledge to learners as Teacher Centered Learning (O'nil&McMahun, 2005: 28), updated into Student Centered Learning which facilitates learners to be active in learning (Judi & Sahari, 2013: 844). In this case, teachers are no longer as teachers but as motivators, facilitators, innovators or role models in child development (Antika, 2014: 253).

Based on the presentation of SISDIKNAS Law article 1 and 3, No. 20 of 2003 and school

guidelines on the development of cultural and character education bagsa (2010) explained that the independent attitude of learners is one of the important attitudes to be developed in the world of education in Indonesia. Not much different from the 2013 curriculum. The Basic Core Curriculum Thailand in addition to applying student centered learning also explains that one of the key competencies is self-learning and has several components of self-regulated learning.

In reality, self-regulated learning forms a learning trait that allows the individual to be responsible for his or her own learning and its steps are applied in the learner. This Zimmerman (1989) describes as follows: (1) Self-evaluation; 2) organizing and transforming; 3) set goals and plan; 4) looking for information; 5) keep records and monitor; 6) regulate the environment; 7) self-consequences; 8) repeating and remembering; 9) Seek social support from peers.

Chung (2002: 339) states that learning is not only controlled by external aspects and also internal aspects means self-regulated in terms of active, constructive and self-regulated processes (Montalvo&Tores, 2004: 3), so that in the process of effective learning and have a self-regulation strategy in learning. However, it is necessary to reconsider the factors experienced by learners who can contribute to the achievement of learning outcomes. So that the important role of self-regulated learning as a process of learning activities in setting learning goals, directing, supervising and regulating and controlling the cognition of learners (Zimmerman, 2002). So, the method of self-regulated learning mesih occurs for learners, especially in taking extracurricular classes in making poetry literature.

### Poetry

Poetry literature is not only interpreted as a work of beauty art that uses the medium of language as an intermediary to provide beauty to society (Inderasari, 2017), however, poetry literature is also used as a means to express ideas in accordance with the form of expression of feelings and poets

(Hasanah, Achsani, Aziz, 2019: 18-26). The success of a poet or poet in making poetry is inseparable from the selection of diction or word selection, which makes poetry more vivid and memorable. Understanding diction or words in poetry should consider the style of language to embellish the poem, thus causing the reader's reaction to think (Fathoni, 2012). Imagination also requires a word arrangement that can give rise to delusion or imagination. With the power of imagination, the reader seems to feel, hear, or see something that the poet expressed. With the words used by poets, the reader seems to hear sound (auditive imagination), see objects (visual imagination), or feel and touch objects (tactile imagination).

In interpreting poetry, sometimes the reader misinterprets the content and intent conveyed by the author. The language contained in poetry is sometimes too difficult to find meaning, because the language in poetry is ambiguous which certainly cannot be separated by its connotative nature. If all of it is meant to achieve the goals and effects of beauty, it will be tolerated (Nurgiantoro, 2014, 36). However, there is also writing that is easy to guess. The complexity can be understood well through the analysis of its elements and of course the analysis of its elements and of course the most important analysis of the language (Maulinda, 2018: 53-59).

Poetry is a work of literature in the form of metric or patterned language, the art of rhythmic, written or spoken composition, designed to produce pleasure through deep imaginativeness (irmawati, 2014:35). Hornby (1985: 644) defines poetry as "the art of poets; Poetry" and is interpreted as creative writing in the form of poetry, especially one that expresses deep feelings or noble thoughts in beautiful language, composed with a desire to communicate experience. Poetry cannot really be defined because it involves many different aspects of the subject matter, form, and effect. Poetry is filled with meaningful words. The meaning of the word in poetry can be interpreted based on various points of view and the reader's ability to interpret it (irmawati, 2014: 35). This, Brown (2001:4) says that language is a

systematic tool or meaning to be used to convey ideas or feelings by using signs that have meaning.

Suminto A. Sayuti (2008:3) states that poetry is a form of language expression that pays attention to aspects of sound in it, which expresses the imaginative, emotional, and intellectual experiences of the poet drawn from the life of his social individual, and expressed by a certain choice of technique, so as to evoke certain experiences in the reader or audience. Writing poetry is one of the basic competencies that learners must have in developing language creativity. These basic competencies become part of the standard of competence in expressing natural beauty and experience by writing poetry (Laeli, Wagiran and Suseno, 2013: 2).

Thus the poems in this poetry anthology can be used as Indonesian literature teaching materials that facilitate students. The simplicity of poetry can make it easier for students to learn and try to create their own poems with uncomplicated diction such as denotative and concrete diction that uses little figurative language. Stilistica's literary works seem to make important contributions in analyzing literary works, in this case represented by poetry (Anindita, Satoto, Sumarlam, 2017: 48). But post-pandemic, interest in writing poetry is no longer as greget as previous Teaching and Learning Activities. Online schools actually have a less good impact on the creativity of educators' imagination even though teachers have implemented self-regulated learning.

## RESEARCH METHODS

This study uses qualitative descriptive methods that seek to describe all phenomena that occur or describe the circumstances, namely the phenomena that occur when the research is conducted (Mukhtar, 2013: 28) and planned activities, including agreements with informants. Qualitative research concepts point to and emphasize the process being researched. Qualitative research emphasizes the socially constructed nature of reality, the intimate relationships between researchers and those studied and the situational constraints that make up the investigation. The object of

qualitative research is all aspects of human life, namely humans and something influenced by humans (Dewi, Lubis, Wahidah, 2020: 218).

The primary data source in this study is individuals who are often referred to as participants and to increase the number of participants can be used snowball sampling technique is a method to increase participants by asking participants who have been interviewed or other related parties to recommend the following prospective participants (Creswell, 1998; Groenwald, 2004). Based on the purpose of this study, the researchers used students of class VIII Junior High School Lukman Al – International Judge Banguntapan Yogyakarta, as the primary data in this study. While in secondary data obtained from sources that can provide information or information about the problem to be studied. The research data source uses interviews and observations.

## RESEARCH RESULTS

Self-regulated learning measures are not successful to prove students are able to apply a good learning process in carrying out study from home, especially in composing poetry. Extracurricular activities of writing classes, very clearly can know directly the obstacles that occur. This is because the influence of tasks that accumulate, making students tired of thinking in making poetry. In addition to analyzing phenomena and finding problems, the results of the study also presented the data obtained and did not provide treatment or manipulation of objects. Teaching and Learning activities conducted online there are some complaints from learners in managing poetry writing time. It is recognized that time off is spent working on tasks. Even the task of composing poetry, learners make with mediocrity so as not to focus on the diction of what is used and the language is irregular. The impact of changes before pandemics and during pandemics, has a total change of systematic creativity of learners.

Extracurricular class VIII JUNIOR IT Lukman Al-Hakim International Banguntapan Yogyakarta is writing poetry in

digital application e-magazine. How the role of Com-munity Based Education becomes one of education as students take an important role to preserve the culture of literacy that is almost extinct by the times. One way not to decrease learning creativity, students of class VIII JUNIOR IT Lukman Al-Hakim International Banguntapan Yogyakarta extracurricular learning class writing using digital e-magazine. However, there are still obstacles in developing an interest in writing in e-magazine and there are always obstacles. Even the most severe is lazy disease. Lazy can recur suddenly and is very difficult to treat. Even lazy diseases will be prolonged until the last collection deadline. It's as if the idea came up in a narrow time. Realized or not almost everyone has experienced lazy disease in the teaching and learning process (Maulidia: 2009: 129). In addition, the lack of time to write, because the time you have is spent doing other tasks. The learning process of study from home becomes less conducive if the teacher does not monitor through online or provides a deadline for assignment deposit..

Therefore, insist on trying to be active and independent in directing the learning process at home with the targets to be achieved. Changes that occur can have both positive and negative impacts. However, students are more active if the learning process is face to face. Self-regulated learning is able to actively increase participants involving metacognition, motivation and behavior in the learning process (Latipah: 2010).

In the study of the world of education, the question of learning outcomes can be said to be one of the areas of discussion that attract a lot of attention from experts. Assessment of learning outcomes is a form of evaluation in efforts to control the quality of education. Interest in learning is actually influenced by physical health and mental conditions. According to Sudjana, assessment of learning outcomes is the process of giving value to learning outcomes achieved by students with certain criteria. The achievement of these criteria is usually characterized by grades, both numbers and

alphabetical, which mark the success and progress of a student during the learning process. Learning outcomes from various abilities that students have after going through the learning process. Assessment of learners' learning outcomes is something that is very important and strategic in teaching and learning activities. With the assessment of learning outcomes, it can be known how much success learners have mastered the competencies or materials that have been taught by teachers (Kunandar, 2014).

For the application of digital e-magazine as self-regulated learning the ability of students to actively participate in the learning process, both metacognitively, motivationally, and behaviorally to achieve their learning goals. The work is written in the form of poetry. The curriculum developed is the curriculum of language and literature learning. As the identification of the elements of the news initiated determines the diction of writing in poetry. Therefore, the teacher gives the task of making poetry and then applied to digital e-magazine. In this competition, there are usually many students who are not interested. A rare culture of literacy discourages students from writing and reading books. It is common for students to write if they determine a theme. However, because of the learning process through self-regulated learning, students are really required to be able to learn independently without making group work. From the work in the e-magazine as the final task of students to obtain learning values.

Self-regulated learning is able to develop and really measure the learning process in the covid-19 pandemic. According to Santrock, self-regulated learning elicits and monitors its own thoughts, feelings, and behaviors to achieve a goal. This goal can be an academic goal (improving understanding in reading, being a good writer, learning multiplication, asking relevant questions), or socio-emotional goals (controlling anger, learning to be familiar with peers).

The need for learning independence has high learning independence and tends to learn better, is able to monitor, evaluate, and

manage learning effectively; save time in completing tasks; Manage learning and time efficiently. According to Robert Ronger, a person is said to be independent if: (1) can work alone physically, (2) can think for himself, (3) can compose expressions or ideas that others understand, and (4) activities that are performed and emotionally self-authorized.

While according to Goodman and Smart, states that independence includes three aspects, namely: (1) Independent (indecency) which is defined as behavior whose activities are directed at themselves, do not expect the direction of others, and even try and solve their own problems without asking for the help of others, (2) Autonomy (establishing the right to take care of yourself) or also called the tendency to behave freely and originally, And (3) Self Reliance is a behavior based on self-confidence.

Therefore, through self-regulated learning in Study From Home during the Covid-19 pandemic, it can measure students' ability in learning process without experiencing other obstacles. In addition, it is helped by the internet in addition to broader insights. Internet technology makes it easy for anyone to get information. Utilization of information technology in schools as a form of formal or non-formal education. But the factor involves learners. In this case there needs to be an emphasis on students in using technology. Participation in the excellence of the internet makes the process of learning to study from home easy. Learning activities take place quickly. The influence of technology makes the interaction of student learning with communicative learning resources. Through the learning model offered forms a learning interaction that not only suppresses the utilization process but, search, research, excavation of learning resources so comprehensive and integration.

## CONCLUSION

Based on the results of research that has been done it can be concluded that the problem of self-regulated learning starts from learners who are unable to manage time so that there are obstacles in making

poetry literature. Online implementation in the covid-19 pandemic gave birth to a new curriculum and implementing the development of Self-regulated learning takes time to adapt so that it can successfully follow learning effectively. Similarly, extracurricular learning in composing poetry was successfully applied through e-magazine as a medium of learning in pandemic times, although there were inhibitions in the process of making poetry and only 70% of students managed to compose poetry. In addition, the problem that occurs is the limitation of information and interaction that depends on the network so that it interferes with the learning process of learners.

#### DAFTAR PUSTAKA

- [1] Anindita, K.A., Satoto, S., Sumarlam. 2017. Dintion in Poetry Anthology *Surat Kopi* by Joko Pinurbo as A Poetry Writing Teaching Material. *International Journal of Active Learning*, 2 (1), 39-49.
- [2] Anugrahana, A. (2020). Hambatan, Solusi dan Harapan: Pembelajaran Daring Selama Masa Pandemi Covid-19 Oleh Guru Sekolah Dasar. *Scholaria: Jurnal Pendidikan dan Kebudayaan*, 284.
- [3] Darmawa, Deni. 2012. *Pendidikan Teknologi Informasi dan Komunikasi*. Bandung: PT. Rosdakarya
- [4] Dewi, R. S., Lubis, M., Wahidah, N. 2020. *Self Regulated Learning* Pada Mahasiswa Dalam Perkuliahan Daring Selama Masa Pandemi COVID 19. *Semnas LPPM*, 217-220
- [5] Fadilla, A. N., Relawati, A. S., & Ratmaningsing, N. (2021). Problematika Pembelajaran Matematika Daring di Masa Pandemi Covid-19. *Jurnal Jendela Pendidikan*, 1(2), 48-60.
- [6] Fathoni, H. (2012). Gaya Bahasa dalam Syair "Al-i'tiraf" Karya Abu Nuwas: Sebuah Analisis Stilistik. *At-Ta'dib*, 7(2), 205-224
- [7] Hasanah, D. U., Achsan, Ferdian., Al Aziz, I. S. A. Analisis Penggunaan Gaya Bahasa Pada Puisi-Puisi Karya Fadli Zon. *Kembara: Jurnal Keilmuan Bahasa, Sastra dan Pengajarannya*, 6 (1), 18-26.
- [8] Indriyana, Hasta. 2015. *Seni Menulis Puisi*. Yogyakarta: Gembang Buku Budaya.
- [9] Irmawati, N. D. 2014. Understanding How To Analyze Poetry and its Implication to Language Teaching. *International Journal on Studies in English Language and Literature (IJSELL)*, 2 (11), 35-45.
- [10] Judi, H. M., & Sahari, N. 2013. Student Centered Learning in Statistics: Analysis of Systematic Review. *Procedia - Social and Behavioral Sciences*, 103(1996), 844-851.
- [11] Kementerian Riset, Teknologi dan Pendidikan Tinggi. (2019, Agustus 16). *Menristekdikti umumkan klasterisasi perguruan tinggi Indonesia 2019, fokuskan hasil dari perguruan tinggi*. <https://www.ristekbrin.go.id/kabar/menristekdikti-umumkan-klasterisasi-perguruan-tinggi-indonesia-2019-fokuskan-hasil-dari-perguruan-tinggi/>
- [12] Kementerian Riset, Teknologi dan Pendidikan Tinggi. (2020, Maret 16). *Surat edaran pencegahan Corona Virus Disease (COVID-19) pada perguruan tinggi di lingkungan LLDIKTI Wilayah VII*. <http://lldikti7.ristekdikti.go.id/pengumumanDetail.php?id=23305>
- [13] Kunandar. 2014. *Penilaian Autentik (Penilaian Hasil Belajar Peserta Didik Berdasarkan Kurikulum 2013)*. Jakarta: PT Rajagrafindo Persada.
- [14] Laeli, A. N., Warigan., Suseno. 2013. Peningkatan Keterampilan Menulis Puisi Keindahan Alam Menggunakan Metode Partisipatori dengan Media Gambar. *Jurnal Pendidikan Bahasa dan Sastra Indonesia*, 2 (1), 1-8
- [15] Lativah, Eva. 2010. *Strategi Self regulated learning* dan Prestasi

- Belajar: Kajian meta analisis. Jurnal Psikologi Univeritas Sunan Kalijaga, N0.1. Vol 37.
- [16] Lee, J,K. 2003. The effect self-regulated learning strategies and system satisfaction regarding learners performance in e-learning environment. Kyung pook National Uninersity.
- [17] Lestari, Indah. 2015. *Pengaruh Waktu Belajar dan Minat Belajar Terhadap Hasil Belajar Matematika*. Jurnal Formatif
- [18] Maulidia, Rahma. 2009. *Problem Malas Belajar Pada Remaja*. At-Ta'dib.
- [19] Muasyaroh, H., Royanto, L. R. M. 2020. Pembelajaran Jarak Jauh di Masa Pandemi Covid-19: Peran Literasi Digital dan *Taks Value* terhadap *Self Regulated Learning* Mahasiswa. *Jurnal Psikologi Ulayat: Indonesian Journal of Indigenous Psychology*, 9 (9).
- [20] Muzayanah, Wibowo & Muawanah. 2020. Implementasi Kurikulum Darurat di Tengah Pandemi Covid-19. *Policy Brief: Balai Penelitian dan Pengembangan Agama Semarang*. Hlm, 2.
- [21] Nuraini, R. (2020, Maret 2). *Kasus COVID-19 pertama, masyarakat jangan panik. Indonesia*. Indonesia.go.id.  
<https://indonesia.go.id/narasi/indonesia-dalam-angka/ekonomi/kasus-COVID-19-pertama-masyarakat-jangan-panik>
- [22] Sa'ud, Syaefudin. 2012. *Inovasi Pendidikan*. Bandung: PT.Raja Grafindo Persada
- [23] Santrock, J. W. 2005. *Adolescence*. New York: McGraw-Hill.
- [24] Sayuti, Suminto A. 2008. Berkenalan dengan Puisi. Yogyakarta: Gama Media.
- [25] Sudjana, N. 2010. Penilaian Hasil Proses Belajar Mengajar. Bandung: PT Remaja Rosdakarya.
- [26] World Health Organization. (2020, April 27). *Archived: WHO timeline Covid - 19*.  
<https://www.who.int/news-room/detail/27-04-2020-who-timeline---COVID-19>
- [27] Zimmerman, B. J., & Tsikalas, K. E. (2005). Can computer-based learning environments (CBLEs) be used as self-regulatory tools to enhance learning? *Educational Psychologist*, 40(4), 267-271.
- [28] Zimmerman, B.J.. 2002. Becoming A Self-Regulated Learner: An Overview. *Theory Into Practice*. Vol. 41. Number 2, Spring-Autumn, 64-70.

## STUDENT INVOLVEMENT IN PEER REVIEWS IN ONLINE WRITING LEARNING

Joko Priyana<sup>1</sup>, Basikin<sup>2</sup>, Suciati<sup>3</sup>

<sup>1,2</sup> Universitas Negeri Yogyakarta, <sup>3</sup> Universitas Negeri Yogyakarta

<sup>1</sup>joko.priyana@uny.ac.id, <sup>2</sup>basikin@uny.ac.id, <sup>3</sup>suciati@uny.ac.id

### Abstract

Student involvement in a learning process is a very important factor in achieving optimal student learning outcomes. However, there are still issues related to effective strategies and patterns to improve student involvement in learning. This study aims to identify patterns of peer review that can be applied, explore their effectiveness in online learning, and identify the learner aspiration about the application of peer review in online writing classes. This is a qualitative research study with students enrolled in English writing classes in Bachelor and Master in English Language Education study programs as the data sources. Data were collected through peer review task sheets, peer corrective feedback sheets, and questionnaires or reflection sheets. Data collected through peer review task sheets and corrective feedback sheets were analyzed using data analysis techniques proposed by Miles, Huberman, and Saldana (2013) which include data collection, data presentation, data condensation, and conclusion drawing. Findings show that the involvement of students in providing descriptive and corrective feedbacks on online writing classes could occur well with a peer review pattern accompanied with lecturer guides. Feedback given by peers with lecturer guides is also effective, which is indicated by the feasibility of most of the given feedbacks. Based on the aspirations of students, peer review patterns that work well and result in quality peer feedbacks require detailed instructions from lecturers, a good command of English, and good motivation among the students.

**Keywords:** *student involvement, feedback, peer review, online learning*

### 1. Introduction

A lot of research has been done regarding the involvement of students in the learning process, especially about the factors that encourage student involvement in learning and its contribution to student learning outcomes. Some research results state that learner involvement is influenced by motivational factors such as autonomy, interest and independence (Skinner et al., 2009); learning-community participation (Pike et al., 2011); schools and classrooms (Gilboy et al., 2015); technology used by teachers in teaching (Cronk, 2012); teacher support (Klem & Connell, 2004); interaction with peers, class structure, task characteristics and personal needs of learners (Fredricks et al., 2004). Some studies state that the involvement of

learners in teaching and learning activities has a positive effect on the achievement of learning outcomes (Steele & Fullagar, 2009; Fredricks et al., 2004); learner satisfaction (Wefald & Downey, 2009); problem solving skills (Eseryel et al., 2014); and persistence in learning (Kuh et al., 2008).

The involvement of learners not only involves the active participation of learners, but also the feelings and meaning of a learning activity (Harper & Quayle, 2009). It also involves the willingness, motivation, desire, and success of students in learning (Bomia et al., 1997). Student involvement is also related to how students assess the achievement of learning objectives and participate in achieving these goals (Hu & Kuh, 2001; Kuh, 2009). Stovall (2003) also states that student involvement in learning is not only in the form of the amount of time

they spend in learning, but also their willingness to participate actively in all learning activities. Gunuc and Guzu (2014) underline the importance of involving the psychological aspects of learning in defining learner engagement. They state that learner involvement is related to the quality and quantity of students' psychological, cognitive, emotional, and behavioral reactions to activities inside and outside the classroom, or to school programs in general.

In online writing learning in universities, certain strategies are needed that are able to make learners to be actively involved in learning. To plan and implement learning activities that can actively involve students requires certain strategies and is very challenging. In this regard, it is necessary to explore how to involve students in learning to write.

A number of globally used writing teaching materials designed by well-known authors (eg Zemach and Rumisek, 2005; Oshima and Hogue, 2007; Jordan, 1999), show that the process of learning to write involves a series of activities undertaken by learners in order to acquire attitudes, knowledge, and writing skills. In general, the learning process that can be concluded from some of these teaching materials is as follows. First, learners are involved in the activity of understanding the text models. In this activity, students learn the structure of texts and paragraphs (including organization, coherence, and cohesion), text functions, grammar, and vocabulary. Second, learners are given the opportunity to engage in guided writing activities. In this activity, students apply their knowledge of the text they have just learned to compose a text with support from the teacher. Third, learners are involved in writing activities independently to express their ideas. This activity may involve students seeking ideas from various sources, organizing ideas, writing draft 1, writing draft 2, editing drafts, and producing a final draft.

This general process is in line with the steps of learning to write as mentioned by Richards (2015) who reviewed the genre or text-based approach written by Burns (2010) and Feez and Joyce (1998). These steps

include modeling of text, joint construction of text, and independent construction of text. In the modeling of text step, teachers and students discuss and analyze the text model in terms of objectives, organization, and linguistic elements. In the joint construction of text stage, the teacher and students compose a new text by following the text features in the text model that they have just discussed and analyzed. Then, in the independent construction of text, students compose their own text by drafting, revising, and reviewing their writing.

Paying attention to the steps of learning to write from a number of writing textbooks (Zemach and Rumisek, 2005; Oshima and Hogue, 2007; Jordan, 1999) and expert opinion as reviewed by Richards (2015), it can be stated that in general learning to write involves analyzing the text model to find out the features of the text (especially the structure of the text, the function of the text, and the linguistic elements that are typical of the text), and composing the text both guided (with support) and independently. At the final stage, students review their draft to revise it to produce a final draft.

Reviewing a number of works, Yin (2016) concludes that the process of learning to write involves students in the process of composing texts as real writers in the real world. However, the process of writing a text is not always linear. The process of writing a text can be an iterative process.

In the literature it is found a number of definitions of involvement in the learning process. Stovall (2003), for example, defines involvement in the learning process as the length of time spent by learners in the learning process and their willingness to participate in the learning activities. Meanwhile, Krause and Coates (2008) state that involvement in the learning process is a variety of efforts made by learners in learning activities to achieve learning objectives. In line with this definition, Bomia et al. (1997) wrote that involvement in the learning process is the willingness, need, desire, and drive to participate and succeed in the learning process. From the three definitions, it can be said that involvement in the learning process is the intensity and

length of time for active participation of learners in learning activities to achieve learning objectives driven by the willingness of the learner.

The activeness and involvement of learners in the online learning process is a must for increased learning outcomes and retention (Gray & DiLoreto, 2016). A study by Williams, Birch, and Hancock (2012) found that the level of learner engagement in online quizzes is positively correlated with academic achievement. They found that students who took more online quizzes had higher learning outcomes than those who did less. The results of this study are in line with the findings of Wong (2013) which show that there is a positive correlation between the level of learner involvement and their academic achievement.

Pittaway (2012 in Tomas, 2015) identifies five engagements in the learning process. The first is personal involvement. This involvement includes self-confidence to be able to achieve goals, intentions, motivation and perseverance. The next is academic involvement. Students who are academically involved will, among other things, plan, monitor and evaluate learning outcomes, take notes, read, listen, and solve problems effectively, and will understand academic culture and have ICT literacy. The third is intellectual involvement. This involvement is shown by the learner by focusing himself on the ideas and concepts he is learning. Then, social involvement. Learners who are socially engaged will establish positive relationships with teachers and are proactive in making themselves part of the learning community. The last is professional involvement, that is the activeness of learners in their participation in class in every learning activity.

In online learning, Kennedy (2015) identifies three perspectives on learner engagement, namely interaction perspective, interactivity perspective, and learning design perspective. The interaction perspective includes the interaction of learners with teachers, learners with learners, and learners with learning materials. Meanwhile, the interactivity perspective distinguishes engagement into two, namely behavioral

involvement (such as clicking, navigating, handing over, and scrolling the monitor screen) and cognitive engagement (such as thinking deeply about the learning material). And, the learning design perspective includes inquiry-based learning models, simulation-based learning models, and peer-based learning models.

Overall, by considering the research results, and various types of learner involvement in the learning process, it can be concluded that effective engagement has several characteristics, which include: (1) driven by a strong will and intention of the learner, (2) carried out intensively over a long period of time, (3) being physically and mentally (cognitive) involved, (4) using multiple strategies such as listening, reading, taking notes in studying the material, (5) establishing good relationships with teachers and fellow learners, (6) proactively make the learner a part of the learning community in his class, and (7) aim to achieve high learning outcomes.

Kennedy (2015) suggests several ways to get students actively involved in the online learning process. The first way is to design learning so that there is a good interaction between the teacher and the learner, between one learner and another, and between the learner and the content of the lesson. The second way is done by seeking the involvement of learners with activities that make behavioral and cognitive involvement. The next way is to implement learner-centered learning. In addition, to ensure engagement, monitoring of learner activity needs to be done.

Through their experimental research, Tai, Lin and Yang (2015) found that peer reviews combined with teacher feedback made a significant positive contribution to students' writing development. The results of this study are supported by Nguyen (2016) who states that peer feedback has been widely applied because it is an effective strategy to support teacher feedback and improve students' writing skills. Peer reviews naturally make learners intensively involved in the learning process that facilitates learner-centred learning. Furthermore, through more recent research,

Husna (2017) shows that learners who are involved in peer review are motivated to write more and enjoy writing.

Based on the results of a study of a number of articles, Nguyen (2016) defines peer review, which is also called peer feedback or peer response as a collaborative activity with students reading, criticizing, and giving each other feedback on their friends' compositions to improve writing competence through the support they give to one another.

Feedback can cover several aspects of the text. Richards (2015) mentions that the scope can include content, organization, vocabulary (word choice and spelling), grammar, style, use of punctuation, ideas, and originality. Other aspects that can be covered are cohesion, coherence, and unity. Meanwhile, Zahida, Farrah & Zaru (2014) distinguish feedback into three, namely meaning-focused feedback, positive feedback, and form-focused feedback.

One of the principles that need to be applied is that feedback from both teachers and peers is constructive and encouraging. Richards (2015) states that the aspects covered in the review or feedback depend on the level and needs of the learner. Feedback can be provided either orally or in writing or both. Using feedback differentiation into two (Ferris 2006 in Zahida, Farrah & Zaru 2014), written feedback on online learning can be in the form of direct feedback or indirect feedback. Direct feedback is in the form of explicit corrections written next to the wrong part (eg grammar), while indirect feedback is a sign or hint that a certain part has an error without the correction.

There are several things that can make peer review less successful. First, as indicated by the research results of Tai, Lin, and Yang (2015), learners lack confidence in their ability to provide feedback. Second, a number of learners do not trust the feedback given by their peers. As stated by Richards (2015), learners may lack trust in peer feedback because it may be inaccurate or incorrect. Third, learners do not know the aspects that need feedback and how to provide it.

In this regard, before peer review is implemented, several things need to be done. Moore (2013) suggests that teachers prepare detailed instructions on the process and how to provide feedback. Each learner is given written instructions containing what aspects they need to provide feedback on, when, how long, and whether direct or indirect feedback. They were given an explanation both orally and in writing at the beginning of the semester with examples. Learners are invited to practice giving feedback together with the guidance of the teacher. It is also necessary to provide a forum to share problems or difficulties or questions for the teacher to immediately provide support to each learner in providing feedback for their peers.

To reduce the learning burden, Zahida, et al. (2014) suggest that the feedback requested to be given could be limited to certain aspects, on meaning-focused feedback because this type of feedback is more motivating and useful than other types of feedback. Furthermore, addressing the problem that there are learners who lack confidence in peer feedback, Richards (2015) suggests that peer feedback should be supplemented by teacher feedback.

This study aims to explore: 1) patterns of peer review that can be applied in online English writing classes; 2) the effectiveness of peer review in online English writing classes with different levels of learner maturity; and 3) learner aspirations related to the application of peer review in online writing learning.

## 2. Method

This research is a descriptive study that involves two writing classes, namely one writing class (Writing for Social and Intercultural Communication) in the English education department (Bachelor) and one writing class (Academic Writing) for MA students in the same department, Faculty of Languages and Arts, Yogyakarta State University.

Qualitative research data were collected using peer review sheets. Peer reviews were carried out on writing assignments given by the lecturer. The review sheet consists of a descriptive review sheet and a corrective

review sheet. The data collected through this review activity include data related to the language, content, and organization of student writing.

In addition to the data generated through the peer review process, this study also collected data on student aspirations for the peer review process which was carried out using a questionnaire (Likert scale 1-4) and open-ended questions filled out online.

Descriptive and corrective feedback data were analyzed using a qualitative data analysis framework following the stages of 1) data collection, 2) data display, 3) data condensation, and 4) conclusion drawing/verifying (Miles, Huberman, & Saldana, 2013). Meanwhile, quantitative data collected by questionnaires were analyzed by descriptive statistics.

### 3. Findings and Discussion

#### a. Peer review patterns

In this study, several patterns of peer feedback were applied, namely giving descriptive peer feedback without instructions, giving peer descriptive feedback with instructions, and giving peer corrective feedback with instructions.

#### 1) Giving descriptive peer feedback without instructions

In relation to the time spent by undergraduate students providing peer descriptive feedback without guidance from the lecturer, 47% of students spent 20 minutes or more providing feedback on each draft and 53% of students spent less than 20 minutes. Meanwhile, 70.6% of undergraduate students do not know the aspects of writing that need feedback and as many as 29.4% of students do. The data also show that 58.8% of undergraduate students are not confident, 5.9% are fairly confident and 35.3% of students are confident in giving feedback.

Regarding the level of confidence of undergraduate students in the appropriateness of peer feedback, the data show that 52.9% of them feel unsure and 47.1% of them feel confident.

In this pattern of giving feedback, the WA forum is available for consultation. Based on the data, there are 94.1% of undergraduate students who feel that chat forums via WA are very helpful in providing feedback and 5.9% of them feel that chat forums via WA are not helpful. The data regarding the comparison of the peer reviewing process without lecturer instructions for undergraduate and postgraduate students can be seen in the following table.

Table 1. Data on peer reviewing without lecturer's instruction

No.	Statement	Mean	
		S1	S2
1.	I know the aspects of the feedback I need to provide WITHOUT detailed instructions from the lecturer.	2,33	2,00
2.	I feel confident giving feedback WITHOUT detailed instructions from the lecturer.	2,28	2,00
3.	I believe in the appropriateness of the feedback I give WITHOUT detailed instructions from the lecturer.	2,44	2,17
4.	I spent 20 minutes or more providing feedback on each draft WITHOUT detailed instructions from the lecturer.	2,50	3,17

The data in the table above show that the average scores of almost all indicators of peer reviews without lecturer guidance are in the range of fairly good for undergraduate and postgraduate students with the average score of masters students being lower for most of the items, except for item 4 which has an average score in the good category. This means that both undergraduate and postgraduate students are poorly aware of aspects of feedback, lack of confidence in giving feedback, and lack of trust in the feedback given to their peers without detailed instructions from the lecturer. Taking into account that the mean score of MA students is lower than that of Bachelor students for almost all indicators, peer

review without lecturer guidance works less with MA students.

**2) Giving descriptive and corrective peer feedback with detailed instructions**

Data regarding the time spent by undergraduate students providing descriptive and corrective peer feedback with detailed instructions provided by the lecturer show that 88.2% of undergraduate students spent 20 minutes or more providing feedback on each draft and 11.8% of them spent less than 20 minutes for one draft. Meanwhile, 100% of undergraduate students claimed to know the aspects of feedback with detailed instructions from the lecturer.

Based on the data obtained, as many as 94.1% of undergraduate students feel confident in giving feedback and only 5.9% of students feel insecure. In addition, as the data collected show that 100% of undergraduate students feel confident about the appropriateness of the feedback they receive from their peers when detailed feedback instructions from the lecturer are provided. The data on the process of peer reviews with the instructions of lecturers for undergraduate and postgraduate students can be seen in the following table.

Table 2. Data on peer reviewing with lecturer's instructions

No.	Statement	Mean	
		S1	S2
1.	I know the aspects of feedback I need to give WITH detailed instructions from the lecturer.	3,50	3,83
2.	I feel confident giving feedback WITH detailed instructions from the lecturer.	3,39	3,83
3.	I am confident with the appropriateness of the feedback I provide WITH detailed instructions from the lecturer.	3,33	3,83

4.	I spend 20 minutes or more providing feedback on each draft WITH detailed instructions from the lecturer.	3,22	3,83
----	---	------	------

The data in the table above show that both undergraduate and postgraduate students are very knowledgeable about the aspects of feedback, very confident in giving feedback, very confident about the feedback given to their peers, and spend sufficient time reviewing their peers' writings with detailed instructions from the lecturer. Taking into account the average score of MA students which is higher than the average score of Bachelor students for the three indicators, peer review with teacher instructions work better with MA students.

In relation to the benefits of chat forums via WA for consultation while students are providing feedback, the data indicate that the forum is very helpful. Meanwhile, the data also indicate that both undergraduate and postgraduate students learn more about writing through their involvement in giving feedback to peers.

Overall, the data show that peer reviews without lecturer's instructions did not work well. Peer review without the guidance of the lecturer did not work well even though 94.1% of students stated that the WA chat forum which gave students the opportunity to give feedback to consult when giving feedback was very helpful for them.

The data on the of peer reviews without teacher guidance as shown by the results of this study are in line with Tai et al. (2015) who also found that learners lack confidence in their ability to provide feedback and lack confidence in the feedback given by their peers. In addition, the findings of this study are in line with Richards' (2015) statement that learners do not trust peer feedback because it may be inaccurate or incorrect and the feedback providers do not know the aspects or areas of feedback.

Meanwhile, the data indicate that the mean of peer reviewing with guidance worked very well. This finding is in line with Moore's (2013) suggestion that teachers

should prepare detailed instructions on the process and how to provide feedback. Each learner is given written instructions containing what aspects they need to provide feedback on, when, how long, and whether direct or indirect feedback.

Almost all of the respondents in this study (94.1%) stated that the consultation forum (WA chat) helped them provide feedback when they encountered problems. However, only 29.4% of the students who know the area of feedback, 35.3% feel confident in giving feedback, and 47.1% trust the appropriateness of the feedback they receive. Reflecting on the learning process that has passed, this may be due to the small number of students who use the WA forum. Although they believe in the potential of WA consulting forums in helping them to provide feedback when faced with difficulties, they do not take advantage of it even though they do not know the aspect or area of feedback to provide and are unsure of their capabilities.

The results of this study indicate that peer review without teacher guidance as a whole does not work well for undergraduate and postgraduate students. In addition, the data show that peer review without lecturer's guidance work less with MA students.

That peer review without guidance of the lecturer work less with MA students is something that needs to be discussed. Judging from the ability to speak English and learning experience, MA students can be assumed to be higher. Thus, they are expected to be able to provide better feedback to their peers.

The factor that may cause the peer review to work less with MA students is the level of complexity of the text being reviewed. While undergraduate students review non-academic texts with a length of about 250 words, postgraduate students review academic texts, namely research proposals that are much longer. In general, research proposals have a higher level of content, organization, and language complexity than non-academic texts. Thus, although postgraduate students may have a higher level of maturity in terms of language

and learning experiences, more complex and lengthy texts are not an easy challenge.

The results of this study indicate that peer review with teacher instructions can work very well for undergraduate and postgraduate students. Even though they both work very well, this review pattern is more effective for MA students.

The finding that peer review with teacher guidance is more effective for MA students may be related to the maturity level of MA students as learners. With a higher level of maturity, when master's students are given instructions by the lecturer, they can give peer feedback better.

#### **b. Effectiveness of peer reviews in online English writing classes**

The effectiveness of peer review, among others, can be assessed in terms of the feasibility of feedback, both descriptive and corrective feedback.

##### **1) Effectiveness of descriptive peer reviews with lecturer's instructions**

From 24 drafts of narrative text written by students, 120 descriptive feedback (comments) were obtained with 20 comments for each aspect (story setting, character traits, complications, resolution, and morals). Among those feedbacks, 90.83% are eligible and the rest (9.17%) are not.

Appropriate descriptive feedbacks (comments) are in the form of a precise review of the strengths and/or weaknesses of certain aspects of the draft. Meanwhile, inappropriate descriptive feedback (comments) are reviews that are not specific or incorrect/correct regarding the strengths and/or shortcomings of certain aspects of the draft essay.

Regarding feedback in the form of suggestions for improvement, 81% of them are appropriate and the remaining 19% are not. Inappropriate improvement suggestions are basically caused by the fact that the intended suggestions are already dealt with in the draft.

## 2) Effectiveness of corrective feedback with lecturer's instructions

Based on the data obtained, overall corrective peer feedback given by students are considered appropriate (81%). Meanwhile, narrative texts received the most corrective feedback (65.3%). In general, the most corrected aspects in peer corrective feedback are mechanics (43.1%), such as the use of capital letters, periods, and commas, followed by grammatical corrections of 41.7%. The grammatical aspects that were given feedback are related to the use of tenses, articles, and plural/singular.

In this study, students gave descriptive feedback focusing on certain aspects of the composition. In relation to narrative texts, five of the features of narrative texts, namely story setting, character traits, complications, resolutions, and morals are the focus of feedback. The data show that almost all of their feedback is accurate.

The corrective feedback given by students in this study is also focused on several aspects of the essay, namely grammar, punctuation (mechanics), word choice, and paragraph structure. The data also show that most (81%) corrective peer feedbacks given by students are feasible.

Both findings indicate that the provision of guided and area-limited feedback facilitate students to provide effective feedback. This finding confirms the results of research by Zahida, et al. (2014) that the feedback requested can be limited to certain aspects to be effective.

### c. Learner aspirations related to the implementation of peer reviews in the online learning of English writing

Based on the data, there are five aspects that make peer feedback quality. The first aspect is the accuracy of the feedback (36%), the second aspect is the clarity of the feedback (29%), the third is detailed instructions from the lecturer (14%), then the motivation is given by peers (14%), and the last is the mastery of the material given by the teacher (7%).

Related to the need for feedback from lecturers after receiving feedback from peers, data obtained show that 89% of students state that they still need it and 11% of students do not need it. Meanwhile, the data suggest that 94.1% of students felt that they learned more about writing through their involvement in giving feedback to peers and only 5.9% of students felt that they did not learn more.

Feedback expected to be received from peers is of high quality. The data show that according to students, there are five aspects that make peer feedback quality, namely the accuracy of feedback, clarity of feedback, detailed instructions from lecturers, motivation from peers, and command of English.

The need for feedback from lecturers after receiving feedback from peers was supported by 89% of students. This point is in line with the opinion of Richards (2015) who suggests that peer feedback needs to be supported by teacher feedback. In addition, Tai, Lin and Yang (2015) through their experiments also found that peer reviews combined with teacher feedback made a significant positive contribution to students' writing development.

The relationship between material mastery and the quality of feedback in providing peer feedback is very clear. Appropriate feedback can only be given by someone who has a good command of the writing of the text under review. The mastery in question includes the structure of the text and linguistic elements. If students do not have good mastery of these two things, they will not be confident in giving feedback and the feedback given may not be appropriate.

Meanwhile, students' aspirations that one of the points that make their feedback quality is the instructions from the lecturer supports Moore's (2013) suggestion that teachers need to prepare detailed instructions on the process and how to give feedback. He states that the instructions in question were written and contained aspects of the feedback that needed to be given, the time, duration, and method of providing direct or indirect feedback.

Another important aspiration is that students feel they are learning more about writing through their involvement in providing peer feedback. This aspiration is in line with Nguyen's (2016) statement that peer feedback has been widely applied because it is an effective strategy to support the improvement of students' writing skills. Peer reviews naturally make learners intensively involved in the learning process that facilitates learner-centred learning.

Another student's aspiration is that peer motivation is needed by them in order to provide quality feedback. Husna (2017) through her research found that students who are involved in peer reviews are motivated to write more and enjoy writing.

#### 4. Conclusions

Based on the results of data analysis, several conclusions can be drawn. First, peer reviews with lecturers' instructions can make Bachelor and MA students give each other descriptive and corrective feedback on online writing learning. Second, peer review with lecturer instructions is likely to work better on learners with a higher maturity level. Third, the feedback provided by peers with teacher guidance is effective as indicated by the feasibility of most of the feedback. Fourth, students need detailed instructions from the lecturer, good command of English, and motivation from friends in order to provide quality peer feedback.

#### REFERENCES

Bomia, L., Beluzo, L., Demeester, D., Elander, K., Johnson, M., & Sheldon, B. (1997). The impact of teaching strategies on intrinsic motivation.

<https://files.eric.ed.gov/fulltext/ED418925.pdf>. Downloaded 12/02/2021.

- [1] Cronk, M. (2012). Using Gamification to Increase Student Engagement and Participation in Class Discussion. In T. Amiel & B. Wilson (Eds.), *Proceedings of EdMedia 2012--World Conference on Educational Media and Technology* (pp. 311-315). Denver, Colorado, USA: Association for the Advancement of Computing in Education (AACE)
- [2] Eseryel, D., Law, V., Ifenthaler, D., Ge, X., & Miller, R. (2014). An investigation of the interrelationships between motivation, engagement and complex problem solving in game-based learning. *Educational Technology & Society*, 17(1), 42-53
- [3] Fredricks, J.A., Blumenfeld, P.C. & Paris, A.H. (2004). School Engagement: Potential of the Concept, State of the Evidence. *review of Educational Research*, 74(1), 59-109.
- [4] Gilboy, M. B., Heinerichs, S., & Pazzaglia, G. (2015). Enhancing student engagement using the flipped classroom. *Journal of Nutrition Education and Behaviour*, 47(1), 109-114.
- [5] Gray, J.A. & DiLoreto, M. (2016). The Effects of Student Engagement, Student Satisfaction, and Perceived Learning in daring Learning Environments. *NCPEA International Journal of Educational Leadership Preparation*, Vol. 11, No. 1–May, 2016.
- [6] Husna, A.H. (2017). The Effect of Peer review on EFL Students' Writing Skill in Writing "Nursing Care Documentation". *Journal of English Teaching and Research*, 2(2), 109-123.
- [7] Jordan, R.R. (1999). *Academic Writing Course*. Essex: Pearson Education Limited
- [8] Kennedy, G. (2015). What is student engagement in daring learning and how do I know when it is there? Melbourne CSHE Discussion Paper, May 2020.
- [9] Klem, A. M., & Connell, J. P. (2004). Relationships matter: Linking teacher support to student engagement and achievement. *Journal of School Health*, 74(7), 262-273.
- [10] Krause, K.L. & Coates, H. (2008). Students' engagement in first-year university. *Assessment & Evaluation in Higher Education*, 33(5), 493-505.
- [11] Kuh, G. D. (2003). What we're learning about student engagement from NSSE: benchmarks for effective educational practices. *Change: The Magazine of Higher Learning*, 35, 24-32



## FOREIGN LANGUAGE INSTRUCTORS' VOICES IN ONLINE CLIL PRACTICE IN HIGHER EDUCATION

**Khoiriyah<sup>1</sup>, Ria Arista Asih<sup>2</sup>**

<sup>1</sup>English language education department, Faculty of Teacher Training and Education,  
Universitas Muhammadiyah Malang

<sup>2</sup>School of Pedagogy, Directorate of Postgraduate Program,  
Universitas Muhammadiyah Malang

<sup>1</sup>khoiriyah230693@umm.ac.id <sup>2</sup>aristaria86@umm.ac.id

### Abstract

The absence of specific language learning regulation at university levels gives ways for instructors to implement various teaching methods. Content Language Integrated Learning (CLIL) is among the teaching methods that apply a dual-focused teaching approach where learning process focuses on content knowledge and language skills. This study aims to investigate Foreign Language for Specific Purposes (FLSP) instructors' priority in foreign language teaching along with the benefits and barriers of online learning. Qualitative methodology was employed with interview (n=8) technique and multiple case-study analyses. Results showed that instructors felt that the given ready-use materials on Canvas platform were beneficial for online classes, although modifications were required. Language skills were prioritized over the content language due to students' needs and competences. However, instructors reported that online learning is less effective than offline learning regardless instructional methods they applied. These findings implied that language-lead CLIL or soft-CLIL can be implemented in higher education to provide both content and language learning for students. Yet, CLIL training and professional development for FLSP instructors are highly required to provide more effective remote CLIL practices.

**Keywords:** CLIL, content knowledge, FLSP, language skills, online learning

### 1. Introduction

The ongoing growth of English as the language of instruction in higher education is influenced by several factors such as internationalization and global competitions. Hence, some universities offer English competence as the added value for their graduates. For this purpose, the implementation of Content and Language Integrated Learning (CLIL) is suggested in the practices of language learning in higher education. CLIL combine the teaching and learning of specific university's major with a wide range of language skills to prepare students for their future careers or become academic experts. The absence of specific language learning regulation at university levels gives ways for the instructors to implement various teaching

methods. CLIL is among the applied teaching methods that refer to a dual-focused teaching approach where learning process is focused on both content and language learning. It calls for the integration of language and content in language learning at the tertiary level.

Mehisto et al. (2008) and van Kampen et al., (2018) stated that teachers should put careful consideration in planning CLIL activities and have sufficient knowledge in conducting the assessment. CLIL is not easy to implement and takes considerable effort in real practices, especially when it comes to online learning.

Moreover, the incorporation of ICT into education today calls for the rigorous assessments of students' online learning.

Teachers are forced to adapt to new learning platforms that neither allow them to physically monitor students' progress, nor ensure that students' learning enhancement are resulted from their own efforts (Kearns, 2012). This condition requires specified assessment methods specifically design for online learning to allow teachers monitor the improvement from students' learning.

There has been an enormous number of studies concerning the successful implementation of CLIL in higher education (Arham & Akrab, 2018; Izzah et al., 2018; Sarip et al., 2018; Wijirahayu, 2019). However, only few studies discuss the assessment for both learning process and students' progress, especially during online learning. Studies related to how students are assessed or what CLIL assessments are about during the teaching and learning process have been underexplored (Lo & Fung, 2018; Zhetpisybayeva et al., 2018). Thus, this research formulates research questions including (1) How do FLSP instructors integrate CLIL in their online teaching and learning activities? and (2) How are FLSP instructors' experiences in assessing students' progress in their online teaching and learning activities?

## 2. Literature review

### The definition of CLIL and its corporation within FLSP

Content and Language Integrated Learning (CLIL) refers to any kind of pedagogical approach incorporating content teaching and learning and second/ foreign languages (L2) (Coyle et al., 2010; Lopes, 2020; Meyer et al., 2015). As far as its role in the curriculum is concerned, CLIL can refer to teaching one or more subjects through L2 and may also refer to content-based subjects in language programmes (Cenoz, 2015). Meanwhile, Foreign Languages for Specific Purposes (FLSP) refers to a language program carried out by Universitas Muhammadiyah Malang, Indonesia. It offers intensive learning of English, Chinese, and Arabic in responses to the students' needs of foreign language mastery within their two first semesters in

the university. However, English is predominantly taught where most students at Universitas Muhammadiyah Malang are studying at general majors that require English as the most spoken foreign language. In this research, the implementation of CLIL within FLSP is specified to the English language learning where the language skills are divided into Speaking, Integrated Reading and Grammar, and Listening. The term FLSP is consistently used in this research and referring to English language learning with English as the language of instruction.

In his study, Leonardi (2015) found an explicit correlation between FLSP and CLIL in higher education. FLSP and CLIL inherently share some similar key features, including 1) the use of context from different non-linguistic subjects; 2) the use of communicative language teaching methodology; and 3) the development of academic and communication skills. Hence, teaching CLIL and teaching FLSP is generally the same as both emphasize teaching language skills and professional skills. In example, the design of CLIL teaching materials is based on the need analysis of FLSP. FLSP instructors further use the results from the need analysis to prepare the learning activities. Ultimately, the designed learning activities should focus on both academic and communicative needs, scaffold learners' language development, and facilitate peer collaboration. Hence, the integration between language and content in FLSP teaching enable teachers to design more relevant teaching materials (Yang, 2016).

It can be concluded that English language learning in higher education could benefit from a gradual and mutual collaboration between FLSP and CLIL. Some shared key features of FLSP and CLIL imply that certain features of CLIL could be introduced through FLSP courses. In this case, teachers should use authentic exposure to the real-life context for both language and content learning. FLSP Reading skill, for example, is not only taught for the purposes of reading comprehension, but is also for its incorporation with other skills that provide content learning. The

implementation of CLIL within this Reading skill promotes access to subject-specific L2 vocabulary, which leads to easier understanding of texts in the target language. In conclusion, CLIL tools and techniques could be used by FLSP courses to adapt content and language practices in an effort to optimize, promote and encourage successful language learning in higher education (Chostelidou & Griva, 2014).

### **Challenges when traditional CLIL classroom is brought to online learning**

The current pandemic of Covid-19 has brought many challenges to various sectors in our daily activities. Education is amongst the most-impacted sectors where practices of traditional learning through face-to-face meeting are forced to shift into full virtual mode. In this case, conventional assessment applied in traditional schooling does not translate well into online learning (Kearns, 2012). Much previous research has documented challenges faced by teachers, including in the higher education, concerning the effectiveness of online learning and the assessment toward students' progress (Febrianto et al., 2020; Hamid et al., 2020; Irfan et al., 2020; Ro'fah et al., 2020). These studies similarly show that teachers faced difficulty in assessing students' progress and monitor their learning improvement as they are not equipped by adequate skills and knowledge in carrying out full online teaching. This is against the current contention where online teaching and learning activity were predicted to enhance the practices of modern education since it does not acknowledge physical barriers of space and time (Barbosa & Garcia, 2005).

On the other hand, little has been known about the enablers of the implementation of online assessment in higher education. Lestyanawati & Widyanoro (2020) specifically found that online learning during this pandemic era has ignited teachers' creative strategy, in which they make positive use of the wide range of online learning platforms available. Many assessment methods were crafted and applied, following the practices of online learning that support flexibility and self-

scaffolding that are in line with the spirit of independent learning. It is argued that physical evaluation is not the sole essential factor in an assessment as long as students' progress are monitored and reported continuously (Dhawan, 2020). Hence, it is of particular interest of this research to document teachers' positive experiences on online learning practices to document sample of best practices that can contribute to the improvement of effective online learning in the future.

### **3. Methodology**

#### ***Research design***

This present research applied qualitative design with interview technique and thematic analysis. Such technique and analysis can help researchers explore the existing phenomena to gain understandings within a specific context (Baxter & Jack, 2008). This fit the aims of this present study to illustrate lecturers' experiences in the integration of CLIL in FLSP learning.

#### ***Data collection***

Announcements of participant recruitment, which consisted of research objectives, participants' inclusive criteria, and researchers' contacts, were distributed through language instructors' What's App group in a private university in Malang. Instructors who wished to take parts in this study were free to approach the researchers. The selected participants were interviewed through Zoom and Skype, and recorded upon participants' consents.

Each interview took 30-40 minutes following a semi-structured interview protocol. Semi-structured interview was chosen because it takes into account the values of Connectivity, Humanness, and Empathy to facilitate authentic and dialogical talk in educational research (Brown & Danaher, 2019). The interview protocol was crafted to allow participants elaborate and reflect on their own answers (Baxter & Jack, 2008) and let researchers probe and build further questions based on participants' answers (Adams, 2015).

Hence, the protocol consisted of 10 question items concerning instructors'

priority in teaching FLSP. Among the item samples are *what are your priority in FLSP learning* and *why do you think (language skills/ content knowledge) is more important than (language skills/ content knowledge)*. We mostly incorporated *how* and *why* to invite participants' genuine opinions and avoid yes/no answers.

### **Participants**

Convenience sampling was employed as a part of non-probability sampling method (Cohen et al., 2018) where clear logistics and resources benefit in terms of travel, cost, and time expenditure (Galloway, 2005). Eight participants were recruited following the inclusion criteria of: 1) FLSP instructors; and 2) had taught at least two semesters (one full year course) of online FLSP learning. This sampling method set a scope and limitation on our study where the results are not generalizable to the population.

### **Data analysis**

The obtained data was analyzed using thematic analysis to gather similar findings reflecting particular themes to answer the research questions (Peel, 2020). Our study applied the eight steps of thematic analysis in educational research (Maguire & Delahunt, 2017) that covers:

1. Data familiarization: the recorded interviews were transcribed manually to obtain data corpus. This resulted in the mapping of participants' demography and transcriptions of the whole interview results.
2. Code generation: statements in the transcriptions were analyzed and coded to identify participants' name, age, department, faculty, understanding on CLIL, understanding on language skills, online FLSP teaching practices, and other concerns.
3. Theme search: series of codes resulted from the previous process were considered as sub-themes. Hence, similar sub-themes were grouped to obtain major themes.

Three major themes were generated, named in participants' demography, choices of CLIL or language skills, and online FLSP teaching practices.

4. Theme review: the three major themes were reviewed to answer the research questions. At this stage, the relationship between themes were analyzed, for example, how participants' understanding might influence their FLSP teaching.
5. Theme definition: two major themes were defined as the focus of this study, namely: a) instructors' choices on CLIL versus language skills, and b) instructors' practices on online FLSP teaching.
6. Report production: wrapped up the whole analysis results prior to the writing of findings and discussion parts.

### **FINDINGS**

A total of eight instructors participated in this study interviewed in August 2021. The initial screening of data indicated that all eight instructors were teaching FLSP across departments and faculties, and had carried out online teaching for two semesters in a private university in Malang. All participants were given pseudonyms to maintain the confidentiality and integrity of the research. Two main findings pertaining instructors' knowledge on CLIL and language skills, and online FLSP teaching practices emanated in this study.

#### ***Instructors' choices between content knowledge and language skills in their online CLIL practice***

It was found that most instructors prioritized students' language skills over the integration of content knowledge into language learning.

Mostly, the instructors stated that both content knowledge and language skills are equally important. However, in their teaching practices especially in online learning, they provoked diverse reasons to prioritize language skills instead of the content knowledge. Take an example, James

considered that the students did not have sufficient background of their content knowledge. Hence, it is difficult for him to teach content knowledge as stated in the following excerpt:

*"Both of language and content knowledge are important. Yet, in my FLSP classes, I emphasized more on language learning. It is difficult to concern on students' content knowledge, since the students are still in semester 1, they do not have sufficient background knowledge. (James)*

Similar to James, Debora also presumed that she found difficult to prioritize content knowledge due to two reasons. First, the students have limited time in online learning. Second, the students have no access to printed FLSP books. This FLSP basically is designed in multiple cooperation among the instructors, editors and the head of department. Debora believed that face-to-face classroom using printed materials were more convenient and more effective to teach the content knowledge. It is proved by the following statement.

*"I think both, language skill and content knowledge. However, it will be possible for f2f classroom. During the online learning, language skills is more prioritized since there is limited time, and the students do not have access to FLSP books." (Debora)*

Meanwhile, two instructors claimed that even though they taught language skills more frequently, they still tried to integrate the topic discussed based on the students' major. It is based on the designed syllabus and the students' need as well. Lia and Ella stated their explanations as follows.

*"Mostly, I prioritized the language. But, I also tried to design the topic of the tasks related to the students' department, such as IT department, the students were asked to promote IT product or IT software." (Ella)*

*"Based on students' needs and current learning objectives/ syllabus. Content*

*knowledge for FLSP 1, language skills for FLSP 2." (Lia)*

Additionally, Joseph added that it is immensely hard to integrate the content knowledge in his classes since the students' English competence was in beginner level. So, he decided to teach language rather than the content as his explanation stated below.

*"[I always teach] Language skills. Once, I tried practicing [to teach] content knowledge but [it] didn't work. Students' proficiency was quite low. (Joseph)*

Above all, only Aan confidently stated that he prioritized the content knowledge since he believed that FLSP program is designed for non-English department students. So, he tried to put more emphasize on content leaning.

*"Content knowledge, because it's English for non-English Dept students." (Aan)*

#### **Practices on online FLSP teaching**

This present study found that most instructors reported difficulties in online teaching compared to conventional face-to-face practices.

Two major issues contributed to the difficulties faced by the instructors in their online classroom including (1) the online platform and materials; (2) the process of assessment. The first is regarding the online platform and learning materials. The instructors agreed that they were firstly skeptical and not surely ready with online learning due to unpredictable shifting from face-to-face learning to fully online learning. Hence, they chose the teaching and learning platform that they, as instructors, and their students were familiar the most. They mostly used WhatsApp, email and google classroom. The situation is described in the following excerpt.

*"in the early Covid-19 outbreaks, I used google classroom and wa group. Then, the next semester, I used LMS (canvas designed by LC)" (Debora)*

*"using WhatsApp (video call and voice note feature), and email." (James)*

"... I use Google classroom before Canvas [ready to use after one semester online learning]. Canvas is a complete blueprint that can be modified. The concept and structuring of Canvas were based on multiple coordination among instructors." (Aan)

From those statements, it implied that the instructors basically were not prepared for online learning, as well as the institution (Language Center). Hence, they chose their own platform. After one semester, the institution provided ready-use platform called canvas, along with its prepared materials for the whole semester. However, the instructors needed to double-check and modify the materials to fit with their students' need and competence.

"Canvas, sometimes modify, sometimes follow. I do not feel confident to craft the whole syllabus as it may not suit campus' learning objectives, which is TAEP. (Mimi)

"[I] mostly use the given materials [on canvas], it is already in line with the students' need. However, some topics are too general. Hence, I modify the topic in order to make it in line with my students' department" (Debora)

"I also add more application for learning and engaging students' [interest] in learning process such as using mentimeter, kahoot, quizzes. The materials are also modified based on the students' need." (Stephen)

"I only modify levels of difficulties based on students' proficiency. Sometimes too difficult tasks were not given if that was only hampering students' development..." (Joseph)

### **The second obstacle is related to assessment.**

Grammar: task-based, Speaking: video call, not much different from offline. The most challenging is listening where we cannot monitor students' real-time (Mimi)

None. Actually we can do AfL, but that is against the learning objectives of introducing basic English to non-English Dept students. Our main job is scoring students' outcomes, and we don't have that specific set of skills to perform AfL. (Aan)

None. Did AfL for Integrated class, especially when the learning objectives is closely related to FLSP teaching. For Integrated, even did team teaching and used diagnostic test to structure learning materials. Mostly AoL because the current learning objectives is TAEP. The pandemic doesn't allow the ideal use of AfL.

### **REFERENCES**

- [1] Adams, W. C. (2015). Conducting Semi-Structured Interviews. In *Handbook of Practical Program Evaluation: Fourth Edition* (pp. 492–505). Wiley Blackwell.  
<https://doi.org/10.1002/9781119171386.ch19>
- [2] Arham, M., & Akrab, A. H. (2018). Delving into content lecturers' teaching capability in Content Language Integrated Learning (CLIL) at an Indonesian university. *The Asian ESP Journal*, 14(7.2), 68–89.
- [3] Baxter, P., & Jack, S. (2008). Qualitative Case Study Methodology: Study Design and Implementation for Novice Researchers. In *The Qualitative Report* (Vol. 13).
- [4] Brown, A., & Danaher, P. A. (2019). CHE Principles: facilitating authentic and dialogical semi-structured interviews in educational research. *International Journal of Research and Method in Education*, 42(1), 76–90.  
<https://doi.org/10.1080/1743727X.2017.1379987>
- [5] Cenoz, J. (2015). Content-based instruction and content and language integrated learning: the same or different? *Language, Culture and Curriculum*, 28(1), 8–24.  
[https://doi.org/10.1057/978-1-137-40737-5\\_5](https://doi.org/10.1057/978-1-137-40737-5_5)
- [6] Chostelidou, D., & Griva, E. (2014). Measuring the Effect of Implementing CLIL in Higher Education: An Experimental Research Project. *Procedia - Social and Behavioral Sciences*, 116, 2169–2174.  
<https://doi.org/10.1016/j.sbspro.2014.01.538>
- [7] Cohen, L., Manion, L., & Morrison, K. (2018). *Research Methods in Education, Sixth Edition*.

- [8] Coyle, D., Hood, P., & Marsh, D. (2010). *Content and language integrated learning*. Cambridge.
- [9] Galloway, A. (2005). Non-Probability Sampling. In *Encyclopedia of Social Measurement*. Elsevier. <https://doi.org/10.1016/B0-12-369398-5/00382-0>
- [10] Izzah, I., Rafli, Z., & Ridwan, S. (2018). The model of Bahasa Indonesia teaching materials taken from stories in Quran taught with content and language integrated learning approach. *Language Circle: Journal of Language and Literature*, 12(2), 123–142. <https://doi.org/10.15294/lc.v12i2.14172>
- [11] Leonardi, V. (2015). Bringing the gap between ESP and CLIL in the university context. *Ipeatoria - Testi Letterature Linguaggi*, 5, 19–26.
- [12] Lo, Y. Y., & Fung, D. (2018, March 9). Assessments in CLIL: the interplay between cognitive and linguistic demands and their progression in secondary education. *International Journal of Bilingual Education and Bilingualism*, 1–19. <https://doi.org/10.1080/13670050.2018.1436519>
- [13] Lopes, A. (2020). Linking Content and Language-Integrated Learning (CLIL) and Task-based Language Teaching (TBLT) in an effective way: a methodological proposal. *Onomázein Revista de Lingüística Filología y Traducción*, NE6, 05–22. <https://doi.org/10.7764/onomazein.n.e6.01>
- [14] Maguire, M., & Delahunt, B. (2017). *Doing a Thematic Analysis: A Practical, Step-by-Step Guide for Learning and Teaching Scholars*. \* (Issue 3).
- [15] Mehisto, P., Marsh, D., & Frigols, M. J. (2008). *Uncovering CLIL.pdf*.
- [16] Meyer, O., Coyle, D., Halbach, A., Schuck, K., & Ting, T. (2015). A pluriliteracies approach to content and language integrated learning – Mapping learner progressions in knowledge construction and meaning-making. *Language, Culture and Curriculum*, 28(1), 41–57. <https://doi.org/10.1080/07908318.2014.1000924>
- [17] Peel, K. L. (2020). A beginner's guide to applied educational research using thematic analysis. *Practical Assessment, Research and Evaluation*, 25(1), 1–16. <https://doi.org/10.7275/ryr5-k983>
- [18] Sarip, M., Rafli, Z., & Rahmat, A. (2018). Arabic Speaking Material Design Using Content and Language Integrated Learning ( CLIL ). *International Journal of Humanities and Cultural Studies*, 5(1), 272–286.
- [19] van Kampen, E., Admiraal, W., & Berry, A. (2018). Content and language integrated learning in the Netherlands: teachers' self-reported pedagogical practices. *International Journal of Bilingual Education and Bilingualism*, 21(2), 222–236. <https://doi.org/10.1080/13670050.2016.1154004>
- [20] Wijirahayu, S. (2019). *Religious Value, Content Language Integrated Learning and a Model of Students' Character Building in Nutrition Study Program*. January, 28–32. <https://doi.org/10.5220/0008371500280032>
- [21] Yang, W. (2016). ESP vs CLIL: A coin of two sides or a continuum of two extremes? *ESP Today-Journal of English for Specific Purposes at Tertiary Level*, 4(1), 43–68.
- [22] Zhetpisbayeva, B. A., Kitibayeva, A. K., Kazimova, D. A., Akbayeva, G. N., & Zatyneiko, M. A. (2018). Assessment issues in content and language integrated learning (CLIL). *Journal of Advanced Pharmacy Education and Research*, 8(4), 32–38.



## POSITION OF FOREIGN LANGUAGE AND REGIONAL LANGUAGE IN TEACHING MATERIALS BOOK OF INDONESIAN HIGH SCHOOL CLASS X

Leny Dwi Astuti<sup>1</sup>, Suhardi<sup>2</sup>

[leny.dwi2020@student.uny.ac.id](mailto:leny.dwi2020@student.uny.ac.id)<sup>1</sup>, [suhardi@uny.ac.id](mailto:suhardi@uny.ac.id)<sup>2</sup>

### Abstract

The purpose of this study was to describe and analyze the position of local languages and foreign languages in teaching materials in the form of a book entitled "Bahasa Indonesia SMA Kelas X" by Suherli, et al. The method used in this research is descriptive qualitative. The data collection instrument used a documentation sheet and content review. This study uses qualitative data analysis techniques. The stages in analyzing the data are as follows: Identifying the use of language (words, phrases, and clauses) contained in the teaching materials, classifying the data by creating a classification table, and interpreting the data. The results of this study indicate that the position of foreign languages in the teaching materials of Indonesian high school books in class X dominates (more widely used) compared to the use of regional languages. There are 68 words from foreign languages consisting of (18 words - 12 phrase - 3 clause) from English, 3 words (2 word - 1 clause) from Arabic, 29 words from Latin, 2 words from Japanese, and 1 words from German. While the use of regional languages in teaching materials for Indonesian high school books for class X consists of 13 regional languages consisting of 11 words from Javanese, 1 word from the royal language of Goa, and 1 word from the Bedouin language.

**Keywords:** foreign language, regional language, teaching materials, Indonesian language

### INTRODUCTION

During this Covid-19 pandemic, we are familiar with many foreign terms. The use of foreign terms is not only used in the health sector, but also in the fields of education, economy, social, politics, etc. The emergence of these foreign terms indicates the development of language in Indonesia. In the world of education, these foreign terms have a position as a foreign language. Language and education are closely related. Language is the main tool of education. On the other hand, education plays an important role in developing and fostering language. We need to deliver education in a language appropriate to the environment or place of education. Each country has its own introduction to education.

In Indonesia, the official language of instruction for education is Indonesian. The problem is, along with the development of technology, there is a tendency to use other languages as an introduction in learning. In fact, apart from using Indonesian in the learning process, teachers and students sometimes use foreign languages and regional languages to further improve understanding.

The language problem in Indonesia is a national problem that requires planned, directed, and thorough processing. This language problem is the whole problem caused by the fact that the number of languages that are found and spoken in Indonesia is large, that these languages are part of and supported by a living culture. These languages play different roles in relation to national interests. In addition to Indonesian as the national language and the official language of the government, there are regional languages whose numbers are not known with certainty and foreign languages that are used as the language of international communication (Halim, 1976: 15).

In the National Language Politics, the Center for Language Development and Development explains the position and function of regional languages, it is stated that in relation to the position of Indonesian, languages such as Balinese, Batak, Bugis, Javanese, Madurese, Makasar, and Sundanese, which are found in the region. Republic of Indonesia, domiciled as a regional language. In their position as regional languages, languages such as

Balinese, Batak, Bugis, Javanese, Madurese, Makasar, and Sundanese serve as (1) symbols of regional pride, (2) symbols of regional identity, and (3) means of communication within the family and local communities (Wibawa, 2007: 5).

Foreign languages according to the pattern of national development certainly need to be taught in our schools. Which foreign language needs to be taught is largely determined by our foreign policy and the need for the development of science and technology. In addition, the factors of foreign cooperation that will be carried out must be considered. However, the consideration that a language has been used as a world language seems to need to determine our decision. In this connection, English certainly gets top priority. If necessary, we teach more than one foreign language, Arabic, German, French, Dutch, Chinese, and Russian (Halim, 1976: 74).

The background that forms the basis for the implementation of foreign language learning at various levels of education can be described as follows. First, most of science and technology in any field is written in English or other foreign languages, so mastery of English or other foreign languages will provide a way for the Indonesian people to absorb the development of science, or spread the knowledge that develops in Indonesia. Second, modern society today has become a world society that is no longer confined by distance or time thanks to advances in information technology and transportation. The world community is developing into a borderless global society. Mastery of foreign languages will be the door so that the Indonesian people can interact in a global society. This aspect of globalization is one of the reasons why English and other foreign languages need to be taught in schools (Santoso, 2014: 3).

These two things also surfaced in one of the rational reasons for the development of the 2013 Curriculum which is referred to as an external challenge. In a copy of the Attachment of the Minister of Education and Culture Number 69 of 2013 it is explained: External challenges include,

among others, related to the flow of globalization and various issues related to environmental problems, advances in technology and information, the rise of creative and cultural industries, and the development of education at the international level (Santoso, 2014: 3).

Based on the demands of national development, the demands of national education, and the politics of the national language, Indonesian clearly must be taught at all types and levels of schools, including universities. Regional languages, if desired by the community concerned, can be taught in secondary schools. For the sake of science, in universities that have a literature faculty, it is necessary to open a regional language and literature department. Certain foreign languages, according to their needs, are taught in senior high schools (Halim, 1976: 76).

Teaching foreign languages in schools can take the form of words, phrases, clauses, and sentences. A. Chaer (2008:39) argues that phrases are formed from a combination of two or more words; and fill one of the syntactic functions. This is in line with the opinion of Ramlan (1987:151) which states that a phrase is a grammatical unit consisting of two or more words that does not exceed the function of the clause.

Parera (1991: 32) also suggests that the notion of a phrase is a construction that can be formed by two or more words in a basic sentence pattern or not. In line with some of these understandings, Tarmini argues that a phrase is a construction consisting of two or more constituents that can fill a certain syntactic function in a sentence but does not exceed the limit of a clause function or it can be said that the phrase is non-predicative (Tarmini, 2019: 22).

A clause is a grammatical construction that can be developed into a sentence. A clause according to Kridalaksana (2008:111) is a grammatical unit in the form of a group of words which at least consists of a subject and a predicate, and has the potential to become a sentence. Thus, a clause can also be said to be a basic sentence. The basic sentence is a declarative

sentence that has a predication structure (Tarmini, 2019: 35).

Currently, the use of foreign languages and regional languages in learning Indonesian is not only used in spoken language (as an introduction to education), but is also used in written language (contained in teaching materials). Therefore, the authors conducted a research entitled "The Position of Foreign Languages and Regional Languages in Indonesian Language Teaching Materials for High School Class X".

## METHOD

The method used to collect data in this study is descriptive qualitative. Qualitative descriptive methods to interpret and describe an object using words or sentences are as follows (Arikunto, 2013: 278).

(1) Identification, namely self-identification, self-evidence, determining and determining the identity of a person, object and so on in this case, first collects data so that it can be determined and classified. (2) Classification and classification, arrangement based on something appropriate, after the data is identified the steps to classify and classify the data for deeper interpretation. (3) Interpretation, which is the stage to discuss each data in each classification by referring to the concepts given by the experts, in this case the interpretation is given directly after the data quote (Humaira, 2018: 35).

Data collection can use documentation and content review. Documentation is looking for data about things or variables in the form of notes, teaching materials, Indonesian student handbooks, and others (Arikunto, 2013: 265). In this case, the documentation process is directed at foreign languages and regional languages in Indonesian high school teaching materials for class X. Content analysis is a method of collecting data by studying, investigating, and examining the contents of Indonesian language teaching materials for high schools class X.

## RESULTS AND DISCUSSION

### The Position of Foreign Languages in Indonesian Language Book Teaching Materials for High School Class X

Kartono explained that the function of foreign languages in general must be based on the purpose of education, namely to produce Pancasila people who are skilled in building. Thus, foreign languages must be mastered in such a way that they can be used as a tool to help accelerate the process of state and nation development, even if indirectly. Mastery of foreign languages must also be able to help realize a free and active foreign policy, including establishing friendships with all countries in the world (Halim, 1976: 120).

Basically, in this era of globalization, the Indonesian people need more intensive communication with other nations. For this reason, it is not only necessary to have a good Indonesian language, but also mastery of foreign languages is needed. If the Indonesian people have mastered the Indonesian language well, then what is needed is a tool to communicate it to the outside world, of course in a foreign language. Therefore, habituation is needed, both in terms of education and teaching of foreign languages.

In accordance with the function of foreign languages based on the politics of national development, politics of national education, and politics of national languages, the purpose of teaching foreign languages in our schools is to develop the skills of foreign language students, so that with these abilities they can: (i) communicate in foreign languages, (ii) knowing and understanding foreign nations and cultures, (iii) studying foreign science and culture through books written in foreign languages in the context of their studies (Halim, 1976: 75).

The data from the analysis of the position of foreign languages in the teaching materials of Indonesian high school books for Class X are as follows.

Table1. Foreign Languages

Type	Inggris	Arab	Latin	Jepang	Jerman	
Word	<p><i>Undegradable</i> (Suherli, 2016: 43)</p> <p><i>Move on</i> (Suherli, 2016: 79)</p> <p><i>Event</i> (Suherli, 2016: 162)</p> <p><i>Cafe</i> (Suherli, 2016: 170)</p> <p><i>Snack</i> (Suherli, 2016: 181)</p> <p><i>Talkshow</i> (Suherli, 2016: 187)</p> <p><i>Drainase</i> (Suherli, 2016: 191)</p> <p><i>Cumlau de</i> (Suherli, 2016: 211)</p> <p>Setting,</p>	<p><i>Musyawa-rah, taubat</i> (Suherli, 2016: 189)</p>	<p><i>Zizipus rotundifolia, Azadirachta indica, Acacia leucophloea, Acacia leucophloea, Tamarindus indica, Dioscorea hispida, Aleurites moluccana, Coryphantha, Avicennia sp., Cordia obliqua, Syzygium polyanthum, Sterculia foetida, Bos javanicus javanicus, Bubalus bubalis, Cuon alpinus javanicus, Muntiacus muntjak muntjak, Cervus timorensis russa, Panthera pardus melas, Tragulus javanicus palandoc, Prionailurus viverrinus, Hirundo rustica, Eudynamis scolopacea, Pavo muticus,</i></p>	<p>Karate, kimono (Suherli, 2016: 189)</p>	<p><i>Mie</i> (Suherli, 2016: 189)</p>	
					<p>import ant (Suherli, 2016: 215)</p> <p><i>Playmaker</i> (Suherli, 2016: 218)</p> <p><i>Layout, order</i> (Suherli, 2016: 221)</p> <p><i>Agency, launching, signing</i> (Suherli, 2016: 222)</p> <p><i>Blackest Night</i> (Suherli, 2016: 223)</p>	<p><i>Gallus gallus, Anthracoceros convexus, Buceros rhinoceros, Leptoptilos javanicus</i> (Suherli, 2016: 41)</p> <p><i>Colombidae, Colomiformes</i> (Suherli, 2016: 45)</p>
					<p>Phras e</p> <p><i>Masterpiece of Oral and Intangible Heritage of Humanity</i> (Suherli, 2016: 9)</p> <p><i>Imperative sentence</i> (Suherli, 2016:</p>	

<p>96)</p> <p><i>Islamic boardin g school</i> (Suherl i, 2016: 126)</p> <p><i>custom er service</i> (Suherl i, 2016: 162)</p> <p><i>Weddin g organiz er</i> (Suherl i, 2016: 163)</p>							<p>219)</p> <p><i>English Langua ge Service</i> (Suherl i, 2016: 220)</p> <p><i>Take a chance</i> (Suherl i, 2016: 222)</p> <p><i>Most Inspirin g People</i> (Suherl i, 2016: 224)</p>						
<p><i>Home industri</i> (Suherl i, 2016: 171)</p> <p><i>Krack propa- gation on random</i> (Suherl i, 2016: 212)</p> <p><i>Record of event</i> (Suherl i, 2016: 215)</p> <p><i>Nation al Aerona utic and space admini stra- tion</i> (Suherl i, 2016:</p>						<p>Clause</p>	<p><i>First Step to Nobel Prize in Physics</i> (Suherl i, 2016: 217)</p> <p><i>You don't need rocket science to figure it out</i> (Suherl i, 2016: 220)</p> <p><i>The Dresde n Files : Welco me to The Jungle</i> (Suherl i, 2016: 223)</p>	<p><i>Wassa lamu alaiku m warah matull ahi wabar a</i></p> <p><i>Katuh</i> (Suher li, 2016: 55)</p>					



### The Position of Regional Languages in Indonesian Language Book Teaching Materials for High School Class X

Based on UUD 1945 Pasal 36, regional languages are seen as part of culture, not as a means of communication in the relationship of national life. As part of the national culture, regional languages should certainly be taught in schools. The space for movement is limited to the area concerned and is only taught as one aspect of culture. Therefore, regional languages as subjects in schools only need to be given to certain regions that want them (Halim, 1976: 73-74).

Language maintenance is a phenomenon that is present simultaneously with a language shift. Language maintenance and shifting are like two sides of a coin. In sociolinguistic studies, the two cannot be separated. Indonesia has religious regional languages that need to be preserved and protected. One of the preservation of regional languages can be done through education. The maintenance of the regional language can be done through learning; community/extracurricular activities; and mandatory communication tools on certain days. This serves as an effort to prevent the shift and extinction of regional languages; prepare future local language speakers; and preserving the nation's culture (Zulaeha, 2017: 46).

The data from the analysis of the position of regional languages in the teaching materials of Indonesian high school books for Class X are as follows.

Table 2. Regional Languages

Type	Jawa	Kerajaan Goa	Suku Badui
Word	<i>Wong, golek</i> (Suherli, 2016: 9) <i>wayang suket, wayang motekar, purwa, cempurit,</i>	<i>Jinggaran coin</i> (Suherli, 2016: 7)	<i>Pikukuh</i> (Suherli, 2016: 23)

	<i>tuding, gapit</i> (Suherli, 2016: 10) <i>Gagrak</i> (Suherli, 2016: 13) <i>Legawa</i> (Suherli, 2016: 92) <i>Saking</i> (Suherli, 2016: 220)		
Phrase	-	-	-
Clause	-	-	-

### CONCLUSION

English, Arabic, Japanese, Latin and German have a position as foreign languages in the teaching materials of Indonesian high school books for class X. The use of foreign languages in teaching materials for Indonesian books for high school class X contains 68 words consisting of 33 words (18 words - 12 phrase - 3 clause) from English, 3 words (2 word - 1 clause) from Arabic, 28 words from Latin, 2 words from Japanese, and 1 words from German.

Meanwhile, Javanese, the language of Goa's work, and Bedouin have a position as a regional language in the teaching materials of Indonesian Language Books for High School Class X. The use of regional languages in teaching materials for Indonesian books for high school class X consists of 13 regional languages consisting of 11 words from Javanese, 1 word from the royal language of Goa, 1 word from the Bedouin language.

In accordance with the function of foreign languages based on national development politics, national education politics, and national language politics, the purpose of teaching foreign languages in our schools is to cultivate students' foreign language skills.

Based on UUD 1945 Pasal 36, regional languages are seen as part of culture, not as a means of communication in the relationship of national life. As part of

the national culture, regional languages should certainly be taught in schools.

Diunduh melalui  
<http://staffnew.uny.ac.id/upload/131570315/penelitian/MAKALAH+SUTRISNA+W.pdf>.

#### REFERENCES

- [1] Arikunto, S. 2013. *Prosedur Penelitian: Suatu Pendekatan Praktis*. Jakarta: PT. Rineka Cipta.
- [2] Chaer, Abdul. 2015. *Sintaksis Bahasa Indonesia (Pendekatan Proses)*. Jakarta: Rineka Cipta.
- [3] Halim, Amran. 1976. *Politik Bahasa Nasional 1*. Jakarta: Pusat Pembinaan dan Pengembangan Bahasa.
- [4] Halim, Amran. 1976. *Politik Bahasa Nasional 2*. Jakarta: Pusat Pembinaan dan Pengembangan Bahasa.
- [5] Kridalaksana, Harimurti. 2008. *Kelas Kata dalam Bahasa Indonesia*. Jakarta: PT. Gramedia.
- [6] Parera, Jos Daniel. 1991. *Sintaksis*. Jakarta: PT. Gramedia Pustaka Utama.
- [7] Ramlan. 1987. *Sintaksis: Ilmu Bahasa Indonesia*. Yogyakarta: CV Karyono.
- [8] Santoso, Imam. 2014. *Pembelajaran Bahasa Asing di Indonesia: Antara Globalisasi dan Hegemoni*. Jurnal Bahasa dan Sastra, Vol. 14, No. 1. Diunduh melalui [https://ejournal.upi.edu/index.php/BS\\_JPBSP/article/view/696/501](https://ejournal.upi.edu/index.php/BS_JPBSP/article/view/696/501).
- [9] Suherli, dkk. 2016. *Bahasa Indonesia Kelas X*. Kementerian Pendidikan dan Kebudayaan: Pusat Kurikulum dan Perbukuan Balitabang Kemendikbud.
- [10] Tarmini, Wini dan Sulistyawati. 2019. *Sintaksis Bahasa Indoneisa*. Jakarta Selatan: UHAMKA Press.
- [11] Wibawa, Sutrisna. 2007. *Implementasi Pembelajaran Bahasa Daerah sebagai Muatan Lokal*. Yogyakarta: Seminar Nasional Pembelajaran Bahasa dan Sastra Daerah dalam Kerangka Budaya.
- [12] Zulaeha, Ida. 2017. *Strategi Pemertahanan Bahasa Daerah pada Ranah Pendidikan*. Jurnal Peradapan Melayu Jilid 12. Diunduh melalui <https://ejournal.upsi.edu.my/index.php/JPM/article/view/2350/1618>.



**INVESTIGATING THE ROLE OF INDONESIAN LANGUAGE TEACHERS  
IN SHAPING STUDENTS' LITERACY CULTURE**Mahiratun Fadlilah<sup>1</sup>, Pangesti Wiedarti<sup>2</sup>Indonesian Language and Literature Education  
Faculty of Language and Arts, Yogyakarta State Universit

mahiratunfadlilah.2020@student.uny.ac.id,

<sup>2</sup>pangesti@uny.ac.id**Abstract**

The success of the learning and teaching process is closely related to the existence of a literacy culture, as in learning Indonesian. The Covid-19 pandemic hampers the implementation of learning, which also affects the limitations of time and place that allow literacy cultivation. This study aims to describe the role of Indonesian language teachers in literacy culture in 7<sup>th</sup> grade students of SMP in Kebumen Regency. The method in this research is descriptive qualitative. Sources of data were obtained from teachers who were teaching or had taught 7<sup>th</sup> grade students after the covid 19 pandemic. The results and conclusions of this study were (1) activities given by teachers to students to cultivate literacy, most often in the form of reading 15 minutes (2) print media which are often used are non-fiction books and anthologies of poetry or short stories, while the electronic media that is often accessed is Youtube (3) all teachers state that literacy culture is very important, but 42% of teachers state that literacy culture is not better than before the covid 19 pandemic, 34% of teachers said they were better, and 24% of teachers did not experience any change.

Kata kunci: Indonesian language teacher, literacy, culture, covid-10

**INTRODUCTION**

Literacy culture is an accompaniment to student success in the learning process. In the school environment, literacy culture is the duty of all school members, including Indonesian language teachers.

The COVID-19 pandemic has changed the learning process from face-to-face to distance learning. Permendikbud No. 3 of 2000 concerning the prevention of the spread of COVID-19 which is applied to educational units which causes all learning activities carried out face-to-face to be converted into distance learning. In these conditions, teachers are still required to play an active role in learning. Even in the conditions of the COVID-19 pandemic,

Problems related to literacy are also influenced by technological developments in the 21<sup>st</sup> century. Students as literacy

Indonesian language teachers cannot be separated from cultivating student literacy, especially for grade VII students who need adaptation to enter Junior High School (SMP).

Literacy can be interpreted as the ability to read and write which is further developed into the ability to master certain field knowledge [1]. Literacy culture begins with a good understanding of literacy culture. Shihab stated that literacy culture should be carried out actively, meaning that all components related to the implementation of literacy culture must be actively involved in carrying out literacy culture. Boring, tiring, or confusing literacy experiences need to be avoided to give to students [2].

learners also need to be proficient in new literacy. Automatically, teachers as literacy educators have the responsibility to

integrate new technologies into the curriculum, in order to prepare students for the literacy they deserve [3].

There are at least four general elements that apply to all current views that are used to inform the broad dimensions of relation to new literacy research. The four elements are

“(1)The Internet and other ICTs require new social practices, skills, strategies, and dispositions for their effective use; (2) new literacies are central to full civic, economic, and personal participation in a global community; (3) new literacies rapidly change as defining technologies change; and (4) new literacies are multiple, multimodal, and multifaceted; thus, they benefit from multiple lenses seeking to understand how to better support our students in a digital age[4].”

The elements of literacy are broken down into six types of literacy, namely literacy, literacy, scientific literacy, financial literacy, digital literacy, and cultural & civic literacy. Reading and writing literacy is the ability to understand the contents of written texts that are implied or expressed in order to develop knowledge and self-potential and express ideas and ideas to participate in the social environment. Production activities are carried out by reading and writing aloud, guided reading and writing, reading and writing together, and reading and writing independently.

The literacy culture contained in the Indonesian language learning curriculum is not only limited to activities related to reading and writing, but also certain activities, both those related to fiction and non-fiction texts.

Fiction texts are important to study in relation to authentic learning, namely learning that uses the text of original literary works, whether it is read as a whole in one text, or reading parts of the text to completion within a certain period of time.

Non-fiction texts are important to learn because most of what adults might read are informational texts, so students

need to be introduced to this type of text in order to foster curiosity about natural phenomena and real events. The information text is then presented in the form of interesting content with a format, writing style, and vocabulary that can be accessed by readers with varying abilities [5].

Literacy culture in schools can be built using three strategies, namely conditioning a literacy-friendly physical environment, pursuing a social and affective environment, and seeking schools as a literate academic environment [6]. The literacy-friendly physical environment can be seen in the display of student work throughout the school area. The work is regularly replaced so that all students have the opportunity to show their work. Students also have the opportunity to access reading materials in reading corners in several areas of the school.

A social and effective environment to build a literacy culture can be done through a model of communication and interaction of all components of the school. This model can be seen in the awarding of awards during the flag ceremony for the progress of students in all aspects.

From the several roles mentioned, the teacher remains the most important role holder. This is due to the direct contact between teachers and students. Teachers do not only play a role in cultivating literacy, but also take part, in the sense that teachers are clearly trying to cultivate literacy.

Before COVID-19 pandemic condition, literacy activities in junior high schools were closely related to the implementation of the School Literacy Movement program. Previous research has shown that the School Literacy Movement has been successfully implemented in schools.

However, the COVID-19 pandemic has caused the School Literacy Movement to not run as before because learning in schools is carried out using distance learning (PJJ), or face-to-face learning (PTM) is limited. Various studies related to

learning during the COVID-19 pandemic have been revealed. However, the content of literacy culture contained in it has not been fully investigated in other studies.

There is no clear benchmark standard for teachers to cultivate literacy. Therefore, every teacher has their own way of providing literacy cultural content for students.

The limited ability of teachers to master technology will also affect the media used to teach and provide cultural literacy mutants. Teachers who are familiar with it will have no difficulty, but teachers who are not familiar with the use of technology will find it difficult.

The role of the Indonesian language teacher in students' literacy culture is important and interesting to reveal. The disclosure of the role of the Indonesian language teacher is an active role, therefore the term gait is used which indicates that the teacher continues to provide literacy culture even though at different levels during the covid 19 pandemic.

Motivating students to read can lead to future student success outside the classroom. The teacher's role can be to support students' reading habits by creating positive efforts, such as using point-written reading rocket charts to reward students for reading, using chips, certificates, class rewards, and free playtime. With these efforts, it is evident that students' literacy is increasing and they show great enthusiasm in reading [7]

This study aims to describe the role of Indonesian language teachers in literacy culture in 7<sup>th</sup> grade students of SMP in Kebumen regency. The description is explained through three focus discussions. First, it is examined about the activities given by the teacher to the students. The focus of the second discussion is the media used for literacy culture. Furthermore, the teacher's gait is examined on the importance of literacy culture.

## METHODS

This research is a qualitative research. The subjects of this study were Indonesian language teachers who had or are currently teaching seventh grade junior high school students. Participants in this study amounted to 50 people who came from different schools. The schools are classified by sub-district location,

The distribution of teachers based on sub-district location is mostly concentrated in Kebumen sub-district. This is because Kebumen is the center that has the most junior high schools in Kebumen Regency. Other sub-districts participating in this research are Mirit, Ambal, Bonorowo, Kebumen, Prembun, Rowokele, Gombong, Karangsambung, and Kutowinangun sub-districts.

The data collection was carried out from August to October 2021. The data collection technique was carried out by questionnaires, unstructured interviews, and observations. Questionnaires were distributed using a questionnaire research instrument using Google forms. The questions are developed from three main questions. The form of questions is presented using optional multiple choice, multiple choice multiple choice, and scale questions using a Likert scale. The lattice of the instrument is as follows.

**Table 1. Questionnaire Grid**

No	Indicator Question	Type Answer
1.	Activities given in class related to literacy culture	Optional multiple choice
2.	Special assignments to students	Yes/no, description, multiple choice
3.	Books used to develop a literacy culture	Optional multiple choice
4.	Media for the application of literacy culture	Optional multiple choice
5.	Frequency of media use	Scale

6.	Perception of the importance of literacy culture	Scale
7.	Comparison of literacy culture habituation (before and after the pandemic)	Scale

Furthermore, confirmation is made to participants who have filled out the questionnaire to know the certainty of the truth of the data that has been filled in (member check). After taking the questionnaire, a total of 10 participants were conducted unstructured interviews in order to deepen the background of the answers that have been given. The observations were carried out in 5 schools by observing the learning process and activities that took place.

The data in this study were analyzed and presented with a classification based on the parts of the focus of the question. The data after data collection is then sorted and adjusted using the help of data in the form of tables, graphs, and a list of detailed answers

### FINDINGS AND DISCUSSION

The results of this study are divided into three parts. The first part focuses on the activities given by the teacher to the students. The second part looks at the media used for literacy culture. The third part pays more attention to the teacher's role in the importance of literacy culture in the era of the COVID-19 pandemic.

#### Activities given by the teacher to students

Activities given by teachers to students related to literacy culture are divided into activities given in class and special assignments that can be done outside class hours. These two activities are carried out online and offline, in accordance with the learning implementation regulations set by the school.

The activities given in the class are Indonesian language learning activities that are in accordance with the indicators and competencies of Indonesian language

learning. These activities are activities related to literacy culture. In the reading competence as outlined in basic competence 3, the activities carried out by the teacher are reading literary texts, reading 15 minutes before learning activities, assigning them to the library, and reading non-literary texts. As for the competency skills as outlined in basic competency 4, the choice of activities in the form of writing non-literary texts and writing literary texts.

The results of the study are described in the following table.

**Table 2. Activities in Class**

No	Activities	Number of Teachers
1.	Reading 15 minutes before learning activities	25
2.	Reading literary texts	23
3.	Reading non-literary texts	19
4.	Assignments to the library	16
5.	Writing literary texts	14
6.	Writing non-literary texts	13

Reading 15 minutes before learning activities start is a program of the school literacy movement launched by the government. This activity turned out to be the activity most often practiced by teachers in Kebumen.

Literary text reading activities are taught on the basic competencies and core competencies listed in Indonesian language learning. The texts studied in class VII are fantasy story texts, folk poetry, and fables. Likewise with learning to read non-literary texts contained in learning description texts, reports on observations, procedure texts, and personal letters and official letters [8].

The assignment to the library for students is one of the literacy culture activities. It is important for teachers to remind students to always read books other than face-to-face activities in class. Junior high school students have a high interest in reading and borrow books in the library, the results of interviews with male students and female students show that female students have better reading pleasure than male students [9].

Some respondents have activities in different classes as companions in learning Indonesian. These activities are; 1) read any books you have at home, 2) listen and re-narrate texts, 3) listen to information on TV or the internet, and 4) read a book in class in 30 minutes.

In addition to classroom activities, respondents were also asked about special assignments given to students. Respondents are free to choose whether to give special assignments or not to give special assignments. Respondents who choose to give assignments are welcome to write down the assignments that have been given to students. The respondents who did Not give the assignment were asked the reason for not giving the assignment.

Of all respondents, 90% of teachers give special assignments to students in cultivating literacy. These tasks are; 1) read information about tourist attractions from Google to summarize and collect, 2) read learning materials from other learning sources, 3) write summaries of books read, 4) retell literary works that have been read in oral and written form , and 5) write a diary.

The number of respondents who did not give special assignments to students was 10%. The reason for not giving assignments is that there is limited time in face-to-face learning in this era of the covid-19 pandemic. Literacy habituation is considered less effective due to lack of time. Therefore, literacy culture can only be done when learning in class. This also supports the situation that schools have not been able to facilitate a literacy culture during the pandemic.

Another reason for not implementing a special assignment in literacy culture is that schools have implemented a literacy culture not only in learning Indonesian. Literacy activities have been implemented every day at school so that students are familiar with reading activities. The reading activity is freed for students to read any books that students like that support each of these subjects.

A small number of respondents who do not apply special assignments, namely the difficulties in online learning. Assignments cannot be given because not all students can access these assignments properly. Therefore, learning is focused on the main tasks that are in accordance with the basic competencies of Indonesian language lessons.

### Media Used for Literacy Culture

The media used to cultivate literacy consist of printed reading media or books, and electronic media in the form of applications or websites. Media in the form of books consist of anthologies of short stories or poetry, non-fiction books, magazines, printed newspapers, and recipe books.

The media used by the teacher can be detailed as follows.

**Table 3. Use of Print Media**

No	Book Category	Amount of Use
1.	Non-fiction	66%
2.	Anthology of short stories or poetry	60%
3.	Newspaper	48%
4.	Magazine	20%
5.	Recipe book	14%
6.	Other	18%

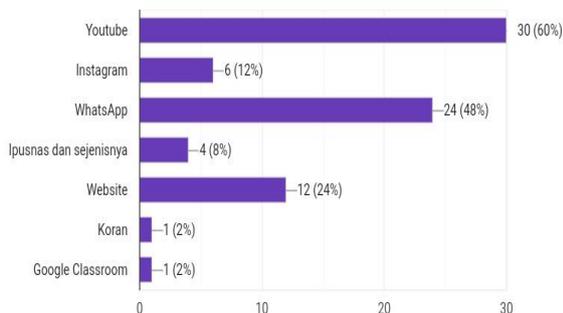
The books that teachers are most interested in applying are non-fiction books, then short stories or poetry anthologies and newspapers. Respondents who chose another were those who mentioned certain literary works to be applied to students. The books are the

totto-chan series, inspirational stories, and stories obtained from internet sources.

Electronic media can be in the form of applications that can be downloaded and installed on mobile phones or media that can be accessed by opening the website. The media are in the form of Youtube, Instagram, WhatsApp, iPusnas and the like, as well as educational websites.

Of all the media used, the frequency of use of the media is also observed. From all respondents, the following are media that are often accessed by Indonesian language teachers in cultivating literacy.

**Chart 1. List of Electronic Media**

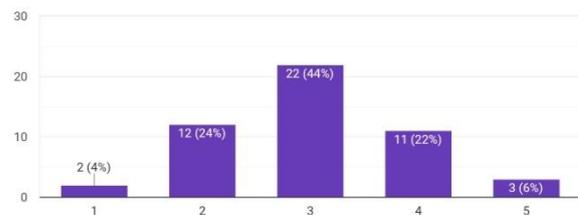


Youtube media is the media that is most often used in relation to displaying videos that are relevant to learning Indonesian. The next medium is WhatsApp as a means of communication as well as a place to provide materials and assignments to students.

This finding has not used various other media models besides the commonly used media. Other studies have shown that various learning models with certain media can stimulate students' understanding of literacy. Learning with the OLS-CMPBL model can be an alternative for policy makers and teachers to solve digital literacy problems [10].

The use of print media and electronic media is then asked for the frequency of its use to the teacher. Using a scale of 1-5, the following is the result of the frequency of use of the media.

**Chart 2. Frequency of Media Use**



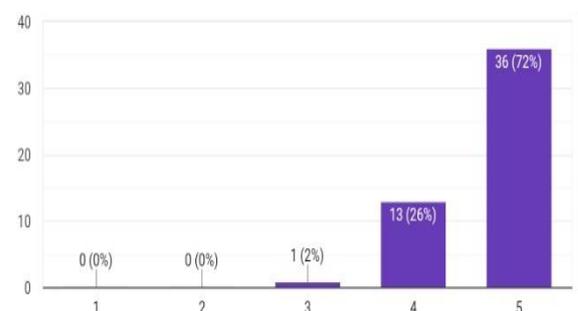
The scale applies to the rules of frequency of use 20% for number 1, 20-40% for number 2, 40%-60% for number 3, 60-80% for number 4, and 80-100% for number 5.

### Teacher's Gait to the Importance of Literacy Culture in the Era of the Covid-19 Pandemic

The teacher's role in the importance of literacy culture in the COVID-19 pandemic is shown by the teacher's perception of the implementation of Indonesian language learning in the COVID-19 era and the comparison of the implementation of literacy culture between before the Covid-19 pandemic and after the Covid-19 pandemic.

The teacher's perception of the importance of literacy culture in the era of the covid-19 pandemic is expressed using a scale of 1 to 5, the number one means it is not important, while the number 5 indicates very important. The data is shown in the following diagram.

**Chart 3. The Importance of Literacy Culture**



From the overall data obtained, 34 teachers stated that literacy culture was very important, 13 teachers stated it was important, and 1 teacher stated it was quite important.

Judging from the application of literacy culture before the covid 19 pandemic compared to after the covid 19 pandemic, the culture of literacy of teachers to students tends to be balanced between better, the same, and not as good as before the covid-19 pandemic. The data is shown by the following table.

**Table 4. Application of Literacy Cultivation**

No	Statement	Persent age
1.	Not as good as before the covid 19 pandemic	42%
2.	Better than before the covid 19 pandemic	34%
3.	Just like before the Covid-19 pandemic	24%

From the three data, most of the teachers realized that the implementation of literacy culture during the COVID-19 pandemic was not as good as before the COVID-19 pandemic.

### CONCLUSION

From the results and discussions that have been described, it can be concluded as follows. The activities that teachers give to students to cultivate literacy are most often in the form of reading 15 minutes before learning begins. In addition, some teachers also give special assignments to students related to a reading or text and text writing activities.

The most popular media in the form of books are non-fiction books. Electronic media that is often used is Youtube with the use of watching videos that are relevant to learning. The frequency of using video is not always used in learning.

The teacher's role in the importance of literacy culture in the era of the COVID-19 pandemic is balanced. A total of 42% of

teachers stated that literacy culture was carried out the same as before the covid 19 pandemic, 34% of teachers were better, and 24% of teachers did not experience any changes.

The limitation of this research is that the data collection time is quite short. Research is still limited to teachers as research subjects. Therefore, research is also needed on the role of teachers in terms of student perceptions and their impact on literacy culture. Hopefully this research can be a trigger for future research.

### REFERENCE

- [1] Direktorat Jenderal Pendidikan Dasar Dan Menengah. (2018). *Desain Induk Gerakan Literasi Sekolah*. Jakarta: Kemendikbud.
- [2] Shihab, Najeela. (2019). *Literasi Menggerakkan Negeri*. Tangerang Selatan: Penerbit Literati.
- [3] Walker, J (Ed). (2009). *International Reading Association. New Literacies and 21<sup>st</sup>-Century Technologies*.
- [4] Coiro, J., Knobel, M., Lankshear, C., & Leu, D.J. (2008). Central issues in new literacies and new literacies research. In J. Coiro, M. Knobel, C. Lankshear, and D.J. Leu (Eds.), *Handbook of research in new literacies* (pp. 1–21). Mahwah, NJ: Erlbaum.
- [5] Direktorat SMP. (2021). *3 Strategi Penting Membangun Budaya Literasi di Sekolah*. <http://ditsmp.kemdikbud.go.id/3-strategi-penting-membangun-budaya-literasi-di-sekolah/>
- [6] Harsiati, Titik. (2016). *Bahasa Indonesia SMP/MTs Kelas VII*. Jakarta: Kementerian Pendidikan dan Kebudayaan.
- [7] Tanti, T., Kurniawan, D., Zain, M., Winda, F., & Fitriani, R. (2021). Evaluation of reading pleasure character in SMPN 19 and SMP Adhyaksa 1 of Jambi City. *REID (Research and Evaluation in Education)*, 7(1). Doi: <https://doi.org/10.21831/reid.v7i1.35147>



- [8] Perdana, Riki., Jumadi, Rosana,D., Riwayani. (2020). The Online Laboratory Simulation With Concept Mapping And Problem Based Learning (Ols-Cmpbl): Is It Effective In Improving Students' Digital Literacy Skills? Cakrawala Pendidikan. Doi: <https://doi.org/10.21831/cp.v39i2.31491>
- [9] Ganske, Kathy (Ed). (2010). Comprehe nsion Across the Curriculum, Perspectives and Practices K-12. London: The Guildford Press.
- [10] Widya, Komang. Literacy and reward: teachers' effort to build Children reading habit. SHS Web of Conferences 42, 00018.



## ONLINE LEARNING POLICIES AND INDONESIAN LANGUAGE LEARNING CONSTRAINTS DURING THE COVID-19 PANDEMIC

Muhammad Agung Wibisono <sup>1\*</sup>, Hartono <sup>2</sup>

<sup>1</sup>Indonesian Language and Literature Education  
Postgraduate Yogyakarta State University  
Yogyakarta, Indonesia

<sup>2</sup>Indonesian Language and Literature Education  
Postgraduate Yogyakarta State University  
Yogyakarta, Indonesia

[1muhammadagung.2020@student.uny.ac.id](mailto:1muhammadagung.2020@student.uny.ac.id), [2hartono-fbs@uny.ac.id](mailto:2hartono-fbs@uny.ac.id)

### Abstract

The purpose of this study is to analyze online learning policies and the problems of constraints of teachers, learners, and parents in learning Indonesian in the covid-19 pandemic. This type of research is a case study at Muhammadiyah 4 Yogyakarta Junior High School and literature studies or literature research using secondary data collected through books, *journals*, *websites*, and other sources related to research problems. Data collection uses interview techniques and document analysis. Data analysis uses qualitative descriptive techniques, which consist of data collection, data reduction, data presentation, and conclusion withdrawal. The results showed that the online learning policy has been implemented in Muhammadiyah 4 Yogyakarta Junior High School in accordance with the Circular Letter (SE) of the Ministry of Education No. 4 of 2020 on the Implementation of Education Policy in the Emergency Period of The Spread of Coronavirus *Disease* (COVID-19). The policies implemented include policies to provide student learning experiences, provide life skills education, learning in accordance with student conditions, the process of awarding assessments, and the process of Admission of New Learners (PPDB) and School Operational Assistance (BOS). On the other hand, there are also learning obstacles for teachers, learners, and parents in Indonesian learning experienced during the diverse covid-19 pandemic. Teacher constraints are on aspects of the use of learning applications, weak internet network access, unpreparedness with online learning media, learning materials that cannot be applied optimally, and research to learners. Student constraints are on aspects of inadequate learning facilities, weak internet access, inactivity in following learning, psychological conditions of stress and boredom, many tasks, and difficulties in operating learning applications. Parental constraints are on socio-economic aspects and supervision or mentoring of children in online learning at home.

**Keywords:** policy, online learning, problems, language learning, covid-19 pandemic

### Introduction

The covid-19 virus is spreading around the world, not least in Indonesia. The Indonesian government announced the first case of covid-19 in March 2020. All sectors are affected by the covid-19 outbreak, including in the education sector. The Ministry of Education and Culture (Kemdikbud) has implemented a home learning policy (BDR) especially for

education units that are in the red, orange, and yellow zones. In contrast to the green zone area, educational units located in the region are allowed to carry out face-to-face learning but still have to pay attention to health protocols. This refers to the Joint Decree of the Minister of Education and Culture, Minister of Religious Affairs, Minister of Health and Minister of Home Affairs on Guidance on The Implementation

of Learning in the Academic Year 2020/2021 and Academic Year 2020/2021 in the Covid-19 Period. Learning during the covid-19 pandemic forced schools that were originally implemented face-to-face, then required to replace the learning system with a distance system. The Government through the Ministry of Education and Culture issued Circular Letter No. 4 of 2020 on the Implementation of Education Policy in the Emergency Period of COVID Spread. In the Circular Letter it is explained that teaching and learning activities are carried out remotely.

Teaching and learning activities remotely have been contained in the Regulation of the Minister of Education and Culture of the Republic of Indonesia (Permendikbud) Number 119 of 2014 concerning the Implementation of Distance Education at the Level of Primary and Secondary Education. In the Permendikbud explained that distance education (PJJ) is an education whose learners are separate from educators and their learning uses various learning resources through the application of educational / learning technology principles. In the case of the covid-19 pandemic, the implementation of PJJ can be divided into two approaches, namely online distance learning and offline distance learning. Educational units or schools can choose an online or offline approach (a combination of both) in accordance with the availability of facilities and infrastructure.

From the above exposure, pandemic conditions require PJJ to be done dominantly using an online approach. According to Putra and Irwansyah (2020), online learning is learning that is held without face-to-face or direct physical interaction. The implementation of learning is carried out with the help of internet-based digital applications. Through internet-based applications such as *whatsapp*, *zoom*, *google meet*, *google classroom*, *quipper school*, *teacherroom*, *moodle* and other applications allow online learning interaction between teachers and learners through internet technology. By utilizing various internet applications, it is expected that the distance learning process

(PJJ) can still run even in pandemic conditions.

Furthermore, looking at the facts of the condition of society during the pandemic, some learners experience some problems. This problem is clearly an obstacle that makes it difficult for learners to get an education in the pandemic period. One of the problems that make it difficult for learners in learning Indonesian online is the availability of learning facilities and weak literacy due to learning from home so as to cause boredom in learning. On the parents' side is also affected by the covid-19 pandemic, for example, having to spend time, expenses, and thoughts to provide facilities and learning assistance for their children. While from the teacher's side also did not escape the impact, for example is unpreparedness in providing learning, learning management, assessment, and supervision (Rigianti, 2020). Teachers become the main drivers in learning both in pandemic conditions and not. The transfer of learning systems from conventional to online systems due to the covid-19 pandemic does require careful preparation. Therefore, teachers must be able to keep up with changes with technology-based learning so that the learning process continues to run and the fulfillment of students' rights in getting education even in the conditions of the covid-19 pandemic.

Based on the description above, the constraints that have been mentioned become important to be studied in order to maximize online Indonesian learning. This literature study and case study is asked a question of research problems, namely how difficult are learners, parents, and teachers in the study of Indonesian in the covid-19 pandemic? The results of this are expected to be informational materials and reference materials in deciding policies in online learning both learners, parents, teachers, schools and the government.

## 1. Method

This research uses case study methods and literature studies or literature research. The steps taken in case studies are by observation and in-person interview at Muhammadiyah 4 Yogyakarta Junior High

School, while the literature study is by reading library sources to obtain the necessary data (Arikunto, 2013). The data sources used come from secondary data collected through books, journals, *websites*, and other sources related to research problems.

This type of research is qualitative descriptive. Descriptive methods are carried out to describe the circumstances that occur during research activities at Muhammadiyah 4 Yogyakarta Junior High School, then correlated with data obtained from literature studies.

The research data collected was then qualitatively analyzed with Miles and Huberman's models. According to Mile and Huberman (in Sugiyono, 2010), the step in qualitative data analysis is done in an interactive way and continuously until complete. This step must go through several stages including data *collection (data collecting)*, data reduction (*data reduction*), presentation of data (*data display*), and conclusion drawing or verification.

## 2. Results and Discussions

The results of this study are divided into several parts to facilitate decryption, namely online education policies (distance) during the covid-19 pandemic and learning constraints Indonesian the covid-19 pandemic.

### 2.1 Online Learning Policy (Remote) during the Covid-19 Pandemic

With regard to the increasing spread of Covid-19, health for education actors such as students, teachers, principals, and all school residents is one of the main considerations in the implementation of education policy. Therefore, the government through the Ministry of Education and Culture of the Republic of Indonesia implements the policy in Circular Letter (SE) Number 4 of 2020 on the Implementation of Education Policy in the Emergency Period of The Spread of *Coronavirus Disease (COVID-19)*.

#### 2.1.1 Providing a Learning Experience

In Circular Letter (SE) Number 4 of 2020 on the Implementation of Education

Policy in the Emergency Period of The Spread of *Coronavirus Disease (COVID-19)* emphasizes that "Learning from home through online / distance distribution is implemented to provide a meaningful learning experience for students without being burdened with the demands of completing all curriculum achievements for class increase and graduation" (Kemendikbud, 2020).

Online / distance learning has been carried out since march 2020 after instructions from the Ministry of Education and the local Education Office to carry out learning without face-to-face. Based on interviews with the deputy principal of the curriculum section at Muhammadiyah 4 Yogyakarta Junior High School, the learning demands given to students do not have to complete achievements according to the curriculum as usual, but are adjusted to the curriculum of essential materials based on the state of the school environment during the coronavirus outbreak.

In one day, learning is made with a schedule of two to three subjects to ease the burden of students learning remotely and more independently at home than learning previously carried out in school. The task given by the teacher also does not give too heavy a burden. Students are given a period of assignment collection between 1 day to 1 week, even sometimes teachers still give dispensation of late student assignment collection.

Based on the data of interview results to principals, teachers, and students, it can be ascertained that distance learning at Muhammadiyah 4 Yogyakarta Junior High School has been in line with government instruction through the Circular Letter (SE) of the Ministry of Education No. 4 of 2020 on the Implementation of Education Policy in the Emergency Period of The Spread of *Coronavirus Disease (COVID-19)*. The burden of assignments given to students does not demand to complete the demands of learning achievement as in the curriculum. This provides a different learning experience to students due to the special thing that is the covid-19 pandemic.

### 2.1.2 Providing Life Skills Education

In accordance with the Circular Letter (SE) of the Ministry of Education No. 4 of 2020 on the Implementation of Education Policy in the Emergency Period of The Spread of *Coronavirus Disease* (COVID-19) also emphasized that "Learning from home can be focused on life skills education, among others regarding the covid-19 pandemic (Kemendikbud, 2020).

Based on interviews with teachers, instructions given to students related to assignments are related to life skills during the coronavirus outbreak. Some examples of tasks given by teachers to students for example on Indonesian learning are the task of making video readings and posters related to the corona virus. Thus, from the results of the data, researchers found that distance learning at Muhammadiyah 4 Yogyakarta Junior High School has been conducted in accordance with SE (SE) of The Ministry of Education No. 4 of 2020 on the Implementation of Education Policy in the Emergency Period of The Spread of *Coronavirus Disease* (COVID-19).

### 2.1.3 Learning in accordance with student conditions

Learning is carried out online / remotely at SMP Muhammadiyah 4 Yogyakarta in accordance with the conditions of students related to the learning facilities used. The learning that students participate in considers affordable access so that it is easy and convenient to use in distance learning. In the process, distance learning requires different facilities and access to each subject. Special subjects Indonesian held at Muhammadiyah 4 Yogyakarta Junior High School using several information technologies, such as lms moodle, google classroom, google form, zoom, and google meet. From some of these learning applications are used by adjusting the relevant learning conditions and materials for students at that time.

From these learning activities, it can be broadly concluded that SMP Muhammadiyah 4 Yogyakarta has implemented a policy in accordance with the Circular Letter (SE) of the Ministry of

Education No. 4 of 2020 on the Implementation of Education Policy in the Emergency Period of The Spread of *Coronavirus Disease* (COVID-19) as in the quote "Learning activities and tasks learned from Home can vary between students, according to their respective interests and conditions, including considering the gap in access / home study facilities" (Kemndikbud, 2020).

### 2.1.4 Assessment Process

In online/distance learning, assessment is not one of the top priorities that students will get. The provision of grades cannot be used as a reference or consideration of boarding classes or student graduation. From interviews conducted with teachers Indonesian, the provision of grades is still in the form of scores or in quantitative form. This shows that the implementation of learning at Muhammadiyah 4 Yogyakarta Junior High School has not implemented a policy in accordance with the Circular Letter (SE) of the Ministry of Education No. 4 of 2020 on the Implementation of Education Policy in the Emergency Period of The Spread of *Coronavirus Disease* (COVID-19) which reads "Evidence or products of Learning from Home activities are given qualitative and useful feedback from teachers, without being required to give quantitative scores / values" (Kemdikbud, 2020).

The conclusion is based on the implementation of learning used using quantitative assessments from media or learning applications LMS Moodle and Google Forms that provide assessment facilities or automatic correction so that the recapitulation of answers automatically has been accompanied by values in accordance with the settings made when the process of making problems.

### 2.1.5 New Student Admission Process (PPBD) and School Operational Assistance

In the process of Admission of New Learners (PPDB) is carried out with the provision of following the PPDB mechanism regulated by the local education agency. The mechanism follows health protocols to

prevent the spread of covid-19, including the physical gathering of students and parents at school. Some provisions of the PPDB mechanism applied at Muhammadiyah 4 Yogyakarta Junior High School are (a) the accumulation of report card values determined based on the values of the last five semesters, (b) academic and non-academic achievement outside the school report card, and (c) interviews as part of the selection of new student admissions before being declared accepted.

On the other hand, school operational assistance (BOS) funds have also been used for procurement of goods according to school needs including to finance the needs in the prevention of the covid-19 virus pandemic such as the provision of hygiene kits, hand sanitizers, disinfectants, masks, sinks in every school room, temperature gauges, even to compile a task force team handling the spread of the corona virus in schools. With the BOS funding policy, the implementation of online / distance learning can be implemented properly. Thus, the implementation of the New Student Admissions process policy (PPDB) and the School Operational Assistance Fund (BOS) has implemented the directive in accordance with the Circular Letter (SE) of the Ministry of Education No. 4 of 2020 on the Implementation of Education Policy in the Emergency Period of The Spread of Coronavirus Disease (COVID-19).

## 2.2 Learning Constraints Indonesian during the Covid-19 Pandemic

Online learning in times of pandemic becomes an option that requires to be implemented for educational institutions such as schools. Bifaqih and Qomaruddin (2015) stated that online learning is an in-network classroom program to reach a massive and wide target group. The covid-19 pandemic made educational institutions change the original conventional education model and then change to use the use of internet-based technology features. Various supporting applications are used by teachers to still be able to teach and learners can learn at home during pandemics. Some of the obstacles faced by

teachers in learning Indonesian are as follows.

### 2.2.1 Teacher Constraints

In an interview with Indonesian teacher at Muhammadiyah 4 Yogyakarta Junior High School and several teachers of The Indonesian Junior High School (MGMP) at Yogyakarta school, admitted that online learning becomes less effective compared to face-to-face learning directly with learners. The difficulties experienced by teachers are some teachers have difficulty in carrying out learning related to learning applications, internet networks when working from *home*, the use of gadgets, learning management, assessment and supervision (Rigianti, 2020). Another obstacle experienced by teachers is the demand to organize learning Indonesian with internet-connected information technology (Septirini, Sumarwati, and Atikah, 2020). This is not surprising because the condition of teachers in Indonesia is not entirely familiar with the use of technology, this can be seen from teachers born before the 1980s. From the constraints of information technology limit them in using online learning media (Aji, 2020).

Aspects of teacher constraints in learning Indonesian can be seen in table 1 below.

**Table 1. Teacher Constraints**

No	Aspects	Difficulty
1.	Learning applications	Not mastering IT skills
2.	Internet access	Weak internet network
3.	Implementation of learning	Not ready for online learning media
4.	Learning Materials	Practice, oral and group performance materials cannot run optimally
5.	Student Assessment	Assessment of processes, practices, and attitudes





### 2.2.3 Parent Constraints

Parents are also affected by the covid-19 pandemic. Parents who usually give their children their overall education in school, now in the pandemic period becomes a feel how difficult it is to educate school children even through online learning at home. Parents seem to be teachers who have to teach material when children have difficulty in doing tasks from the teacher. The difficulties that parents feel for children during online learning can be seen in table 3 below.

**Tabel 3. Parent Constraints**

No	Aspects	Difficulty
1.	Social - economic	Low economic ability for daily needs, such as basic needs and children's internet data packages
3.	Education	Supervision and mentoring of online learning at home

The impact in the socioeconomic field, for example, different gaps cause the carrying capacity of learners to follow distance learning is also different from each other. For example, there are still learners who do not have a smart phone because of the inability of parents to buy. For those who can afford to buy a device also has the problem of limitations of internet data packages that can be purchased by parents. Indeed, the government provides internet data package subsidy assistance, but the distribution is still uneven.

The impact is not only in the socioeconomic field, but the field of education also feels the difficulty. The difficulty comes from his son who is going to school. Parents automatically become substitute teachers at home for their children who have difficulty learning from materials delivered by teachers at school. On the other hand, for parents who work outside the home, whether working in the government, private, or self-employed sectors, they have difficulty because they

cannot accompany their children in learning. When school runs online, the role of parents becomes increased for their children because they have to supervise education, guarantee food needs, and manage the child's emotional level if they have difficulty in learning. As a result, that's when there is often conflict with the family because on the other hand parents have to work as usual.

Another case for parents who work as teachers and have children who are studying online, they even take their children to the school where their parents work. The reason is none other than to ask for the help of other teachers (co-workers) to help their child learn. In observations at where the researcher's school worked, researchers were even asked by colleagues (teachers) at the school to help learn their children who attended other schools to work on problems Indonesian that felt difficult. With this phenomenon it can be said that for an educator also has difficulty in educating his own child in learning in school.

### 3. Conclusion

Online learning policies are implemented to suppress the increasing spread of Covid-19. Health for education actors such as students, teachers, principals, and all school residents becomes one of the main considerations in the implementation of education policy. Therefore, the government through the Ministry of Education and Culture of the Republic of Indonesia implements the policy in Circular Letter (SE) Number 4 of 2020 on the Implementation of Education Policy in the Emergency Period of The Spread of Coronavirus *Disease* (COVID-19) which contains about policies: (a) provides student learning experience, (b) provides life skills education, (c) learning in accordance with student conditions, (d) the process of giving assessment, and (d) the process of Accepting New Learners (PPDB) and School Operational Assistance (BOS).

Online learning in the covid-19 pandemic also has various difficulties experienced by teachers, learners, and parents. Difficulties experienced by

teachers in aligning Indonesian materials include aspects of mastery of learning applications such as *zoom*, *google meet*, *lms moodle*, *google classroom*, etc. Other aspects are weak internet access, aspects of unprepared learning implementation, aspects of learning materials that demand practical, oral, and group performance cannot run optimally, and aspects of difficulty in providing assessment to learners. While from the student side also has obstacles that become difficulty in learning Indonesian, namely aspects of home learning facilities that do not meet for distance learning, weak internet network access, the number of tasks given by teachers so as to cause psychological conditions of stress and boredom. As a result, learners are not active in following the learning. In addition, there are also aspects of difficulty in operating applications such as *zoom* that are considered complicated. On the parents' side, the difficulties experienced are more to socio-economic aspects, such as low in meeting daily needs to the needs of children's internet data packages. In the aspect of education, parents also have difficulty in the supervision and assistance of children's online learning at home.

#### ACKNOWLEDGMENT

Thanks were conveyed to all teachers, students of Muhammadiyah 4 Yogyakarta Junior High School, and MGMP teachers Indonesian Yogyakarta City who had helped the implementation of research until it was realized into this article. Hopefully, this paper can provide benefits for improving the quality of Indonesian learning in distance learning, both in the covid-19 pandemic and when it is in normal times such as face-to-face learning in school.

#### REFERENCES

- [1] Aji, Rizqon H. S., (2020). Dampak Covid-19 pada Pendidikan di Indonesia: Sekolah, Keterampilan, dan Proses Pembelajaran. SALAM: Jurnal Sosial & Budaya Syar-i, 7 (5), 395-402. DOI: <http://dx.doi.org/10.15408/sjsbs.v7i5.15314>
- [2] Arikunto, Suharsimi. (2013). *Prosedur Penelitian: Suatu Pendekatan Praktik*. Jakarta: Rineka Cipta.
- [3] Bifaqih, Yusuf, & Qomaruddin, M. N. (2015) *Esensi Pengembangan Pembelajaran Daring*. Yogyakarta: Deepublish.
- [4] Guskey, Thomas R. (2020). *Assessments and Grading in the Midst of a Pandemic*. Retrieved from <http://tguskey.com/assessments-and-grading-in-the-midst-of-a-pandemic/>
- [5] Hartshorn, K. J. & McMurry, B. L. (2020). *The Effects of the COVID-19 Pandemic on ESL Learners and TESOL Practitioners in the United States*. Internasional Journal of TESOL Studies, 2 (2), 140-156. DOI: <https://doi.org/10.46451/ijts.2020.09.11>
- [6] Keputusan Bersama Menteri Pendidikan dan Kebudayaan, Menteri Agama, Menteri Kesehatan dan Menteri Dalam Negeri No. 01/KB/2021, No. 516 Tahun 2020, No. HK.03.01/Menkes/363/2020, dan No. 440-882 tentang *Panduan Penyelenggaraan Pembelajaran pada Tahun Ajaran 2020/2021 dan Tahun Akademik 2020/2021 di Masa Covid-19*.
- [7] Nusantari, S. S., Sumarwati, & Anindyarini A. (2020). *Pembelajaran Bahasa Indonesia Secara Online Pada Masa Pandemi COBID-19 Di SMA Islam Terpadu Nur Hidayah Sukoharjo*. Basastra: Jurnal Bahasa, Sastra, dan Pengajarannya, 8 (2), 206-214. DOI: <https://doi.org/10.20961/basastra.v8i2.45312>
- [8] Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia No. 119 Tahun 2014 tentang *Penyelenggaraan Pendidikan Jarak jauh Jenjang Pendidikan Dasar dan Menengah*.



- [9] Putra, R., & Irwansyah, I. (2020). *Media Komunikasi Digital, Efektif namun Tidak Efisien, Studi Media Richness Theory dalam Pembelajaran Jarak Jauh Berbasis Teknologi di Masa Pandemi*. *Jurnal Ilmu Sosial dan Politik*, 1(2), 1-13.
- [10] Rati, Dasri, Suryanef, & Montessori, Maria. (2019). *Pelaksanaan Penilaian Formatif dalam Pembelajaran PPKn di SMP N 2 Lengayang*. *JCE*, 2 (1), 106-115. DOI: <https://doi.org/10.24036/jce.v2i1.106>
- [11] Rinekso, A. B., & Muslim, A. B. (2020). *Synchronous Online Discussion: Teaching English in Higher Education Amidst the Covid-19 Pandemic*. *JEES (Journal of English Educators Society)*, 2 (2) 155-162. DOI:<https://doi.org/10.21070/jees.v2i2.646>
- [12] Surat Edaran No. 4 tahun 2020 tentang *Pelaksanaan Kebijakan Pendidikan dalam Masa darurat Penyebaran Coronavirus Disease (COVID-19)*.

**IDEOLOGY OF "EDITORIAL" NEWSPAPER COMPAS  
EDITION JANUARY 2021**

Nasip Sujarno<sup>1</sup>, Hartono<sup>2</sup>  
Yogyakarta State University 1, Yogyakarta State University<sup>2</sup>  
nasipsujarno.2020@student.uny.ac.id, [hartono\\_fbs@uny.ac.id](mailto:hartono_fbs@uny.ac.id)

**Abstract**

Language (discourse) has undergone changes in meaning and function. In the past, language was only used as a means of communication, now the function of language has expanded to the practice of power, the practice of ideology, and the domination of power. Discourse analysis is not enough only on the structure of discourse and discourse strategies to convey ideas, but it is necessary to relate it to the context of the discourse. Critical discourse analysis can be used to dissect the dilemma of discourse function. The purpose of this study is to identify and describe the ideology and elements of the microstructure that support the ideology in the editorial. The object of this research is the editorial of newspaper. *Kompas* the January 2021 edition of the The research method used is a descriptive method. The data collection technique used is the documentation technique, while the data analysis technique used is the content analysis technique. Based on the results of the research conducted on ideology and micro-structural elements in the editorial of the newspaper *Kompas* published in January 2021, it can be concluded that the views or ideologies contained in the editorial are related to government policies in dealing with Covid-19 cases. The ideology also describes the elements of partisanship and impartiality of the editorial team. The ideology of partiality consists of siding with world leaders, world institutions, the Indonesian government, and government institutions. While the ideology of impartiality consists of impartiality to school institutions, the Indonesian government, government institutions, and foreign governments. To support this ideology, journalists use micro-structural elements consisting of intent, setting, details, and presuppositions.

**Keywords:** Critical Discourse Analysis, Ideology, Editorial

**I. Introduction**

Language is a distinguishing aspect between humans and other living things. Language is very important for human life. As a means of communication, language consists of several structures. According to Chaer (2007:52) structure is defined as the parts in language. The structure of language is arranged from the smallest to the most complete. The smallest structures in language are phonemes, then morphemes, words, phrases, clauses, sentences, and the most complete is discourse. Discourse is a language unit consisting of several sentences and is coherent. This is in line with the concept of discourse proposed by Eriyanto. Discourse is a series of related sentences, connecting one proposition to another (Eriyanto, 2011: 2)

Along with the development of life, the function of language (discourse) undergoes changes and progress. Language used to function as a means of communication, conveying ideas, thoughts, and spreading culture. But now the function of language or discourse is more complex. The view *critical* assumes that discourse is always related to the forces that occur in the process of producing and interpreting the meaning of discourse. Discourse carries the interests of certain groups and is used for the benefit of power, ideological practice, and power domination.

Critical discourse analysis (*Critical Discourse Analysis /CDA*) is not enough only to the structure of the text and deliver the discourse strategy of an idea, but it is necessary to relate to the context of discourse even outside the context of the

discourse. According to Wondak (in Ibrahim, 2009:239) discourse analysis is interpretative and explanatory. Critical analysis implies the existence of a systematic methodology and the relationship between texts and social conditions, ideologies, and power relations. Furthermore (Hart, 2008) explains that "*Critical discourse analysis (CDA) explores the role of discourse structure in shaping societal gaps*". Critical discourse analysis (CDA) explores the role of discourse structures in the formation of social inequality. By conducting a critical discourse analysis of a discourse, we will know how and why the message is presented. In addition, we can also find out what ideology is contained in the discourse and the structural elements of the discourse that are used to support or strengthen that ideology. Critical discourse analysis is usually used to analyze discourse in mass media. This is because discourse in the mass media is often used as a tool to influence the public.

In 2020 the world was shaken by the Covid-19 outbreak. As if you don't want to miss the moment and as an effort to attract readers' interest, the mass and electronic media are so massive in presenting news or information related to the Covid-19 pandemic. The news that is present in the community seems to be unstop pable. It takes public foresight to distinguish accurate, reliable information from *hoax*, or politically charged information.

*Kompas* as one of the leading newspapers in Indonesia also does not want to be out done. The news presented by newspaper *Kompas* is always *up to date*. Especially information related to the Covid-19 pandemic. As a newspaper that has a positive image, *Kompas* is considered successful in combining the interests of business development and the idealism of the press. So do not be surprised if the newspaper *Kompas* from the past until now has many readers. The positive image and the success of *Kompas* in combining these interests are the reasons why researchers are interested in examining one of the rubrics in the newspaper *Kompas*.

One of the main articles in the newspaper *Kompas* is the colum *editorial* or also know as the *editorial*. The editorial contains the opinion of the newspaper editor on a problem that is being discussed by the wider community at the time the newspaper is published. The editorial always discusses actual events, the editor's point of view on a problem, criticism or suggestions on a problem and the editor's hopes for the wider community.

Indirectly, based on the explanation of the editorial concept, we can conclude that in the editorial there is an editorial effort to influence the public's view of an event or problem. This also implies that through editorials we can find out the editorial ideas or ideologies of the actual events that are currently taking place in society. The refore, based on the explanation of the language function, the reputation of the newspaper *Kompas*, as well as the concept and function of editorials in the mass media, this research is focused on the ideology contained in the editorial of newspaper *Kompas* the January 2021 edition.

In critical discourse analysis we can using several approaches. The Tuen A. Van Dijk approach is the approach used in this research. Van Dijk describes discourse in three dimensions or structures, namely text, social cognition, and social context. Dimensions of the text, discourse is examined according to the structure of the text and the strategy of discourse conveying a topic or theme. Dimensions of social cognition, discourse is examined in relation to the production process of discourse that in volves the cognition of the individual compilers of the text. While the third dimension, namely social context, examines discourse related to the social context in society, which is related to other texts that exist in society and social facts in society.

Texts that develop in society and social phenomena in society can affect a person's social cognition. Furthermore, the social cognition will give direction to how someone views a phenomenon or other events. In the end, the view or ideology of the event will also be a person's direction in producing a text or discourse.

To support an idea, view or ideology, a writer uses elements of the micro structure of a text or discourse. According to Van Dijk (in Eriyanto, 2011:228) the micro structure is related to the meaning to be emphasized in the news. This micro structure is also understood as the semantic element of the text. Micro structural elements used to support the meaning of the text include setting, detail, intent, presupposition, and nominalization. This study attempts to analyze the ideology and elements of the micro structure in the editorial.

## II. Research Methods

Research *Ideology of "Editorial" Newspaper Kompas Letter Edition January 2021* uses a descriptive qualitative method. Qualitative methods are used to find and describe the ideology and elements of the micro structure in the editorial. The results of the qualitative research study are descriptive data related to ideology and micro structural elements used to support ideology. The data collection technique used is documentation. Documentation techniques are used to collect data and information through searching and finding evidence. The data source for this research is the editorial of newspaper *Kompas* the January 2021 edition. While the data

analysis technique used is content analysis technique. Content analysis is used to analyze all forms of communication, be it

No Data	Date of issue	Editorial title
1	Saturday, January 2, 2021	Sharing for Humanity
2	Saturday, January 2, 2021	Improving Strategy in 2021
3	Monday, 4 January 2021	Staying Vigilant in the New Year
4	Monday, 4 January 2021	Mandatory Masks, Tracking

newspapers, radio news, television advertisements and all other documentation materials. Data analysis was carried out in two stages, the *first* to describe the ideology in the editorial plan. Determination of ideology is done by reading and analyzing the ideas written in the editorial. After that, the stage was continued *second*, which was to determine and describe the micro structural elements used to support the ideology.

## III. Results and Discussion

### 3.1 Results

In January 2021 the *Kompas* newspaper published 50 editorials. Of the 50 editorials, the researcher used 18 editorials as the research sample. The selection of the sample was based on the title theme, which is related to the Covid-19 pandemic. The sample is then analyzed using Van Dijk's critical discourse analysis approach. The research findings are in the form of ideology, partisanship elements, and micro structural elements. The following is the data found by the researchers Ideology in the editorial of *Kompas* Newspaper January 2021 edition.

Table 1. A list of editorials for newspaper *Kompas* the January 2021 edition of the with the theme Covid-19.

5	Thursday, 7 January, 2021	Finding the Origin of the Virus
6	Thursday, 7 January 2021	No Tolerance for School Opening
7	Friday, 8 January 2021	Covid-19 Pressure on the Regional Budget
8	Friday, 8 January 2021	Big Challenges for Health
9	Wednesday, 13 January 2021	Vaccination for the Country

10	Saturday, 16 Januri 2021	Tokyo Olympics Crisis
11	Monday, 18 January 2021	Total 3M and 3T Vaccinations The
12	Monday, 18 January 2021	World Moves Together with
13	Thuesday, 21 January 2021	Recovery Optimism Global 2021
14	Saturday, 23 Janury 2021	Protects Press Freedom for a
15	Monday, 25	Year of Covid-19, a

	January, 2021	Relief Situation
16	Monday, 25 January 2021	Collaborating to Awaken
17	Tuesday, 26 January 2021	Data Accuracy for Vaccinations
18	Thuesday, 28 January 2021	When Cases Cross a Million

Table 2. Ideology in the editorial of newspaper *Kompas* the January 2021 edition

No data	Ideology	Elements of Partisanship
1	The view regarding humans as social beings must help each other, especially during the Covid-19 pandemic.	Siding with world leaders.
2	Views related to government policies that are still not optimal. The government needs to evaluate the policies that have been implemented so that the Covid-19 pandemic ends soon.	Not siding with the government
3	The view regarding vigilance against Covid-19 must not be reduced because the danger of the Covid-19 pandemic has not ended.	Siding with the Thai and Singapore
4	A view on the need for government firmness in implementing health protocols.	Not siding with the Indonesian government
5	Views about the policies of the Chinese government which are considered less cooperative and difficult to work with.	Not siding with the Chinese government

No data	Ideology	Elements of Partisanship
6	The view of face-to-face learning poses many risks. There needs to be careful preparation before learning is carried out face-to-face.	Not siding with the local government
7	The views related to the government's APBD preparation policies have been maximized.	Siding with the government
8	The view that the national policy implemented by the Indonesian government is correct	Siding with the Indonesian government
9	The view that vaccination is the right step to end the Covid-19 pandemic There fore, the community needs to participate in the vaccination program.	Siding with the government and health institutions
10	The view that safety must be the priority main compared to the implementation of the Olympics. The post ponement and cancellation of the Olympics is a necessity if the Covid-19 pandemic cannot be resolved	Siding for the general public

Table 3. Micro Structure Elements

No data	Micro Structure Elements	Text Quotation
1	Meaning of	The message was also reminded by the leader of the world's Catholics, Pope Francis, at the end of 2020, when celebrating Christmas. Health is an international problem and must be faced together by all countries. The Covid-19 pandemic makes it even more important for people to show brotherhood.
2	Details	At the end of 2020, the development of Covid-19 cases in Indonesia is still far from successful. At the end of the year, the number of new cases per day continued to rise, reaching 8,074 cases. The cure rate is even more lagging compared to new cases, only 7,356 cases. The number of deaths continues to increase at 194 cases per day.
3	Background	Singapore has tightened restrictions on human movement by banning the entry of travelers with a history of travel from South Africa starting January 4, 2021. This is done to prevent the entry of <i>astrain</i> new of SARS-CoV-2, the virus that causes Covid. -19, circulating in South Africa

No data	Mikro Structure Elements	Tekxt Quotation
4	Presupposition	This achievement needs to be further improved with various break throughs, considering that positive cases continue to grow. The first M, namely the use of masks, if necessary, is mandatory. This is to minimize contagion which is getting crazier by the day. "We are just waiting for our turn.
5	Details	China's closure will hinder the acceleration of the Covid-19 response. More over, judging from its history, the Chinese government did not want to admit the findings of Dr. Li Wenliang, who was the first to report the virus in Wuhan. When Dr. Li Wenliang died of infection with SARS-CoV-2, there was also no official statement from the Chinese government even though it was reported that the Chinese Communist Party apologized to the family.
6	Background	The spread of Covid-19 cases is also almost evenly distributed throughout Indonesia with a high risk of spreading. Most provinces have postponed opening schools from January 2021. However, there are 14 provinces that have stated that they are ready to open schools.

No data	Mikro Structure Elements	Tekst Quotation
7	Details	<i>Exit policy</i> from the situation of fiscal pressure due to the pandemic seems to have been considered by the government. Gradually, the APBN deficit based on Perppu No. 1/2020 which was ratified into law No. 2/2020 will be reduced and targeted back to a level below 3 percent in 2023.
8	Background	This priority does not just appear, but departs from the challenges facing Indonesia. However, special attention needs to be given to the first priority, namely building self-reliance and national health resilience.
9	Details	According to the plan, President Joko Widodo will start the new phase of the Covid-19 response. He became the first person to receive the Covid-19 vaccine made by Sinovac in collaboration with Bio Farma. In the midst of a surge in positive cases post-holiday, vaccination is hope to reduce the rate of increase in cases.
10	Background	There is an aspiration of Japanese citizens for the country to postpone, even cancel, the Olympics. An NHK media poll depicts an increase in the pressure, last weekend, with only 16 percent of respondents in favor of the Olympics continuing

### 3.2 Discussion

In this study a number of data will be analyzed using a critical discourse analysis

approach. Critical discourse analysis approach is used to describe the ideology and elements of the microstructure used by the editorial writer. The discussion of some of the data is described in the table below.

Table 4. Discussion of ideology and elements of micro structure

No data	Data analysis
1	The number one data is an editorial entitled <i>Sharing for Humanity</i> , published on Saturday, January 2, 2021. The editorial describes the ideology or the editorial view of human nature. The editor has almost the same view as the general public that humans are social beings. As social beings, humans must help each other, especially during the Covid-19 pandemic. To strengthen and support this ideology, the editorial team uses elements of the micro structure of <i>intent</i> . The element of intent in the editorial entitled <i>Sharing for Humanity</i> describes the views of world leaders regarding humans as social beings. These world figures are WHO Leader, Tedros Adhanom Ghebreyesus, Leader of the Catholics of the world, Pope Francis, and the high priest of Al-Azhar, Egypt, Shekikh Ahmed al-Tayeb who appealed to the entire world community to have mutual respect for each other in order to create happiness, peace and prosperity throughout the world. Information in these elements can indirectly support the editorial ideology of human nature as social beings. In addition, the element of intent also illustrates the editorial team's alignment with the world figures above.
2	Data number two is an editorial entitled <i>Improving Strategy in 2021</i> , published on Saturday, January 2, 2021. The editorial describes the ideology or the editorial view of government policies in dealing with Covid-19 cases. The editors have the view that the policies implemented by the Indonesian

	<p>government have not been optimal in reducing the spread of Covid-19 cases. The government needs to evaluate the policies that have been implemented so that the Covid-19 ends soon. To strengthen and support the ideology, the editorial team uses <i>detailed</i> micro structure elements. The detail element in the editorial entitled <i>Improving Strategy in 2021</i> provides detailed information regarding the increase in the number of Covid-19 cases, the declining recovery rate, the increasing number of deaths, and the prediction that the number of cases will continue to increase due to the impact of the holiday. This information indirectly illustrates that the policies implemented by the government to handle Covid-19 cases are not optimal. In addition, the detailed elements also illustrate the impartiality of the editorial team to the Indonesian government.</p>		<p>views of the editors regarding the government's attitude towards the Covid-19 handling policy. In the view of the editorial team, the government must be firm in enforcing the health protocol rules. This is because citizens' compliance with health protocols is getting slack. To strengthen and support the ideology, the editorial team uses <i>detailed</i> micro structure elements. The detail element in the editorial entitled <i>Mandatory Masks, Tracking</i> explains detailed information related to lax implementation of health protocols and data on the percentage of people implementing health protocols. This information indirectly illustrates the impartiality of the editorial team towards the Indonesian government. In addition, these detailed elements also support the ideology of the editorial team, which considers the government to be less strict in enforcing health protocols.</p>
<p>3</p>	<p>Data number three is an editorial entitled <i>Stay Alert in the New Year</i>, published on Monday, January 4, 2021. The editorial describes the ideology or view of the editors that vigilance against Covid-19 should not be reduced because the danger of the Covid-19 pandemic has not ended. The government must continue to tighten health protocols. To strengthen and support this ideology, the editorial team uses elements of the micro structure of the <i>background</i>. The background element in the editorial entitled <i>Staying Vigilant in the New Year</i> outlines the background of the Thai and Singaporean governments continuing to tighten health protocols and enforce policies to limit human movement. This was motivated by the emergence of Covid-19 cases, the majority of which came from clusters of migrant workers. The use of this background indirectly illustrates the editorial team's alignment with the policy steps taken by the Thai and Singaporean governments. In addition, the background also supports the ideology of the editorial team that vigilance against Covid-19 must not be relaxed</p>	<p>5</p>	<p>Data number five is an editorial entitled <i>Finding the Origin of the Virus</i>, published on Thursday, January 7, 2021. The editorial describes the ideology or view of the editors that the Chinese government is less cooperative and difficult to work with. To strengthen and support this ideology, the editorial team uses <i>detailed</i> microstructure elements. The detailed element in the editorial entitled <i>Finding the Origin of the Virus</i>, explains detailed information related to the attitude of the Chinese government which is less able to cooperate in handling Covid-19 cases. These attitudes are like the Chinese government's closedness to Covid-19 cases in its country, withdrawal of investigation permits, and the Chinese government's refusal to accept international assistance to deal with Covid-19 cases. Writing this information indirectly also illustrates the impartiality of the editorial team to the Chinese government.</p>
<p>4</p>	<p>Data number four is an editorial entitled <i>Mandatory Masks, Tracking</i>, published on Monday, January 4, 2021. The editorial describes the ideology or</p>		

#### IV. Conclusion

Based on the results of the research conducted on ideology in the editorial of the Kompas newspaper published in January 2021, it can be concluded that the views or ideologies contained in the editorial are related to government policies in dealing with Covid-19 cases. The ideology also describes the elements of partisanship and impartiality of journalists. The ideology of partiality consists of taking sides with world leaders, world institutions, the Indonesian government, government institutions, and non-governmental institutions. While the ideology of impartiality consists of impartiality to school institutions, the Indonesian government, government institutions, foreign governments (China), and world leaders.

#### References

- [1] Arikunto, Suharsimi. 2006. *Prosedur Penelitian Suatu Pendekatanm Praktik*. Jakarta: PT RinekaCipta
- [2] Chaer, Abdul. 2007. *Kajian Bahasa Struktur Internal, Pemakaian dan Pembelajaran*. Jakarta: Rineka Cipta
- [3] Eriyanto.2000. *Analisis Wacana*. Yogyakarta:LKIS Printing Cemerlang
- [4] Hart, C. (2008). Critical discourse analysis and metaphor: toward a theoretical framework. *Critical Discourse Studies*, 5(2), 91–106. <https://doi.org/10.1080/17405900801990058>
- [5] Ibrahim, Abdul Syukur. 2009. *Metode Analisis Teks dan Wacana*. Yogyakarta: Pustaka Pelajar.
- [6] Sobur, Alex. 2009. *Analisis Teks Media Suatu Pengantar Untuk Analisis Wacana, Analisis Semiotik, Dan Analisis Farming*. Bandung:Remaja Rosdakarya.
- [7] Tim Redaksi Kompas.2021. *Tajuk Rencana*, Jakarta: Kompas
- [8] Van Dijk, T. A. (2006). Ideology and discourse analysis. *Journal of Political Ideologies*, 11(2), 115–140. <https://doi.org/10.1080/13569310600687908>



## STUDENTS' SATISFACTION TOWARDS TEACHERS' FEEDBACK IN WRITING DURING EMERGENCY REMOTE TEACHING AND LEARNING

Ni Putu Wismayani Pratiwi

English Language Education, Post-Graduate Program, Ganesha University of Education  
[pratiwi.wismayani@gmail.com](mailto:pratiwi.wismayani@gmail.com)

### Abstract

This study aims to determine students' perceptions of the feedback given by the teacher during English writing instruction in emergency remote teaching and learning. This was a mixed research using a survey method with data collection techniques using a Likert scale's questionnaire. Then, the qualitative data were obtained through unstructured interview with three English language teachers. The population in this study were all eighth grade students in Bali. A total of 113 grade VIII students from 3 schools in Bali were involved as research samples using cluster random sampling technique. This study used descriptive statistical data analysis techniques percentage. The results showed that 87.7% of students strongly agreed that teacher feedback was important in learning writing. In addition, 79.8% of students also agreed that feedback helped them improve their grammar and 82.4% strongly agreed that feedback could help them know the correct sentence structure. However, some students thought that the teacher still provided feedback in the form of one word or praise comment. This could hinder the improvement of students' skills in English writing instruction especially during remote teaching and learning. Therefore, it is necessary to conduct further research that bridges the perceptions of students and teachers towards feedback during remote teaching and learning.

**Keywords:** feedback, remote teaching, writing skills, perception

### 1. Introduction

Education is basically a process to prepare individuals to survive in their environment. This is in line with the opinion of Puspaningtyas and Dewi (2020) that education is needed by individuals to face all changes in the era of globalization. In this era, all aspects of life are closely related to technology and English. Technology becomes an important part in teaching and learning process nowadays (Ahmadi 2018). Technology can be used as the media to support language learning including English language teaching. Furthermore, technology offers the unlimited resources to develop the four skills in English namely listening, speaking, reading, and writing skills (Ahmadi 2018). By having a good mastery of English skills, the learners get easier to understand each instruction in utilizing the technology.

In Indonesia context, English is a foreign language that is taught as compulsory subject since Junior High School as stated in *Peraturan Pemerintah* No. 32 Year 2013 (Indonesia 2013). It is to face the ASEAN Economic Community as Indonesia has been included to ASEAN. The learners are encouraged to have an English literacy. It is the ability to read and write in English (Padmadewi, Artini, and Suarnajaya 2019; Rintaningrum 2009). Reading requires cognitive and meta-cognitive strategies to clarify the vocabulary and knowledge of the world that surrounds the reader. When the learners are able to read, they will be easier to write. Writing is an activity to express thoughts, ideas and feelings in written form. Writing is a system for interpersonal communication using various language styles (Jalaluddin, Yunus, and Yamat 2011). Students' writing skills can be developed by practicing systematically and continuously.

Poudel (2018) states that coherence and cohesion of text are very important to understand and interpret written messages.

However, due to the pandemic of COVID-19 that hits the world, all schools are closed. It was based on the *Surat Edaran Mendikbud No. 4 Tahun 2020* which launched the instruction to do teaching and learning process from home. It means that the teaching and learning transforms into online-based in emergency situation or called as emergency remote teaching (Ferri, Grifoni, and Guzzo 2020). The shift was done in term of the delivery of material and the assessment. The teacher needs to use an online platform or learning management system that that is appropriate with learning material and assessment. Chan (2021) stated that formative assessment is the most suitable one to assess students during online learning. It is an assessment which is done during the teaching and learning process. He further mentioned that the most important part of formative assessment was a feedback. So, during the online learning the teacher must be able to provide a clear feedback about the learner's progress.

According to Hattie & Timperley (2007), feedback is information provided by sources regarding aspects of a person's performance. In other words, feedback is designed in such a way as to understand performance through directions and opinions about the performance. Chen et al. (2016) mentioned that feedback should be provided in an effort to improve student achievement in language learning. Mory (2003) states there are 4 views on how feedback supports language learning. First, feedback can be used as an incentive to

the cognitive, affective, and behavioral aspects of students. Students are also highly motivated by the feedback given and the impact is that students are encouraged to correct mistakes or errors in their writing (Zahroh et al. 2020). In this case, this study aims at determining the perception of students toward teacher's feedback on writing skills during online learning.

improve accuracy in term of grammatical accuracy (Chen et al. 2016; Ellis et al. 2008; Tom et al. 2013). Next, feedback can be used as an amplifier that automatically connects the response with the initial stimulus. Then, feedback can be viewed as information that students can use to validate or modify previous responses. The last one, feedback can be seen as help and support from others to help learners build their knowledge and experiences and analyze the learning process that has been passed. Furthermore, feedback which is given maximally and intensively by the teacher has an impact on students' self-regulation (Chen et al. 2016; Klimova 2015)

However, in reality, the feedback given by teachers is often unclear. This can make students confused and students do not know how to change and revise their writing especially during the online learning. Even though Ellis et al. (2008) states that it is very important for teachers to familiarize themselves with different types of feedback and it must be understood by students especially in online learning. However, some eight-grade students uttered that teacher's feedback on their writing was only in the form of one word or sometimes their teachers did not give any. Meanwhile, it does matter to improve their skills. It is supported by the preliminary data obtained toward three eighth-grade students in Denpasar.

Some studies (Budianto et al. 2020; Tom et al. 2013; Zahroh, Mujiyanto, and Saleh 2020) that examined students' perceptions of teacher feedback, showed that teacher written feedback helped develop students' writing skills and influenced

## 2. Method

This was a mixed-method research. The study was conducted at junior high schools around Bali. The sample was 113 students from three different classes, in three different schools with a class size ranging from 35 to 40 students. The schools were chosen using cluster random sampling based on the preliminary interview done with the students whether the teacher gave feedback or not during online learning. The

qualitative data were obtained through unstructured interview with three English language teachers. Meanwhile, the instruments used in this study were questionnaire for students to obtain the quantitative data. The questionnaires were adapted from the research conducted by Cohen (1990), Reid (1993), and Lewis (2002). It was distributed into three dimensions namely experience, attitudes, and teacher's practices. Close-ended questions such as yes-no questions, likert scales, and multiple-choice items were used to collect quantitative data. The formula for data calculation as follows:

$$P = \frac{X}{Xi} \times 100\%$$

Note:

P = Percentage of eligibility

X = Likert answer score of the respondent

Xi = Likert highest answer score

100 = Constant number

Furthermore, the criteria for interpretation of scores based on intervals are:

Table 1. Criteria for Likert Scale's Interpretation

Score	Interpretation
0% - 19.99%	Very disagree/bad
20% - 39.99%	Disagree / not good
40% - 59.99%	Fair / neutral / undecided
60% - 79.99%	Agree/good/like
80% - 100%	Very agree/Good/Like

### 3. Findings and Discussions

The following presents the result of Likert Scale items in the questionnaire given to the students:

Item 1 proposed a statement about the importance of feedback during distant learning process. The result of interval percentage was 87.7%. It was categorized as strongly important. It indicated that the students considered the feedback of teacher during distant learning as one of the most important parts in their learning process.

Regarding to item 2, the result shows that the students thought the feedback of their teacher was really in accordance with the provided material during distant learning. The interval percentage was 82.8%. It meant that the teacher has provided a very suitable feedback for their students.

Meanwhile, in the third item, the students sized up that the score given by the teacher corresponded to their writing skills. It was shown by the result of interval percentage that was 79.4%. It can be interpreted that the students were satisfy with their score in writing during distant learning.

Related to the fourth item, the students strongly agree that written feedback helped them improve their writing skills during distant learning. The interval percentage was 84%. It showed that written feedback was really helpful to make students' writing skills better.

Based on item 5, the interval percentage was 69.3%. It signified that during online learning, the students understand the feedback given by the teacher. It would be better if the teacher used certain colors or the use of bold or italicized letters to help the students understand the feedback clearly. It was based on the result of item 6 that was 83%. It indicated that the students appreciate these kinds of assistance from teacher.

It also appeared on item 7 that students strongly agreed that feedback was really helpful to correct the sentence's organization. It was based on the result of 82.4% in the interval of very helpful. It means that feedback can be useful for sentence correction.

Moreover, item 8 showed the interval percentage of 79.8% with the criteria of helpful. It means that students hold that they can improve the grammar in English through the feedback of teacher.

In addition, the students showed that they always read the feedback given by the teacher on their writing. It was appeared 84.6% in item 9 which was interpreted that students never ignore the feedback of their teacher. After reading the feedback, they often revise their writing. It was shown by the interval percentage of item 10 that was 80%. It means that they did not always revise their writing.

It can also be seen in item 11 that they students did not feel guilty when their writing got feedback from the teacher. It built upon the result of 72.5%. They also did not feel disturbed by the feedback given by the teacher. It appeared on the result of item 12 with the percentage of 79.2%.

Regarding to the frequency of the teacher's feedback, the students had opinion that their teacher often gave feedback toward their writing. It was based on the result that showed 73.6%.

Next, the students strongly agree that they liked their teacher give a direct feedback instead of indirect feedback. The result of item 14 was 82.1%. It indicated that the students prefer to be corrected on their mistakes directly.

The last was about the students' preference on writing back their task. The students strongly agree that they just need to write on the corrected part only after getting the feedback. It was based on the result of interval percentage that was 85%.

Table 2. The result of types of feedback

Types of feedback	Frequency
Oral	10
Written	12
Both oral and written	91

Furthermore, multiple choice items also proposed in the questionnaire. The students were asked the most effective feedback that can be used during online learning. 91 of 113 students chose both oral and written feedback. Meanwhile, 12 of students prefer written feedback only during the online learning. Oral feedback was chosen by the least students about 10 students

Table 3. The source of feedback

Source of feedback	Frequency
My Teacher	64
My Peer	41
My Self	8

Regarding to the source of feedback, teacher as the source of feedback was still favorable than the others. There were 64 out of 113 students chose teacher as the reliable source of feedback. Meanwhile, 41 students relied on their peer as the source of feedback. Then, 8 students believed on themselves to give the feedback on their own work.

Besides, the questionnaire gave the students about an open-ended question related to the example of teacher's feedback that they usually received. The most frequent feedback that they received were:

1. *Sudah sangat baik. tingkatkan lagi.*
2. *Good job!*
3. *Penulisan ejaan yang lebih tepat*
4. *Tulisan kurang rapi*
5. *Wow!*
6. *Baca dan pahami materi di bawah ini.*
7. *Belajarlal lebih giat lagi*

In contrast, the result of interview with the teachers uttered that they had given to the students' writing. It was given through private comment in the Google Classroom. One of the teacher said that he gave the feedback to the student's works that needed a lot of improvement. Meanwhile, for the students who had done great work, he only gave statements such as Good, Keep on trying, and Well-done. Another teacher said that she gave a lot of

feedback related to the student's writing for the first time. However, when the students kept doing the same mistakes over and over again, she would let it or just gave a mark to the certain students. Then, the last teacher argued that it was so hard to give a detailed comment to each student's writing. It was because she taught a lot of students. She did not have enough time to give detail correction. Therefore, she usually gave the general comment in the *Whatsapp* Group.

With respect to the findings, feedback is needed on English language instruction to succeed the student's learning especially in the online learning. Chen et al. (2016) mentioned that feedback should be provided in an effort to improve student achievement in language learning. In this present study feedback is necessary for students to know their strengths and weaknesses in writing. As stated by Chen et al. (2016), Ellis et al. (2008), and Tom et al. (2013) that feedback especially written corrective feedback is effective to improve grammatical accuracy. It is in line with the result of this study which indicated that feedback helps students improve their grammar in English writing. Besides, the students really concur that feedback also enlightens their knowledge about sentence structure in writing. It goes along with the study by Chen et al. (2016) that poses either oral or written corrective feedbacks have important roles in language learning especially in improving the students' syntactic in term of complexity, accuracy, and fluency.

Furthermore, feedback belongs is an essential component of formative assessment (Hattie and Timperley 2007). It is an assessment which is conducted during the learning process which can help the students achieve better outcomes (Brown 2003; Nahadi, Firman, and Farina 2015). It is in agreement with the finding of the study in which the students strongly agree that feedback from teacher is really helpful to improve their writing. In addition, the role of feedback in the assessment is important since it tells the student what to do afterward. For the

student who has achieved the minimum criteria of certain objective in learning, the feedback can be used as the source which tells them they have been in the right track and use effective strategy to learn. In contrast, feedback can be the bridge that can help them solve the problem for students who are still struggling of certain concepts. In other words, feedback can direct the student to regulate themselves in learning. It is in harmony with the result of study done by Chen et al. (2016) and Klimova (2015) who found that feedback enables the students to experience self-regulated learning.

Moreover, Bijami et al. (2013) and Nahadi et al. (2015) discovered that feedbacks as the component in formative assessment can generally promote student's motivation to be more interested toward the certain topic, and direct them to positive attitudes such as optimism, confidence and appreciation of their work. It is in line with the findings of the present study which found that the students were motivated to read and revise their work after getting the feedback from the teacher. Furthermore, the students are optimistic to revise their work without feeling any disturbance or guilty. It means that they appreciate the process they took during the writing instruction.

Regarding to the teacher's practice, the students expected that teacher give frequent feedback to their work. As Ellis et al. (2008) asserted that the more frequent feedback expose to the students, the more consistent their improvement in term of grammatical structure and accuracy will be. Even though the result showed that the teacher often gave feedback, but there were two students who mentioned that their teacher never gave them feedback. In addition, the students agreed that they could easily understand the feedback given by the teacher. The score given was also in accordance to their skills in writing. It means that the feedback from their teacher had been clear and objective. Bijami et al. (2013) argued that a good feedback must (1) be clear and objective, (2) facilitate learning reflection, (3)

provide quality information to students, and (4) encourage motivation and self-esteem. Furthermore, feedback should not be in the form of one-word comment and a question (Tom et al. 2013). It was because the students would have negative perception because those feedbacks made students confused and made them impede their revision (Tom et al. 2013). The findings of the present study found that some teacher still gave feedback in the form of one comment or praise. It would not motivate the student since it did not give any light to the student's work. Therefore, the teacher must put more effort to provide a good feedback to each student.

In relation to the source of feedback, the students prefer the feedback from teacher to their peers. It is the same as the findings from Budianto et al. (2020), Fithriani (2018), and Tasdemir & Arslan (2018) that found the students like any local or global errors are corrected by the teacher. It is because the students think that their teacher has a lot experience and is more competent than their friend (Fithriani 2018). Meanwhile, regarding to the types of feedback, written and oral feedback are favorable for students during online learning. It is contrast to the findings from Budianto et al. (2020) and Ellis et al. (2008) which discover written feedback is more favorable than oral feedback. It might be because the different context of the study.

#### 4. Conclusion and Suggestion

To sum up, feedback is a part of formative assessment that can provide information about what has been gone thru by the students. It must be clear and objective. It also should facilitate the students to do self-reflection for improving their skills. Based on the result of this study, it was found that feedback is very necessary in English writing instruction during online learning. It was because feedback could help the students improve their grammatical structure, accuracy, and sentence structure. Feedback from teacher was favorable because it could encourage the student's

motivation, optimism, confidence, and appreciation to themselves. Teacher's feedback must not only consist of one-word or a phrase comment. It must provide information that can assist the student to revise their work. The students also like both written and oral feedback as their guidance to write correctly during online learning.

In general, this study has provided an insight about the students' perception toward teacher's feedback on the writing during online learning. However, future research must be done to dig deeper understanding to bridge the gap between the teacher and student's perception toward the feedback during online learning.

#### References

- [1] Ahmadi, Mohammad Reza. 2018. "The Use of Technology in English Language Learning: A Literature Review." *International Journal of Research in English Education (IJREE)* 3(2):115–25.
- [2] Bijami, Maryam, Seyyed Hosein Kashef, and Maryam Sharafi Nejad. 2013. "Peer Feedback in Learning English Writing: Advantages and Disadvantages." *Journal of Studies in Education* 3(4):91.
- [3] Brown, H. Douglas. 2003. *Language Assessment Principles and Classroom*. California: Longman University Press.
- [4] Budianto, Suhartawan, Teguh Sulisty, Oktavia Widiastuti, Dwi Fita Heriyawati, and Saiful Marhaban. 2020. "Written Corrective Feedback across Different Levels of Efl Students' Academic Writing Proficiency: Outcomes and Implications." *Studies in English Language and Education* 7(2):472–85.
- [5] Chan, Kwong Tung. 2021. "Embedding Formative Assessment in Blended Learning Environment: The Case of Secondary Chinese Language Teaching in Singapore." *Education Sciences* 11(7).
- [6] Chen, Jin, Jianghao Lin, and Lin Jiang. 2016. "Corrective Feedback in SLA: Theoretical Relevance and Empirical Research." *English Language Teaching* 9(11):85.

- [7] Ellis, Rod, Younghee Sheen, Mihoko Murakami, and Hide Takashima. 2008. "The Effects of Focused and Unfocused Written Corrective Feedback in an English as a Foreign Language Context." *System* 36(3):353-71.
- [8] Ferri, Fernando, Patrizia Grifoni, and Tiziana Guzzo. 2020. "Online Learning and Emergency Remote Teaching: Opportunities and Challenges in Emergency Situations." *Societies* 10(4):86.
- [9] Fithriani, Rahmah. 2018. "Cultural Influences on Students' Perceptions of Written Feedback in L2 Writing." *Journal of Foreign Language Teaching & Learning* 3(1).
- [10] Hattie, John, and Helen Timperley. 2007. "The Power of Feedback." *Review of Educational Research* 77(1):81-112.
- [11] Indonesia, Presiden Republik. 2013. "Peraturan Pemerintah (PP) Tentang Perubahan Atas Peraturan Pemerintah Nomor 19 Tahun 2005 Tentang Standar Nasional Pendidikan."
- [12] Jalaluddin, I., M. Yunus, and H. Yamat. 2011. "Improving Malaysian Rural Learners' Writing Skill: A Case Study." *Procedia - Social and Behavioral Sciences* 15:1845-1851.
- [13] Klimova, Blanka. 2015. "The Role of Feedback in EFL Classes." *Procedia - Social and Behavioral Sciences* 199:172-77.
- [14] Mory, Edna Holland. 2003. "Feedback Research Revisited." P. 745 in *Handbook of Research on Educational Communications and Technology*.
- [15] Nahadi, H. Firman, and J. Farina. 2015. "Effect of Feedback in Formative Assessment in the Student Learning Activities on Chemical Course to the Formation of Habits of Mind." *Jurnal Pendidikan IPA Indonesia* 4(1):36-42.
- [16] Padmadewi, Nyoman, Luh Putu Artini, and Wayan Suarnajaya. 2019. "Pelatihan Asesmen Literasi Bahasa Inggris Untuk Guru-Guru Sekolah Dasar Di Kabupaten Buleleng." Pp. 211-21 in *Prosiding SENADIMAS Ke-4*.
- [17] Poudel, A. P. 2018. "Academic Writing: Coherence and Cohesion in Paragraph." 1(1).
- [18] Puspaningtyas, Nicky Dwi, and Putri Sukma Dewi. 2020. "Persepsi Peserta Didik Terhadap Pembelajaran Berbasis Daring." *Jurnal Pembelajaran Matematika Inovatif (JPMI)* 3(6):703-12.
- [19] Rintaningrum, Ratna. 2009. "Literacy: Its Importance and Changes in the Concept and Definition." *TEFLIN Journal* 20(1):78.
- [20] Tasdemir, Muhammed Salih, and Fadime Yalcin Arslan. 2018. "Feedback Preferences of EFL Learners with Respect to Their Learning Styles." *Cogent Education* 5(1):1-17.
- [21] Tom, Amelia Alfred, Affidah Morni, Lilly Metom, and Saira Joe. 2013. "Students' Perception and Preferences of Written Feedback in Academic Writing." *Mediterranean Journal of Social Sciences* 4(11):72-80.
- [22] Zahroh, R., J. Mujiyanto, and M. Saleh. 2020. "Students' Attitudes toward Teachers' Written Corrective Feedback and Their Writing Skill." *English Education Journal* 10(1):9-17.



**TEACHER'S DIFFICULTIES IN VIRTUAL LEARNING ENVIRONMENT  
IN INDONESIAN EFL CLASS**Nuriah Fadliah Husain<sup>1</sup>, Lisjaya<sup>2</sup><sup>1</sup> Makassar State University, <sup>2</sup> State Institute of Islamic Study (IAIN) Bone<sup>1</sup>nuriahfadliahh@gmail.com, <sup>2</sup>lisjayaicha07@gmail.com**Abstract**

This study examined the difficulties experienced by EFL teachers during learning virtually in English learning classroom. Research data collected through unstructured interview. Then the data was analyzed qualitatively using qualitative by applying interactive model analysis which covers data collection, data reduction, data display and conclusions. The study found that EFL teachers faced some difficulties in teaching English as Foreign Language virtually, those are having the lack of students' presence and lack of teaching time caused by technical issue. Besides, students also do not show active participation during the class and tends to give respond slowly to the teacher's questions or tasks. Moreover, the most common issue appeared is the network does not work well.

**Keywords:** Teacher, Difficulties, Virtual, EFL Classroom

**1. Introduction**

Since it was declared as the outbreak of a Public Health Emergency of International Concern, this COVID 19 is currently going as a pandemic situation has changed all the life sectors worldwide. Educational systems all over the world are one of the fields affected by this coronavirus. Consequently, in breaking the chain of Covid19 transmission, each country has published its own policy for a better education system in this pandemic situation. Undoubtedly, this condition compel both teacher and to welcome the digital academic experience.[4] Virtual learning is necessarily considered as the alternative to carry out the teaching learning process.. Meanwhile, many variations of teaching-learning models are used such as online learning, open learning, web-based learning, computer-mediated learning, blended learning, m-learning and etcetera. Fundamentally, the majority of those terms used in conducting teaching learning process have similarity in ability to use a computer connected to a network, that held from anywhere, anytime, in any rhythm, with

any means and various forms of instructional used.[5]

Indonesia itself has implemented learning from home since the Ministry of Education and Culture has released the policy in March 2020 about the prevention of COVID 19 in educational units.[8] This policy is expected to press number of an affected COVID19. Besides, the teaching learning process held virtually can be more flexible and adaptable to students' needs and the objectives of learning so, it has become go-to method of education to adjust this pandemic situation.[2]

Especially to teach English as Foreign Language in Indonesian class for this situation, it is urgent to utilize technologies in assisting the teacher to make their teaching process succeed. Various kinds of applications have been implemented such as maximizing groups in Whatsapp, using Google classroom, and using web-conference with the use of tools in those applications. It is due to create a conducive virtual learning environment and help the teacher to equip the students' needs whether in

English language skill (listening, speaking, reading and writing) or the other aspects. However, applying virtual learning surprises many schools as the majority of schools in Indonesia had not been conducting virtual learning. Moreover, to adapt with virtual learning, being an expert of English teaching is not simply enough, the teacher also should have digital skill to maximize the technology to get effective and efficient online learning.[1] Some researchers also argue that when teaching online, teachers must encourage students to establish a good online learning environment and assist students in having interactions with their peers. Some conditions precisely that happened in Indonesian EFL class surely impacts to the teacher's performance in the transition from conventional teaching to virtual teaching.

In the previous study, according to Laxmi Mustika Cakrawati's research findings, the majority of participants thought that using Edmodo or Quipper in English teaching and learning was successful and efficient in terms of time. Although sluggish internet is one of the challenges of utilizing Edmodo and Quipper, the majority of participants felt that the online learning platforms may assist them in exercising language skills, gaining new vocabulary, and increasing their knowledge of the lesson's contents.[1]

The next research done by Gartika Phandu Buana and Dewi Listiya Apriliyanti, using qualitative method with open-ended questionnaire highlighted three concerns that have become obstacles for teachers, including technology, course material, and students. Different from previous studies, this study investigates teacher's difficulties in online learning environment in EFL classroom.

## 2. Methodology

### 2.1 Method of the Research

The present study is descriptive and tries to reveal English as a foreign language (EFL) teachers' difficulties on virtual learning activities in the age of

global pandemic. To this end, a descriptive research was followed by unstructured interview. This research is entirely taken from primary data which is from the result of interview. We have taken into consideration the qualitative aspects of the research study. This kind of research approach offers researcher to portray, depict, and describe an in-depth understanding about a particular phenomenon.[3] Hence, the data were analyzed through some steps such as data reduction, data display and conclusions.

### 2.2 Participants

This study involved Indonesian EFL senior high school instructors (seven females and two males, namely P1-P9) of a private school in South Sulawesi, Indonesia. The participants voluntarily participated in this study upon invitation, and recruited based on two main criteria, first, they have experienced online teaching during the global pandemic and second, they have used a digital platform(s) as media of online teaching. However, the limited experience they have in teaching EFL, they faced some difficulties in virtual learning environment as effect of transition from conventional teaching into virtual. Therefore, this is crucial to complete this study.

### 2.3 Data Collection and Data Analysis

The current study employed unstructured interviews to obtain the needed data. In conducting unstructured interview, the interviewer has no structure or plan in finding out the specific topic from the interview. The researcher offers questions according to the interviewee's previous response. Considering the pandemic situation, it was conducted online using WhatsApp whether text-based or voice-note-base. However, when the data is in the form of voice, the researchers wrote the transcript.

Then, data was analyzed using data analysis frame form Miles and Huberman where it consists of three main steps, data reduction, data display and data

collection. Data reduction is a stage to summarize, choose the main thing, focus on the main thing, find the theme and its pattern. Thus, the reduced data will produce the clearer description in the research so that the researcher can make the verification and final conclusion. Data display can be provided in short descriptions, graphs, charts, relationships between categories, flowcharts and the like. The most frequently used for presenting data in qualitative research is narrative text. Drawing conclusion is to find the meaning, the point of explanation towards the data that has been analyzed by highlighting the important thing.[3]

### 3. Findings and Discussion

#### Teacher's difficulties: the network does not work well

Connection to the Internet network is the main element to conduct internet-based learning. To get effective online teaching, the network must be stable to access whether by the teacher or the students. If it is not, the teacher gets hard to deliver the lesson because some feature system will not function such as audio, or cannot show the screen and so on. The other way around, students cannot understand the lesson and the teacher's instruction. However, the implementation in online learning in Indonesia is really complicated due to not all the regions in Indonesia have good access to the network. Based on the results of data analysis obtained from the interview, all teachers admitted that their big problem is the internet network connection. And it causes some effects like the audio is not working well, the screen is not able to be seen.

*"Internet network stability. I always check it, because my students can't hear me or understand what I am saying." (P1)*

*"Yups, I deal with it. My big problem is the bad network. Not only students, even the teacher also get a bad connection, like, we can not hear the student respond, or our screen can not be seen in the google meeting." (P3)*

*"I think that is a common problem which is surely faced by all teachers in virtual learning*

*and I agree. Because if the network connection is bad, the online teaching process will not run." (P6)*

Additionally, another participant revealed that student's motivation is also becoming big problem beside internet connection.

*"Yes, my big problem in teaching is the network and also the student's motivation. I saw they did not have spirit in the virtual class, but they are spirit in the offline class, and they are too late to activate their video." (P4)*

#### Teacher's difficulties: the lack of students' presence

The student's presence in the virtual learning surely is not the same as a face-to-face classroom. Compared with face to face learning, online learning makes students have low motivation to attend the class. From the result of the interview, most teachers stated that their class never completes because of the bad internet connection.

*"Not so often, some of them who don't present in the virtual class usually say "I am sorry Sir my internet network isn't so stable". (P1)*

*"They are never complete, and their common reasons were always "bad network" and only a few of them had other reasons such as having crucial agenda." (P.7)*

Many reasons are uttered by the students, but some reasons should not be a factor for their absence in the class. And, it is supposed to be a serious problem for the teachers to solve.

*"They are never completely present in the meeting. And there are many reasons why they did not join the meeting due to the network, because of an error in their phone, forgetting the schedule, and sleeping, holding party in their home, or sometimes they are on the way to the school dorm." (P4)*

Various reasons that are delivered by the participant above such as forgetting the schedule, sleeping, holding parties, being on the road defines the decline of a lack of willingness to attend the class. Therefore, it



becomes a challenge for the teacher in virtual learning environment.

### **Teacher's difficulties: the lack of teaching time**

In virtual learning, based on the analysis of the data, the time for teaching EFL feels short. Some problems in virtual classrooms faced by teachers and students are time consuming. Therefore, most participants answered that teaching time is not efficient even for an hour.

*"It is not too efficient. Sometimes my voice is not so clear. I do not even heard by my students." (P1)*

*"It is absolutely not efficient. It's because students distract other things." (P2)*

*"I spend about an hour teaching in a virtual classroom, and it is not efficient. Because in the virtual meeting, there are a lot of constraints, like waiting for students to join in the meeting, or having a bad network so students can not hear my instruction. So those all take a lot of time, so I only have a little time to explain my lesson. About technical issues, actually I often share screens in the google meeting, but a lot of students cannot see my screen." (P3)*

As the result of the interview, some obstacles causing time-consuming found by the teacher vary. Most of them acknowledged some technical issue, bad internet connection, and the students being late to class. However, one participant felt it was complicated to use digital media.

*"I taught for an hour, and I think it is too short for teaching. Because first we have to wait for all students to join in the meeting, and it takes too much time. About the technical issue, sometimes i need a whiteboard to explain the lesson clearly, and i feel difficult to use a powerpoint," (P4)*

### **Teacher's difficulties: student are less responsive**

Creating an interactive teaching learning process in the virtual classroom fundamentally needs the cooperation between students and the teacher. However, it will not happen if there is no mutual relation. Based on data analysis from the

interview, it found that there is a gap in interaction where students are less responsive to teachers' instruction. Then, it took the teacher to react in solving the problem such as repeating the instruction many times and even setting punishment for the students who do not pay attention to the teaching.

*"In my online class, I felt that the students are less active in the meetings, except 1 or 2 students. And they are too late to respond to my instruction. So, we have to repeat our question or our instruction many times." (P3)*

*"It takes a while for them to respond due to the internet connection" (P1)*

*"Just several of them that really pay attention the class even though I threaten them to give punishment, they still do not care." (P2)*

*"Some of them are active students, and most of them are active students. And about the fast respond, only one or two students that fast respond, the others very slow and waiting for their friends to respond." (P4)*

This phenomena completely should be taken aware of. It is important to improve students' engagement in the class because it will help them to achieve the objective of the lesson. Therefore, it is not surprising that the teachers take this as a difficulty in teaching EFL.

### **Discussion**

The result of this study revealed EFL teacher's difficulty in the virtual learning environment during this global pandemic. When it is compared to face to face learning, virtual learning demands teachers to be more creative to create teaching media, certainly in digital. It fundamentally opens a new challenge for the teacher to upgrade the skill they have. However, as internet-based education, virtual learning still leaves some work for the teachers, mainly in internet connection. Data shows that the teachers get interrupted when the internet connection goes bad. It causes some systems to not work perfectly, such as the students cannot listen to the teacher's voice or vice versa, the camera cannot be turned on or the audiences are frequently out suddenly. It is similar to what Novrika Nartiningrum

and Arif Nugroho found through their research that the stability of internet connection become priority in virtual learning.[6]

Moreover, the serious phenomena of the lack of students' presence in virtual learning happens regularly and continuously.[7] Looking at the reason by the students, the motivation to attend the course seemed low except for those who are living in remote areas where the internet connection remains bad. Waiting for students' readiness is one of time consuming in conducting virtual learning. Another is a technical issue where some features of an online application cannot work properly so it needs time to fix it. The last difficulty is the lack of student's engagement or the students are less responsive towards teacher's instruction. This is also big problem in students because without the student-teacher engagement, the learning process cannot successfully achieve the objective lesson. This also found that the quality of teacher-student interaction is an integral part of student learning. [4]

#### 4. Conclusions

This study sheds some light on university EFL teachers' problem in the virtual learning environment in the EFL classroom during the global pandemic. The results reveal that there is a lack of students' presence due to internet connection or students' own personal agenda or difficulty. Also, teachers experienced a lack of teaching time due to some issues such as technical problems, waiting for students' readiness and bad internet stability. Moreover, students do not participate actively in the class and give fast feedback to the teacher's instruction. The biggest difficulty is whether the teacher or student has a bad internet connection.

#### REFERENCES

- [1] Cakrawati, L. M. "Students' Perceptions On The Use Of Online Learning". *English Language Teaching and Technology Journal*, Vol. 1, pp. 22-30, 2017.
- [2] Dhawan, S., "Online Learning:A Panacea in the Time of Covid-19 Crisis", *Journal of Educational Technology System*, pp. 1-18, 2020.
- [3] Miles, M. B., Huberman, A. M., & Sald, J., *Qualitative data analysis: a methods sourcebook*. United States of America: SAGE Publications, Inc., 2014.
- [4] Mishra , L., Gupta , T., & Abha ., "Online Teaching-Learning in Higher Education during Lockdown Period of COVID-19 Pandemic", *International Journal of Educational Research Open*, 2020.
- [5] Moore, J. L., Dickson-Deane, C., & Galyen, K., " e-Learning, online learning, and distance learning environments: Are they the same?", *Internet and Higher Education*, Vol. 14, pp. 129-135, 2011.
- [6] Nartiningrum, N., & Nugroho, A., "English Teachers' Perspectives On Challenges, Suggestions,And Materials Of Online Teaching Amidst The Global Pandemic", *IJEE (Indonesian Journal of English Education)*, pp. 101-119, 2011.
- [7] Nugroho, A., Ilmiani, D., & Rekha, A., "EFL Teachers' Challenges and Insights of Online Teaching", *Metathesis: Journal Of English Language Literature And Teaching*, Vo. 4, pp. 277-291, 2021.
- [8] Office of Assistant to Deputy Cabinet Secretary for State Documents & Translation. from setkab.go.id: <https://setkab.go.id/en/education-ministry-adjusts-several-policies-amid-covid-19/>. Retrieved October 2021.



**THE DEVELOPMENT OF NON-FICTION TEXT READING COMPREHENSION TEXTBOOKS  
BASED ON COOPERATIVE INTEGRATED READING AND COMPOSITION  
LEARNING MODEL FOR SMK STUDENTS**

**Pertiwi Nurfebrianti<sup>1</sup>, Hartono<sup>2</sup>**

<sup>1</sup> Yogyakarta State University, <sup>2</sup> Yogyakarta State University

<sup>1</sup>pertiwi0227pasca2016@students.uny.ac.id, <sup>2</sup>hartono-fbs@uny.ac.id

**Abstract**

This study aimed to produce textbooks for reading comprehension of non-fiction texts, describe the results of the analysis of product needs for reading non-fiction texts, describe the results of product validation of non-fiction reading comprehension text books by the expert and the teachers, and describe the results of the student response test to the product of reading comprehension texts of non-fiction based on the Cooperative Integrated Reading and Composition learning model for vocational students. This development research used the ADDIE development model (Analysis, Design, Development, Implementation, and Evaluation). The product validation was carried out by one expert lecturer and three teachers. The product trial was conducted on 52 students of class XI at SMK Negeri 6 Yogyakarta. The data collection techniques used questionnaires and interviews. The data collection instrument used a needs analysis questionnaire, a list of interview questions, a validation sheet, and a student response sheet. The data analysis technique used descriptive and quantitative analysis. The scale used is a Likert scale with a scale of 1-5. The results of this study resulted in a product in the form of a textbook for reading comprehension of non-fiction texts based on the Cooperative Integrated Reading and Composition learning model for vocational students. Based on the results of expert and teacher validation, this textbook was declared suitable to be used as teaching materials for learning to read in the classroom.

**Keywords:** textbooks, reading comprehension, non-fiction texts, Cooperative Integrated Reading and Composition

**I. INTRODUCTION**

Learning of Indonesian subjects in schools is divided into two competencies i.e. language and literature competencies. It involves more than one language skill that must be mastered in addition to reading. Reading activities are not only limited to sounding language symbols with a loud voice. Reading actually involves a thought process in which the reader engages in the mental process of knowing information, learning, and understanding new things that are not yet known (Sutarsyah, 2015: 9).

In line with the statement above, Zuchdi (2012: 3) states that there is one thing agreed upon by all reading experts i.e. reading activities must reach the stage of understanding. In addition, there are also various types of reading that all must be taught in school including loud reading, reading comprehension, and reading aloud (Nurgiyantoro, 2016: 392). The purpose of reading in general is to dig up information in explicit and implicit readings. However, the most important thing in reading is understanding the content of the reading. Furthermore, students associate the contents of the reading with previous experiences so that they have a good reading comprehension.

In learning to read at school, there are two types of text in the textbooks used, i.e. fiction (literary) text and non-fiction (non-literary) text. In the Indonesian textbooks for the SMK level for class XI, the amount of non-fiction text material is more than fiction/literary texts. However, in reality learning to read is still less attractive because students are lazy to read. Some students find it difficult to understand the reading when they find new vocabulary in the text. In addition, students prefer reading fiction texts, such as short stories, poetry, plays, fables, legends, and novels. Topping (2015: 353) states that there are many studies that report that non-fiction books are often underutilized in the classroom. The imbalance of reading materials read by students results in a lack of student knowledge about non-fiction text material. Lack of interest and motivation to read causes students' reading skills to decline.

This is evidenced by the PISA (Program for International Student Assessment) research related to the literacy rankings of countries around the world. PISA research in 2009 states that Indonesia has a low reading comprehension ability with a score of 402. This makes Indonesia ranked 54 out of 65 participating countries (EOCD, 2009: 56). In the next PISA study in 2015, the country of Indonesia experienced a significant decline in reading ratings. The reading score obtained is 397 with a rank of 61 out of 123 countries that participate in reading activities (EOCD, 2015: 151).

The results of these studies have an impact on the world of education in Indonesia. Therefore, the government evaluated reading learning activities and started to launch the School Literacy Movement (*Gerakan Literasi Sekolah/GLS*) program. The program aims to improve reading comprehension every day at school because students have to keep a reading journal after reading. Reading is done 15 minutes before the lesson begins. Students are allowed to read different types of text to improve reading knowledge and understanding. The existence of this GLS program is expected to improve the culture of literacy in schools.

In observation activities carried out before the Covid-19 pandemic, there are still various obstacles in the process of reading activities. Especially for SMK students, they tend to focus on skills in their respective expertise programs to the exclusion of compulsory subjects. Students consider reading learning activities to be very boring because the text that is read is too long and has many types. The atmosphere of the classroom environment is not conducive so that it does not support reading learning. After reading, the teacher gives assignments to students to discuss in groups and work on the questions in the textbook. Students must reread nonfiction texts to identify the information in the text and analyse the text.

Other obstacles also arise due to classroom learning being disabled for approximately one year due to the Covid-19 pandemic. Learning in schools is currently done by online distance learning. Distance learning based on information and communication technology is called online learning. Teachers and students carry out teaching and learning activities using learning media in the form of WhatsApp, Google Classroom, Zoom, Google Meet, etc. The change in the learning system makes teachers and students experience difficulties. This is because online learning makes it difficult for teachers to monitor student attendance during learning. Teachers must also learn to operate new applications for learning. Schools must also provide training and keep up to date with the latest information to keep up with the times.

To overcome increasingly difficult conditions, researchers are still trying to provide innovation in learning to read by trying to develop textbooks for learning to read in class, both in the form of printed books and soft files in pdf form so that they can be accessed by teachers and students during this pandemic.

Based on interviews conducted with Indonesian language teachers in vocational schools, it can be seen that teachers do not yet have textbooks to read non-fiction texts according to the needs of vocational students which are certainly different from high school students in general. So far, teachers

use learning resources in the form of textbooks provided by the government. There are no textbooks that focus on one language skill and integrate a learning model for non-fiction texts. This creates a serious problem. Therefore, it is necessary to develop a special textbook for reading non-fiction texts based on the CIRC learning model for vocational students.

In a review of 203 studies related to text comprehension, the National Reading Panel via Zarei (2012: 163-164) have identified six strategies that are more effective in improving reader comprehension, namely comprehension monitoring, cooperative learning, graphic organization, question and answer, story structure, and summary. The CIRC learning model uses most of these methods to practice reading comprehension skills. The CIRC learning model is a method that can be used as a whole to teach reading, writing, and language arts lessons at a higher level in elementary school (Slavin, 2016: 200).

. This learning model requires students to form study groups to discuss in understanding the contents of the reading and think critically to solve problems together. The purpose of forming groups in this learning is for students to work together to help each other between students. Students will get help from their study groups if they find it difficult. However, each student is responsible for his or her role in the group.

The development of textbooks for reading non-fiction texts based on the CIRC learning model is expected to make it easier for students to understand the contents of reading various kinds of non-fiction texts. The resulting textbook focuses on one skill that is integrated in a learning model that is expected to create innovation for students in non-fiction reading activities.

## II. METHODS

This study used the type of research and development (Research and Development) with the ADDIE model. This model was developed by Robert Marbie Branch with modifications to the following six stages. (1) *Analysis* related to the analysis of the product

requirements to be made; (2) *Design* related to the activities of designing products according to user needs; (3) *Development* related to product development activities in accordance with the designs that have been made; (4) *Validation* related to product validation activities carried out by experts; (5) *Implementation* related to the activity of testing the use of the product to users; and (6) *Evaluation* related to activities providing suggestions and criticisms related to deficiencies or errors in the products made (Sugiyono, 2015: 38).

The subjects in this study were students of class XI SMK Negeri 6 Yogyakarta with a sample of two classes. The number of students who became the subject of as many as 64 students. In addition to class XI students, the subjects in this study consisted of one expert lecturer and three Indonesian language teachers as validators. The data collection instruments consisted of a questionnaire sheet for analysing teacher and student needs, teacher and student interview question sheets, expert and teacher validation sheets, and student response sheets. The techniques used in data collection in this study were interviews and questionnaires. In this research and development there were two types of data used, i.e. quantitative data and qualitative data.

## III. RESULTS AND DISCUSSION

### A. Results

The results of the initial product development included the results of the needs analysis; product planning and development; and product feasibility test. The following is a description of the results of the initial product development.

#### 1) The Needs Analysis Results

The results of the needs analysis questionnaire showed that teachers need textbooks or modules that specifically contain non-fiction texts for learning to read. Based on the results of interviews, in the process of learning to read the teacher also encountered several obstacles including students not enthusiastic about reading when they found long texts and the topics were not in accordance with their expertise program.



Table 1. Overall Validation Results

Validators and Students	Score	Category
Expert	4,06	Good
Teacher	4,35	Very Good
Students	4,04	Good
Sum	12,45	
Average	4,15	Good

Expert validation was carried out by an expert lecturer using a product feasibility validation sheet. Product validation was based on four aspects of feasibility, i.e. material feasibility, presentation feasibility, language feasibility, and graphic feasibility. Thus, the average obtained from the four aspects is 4.06 in the "good" category.

Product validation was also carried out by three Indonesian language teachers using a product feasibility validation sheet. After being assessed by the teacher, an average score of 4.35 was obtained in the "very good" category.

After the textbook products were validated by expert lecturers and Indonesian language teachers and had been revised based on criticism and suggestions, the textbook products were ready to be tested on students. After the students filled out the response sheet, the average score was 4.04 with the "good" category.

Thus, textbook on reading comprehension of non-fiction texts based on the CIRC learning model for SMK students with an average score of 4.15 was categorized as "good" and "appropriate" to be used as teaching materials for learning to read in class.

## B. Discussion

In the final product study, there are three discussions, namely the development of textbooks, the feasibility of textbooks, and student responses to textbooks. The following is a description of the three related theories and relevant research.

## 1) The Textbook Product Development

In the analysis phase, the researchers conducted a needs analysis of teachers and students. The needs analysis was done by distributing questionnaires and interviews. The questionnaire was filled out by 162 students and 3 Indonesian teachers from three schools from SMK Negeri 4 Yogyakarta, SMK Negeri 6 Yogyakarta, and SMK Plantation MM 52 Yogyakarta.

Then, interviews were conducted with 9 students and 3 Indonesian teachers from the three schools. The results of the needs analysis questionnaire and interviews stated that students and teachers still encountered obstacles during learning.

Students had difficulty understanding reading due to lack of mastery of new vocabulary. In addition, the type of text and the topic of the text also affected students' interest in reading. Furthermore, the obstacles experienced by the teacher were caused by the limited time to read to the stage of understanding the contents of the reading. The teachers also did not have teaching materials that support to improve reading comprehension of SMK students because the books used still contain four language skills and combine fiction and non-fiction texts. According to Zuchdi (2012: 99) the provision of learning resources that are in accordance with the level of students' reading skills using the same topic according to a package book of a level must always be available in large quantities.

At the planning stage, the researcher made a design to make a special textbook for reading skills made for class XI SMK students. The textbooks were only focused on non-fiction texts to improve students' reading comprehension. The selection of non-fiction texts for class XI SMK students included explanatory texts, procedural texts, lectures, and reviews. Reading textbooks would be developed by applying the CIRC learning model.

Based on research by Abbas Ali Zarei and Jaafar Keshavarz, M.A. (2011) entitled *On the Effects of Two Models of Cooperative Learning on EFL Reading Comprehension and Vocabulary Learning* stated that the CIRC

learning model also has a positive impact on interdependence to work together in study groups.

Students can learn more vocabulary because the CIRC learning model requires students to make a summary of each reading. This is useful for improving reading comprehension and vocabulary mastery.

According to Slavin (2016: 205-209) the main elements of CIRC include (1) reading groups; (2) team; (3) activities related to reading. These activities include reading in pairs, writing a summary of the reading by paying attention to writing according to correct grammar, reading aloud, and looking for word meanings, retelling stories in their own language, and spelling; (4) examination of reading activities by partners; (5) test; (6) direct teaching by the teacher in understanding reading; and (7) integrated language and writing arts.

Based on the 7 main elements of the CIRC learning model, the stages of developing non-fiction textbooks can be modified into (1) creating reading groups; (2) make the team read; (3) reading in pairs; (4) analyse the structure and rules of language; (5) restate the text orally; (6) re-examine reading comprehension activities; (7) reading comprehension test; (8) independent reading and making reading reports.

At the validation stage, product validation was carried out by experts and teachers. The minimum validation results are in the "good enough" category to be declared "appropriate" as a textbook for supporting students' reading learning in class. Then, the textbooks were tested on students by revising according to suggestions from experts and teachers.

At the implementation stage, the teacher gave assignments to read and work on practice questions in the textbook. Teachers uploaded textbook files via Google Classroom. This is due to distance learning during the Covid-19 pandemic. The teacher chose one topic, namely the review text. Students read and did assignments. After completion, students filled out the student response sheet which aims to provide responses to the textbook.

At the evaluation stage, the textbook product was revised based on student suggestions. In addition to being printed in the form of textbooks, book products can also be accessed in pdf form so that teachers and students can use the textbooks even in online classes.

## 2) The Textbook Product Feasibility

The feasibility of textbooks was tested by experts and teachers as validators. Aspects of the feasibility of textbooks include aspects of content feasibility, presentation feasibility aspects, language feasibility aspects, and graphic feasibility aspects. The expert gave an average score of 4.06 in the "good" category. Meanwhile, the teacher gave an average score of 4.35 in the "very good" category.

The advice given by the expert was to revise the cover section of the chapter which includes the wrong learning objectives, while the revision from the teacher was to include learning objectives that were not yet in the beginning of the chapter. Additionally, the teacher also provided suggestions for revising the appearance of pages that were not quite right. After the textbook was revised, the next step was to test the textbook product to students.

According to Curningsworth via Novianto and Ali Mustadi (2015: 7), textbooks are an effective source of learning references for independent study and directly provide materials needed by teachers such as an objective learning syllabus that teachers can use for teaching and learning activities with students.

## 3) Students' Responses to Textbooks

Student response tests were carried out on students of class XI Culinary 2 from SMK Negeri 6 Yogyakarta with a total of 64 students. The teacher piloted lessons through Google Classroom during Indonesian language learning by giving assignments to students to read and work on practice questions in the textbook in chapter IV of the review text.

Students could see the entire contents of the book based on the soft file of the book that had been uploaded by the teacher in



- [10] Zarei, A. A., & Keshavarz, J. M.A. (2011). On the effects of two models of cooperative learning on EFL reading comprehension and vocabulary learning. *Modern Journal of Language Teaching Methods (MJLTM)*, 1(2). <http://mjltm.org/article-1-29-en.html&sw=On+the+Effects+of+Two+Models+of+Cooperative+Learning+on+Efl+Reading+Comprehension+and+Vocabulary+Learning>
- [11] Zarei, A. A. (2012). The effects of STAD and CIRC on L2 reading comprehension and vocabulary learning. *Frontiers of Language and Teaching*, vol. 3, pp 161-173. [www.researchgate.net](http://www.researchgate.net).
- [12] Zuchdi, D. (2012). *Terampil membaca dan berkarakter mulia*. Yogyakarta: Multi Presindo.

**IMPROVEMENT OF READING COMPREHENSION  
THROUGH MOBILE ASSISTED LANGUAGE LEARNING  
WITH THE MAZII AND JAREADS APPLICATIONS DURING THE PANDEMIC**

Rainhard Oliver Hoftman  
STBA JIA  
[rainhardkun@gmail.com](mailto:rainhardkun@gmail.com)

**Abstract**

*Dokkai or reading comprehension is learning that requires some mastery of skills, such as vocabulary and sentence patterns. In this learning, understanding reading quickly and accurately becomes an important point in learning. This research was carried out during the COVID-19 pandemic, so learning was carried out online. To facilitate the teaching and learning process, distance learning through mobile assisted language learning with the mazii and jareads applications is used. This application makes it easier for students to understand the reading of pithy news that occurs in real time. Short readings make reading fun. This research uses action research with two treatment cycles. In one cycle consists of two meetings. The object of this research is a student who is using this applications for the first time. From the treatment carried out, it was obtained that students' reading comprehension increased, learning mastery, and learning activities took place well. Students can study independently with Japanese learning applications that can be downloaded for free. Students become accustomed to learning online by utilizing learning applications.*

**Keywords:** *dokkai, jareads, mazii, mobile assisted language learning*

---

**1. Introduction**

In this era of globalization, technology plays a significant role in the rate of development of various fields, including education. The development of education is so rapid, as evidenced by the many and varied educational applications in the Play Store and Apple Store. Likewise, the emergence of youtubers, both motivators, educators, language observers and other who create and upload subject matter and experiences to their youtube channel to share knowledge and share experiences.

Today, there are also many teachers, who make teaching materials by recording and uploading them to their youtube channel. Respondents or learners can directly access the lesson anytime and anywhere. Learning in this technological era allows learners to access and download content easily and quickly. Youtube content is not only from local

teachers or students, for learning Japanese there are many channels made from language schools in Japan. Learning content from the basic level to the upper level is all available on his channel, for example Nihongo no mori. This channel provides various kinds of material about Japan, especially for those who will take the Japanese Language Proficiency Test (JLPT). Not only video media, for learning Japanese there are also many applications that can be downloaded for free about learning Japanese. Applications such as dictionaries, JLPT learning, to culture are available in the play store and apple store. There are also many applications that can be downloaded for free, some are paid if you want to get more complete features. Apps like *obenkyou*, *kanji tree*, *jisho*, *jareads*, and *mazii* are very helpful for Japanese learners to learn independently.

Nowdays, language learners are rarely seen carrying printed dictionaries when studying in class or self-study, they more

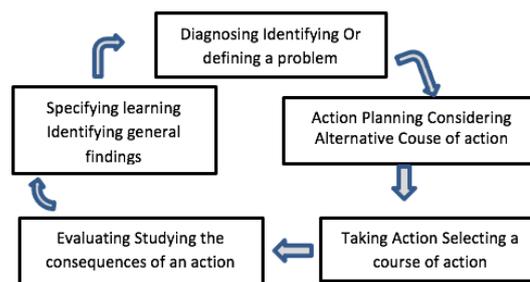
often use digital or electronic dictionaries that are easily downloaded to their cellphones or gadgets. The sophistication of this technology of course makes it easier for students to take information and learn something new.

For almost two years the covid-19 pandemic has forced all fields. Including education, to conduct distance learning. All materials commonly used in class, all converted to online. This condition is, of course, a new condition, which must be addressed immediately to become a new habit. There are many learning applications that are free or paid to be a solution for learning at this time. Vocabulary can be searched by applications or writing *kanji*, are applications that must be installed on the devices of foreign language learners, especially Japanese. Similar applications that provide pithy readings in news are also applications that can be used as solutions to improve *dokkai* skills or reading comprehension independently. The use of these applications is known as *Mobile Assisted Language Learning* (MALL). With mobile phone media, language learning can be done anytime and anywhere. Kukulska and Lesley, (2006) stated:

MALL is developing very quickly, expanding in the space of two or three years from a purely teacher-learners, text-based model to one that is beginning to support multimedia, collaborative listening and speaking activities and to allow learners to construct knowledge to solve problems and fill information gaps.

From the quote above, it is concluded that language learning with technology based multimedia has begun to be applied.

## 2. Methods



**Figure 1. Action Research Susman model (susman, 1983 in O'Brien,1998, 5 in Emzir, 2021, 240)**

The above model was developed by the University of Cambridge (2011), this model reviews and reviews the action plan that has been formulated. Plans are compared with conditions in the fields, reviewed, discussed, and debated to get a better action plan (Putra, 2014, 47).

Stages in the implementation of research:

1. Identify the problem to be studied.
2. Plan of action, considering alternative actions, and objectives of the action.
3. Take action, choose the goal of the action.
4. Evaluating teaching actions.
5. Specify learning and identify findings common (susman, 1983 in O'Brien, 1998, 5 in Emzir, 2012, 240).

The theoretical studies in this action research are:

- a. Ability to understand reading or *dokkai* with Mobile Assisted Language Learning.
- b. The approach used is a communicative approach through Mobile Assisted Language Learning.
- c. Action research.
- d. Assessment of reading comprehension ability or *dokkai*.
- e. Applications used by mazii and jareads.



Figure 2. Mazii News Column.

When you click on the news feature, you will be presented with various kinds of news that are happening around the world. In the bottom column there are easy, difficult, and favorite post. Easy writing is news that is presented in an easy to understand language, while what is written in difficult is the news that is presented exactly the same as the news posted on NHK, TBS, and other news channels. To facilitate learning, video, and sound are also embedded in each news feature, so that learners can listen while viewing the text of each news.



Figure. 3 Jareads Feature.

The features above are the headlines of each news that will be read. There are several fields or topics to choose from, such as: business, technology, Japan, showbiz, and politics. In this study, the readings were read only on Japanese articles.

### 3. Theoretical Framework

Language learning through gadgets or mobile assisted language learning during a pandemic like this, is certainly an important part in making the teaching and learning process interesting. Here are some opinions about language learning with m-learning or commonly called mobile assisted language learning abbreviated as (MALL) is believed to be an ideal solution for language learning in the context of time and place (Miangah & Nezarat, 2012). Kulkulska-Hulme in his research, stated:

Mobile assisted language learning (MALL) is

the use of smartphone and other mobile technologies in language learning, especially in situations where portability and situated learning offer specific advantages. A key attraction of mobile learning is the ubiquity of mobile phones.

Typical applications can support learners in reading, listening, speaking, and writing in the target language, either individually or in collaboration with one another. Increasingly, MALL applications relate language learning to a person's physical context when mobile, primarily to provide access to location-specific language material or to enable learners to capture aspects of language use in situ and share it with others.

<https://onlinelibrary.wiley.com/doi/epdf/10.1002/9781405198431.wbeal0768.pub2>

it can be concluded that learning through MALL has various advantages, one of which is that it is not limited to situation and time. Learning can also be done independently or in groups. Learning with gadgets as a tool has been started since the birth of the smart phone. Lindaman and Nolan (2015, 5-6) in the journal IALLT (International Association for Language Learning Technology) stated:

Earlier scholarly efforts to explore MALL focused on the use of cell phone technology and communication via text messaging

(Towns & Loo, 2012). Only with the development of smartphones do interactive software and rich media become possible for language learning with mobile applications. And then, in 2010, the appearance of new multimedia capable, wifi connected tablet devices significantly broadened the possibility for innovation in the development of mobile language learning tools (Webb, 2010 ; Lys, 2013).

From the quote above, it can be concluded that the beginning of language learning with gadgets is through text messages. However, in the development of sophisticated mobile phones it is possible to learn language with mobile applications. Tablet was invented in 2010 that has the sophistication of being connected to wifi, so that learning through gadgets is significantly more developed.

#### Advantages And Disadvantages

In language learning, the use of methods is needed to facilitate the teaching and learning process. However, each method has advantages and disadvantages. From these conditions learning can be done as much as possible. Stockwell, G., & Hubbard, P. (2013). Some emerging principles for mobile assisted language learning. Monterey, CA: in The International Research Foundation for English Language Education, stated:

Building on previous work in distance shooting, Elias (2011) reviews eight universal design principles and interprets them for mobile learning. Four of these principles are clearly of value to MALL:

- a. Equitable use, "deliver content in the simplest possible format".
- b. Flexible use, "package content in small chunks".
- c. Tolerance for error "scaffold and support situated learning methods"
- d. Instructional climate, "push regular reminders, quizzes, and questions to students" (Elias, 2011,

148). (See also Browne & Culligan, 2008).

It can be concluded that with MALL, we can use an easy format, light content, few errors, and can provide reminders such as quizzes to respondents.

The advantages and disadvantages of learning using gadgets of smartphones (Chinnery, 2006, 9-16) in the journal *Language Learning & Technology* Vol. 10 No. 1, there are:

- a. Mobile technology clearly offers many practical uses in language learning. In most cases, they are readily available. In Japan, for example, cell phone ownership has been reported to be almost universal among college aged individual (Dias, 2002, Spring; Thornton and Houser, 2005). In a recent study of students in higher education in the United States (Kvavik, 2005), 82% owned a cell phone. In the same study, however, less than 12% had a PDA.
- b. Mobile technology is usually less expensive than standard equipment, such as PCs. Mobile media portability is another advantage. They can be used as easily outside of the classroom as they can in it; students can study or practice manageable pieces of information anywhere at their own time, thereby taking advantage of their convenience. Ultimately, these benefits demonstrate the potential of MALL in expanding social inclusion in language learning.

Disadvantages and challenges of using learning media devices or smartphones, there are:

- a. Mobile media portability is the reduced screen size.
- b. Limited audiovisual quality, virtual keyboard and one finger data entry, and limited power. In addition, availability may be limited. While cell phone



ownership may be nearly universal for college age individuals, this is not the case for other populations or media.

- c. The costs that educational institutions incur to buy them in bulk can be staggering. However, Gilgen (2004) has demonstrated the possibility of developing mobile laboratories for schools with limited funds.
- d. Other potential drawbacks include limited nonverbal communication, limited message length, lack of cultural context, and potentially limited social interaction. As mobile technology advances, its output rapidly shifts from verbal to visual, a clear disadvantages for language learning (Colpaert, 2004).
- e. Connection issues are also a concern: web-based language learners may choose to limit their online connection time, or they may not have access at all.

### Definition Of Reading

The definition of reading in Japanese quoted from Kyoiku Jiten is as follows:

「読むこと」は文字を媒介として文の内容を読み取り、理解することである。それはまず、文字と音との対応に始まり、文字によって構成される語の読み方と意味の学習、単に大きい単位である句、文、段落、文章における読み方と意味、または内容の学習が含まれる。

小川 (1993 : 637)

“Reading” is to read and understand the contents of a sentence through letters. It begins with the correspondence between letters and sounds, and includes learning how to read and mean words composed of letters, and simply learning how to read and mean in large units of phrases, sentences, paragraphs, or contents.

It can be concluded that in understanding reading, we can start from knowing the words or vocabulary that appear and assemble them into a meaningful reading.

### 4. Result And Discussion

Data collection from this research was carried out 7 times. The first is a pre research to see how far the respondents understand the application that will be given. Then the end of each cycle a test is given to see the improvement that occurs. In this study the researchers set 2 meetings in each cycle. After each meetings, a reflection is carried out in the form of a test to see how far the respondents understand the material given. The results of the improvement obtained from research using mobile assisted language learning with the mazii and jareads applications are shown in the graph below:



Graph 1. Increased Pretest to Posttest Score

Furthermore, the increase in score obtained by respondents from the initial test to the final test is described, as shown in the table below:

Category	Pretest		Cycle I		Cycle II		Posttest	
	F	%	F	%	F	%	F	%
Very Good	0	0%	0	0%	7	50%	9	65%
Good	13	93%	13	93%	7	50%	5	35%
Middle	1	7%	1	7%	0	0%	0	0%
Less	0	0%	0	0%	0	0%	0	0%

Table 1. Overall Result of Improvement in Each Cycle.





- [5] <http://www.tirfonline.org/english-in-the-workforce/mobile-assisted-language-learning>
- [6] Lindaman Dana & Nolan Dan, 2015. *Mobile Assisted Language Learning: Aplication Development Projects Within Reach For Language Teachers*. University of Minnesota Duluth.
- [7] Stockwell, G., & Hubbard, P. (2013). *Some emerging principles for mobile-assisted language learning*. Monterey, CA: The International Research Foundation for English Language Education.
- [8] Chinnery, G. M. (2006). Emerging Technologies Going To the MALL: Mobile Asissted Language Learning. *Language Learning And Technology, 10* (1), 9-16.
- [9] 小山, 1993. 教育辞典, Japan.



## SECOND LANGUAGE DEVELOPMENT (SLD): WHAT FACTORS MIGHT AFFECT STUDENTS' ENGLISH LEARNING DURING COVID19 PANDEMIC

Ramli<sup>1\*</sup>, Farid Helmi Setiawan<sup>2</sup>, Winarno<sup>3</sup>, Fitriawati<sup>4</sup>, Fakhri Khusaini<sup>5</sup>

<sup>1</sup>Department of English, FKIP, Universitas Borneo Tarakan, Tarakan 77123, INDONESIA

<sup>2</sup>Department of English, FKIP, Universitas Borneo Tarakan, Tarakan 77123, INDONESIA

<sup>3</sup>Department of English, FKIP, Universitas Borneo Tarakan, Tarakan 77123, INDONESIA

<sup>4</sup>Department of English, FKIP, Universitas Borneo Tarakan, Tarakan 77123, INDONESIA

<sup>5</sup>Department of English STKIP Taman Siswa, Bima 84113, INDONESIA

### Abstract

*This study attempted to investigate how the English language is learned during the covid19 pandemic. This issue was raised because second language acquisition is one of the most impressive and fascinating aspects of human development. This data was collected using an online questionnaire through google form to indicate the students' responses on how English as a second language is acquired in accordance with learning experience. The samples were 158 preservice students in the English Education department, Universitas Borneo Tarakan. This research found that second language development is affected by linguistic factors like vocabulary enrichment, the structure of native language, and the ability to pronounce words. Besides, non-linguistic factors also influenced their learning outcome like personal characteristics and experiences of the learner, social and cultural environment both inside (virtual meeting) and outside (online assignment) of the classroom, the opportunities for communication, access to both oral and written corrective feedback and instruction let by teachers. Those factors were not fully controlled by the teachers but understanding those aspects will make teachers able to consider how students learn English in effective ways to mitigate their learning loss in rapid knowledge growth and technological advancement era. This study provided reflection for teachers to develop their professionalism and the contribution to the second language acquisition theories.*

**Keywords:** Language acquisition and learning, Teacher Professional Development, Linguistics and Non-linguistics Factors, covid19 pandemic

## 1. INTRODUCTION

Language as a tool of communication has been learnt since children were grown. The way to acquire language needs to be explored in order to guide children' language development. Language is extremely complex because it needs two perspectives, external and internal, which is determined by the synergy between language acquisition and language learning in the pedagogical discourse (Zaščerinska, 2010). Language is also developed by the interaction between internal and external factors; specifically, between the child's internal knowledge of linguistic structures such as children's vocabulary enrichment, pronunciation, and grammar/ structure knowledge and the external linguistic

experience he receives like children's age, motivation, the influence of technology, the teachers' teaching method, and learners' cognitive styles and personality traits. The main importance of continuous development is to fulfil the needs of the present's life without compromising the ability of future generations to meet their own wants (Zimmermann, 2003).

Besides, sustainable personality as a person who sees relationships and inter-relationships between nature, society and the economy are also other aspects of their language progress (Rohweder, 2007). In other words, this is a person who can develop the system of external and internal perspectives, and in its turn the system of external and internal perspectives becomes

the main condition for the sustainable necessary to provide students with linguistic knowledge and confidence to expose their target language and to understand and socially get involved in a social context. It is not sufficient for students to learn the intrinsic language itself; they need to recall the language knowledge they have to learn, and improve other more complex language skills. It also needs the process of being able to construct and use the language automatically (Altenaichinger, 2003). Many previous research only focused on applying one learning method to improve their specific skills without investigating how students/children whose characteristics and learning strategies are different acquire English as the second language. Therefore, the researchers raised a question to see what factors might affect the students' second language development during covid19 pandemic.

## 2. LITERATURE REVIEW

### 2.1. Theory of on Second Language Acquisition

A general overview of related literature on SLA that actually studies about the nature of what the field of SLA indicates there has been increasing. The studies include ontological and epistemological issues and how researchers might best go about studying it. This is because theories and research in SLA have developed from a cognitively oriented perspective and extended to an essentially social orientation (Yamat, 2012). In Second language acquisition's history, Skinner's theory (1957) stated that Language learning through operant conditioning as the positive and negative reinforcement can change behaviours with dated and ineffective traditional learning models for second language instruction. Audiolingual attempted to establish language learning as a habit through dialogue and drills. Success received positive reinforcement; failure received negative reinforcement. As a result, the priority focus was on error correction/prevention. However, some problems were found that penalizing students' mistakes created a stressful

personality to develop. It is learning environment. As a result, many people study a language in a way that allows them to pass tests, but they cannot hold a conversation. One aspect in language acquisition that is needed to control the students' language development is the importance of feedback in some form. Language-learners need feedback for success. They also need a feeling of accomplishment to move forward in their language learning studies. Besides that, the fundamental concern of SLA is the study of social action. In general, studies that foreground a social understanding focus on social and cultural influences on SLA because the process of interaction is very much influenced by cultural elements. This is because in going about our everyday business, we give and take orders, request help, commiserate, chat with friends, deliberate, negotiate, gossip, and seek advice, and so on. We participate in such routine activities with ease and can easily distinguish one activity from another (Yamat, 2012).

Meanwhile, Chomsky (2002) believed in at least some innate ability in humans for language and a limited number of ways to organize language in our minds. His proof was the fact that there are some universal elements in all languages. Essentially, we're all born with the ability to learn languages as a result of a language acquisition device. This is a theoretical component of the mind that allows anyone to acquire a language. Building off of the nativist theory of language and some of the previous ideas of thought covered here, it shows that people have a capacity to learn a language in everyone from birth.

Krashen (1982) described that second language acquisition was developed when Learners begin to understand a language by listening in an immersive environment. Only once a learner has had enough exposure to the language can they begin to speak it. Language-learning comes from having access to comprehensible input, or material that's challenging but still understandable. If it's too complex, people don't learn. If it's too easy, people get bored.

As we develop, we build an internal filter designed to prevent us from making mistakes. This filter can interfere with the language learning process because learning happens through mistakes. Language has layers and complexities. People cannot understand complex syntax and grammar structures before people acquire the necessary abilities beforehand. An understanding of grammar happens naturally. To maximize language learning results, people should learn in a near-zero/zero stress environment. This will allow learners to be at ease to explore the language.

There are many general factors that influence second language learning such as age, aptitude, intelligence, cognitive style, attitudes, motivation and personality (Ellis, 1989). The aim of this session is to present these factors and their contribution to success or failure in second language acquisition. Motivation is one of the most important factors in second language acquisition. Richards (1985, p.185) on (Rees-Miller, 2008) believes motivation as a factor that determines a person's desire to do something. It is obvious that learners who want to learn are likely to achieve more than those who do not. The other factor is learning style. Learning style is also called cognitive style. It is the particular way in which a learner tries to learn something. In L2 or foreign language learning, different learners may prefer different solutions to learning problems. Some learners may want explanations for grammatical rules (audio learners), some may feel writing down words and sentences help them to remember (kinesthetic learners). And others may find they remember things better if they are associated with pictures (visual learners) (Richards: 1985, p. 45 on (Rees-Miller, 2008)).

## 2.2. Current Research on Second Language Acquisition

Second language acquisition and college English teaching are auxiliary to each other. As a conscious acquisition process in a social environment without the target language, college English learning involves the development and improvement

of language knowledge, language skills and intercultural communication abilities. Therefore, in college English teaching, based on second language acquisition theories, teachers should establish a student-centred class teaching pattern to deliver intercultural communication knowledge, cultivate students' intercultural communication abilities, create language acquisition environment, fully consider students' emotional factors and improve the teaching quality and learning effect of college English (Li, 2009).

Hartshorn and McMurry (2020) investigated the students' progress in English skills during the semester of the pandemic. It found that while students made typical gains in writing, they made markedly less progress with their speaking compared to the previous semester. One student stated "online classes didn't maintain quality for listening and speaking" and another concluded, "online classes are not fully helping students' English ability, especially in grammar, speaking, and listening class." This disparity across skills might be explained by the observation that writing instruction and practice tends to be less interactive than speaking needs to be. The complications of using technology and the constraints on speaking in and out of the classroom during this period may have undermined student language development in terms of their speaking skills. Online learning activities integrating technology can improve children's language skills. Children are naturally stimulated to speak through videos they made. WhatsApp and Zoom Cloud Meeting were used as the main media during the learning process. It showed the use of technology and media in developing students' language will give a significant contribution (Robingatin et. al. 2020). However, Zboun and Farrah (2021) stated that students faced some challenges with online learning; they preferred face to face classes. The disadvantages of online classes from their perspectives are more than the advantages. The weak internet connectivity, poor interaction, less motivation, less participation and less understanding are the biggest challenges of online learning. However, they find online

classes easy to access, convenient and easy to be reviewed for exams.

Second language acquisition and development are an extremely buoyant field of study which has attracted much theoretical and empirical work in the last two or three decades. Much progress has been made in gaining a better understanding of the processes involved in learning second languages, as well as the different external factors which affect this process. Although these complementary agendas remain less integrated than one might wish, bridges are being built which connect them. Similarly, the implications of SLA research for teaching are now receiving more attention, as is the specificity of the classroom context for understanding learning, but much more work remains to be done in these areas (Myles, 2016).

In this study the research attempted to seek how linguistics (vocabulary, grammar, and pronunciation) and non-linguistics factors (cognitive styles, psychological aspect, personality traits, technology use, and age) might affect the students' English development to mitigate their learning loss, it also investigated which indicators are the most dominant to form factors, and to see which factors form the most dominant variables (English learning).

### 3. METHODS

#### 3.1. Research design

This study was a survey using questionnaires to explore the factors which affect learners' English learning during covid19 pandemic. Population involved students who experience learning English as a second language in Universitas Borneo Tarakan (UBT). The samples were selected randomly to obtain more accurate findings across a greater spectrum of respondents. The reachable samples were 158 from pre-service students in the English department in Universitas Borneo Tarakan.

#### 3.2. Instrument

This study used an 18-item questionnaire which was adapted from Lightbown & Spada (2013). The questionnaire was divided into two factors;

linguistics and non-linguistics. To investigate how the learners study English and the aspects that influence their learning, this questionnaire was firstly validated. Some feedback from the expected judgement given were carefully considered to have quality improvement like time allocation and the appropriateness of the questionnaire items and the research questions. After having been revised, the questionnaire was tried out to the 33 preservice students who have experience in learning English. To measure the reliability of items, sample sizes should not be less than 30 samples (Samuels, 2015) and Cronbach's Alpha was greater than 6 ( $n=33$ ). Questionnaire was analysed to measure the validity and reliability through SPSS. Pearson Product moment ( $r$ ) was used to measure the validity and it resulted in the significance level was 0,05 and t-table was 0.344,  $n=33$ . While reliability used Alpha Cronbach which described reliability coefficient was higher than 0,6 (linguistics factors was 0.602 and non-linguistics factors was 0,806). It indicated that the questionnaire was valid and reliable.

#### 3.3. Procedure

The participants were confirmed whether they were available to be samples of this study. This online questionnaire was spread out to the samples using google forms. The data was delivered via digital communication from friends to friends. Before giving a response to all items of the questionnaire, they were reminded to read the instructions carefully. To avoid misunderstanding the questionnaire was translated in the first language. All participants were given two days to fill out the responses based on the learning experience. Participation in this survey was voluntary and their perspectives were kept confidential and anonymous. Time allocation was approximately 10 minutes to respond to the 18 items with 4 columns of participants' opinion; "strongly agree (SA)", "agree (A)", "disagree (D)", and "strongly disagree (SD)".

#### 3.4. Data analysis

After collecting the data of the questionnaire, the data was analysed using

factorial analysis (principle componential analysis) (Yurdugül, 2008). The result showed what factors (linguistic or non-linguistic) were dominant to determine the students' English learning. Besides, it also pointed out what indicators influenced the learning during covid19 pandemic. The results of the analysis then were interpreted by comparing with the existing theories and found what factors and indicators strongly affected the students' learning experience to develop their second language.

#### 4. RESULTS

To obtain the answer what factors might affect students' English learning to mitigate their learning loss, a factorial analysis is used to see which indicators are the most dominant to form factors, and to see which factors form the most dominant variables (English learning). The main objective is to see the consistency of the indicators in the variables to form these variables. In this section, the variable used is the variable of learning English. Variable learning English has 2 factors, namely Linguistic and non-Linguistic. The linguistic aspect has 3 indicators; (1) vocabulary, (2) pronunciation, and (3) grammar. The non-linguistic aspect has 5 indicators; (1) Cognitive styles, (2) Personality traits, (3) Social psychological factor Motivation, (4) Technology use, and (5) Age.

##### 4.1. Linguistics Factors

**Table 1** Summary of The Results of Factor Analysis

Indicators	MSA	Loading factor
Vocabulary	0.530	0.798
Pronunciation	0.546	0.690
Grammar	0.579	0.587
KMO	= 0.545	
Bartlett's test	= 26.524	
Sig. of Bartlett's test	= 0.000	

*Scores of Kaiser-Meyer-Olkin (KMO) dan Bartlett*

From the calculation results to obtain a KMO value of 0.545 which is greater than 0.5, which means that the indicators used have met the factor feasibility test. From the Bartlett test with a chi-square value of 26.524 with a significance of 0.000, because the significance value is below 0.05, it can be concluded that the indicators used in this Linguistic aspect are eligible and following the first requirements to be further processed.

##### *Measure of Sampling Adequacy (MSA)*

Based on the table 1 above, it is found that the indicator used has an MSA value greater than 0.5, it can be concluded that 3 indicators from the Linguistic aspect are worthy to be included in factor analysis. The second requirement is fulfilled and can be continued.

##### *Loading Factor*

The loading factor value of the indicator to form the Linguistic aspect shows the order from the most dominant to the weakest forming that aspect. The highest loading factor value is the indicator Vocabulary of 0.798, then the indicator Vocabulary is the most dominant forming the Linguistic aspect, followed by the Pronunciation indicator of 0.690, and the Grammar indicator of 0.587.

##### 4.2. Non-Linguistic Factors

**Table 2** Summary of Factor Analysis Result

Indicator	MSA	Loading Factor
Cognitive styles	0.725	0.837
Personality traits	0.818	0.748
Social psychological factor Motivation	0.744	0.581
Technology use	0.802	0.726
Age	0.709	0.661
KMO	= 0.757	
Bartlett's test	= 192.455	
Sig. of Bartlett's test	= 0.000	

*Scores of Kaiser-Meyer-Olkin (KMO) dan Bartlett*

From the calculation results to obtain a KMO value of 0.757 which is greater than 0.5, which means that the indicators used have met the factor feasibility test. From the Bartlett test with a chi-square value of 192,455 with a significance of 0.000, because the significance value is below 0.05, it can be concluded that the indicators used in this Non-Linguistic aspect are eligible and following the first requirements to be further processed.

#### *Measure of Sampling Adequacy (MSA)*

Based on the table 2 above, it is found that the indicator used has an MSA value greater than 0.5, it can be concluded that 5 indicators from the Non-Linguistic aspect are eligible to be included in the factor analysis. The second requirement is met and can be continued.

#### *Loading Factor*

The loading factor value of the indicator to form the Non-Linguistic aspect shows the order from the most dominant to the weakest forming that aspect. The highest loading factor value is the indicator Cognitive styles of 0.837, then the indicator Cognitive styles is the most dominant forming the Non-Linguistic aspect, followed by the Personality traits indicator of 0.748, the Technology use indicator of 0.726, the Age indicator of 0.661, and the Social psychological factor Motivation indicator of 0.581.

### 4.3. Variables of English Learning

**Table 3** Summary of Factor Analysis Result

Aspect	MSA	Loading Factor
Linguistic	0.500	0.911
Non-Linguistic	0.500	0.911
KMO	= 0.500	
Bartlett's test	= 89.281	
Sig. of Bartlett's test	= 0.000	

*Scores of Kaiser-Meyer-Olkin (KMO) dan Bartlett*

From the calculation results to obtain a KMO value of 0.500 which is equal to 0.5, which means that the aspects used have met the factor feasibility test. From the Bartlett test with a chi-square value of 89,281 with a significance of 0.000, because the significance value is below 0.05, it can be concluded that the aspects used in the English learning variable are eligible and following the first requirements to be further processed.

#### *Measure of Sampling Adequacy (MSA)*

Based on the table 3 above, it is found that the aspects used have MSA values greater than 0.5, so it can be concluded that 2 aspects of the English learning variable are eligible to be included in factor analysis. The second requirement is met and can be continued.

#### *Loading Factor*

The loading factor value of the indicator to form the variable of learning English shows the order from the most dominant to the weakest forming that aspect. The factor loading value of Linguistic and Non-Linguistic aspects is 0.911, so the two aspects are equally large in forming the variable of English learning.

## 5. DISCUSSION

### 5.1. The Linguistics Factors

From the results of the analysis, it was revealed that vocabulary with the loading factor of 0.798 became the most dominant indicator for students' language acquisition followed by pronunciation which was 0.690 and Grammar (0.587). Some previous findings also stated that recognizing a certain number of vocabularies will determine the ability of students to obtain the top-level cues. (Bonk, 2000) because students can derive the meaning from the word comprehension, access the appropriate contextual information, and interpret a sufficient meaning representation of the text. The position of vocabulary has long been realized by language teachers as well as researchers as a worthy area to mastery of language skills (Cahyono & Widiati, 2011). It is in line with the previous research that

words, phonological features, text structure/syntax are substantial aspects for successful L2 (Goh, 2000; Ramli, et al., 2019).

As a demand, the students need to enrich their vocabulary knowledge because the language can be produced once they have sufficient words to convey meaning, the students can easily participate in conversations with native speakers when they recognize 1000 words and they put their effort to step up to the next level of words and more complex structure of language. Bearing curiosity to explore unfamiliar words and making glossaries are effective ways to increase numbers of vocabulary. Besides, reading English textbooks is very obvious and beneficial to develop language features and background knowledge (bottom-up process). Among linguistic aspects, Vandergrift (2007) emphasized L2 vocabulary and syntactic knowledge are the basis elements needed to process and understand L2 listening content and essentially contribute to L2 listening proficiency.

Being able to pronounce all the individual sounds is essential for students because understanding can be raised from how accurate and fluent the learners speak in English. Pronunciation can be obtained through imitation and modelling from how native speakers use English. According to Messum (2007) Pronunciation is generally taught on the basis that imitation is the natural mechanism for its acquisition. Moreover, there was a demand for the teachers/ parents to correct the students' pronunciation and grammatical errors when they study English to avoid intensive mistakes in using English. In order to enhance students' English, teachers should present grammatical rules one at a time, and learners should practice examples of each one before going to another complex one because grammar knowledge can be functional and measurable when it is applicable in English skills. Knowledge of *verbal* syntax is one of the baselines to build English skills like listening ability (Buck, 2011).

In teaching grammar, students might find it difficult to put words in sentences. Therefore, they should be taught how they can create language and see the meaning in both writing and speaking in order to maintain that students know how to use language for communication. By solving the problem, they need to analyse the different components and become aware of grammar and how it can be used (Widdowson, 1991). In this situation, students strongly agreed to be able to deepen their linguistics competence in order to present the performance. Inevitably, students easily comprehend the complex lesson when they are taught from the simple English structures. However, mistakes in learning are normal but it should be corrected in terms of word choice, pronunciation, and language structure as soon as they are made to prevent the formation of bad habits.

## 5.2. The Non-linguistics Factors

The computation analysis showed that non-linguistics aspects also became the big indicators of students' successful language learning. It resulted that Cognitive style was 0.837 as the most dominant, tracked by personality traits 0.748, Technology use 0.726, Age 0.661, and Social psychological factor 0.581. The study found that different students had their own learning experience. Students mostly learned English through imitation. The finding showed that some learners imitated their second language from what they have heard or watched using English applications or media but again they still selectively imitate certain words or structures that they need in the process of learning. The way the learners imitate is based on their learning strategies and characteristics. Willian and Burden (1997), Oxford (1990) students will have their strategies and resources to finish and solve the task and to make the learning process easier, enjoyable, self-directed, effective, and transferable into a new situation. Students not only learn English from what they are taught but when students are active to learn monotonously, they will learn English from many aspects.

To introduce English earlier in school programs, the greater the prospect of success in learning. Munoz (2010) stated that young learners will lose the advantages of learning and insufficient exposure when they study at an early age. It needs motivation as another factor to help them expose their language and in successful second language acquisition (Gardner and Lambert, 1972; Gardner, 2000). Besides, mostly students made mistakes due to the influence of their first language interference. In learning a second or foreign language, interference is something inevitable. Teachers should highlight the serious mistakes/ errors students of target language make in the learning process by employing a good strategy without embarrassing/ discouraging them to explore their language acquisition. To reduce the error of students, teachers should respond to students' errors by correctly restating what they have said rather than by explicitly pointing out the error. Therefore, they do not feel frustrated by obtaining feedback to make an improvement, progress, and avoiding frustration (Sabbah, 2015, Thyab, 2016)

Understanding the students' learning will mitigate the learning loss and teachers could make reflection and adjustment during and after learning. García (2015) stated that reflective teaching helps teachers to develop their planning skills and to explore new situations so they can change their teaching and transmission of knowledge. They can integrate technology, select appropriate media, and sources for students' learning. Teachers can assess the students not only in the end as the outcome but the learning process is also the concern to identify the students' strength and weakness. How the students are struggling to acquire their second language needs teachers' teaching strategies and students' autonomy for learning especially during the covid19 pandemic where independence learning is really required. Seemingly, overall, the roles of teacher are extremely huge to influence second language learners and to achieve complete SL competence. Teachers should use kinds of materials, media, and varied technology that expose

students not only to English structures they have already been taught. It will challenge the students to use various materials sources. Another finding showed the significant effect of collaborative learning. When the students can interact freely (e.g., in one group or in pair activities), it is possible to copy each other's mistakes. However, Rao (2019) states that collaborative learning is a very beneficial technique for the learners to learn the English language systematically in the modern English classrooms. It helps the students improve their interactivity, reduce anxiety, mix learning styles, and develop a wide range of skills.

When students have improved their English, students can learn both English and academic content (e.g., science and history) simultaneously in classes where the subject matter is taught in their second language. English is just a language that is unable to measure one's knowledge or education. High intelligence will not guarantee students' language performance, it depends on their language exposure because English is just a medium of communication. Pinker (1994) emphasized that language is a medium of communication that uses symbols in a regular way to create meaning. It provides the ability to communicate our intelligence and knowledge to others by talking, reading, and writing. Besides, students also have positive feedback saying that classrooms are good places not only to learn about English but also to learn how to use English. Students need more opportunities to expose their English in real and meaningful communication. However, the students are sometimes reluctant to have an English exposure outside of the classroom. As a result, students need to get lots of practice in the classroom like listening and speaking to make significant progress. (Lindsay and Knight, 2006).

## 6. CONCLUSION

This study showed the need to investigate process-oriented learning to acknowledge how students acquire their language development. Internal linguistics aspects are not sufficient to acquire another language besides the mother

tongue. More than that, cognitive styles like students' autonomy and teachers' strategies, personality traits like English exposure, psychological aspects like motivation, technology integration and age are extremely substantial non-linguistics factors that affect successful second language acquisition achievement. Teachers are not only the main centre of learning but they can provide some attempts for students' language development both inside (synchronous) or outside of the classroom (asynchronous) to track students' encouragement to learn language in order to avoid their learning loss. Meanwhile, students need to increase their learning based on their interest, they can maximize their classroom activities guided by teachers' instruction and feedback, social environment by intensifying communication to build confidence and language structure, peers' sharing, the advent of social networks or multiple technology use. This study also provided self-reflection for teachers to develop their personal and professional development and the contribution to the second language acquisition theories.

#### REFERENCES

- [1] Altenaichinger, A. 2003. Theories of second language acquisition. Austria: University of Graz.
- [2] Bonk, W. (2000). Second Language Lexical Knowledge and Listening Comprehension. *International Journal of Listening*, 14: 14-31.
- [3] Buck, G. 2001. Assessing listening. Cambridge, UK: Cambridge University Press.
- [4] Cahyono, B. Y. & Widiati, U. (2011). The teaching of English as a Foreign Language in Indonesia. Malang: State University of Malang.
- [5] Ellis, R. (1989). Reviews Understanding Second Language Acquisition. *TESL Canada Journal*, 6(2), 95-101
- [6] Gardner, R. C., & Lambert, W. E. (1972). Attitudes and motivation in second-language learning. Rowley, Mass: Newbury House Publishers.
- [7] Gardner, R. C. (2000). Correlation, causation, motivation and second language acquisition. *Canadian Psychology*, 41, 1-24. Retrieved from <http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.136.9968&rep=rep1&type=pdf>
- [8] Goh, C. M. (2000). A cognitive perspective on language learners' listening comprehension problems. *System*, 28(1), 55-75
- [9] Hartshorn, K. James, & McMurry, Benjamin L. (2020). The Effects of the COVID-19 Pandemic on ESL Learners and TESOL Practitioners in the United States. Brigham Young University, USA. *International Journal of TESOL Studies*. Vol 2. P. 151-152
- [10] Krashen, Stephen D. (1982). Principles and Practice in Second Language Acquisition. University of Southern California. Pergamon Press Inc. Retrieved from [sdlkrashen.com/content/books/principles\\_and\\_practice.pdf](http://sdlkrashen.com/content/books/principles_and_practice.pdf)
- [11] Li, Changyu. (2009). A Research on Second Language Acquisition and College English Teaching. China. Foreign Language Department, North China Institute of Science and Technology. *English language teaching journal*, vol 2, no. Retrieved from: <https://files.eric.ed.gov/fulltext/EJ1083725.pdf>
- [12] Lindsay, C. and Knight, D. (2006) Learning and Teaching English: A Course for Teachers. Oxford: Oxford University Press.
- [13] Munoz, C. (2010). On how age affects foreign language learning. *Advances in Research on Language Acquisition and Teaching*, 39-49. Retrieved from <http://www.enl.auth.gr/gala/14th/Papers/Invited%20Speakers/Munoz.pdf>
- [14] Messum, P. R. (2007). The roles of imitation in learning to pronounce. University college London [https://www.researchgate.net/publication/242384678\\_The\\_Role\\_of\\_Imitation\\_in\\_Learning\\_to\\_Pronounce](https://www.researchgate.net/publication/242384678_The_Role_of_Imitation_in_Learning_to_Pronounce)



- [15] Myles, Florence. (2016). *Second Language Acquisition (SLA) Research: Its Significance for Learning and Teaching Issues*. Centre for Languages, Linguistics and Area Studies. Taken from: <https://www.llas.ac.uk/resources/gpg/421.html>
- [16] Oxford, R. (1990). *Language Learning Strategies: What Every Teacher Should Know*. New York: Newbury House Publishers
- [17] Pinker, S. (1994). *The language instinct* (1st ed.). New York, NY: William Morrow.
- [18] Ramli, Mukminatien, N., Saukah, A., & Prayogo, J. A. (2019). Word Recognition from Speech, Syntactic Knowledge, Metacognitive Awareness, Self-Efficacy as determination for L2 Listening Comprehension. *International Journal of Instruction*, 12(3).
- [19] Rao, P.S., 2019. Collaborative Learning in the English Language Learning Environment. *Research Journal of English Language and Literature (RJELAL)*. Vol. 7 (1)
- [20] Rees-Miller, J. (2008). *Applied Linguistics. The Handbook of Linguistics*, 637–646. <https://doi.org/10.1002/9780470756409.ch26>
- [21] Robingatin, Saugi, W., & Susan. (2020). Improving Children's Language Skills Through Online Learning during Covid-19 Pandemic. Institut Agama Islam Negeri Samarinda, Indonesia. *Journal of Early Childhood Care and Education* Volume 3, No. 2, p.131.
- [22] Thyab, R.A. (2016). Mother-Tongue Interference in the Acquisition of English Articles by L1 Arabic Students. *Journal of Education and Practice*. Vol.7 (3)
- [23] Rohweder, L. (2007). What kind of Sustainable Development do we talk about? In: Kaivola, T. and Rohweder, L. (Ed.), *Towards Sustainable Development in Higher Education – Reflections*. Helsinki University Press, Finland, 2007, pp. 22-27
- [24] Samuels, P., (2015). *Statistical Methods – Scale reliability analysis with small samples*, Birmingham City University, Centre for Academic Success. DOI: 10.13140/RG.2.1.1495.5364. [https://www.researchgate.net/publication/280936182Advice\\_on\\_Reliability\\_Analysis\\_with\\_Small\\_Samples](https://www.researchgate.net/publication/280936182Advice_on_Reliability_Analysis_with_Small_Samples)
- [25] Sabbah, S. (2015). Negative Transfer: Arabic Language Interference to English Learning. *Arab World English Journal*, 4, 269-288  
[http://www.academia.edu/12680728/NegativeTransferArabic\\_Language\\_Interference\\_to\\_Learning\\_English](http://www.academia.edu/12680728/NegativeTransferArabic_Language_Interference_to_Learning_English)
- [24] Skinner, B. F. (1957) (Theory of Behaviourism) and Chomsky, Noam. 1952 (Universal Grammar). Retrieved October 4, 2021 from [optilingo.com](http://optilingo.com)  
<https://www.optilingo.com/blog/general/7-language-learning-theories-by-the-masters-of-thought/>
- [26] Vandergrift, L. (2007). Recent developments in second and foreign language listening comprehension research. *Language Teaching*. 40; 191-210
- [27] Widdowson, H.G. 1991. *Aspects of Language Learning*. Oxford: Oxford University Press
- [28] Yamat, H. (2012). Developing Identity In Diversity: A Second Language Acquisition Experience. 12(May), 495–504.
- [29] Yurdugül, H., (2008). Minimum sample size for Cronbach's coefficient alpha: a Monte-Carlo study. *Hacettepe University Journal of Education*, 35, pp.397-405. <http://www.efdergi.hacettepe.edu.tr/200835HALİL%20YURDUGÜL.pdf>
- [30] Williams, M. and Burden, R. (1997) *Psychology for Language Teachers: A Social Constructivist Approach*. Cambridge University Press, Cambridge.



- [31] Zaščerinska, J. (2010). Professional Language in Language Education. The 5th International scientific conference Theory for Practice in the Education of Contemporary Society of Riga Teacher Training and Educational Management Academy 25 - 27 March 2010 Riga, Latvia, pp. 403-408 (ISBN 978-9934-8060-5-6);
- [32] Zboun, Jomana S., & Farrah, Mohammed. (2021). Students' perspectives of online language learning during corona pandemic: benefits and challenges. Indonesian EFL Journal. Vol. 1, no. 1. Taken from:  
<https://journal.uniku.ac.id/index.php/IEFLJ/article/view/3986>
- [33] Zimmermann, B. (2003) Education for Sustainable Development – Baltic 21. An Agenda 21 for the Baltic Sea Region. Danish Ministry of Education, 2003, pp. 1-147.



## THE CORRELATION BETWEEN STUDENTS' SELF-CONFIDENCE AND SPEAKING ACHIEVEMENT

Rika Ramayanti<sup>1</sup>, Fitri Novia<sup>2</sup>, Rachmanita<sup>3</sup>

<sup>1,2,3</sup> Universitas Islam Komerling Ilir Kayuagung

<sup>1</sup>rikaramayanti4@gmail.com, <sup>2</sup>novia\_f@uniski.ac.id, <sup>3</sup>[ayuksulung2407@gmail.com](mailto:ayuksulung2407@gmail.com)

### Abstract

The objective of the study was to find out whether or not there was significant correlation between students' self-confidence and speaking achievement at the tenth grade of UPT SMAN 06 Ogan Ilir. The population of the study was all the tenth-grade students of UPT SMAN 06 Ogan Ilir. The sample of the study was 124 students. To conduct this study, correlation research design was used. To collect the data, the questionnaire and oral test were used. In order to analyze the data, the correlation analysis applied was Pearson Product Moment. Based on the result, it was found that the correlation coefficient of  $r$ -obtained (0.274), it was higher than  $r$ -table (0.176), at  $p$ -value:  $0.002 < 0.05$ . It meant that there was a correlation between students' self-confidence and speaking achievement. It could be concluded that students' self-confidence was an important aspect in achieving good score in speaking achievement.

**Keywords:** self-confidence, speaking achievement.

### 1. Introduction

Speaking is verbal communication that it is necessary to share information and ideas. Speaking is given the highest priority in the language. Students must acquire great speaking abilities, and teachers must understand how to effectively teach speaking [1]. Speaking abilities are always regarded as the most crucial aspect of language acquisition by English students. Every learner intends to speak fluently even under circumstances [2].

Speaking requires not only know how to produce language but also understand sociolinguistic competence such as when, why, and in what ways to produce language. There are two aspects to be successful in the speaking skill; linguistics aspect and non-linguistics aspect [3]. The linguistics aspects are such as grammar, pronunciation, comprehension of utterance, vocabulary, and fluency. Non-linguistics aspect involve personality dimension, such as self-esteem, extroversion, motivation, intergroup climate, and self-confidence. In short, to be

successful in doing communication, someone should consider linguistics and non linguistics aspects.

However, students still get difficulty in speaking. There are some problems in speaking. Those problems are: (a) lack of vocabulary, (b) poor in grammar, (c) poor in pronunciation [4]. The students struggled with a variety of issues, including a lack of vocabulary, difficulty pronouncing words, fluency, and difficulty stringing words together into phrases [5]. The students seemed lack of vocabulary, lack of pronunciation and felt shy when the teacher asked them to speak English in front of the class. In reality, students' language mastery is still limited. Because of their linguistic limitations, students find it challenging to communicate their views [6].

Meanwhile, there are certain issues with speaking skills that teachers may encounter when assisting learners in speaking in the classroom. Students are sometimes hesitant to speak up in class because they are concerned about making mistakes and fearing criticism, as well as being embarrassed by the other students'



focus on them [7]. Negative feelings and emotions such as shyness, worry, uneasiness, especially when speaking in public, fear of making mistakes and being laughed at, lack of confidence, and doubt influenced the students' decision to speak English, making them unwilling to do so. When they attempted to speak English, they encountered these feelings and emotions [8]. Additionally, Jamila (2014) who conducted a research on the psychological factors affecting spoken English, found some factors that hide students from speaking activity; lack of self-confidence (24%), lack of practice (16%) lack of vocabulary (14%), lack of shyness and lack of academic courses till this level (12%), lack of structure (10%), lack of training center (5%), lack of technical support from institution (2%), lack of peers to practice (4%), and suffering from inferiority complex (1%). In short, there are some barrier in speaking, internal and eksternal barrier. Psychological and attitudinal as an internal while physiological and physical systematic as an external barrier [9].

Futhermore, many language learners find difficult to express themselves in spoken language, since they are generally facing problem to use foreign language to express their thoughts effectively [10]. Students know what they are going to say in the source language, but when they have to switch the language the language itself into the target language (English), they are often lack of confidence and confusion to combine and use the exact vocabulary that is needed. In other words, the problem in speaking can inhibit the speaker to express their ideas. Thus, it can be concluded that self-confidence is important to improve speaking skills.

Self-confidence is needed to be developed effectively. Self-confidence is an individual's positive attitude that allows him to cope with the environment or scenario in which he finds himself [11]. Self-confidence is linked to success, educational achievements, conciliation, and a person's well-being, among other things, and the three factors that might alter a person's level of self-confidence are

self-efficacy, self-esteem, and self-compassion [12]. Self-confidence is a personal attribute that contributes to language learning success. It is a mindset that helps us to see ourselves and our capabilities in a positive and realistic manner [13]. Students are expected to be more courageous to give opinions and speak in front of many people with confidence and students should feel comfortable and confident in practicing their English. Consequently, in learning a language, the learners have to be aware of the importance of self-confidence in affecting them in language learning in order to increase their self-confidence and facilitate their language learning.

In addition, one of the non-linguistic factors that can influence a student's ability to speak is confidence [14]. This is a big supporting factor that has big impact. Likewise the students' achievement, students who have self-confidence will make every effort to achieve their achievement according their abilities. Moreover, self-confidence is a personal characteristic that assists to foreign language learning success [15]. In other words, self-confidence is a key characteristic to start any action especially for speaking. Therefore, self-confidence is ability to develop the abilities, the potential, and talent to be used correctly.

Self-confidence is a very valuable attribute in a person in a social life, without confidence will cause many problems in a person. Self-confidence is the need for one's self esteem to gain self-satisfaction in the ability and appearance to become more competent, productive in all aspects of life [16]. In short, self-confidence is very important in social life.

Moreover, there is a relationship between students' self-confidence and speaking ability. Students that are confident in their talents succeed in school because they never give up and trust in themselves [17]. Learners who have strong trust in their self-confidence, it will make them easier to learn and engage in their task without any obstacles in their performance which may hinder their

performance. Students that have a high level of self-confidence will have better speaking abilities [18]. As a result, a confident person may deal with the situation that they face. Finally, they can reach their goal.

Furthermore, some students have strong self-esteem while others have low self-esteem. Learners with a high level of self-confidence are typically more engaged in class than students with a low level of self-confidence. They are not frightened to make minor blunders or errors when speaking since they see it as a necessary part of the learning process. They have the bravery and self-confidence to try again and again if they make a mistake [19]. The lower students' self-confidence and the lower speaking ability will be [20]. When people have poor self-confidence, it is difficult for them to improve [21]. It means that the students' self-confidence influences their speaking ability. If the students' self-confidence is low, their speaking ability is lower too. This conclusion reveals that the better students' self-confidence, the better speaking ability will be. So that, the objective of the study was to find out whether or not there was significant correlation between students' self-confidence and speaking achievement at the tenth grade of UPT SMAN 06 Ogan Ilir.

## 2. Method

In conducting this research, correlational research design was used to find out the relationship between variables then explain and interpret the results that may appear. The population of this study was all the tenth grade students of UPT SMAN 06 Ogan Ilir in the academic year 2020-2021. The sample of this study was taken by using a total sampling technique. The total number of the sample was 124 students. To obtain the data, the writer used two instruments. The instruments were: questionnaire and speaking test.

To obtain the information about students' self-confidence, self-confidence questionnaire developed by Mustafa was used [22]. The questionnaires consist of twenty items. The questionnaire was rated

by using Likert Scale with five options: (Strongly Agree) rated 5, (Agree) rated 4, (Undecided) rated 3, (Disagree) rated 2, and (Strongly Disagree) rated 1. In this study, to obtain the students' speaking achievement, oral test in form of narrative text was used that consists of five topics. To find out the correlation between students' self-confidence (X) as a whole and their speaking achievement (Y), Pearson - Product Moment Correlation Coefficient was used.

## 3. Result and Discussion

The data collected in this study were interpreted based on the result of the questionnaire given information into correlation between students' self-confidence and speaking achievement at UPT SMAN 6 Ogan Ilir. There were 20 items of the statement given to 124 samples of the tenth grade students of UPT SMAN 6 Ogan Ilir. All of the statements were about self-confidence in speaking.

From the questionnaire, it was found that most tenth grade students of UPT SMAN 6 Ogan Ilir had good self-confidence. It could be seen from a total of 124 students there were 34 students (27.4%) had high confidence category and 90 students (72.6%) had average category. Students who were indicated have high self-confidence would have belief in their self to perform their ability. It is supported by Sovianti clarified that students' self-confidence will appear to inspire them in achieving and finishing the assignments if they perceive that they can perform the activities. [23]. In addition, students who had high self-confidence were enjoyable, unashamed, motivated and believe on their ability. In the process of teaching and learning, students who had high self confidence prefer to work individually and independently.

Table 4.1 Distribution of Students' Self Confidence

No	Score Interval	Category	Frequency	Percentage
1	67 - 100	High Confidence	34	27.4%
2	33 - 66	Average	90	72.6 %
3	0 - 32	Low Confidence	0	0 %
Total			124	100 %

Based on the finding, it showed that the scores of speaking test of the tenth grade students at UPT SMAN 6 Ogan Ilir were 102 students (82.2%) who were in good category. It was happened because most students could say a simple sentence and understood with a certain accent easily. Then the students also knew the vocabulary so they could speak fluently and could say the word correctly. It could be seen from the questionnaire number 8, 66 (53.2%) students were agree they could easily pronounce any vocabulary given by the teacher.

Table 2. Distribution of Students' Speaking Achievement

No	Score Interval	Number of Students	Category	Percentage
1	67 - 100	0	Very Good	0
2	33 - 66	120	Good	82.2%
3	0 - 32	22	Poor	17.8%
Total		124		100%

Furthermore, based on the result of the Pearson Product-Moment Correlation, it was found that there was a significant correlation between students' self-confidence and speaking achievement at the tenth grade of UPT SMA N 06 Ogan Ilir. Based on table of index correlation, it could be seen that the correlation coefficient was in between the *r* score interval: 0.20- 0.399. It inferred that the correlation was categorized into low correlation. However, the correlation was

still found between students' self-confidence and speaking achievement at the tenth grade students of UPT SMAN 06 Ogan Ilir.

Table 3

Correlation between the Students' Self-Confidence and Speaking Achievement

		Self Confidence	Speaking
Self Confidence	Pearson Correlation	1	.274**
	Sig. (2-tailed)		.002
	N	124	124
Speaking	Pearson Correlation	.274**	1
	Sig. (2-tailed)	.002	
	N	124	124

\*\* . Correlation is significant at the 0.01 level (2-tailed).

Futhermore, there was a correlation because students who had the higher level of self-confidence, they could also had the higher oral presentation scores. It could be seen from questionnaire number 6, 52 (41.9%) students were agree if they were not afraid of making mistakes in speaking English. From questionnaire number 16, 52 (41.9%) students were agree if they felt confident when they answered questions from the teacher in class. From questionnaire number 9, 74 (59.6%) students were agree if they could also distinguish between verbs, nouns, and adjectives when they said a simple sentence. Also from questionnaire number 7, 44 (35.4%) students were agree if they had a conversation with their friends, they were easily able to pronounce the word with any vocabulary. It was because they felt confident in their ability to learn English, especially speaking. Hence, students who had high confidence could get a better score in speaking. It was in line with Hasan, Hanafi, and Sadapotto (2020), the impact of self-confidence on oral communication was significant [24]. Seftiani, Mulyana and Ramalia (2018) reported that there was a strong link

between pupils' self-confidence and their willingness to communicate [20]. Beside, Tridinanti (2018) explored that the achievement of speaking has a close correlation to self-confidence. Students that are self-confidence earn better results [17].

The finding showed that the students who scored high in self-confidence questionnaire also had high score in oral communication test academic performance. When the students have a strong level of self-confidence, they will do better in their speaking skills [25]. Students with high self-confidence have belief in their abilities to accomplish task. Furthermore, it might be because students of UPT SMAN 6 Ogan Ilir were aware of their self-confidence performance. They tried to push themselves to be confident person, believe on their capability brave in taking risk. Akbari and Sahibdaza (2020) revealed that students' self-confidence had an impact on their learning in terms of engagement, goal-setting, and establishing an interest in lessons [26]. Gurler (2015) stated there was a strong relationship between self-confidence and communication ability [27]. According to Anwar (2016), the pupils' self-confidence could be affected by the panel discussion. The frequency of engagement among friends, such as sharing, talks, and presentations, naturally shapes individual self-confidence [28].

Finally, it was found that there was a significant correlation between students' self-confidence and speaking achievement at the tenth grade of UPT SMA N 06 Ogan Ilir.

#### 4. Conclusion

This study was conducted to investigate whether or not there was a correlation between the tenth grade students' self-confidence and speaking achievement at SMAN 6 Ogan Ilir. Based on the result, it was found that  $r$ -obtained was 0.274 was higher than  $t_{table}$  (0.176),  $p$  (0.002) was lower than 0.05. It was indicated that the alternative hypothesis ( $H_a$ ) was accepted and the null hypothesis ( $H_0$ ) was rejected. In conclusion, there was

a significant correlation between the tenth-grade students' self-confidence and speaking achievement at SMAN 6 Ogan Ilir. It meant that the self-confidence gave dominant effect through speaking achievement of the tenth-grade students' self-confidence and speaking achievement at SMAN 6 Ogan Ilir. When students' self-confidence was high, it also gave good effect on their speaking achievement.

#### 5. References

- [1] B. M. Saeed Al-Sobhi and A. S. Preece, "Teaching English speaking skills to the Arab students in the Saudi School in Kuala Lumpur: Problems and solutions," *Int. J. Educ. Lit. Stud.*, vol. 6, no. 1, p. 1, 2018, doi: 10.7575/aiac.ijels.v6n1p1.
- [2] A. T. Shofi, "Employing Multimedia-Based Learning To Improve English Speaking Skills," *ELTICS J. English Lang. Teach. English Linguist.*, vol. 5, no. 1, pp. 1-9, 2020, doi: 10.31316/eltics.v5i1.525.
- [3] I. N. A. J. Utama, I M. Permadi. Marhaeni, A.A.I.N. Putra, "The Effect of Think Pair Share Teaching Strategy to Students Self - Confidence and Speaking Competency of The Secoond Grade students of SMPN 6 Singaraja," *e-Journal Progr. Pascasarj. Univ. Pendidik. Ganesha*, vol. 1, p. 167, 2013.
- [4] S. W. Fitriati and M. Jannah, "Psychological problems faced by the year - eleven students of MA Nuhad Demak in speaking english," *English Educ. J.*, vol. 6, no. 1, pp. 65-78, 2016.
- [5] H. Z. Ihsan and N. Wahidah, "Teacher's Efforts to Overcome the Students' Difficulties in Speaking Ability," *VELES Voices English Lang. Educ. Soc.*, vol. 2, no. 1, p. 62, 2019, doi: 10.29408/veles.v2i1.1273.
- [6] A. Rahmat, "Enriching the Students Vocabulary Mastery in Speaking through Engage, Study, Activate Method," *Metathesis J. English Lang. Lit. Teach.*, vol. 3, no. 1, pp. 92-110, 2019, doi: 10.31002/metathesis.v3i1.1237.



- [7] Ratnawati and Sulastri, "THE CORRELATION BETWEEN STUDENTS' SIMPLE PAST TENSE MASTERY AND THEIR ABILITY IN TRANSLATING NARRATIVE TEXT PROBLEMS FACED BY STUDENTS IN APPLYING GRAMMAR ON SPEAKING SKILL AT ABA UMI STUDENTS 2017/2018," *Inspiring English Educ. J.*, vol. 2, no. 1, pp. 69–81, 2019.
- [8] Ambalegin, Suhardianto, and N. Kaprawi, "Obstacles facing learners in speaking english: Non-English Teachers' Perspective, Putra Batam School," *Pertanika J. Soc. Sci. Humanit.*, vol. 25, no. April, pp. 119–127, 2017.
- [9] M. Jamila, "Lack of confidence a psychological factor affecting spoken english of university level adult learners in Bangladesh," *Lang. India*, vol. 14, no. 10, pp. 156–168, 2014, [Online]. Available: <https://www.semanticscholar.org/paper/Lack-of-Confidence-A-Psychological-Factor-Affecting-Jamila/f41425e568f90c850e2aca9138acb0635ae55b65>.
- [10] L. Leong and S. Ahmadi, "An Analysis of Factors Influencing Learners' English Speaking Skill Lai-Mei," *Int. J. Res. English Educ.*, pp. 34–41, 2017, [Online]. Available: [http://ijreeonline.com/files/site1/user\\_files\\_68bcd6/sma1357-A-10-26-1-fefa0eb.pdf](http://ijreeonline.com/files/site1/user_files_68bcd6/sma1357-A-10-26-1-fefa0eb.pdf).
- [11] Nadiah, Arina, and Ikhrom, "The Students' Self-Confidence in Public Speaking," *Elit. J.*, vol. 1, no. 1, pp. 1–11, 2019, [Online]. Available: <https://www.elitejournal.org/index.php/ELITE>.
- [12] K. E. Perkins, "The Integrated Model of Self-Confidence: Defining and Operationalizing Self-Confidence in Organizational Settings." pp. 1–232, 2018, [Online]. Available: <https://repository.lib.fit.edu/bitstream/handle/11141/2534/PERKINS-DISSERTATION-2018.pdf?sequence=1&isAllowed=y>.
- [13] M. R. Audina, A. Hasanah, and D. Desvitasari, "The Correlation between Self-Confidence of the Undergraduate EFL Students and Their Speaking Achievement," *J. Dev. Innov.*, vol. 1, no. 4, pp. 518–533, 2021.
- [14] W. Prastyawan, A. Ashari, and F. Ismiatun, "STUDENTS' PERCEPTION OF ENGLISH ONE FOR TWENTY (EOT) PROGRAM TOWARDS THEIR SELF CONFIDENCE IN SPEAKING SKILL Wahyu Prastyawan 1 , Ali Ashari 2 , Febti Ismiatun 3," *J. Peneltian, Pendidikan, dan Pembelajaran*, vol. 16, no. 20, pp. 1–9, 2021.
- [15] S. Suliyati and I. Syahri, "The correlations among motivation , self-confidence , and speaking ability of the eighth grade students," *J. Penelit. Guru Indones.*, vol. 6, no. 2, pp. 591–597, 2021.
- [16] Suratno and Z. S. Hutabarat, "The Influence of Social Support, Self Confidence, and Motivation to Economic Learning Results Class XI," in *SHS Web of Conferences*, 2018, vol. 42, pp. 1–7, doi: 10.1051/shsconf/20184200021.
- [17] G. Tridinanti, "The Correlation between Speaking Anxiety, Self-Confidence, and Speaking Achievement of Undergraduate EFL Students of Private University in Palembang," *Int. J. Educ. Lit. Stud.*, vol. 6, no. 4, p. 35, 2018, doi: 10.7575/aiac.ijels.v.6n.4p.35.
- [18] Mayangsari, B. Simaibang, and Mulyadi, "The correlations among self-confidence , learning motivation and speaking ability of the eleventh grade students of state vocational high school," *J. Penelit. Guru Indones.*, vol. 6, no. 2, pp. 591–597, 2021.
- [19] T. M. S. Mubarak, "The Corellation between Students' Self Confidence and Their Speaking Skill," *J. Inst. Pendidik.*, pp. 1–12, 2017.



- [20] I. Seftiani, A. Mulyana, and T. Ramalia, "The Correlation Between Students' Self-Confidence and Speaking Ability At Tenth Grade Students of Sman 5 Kabupaten Tangerang in Academic Year 2018 / 2019," *J. JIPIS*, vol. 27, no. 1, pp. 12-17, 2018, [Online]. Available: <http://ejournal.unis.ac.id/index.php/JIPIS/article/view/82/pdf>.
- [21] U. Aries and B. Islamiah, "the Use of Instagram To Improve English Literature Students' Self-Confidence in Mastering Speaking Skill," *JPE (Jurnal Pendidik. Edutama)*, vol. 7, no. 2, pp. 81-92, 2020, doi: 10.30734/jpe.v7i2.
- [22] E. E. Mustafa, "Psychological Factors Affecting Sudanese EFL Learners' Oral Performance." 2015, [Online]. Available: <http://repository.sustech.edu/handle/123456789/11003>.
- [23] D. A. R. Sovianti, "THE CORRELATION BETWEEN CRITICAL THINKING ABILITY AND SELF-CONFIDENCE TOWARD SPEAKING SKILL AMONG THE THIRD LEVEL STUDENTS AT LANGUAGE CENTER PARE-KEDIRI," *Proficiency*, vol. 2, no. 2, pp. 17-27, 2020.
- [24] H. Hasan, M. Hanafi, and A. Sadapotto, "Correlation Between EFL Learners Self-Confidence and Speaking Skill," *Majesty J.*, vol. 2, no. 2, pp. 48-56, 2020, doi: 10.33487/majesty.v2i2.589.
- [25] P. Anggraini, Marzuki, and Dahnilsyah, "The Correlation between Self-Confidence and Speaking Ability of the Second Year Students of," *J. Online Mhs.*, vol. 6, no. 1, pp. 1-8, 2019.
- [26] O. Akbari and J. Sahibzada, "Students' Self-Confidence and Its Impacts on Their Learning Process," *Am. Int. J. Soc. Sci. Res.*, vol. 5, no. 1, pp. 1-15, 2020, doi: 10.46281/aijssr.v5i1.462.
- [27] İ. Gürler, "Correlation between Self-confidence and Speaking Skill of English Language Teaching and English Language and Literature Preparatory Students," *Curr Res Soc Sci*, vol. 1, no. 2, pp. 14-19, 2015.
- [28] K. Anwar, "Panel Discussion and the Development of Students' Self Confidence," *English Lang. Teach.*, vol. 9, no. 4, p. 224, 2016, doi: 10.5539/elt.v9n4p224.



## IMPLEMENTATION OF ONLINE LEARNING FOR INDONESIAN LANGUAGE TEACHER IN THE ERA OF THE COVID-19 PANDEMIC

Rintani Hidayat<sup>1</sup>, Kastam Syamsi<sup>2</sup>

Yogyakarta State University  
Yogyakarta, Indonesia

[rintanihidayat.2021@student.uny.ac.id](mailto:rintanihidayat.2021@student.uny.ac.id)<sup>1</sup>, [kastam@uny.ac.id](mailto:kastam@uny.ac.id)<sup>2</sup>

### Abstract

The covid-19 pandemic has had bad impacts on the people of Indonesian, one of them are in the aspect of education. The threat of the pandemic has prompted governments to issue policies on executing learning online. The purpose of this study is to present information regarding the implementation of online learning during the pandemic. The theories used in this study are Fathurrohman and Sulistyorini, Anlistyorini, Ananda, Gilang, and other supporting theories. The type of research used is a qualitative approach. The subject in this study is all Indonesian teachers at SMAN 6 Merangin. Data collection techniques in this study include observation and interview. The results of this study revealed that the practice of online learning performed at SMAN 6 Merangin was quite good. This is because teachers have prepared the planning of learning, learning activities, and learning assessments. In the learning process the teacher performs a video with less than five minutes in length consistent with the briefly and clearly generated learning materials. Online learning has flexibility in its performance and is able to encourage teachers to be more creative in teaching. However, online learning has constraints in the implementation of which is unstable tissue conditions and learners' difficulties in understanding learning materials are unique challenges in online learning.

**Keyword:** Implementation, Online Learning, Covid-19

### 1. Introduction

The Covid-19 pandemic has spread in many countries including Indonesia. Covid-19 started from Wuhan Province, China which spread to early 2020 and entering Indonesia in March 2020. Covid-19 can infected humans through their respiratory tract. To reduce the risk of the spread of covid-19, the government urges the people to work and study from home. Even social and physical distancing are also encouraged by the government. The government issues a policy about the learning system in Indonesian. Previously learning system was face to face and now learning system going by online system. The policies are stated in the Circular Letter from The Ministry of Education and Culture, namely, (1) Circular Letter Mendikbud nomor 4692/MPK.A/HK/2020 about online learning system and work from home in the context of preventing the spread of Covid-19, (2) Circular Letter of the Minister of Education and Culture number 4 of 2020, on the implementation of education policies

in Corona virus emergency. Based on the circular letter, the implementation of learning held from home in times of emergency of the spread of covid-19.

Learning is a process of teaching and learning activities. According to Setiawan (2017:20) "Learning is a process that carried out by individuals to obtain a overall behavior change, as the result of of the individual interaction with the environment." Meanwhile, according to Nazirun et al. (2015:241), "Learning is an interaction between participants students and teachers, in giving material or content lessons, starting from planning, process and evaluate learning. Based on previously definition, it can be concluded that learning is a teaching and learning activities between the teacher and student.

Online learning system is a learning system that utilizes the internet network as a communication tool between teachers and students in learning activities. According to Bilfaqih and Qomarudin (2015:1) learning









#### 4.1 Online Based Learning System

Based on the results of the interview with the teacher, in online based learning system, teacher's do plans the lesson so that the teaching and learning process becomes better. Online based learning system plans that made by the teacher, by preparing components of learning objectives, components learning materials/materials, method components learning, learning media components, learning resource components, and assessment components learning outcomes, create learning media that according to the material and prepare teaching materials that will be delivered in the learning process.

##### 1. Learning Goals Component

Based on the results of interviews with Indonesian language teachers that the author found that the teacher have made an online lesson plan that is used for teaching. The teacher makes online lesson plans by looking by any references such as internet, and discuss with other teachers. Online lesson plans made by the teacher consists of introduction, core activities, and closing activities. Author conduct interviews with teacher as research subjects to dig deeper into the data that has been obtained. Here is the answer from Questions asked by the author regarding their online learning plan says:

*"Melihat kondisi pandemi Covid-19 sekarang ini pembelajaran dilakukan secara daring, dalam perencanaan pembelajaran daring Ibu selalu membuat RPP daring dalam bentuk satu lembar yang terdiri dari pendahuluan atau pembukaan, kegiatan inti, dan kegiatan penutup. Pedoman Ibu dalam membuat RPP dilihat dari internet saja."*

(Informan Y)

During this pandemic situation, teacher always makes one sheet lesson plan. Teacher makes this online lesson plan as a guide for teaching process so that learning could becomes more focused. As a professional teacher, the teacher must be able to make a good lesson plan, and can make students understand the material that

delivered so that the learning process will more focused and can run well.

##### 2. Lesson Material Components

The next lesson plan is preparing the teaching materials in the form of learning videos which has been made by the teacher and prepare the subject matter to be given to student by reading books and watch the videos which has been distributed to students, it is done so that during the learning process the teacher can mastering all subject. From the interview result, the teacher has prepared teaching materials before the learning process take place. Based on interviews with the subject the research obtained this following data:

*"Kemudian baru kita buat materinya sesuai dengan RPP yang diberi pandangan oleh Pak Nadim, yaitu RPP satu lembar satu pertemuan. Jadi itu cara pertama, kita lihat materinya pada KD"*.

(Informan HN)

*"RPP tatap muka berbeda dengan RPP daring. Kalau RPP tatap muka misalnya 45 menit, tentu di daring waktu tidak seperti itu, lebih diringkas sedikit"*.

(Informan NM)

*"Biasanya Ibu mempersiapkan bahan ajar yang akan ibu sampaikan pada proses pembelajaran itu dimalam hari, pesiapannya dengan membaca buku dan mempersiapkan apa saja yang akan diajarkan besok dipagi harinya, seperti mempersiapkan materi pembelajaran yang Ibu bagikan sehari sebelum proses pembelajaran berlangsung agar peserta didik dapat melihat dan belajar melalui video yang Ibu berikan. Jadi, waktu proses pembelajaran berlangsung peserta didik akan lebih mudah mengerti."*

(Informan FD)

##### 3. Components of Learning Methods

Furthermore, the components of the learning method in the implementation of online learning, many teachers use the discovery learning model. This is in accordance with the Learning

Implementation Plan designed by the teacher to be used as a guide or guide in learning activities. Based on the learning model used by the teacher, the authors found that the methods used by the teacher in learning activities varied, this depended on the material or learning materials to be conveyed. The discovery learning model is used by the teacher in delivering review material in class XI, then it can also be delivered to class XI process text material. Based on interviews with research subjects obtained the following data:

*“Metode pembelajaran daring ini lebih banyak menggunakan model discovery learning. Karena lebih memudahkan peserta didik untuk memahami materi pembelajaran, mereka bisa bertanya apapun yang mereka belum mengerti. Biasanya di akhir pembelajaran ibu memberikan tugas tentang materi yang telah dipelajari, namun tugas yang diberikan tidaklah banyak paling hanya lima soal saja.”*

(Informan HN)

The method used by the teacher is one of the steps to convey learning material to students so that in the implementation of learning students can easily understand the learning material.

#### 4. Learning Media Components

From the results of interviews that the author has done, it can be seen that the teacher has used learning media in the form of video. Before the learning process takes place, the learning videos used in learning are always adjusted to the learning material. Even though learning is done online, learning media is still needed to make it easier for students to understand the material presented. Other supporting media through gadgets, laptops, internet networks, the Google Meet application, the Google Classroom application, and Zoom. Based on the results of interviews with research subjects obtained the following data:

*“Media yang digunakan untuk menyampaikan materi ialah berupa video pembelajaran yang dikirim melalui aplikasi Google Classroom.”*

(Informan HN)

*“Sistem pendukungnya ialah buku, hp, aplikasi Google Meet, wifi disediakan oleh sekolah, dan tentunya anak harus punya paket data untuk mengakses jaringan internet.”*

(Informan NM)

*“Ibu selalu menggunakan media pembelajaran dalam pelaksanaan pembelajaran daring. Media yang ibu gunakan berupa video pembelajaran baik yang ibu cari di Youtube kemudian ibu bagikan linknya berdasarkan materi yang akan diajarkan kemudian ibu bagikan video itu melalu Whatsapp grup.” (Y)*

(Informan Y)

Learning videos are used as learning media because the teacher feels it will be easier for students to understand, because in the learning video there is already a complete explanation and practice questions that can be studied by students in detail.

#### 5. Learning Resources Component

Furthermore, based on the results of interviews that done by author, teacher's using learning resources in from Indonesia language textbook grade XI that launched by Ministry of Education. The proof can be seen based on the RPP made by the school on the sub-component of learning learning resources. Based on interviews with research subjects, author obtained this following data:

*“Ibu menggunakan sumber belajar dalam pembelajaran yaitu buku teks bahasa Indonesia kelas XI Kemendikbud. Buku ini dapat membantu siswa dalam memahami materi dan menyelesaikan tugas-tugas yang diberikan. Karena dalam buku tersebut terdapat penjelasan, teori, serta soal-soal yang berkaitan dengan materi setiap sub-temanya.”*

(Informan Y)

#### 6. Components of Learning Outcome Assessment

Based on the results of the interviews the authors did that teachers assessing

learning outcomes can be assessed from three domains, namely the domain of attitude assessment, the realm of knowledge assessment, and the realm of skills assessment. Based on the lesson plans for each school, there are five assessments of learning outcomes, namely knowledge assessment, skills assessment, attitude assessment, remedial assessment, and enrichment. In the assessment of knowledge, a written test is carried out. In the skill assessment, practice is carried out. The attitude assessment is seen from the spirit, confidence, and creativity in learning and completing tasks.

The remedial assessment is carried out twice and if after two tests the remedial has not reached completeness, then the remedial is carried out in the form of an assignment without a written test. Finally, in the enrichment stage, if a student reaches more than the KKM score, then the student can become a tutor for students who have not achieved the KKM score. Based on interviews with research subjects obtained the following data:

*"Kemudian untuk penilaian hasil belajarnya dapat dilihat secara kognitif, psikomotor, afektif, lihat perkembangan setiap pertemuannya. Remedial juga dilakukan, sesudah remedial melakukan pengayaan. Pengayaan ini siswa yang nilainya sudah bagus, kita berikan pedalaman materi".*

(Informan HN)

#### 4.2 Implementation of Online Learning

The implementation of online learning consists of three parts, namely preliminary activities, core activities, and closing activities. Based on the results of the author's interviews with informants, it shows that the difference between online learning and face-to-face learning is in the learning media used and the shorter learning time. Online learning media are related to networks, namely devices, laptops, internet networks, Google Meet applications, Google Classroom applications, WhatsApp applications and learning videos. Meanwhile, face-to-face learning media is not related to online

learning. Then in terms of time online learning is more summarized than face-to-face learning.

The author also finds online learning activities in the introduction, core, and closing sections. In the introduction the teacher helps students to be ready to carry out learning activities. Then the main activity of the teacher is to deliver the material according to the methods and learning media used. Finally, in the closing section, material reinforcement is carried out, the assessment conveys material for the next meeting. Based on interviews with research subjects obtained the following data:

*"Kegiatan pembelajaran daring seperti kegiatan pendahuluan, kegiatan inti, dan kegiatan penutup juga dilakukan pada pembelajaran tatap muka secara langsung, letak perbedaannya hanya pada kondisi. Pada pembelajaran daring tidak dilakukan secara tatap muka secara langsung, berbeda dengan pembelajaran tatap muka secara langsung".*

(Informan HN)

*"Pelaksanaannya yaitu salam, menyampaikan materi melalui aplikasi Google Classroom yang dibagikan berupa video pembelajaran, dan diakhiri dengan memberikan tugas."*

(Informan FD)

*"Pelaksanaannya yaitu, bagian pembuka berupa menyapa anak, absen, dan persepsi. Bagian kegiatan inti yaitu menyampaikan materi berupa video pembelajaran. Terakhir bagian penutup baca doa, salam, dan absen sekali lagi."*

(Informan EM)

*"Tahap pelaksanaannya ini berupa salam, absensi, persepsi, menyampaikan materi, dan menutup pelajaran dengan menyampaikan materi yang akan datang. Cuma bedanya pada alokasi waktu, secara daring ini lebih diringkas waktu penyampaian materinya."*

(Informan Y)

*"Tahap pelaksanaan yaitu ada menyapa siswa, menanya kabar, absen, dan persepsi. Kemudian menyampaikan materi pembelajaran, dan terakhir menyampaikan penguatan materi yang telah disampaikan, mengevaluasi siswa dengan beberapa soal latihan mengenai materi yang telah disampaikan, dan menyampaikan materi apa yang akan dibahas hari berikutnya."*

(Informan NM)

### 4.3 Online Learning Evaluation

From the results of interviews that the author has done, the learning process carried out by the teacher is via Zoom. It can be seen that in learning, the teacher often repeats the explanation of the material if there are still students who do not understand the material. This is done by the teacher because teaching online requires patience so that students can understand the material presented by the teacher. In addition, in the implementation of online learning, the teacher gives assignments to students and will send back the assignments of each student who has been given a grade. The assessment given by the teacher is in the form of an assessment of attitudes, knowledge, and skills. At the end of the material explanation, the teacher seems to always ask students about what has been explained. It aims to measure students' understanding ability. Based on the results of interviews conducted with research subjects obtained the following data:

*"Evaluasi yang dilakukan ialah penilaian kognitif, psikomotor dan afektif, serta ulangan setiap satu KD."*

(Informan HN)

*"Ibu sekarang melakukan penilaian itu berdasarkan proses belajar mengajar berlangsung dengan melakukan tanya jawab. Kemudian setiap selesai satu KD tentunya akan diberi tes."*

(Informan NM)

*"Evaluasi itu seperti tanya jawab pada setiap pertemuan. Kemudian tes seperti esai, 2 soal cukup untuk satu KD."*

(Informan Y)

*"Evaluasi yang saya lakukan yaitu dengan menilai, saya kasi kisi-kisi latihan singkat. Anak paham atau tidak terhadap materi yang sudah saya sampaikan. Jadi setelah kita kasi materi, kita kasilah beberapa pertanyaan itu."*

(Informan FD)

### 4.4 Difficulties in Online Learning

From the results of interviews that the author has conducted, it can be seen that in the implementation of online learning, some teachers are not accustomed to using online learning applications, especially for teachers who are over 45 years old. Although at first the teacher found it difficult, over time the teacher had started to get used to using electronic media in learning. In addition, students sometimes do not understand the material presented by the teacher, but the teacher will re-explain the learning material if there are still students who do not understand the lesson. Then the internet network problem is also one of the difficulties in learning during the Covid-19 pandemic.

### 5. Conclusion

Based on the results of research on the implementation of online learning at SMAN 6 Merangin, it can be concluded that the process of implementing online learning at SMAN 6 Merangin has been carried out well as learning at school. Students participate and are active in learning the teaching and learning process. Teachers also play a role in carrying out their duties for online learning. However, online learning is still not effective because there are still several obstacles faced in the learning process during the Covid-19 pandemic which resulted in a lack of effectiveness in the teaching process of students.

The implementation of online learning for Indonesian language teachers at SMAN 6 Merangin uses the Whatsapp application to communicate. Meanwhile, in the implementation of online learning, the

teacher uses Zoom and Google Meet to deliver learning materials. In addition, teachers also use media in the form of videos. The use of learning video media that aims to make it easier for students to understand the material. Furthermore, the teacher's assessment and evaluation is based on knowledge assessment (written test), skills assessment (practice), attitude assessment (spirit and creativity in learning).

The obstacle in the implementation of online learning is the unstable internet network so that students have difficulty learning. In addition, students also sometimes have difficulty understanding the learning material, but the teacher always gives more time by asking students if there are still students who do not understand the material. Then the teacher will patiently give a re-explanation.

#### REFERENCES

- [1] Ananda, Rusydi. *Perencanaan Pembelajaran*. Medan: Lembaga Peduli Pengembangan Pendidikan Indonesia, (2019).
- [2] Arifin, Zainal. *Evaluasi Pembelajaran*. Jakarta: Direktorat Jendral Pendidikan Islam Kementerian Agama, (2012).
- [3] Aunurrahman. *Belajar dan Pembelajaran*. Bandung: Alfabeta, (2013).
- [4] Belawati, Tian. *Pembelajaran Online*. Banten: Universitas Terbuka, (2019).
- [5] Darmadi, Hamid. *Metode Penelitian Pendidikan dan Sosial*. Bandung: Alfabeta, (2014).
- [6] Depdiknas. *Kamus Besar Bahasa Indonesia*. Gramedia Pustaka Umum, (2012).
- [7] K, R Gilang. *Pelaksanaan Pembelajaran Daring di Era Covid-19*. Jawa Tengah: Lutfi Gilang, (2020).
- [8] Muhammad Fathurrohman dan Sulistyorini. *Belajar dan Pembelajaran Meningkatkan Mutu Pembelajaran Sesuai Standar Nasional*. Yogyakarta: Teras, (2012).
- [9] Nazirun,dkk. *Kurikulum dan Pembelajaran*. Pekanbaru: Forum Kerakyatan, (2015).
- [10] Pohan, Albert Efendi. *Konsep Pembelajaran Daring Berbasis Pendekatan Ilmiah*. Jawa Tengah: Sarnu Untung, (2020).
- [11] Sugiyono. *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R&D*. Bandung: Alfabeta, (2015).
- [12] Yusuf Bilfaiqih dan m, Nur Qomarudin. *Esensi Pengembangan Pembelajaran Daring*. Yogyakarta: Deepublish, (2015).



## TEACHERS' PERCEPTION ON THE USE OF GOOGLE CLASSROOM TO ASSESS STUDENTS' ENGLISH SKILLS DURING COVID-19 PANDEMIC

Rita Vidyasari<sup>1</sup>, Ni Putu Era Marsakawati<sup>2</sup>

Universitas Pendidikan Ganesha, Bali, Indonesia  
[rita.vidyasari@undiksha.ac.id](mailto:rita.vidyasari@undiksha.ac.id)<sup>1</sup>, [era.marsakawati@undiksha.ac.id](mailto:era.marsakawati@undiksha.ac.id)<sup>2</sup>

### ABSTRACT

This study aimed to describe of teachers' perception on the use of Google Classroom to assess students' English skills during COVID-19 pandemic. This study used qualitative research method. The research participants were 18 teachers who were teaching senior high school level in Pasuruan, East Java. The data were collected by using open questionnaire and interview. The data were analysed by using narrative analysis. The results of this study showed that most teachers used Google classroom to assess students' English skills. They preferred to use Google classroom because it was simpler and faster. This study suggests teachers use Google Classroom while assessing students' English skills by providing more online assessments activities.

**Keywords:** Teachers' Perception, Google Classroom, Learning Activity

### INTRODUCTION

During the Covid-19, the learning activity was miserable. This pandemic gives the huge impact in education sector. The teacher and the students must be doing the learning process at home. However, the learning process must run well. The learning activity, which is online, should give a huge impact in education sector. The teachers are expected to use various platforms to facilitate assess the students. However, the students and teachers must adapt with the condition during the COVID-19 pandemic with the online learning system. Due to the COVID-19 pandemic also forced the teachers to conduct the teaching and learning process in form of blended learning. The educators are forced to adopt the other way of teaching that could cover the learning process itself (Setyowati *et al*, 2021). In this case, one of the solutions to deal with this situation is the use of digital technology. Maryuningsih *et al* (2020) and Setyowati *at al* (2021) state that during the COVID-19 pandemic, online learning is considered as the best learning solution. Moreover, online learning as part of technology also contribute to the development of education in Indonesia (Zainuddin & Keumala, 2018). During the pandemic technology takes control in education by giving numerous medias for helping the education sector. it is called E-

Learning. It helps the teacher and the students a lot during the learning activity process. One of the E-Learning which is commonly used recently is Google Classroom.

Google Classroom is a platform that is designed for educational purposed to support the learning environment. It is a virtual classroom which serves the teachers in creating and posting the materials, such as videos, pictures, and also link, then inviting students, conducting quiz, assigning students and managing administrative. According to Mafa (2018), Google Classroom has some benefits in supporting the learning process, such as Classroom management, flexibility, promote collaboration, safety and security. From these benefits, it can help the teachers in learning activity which is online recently. Google Classroom has some specific functions, such as easy to distribute the assignment, simplify the students and teacher's communication, and easy to grade the students' assignments. During the learning activity, teachers usually assess the students in online learning. According to Sukmawati and Nensia (2019), teachers could have a complete vision concerning the progress of each student through Google classroom, and students could return their work by getting the necessary feedback so that they could revise their assignments. The role of Google classroom gives an



All types of assessment are extremely important to be understood by the teacher and the teacher must be able to develop the instrument in every assessment which has not done at school so that is the state of the art in this assessment.

## METHODOLOGY

### Research Design

This study used the qualitative descriptive research method. Gravetter and Forzano (2016) explain that the design of the qualitative research was a research approach in purposing, interpret, and report the information for data in the narrative. The study was focused on investigating the teachers' perception of the use of Google Classroom to assess students' English skills during COVID-19 pandemic. This study was conducted in Pasuruan, East Java. The teachers were from Senior and Vocational High School. There were 18 teachers who became the research subject. The teachers' age were around 23 to 58 years old.

To collect the data, some research instruments were administered. The research instruments were observation sheet, questionnaire, and interview guide. The observation was conducted for knowing the experience of the students to operate, use, and explore Google Classroom so that students would experience it well while using the Google Classroom. The questionnaire was given by giving it online to the teachers. The researcher shared the link of the questionnaire to the teachers. The questionnaire was created using the google form. The questionnaire was using the Likert scale for measuring the scale. There were 17 statements that teachers need to answer it by choosing 5 options for answering it which had to be resonated with their point of view and their experience before. The 5 points were for measure it as their scale. The options consist of strongly agree, agree, neutral, disagree, and strongly disagree. The last collecting data was the interview. The interview was conducted online by using Zoom as the media for the virtual meeting with the teachers. The researchers recorded the virtual meeting as evidence of the data. The researcher gave them 7 questions to be asked to the

students. The interview used purposive sampling to get the answer as the data from the students in the Zoom meeting. After getting all of the data, the researcher would like to gain the data of the questionnaire and interview. Then, the researchers interpreted the findings from those instruments and made the conclusion based on the data collection.

## FINDINGS

Having analysed the data, it was found that:

### Data from Questionnaire

The questionnaire was chosen as the first instrument to get the data. The questionnaire used in this study was the Likert scale questionnaire. There were five options to choose as an answer for them in each number, start from strongly agree, agree, neutral, disagree, and strongly disagree. The questionnaire was constructed based on indicators that related to the theories used. There were 17 statements that related to the teachers' perception on the use of Google Classroom to assess students' English skills during COVID-19 pandemic

Tabel 1. Teachers' Perception towards Google Classroom

No.	State-ments	Answers				
		Strongly Agree %	Agree %	Neut-ral %	Disag-ree %	Stro-ngly Dis-ag-ree %
1.	S1	44.4	50	5.6	0	0
2.	S2	27.8	50	22.2	0	0
3.	S3	27.8	44.4	27.8	0	0
4.	S4	22.2	55.6	16.7	0	5.6
5.	S5	16.7	55.6	27.8	0	0
6.	S6	11.1	72.2	16.7	0	0
7.	S7	16.7	66.7	11.1	5.6	0
8.	S8	16.7	38.9	27.8	16.7	0
9.	S9	16.7	55.6	11.1	16.7	0
10.	S10	16.7	55.6	11.1	16.7	0
11.	S11	27.8	55.6	5.6	11.1	0
12.	S12	27.8	44.4	22.2	5.6	0

13.	S13	33.3	55.6	11.1	0	0
14.	S14	27.8	55.6	16.7	0	0
15.	S15	22.2	61.1	11.1	5.6	0
16.	S16	27.8	61.1	11.1	0	0
17.	S17	27.8	50	22.2	0	0
	Total	24	50	16	4	6

There were 18 teachers who answered the questionnaire. Their age were 24 to 58 years old. The questionnaire used on this study was Likert scale questionnaire. There were five options to choose as an answer for them in each number, start from strongly agree, agree, neutral, disagree, and strongly disagree. The questionnaire was constructed based on indicators which related with the theories used. There were 17 statements which related with the teachers' perception on the use of Google Classroom while assessing students' learning activity during COVID-19 pandemic.

Questionnaire was given it online by using google form which shared the link to the teachers using WhatsApp. There were 18 teachers who answered the questionnaire. From the questionnaire was shared by giving 17 statements, most of teachers chose agree for their answers by having 50% from the total percentage and the others chose strongly agree by having 74 from the total numbers. Through the questionnaire we can conclude and knew that teachers who chose agree and strongly agree was having perception that the use of Google Classroom while assessing students' English skills during COVID-19 pandemic was effective. It can be seen from the higher numbers in totalling the teachers' answer scale.

#### Data from Interview

The interview was chosen as the second instrument for this study. According to Bergman and Coxon (2005) interview was used to get realistic opinion and experience from students in concerning to the research interview based on the teachers' perception. On this study, the researcher interviewed 4 teachers through

Zoom meeting to get the purposive sampling. The researcher prepared the interview guideline. There were 7 questions that researcher asked to the teachers. The interview was recorded in order to help the researcher to memorize and transcript the data. From the interview, the researcher found some points based on the teachers' answers. Based on teachers' answer from the interview, the use of Google Classroom was easy, efficient, and simple. It did not need big quota to use the application during the learning activity. it made the process in learning activity run well while assessing the students. The teachers usually used multiple choices and open-ended question like making an essay for assessing the students. They commonly use writing to assess the students, specifically in students' reading comprehension and grammar by making assignment through Google Form, then share the link of it to Google Classroom. Besides, for assessing the students' speaking, only one teacher who told that using video for assessing students' speaking by uploading the video through Google Classroom, the other teachers chose Voice Note from WhatsApp for making it simpler and faster.

Furthermore, the teachers got some obstacles while assessing the students during the learning activity. Based on the teachers' explanation, some students who stayed in a place which less signal, was hard to join into the online learning activity so that some of the teachers need to wait the students while submitting the assignment. The other reason was no supporting device and less understanding in technology. Because some of the students were from low to middle economy level. The students did not have modern device which support for downloading the Google Classroom application. The no supporting device made the students had less understanding in technology while operating it so that making the teachers struggled in assessing students' learning activity.

From those teachers' perception through interview, there were three teachers who recommended this application to other teachers for using it because it was simpler and faster, then easy to assess



messages format, effectiveness of source, and effectiveness of timing. That effectiveness of communication could be used by the teacher while teaching the students in blended learning context by using Google Classroom. The fifteenth statement, the use of Google Classroom gave me benefit in assessing students; learning activity, most of the answers were agree by having 61,1% from the total percentage. The sixteenth statement, Google Classroom helped the teachers in assessing students' learning activity, most of the students were agree by having 61,1% from the total percentage. The seventeenth statement, the teachers recommend the use of Google Classroom for the other teachers while assessing students' learning activity, most of the teachers chose agree as the answer by having 50% from the total percentage. From some statements explained above, Google Classroom gave some benefits which can cover the explanation of the statements above. Sudarsana et al (2019) mentioned the benefits of Google Classroom as an LMS (Learning Management System) in Indonesia, such time saving, improving teachers' quality, eco-friendly, student's internet wisely used, improving cooperation and communication without time limit, facing the distance of the residence, and document storage.

The next collecting data was interview. The researcher chose 4 teachers from Pasuruan, East Java to become the interviewee. They were all taught English in high school, 3 of them taught in Vocational High School, then, 1 of them taught in Senior High School. The researcher gave them 7 questions which must be answered by them. This study was using purposive sampling. The questions related to how they implemented Google Classroom while assessing students' English skills in learning activity during COVID-19 pandemic. From the interview, the researcher found some points based on the teachers' answers. Based on teachers' answer from the interview, the use of Google Classroom was easy, efficient, and simple. According to Sukmawati and Nensia (2019), Google Classroom facilitated the teachers for creating and organizing the assignments

quickly, providing feedback efficiently, and communicating with people online or having blending learning style of teaching gave many advantages in the teaching style. Because it run using internet, Google Classroom did not need big quota to use the application during the learning activity. it made the process in learning activity run well while assessing the students. The teachers usually used multiple choices and open-ended question like making an essay for assessing the students. They commonly use writing to assess the students, specifically in students' reading comprehension and grammar by making assignment through Google Form, then share the link of it to Google Classroom. It was explained by Fronseca and Peralta (2019) on their research that Google Classroom plays a main role in motivating students to practice their writing skills, an innovative tool could affect students writing skill in a positive manner. Besides, for assessing the students' speaking, only one teacher who told that using video for assessing students' speaking by uploading the video through Google Classroom, the other teachers chose Voice Note from WhatsApp for making it simpler and faster. Google Classroom could help the students in save time while finding teachers comments toward students' speaking performance and it could improve students speaking skills when teacher gave them a feedback (Quyen & Ha, 2021).

Furthermore, the teachers got some obstacles while assessing the students during the learning activity. Based on the teachers' explanation, some students who stayed in a place which less signal, was hard to join into the online learning activity so that some of the teachers need to wait the students while submitting the assignment. The other reason was no supporting device and less understanding in technology. Because some of the students were from low to middle economy level so that the students did not have modern device which support for downloading the Google Classroom application. No supporting devices made the students had less understanding in technology while operating it so that making the teachers

struggled in assessing students' learning activity. From the struggles above Hasbi and Sari (2020) mentioned some recommendations while using Google Classroom, such as suggesting students to find a way for having better internet connection while having distance classes, always giving deadline while collecting and rechecking the Google Classroom, giving direct feedback to students who were discussing on comments column, giving concise, clear, and simple test via Google Classroom.

From those teachers' perception through interview, there were three teachers who recommended this application to other teachers for using it because it was simpler and faster, then easy to assess students' works by sharing link of Google Form to Google Classroom and having the big storage by keeping it to Google Classroom. Based on Law no. 20 of 2003 article 31 paragraph 1 explained that teachers and also students must not worry about missing documents, materials, assignments, grades, attendance etc because all of the data already saved on storage called LMS (Learning Management System) for free (Sudarsana *et al*, 2019). The data saved directly connected to Google Drive so that the students' assignment could be saved online.

Through questionnaire and interview, the researcher found the strengths and weaknesses from the data collection to get the teachers' perception on the use of Google Classroom while assessing students' learning activity for their English skills during COVID-19 pandemic.

## CONCLUSION AND SUGGESTION

Google Classroom is one of the online learning platforms which helps teachers to assess students learning activity for their English skills, especially in COVID-19 pandemic. It can be proved from questionnaire which most answers chose agree on using Google Classroom while assessing students. Then, based on interview, teachers preferred to use Google classroom because it was simpler and faster.

The teachers also recommended the use of Google Classroom while assessing students' learning activity for their English skills.

The limitation of this study was concerned on teachers' perception on the use of Google Classroom while assessing students' English skills during COVID-19 pandemic. As a suggestion, hopefully, this study can give contribution to the teachers in using Google Classroom while assessing students' English skills in learning activity for making it simpler and faster, then for the researcher, hopefully this research study can be as their references for their future research.

## REFERENCES

- [1] Alim, N., Linda, W., Gunawan, F., & Saad, M. S. M. (2019). The effectiveness of Google classroom as an instructional media: A case of state Islamic institute of Kendari, Indonesia. *Humanities & Social Sciences Reviews*, 7(2), 240-246.
- [2] Bergman, M. M., & Coxon, A. P. (2005). The quality in qualitative methods. In *Forum: qualitative social research= Forum qualitative Sozialforschung: FQS*, 6(2), pp. Art-34. Freie Univ. Berlin.
- [3] Büyükkarci, K. (2014). Assessment Beliefs and Practices of Language Teachers in Primary Education . *International Journal of Instruction*, 7 (1), 107-120.
- [4] Clark, I. (2012). Formative Assessment: Assessment is for Self-regulated Learning. *Educational Psychology Review*.
- [5] Dubec, R. (2019) *Assessment For, As, and Of learning*. Retrieved from <https://teachingcommons.lakeheadu.ca/assessment-and-learning>.
- [6] Fronseca, K. A. B., & Peralta, F. S. (2019). Google Classroom: An affective virtual platform to teach writing in an EFL composition course. *International Journal of English Language Teaching*, 6(1), 27-35.
- [7] Hardjana, Agus M. (2003). *Komunikasi Intrapersonal dan Interpersonal*. Yogyakarta : Kanisius.

- [8] Hasbi, M., & Sari, P. A. (2020). Difficulties in teaching English distantly using Google Classroom. *The 2<sup>nd</sup> Bogor English Student and Teacher (BEST), Conference 2020*, 141-149.
- [9] Iftakhar, S. 2016. Google Classroom: What Works and How?. *Journal of Education and Social Sciences*.
- [10] Mafa, K.R. (2018). Capabilities of Google Classroom as a teaching and learning tool in higher education. *International Journal of Science Technology & Engineering*, 5(5), 30-34.
- [11] Maryuningsih, Y., Hidayat, T., Riandi, & Rustaman, N. (2020). Developing performance assessment instruments to measure 4C skills in online discussion activities of science learning. *Scientiae Educatia: Jurnal Pendidikan Sains*, 9(1).
- [12] McKay, P. (2006). *Assessing Young Language Learners*. Cambridge University Press. Cambridge.
- [13] Quyen, V. T., & Ha, N. D. (2021). Impacts of feedback posted on Google Classroom on students' speaking skill. *TNU Journal of Science and Technology*, 226(03), 58-63.
- [14] Setyowati, L., Sukmawan, S., & El-Sulukkiyah, A. A. (2021). Learning from home during pandemic: A blended learning for reading to write activity in EFL setting. *Journal of English Educators Society*, 6(1).
- [15] Sudarsana, I. K., Putra, I. B. M. A., Asatawa, I. N. T., & Yogantara, I. W. L. (2019). The use of Google Classroom in the learning process. *1<sup>st</sup> International Conference on Advance and Scientific Innovation (ICASI)*, 1-5.
- [16] Sukmawati, S., & Nensia, N. (2019). The Role of Google Classroom in ELT. *International Journal for Educational and Vocational Studies*, 1(2), 142-145.
- [17] Taras, M. (2005). *Assessment - Summative and Formative - Some Theoretical Reflections*. Blackwell Publishing Ltd. and SES 2005, 466-478.
- [18] Zainuddin, Z., Keumala, C. M. (2018). Blended learning method within Indonesian higher education institutions. *Jurnal Pendidikan Humaniora*, 6(2).



**IMPROVING THE SKILLS OF WRITING SCIENTIFIC WORK PROPOSAL TEXTS  
IN THE DISTANCE LEARNING TIME WITH ROLE AUDIENCE FORMAT TOPIC (RAFT)  
STRATEGY ON STUDENTS OF SMA NEGERI 2 YOGYAKARTA**

Sri Mintarsih Fatimah<sup>1</sup>Dr. Maman Suryaman ,M. Pd.  
[srimintarsih.2019@students.uny.ac.id](mailto:srimintarsih.2019@students.uny.ac.id), [maman\\_suryaman@uny.ac.id](mailto:maman_suryaman@uny.ac.id)

<sup>1</sup> Graduate Students Yogyakarta State University, Indonesia

<sup>2</sup> Lecturer Of Yogyakarta State University

**ABSTRACT**

This study aims to improve the learning process and learning outcomes of writing scientific paper proposals with a Role Audience Format Topic (RAFT) strategy approach for students at SMA Negeri 2 Yogyakarta. This research is a Classroom Action Research (CAR) with 32 students as research subjects. The research includes two cycles with four components, namely planning, implementation, observation, and reflection. Observational data obtained through tests, observations, interviews, documentation, document analysis, field notes, and questionnaires. The data analysis technique uses qualitative and quantitative descriptive analysis techniques. The results showed that the implementation of the RAFT strategy could improve students' writing skills and motivation in learning to write scientific work proposals. Improved processes and positive attitudes in participating in learning are shown by the activeness, interest, motivation, enthusiasm and seriousness of students who experience an increase in each cycle. The increase in results is shown by the score of writing a scientific paper proposal in pre-action is 23.16, cycle I: 24.33, and cycle II: 25.33. Based on these data, there is an increase from the pre-action stage to the first cycle of 1.17, the first cycle to the second cycle has increased by 1. So, the ability to write scientific paper proposals of students has improved both the process and results after the action using the RAFT strategi.

**Keywords:** improvement, ability to write scientific paper proposals, Role Audience Format Topic (RAFT) strategy

**INTRODUCTION**

Writing a scientific paper proposal is one of the learning materials that must be mastered by class XI high school students. Through the activity of writing a scientific paper proposal, students are expected to be able to develop a research plan in accordance with the structure and language of the scientific paper proposal. The resulting scientific work proposals are expected to guide students in conducting scientific research in various fields.

Based on the results of interviews with students of class XI SMA Negeri 2 Yogyakarta, writing a scientific paper proposal is a new material for students of class XI. Most students do not understand the material related to scientific work proposals. This causes the attractiveness of

students to study material for scientific work proposals is still low. That reason is the main reason why the students' ability to write scientific work proposal texts at SMA Negeri 2 Yogyakarta is not maximal yet.

According to Suryaman (2009: 43) the biggest and fundamental problem in learning Indonesian today is the problem related to the ability and habit of reading and writing. Patel and Jain (2008: 125) state that writing is a skill that must be taught and practiced. Writing is a matter of existential choice, namely awareness to process actively-creatively continuously (Kurniawan, 2012: 2). In addition to this understanding, Kurniawan (2014: 30-31) also suggests that creative writing for children is writing about experiences

experienced by creating children's fantasies and imaginations.

In line with this, the phenomena that occur in the classroom are very interesting to study. The researcher uses the Class Action Research design (Class Action Research). The use of the CAR research design is in accordance with the problems that occur in class XI IPS students at SMA Negeri 2 Yogyakarta. The problem is that there has not been an increase in the ability to write scientific work proposal texts during this distant learning period. In order to increase the value of writing proposal texts for class XI IPS students of SMA Negeri 2 Yogyakarta, the researchers used the RAFT learning strategy (Role, Audience, Format, Topic) as a strategy that is expected to provide motivation and improve writing skills, especially the text of scientific work proposals during this distant learning period. The RAFT learning strategy was developed by Carol Santa in 1988. The RAFT strategy consists of 4 elements, namely Role, Audience, Format, Topic. The steps for writing using the RAFT strategy are in accordance with the steps for writing a scientific paper proposal text.

## 1. METHOD

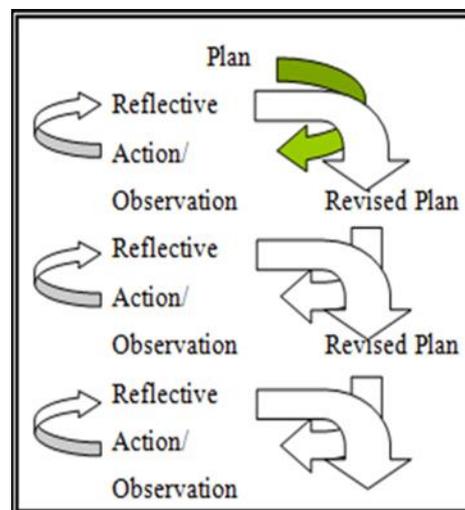
The subjects of this class action research were students of class XI IPS with a total of 32 students. The selection of this subject is based on the level of the problem that is owned in accordance with the results of interviews with Indonesian language teachers conducted before the study, which is still not maximal in the ability to write scientific paper proposal texts. The object of this class action research is the ability to write a scientific paper proposal text.

Learning to Write Scientific Paper Proposal Texts with the Implementation of the RAFT Strategy

The RAFT (Role Audience Format Topic) strategy is a strategy that can be applied in learning to write research proposals. This strategy is used to improve students' writing skills by giving assignments according to students' tastes and changing students' perceptions of writing topics and

events and designing students to be able to position themselves as who, for whom, in what format, and what specific topics as material for writing.

The research procedure is as follows:



The data collection techniques used tests, observations, interviews, documentation, document analysis, and field notes. The research instrument consisted of student worksheets, observation guidelines, student assignment scores documents, interview guidelines, questionnaires, and documentation.

## RESEARCH RESULTS AND DISCUSSION

### 1. Initial Information Knowledge and Experience of Students in Writing Scientific Proposal Texts

This classroom action research begins with the pre-action stage. The pre-action stage aims to determine the students' initial ability in writing scientific work proposal texts before being given action and students' knowledge related to learning to write scientific paper proposal texts. At this pre-action stage, researchers have collected data in the form of giving initial tests to students before being given action, filling out pre-action questionnaires, interviews with students, filling out field notes, filling out observation sheets, and documenting.

Rating	Amount	Average	Value max.	Percentage	Category
Value	139	23,16	180	77,22%	less

Table 20: **Persentase Nilai Pratinjauan**

Things that make it difficult for students to write scientific work proposal texts include determining topics, obtaining data, writing scientific paper proposals in accordance with systematics, and writing using Indonesian grammar and spelling that is good and correct. This is evidenced by 59% or 19 students stating that they find it difficult to determine the topic and 41% or 13 students find it easy to determine the topic. As many as 85% or 27 students stated that it was difficult to obtain data and 15% or 5 students stated that it was easy to obtain data. As many as 70% or 22 students have difficulty in writing scientific paper proposals in accordance with the systematics and 30% or 10 students feel no difficulty in writing scie Furthermore, as many as 66% or 21 students have difficulty in writing a scientific paper proposal text using Indonesian grammar and spelling that is good and correct, as many as 33% or 11 students feel no difficulty in writing a scientific paper proposal text using Indonesian grammar and correct spelling, good and right.

The next pre-action questionnaire is the motivation of students in writing a scientific paper proposal text. As many as 97% or 31 students wanted pleasant class conditions when writing a scientific paper proposal text and 3% or 1 student stated that they did not want pleasant class conditions. Furthermore, regarding the learning strategies that should be applied to writing scientific work proposal texts. As many as

94% of students want fun learning strategies to be applied in class and as many as 6% of students do not want to apply learning strategies when writing a scientific paper proposal text. ntific paper proposals in accordance with the system

Based on Table 20, the total score is 138, the average value of writing a scientific paper proposal text is 23 with a percentage of 77%. The average shows the value of writing a scientific paper proposal text has not yet achieved the learning objectives that should have the class average reaching  $\geq 78$ .

#### Implementation of Classroom Action Research Ability to Write Proposal Text of Scientific Work Implementation of Action

The first cycle consisted of four meetings with the implementation of the Role Audience Format Topic (RAFT) learning strategy in writing learning activities as follows

##### Stage 1: Submission of learning objectives and motivation

In this initial stage, students receive information in the form of basic competencies and learning objectives that will be achieved with the Role Audience Format Topic (RAFT) strategy and motivation.

##### Stage 2: Submission of information

Students get information related to the steps of designing a scientific paper proposal using the Role Audience Format Topic (RAFT) strategy.

##### Stage 3: Topic selection phase

Students are divided into several groups, each group consists of 5-6 people. At this stage, students are given assignments. Students and their groups access the LKPD and the steps for compiling a scientific paper proposal using the Role Audience Format Topic (RAFT) strategy on the page provided. After that, each group looked at a video entitled "Tsunami Aceh in 2004 and Tsunami in South Sulawesi in 2019". With videos in the form of several phenomena that occur in the surrounding environment, it is hoped that students can bring up a topic or problem that can be raised into a scientific paper proposal. Then the teacher

distributed the text of a scientific paper proposal entitled "SMONG: Local Wisdom of the Simeulue Community in Facing the Tsunami". The text of the scientific paper proposal is a proposal text that was taken from the Aceh Tsunami phenomenon in 2004. Then the teacher determines the topic they will do in cycle I, namely social humanities. After that, students and their groups determine the topic to be appointed as a scientific paper proposal.

Stage 4: Role selection phase

Students divide roles to obtain data in the field, these roles include being

No.	Aspect	Total	Average scor	Value-max.	Percentage	Categori
1.	Object precision	25	4,16	30	83%	good
2.	Contents	23	3,83	30	76,66%	less
3.	Organization	24	4	30	80%	good
4.	Choice of diction	25	4,16	30	83%	good
5.	Sentence accuracy	25	4,16	30	83%	good
6.	mechanic	24	4	30	80%	good

**Table 25: Percentage of Aspects of Scientific Ia Cycle Assessment**

**Table 32: Result of Value of Each Action**

No.	Group Name	Value		
		counterprint	Siklus I	Siklus II
1.	K1	23	25	26
2.	K2	23	23	24
3.	K3	24	24	25
4.	K4	23	25	26
5.	K5	23	25	26
6.	K6	23	24	25
Total		139	146	152
Average		23,16	24,33	25,33
Value maxs		180	180	180
Percentage		77%	81%	84%



students, teachers, parents, community leaders, and others.

Stage 5: Format writing phase

Students and their groups determine the format for writing a scientific paper proposal text.

Stage 6: The phase of selecting readers

Students and their groups determine the readers of the text of the scientific work proposal that they have prepared.

Based on Table 25, it can be concluded that the first cycle of action has not achieved maximum results. This is because the content aspect is still lacking. In the aspect of object accuracy, organization, diction selection, sentence accuracy, and mechanics are good. Students present the results of the preparation of a scientific work proposal text then other students comment on it.

Stage 7: Writing

Students and their groups collect data obtained from their respective roles. Students together with their groups then develop a scientific paper proposal framework

Therefore, in the second cycle of action, the content aspects that are still lacking must be increased in value.

The following is a comparison of the scores of students in class XI IPS in SMA Negeri 2 Yogyakarta in each cycle in Table 32. Based on Table 32, it can be seen that only one group completed the pre-action score with a score of 24 or a score of 80. For the group that got a score of 23, the score was 7.66 and had not reached the KKM. After being given the action in the first cycle, the score of the students increased by five groups to complete and only one group to complete. The highest score was obtained by the group that got a score of 25 with a score of 8.33. In cycle II, the value of students increased throughout the group to complete. The highest group got a score of 26 with a score of 8.66. The group that gets the lowest score is with a score of 24 or a score of 80.

Improving skills in writing scientific paper proposal texts using the Role Audience

Format Topic (RAFT) strategy has shown an increase in product and process scores with an average final grade score in cycle II, with a score of 25.33 or a score of 8.33

## CONCLUSION

Based on the classroom action research activities that have been carried out, it can be concluded:

1. a. There was an increase in the skills of writing scientific paper proposal texts using the Role Audience Format Topic (RAFT) strategy in learning to write scientific work proposal texts for students in the form of process and product improvements.

b. The improvement of the process when learning to write scientific paper proposal texts using the Role Audience Format Topic (RAFT) strategy is seen from the attention of students during learning, student activity, student enthusiasm, and timeliness when submitting assignments to write scientific paper proposals.

c. The improvement of the product of writing a scientific paper proposal text can be seen from the acquisition of students' scores during the action. Product improvement is seen from the results of pre-action, cycle I, and cycle II values.

2. The use of the Role Audience Format Topic (RAFT) strategy can improve students' skills in writing scientific work proposal texts. This can be seen from every action that has been taken. The average value in pre-action activities, namely with a score of 23.16 or with a score of 7.72. Furthermore, the average value of the first cycle became 24.33 or with a value of 8.11 and increased by 0.39. The average value of the second cycle of students is 25.33 or with a value of 8.44 from cycle I to cycle II the value increases by 0.33. Thus, there is an increase in the value of writing a scientific paper proposal using the Role Audience Format Topic (RAFT) strategy.



**REFERENSI**

- [1] Agam , Ramei.2015. Menulis Proposal. Yogyakarta : Grup Relasi inti Media.
- [2] Balqis, Karina. 2017. “ Strategi Pembelajaran Role Audience Format Topik dalam Menulis Teks Negosiasi: Sebuah Studi Pendahuluan “.Skrpsi S1 Yogyakarta : Program Studi pendidikan Bahasa dan Sastra Indonesia FBS UNY.
- [3] Dalman.2012.MenulisKarya Ilmiah. Jakarta : PT Raja Grafika Persada.
- [4] Fitriani, Atika Laela.2014. “ Peningkatan keterampilan menulis Argumentasi menggunakan strategi RAFT pada Siswa Kelas XI Teknik Gambar Bangunan I SMK Negeri 2 Yogyakarta” Skripsi S1. Yogyakarta : Program studi pendidikan Bahasa dan Sastra Indonesia, FBS UNY.
- [5] Jain & Patel. 2008. English Language Teaching (Methodes, Tools, & Techniques) Jaipur : Sunrise Publishe & Distributors.
- [6] Kurniawan, Khaerudin. 2012. Bahasa Indonesia Keilmuan dan Perguruan Tinggi. Bandung : PT Refika Ditama.
- [7] Madya, Suwarsih.2011. Penelitian Tindakan (Action Research) teori dan Praktik. Bandung : Penerbit Alfabeta.
- [8] Nurgiantoro, Burhan. 2012. Penilaian Pembelajaran Bahasa Berbaris Kompetensi. Yogyakarta: BPFE : Yogyakarta.
- [9] Ruddel, Martha Rapp.2005. Teaching Content Reading and Writing. United States of America.Suryaman, Maman. 2012. Metodologi Pembelajaran Bahasa. Yogyakarta : UNY Press.
- Tarigan, H. G. 2008. Menulis sebagai Suatu keterampilan Berbahasa. Bandung : Angkasa.



## EVALUATING FLIPPED CLASSROOM FOR EMERGENCY TEACHING APPROACH IN EFL UNDERGRADUATE STUDENTS' ACADEMIC READING COURSE

Stefanus Igolois G. Uran

Universitas Nusa Nipa Indonesia – Maumere

[uranolouis@gmail.com](mailto:uranolouis@gmail.com)

### Abstract

The issue of Flipped Classroom (FC) approach has been currently arguable, especially due to its practicality in new-setting during the sudden outbreak of Covid-19. This study attempts to assess the effectiveness of a FC approach in academic reading course in higher education context in Indonesia. It also explores the barriers and boosters that EFL undergraduate students experienced within the flipped learning. Applying a mixed-method research design, data were collected and analyzed from pre-test and post-test and TOWS (Threat-Opportunity-Weakness-Strength) analysis. Two groups of fourth semester students were the samples, 35 ones were involved in a Blended Learning (BL) setting in early 2020 and 23 ones in a Flipped Classroom (FC) in 2021. Those 58 students taking a compulsory 2 credit of Reading for Academic Purpose (RfAP) Course in English Department were taught the similar reading skills and tasks were compared. Through paired-samples t-test, their progress results indicate that both FC ( $p=0.03 < 0.05$ ,  $d=-0.70$ , medium effect size) and BL ( $p=0.00 < 0.05$ ,  $d=-1.06$ , large effect size) were statistically significantly effective. The independent-samples t-test was then used to compare their effectiveness. It was found that there was no statistically significant difference between the two groups ( $t[56]= 1.11$ ,  $p= 0.27$ ,  $d= 0.29$ , small effect size). However, the students in BL gained higher mean score than their counterpart in FC. TOWS analysis shows that FC needs more improvement due to technological-integrated issues, online learning essence, multi-tasking and testing, time management, and other socio-environmental constraints.

**Keywords:** blended learning, flipped classroom, pandemic Covid-19, reading for academic purpose, TOWS analysis

### 1 Introduction

The sudden outbreak of novel corona virus disease 2019 (COVID-19) in late 2019 and early 2020 had obliged all teachers and lecturers around the globe to reform their ways of teaching. Most of those in rural context are not in favor of this rapid change due to lack of preparation and supporting sources. The application of Flipped Classroom (FC) having been long employed by world's leading institutions has been one of few great choices to consider in Indonesia. Although FC is a type of Blended Learning (BL) having been recently utilized by universities in NTT, lecturers and students there are triggered and still struggling to adapt to this learning model during new-normal. While learners in BL commonly have a balanced, face-to-face instruction in class and online tasking

complements outside of class, students in FC should do in inverted way.

FC has become a buzzword in the last two decades and widely employed for years in several disciplines, including in EFL context. Considering flipping activities in face-to-face classrooms and independent study at home, this classroom model requires students to attain background knowledge through materials outside of class prior to a direct class meeting, and reserves teacher-facilitated in-class time for applying knowledge to solve real problems through discussion or problem-solving works [1-3]. Its broad applicability is compatible with some other well-known learning styles, such as, inverted classroom [4-7] and peer instruction [8,9]. Whatever term it might well suits, the focus of FC and

the other two is on students gaining first exposure prior to class.

The effective application of the FC in EFL setting has triggered several scholars' interest in field research and literature review. Integrated with technology, FC generally helps towards student-centered learning and generates engaging learning environment [10, 11,12]. It also provides students with ample opportunities for self-paced learning, knowledge retention, creativity and collaboration [13]. Besides, it provides students more time to practice their language through exercises and activities in the classroom [14-17].

In Indonesia context, some related literatures can be reviewed to have insights into EFL specifically concerned setting, skill, and context. This learning model is considered effective in refining writing ability of EFL students across their individual differences in learning [18,19]. Furthermore, it promotes an effective approach to enhancing students' listening skill, particularly for specific language testing [20]. Students speaking comprehensions through discussion, verbal interaction, and communication expertise are also well enhanced through this approach [21-23]. The affirmative feedbacks on its application were also provoked by learners. Nevertheless, almost all above references present several caveats for instructors before apply.

On the contrary, the general application of the FC has drawn serious drawbacks and caused practical problems. Several literatures claim that FC has been poorly conducted due to negative attitudes [24], unfamiliarity [23], technological issue [25], and almost has nothing to do with students' assessment [1]. In EFL context, despite its effective result, some scholars reveal its procedural setback. For examples, FC is sophisticated to apply at first time and rather making students uncomfortable and anxious [23,26,27]. Further, its material preparation and design are always time-consuming [17,28] and need high self-discipline and efficacy from both teacher and students [29,27,30]. Also, integrating FC with technology mostly faces internet

connection issue [27,31] and teachers or lecturers and students are not qualified enough to deal with technological devices [32,30].

Furthermore, with regards to EFL reading skill and recent pandemic context in Indonesia, FC is considered less effective by several researchers. One of the most obvious studies looking at this issue is Maharsi, Wijayanti, and Astari [33]. They explored how this approach impacted on students' reading comprehension and how students perceived it in their learning process. Using mixed-method design, the results indicated that students' achievement score in the traditional classrooms outweighed their counterpart in the FC. The success story of controlled group students was due to the benefit of teacher-led instructions and scaffolding. Although some students perceived FC as promoting independent, the drawback was related to their inconvenience in using technology in learning, task-related time management, and technology-related workload.

Reflecting on the double-edged-sword literatures of the FC applications above, therefore, it is crucial to re-evaluate the effectiveness of the FC each time when it is applied to a new setting, especially during pandemic era. This mixed-method study was conducted with the objective of evaluating the effectiveness and acceptability of the FC during early breakout of pandemic compared to the BL in undergraduate English Department at a private university in NTT Province, Indonesia. The research questions are described as follows.

1. Is there any difference in students' academic reading performance between the FC and the BL?
2. Do the students in the FC gain better score than those in conventional BL?
3. What are the EFL students' perceptions of the FC application in Reading for Academic Purpose course during Covid-19?

## 2 Method

This present study was a mixed-method study design combining quantitative and qualitative approaches for the broad purposes of a single study [34]. Employing Pretest-Posttest Control Group Design [35,36], participants were randomly assigned to two groups. They were pretested to get the quantitative data on the dependent variable. While the control group received a typical condition of what is normally practiced in learning (i.e. Blended Learning), the experimental groups received the experimental treatments through Flipped Classroom approach. At the end of the treatment period, both group participants were post-tested on the reading comprehension. Meanwhile, qualitative data were gathered from students' TOWS (Threat Opportunity Weakness and Strength) analyses after learning process to provide evidences on how they perceived the FC in reading activities.

An approval from the faculty was obtained, informed consent was also taken from all students, and study was conducted within two years from January 2020 to June 2021. A total of 58 students involved in the study. 35 fourth semester students enrolling Reading for Academic Purpose Course were set in Blended Learning classroom (control group) in 2020 and 23 fourth semester students in Flipped Classroom (experimental group) in 2021. The pre-test and post-test were administered in a form of a combined reading texts of TOEFL-like Reading Comprehension section from Longman Complete Course book and

Reading Section for IELTS from Cambridge English IELTS book. The total of questions in each test was 50 questions, 40 questions were multiple choices and 10 questions were short answers. The pre-test was administered at the beginning of the semester study and post-test at the end of semester as the final test.

The results of both tests were analyzed through *t*-test in SPSS instrument. Comparisons of learning outcome ratings across tests and groups were analyzed using paired sample *t*-test and independent sample *t*-test. Students' TOWS analyses were presented and discussed with the instructor. This analysis was then categorized based on barrier and booster themes. The thematic analyses were reasonably compared according to the central, needed issues.

## 3 Findings and Discussion

### *The procedure of the study*

Students in both settings were provided with essentially identical objectives and handouts before class. They were also taught and facilitated by the same instructor. In the BL setting, students had various activities in class, either mainly having lectures, working on assignments, or having problem- or case-based, small group discussions. On the other side, in FC setting students were reinforced with homework problems to discuss rather than lectures. Table 1 is the summary of the educational setting chronology provided for students in the BL and FC setting.

Table 1. Educational setting chronology for students in the BL and FC setting

Setting	Blended Learning	Flipped Classroom (during pandemic Covid-19)
Campus	Pre-test	Pre-test
Campus	<ul style="list-style-type: none"> <li>- Materials sharing</li> <li>- Take notes</li> <li>- Lecturing</li> <li>- Slide</li> </ul>	<ul style="list-style-type: none"> <li>- Flipping the class for Covid-19 response (40 minutes a day/ week for class meeting and 100</li> </ul>
	<ul style="list-style-type: none"> <li>presentation (all content and references was included)</li> </ul>	<ul style="list-style-type: none"> <li>minutes weekly online-scheduled meeting)</li> <li>- Online pre-class introduction and assistance (through Microsoft Teams and Moodle)</li> </ul>
Home	<ul style="list-style-type: none"> <li>- Assignment and</li> </ul>	<ul style="list-style-type: none"> <li>- Online lecture prior to class</li> </ul>

(online)	submission through Moodle and MsTeams application - Online discussion/chats	through MsTeams and instructional videos - Online materials reading, related quizzes and targeted exercises before class - Content-based information delivery through Moodle.
Campus	- Continuous explanation on teaching material and exercises - Problem or case-based, small group discussions - Correct responses validation and misconceptions clarification by instructor.	- Small amount of fast evaluation - Problem-based discussion and peer checking - Instructor's assistance and knowledge internalisation.
Home (online)	- Homework assignment	- Online lecture and guiding videos

	and submission through Moodle and Microsoft Teams application - Online reading learning	prior to class - Online materials reading - Quizzes
Campus	Post-test	- Post-test - TOWS analysis

**Statistical analysis**

To examine the difference between pre-test and post-test derived from both the FC group and BL group, a paired-samples *t*-test was utilized. The researcher compared the pre-test and the post-test after the experimental treatment. Tables 2 and 3 below present the SPSS outputs of the paired-samples *t*-test.

Table 2. Paired Samples Test (Paired Differences) of Flipped Classroom Experimental Group

Pair 1	Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	Sig. (2-tailed)
Pre-Test FC- Post-Test FC	-11.652	16.500	3.440	-18.787	-4.517	-3.387	22	.003

Regarding the paired-samples *t*-test analysis above, it was found that there was a statistically significant difference between the pre-test and post-test scores in FC setting. It is shown that  $t[22]=-3.387$ ,  $p=0.003<0.05$ , and  $d=-0.70$ , medium effect

size (Cohen's *d* provides further evidence that will allow us to make a claim about the effect of the experimental treatment). The finding indicates that the flipped classroom approach moderately helped increase the students' academic reading performance.

Table 3. Paired Samples Test (Paired Differences) of Blended Learning Control Group

Pair 2	Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	Sig. (2-tailed)
Pre-Test BL- Post-Test BL	-12.714	11.992	2.027	-16.834	-8.595	-6.273	34	.000

Furthermore, it was found that there was also a statistically significant difference between the pre-test and post-test scores in BL setting. It is shown that  $t[34]=6.273$ ,  $p=0.000 < 0.05$ , and  $d=-1.06$ , large effect size. The finding indicates that the blended learning considerably increased the students' academic reading performance.

After that, the researcher used an independent-samples  $t$ -test to determine whether one mean is significantly different from another by comparing two means of scores from both groups. The statistical analysis is shown in table 4 below.

Table 4. The Result of the  $t$ -Test (Independent Sample) between Experimental and Control Groups

Score	Group	N	Mean	SD	$t$ -count	$p$ -value	$d$	Analysis
Pre-Test	Flipped Classroom	23	53.39	21.494	-0.848	0.400	0.21	Not significant - small effect size
	Blended Learning	35	57.06	11.316				
Post-Test	Flipped Classroom	23	65.04	16.252	-1.111	0.271	0.29	Not significant - small effect size
	Blended Learning	35	69.77	15.600				

From the table above it can be identified that students' background reading skill from the two separate groups is in similar level ( $p=0.400 > 0.05$ ,  $d=0.21$ ). The *Cohen's d* effect size for the pre-test shows small effect. Similarly, the result of post-test scores confirms that students from those two separate groups gained similar academic reading achievement level ( $p=0.271 > 0.05$ ,  $d=0.29$ ). The *Cohen's d* effect size for the post-test also shows small effect.

Therefore, it clarifies that all the statistical assumptions for the alternative hypothesis was violated in the data set. The Levene's test for equality of variances was examined to ascertain that both groups had equal variance. The post-test was not statistically significant ( $p=0.56$ ). It was found that there was no statistically significant difference between the two groups ( $t[56]=1.11$ ,  $p=0.27$ ,  $d=0.29$ , small effect size). Since the *Cohen's d* effect size was small, the experimental condition of flipped classroom approach was not

effective in improving students' academic reading skill. On the basis of this independent-samples  $t$ -test, it can be concluded that there is no statistically significant difference between the two groups after the experiment.

***The students' perceptions toward the use of flipped classroom approach***

Students' perspectives of the application of FC approach during Covid-19 era were taken from their TOWS analysis. The analysis was discussed together with the instructor to help summarize the data from unnecessary repeated theme. The table 5 below provides few topics based on students' experiences and understanding. The thematic analyses of threats and weaknesses are described as the barrier and the opportunities and strengths as boosters.

Table 5. The TOWS thematic description of the FC during Covid-19 critical time



boosters for better improvement of FC in EFL students' Reading for Academic Purpose Course, especially during pandemic critical time.

### ***Barriers and Boosters***

Ongoing threat of Covid-19 pandemic has been affecting students learning situation and condition. Due to limited face-to-face teaching learning time, the University has established more hours for online lecture at home. This inspired the instructor of RfAP course to implement flipped classroom. The application of FC definitely left some issues to consider, especially related to students' experience and perceptions during pre-class and in-class learning. However, there are also some aspects that increase positive or desirable quality of flipped classroom. Those issues are redefined as the barriers and boosters of the FC application.

The first barrier is students' resilience to change. Students' overdependence on lecturing classroom makes them believe that their 'first exposure' was only gained through traditional direct learning. They assumed that traditional lecturing is better at creating lively peers interaction, supporting mutual teamwork, building social-emotional relations and improving better learning outcomes than does it in flipped classroom. They actually agreed to the idea of having additional video lecturing and e-material to prepare them before the class, but they did not really see the meaning behind that pre-class activity. Some introvert, low motivated students also experienced isolation and inconvenience to adapt to collaborative in-class learning within FC.

Despite its lower impact on EFL students' academic reading comprehension, the first boost is they could perceive usefulness. FC in fact offers flexibility, accessibility, and efficiency in learning for the majority of students. Combining the technology and face-to-face learning allowing students to be the centered of the learning process, FC was able to develop students' attention and interest in learning. In relation to the novel application of national curriculum in higher education, this

approach successfully ignited students' interest in learning supporting the freedom of learning pace that is up to the learner. The accessible way of learning regardless of location is also an inspiring output of this learning model.

The second obstacle to reflect is inability to self-learning management during pre-class activities. Not all students were independent and convenient in flipped classroom approach, especially during pre-class. Several students were astounded by the intense preparation in the pre-class activities, such as, joining online meeting, watching video lectures, and learning or reading materials. Sometimes due to inadequate preparation they misunderstood the materials and were panicked about the workloads and deadlines of reading tasks. Furthermore, pre-class activities via Moodle as a preliminary learning approach become extra burden for several students. In fact they were easily getting bored and confused of what to do next even the instruction had been clearly provided in that application. Too many weekly instructions, videos, and scheduled reading tasks posted on the platforms caused them missing some of it and being absence in completing them. Moreover, individual and time limited-based reading tasks using very high Standard English language were frustrating for few students who were used to be collaborative in learning or overdependence on team work.

However, several students found their self-efficacy boosting during pre-class. The activities through Moodle application motivated their self-regulation and commitment to complete assignments. They can also voluntarily manage their time for spare-time studying, reading, thinking, and reviewing preparatory materials before in-class discussion. Addressing multiple learning platforms i.e. Moodle and MsTeams containing materials, learning resources, and tasks, these reduced students' reliance on teachers' explanations as sources of knowledge. In fact, the lecture-videos provided was an advantage for them in which they had a full control over playing, pausing, and rewinding the videos to match their own paces of learning. The pre-class

activity really activates their background knowledge and English reading skills.

The third barrier to consider is poor peer collaboration and communication with instructor during in-class activities. Classroom interaction should be more productive if students could communicate their problems face-to-face with the instructor and reflected them to the instructor and colleagues to seek common solution. In fact, were baffled during discussions and stressful due to limited time (40 minutes) and overload courses in only one day meeting for all courses they took (8-12 courses a day per week during covid-19). Also, students were not ready for the in-class activities because they had not watched the videos and completed the homework yet. Flipped classroom could be successful if a clear, consistent and constant communication intertwined between instructor and students [37], however, in fact students found it problematic to communicate with the instructor due to unknown reasons. Additionally, limited in-class hours caused the class advances sluggishly. Instructor had to wait longer for students to finish their peer or group projects after demonstrating.

Nevertheless, FC in some respects boosts students' readiness and facilitates thorough discussion during in-class reading activities. Some students acknowledged that the activities were really useful and valuable for them because they found the in-class time more focused on feedback rather than the material explanation. Also, with the materials learned beforehand, students could feel more confident and readier when joining the in-class learning. It forced their mind to think and reflect more for optimal potentials. At the end, peer' and instructor's feedbacks helped them on their reading competence and understanding.

Another facet to contemplate is technological setbacks and technical issues. This drawback includes technological device possession and poor, unstable internet connection. Few students in this course did not own compatible mobile phone or computer for learning application. As a result, not all high quality video materials

were easy to access. The instructor found it difficult to create good compatible videos for all types of devices in pre-class activity. Technology may be a down pit for several instructors, but it is a demand for instructors to always learn something new and good for their class. In addition, students who were not tech-savvy had problems in learning under pre-class. Moreover, lack of internet data credit for personal use became a pressing matter for poor students who relied heavily upon technology and internet access.

On the other hand, FC should boost students to gain technological skills integrated in reading comprehension learning. As the impact of Covid-19 is growing, hi-tech devices can take central part for students to follow online lecture and to join online quizzes [38]. In fact, students in this course found numerous online learning sources for reading practice and test simulation across the internet. With online quizzes, students can easily access to their scores, progress, and feedback from instructor in the online gradebook. Moreover, FC enhanced online social interaction, communication, and collaboration. Some students liked to use video or chat to communicate their reading problems and share their own approach to those problems.

Last but not the least is social-environmental constraints during Covid-19 pandemic. Students learning in flipped classroom require more time, more resources, and active participation to achieve teaching-learning goal. Nonetheless, the current outbreak of pandemic made them stressful during learning and giving more priority on health and personal/family needs. Further, inconsistency electricity power in the Regency brought serious drawback to students learning connectedness in pre-class at home. Instability of learning time during pandemic also limited their physical interaction within in-class projects and tasks.

However, FC application in that setting would support government policy and university commitment to help reduce the spread of Covid-19. University and lecturers

have built digital learning environment and resources during pandemic time for preventing crowd and physical direct contact. Besides online learning, the University facilitated students with restricted face-to-face meeting. As this direct learning took limited time only, flipped teaching should be one of the best applications. Moreover, it is cost-effectiveness because of no need for hard copy reading materials or paper distribution during discussion and tests, which might help avoid physical contact among students and instructor. More time allocated for pre-class activities also admit parental and social involvement in monitoring students learning and moves during pandemic critical time.

#### 4 Conclusion

This current study examines the effect of flipped classroom and explores the barriers and boosters of the approach during pandemic time. To attain such goals, two groups of fourth semester students consisting of 35 in blended learning setting and 23 ones in a flipped classroom were taught the similar reading skills and tasks. The result of statistical analyses indicate that both FC and BL have positive effect on students' academic reading performance and that there is no statistically significant difference between the two groups ( $t[56]=1.11$ ,  $p=0.27$ ,  $d=0.29$ , small effect size). Although FC students benefited equally with the BL learners, they gained lower mean score than their counterpart. The TOWS analysis confirms that FC needs more development because of students' resistance to change, failure to self-learning management, poor collaboration and communication, technological setbacks, technical issues, and other socio-environmental constraints.

#### References

[1] Bishop, J. L., Verleger, M. A. (2013, June 23-26). *The flipped classroom: A survey of the research*. Proceedings of the 120<sup>th</sup> ASEE annual conference & exposition, American Society for Engineering Education. Retrieved from

<https://www.asee.org/public/conferences/20/papers/6219/download>

- [2] Lewis, C. E., Chen, D. C., & Relan, A. (2018). Implementation of a flipped classroom approach to promote active learning in the third-year surgery clerkship. *American journal of surgery*, 215(2), 298-303. <https://doi.org/10.1016/j.amjsurg.2017.08.050>
- [3] Bohaty, B. S., Redford, G. J., Gadbury-Amyot, C. C. (2016). Flipping the classroom: Assessment of strategies to promote student centered, self-directed learning in a dental school course in Pediatric Dentistry. *Journal of Dental Education*, 80(11), 1319-1327. <https://doi.org/10.1002/j.0022-0337.2016.80.11.tb06217.x>
- [4] Strayer, J. F. (2012). How learning in an inverted classroom influences cooperation, innovation and task orientation. *Learning Environments Research*, 15(2), 171-193. <https://doi.org/10.1007/s10984-012-9108-4>
- [5] Moran, C., & Young, C. A. (2013). Active learning in the flipped English language arts classroom. In J. Keengwe, G. Onchwari, & J. Oigara (Eds.), *Promoting active learning through the flipped classroom model*. USA: Canisius College.
- [6] Lage, M. J., Platt, G. J., & Tregalia, M. (2000). Inverting the classroom: A gateway to creating an inclusive learning environment. *The Journal of Economic Education*, 31(1), 30-43. <https://doi.org/10.2307/1183338>
- [7] Irianti, L. (2020). Teachers' perception on flipped classroom model in digital literacy era. *ELT-Lectura: Studies and Perspectives in English Language Teaching*, 7(2), 94-102. <https://doi.org/10.31849/elt-lectura.v7i2.3685>
- [8] Crouch, C. H. & Mazur, E. (2001). Peer instruction: Ten years of experience and results. *American Journal of Physics*, 69(9), 970-977. <https://doi.org/10.1119/1.1374249>
- [9] Schell, J. (2012). Use of the term flipped classroom. *Turn to your*

- neighbor: *The official peer instruction blog*. Retrieved from <https://peerinstruction.wordpress.com/use-of-the-term-flipped-classroom/>
- [10] Rotellar, C., & Cain, J. (2016). Research, perspectives, and recommendations on implementing the flipped classroom. *American Journal of Pharmaceutical Education*, 80(2), 34. <https://doi.org/10.5688/ajpe80234>
- [11] Mehring, J. (2018). The flipped classroom. In: Mehring, J., & Leis, A. (Eds.) *Innovations in Flipping the Language Classroom*. Singapore: Springer.
- [12] Brame, C., (2013). *Flipping the classroom*. Vanderbilt University Center for Teaching. Retrieved from <http://cft.vanderbilt.edu/guides-subpages/flipping-the-classroom/>.
- [13] Young, C. A., & Moran, C. M. (2017). *Applying the flipped classroom model to English Language Arts Education*. PA: IGI Global. Retrieved from <http://doi:10.4018/978-1-5225-2242-3>
- [14] Lockwood, R. B. (2014). *Flip it! Strategies for the ESL classroom*. Michigan: University of Michigan Press.
- [15] Marsh, D. (2012). *Blended learning creating learning opportunities for language learners*. New York: Cambridge University Press.
- [16] Ahmed, S. (2016). The flipped classroom model to develop Egyptian EFL students' listening comprehension. *English Language Teaching*, 9(9), 166-178. <https://doi.org/10.5539/elt.v9n9p166>
- [17] Lee, G. & Wallace, A. (2018). Flipped learning in the English as a foreign language classroom: outcomes and perceptions. *TESOL Quarterly*, 52(1), 62-84. <https://doi.org/10.1002/tesq.372>
- [18] Afrilyasanti, R., Cahyono, B. Y., & Astuti, U. P. (2017). Indonesian EFL students' perceptions on the implementation of flipped classroom model. *Journal of Language Teaching and Research*, 8(3), 476-484. <http://dx.doi.org/10.17507/jltr.0803.05>
- [19] Maharani, A. V., Hamamah, & Nurhayani, I. (2020). Indonesian undergraduate EFL students' perceptions toward flipped classroom. *Edcomtech: Jurnal Kajian Teknologi Pendidikan*, 5(1), 1-10. <http://dx.doi.org/10.17977/um039v5i12020p001>
- [20] Khoiriyah. (2021). Flipping the classroom to enhance EFL students' listening skill. *Journal of English as a Foreign Language*, 11(1), 21-41. <https://doi.org/10.23971/jefl.v11i1.2010>
- [21] Fauzi, A. (2020). The in-class flip model in teaching speaking: Improving elementary students' skill and learning process. *Indonesian Journal of Educational Research and Review*, 3(2), 64-71. <http://dx.doi.org/10.23887/ijerr.v3i2.26600>
- [22] Lestari, I. W., & Sundari, A. (2021, January 21). *Indonesian EFL students' experiences in a flipped classroom*. Paper presented at the 4<sup>th</sup> International Conference on Sustainable Innovation 2020 – Social, Humanity, and Education (ICoSIHESS 2020). Retrieved from <https://doi.org/10.2991/assehr.k.210120.127>
- [23] Pudir, C. S. J. (2017). Exploring a flipped learning approach to teaching grammar for ESL students. *Indonesian Journal of English Language Teaching and Applied Linguistics*, 2(1), 51-64. <https://doi.org/10.21093/ijeltal.v2i1.47>
- [24] Abeysekera, L., & Dawson, P. (2016). Motivation and cognitive load in the flipped classroom: Definition, rationale, and a call for research. *Higher Education Research and Development*, 34(1), 1-14. <https://doi.org/10.1080/07294360.2014.934336>
- [25] Jones, M. (2016). *A case study of blended learning in higher education in Malaysia: Flipped, flopped, or forgotten?* Proceedings of the 3<sup>rd</sup>



- Teaching & Education Conference, Barcelona. Retrieved from <https://doi.org/10.20472/TEC.2016.003.012>
- [26] Rintaningrum, R. (2018). Investigating reasons why listening in English is difficult: Voice from foreign language learners. *Asian EFL Journal*, 20(11), 112–120. <https://www.asian-efl-journal.com>
- [27] Evseeva, A. & Solozhenko, A. (2015, November 9-11). *Use of flipped classroom technology in language learning*. Paper presented at XV International Conference "Linguistic and Cultural Studies: Traditions and Innovations", Tomsk, Russia. Retrieved from <https://doi.org/10.1016/j.sbspro.2015.10.006>
- [28] Voss, E., & Kostka, I. (2019). Flipping academic English language learning; Experiences from an American university. Singapore: Springer
- [29] Hamouda, A. (2013). An investigation of listening comprehension problems encountered by Saudi students in the EFL listening classroom. *International Journal of Academic Research in Progressive Education and Development*, 2(2), 113–155. <https://pdf4pro.com/view/an-investigation-of-listening-comprehension-problems-4e7c91.html>
- [30] Shih, H. J., & Huang, S. C. (2019). College students' metacognitive strategy use in an EFL flipped classroom. *Computer Assisted Language Learning*, 33(7), 755-784. <https://doi.org/10.1080/09588221.2019.1590420>
- [31] Brooks, N., & Weaver, H. (2017). Two sides of the flip in middle grades ELA: Student and teacher perspectives. In: Young, C. A., & Moran, C. M. (Eds.) *Applying the flipped classroom model to English Language Arts Education*. PA: IGI Global.
- [32] Goodwin, B., & Miller, K. (2013). Research says evidence on flipped classrooms is still coming in. *Technology-Rich Learning*, 70(6), 78-80. Retrieved from <https://www.ascd.org/el/article/s/evidence-on-flipped-classrooms-is-still-coming-in>
- [33] Maharsi, I., Wijayanti, Y. R., & Astari, T. R. (2021). Evaluating flipped classroom approach in EFL students' reading classes. *LLT Journal: A Journal on Language and Language Learning*, 24(1), 92-102. <https://doi.org/10.24071/llt.v24i1.2768>
- [34] Creswell, J. W. (2012). *Educational research: Planning, conducting and evaluating quantitative and qualitative research (4<sup>th</sup> ed)*. Boston: Pearson.
- [35] Sugiyono. (2016). *Metode penelitian pendidikan: Pendekatan kuantitatif, kualitatif, dan R&D*. Bandung: Penerbit Alfabeta
- [36] Pakiti, A. (2014). *Experimental research method in language learning*. London: Bloomsbury.
- [37] Hsieh, J. S. C., Wu, W. V., & Marek, M. W. (2016). Using the flipped classroom to enhance EFL learning. *Computer Assisted Language Learning*, 30(1-2), 1–25. <https://doi.org/10.1080/09588221.2015.1111910>.
- [38] Arnold-Garza, S. (2014). The flipped classroom teaching model and its use for information literacy instruction. *Communication in Information Literacy*, 8(1), 7-22. <https://doi.org/10.15760/comminfolit.2014.8.1.161>

**PERUBAHAN KURIKULUM DAN PEMBELAJARAN BAHASA INDONESIA DI MASA CHANGES  
IN CURRICULUM AND LEARNING OF INDONESIAN LANGUAGE DURING THE COVID 19  
PANDEMIC: PROBLEMS AND SOLUTION****Tifani Ainurriza<sup>1</sup>, Maman Suryaman<sup>2</sup>**

Yogyakarta State University Master Program

Jl. Colombo Yogyakarta No. 1, Karang Malang, Caturtunggal, Depok District, Sleman Regency,  
Yogyakarta Special Region, 55281e-mail: [tifaniainurriza.2020@student.uny.ac.id](mailto:tifaniainurriza.2020@student.uny.ac.id)**Abstract**

Education has an important role as *asocial agent of change*. Education is always geared towards achieving goals nationally. To achieve this goal, what needs to be developed is the education curriculum because one of the dimensions that cannot be separated from the development of the world of education is the policy regarding the curriculum. Since the discovery of the *covid-19* virus, the government issued guidance on learning in pandemic times. The purpose of this study, namely 1) is to know curriculum changes in pandemic times; 2) how to implement Indonesian learning in times of pandemic; and 3) know the constraints and learning solutions Indonesian in the pandemic period. This research takes the form of a *literature review* based on studies of research results that are based on the topic. The results of this study, namely 1) The government issued an Emergency Curriculum. The curriculum is a curriculum that has similarities with the National Curriculum because it is a form of simplification; 2) the implementation of Indonesian learning is still not carried out optimally; and 3) learning in the pandemic period still has many obstacles experienced by teachers and learners such as inadequate equipment and poor internet connection. In addition, supervision of learners is less effective. The solution that can be done, namely teachers maximize the use of social media to interact with learners and follow discussions or guidance from schools to develop the ability to manage classes during online learning.

**Keywords:** emergency curriculum, Indonesian learning, covid-19 pandemic**A. INTRODUCTION**

Education has an important role as *asocial agent of change*. Therefore, education is always directed towards achieving national goals. To achieve this goal, what needs to be developed is the education curriculum because one of the dimensions that cannot be separated from the development of the world of education is the policy regarding the curriculum. Curriculum is at the heart of education. For that, the curriculum in the future needs to be designed and refined to improve the quality of education nationally. Tekait with the relevance of the curriculum by preparing learners to face the world of globalization, the curriculum must pay attention to aspects of the development of science and technology and IMTAK,

especially regarding the basic preparation of skills, intelligence, and creativity, as well as personality (Sulthon: 55-45).

Indonesia itself has undergone many curriculum changes, including the curriculum 1947, 1952, 1964, 1968, 1975, 1984, 1994, 2004, 2006, 2013, and most recent emergency curriculum. Curriculum changes are often influenced by a variety of factors. Since the discovery of the *covid-19* virus in December 2019 in Wuhan City, China and spread to more than 200 countries including Indonesia, it has affected existing education policies in Indonesia. The implementation of Indonesian learning during the *covid-19* pandemic refers to the guidelines set by the government through SKB 4 (four) Ministers and Decree of the Director General of



students. As something new in the world of online learning education requires synergy of all parties, namely teachers, parents, and students to anticipate obstacles or obstacles during PJJ. Obstacles experienced by teachers and students in implementing PJJ, namely some teachers experience obstacles in the implementation of learning related to learning applications, internet networks, gadgets, learning management, assessment, and supervision. In addition to causing obstacles for teachers, distance learning in pandemic times also causes anxiety for learners. Such anxiety arises due to lack of understanding of the material, limited time on the task, limitations of internet access, the emergence of technical constraints and concerns facing the material.

Based on the description above, the constraints that have been mentioned become important to be studied to maximize the implementation of Indonesian learning during the *Covid-19* pandemic. So this article was created to find out curriculum changes in pandemic times, how the implementation of learning Indonesian during pandemics and to find out the constraints and solutions of learning Indonesian in pandemic times.

## B. RESEARCH METHODS

This research is a *literature review* from a variety of sources relevant to the topic of curriculum changes and Indonesian learning during the *Covid-19* pandemic. Literature studies are sourced from several *databases* such as Google Scholar, ResearchGate, Mandelley, and Neliti with the support of relevant books. The literature used as study material is a literature that is in the scope of curriculum changes and Indonesian learning.

## C. DISCUSSION

### 1. Curriculum Changes in Indonesia

Etymologically the curriculum comes from Greece, namely *curir* which means runner and *curere* which means the distance that must be traveled by runners. Based on this understanding, in the context of the world of education, it gives understanding as a *circle of instruction*,

which is a teaching environment in which teachers and students are involved. Curriculum is a set of plans and arrangements regarding the content and subject matter and the way used as guidelines for organizing teaching and learning activities. The content of the curriculum is the arrangement of study materials and lessons to achieve the goal of organizing the relevant educational units in *ragka* to achieve education (Syafaruddin, et al, 2012: 104).

Subiyantoro, et al (2015: 4-5) suggest that curriculum reform is very important to be held because the curriculum as a tool to achieve goals should adjust to existing and ongoing developments. Curriculum development generally starts from fundamental conceptual changes then structural changes. Development is called partially if it occurs only in certain components, for example in the purpose, content, method, or scoring system. Development is said to be thorough if it includes changes to all components of the curriculum.

The development and change of the curriculum must be done because the curriculum is not a static concept, but dynamic and must continue to adjust the various changes and challenges that occur as the curriculum principle, namely change and continuous process (*change and continuity*).

Sanjaya and Rastini (2020:165-166) suggest that the Emergency Education Curriculum in the pandemic period is a simplification of basic competencies that refer to the National Quanta, namely the 2013 Curriculum. The simplification of basic competencies for each subject focuses on essential competencies and prerequisite competencies for the continuation of learning at the next level. Emergency curriculum can be treated ranging from PAUD to VOCATIONAL / high school. This *covid-19* Emergency Curriculum is applied to ease the burden of teachers in the fulfillment of the National Curriculum as well as for learners in relation to the determination of class increases and

graduation of Mustusilo (in Sanjaya and Rastini, 2020: 166).

The education unit does not have to use the Emergency Curriculum but can choose from three options, namely 1) sticking with the 2013 National Curriculum; 2) use the Emergency Curriculum (in special circumstances); and 3) simplifying independently. Emergency curriculum is expected to facilitate distance learning (PJJ) and can ease the burden of parents / guardians, and learners during the mandemi period.

## 2. Indonesian Learning Policy in Pandemic Times

Winata, et al (2021:3) suggest that the term policy is often translated with politics, rules, programs, decisions, laws, conventions, provisions, understandings and other strategic plans. Policy is a written rule of the results of official decisions of the organization that must be implemented because it is binding. In line with this, Arwildayanto (2018) explained that the policy document is binding and must be implemented by policy objectives. Policy is an effort to solve social problems for the benefit of society on the basis of justice and welfare of the community. The policy must meet at least four criteria in order to be implemented into a decision, namely 1) the level of life of the community increases; 2) justice *by the law social justice*, 3) is given active opportunities for community participation, and 4) guaranteed sustainable development (Muhajir, 2010).

Education policy is defined as the formulation of decisions taken related to educational activities both concerning learning methods, curriculum, educational infrastructure facilities and learning strategies that must be applied in the classroom and outside the classroom so that educational goals can be achieved. Tilaar (2010) argues that education policy is a formulation of various ways to realize national educational goals, realized or achieved through *social* institutions or social organizations in the form of formal, non-formal, and informal educational institutions.

Since the discovery of the *covid-19* virus in December 2019 in Wuhan City, China and spread to more than 200 countries including Indonesia, it has affected existing education policies in Indonesia. The implementation of Indonesian learning during the *covid-19* pandemic refers to the guidelines set by the government through SKB 4 (four) Ministers and Decree of the Director General of Pendis No. 2197 of 2020 on guidelines for the implementation of learning. In line with this, in particular the Ministry of Religious Affairs also issued guidance on learners in the *covid-19* pandemic called Emergency Curriculum (Dirjenpendis, 2020). In the regulation, the implementation of learning is adjusted to the zone set by the task force on the spread of the *covid-19* virus. For schools with red zones the implementation of learning is carried out from home with a Distance Learning system (PJJ).

The competencies that must be possessed by learners in language learning are contained in the Indonesian syllabus, namely 1) bahasa Indonesia with an emphasis on listening, reading, *viewing*, speaking, and writing; 2) develop the ability to listen, read, dance, speak, and write through text media. Text is the embodiment of social activity and has a social purpose. The achievement of these goals is accommodated by characteristics: a way of disclosure of social goals (called rhetorical structures), word choices that are appropriate for the purpose, and grammar that is in accordance with the purpose of communication; and 3) communicate in written, oral, or multimodal form (text that combines language and other means of communication such as visual, sound, or oral. In addition, for the text that is taught also changes in accordance with the recommendations of the Emergency Curriculum, that is, if the text should be taught in normal conditions is 6 texts, but the emergency period is an average of 4 texts. This is done due to the limitations of the condition and situation.

## 3. Indonesian Learning in Pandemic Times

Learning Indonesian during the *Covid-19* pandemic is a serious concern that must be studied and analyzed. Various things become polemics that are difficult to find solutions in the implementation of Indonesian learning. Nilasari (2020:20) argued that the findings in learning Indonesian during the pandemic there are three main components, namely how teachers make preparations for learning implementation based on regulations on the implementation of the Emergency Curriculum. Second, how Indonesian learning is done. Third, the achievement of learning outcomes Indonesian by learners.

#### a. Preparation for the Implementation of Indonesian Learning in the *Covid-19* Pandemic

Learning in the time of the *covid-19* pandemic is a learning that was initially carried out with confusion by teachers. Although skb 4 minister has been issued related to the implementation of learning in the pandemic, but technically the implementation of teachers still has not got the right way. Many problems that arise, such as the limited ability of teachers in using ICT, starting learning with learners who are not yet known at all, facilities and presanity that are still lacking, and so on. However, learning must still be implemented.

The first thing done by teachers is to make learning preparations in accordance with the guidelines for learning implementation in the *covid-19* pandemic. Preparation is not just to make a Learning Implementation Plan (RPP), but preparation must begin by understanding the guidelines set by the government. This guide becomes the direction of how a learning is planned by considering all aspects, both teachers, learners, learning strategies and management, materials and resources used, competencies to be taught, availability of facilities and presancing, and most importantly the condition of the area or zone of an area exposed to *covid-19*.

Therefore, the teacher prepares himself by designing learning. How teachers design learning is contained in the guidance

on the implementation of learning in the *covid-19* pandemic issued by the Ministry of Religious Affairs is known as the Emergency Curriculum. Furthermore, the teacher makes preparations for the implementation of learning (RPP). RPP is made in accordance with emergency curriculum guidelines, namely RPP in online, offline, and combination form. RPP is made more dominant in online RPP. In addition, rpp made is 40% of materials taken by teachers from various sources. This makes it easier for teachers and learners to develop their insights into Indonesian learning.

The material taught in the learning of the pandemic period also adjusts to the recommendations of the Emergency Curriculum, which is material adjusting to the limitations and conditions of emergency. If the text should be taught in normal conditions is 6 texts, but the emergency period averages 4 texts.

#### b. Implementation of Indonesian Learning in the *Covid-19* Pandemic

The implementation of learning during the *covid-19* pandemic has been referring to the guidance on the implementation of emergency curriculum and permendikbud No. 37 of 2018. Both regulations are implemented in learning. However, there are some polemics in its implementation. Nilasari (2020:22) stated that learning Indonesian in the pandemic period has not been implemented optimally, even though it has applied references in accordance with regulations. The data obtained shows that 70% of learning activities are almost in accordance with the RPP designed. This indicates that there is still a part in the RPP that has not been implemented optimally. Based on the teacher's answer, the part that is not carried out in accordance with the RPP is the learning activity. Some of the causes are uneven participants have internet quota facilities to follow online learning, limited time arranged in distance learning, and uneven communication because learners respond less to learning.

In addition, Nilasari (2020: 22) suggested that the low response and

learning activities of learners are caused by learners difficulty understanding learning materials delivered online. Learning materials prepared by teachers are not studied to the maximum by learners at home. The main cause is the dividing of the focus of learning learners due to various applications in gadgets that affect their learning activities. Furthermore, the use of *mobile phones* that alternate in one house is also the cause of the low response of participants in learning activities. Another cause is the limited supervision of parents at home due to busy work and incomprehension in guiding children in learning.

#### c. Achievement of Indonesian Learning Outcomes during the *Covid-19* Pandemic

Student learning outcomes are a representation of the success or absence of the learning process implemented. Student learning outcomes can be used as an evaluation of the implementation of the learning process. Nilasari (2020:23) suggested that the achievement of learners' learning outcomes in the pandemic period can be said to be complete. The completion of learning is marked if the mastery of the substance of a Basic Competency (KD) which is the level of mastery of learners over a particular KD (Permendikbud No. 104, 2014). Learners achieve the completion of learning and also in general learners have mastered the competence of at least 75% of those set by Hermawan (in Nilasari, 2020: 23).

Furthermore, Nilasari (2020:23) suggests that learners create their own texts according to what is understood from the material knowledge about the structure of a text and examples of known texts. Of course, with limited time and media, the text created by learners has been collected. Existing limitations make teachers not maximally teach learners to be skilled in writing as they should. This shows that the learning of text writing has not been done properly.

#### 4. Learning problems Indonesian in pandemic times

The transition of learning from being originally face-to-face to distance learning or online raises many obstacles, because this happens suddenly without any preparation in advance. Learning Indonesian online as something new has its constraints. Not all teachers and learners are ready to face changes in the learning system at this time. So obstacles are not only experienced by teachers, but also by learners.

Nusantari, et al (2020:210) stated that the obstacles experienced by teachers during online learning, namely related to supervision and utilization of learning applications. Teachers have difficulty monitoring and supervising students during online learning. *Media schoology* that does not provide face-to-face features makes it difficult for teachers to monitor their learners. Another obstacle experienced by teachers is the demand to organize learning Indonesian with internet-connected information technology. This becomes a new thing for teachers because of the previous Indonesian learning that was held conventionally.

Online learning is a big challenge for teachers and students because of the use of certain *platforms* that have not been accustomed. Teachers have difficulty selecting, utilizing, and developing online learning media that are adapted to the conditions of learners. Teachers who have never used online media should try and adapt their abilities to the current demands.

The existence of *media schoology* does not necessarily solve problems related to the use of online learning applications. Different classroom conditions and circumstances in pandemic times require teachers to create fun and meaningful learning activities. In addition, pandemic conditions and online learning links make teachers must be skilled in utilizing various ways to organize effective online learning activities.

Nusantari, et al (2020:211) also stated that learning Indonesian online, learners also experienced obstacles. Obstacles experienced by learners, among others, distracted when following learning because of the lack of monitoring from teachers. The ease of accessing *platforms* or social media and their utilization in learning often shifts the focus or concentration of learners. Online Indonesian learning held at home needs supervision from parents as a substitute for the role of teachers, but parents are often ignorant of this. In addition, some parents of learners are also less accustomed to accompanying their son or daughter while studying at home.

Another obstacle that is also experienced by learners is related to the availability of learning facilities. Online learning requires the availability of learning facilities that support learning activities, such as *gadget* or computers. Learners are constrained by learning facilities such as *gadgets* and computers that are open privately owned or must share with parents or relatives who also participate in online learning activities. One of the obstacles experienced by parents is that not all parents of learners have *gadgets* or computers connected to the internet.

Facilities other than *gadgets* or computers that are needed by learners during online learning are internet networks. One of the challenges in online learning is the availability of internet services. Learners often experience constraints on servers and weak internet networks. Both of these result in learners being unable to *log in* to online classes and affect online participation.

### 5. Solutions to Overcome Indonesian Learning Problems in Pandemic Times

Nusantari, et al (2020:211) suggest that efforts or solutions to overcome problems or obstacles related to teacher difficulties reaching learners can be done by maximizing the presence of online media such as *WhatsApp*. Teachers and learners can use *WhatsApp* as a medium of educational discussion, access to learning

resources and the implementation of learning activities anywhere and anytime. While teacher constraints are related to limitations using innovative learning media, schools can strive to provide discussion and learning space for all teachers to exchange knowledge and knowledge about all things in online learning. The school provides space through *WhatsApp groups* to conduct discussions with fellow teachers.

While efforts to overcome the constraints of learners related to focus, that can be done by closing access to other accounts while participating in learning activities. Teachers also try to overcome these obstacles by managing the time of learning. It is recommended that online learning should be held in the not too distant future because it is difficult to maintain concentration or focus (Firman & Rahman, 2020).

Efforts to overcome student constraints related to the availability of learning facilities, disruptions to servers and internet networks that affect the participation of learners by asking permission to teachers. Learners explain the circumstances or obstacles that occur in teachers so that teachers also give tolerance to learners to be late to follow the learning. Parents as the party that replaces the role of teachers at home also seeks to meet the needs of learning facilities of learners. Online learning requires the support of internet-connected devices such as *gadgets*, *laptops*, and computers that can be used to access information anytime and anywhere. In this case learners, parents, and teachers must synergize to be able to solve obstacles related to student learning facilities.

### D. CONCLUSION

Education has an important role as *asocial agent of change*. Therefore, education is always directed towards achieving national goals. To achieve this goal, what needs to be developed is the education curriculum because one of the dimensions that cannot be separated from the development of the world of education is the policy regarding the curriculum. Indonesia itself has undergone many

curriculum changes, including curriculum 1947, 1952, 1964, 1968, 1975, 1984, 1994, 2004, 2006, 2013, and most lastly the Emergency Curriculum. Curriculum changes are often influenced by a variety of factors. Since the discovery of the *covid-19* virus in December 2019 in Wuhan City, China and spread to more than 200 countries including Indonesia, the government issued guidance on learning in the *covid-19* pandemic called emergency curriculum.

The implementation of Indonesian learning during the *covid-19* pandemic is a learning that is carried out based on regulations set by the government, namely SKB 4 ministers and Decree of the Director General of Pendis No. 2197 of 2020 on the implementation of learning in the emergency period. The guide gave birth to the Emergency Curriculum. Emergency curriculum becomes a reference in the implementation of Indonesian learning, although there are some obstacles and inaccuracies in its implementation.

Teachers experience obstacles related to the supervision and utilization of learning applications. In addition, teachers have limitations to interact with students and limitations in learning media that utilize the internet network. Students also experience obstacles during online Indonesian learning activities, namely focusing, facility limitations, and unable to *log into* online classes. The solution that can be done, namely teachers maximize the use of social media to interact with learners. In addition, teachers also follow discussions and guidance from schools to develop the ability to manage classes during online learning. While learners try to keep focus by closing access to other accounts during learning, asking permission and tolerasni from teachers when constrained by poor facilities or internet networks.

## REFERENCES

- [1] Alhamuddin. 2014. "Sejarah Kurikulum di Indonesia (Studi Analisis Kebijakan Pengembangan Kurikulum)". *Jurnal Nur El Islam, Volume 1, Nomor 2*. Diunduh dari <https://ejurnal.iaiyasnibungo.ac.id>, pada 21 Mei 2021.
- [2] Arwildayanto, Arifin, Warni. 2018. *Analisis Kebijakan Pendidikan Kajian Teoritis, Eksploratif, dan Aplikatif*. Bandung: Cendekia Press.
- [3] Dirjen Pendis. 2020. Keputusan Direktur Jendral Pendidikan Islam Nomor 2791 Tahun 2020 tentang Panduan Kurikulum Darurat pada Madrasah, 1-17.
- [4] Firman & Rahman, S. R. 2020. "Pembelajaran Online di Tengah Pandemi Covid-19". *Indonesian Journal of Educational Science (IJES), Volume 2, Nomor 2*. Diunduh dari <https://ojs.unsulbar.ac.id>, pada 20 Juni 2021.
- [5] Nilasari, K, E. 2020. "Pembelajaran Bahasa Indonesia di Masa Pandemi Covid 19". *Lentera: Jurnal Diklat Keagamaan, Volume 5, Nomor 1*. Diunduh dari <https://lentera.kemenag.go.id>, pada 22 Juni 2021.
- [6] Nusantari, S, S, dkk. 2020. "Pembelajaran Bahasa Indonesia Secara Online Pada Masa Pandemi Covid-19 Di SMA Islam Terpadu Nnur Hidayah Sukoharjo". *Jurnal Basastra, Volume 8, Nomor 2*. Diunduh dari <https://jurnal.uns.ac.id>, pada 22 Juni 2021.
- [7] Sanjaya, Jaka, Bangkit, dkk. 2020. "Implementasi kurikulum Darurat di Masa Pandemi Covid-19 dalam Upaya Pemenuhan Hak Pendidikan". *JIL: Journal of Indonesian Law, Volume 1, Nomor 2*. Diunduh dari <https://ejournal.iainsalatiga.ac.id>, pada 23 Juni 2021.
- [8] Subiyantoro, dkk. 2015. *Pengembangan Kurikulum: Suatu Kajian Teori dan Praktik pada Sekolah, Madrasah, dan Perguruan Tinggi*. Yogyakarta: Samodra Ilmu.
- [9] Sulthon. 2014. "Dinamika Pengembangan Kurikulum Ditinjau dari Dimensi Politisasi Pendidikan dan Ekonom". *Edukasia: Jurnal Penelitian Pendidikan Islam, Volume 9, Nomor 1*. Diakses dari <https://journal.iainkudus.ac.id>, pada 20 Juni 2021.

- [10] Syafaruddin, dkk. 2012. *Inovasi Pendidikan: Suatu Analisis Terhadap Kebijakan Baru Pendidikan*. Medan: Perdana Publishing.
- [11] Tilaar, H.A.R & Riant Nugroho. 2010. *Kebijakan Pendidikan*. Jakarta: Pustaka Pelajar.
- [12] Winata, K, A, dkk. 2021. "Kebijakan Pendidikan di Masa Pandemi". Diunduh dari <https://jurnal.um-palembang.ac.id> pada 22 Juni 2021.

## DEVELOPING TASK-BASED ENGLISH SPEAKING MATERIALS FOR EXTRACURRICULAR ACTIVITY FOR JUNIOR HIGH SCHOOL

Amanah Suci, Tri Wahyuni Floriasti  
English Language Education Study Program, Yogyakarta State University,  
amanahsuci01@gmail.com, triwahyunifloriasti@uny.ac.id

### Abstract

This research aimed to identify the learners' needs for English speaking skills and develop the appropriate English-speaking materials for the extracurricular activity, *Bahasa Inggris*, at SMPN 1 Ngaglik. The research procedure was adapted from Jolly and Bolitho's materials development process, which were (1) conducting needs analysis, (2) designing course grids, (3) developing the first materials, (4) evaluating materials, and (5) revising and writing the final draft materials. The data were collected using a needs analysis questionnaire and an expert judgment questionnaire. The research findings showed that the students needed English-speaking materials which are attractive and fit their needs to help them communicate fluently in daily life. The product of this study was speaking materials which consisted of three units. The product was developed by considering the goals of the program's goals needs, the principles of TBLT (Nunan, 2004). Based on the results of expert judgment, the materials were appropriate by the mean value of the whole units (3.60 of 4). The materials were evaluated in terms of content, language, presentation, and layout appropriateness.

**Key words:** develop, learning materials, task-based

### INTRODUCTION

The worldwide demand for English has created a paramount requirement for quality language learning. Having the ability to master English has become such a crucial skill that the government makes it a compulsory subject taught in school. According to *Permendikbud* No. 35 2018 about the Framework of Curriculum 2013, English is a subject taught twice a week at junior high. However, these limited hours reduce the amount of language exposure for the students.

In addition, the students need a place where they can get more opportunities to practice English outside classroom contact hours. Therefore, an extracurricular class is considered a great effort to improve the situation. Throughout the years, SMP N 1 Ngaglik has made some efforts to solve this problem by forming its extracurricular activity for English learning called *Bahasa Inggris*. The teachers, media, and facilities have already been sufficient.

However, there is one crucial issue regarding the extracurricular program. No specific English learning reference was used in the extracurricular activity that emphasizes improving the students' speaking ability. As a result, students performed poorly while communicating in English. Most of them find that it is difficult to use and produce sentences in English. For the program's effectiveness, developing supplementary speaking materials is needed and the existing coursebook to improve students' proficiency in junior high school. It is expected that the materials encourage the teacher to teach speaking and help the students to improve their speaking skills.

### RESEARCH METHOD

This study was a research and development. Gall, Gall, and Borg (2003: 569) state that educational research and development is an industry-based development model in which the results of the study are used to design new products and procedures, which then are systematically field-tested, evaluated, and



## FINDINGS AND DISCUSSIONS

### The Target Needs

Target needs concern about what to learn by the students. Target needs include the goals of learning, necessities, lacks, and wants. From the data of students' target needs, most of the students (81%) chose their goal in learning English is to be able to communicate fluently and well with people using English. Meanwhile, the questionnaire identifies the students' view of their need to learn speaking in the extracurricular program to communicate in English for the necessities. The students mostly (81%) prefer to have materials that can provide an opportunity to practice formal and informal communication. The data show that most of the students found difficulty in constructing ideas or opinions, which took 85.7% of the respondents. Most of the students wanted to use English fluently and accurately, shown by 85.7% of the polling. The graph also shows that 71.4% of students wish to the learning materials to help them better understand grammatical features and structures in English.

### The Learning Needs

The learning needs include the input, procedure, settings, learners' role, and teachers' role. According to the data analysis results, the students' listening input, like most, is in videos, which took 90.5% of the votes. The data also shows that the preferred listening materials took 85.7% of the polling from daily life materials, such as radio broadcast, news reading, songs, etc. The 57.1% of the students considered that the two to three minutes listening section as the most preferable. The majority of the students, with 81%, wanted daily life and activities as the main topic. The listening activity that most students wish to (85.7%) is listening to dialogue or monologue while completing fill-in-the-blanks text. Regarding speaking activities, the chosen speaking activity type by 90.5% is communication games, followed by storytelling (76.2%) and discussion on a

specific topic (71.4%). Furthermore, the most preferred activity to improve vocabulary is completing a blank text with the provided vocabulary with 85.7% of the overall polling.

In terms of the setting, most of the students (57.1%) preferred to learn outside the confinement of a classroom. In the aspect of learning manner, the students working in pairs to be most preferable are shown in 85.7% of the respondents. Meanwhile, 57.1% of the students acknowledge that working in a group of 3 to 5 people to be least desirable.

The learner's role refers to the parts that learners are expected to play in the learning process. The results show that most students wanted to be creative students regarding collecting information to solve a problem or finish an assignment, with 71.4% of the overall poll. On the other hand, teacher's roles refer to the parts that teachers are expected to play in the learning process. Most of the students considered that teacher's role is to explain the materials and then guide them to do the learning activity, which takes 81% of the voting.

All of these results were considered by the researcher to develop the learning materials. The researcher expected that the materials provide opportunities for the students to improve their speaking skills.

### Course Grid

The course grids are made in a table that displays some points such as essential competencies, topic, unit title, indicators, learning materials, learning activities, and resources. There are three-course grids that employ each of the vital competencies focused on verbal skills derived from the Curriculum of 2013.

### The Unit Design

They were designed based on the Task-Based Language Teaching (TBLT) by Nunan (2004) in developing the unit. The unit is classified into several parts; introduction, main lesson,

reinforcement, and fun features. In the introduction, there are unit titles, pictures, and learning objectives of the unit. It gives an overview of what students are going to learn in the unit. The main lesson of the materials consisted of *Let's Brainstorm*, *Let's Focus* and *Let's Examine*.

### The First Draft of the Materials

The title of the first unit is "Get To Know Me" with descriptive text as the main topic. The topic was chosen based on the needs analysis results, which mention that the students want learning materials relevant to their reality and can be used in daily life communication. There are three learning objectives presented in Chapter 1 cover which include: students can (1) use an adjective to describe the characteristics of people, (2) ask for information related to the characteristics of people, (3) give information related to the characteristics of people.

The title of Chapter 2 is "Today Was A Fairytale" and it focuses on narrative text. This chapter also includes a brief overview of storytelling and how to be a good storyteller. In addition, students learn about the grammatical features of narrative text, mainly the simple past tense. There are three objectives presented in the Chapter 2 cover, which are: students can (1) identify the features of narrative text, (2) identify and uses language forms in narrative text, and (3) tell narrative text stories interactively.

Chapter 3 is "Treat People With Kindness" which mainly focuses on giving a good speech. In this chapter, the students will also learn the characteristics of speech and persuasive languages. The speech topic was chosen because it allows students to form opinions, influence decisions, and even motivate change. There are two learning objectives from this chapter, which are: students can (1) identify the information from a speech and its language features and (2) demonstrate a short and effective speech

### The Expert Judgment

After the materials were drafted, which was later called "the first draft," the materials would then be evaluated by an expert. The materials evaluation was conducted by distributing an expert judgment questionnaire to a lecturer which an expert in materials development. There were four aspects to evaluate the developed materials: content, language, presentation, and layout appropriateness (BSNP 2014).

After the data were collected, they were analyzed to find the interval of the data stated by Suharto (2006) then the data were converted into the intervals. The results show that the first draft of the developed materials is very good, in the range of  $3.25 \leq \bar{x} \leq 4$ . The mean score of Chapter 1 was 3.57, Chapter 2 was 3.60, and Chapter 3 was 3.63. The total mean score of the materials is 3.60. Hence, it can be concluded that it is a good product and suitable for extracurricular activity.

## CONCLUSIONS AND SUGGESTIONS

### Conclusions

According to the needs analysis results, the students acknowledge that they learn English to develop their knowledge and improve their speaking skills. However, the students face some difficulties in achieving these goals. They have trouble understanding and constructing utterances or sentences in English. They also lack confidence and micro-skills such as spelling, pronunciation, grammar, and vocabulary. In addition, they stated that they need learning materials that can allow them to practice speaking, accompanied by a vocabulary list and how to pronounce the words.

The expert evaluation results illustrated that the developed materials are categorized as "very good" with a score of 3.6 of 4, which was evaluated based on four criteria proposed by The National Education Standards Board of Indonesia. Furthermore, the topics of each unit were chosen and developed based on

the needs analysis results, which intended to motivate students to learn English more excitingly and authentically. In addition, the content, presentation, language, and layout of the materials are suitable for the students' needs, grades, and proficiency levels.

### Suggestions

For the students of the extracurricular activity of SMP N 1 Ngaglik, the students should motivate and encourage themselves to achieve their learning target. They should also peruse and make use of the materials they have on hand to be more independent.

For English teachers of extracurricular activity in junior high school, English teachers are suggested that they develop various speaking activities that can be carried out outside the class. This kind of development is expected to help the teachers control the students' improvement and assess their speaking skills with limited speaking activities inside the class.

A researcher should conduct needs analysis in a more detailed questionnaire and insightful interview with the research participants for other researchers. Since the developed materials were evaluated by an expert, other researchers can use an implementation to know the suitability & appropriateness of the tasks from the students' point of view. This will provide a more accurate evaluation and response.

### REFERENCES

- [1] Brown, H. D. 2004. *Language Assessment: Principles and Classroom Practice*. New York: Longman.
- [2] Gall, M. D., Gall, J.P & Borg. W.R. 2003. *Educational Research: An Introduction 7th Edition*. Boston: Pearson Education.
- [3] Graves, K. 2000. *Designing language courses: A guide for teachers*. Boston: Heinle
- [4] Harmer, J.2001. *The Practice of English Language Teaching*: Third Edition. UK: Longman. 2007. *The Practice of English Language Teaching*. Cambridge: Pearson.
- [5] Hutchinson, T. & Waters, A. (1987). *English for Specific Purposes*. Cambridge: Cambridge University Press.
- [6] Jolly and Bolitho. 1998. *A Framework for Materials Writing*. In: Tomlinson. B., Ed., *Materials Development in Language Teaching*, Cambridge University Press, Cambridge: 90-115Miles, M.B., Huberman, A.M. & Saldana. 2014. *Qualitative Data Analysis, A Methods Sourcebook*, Edition 3. USA: Sage Publications.
- [7] National Education Standards Board. 2014. *Textbook Assessment Instrument Year 2014*. Jakarta: National Education Standards Board
- [8] Richards, J.C. 2001. *Curriculum Development in Language Teaching*. Cambridge: Cambridge University Press.

- [9] Richards, J.C. & Schmidt, R. 2002. *Longman Dictionary of Language Teaching and Applied Linguistics*. London: Longman
- [10] Tomlinson, B. 1998. *Materials Development in Language Teaching*. Cambridge: Cambridge University Press. 2012. *Materials Development for Language Learning and Teaching*. *Cambridge Journals*. pp. 143-179. Retrieved on March 16t

# CHAPTER 4

## Media and Information Technology in Teaching and Learning (In the Covid-19 Pandemic Era)

**EFFECTS OF WEB-BASED APPLICATIONS IN FOLKLORE LEARNING  
ON STUDENTS READING INTEREST IN CLASS X OF SMA MIFTAHUL HIDAYAH  
DURING COVID-19 PANDEMIC**

**Lamri<sup>1</sup>, Anwar Efendi<sup>2</sup>**

<sup>1</sup>Graduate Student Yogyakarta State University, Indonesia

<sup>2</sup>Lecturer of Yogyakarta State University

[Lamri.2020@student.uny.ac.id](mailto:Lamri.2020@student.uny.ac.id)<sup>1</sup>, [Anwar@uny.ac.id](mailto:Anwar@uny.ac.id)<sup>2</sup>

**Abstract**

This study was aimed to measure reading skill in folklore learning and its effect on students' reading interest through web-based applications (Microsoft Sway, LearningApps, and Quizziz) during the covid-19 pandemic. This study was a survey typed of quantitative research. The data collection techniques used questionnaires with a *Likert* scale. The population and the sample in this study were students of class X SMA Miftahul Hidayah Duko Timur Larangan Pamekasan. The data analysis techniques used questionnaire scores in measuring and adopting the actual score to be a scale value. The results of student questionnaire forms showed that the average score was 4.1 by 82%, so that, it could be categorized as good (B). Based on the results of the test trial, the students' reading interest in folklore learning through web-based applications (Microsoft Sway, LearningApps, Quizziz) in class X SMA Miftahul Hidayah was enhanced and suitable to be applied in the learning process during the Covid-19 pandemic.

**Keywords** : Learning, Folklore, students

## 1. Introduction

The education problems in Indonesia is still on the weakness of students' reading interests. The existence of inhibiting factors is the reason why Indonesian students' interest in reading is quite high. Through a survey conducted by the Program for International Student Assessment (PISA) in 2015, Indonesia was ranked 64th out of 72 countries in the period 2012-2015. During this period, Indonesia was recorded as a country with low level of literacy in the reading culture of the people. The government through the regulation of the Education and Culture minister (Permendikbud) Number 23 of 2015 about the growth of character, one of the goals is to strengthen the literacy culture of students, many schools have started implementing 15 minutes of reading non-lesson books before the learning begins. The habituation is expected to foster interest in reading and improve reading skills therefor the knowledge can be mastered better.

Students learning activities do not always run smoothly. Students generally experience high enthusiasm in participating in learning or vice versa experience low concentration in understanding the lessons. Sitepu (2012:33) stated that in order to achieve the expected learning objectives, educators need to conduct the educational process in an interactive, inspiring, fun, challenging, motivating student to participate actively, and provide sufficient space for initiative, creativity, and independence in accordance with talents, interests, physical and psychological development of students.

The 2019 Coronavirus Diseases (Covid-19) pandemic that is being faced by various countries throughout and has not yet ended, it has an impact for education sector. the impact of covid-19 causes a significant decrease in the quality of education, especially for students. Therefore, to balance and carry out the learning process, the learning system in this emergency period has also changed from face-to-face

learning (offline) to virtual face-to-face learning (online). This has become easier along with the rapid development of information technology (IT), the mechanisms and concepts of IT-based learning become a very basic requirement in the learning process. This concept, known as E-Learning, it brings the influence of the transformation process of conventional education into digital form of learning.

Philosophically, E-Learning demands the implementation of an independent learning system. Kusmana (2011) suggested that independent learning does not mean self-study. The most important thing in the independent learning process is to increase the willingness and skills of students in the learning process without the help of others. Efendi (1996:28), stated that as a means of teaching or learning process, science and technology are not only emphasized on the transfer or transmission of knowledge alone. But it provides opportunities for students to be able, with their own initiative, to develop the knowledge gained and relate it to other dimensions of science and to the wider problems of life around it.

The development of technology has become a potential, especially in the field of education. So, it must be responded positively and adaptively. Hussin (2018). The use of technology has enabled the emergence of learning distance and encouraged greater innovation in creating teaching methods inside and outside the class. Almeida & Simoes classroom (Fitryani. Etc., 2020:166). which takes place quickly and provides challenges to students where students are always challenged to continue to learn so that they can adapt as well as possible (Ahmadi. Supriono, 2013:104)

Hamdayama (2016: 68) argued that the use of media in the implementation of learning has an important role in learning outcomes. That is the material being studied which is abstract in nature becomes easy for students to understand. Smith Et. Al (Young Cho. Et. Al, 2018:5). Furthermore, Torkugoz (Priyambodo, 2012: 100) stated

that learning with visual media devices provides benefits, such as exploring individual honesty, creating effective communication and providing flexibility in learning activities.

Miftahul Hidayah Senior High School, Duko Timur, Larangan, Pamekasan conducts a learning system that aligns with the National Education Standards. During the Covid-19 Pandemic, there was problems felt by teachers and students in carrying out the process, especially in online learning. The lack of facilities that can support the implementation of learning, plus monotonous learning innovations, so that in an effort to carry out learning that takes place ideally, it is still far from what is expected. In order to support the learning process and increase students' literacy in reading interest during the COVID-19 pandemic, an interactive and inspiring learning innovation is needed, especially web-based learning that makes students motivated to improve their reading literacy.

Beside that, reading is a process that someone conducts to get a message. (Artati, 2008:2). Burnes (Subadiyono, 2014:1), suggested that reading is understanding written discourse. Reading is an interactive process, which is a process when the reader is involved in exchanging ideas with the author through the text. Reading skills are necessary for a person to be able to learn from texts and are important for lifelong learning. An effective way to understand a text thoroughly is to use a reading strategy (Koch and Sporer, 2017:1).

The ability of students to understand the reading text must be balanced with the content of the message conveyed by the author. The interactive reading model can help students understand the message or content of the reading that has been read. (Bukhari, 2010:11). According to Aebersold and Field (1997: 67) Reading introduction can help learners remember a number of topic information that has been known, both from personal experience and reading. so that students get various literacy features, one of which is reading literacy through digital literacy. Stein and Glenn (In Huang, C.T and Yang, S.C, 2015:381).

Braasch (2019:2) suggested that the characterization of the reading process can attract readers when trying to build a coherent understanding. Thus, to support students to become good readers, teachers must really understand the intricacies of reading such as reading principles, characteristics of good reading, reading readiness, how students motivate them to enjoy reading and so on (Widodo, 2019:3).

On the other hand, one of the materials contained in Indonesian language lessons is literary works. Learning literature in Indonesian aims to improve the ability of students to enjoy, appreciate, and understand the literary works. (Suryaman, 118:2010).

The literature itself, according to the experts, refers to the art of literature which is seen as an imaginative work (Wellek and Warren, 2014:11-13). Literature is a work of art mediated by language whose beauty elements stand out (Nurgiyantoro, 2016: 489). Literature can also be defined as a work of art that is autonomous, independent, free from reality, authors, and readers. (Wiyatmi, 2008:18).

One of the lessons in SMA class X, the indicators and the competencies are preserving the value of the local wisdom through folklore. Basic Competencies of folklore learning include; First, identifying the value and content of folklore. Second, developing the meaning of the saga. Third, comparing the values and language of the saga with the short story. Fourth, developing the saga into short stories. Based on the mapping of the material, through the process approach, students are expected to be able to understand the content of the readings or lessons that have been studied. In addition, reading with a process approach has several stages, namely pre-reading, reading, responding, exploring, and expanding interpretation.

#### a. Prereading

In the pre-reading stage, the teacher builds the students' background knowledge and stimulates their interest. Teachers can also provide

basic concepts related to what students will learn in folklore learning.

#### b. Reading

Students begin to read examples of folklore. Through this reading stage, students can recognize the value and content of folklore, develop the meaning of saga, compare the values and language of the saga with short stories, and develop saga into short stories.

#### c. Responding

After reading the examples of folk tales, students respond the folk tales. Students can tell what are the interesting things they get after reading folklore.

#### d. Exploring

At this stage, students learn folklore deeply, starting from distinguishing the values and contents of folklore, developing the meaning of saga, comparing the values and language of saga with short stories, developing saga into short stories. Students can also look for examples other than those given by the teacher.

#### e. Expanding Interpretation

Students expand understanding, reflect understanding, and appreciate the reading experience in this final stage. Students create a project presenting a folklore. This project can be done individually or in groups.

Furthermore, there are several alternative media that can be used in folklore learning activities, both for online and offline learning. The media or methods includes the following.

#### a. Microsoft Sway

Microsoft Sway is one of the features of Microsoft Office 365. This feature can be used to present material with an attractive appearance. Media with Microsoft Sway can be used at the prereading stage. The teacher includes basic concepts related to folklore



learning materials to build students' initial knowledge. teachers can share material links that can be accessed anytime and anywhere.

b. LearningApps.org

This application can be used for material identifying information or messages from folklore and material for studying the structure and language of folklore at the exploring stage. Quiz options that can be used are matching pairs or group assignments. This quiz asks students to match one with another, so that it can be used to match structure with types of folklore. The disadvantage of this media is that the teacher cannot monitor how many students have worked directly. Students need to submit screenshots after working for grading. This media can be used for online learning.

c. Quizizz

This Quizizz media can be used for the final evaluation of learning. Quizizz is an online quiz platform used for learning. There are several types of quizzes that teachers can use. The teacher arranges the quiz via the quizizz.com link while students who will take the quiz can join via joinmyquiz.com and enter the code from the teacher.

Quizzes through the Quizizz media can be monitored more, because the number of participants who take the quiz can be seen by the teacher. The final results of the quiz can also be documented although it is only limited to some of the highest scores. This media helps in online learning.

2. Research Method

This study was quantitative with a survey type. The quantitative research method is a method for testing certain theories by examining the relationship between variables. Survey type research is used to present the quantitative description of a population. (Creswell, 2014:17). The data sources in this study were students class X of SMA Miftahul Hidayah Duko

Timur Larangan Pamekasan. The data collection techniques in this study was carried out using primary data that was taken directly by the researcher by means of a questionnaire technique (Kurniawan and Puspitaningtyas, 2016: 82). The questions in the questionnaire use a Likert Scale to represent the opinion of the respondents on each question. Likert scale is a scale used to measure perceptions, attitudes or opinions of a person or group regarding an event or social phenomenon. (Pranatawijaya, et al: 129).

The data analysis technique in this study used a questionnaire score analysis technique using five assessment categories including Very Good (SS) = 5, Agree (S) = 4, Neutral (N) = 3, Disagree (TS) = 2, Strongly Disagree (STS) = 1. By adopting the actual score conversion model into 5 scales value proposed by Sukardjo (Razaqi, 2019: 35).

a. Measuring the average score of the product:

Figure 1.

$$\bar{x} = \frac{\sum x}{n}$$

Description:

$\bar{x}$  = Average score

$\sum x$  = total of item scores

$n$  = Total item (Sugiyono, 2016: 49).

b. From the 5 scales, it can be seen that the maximum score is 5, and the minimum score is 1, so that in calculating  $M_i$  and  $SBI$  it is as follows:

$\bar{M}_i$  = ideal mean, measuring with the  $M_i$  formula:

$\frac{1}{2}$  (ideal maximum score - ideal minimum score)

$SBI$  =ideal standard deviation, it measured as:

$(\frac{1}{2})(\frac{1}{3})(\text{ideal maximal score} - \text{ideal minimum score})$

$$\text{Ideal percentage} = \frac{\text{Average score}}{\text{ideal maximal score}} \times 100\%$$

Figure 2.

c. Measuring the ideal percentage:

Based on the equation in the table above, it can be obtained guidelines for converting score of 1 to 5 to conclude the feasibility level of the media used. If the values of  $(M_i)$  and  $S_{Bi}$  are substituted into the ideal assessment category, then the criteria for the assessment category for a scale of five are generated as shown in the following table:

Tabel 1. the assessment criteria of *Likert* scale

No	Interval ( <i>i</i> )	Category
1	$\bar{X} > 4,20$	Very Good (B)
2	$3,40 < \bar{X} \leq 4,20$	Good (B)
3	$2,60 < \bar{X} \leq 3,40$	Fair (C)
4	$1,80 < \bar{X} \leq 2,60$	Poor (K)
5	$\bar{X} \leq 1,80$	Very Poor (SK)

### 3. Result and Discussion

The results of the study of web-based learning media through the application using Microsoft Sway, LearningApps.org, and Quizziz in 20 students class X as the data source. Web-based learning media contains folklore material by mapping the material to identify the value and content of folklore, developing the meaning of saga, comparing the values and language of the saga with short stories, developing saga into short stories.

The recapitulation of the calculation score for each indicator and the overall results of the indicators from the results of collecting answers can be seen in the table below:

#### 3.1 The recapitulation of student class X SMA Miftahul Hidayah answer forms

The results of the student questionnaire forms that have been collected from the total answers of each indicator that have been carried out, it can be summarized as follows; form 20 students who answered Strongly Agree (SS) on each statement indicator that had been given through the questionnaire, there were 116 answers, those who answered agree (S) were 119 answers, those who gave neutral (N) were 45 answers, those who answered disagreed (TS) were 16 answers, and those who answered strongly disagree (STS) were 4 answers.

The recapitulation of the calculation score for each indicator and the overall results of the indicators from the results of collecting answers can be seen in the table below:

	<b>Indicator</b>	<b>Validator score</b>
<b>1</b>	Menurut saya aplikasi Microsoft Sway sangat menarik diterapkan saat diadakannya pembelajaran jarak jauh	<b>83</b>
<b>2</b>	Menurut saya aplikasi LearningApss sangat menarik diterapkan saat diadakannya pembelajaran jarak jauh	<b>80</b>
<b>3</b>	Menurut saya aplikasi Quizziz sangat menarik untuk diterapkan saat diadakannya pembelajaran jarak jauh	<b>81</b>
<b>4</b>	Dengan menggunakan metode Microsoft Sway, saya merasa bersemangat untuk membaca	<b>80</b>
<b>5</b>	Dengan menggunakan metode Learning Apss, saya merasa bersemangat memahami dan mencermati bacaan	<b>79</b>
<b>6</b>	Dengan menggunakan metode Quizziz, saya merasa bersemangat untuk rajin berlatih	<b>75</b>
<b>7</b>	Dengan Microsoft Sway, saya lebih dapat mengeksplorasi/ mencermati pembelajaran sastra.	<b>87</b>
<b>8</b>	Dengan LearningApss, saya lebih dapat mengekspresikan/ mendeskripsikan pembelajaran sastra.	<b>80</b>
<b>9</b>	Dengan Quizziz, saya lebih dapat mengerjakan tes/tugas dalam pembelajaran sastra.	<b>81</b>
<b>10</b>	Saya lebih suka pembelajaran sastra dengan menggunakan aplikasi Microsoft Sway.	<b>85</b>
<b>11</b>	Saya lebih suka membaca dan mengikuti materi pembelajaran sastra dengan aplikasi LearningApss	<b>87</b>
<b>12</b>	Saya lebih suka mengerjakan soal di Quizziz daripada mengerjakan soal dikertas.	<b>80</b>
<b>13</b>	Dengan aplikasi Microsoft Sway saya menjadi lebih paham dengan materi dalam pembelajaran sastra.	<b>79</b>
<b>14</b>	Guru harus lebih sering memberikan materi melalui aplikasi LearningApss	<b>84</b>
<b>15</b>	Saya menjadi lebih semangat untuk mempersiapkan pembelajaran sastra dengan aplikasi Quizziz agar mendapatkan nilai yang memuaskan	<b>83</b>
<b>Σ Validator Score</b>		<b>1224</b>
<b>X Score</b>		<b>4,1</b>
<b>Ideal percentage (%)</b>		<b>82</b>

3.2 The average result is calculated based on the recapitulation of the scores collected from each indicator.

$$\sum x = 1224$$

$$n = 300$$

$$\bar{X} = \frac{\sum x}{n} = \frac{1224}{300} = 4,1$$

3.3 The criteria

Total indicator = 300 items

Maximal ideal score = 5

Minimal ideal score = 1

$$\overline{Ml} = \frac{1}{2} (5 + 1) = 3$$

$$Sbi = \left(\frac{1}{2}\right)\left(\frac{1}{3}\right) (5 - 1) = 0,7$$

$$\bar{X} = 4,1$$

Table 3. of measuring ideal assessment criteria

	Interval	Category
1	$\bar{X} > 4,20$	Very good (A)
2	$3,40 < \bar{X} \leq 4,20$	Good (B)
3	$2,60 < \bar{X} \leq 3,40$	Fair (C)
4	$1,80 < \bar{X} \leq 2,60$	Poor (D)
5	$\bar{X} \leq 1,80$	Very poor (E)

Category quality = Good (B)

$$\text{Ideal percentage} = \frac{4,1}{5} \times 100\% = 82\%$$

#### 4. CONCLUSION

This study concludes that based on the results of learning trials using web-based applications for class X students of Miftahul Hidayah Sumber Duko Larangan Pamekasan using Microsoft Sway, LearningApps.org, Quizziz applications during the covid-19 pandemic is feasible or suitable to use. This is evidenced by the responses collected from students' answers using questionnaire forms which shows that students get the average score 4.1 with the percentage 82% so that it can be

categorized as good (B). Based on the results of the trial that have been carried out, reading interest in folk stories through web-based applications (Microsoft Sway, LearningApps, Quizziz) in class X SMA Mifathul Hidayah is feasible or suitable to be applied in the learning process during the Covid-19 pandemic.

#### REFERENCES

- [1] Aebersold, Jo Ann & Field, Marry Lee. 1997. *From Teacher to Reading Teacher*. Cambridge: Cambridge University Press.
- [2] Ahmadi. Abu, Supriyono. Widodo, 2013. *Psikologi Belajar*. Jakarta: PT. Rineka Cipta.
- [3] Artati, Y. Budi. 2008. *Terampil Membaca*. Klaten: PT. Intan Pariwara.
- [4] Bukhari. 2010. *Ketrampilan Berbahasa (Membaca dan Menulis)*. Banda Aceh: Yayasan Pena.
- [5] Braasch, Jason. L.G. 2019. "Advances In Research On Internal and External Factors That Guide Adolescents' Reading and Learning On The Internet". *Journal For The Study Of Education and Development*. Hlm. 2.
- [6] Cho, B.Y. Han, Hyeju, Kacun, Linda. L. 2018. "An Exploratory Study Of Middle-School Learnes' Historical Reading In An Internet Environtment". *Departement of Instruction and Learning, Learning Research and Development center, University of Pittsburgh, 5114 Wesley W. Posvar Hall, Pittsburgh, PA 15213, USA*
- [7] Efendi, Anwar. 1996. "Sastra Sebagai Sarana Mengembangkan Ranah Afektif Siswa". *Jurnal Cakrawala Pendidikan*. No.1. Hlm 28.
- [8] Fitriyani, Yani. Dkk. 2020. "Motivasi Belajar Mahasiswa Pada Pembelajaran Daring Selama Pandemi Covid-19". *Jurnal Kependidikan*. Vol. 6, No. 2. Hlm. 166.



- [9] Hamdayama. Jumanta, 2016. *Metodologi Pengajaran*. Jakarta: PT. Bumi Aksara.
- [10] Huang, C.T & Yang, S.C. 2015. "Effects of Online Reciprocal Teaching on Reading Strategies, Comprhension, Self-Efficacy, and Motivation". *Journal Of Educational Computing*. Vol. 52, No. 3. Hlm. 382.
- [11] Koch, Helvi dan Sporer, Nadine. 2017. "Student Improve In Reading Comprehension by Learning How to Teach Reading Strategies. An Edivence-Based Approach for Teacher Education". *Jurnal Sagepub/com/homeplat*.
- [12] Kusmana, Adi. 2011. "E-Learning Dalam Pembelajaran". *Litera Pendidikan*. Vol.14, No.1. Hlm. 48-49.
- [13] Nurgiyantoro, Burhan. 2016. *Penilaian Pembelajaran Bahasa Berbasis Kompetensi*. Yogyakarta: BPFE-Yogyakarta.
- [14] Sitepu, B.P. 2012. *Penulisan Buku Teks Pelajaran*. Bandung: PT. Remaja Rosdakarya.
- [15] Peraturan Menteri Pendidikan dan Kebudayaan Nomor 22 Tahun 2016 Tentang *Standar Proses Pendidikan Dasar dan Menengah*. Jakarta: Kemendikbud.
- [16] Priyambodo, Erfan. Dkk. 2012. "Pengaruh Media Pembelajaran Interaktif Berbasis *Web* Terhadap Motivasi Belajar Mahasiswa". *Jurnal Kependidikan*. Vol. 42, No. 2. Hlm. 100.
- [17] Razaqi, R. S. 2019. "Sistem Informasi Penjualan Menggunakan Visual Basic 2010 di Toko Fitri Kecamatan Banyuputih". *Jurnal Ika*. Vol. 7, No. 1. Hlm. 35-36.
- [18] Subadiyono. 2014. *Pembelajaran Membaca*. Palembang: Noer Fikri Offset.
- [19] Suryaman, Maman. 2010. "Pendidikan Karakter Melalui Pembelajaran Sastra". *Jurnal Cakrawala Pendidikan*. Edisi Khusus Dies Natalis UNY.
- [20] Wellek, Rene & Austin Warren. 2009. *Teori Kesusastraan* (Diterjemahkan oleh. Melani Budianto). Jakarta: Gramedia Pustaka Utama.
- [21] Widodo. Heri, 2019. *Cara Meningkatkan Minat Baca Siswa*. Semarang: Penerbit Mutiara Aksara.
- [22] Wiyatmi. 2009. *Pengantar Kajian Sastra*. Yogyakarta: Pustaka Book Publisher.

**THE USE OF DIGITAL STORYTELLING IN TEACHING  
EFL WRITING IN THE COVID-19 PANDEMIC ERA**

**Muhammad Fadhlán Falaakh<sup>1</sup>, Stefani Ernes Adisti<sup>2</sup>, Setyo Prasiyanto Cahyono<sup>3</sup>**

*Faculty of Humanities Universitas Dian Nuswantoro*

*Semarang, Indonesia*

*fadlanfalaakh@gmail.com<sup>1</sup>, [stefanyernesta@gmail.com](mailto:stefanyernesta@gmail.com)<sup>2</sup>, setyo.cahyono2010@gmail.com<sup>3</sup>*

**Abstract**

This study explores the implementation of digital storytelling to teaching writing for EFL students. The participants of this study were gained from 20 out of 120 students of the third semester who take Intermediate Genre Based Writing class purposively. Meanwhile, in implementing the use of digital storytelling is using qualitative method and in collecting the data, the researchers conducted trilingual methods including observation, documentations and interview to the students and the teacher. The study resulted 20 draft stories and 20 digital storytelling. These results are supported by data from interviews with teachers and the documentation of the video recording during the online teaching and learning process. Through observation, it is also found that the teacher guides and motivates her students to take part actively and enthusiastically when the process of teaching and learning takes place. Moreover, the students also increase their knowledge of using media amazingly. It is proved by some products of media created by students when they did presentation such as they can create a digital storytelling which is combining text, picture and sound by using a simple application named Canva.

**Keywords:** COVID-19, digital storytelling, media, millennial, writing skill.

## 1. Introduction

The COVID-19 pandemic has had an impact on the teaching field. Pandemic changed the pattern of our higher education [1]. As a result from the outbreak, learning media and systems are starting to shift from conventional learning to the latest learning process by utilising technological assistance [2], in which all conventional face-to-face classes turn into online classes [1]. Online learning is a technology-based educational method, or more specifically, online education is a form of distance education that uses computers and the internet in networks as a medium for delivering educational material [3]. Through the use of digital network, both teacher and students can carry out the learning process regardless of time and place virtually. The internet, networks, and digital media all play important roles as learning media in online learning since the learning media itself focuses on how shared spaces can be used to communicate ideas and produce specific learning content so as to improve the skills of students and teacher [4].

As for attending scheduled important research activities, professors in Japan were permitted to continue their work in the college laboratories. On the other hand, researchers in Northern New York State were not allowed on campus during the lockdown [5].

When it comes to learning, English learning consists of four main skill aspects, such as listening, speaking, reading, and writing. Writing is considered as a complex skill that people must master, especially in academic writing. Not only the students that will experience difficulties, but teaching English writing skill is also considered as a challenging task for EFL teachers [6]. Some studies has been done in the area of teaching writing to EFL students, to resolve the difficulties of teaching writing. For instance, a study conducted in Palestine that focuses on criticizing teachers' traditional methods in teaching writing [7]. Within their

study, they found out that using traditional teaching methods results in a passive and monotonous classroom activities. Therefore, it is necessary for the appropriate teaching media to be more varied, creative, and innovative in order to increase student motivation to learn, make a student master better learning goals, agree on the appropriate learning method, and increase student activity in learning [8]. Writing can also be taught through the use of online media. Nowadays, most students all over the world use social media as a part of their daily life [9]. Knowing this, teaching EFL writing through the use of online media is considered to be effective. Digital learning through videos is very effective because of the aspects of flexibility which can help the depth and retention of knowledge, in addition to motivate an interest in learning as it can be used to illustrate the relevance of concepts [10].

Another way to improve students' writing skill is through digital storytelling. Digital storytelling provides students the opportunity to gain new skills such as synthesis, analysis, and evaluation while given the chance to interact and showcase their work for the class to see [11]. To engage EFL learners cognitively and effectively with a story, it is argued that careful selection of story content should be made by focusing not only on linguistic resources but also on elements that might catch the interest of the students such as interesting characters, a clear plot and ending [12]. Digital storytelling could become a viable approach regarding media learning. As story itself is a rich resource for literacy that provides abundant linguistic resources for students to learn. Its concept revolves around the idea of combining the art of telling stories with the help of the expanding multimedia technology, such as images, audio, and video. Therefore, by introducing technology into EFL learning, digital storytelling can combine the advantages and success of traditional storytelling with the innovations of new technologies to teach English to non-native students [13]. Engaging interactively with stories allows EFL teachers and students not only to extend their language proficiency, but also to develop emotional involvement with the target language [14]. In order for students to achieve this, digital storytelling undergoes different phases, one of

them is writing the script. Students will have to write a story of their own version, which then will be used as 'the script' as in a film. The purpose of this writing process is to enhance students' capability to write creatively.

## 2. Theoretical Review

### A. Digital Storytelling

Digital storytelling is a form of digital production that combines the art of telling stories and digital media in which includes text, pictures, recorded audio narration, music, and video. These elements are then blended together with the use of computer software in order to tell a story that usually revolves around a specific theme or topic and often contains particular point of view [15]. Digital storytelling are mostly expected to be short, within the length of between 2 to 10 minutes of presentation.

Digital storytelling have been widely acknowledged by many as an effective method in learning. As stated by [15], digital storytelling have the potential to be a powerful education method for students at all ages and levels, as it capitalizes on the creative talents of students. In addition, digital storytelling could improve a students' skill to analyse, synthesise, and evaluate their own creation of stories. This further proves that digital storytelling benefits students in many different literary perspectives when they create or write their own stories, which are compiled in the table below:

**Digital literacy**

The ability to communicate to discuss issues, gather information, and seek help.

**Global literacy**

The capacity to read, interpret, respond, and contextualize messages from a global perspective.

**Technology literacy**

The ability to use computers to improve learning, productivity, and performance.

**Visual literacy**

The ability to understand, produce, and communicate through visual image.

**Information literacy**

The ability to find, evaluate, and synthesize information.

Fig. 1. The benefits of digital storytelling in 21<sup>st</sup> Century Skills and Literacies [15].

From the table, it can be concluded that digital storytelling opens up many opportunities for students to improve their soft skill ability and further develops better understanding on various literacy fields.

## B. Digital Media

Digital media is defined as media that presents a variety of content by combining data, text, sound, and numerous types of images that are stored in digital formats and delivered through optical cable-based networks, broadband, satellite, and micro systems [16]. This media is also addressed to as new media due to the constellation of media technology changes that cannot be summed up in a single technical characteristic. Furthermore, this media refers to computer applications that include multimedia, artificial intelligence, networks, and several electronic systems, according to [17], it all cover transmission systems (via cable or cable), miniaturization systems, information storage and retrieval systems, image presentation systems (using a flexible combination of text and graphics), and control systems (by computers).

The use of digital media in learning is considered to support teaching and learning process by allowing students to understand the material provided through various teaching

methods in which teachers do not always use the lecture method to teach but also use other methods such as discussion and analysis. Moreover, the use of digital in education is considered necessary due to multiple aspects, such as the availability of broad access to information, in which students can access information whether it is related to lessons or other matters outside of academia as long as there is an internet network and digital media is also a practical educational tool where the learning process can be done anywhere.

Essentially, new digital media represents a media ecology in which more traditional media converge with digital media, particularly interactive media and social communication media [18]. In more detail, social media platforms such as Facebook, Twitter, Instagram, and YouTube are listed as new digital media that fall under the category of online media, in which this type of media allows ordinary people to participate, share, talk, and create online networks. Other new digital media include smartphones, notebook computers, portable media players, video games, and virtual reality.

## C. Recount Writing

A recount text is a piece of text that recalls past events in chronological order [19]. Recount writing, in other words, is a type of writing that tells a story about an event or experience that is usually based on the author's own experiences; thus, stories are usually told in the first person. According to [20], there are several specifications for language features in recount writing, including specific participants, the use of material processes, time and place circumstances, the use of past tenses, and temporal sentences. In more detail, the writing uses the past tense and descriptive language, with adverbs and adjectives frequently applied to bring the story to life. Moreover, events are usually explained in chronological order by paying attention to time conjunctions, quotations, and introductory paragraphs

that simply explain who, what, where, and when. According to [21], a recount text has a generic structure that covers the orientation, which includes the introduction of background information in the context of the text; the events, which contains a chronology of events; and the reorientation, which involves the author's personal statement as a closing paragraph.

Recount writing is classified into several types based on the purpose of the writing. The first one is a personal recount or writing about a specific author's experience, which is usually written in a diary or when someone tells another person about something that happened to them. Second, Factual Recount refers to a type of newspaper report that aims to inform the reader about a specific event by providing facts or evidence as supporting data. Third, Imaginative Recount is a type of recount writing that uses factual knowledge about an event to create a fictitious account of the incident in order to help readers understand the event by presenting a fictional recount as real as possible. Fourth, a procedural recount is a type of recount that scientists frequently use to describe an experiment so that others can replicate it. Fifth, Literary Recount is a kind of recount writing that is intended to be entertaining.

### 3. Methodology

Descriptive qualitative method was applied in conducting this study. The data of this study were gained from 20 out of 120 students' recount writings of the third semester who took Intermediate Genre Based Writing class purposively. Meanwhile, in collecting the data, the researchers conducted trilingual methods including observation, documentations and interview to the students and lecturer. The observation was conducted during 4 meetings of teaching recount writings where the lecturer implemented learning cycles in teaching the material. The study resulted 20 draft stories and 20 digital storytelling as part of their individual assignments. In analyzing the data, the researchers employ text classification including the schematic structure and linguistics features proposed in [22] and classified the data into three namely higher, medium and lower achievers.

### 4. Result and Discussion

Based on the results of the assignments given to 20 students who took the Intermediate Genre Based Writing class in the third semester, the researchers indicated that the lecturer successfully implemented digital storytelling in teaching EFL writing. Furthermore, observations imply that researchers can categorize students into three types, higher achievers, middle achievers, and lower achievers. A more detailed explanation is described as follows:

Higher achievers are students who can create teaching content that meets overall standards. Fulfilment of these standards refers to digital storytelling content that is schematic with a clear pattern of material processing, no grammatical errors, complete linguistic features, and excellent pronunciations. Meanwhile, Middle Achievers refers to students' digital storytelling content as teaching materials that almost meet the standards due to flaws in several aspects. This shortage involves the discovery of grammatical errors or incomplete linguistic features in some parts. Lower Achievers, on the other hand, refer to students who create teaching content that does not meet the standards due to a high amount of errors, and students in this category often refers to students with the lowest grade results. The errors in the digital storytelling content are caused by schematic inconsistencies, a lack of clarity in the process material, incomplete linguistic features, and numerous grammatical errors.

#### A. Higher Achiever

During the observation process, the researchers found several results that are considered as higher achiever results. The students in this category have succeeded in compiling their digital storytelling that meets high standard. It means that their results have schematically arranged structures, correct uses of linguistic features, proper grammatical usage, and native

pronunciation, as seen in the example below:



Fig. 2. Orientation of higher achiever recount digital storytelling

It can be seen in the figure 2 above that the student is aware of the function of orientation in recount writing by explaining what he experienced several years ago during his holiday. The figure above also reveals proper grammar usage in recount writing, begins with the usage of "I had the opportunity", that uses perfect past tense and the phrase "Several years ago" shows temporal expression.

Another example below shows the events of the student's recount:

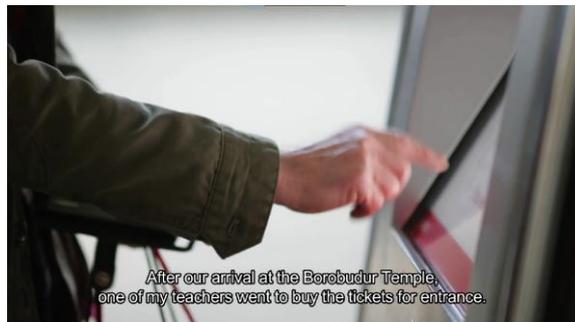


Fig. 3. Events of higher achiever recount digital storytelling.

According figure 3 above, it can be seen that the student is recalling some particular events in their story, which reveals the student's understanding of the purpose of events in recount writing. The student is also aware of the essential linguistics features in recount text, the usage of temporal conjunction can be seen in the phrase "After our arrival" that suggests the continuation of events. Simple past tense is also used in the phrase "One of my teachers went to buy" which further proves that the events told in his story happened in the past.

Below is another example of events of the student's recount:



Fig. 4. Events of higher achiever recount digital storytelling.

In figure 4 above, it can be seen that this is another part of events in the student's story. It is proven by the usage of temporal conjunction in the phrase "Then" which suggests that this event is the continuation of the previous event. The student also used simple past tense in this figure, which can be seen in the phrase "we spent the rest of our time" suggesting this event happened in the past.

The figure below is the reorientation of the student's recount:



Fig. 5. Reorientation of higher achiever digital storytelling.

It can be seen from figure 5 that the student is aware of the purpose and function of reorientation in recount writing. The student stated his own personal statement regarding his story as a closing. Proper linguistics features such as adjectives and past tense can be seen in the figure, revealed in the phrase "The experiences that I had was exhausting". The phrase "it was very exciting and I had

a lot of fun” also contains simple past tense and the usage of adjectives.

With these examples, it can be concluded that students in the higher achiever category is aware of the structure in recount writing and the importance of its linguistics features. Contents included in the video is also coherent with the story, meaning that it’s not out of the place. The structure is schematic, orientation, events and reorientation is presented in their respective order. Intonation and pronunciation is excellent, which helps listener’s understanding. These aspects are essential in order to achieve recount digital storytelling result with high standards.

### B. Middle Achievers

The researchers, on the other hand, discovered several students who are categorized in middle achievers due to a few errors in their digital storytelling content. Although the structure is well-organized, there are some lack of fluency in pronunciation, and some linguistic flaws, as shown below:



Fig. 7. Events of middle achiever recount digital storytelling.

According to figure 7, it can be assumed that the student is aware of the function of events in recount writing. The student compiled her events in chronological order by using linguistics features such as “On the third day” which shows temporal expression. The phrase “I was amazed when I first saw this mall” focuses on the use of simple past tense, the same goes to action verbs that are also used in her content, begins with the phrase ‘see’, ‘walked’, and ‘took’. Meanwhile, the phrases such as ‘on the second day’, ‘on the third day’ and ‘the following day’ refers to the usage of temporal conjunction in order to retell events in chronological order. Although the story is telling the story of the student specifically, the usage of pronoun “we” in the story is quite excessive. Therefore shifting the specific participants in the story to “we” instead of the student herself.

Fig. 6. Orientation of middle achiever recount digital storytelling

In the figure 6 above, it can be seen that the student included orientation in the story by using past tense and temporal expression to retell events in the past. Although in the figure 6 shows that this digital storytelling content involves recount writing linguistic features such as the temporal expression “At the end of 2018” and the past tense “one of my older sisters and I took the train”, the creator did not include the title.

Another example below shows the events of student’s recount:

The figure below shows the reorientation of student’s recount:



Fig. 8. Reorientation of middle achiever digital storytelling.

From the figure 8 above, it can be seen that the student have included reorientation and aware of its function in recount writing. This is proven by the student's final statement of her story. Some linguistics features are also present in the reorientation, begins with the phrase "we were all tired" which shows the usage of simple past tense and adjectives expression. The phrase "it was one of the memorable experiences also represents the use of simple past tense and adjectives expression.

According to these examples, researchers concluded that students in middle achiever category are mostly aware of the function of structures in recount writing. Though their use of linguistics features might not be as consistent as the higher achiever category, they already understood its purpose in recount writing.

### C. Lower Achiever

The researchers also found several results that does not meet the basic standard requirements for recount writing during the observation. These results belong in the lower achiever category. The students in this category does poorly in terms of compiling both written and video quality. It means that don't have schematic structures, contains grammatical errors, mispronunciations, lack of linguistics features, and missing structure as seen in the example below:



Fig. 9. Orientation of lower achiever recount digital storytelling.

According to figure 9 above, it can be seen that the student is aware of the orientation but he is not using proper grammar for events that happened in the past. The phrase "I and My Family" is not grammatically correct either. The student also used "go" instead of "went", which indicates the use of simple present tense as opposed to simple past tense.

Another example below shows the events of student's recount:



Fig. 10. Events of lower achiever recount digital storytelling.

In figure 10, it can be seen that the student used simple present tense instead of simple past tense to recall his events in the past, starting from the phrase "The beach is full of people". This grammatical error causes inconsistencies in recount writing as recount text supposed to retell events in the past.

Below is another example of events in the student's recount



Fig. 11. Events of lower achiever recount digital storytelling.

According to figure 11, it can be seen that this is the continuation of the student's story. Although the student have already included "after" as temporal conjunction in his writing, the use of simple present tense can be spotted. The phrase "we go eat mendoan together" should be written in past tense to indicate past events. Following figure 11, the researchers cannot seem to find the reorientation part of the student's recount digital storytelling result. Which further indicates that the student does not understand the purpose of reorientation in recount writing.

It can be concluded from these examples that the students in lower achiever category are not aware of the purpose of structures in recount texts since the structure does not appear to be complete. In addition, the usage of simple present tense seems to be persistent in lower achiever category. This indicates that the students are also not aware of the importance of linguistics features in recount texts. There are also many grammatical errors in terms of its usage and structure. Overall, the students in lower achiever category failed to achieve essential parts of recount writing as their results reflects what they understand in order to write a proper recount writing.

### Lecturer and Students' Reflection

According to the interview given to the students of intermediate genre based writing, there were 10 chosen students to partake the interview. Most of the students said that digital storytelling further improves their creativity by requiring them to write, create, and compile their writing into a form of informative video. Digital storytelling also encouraged the students to be more active in many different aspects, therefore improving their soft skills such as speaking and writing, as those are essential for EFL learners.

The researchers also conducted an interview with the lecturer to find out the beneficial of using digital storytelling as an EFL teaching method. According to her, there are many benefits of using digital storytelling as an EFL teaching method such as enhancing students' creativity and their learning motivation. She also said that digital storytelling has the potential to boost students' interest in learning English, particularly in writing and speaking. As a teaching method, digital storytelling could help the lecturer on measuring her students' English learning abilities and understanding, especially during pandemic times.

### 5. Conclusion

According to the result compiled in the result and discussion, it can be concluded that some students has fully understood the essentials on writing a proper recount text and has successfully implemented their writings into digital storytelling. Referring to the interview, the lecturer states that digital

storytelling is beneficial for the students in teaching EFL, mainly because digital storytelling pursue students to be more creative in their writing. Not only that it improves students' writing skill, it also improves students' English speaking abilities which is necessary for EFL learners. Digital storytelling as an EFL teaching method can be efficient and innovative for EFL students. As it requires students to become more active in their learning process, as well as improving their soft skills, importantly writing and speaking.

### REFERENCES

- [1] Nugroho, R. A., Basari, A., Suryaningtyas, V. W., & Cahyono, S. P. (2020, September). *University students' perception of online learning in Covid-19 pandemic: A case study in a translation course*. In *2020 International Seminar on Application for Technology of Information and Communication (iSemantic)* (pp.225-231). IEEE.
- [2] Febrianto, P. T., Mas' udah, S., & Megasari, L. A. (2020). *Implementation of Online Learning during The Covid-19 Pandemic on Madura Island, Indonesia*. *International Journal of Learning, Teaching and Educational Research*, 19 (8), 233-254.
- [3] Kentnor, H. E. (2015). *Distance education and the evolution of online learning in the United States*. *Curriculum and teaching dialogue*, 17(1), 21-34.
- [4] Hansen, H. K., & Flyverbom, M. (2015). *The politics of transparency and the calibration of knowledge in the digital age*. *Organization*, 22(6), 872-889.
- [5] Barry, D. M., & Kanematsu, H. (2020). *Teaching during the COVID-19 Pandemic*. Online Submission.
- [6] Thuy, N. H. H. (2009). *Teaching efl writing in Vietnam: Problems and solutions-a discussion from the outlook of applied linguistics*. *VNU Journal of Foreign Studies*, 25(1).
- [7] Abas, D., & Bakir, A. (2013). *Writing Difficulties and New Solutions:*

- Blended Learning as an Approach to Improve Writing Abilities.* International Journal of Humanities and Social Science, 3 (9), 254-266.
- [8] Rusman, E., Boon, J., Martínez-Monés, A., Rodríguez-Triana, M. J., & Retalis, S. (2013, August). *Towards the use of new methods for formative e-assessment of 21st century skills in schools.* In Technology Enhanced Formative Assessment (TEFA) Workshop, Paphos, Cyprus, September (pp. 17-21).
- [9] Inderawati, R. (2017). *The dynamics of EFL teaching in Indonesia: Be innovative teachers through social media.* English Language Teaching and Research, 1(1).
- [10] Thomson, A., Bridgstock, R., & Willems, C. (2014). *'Teachers flipping out' beyond the online lecture: Maximising the educational potential of video.* Journal of Learning Design, 7(3), 67-78.
- [11] Alismail, H. A. (2015). *Integrate digital storytelling in education.* Journal of Education and Practice, 6(9), 126-129.
- [12] Pinter, A. (2006). *Verbal evidence of task related strategies: Child versus adult interactions.* System, 34(4), 615-630.
- [13] Lowenthal, P. R. (2009). *Digital storytelling: An emerging institutional technology.* Story circle: Digital storytelling around the world, 252-259.
- [14] Sivasubramaniam, S. (2006). *Promoting the prevalence of literature in the practice of foreign and second language education: Issues and insights.* Asian EFL journal, 8(4), 254-273.
- [15] Robin, B. R. (2016). *The power of digital storytelling to support teaching and learning.* Digital Education Review, (30), 17-29.
- [16] Flew, T. (2008). *New media: An introduction.* Oxford University Press.
- [17] McQuail, D., & Deuze, M. (2020). *McQuail's media and mass communication theory.* Sage.
- [18] James, T., Finlay, A., Jensen, M., Neville, M., & Pillay, R. (2008). *Public access to information & ICTs phase II report South Africa.* Technology & Social Change Group, University of Washington Information School.
- [19] Mark, A., & Anderson, K. (2003). *Text types in English 1.* South Yarra: Macmillan Education Australia Pty Ltd.
- [20] Gerot, L., & Wignell, P. (1994). *Making sense of functional grammar: An introductory workbook.* Queensland: Antipodean Educational Enterprises.
- [21] Council, L. C. (2008). *Primary Framework Support for Writing, Non-Fiction.* Lancashire Country Council.
- [22] Paltridge, B. (2000). *Making Sense of Discourse Analysis.* London: Continuum.

**“MERDEKA BELAJAR” ADAPTATION OF INDONESIAN LEARNING  
DURING THE COVID-19 PANDEMIC**

**Nabilla Silmi<sup>1</sup>, Burhan Nurgiyantoro<sup>2</sup>**

Universitas Negeri Yogyakarta  
Jl. Colombo Yogyakarta No. 1, Karang Malang, Caturtunggal. Kec. Depok,  
Kabupaten Sleman, Daerah Istimewa Yogyakarta, Indonesia.  
e-mail: [nabilla0181pasca.2020@student.uny.ac.id](mailto:nabilla0181pasca.2020@student.uny.ac.id)<sup>1</sup>, [burhan@uny.ac.id](mailto:burhan@uny.ac.id)<sup>2</sup>

**Abstract**

*The Covid-19 pandemic has had a major impact on various sectors, one of which is education. UNESCO's decision to prohibit the face-to-face learning process is in line with the educational policy promoted by Nadiem Makarim, namely "Merdeka Belajar". The focus of this paper describes the adaptation of learning carried out by Indonesia with the policy "Merdeka Belajar" in the learning process during the COVID-19 pandemic, and provides an overview of the potential for further studies related to the same scope. In addition to the literature review that is critical-comparative analysis, the description in this article also presents a number of research results that the author has done. The result of the research conducted is the policy "Merdeka Belajar" which initially reaping the pros and cons in the community, in the end it became one of the solutions for education when facing the Covid-19 pandemic, all of which were based on the use of technology. In the end, education no longer only focuses on the value of learning outcomes, but demands the skills, competencies and character of students.*

**Keywords: merdeka belajar, adaptation of learning, Covid-19 pandemic**

**Introduction**

COVID-19 is a new type of virus that was discovered in Wuhan, Hubei, China in 2019, later given the name Coronavirus disease-2019 which was shortened to COVID-19 (Science, 2020; Hui, et al., 2020). The corona virus continues to mutate until September 8, 2021 with a new type, namely *Covid MU*. Symptoms of COVID are generally 38°C fever, dry cough, and shortness of breath and the worst impact for humans is death. Covid-19, which was originally discovered in Wuhan, China, has now spread widely throughout the world, resulting in a global pandemic and weakening various sectors of life, one of which is the education sector.

Educational facilities around the world in 2019-2021 were closed on a large scale. Including the world of education, Indonesia also feels the impact. The Indonesian government through the education office is trying to make various policies so that teaching and learning

activities continue, even though teachers and students remain at home. UNESCO (United Nations Educational, Scientific and Cultural Organization) as a world organization that focuses on education, science, and culture on March 4, 2020 suggested implementing distance learning and opening educational platforms that can be used by schools and teachers. This is intended so that the learning process can continue to take place by reaching students from a distance (UNESCO, 2020).

In connection with these developments, the Minister of Education and Culture of the Republic of Indonesia took part in making policies by issuing Circular Letter Number 4 of 2020 concerning the Implementation of Education Policies in the Emergency Period for the Spread of Corona Virus Disease (Covid-19). The Ministry of Religion (Kemenag), which oversees Madrasahs, followed the call by issuing Circular Letter Number B-686.1/DJ.II/PP.00/03/2020.

Learning at home (distance) with internet media was finally used as a solution to replace face-to-face classical learning at school. This situation happened so quickly without pause because the government prioritized the safety of the lives of children and teachers, where schools were seen as one of the clusters for the spread of the virus.

The policy requires educators to be able to design learning media as innovations by utilizing online media (online). All educators must adapt to the digital world. Digital learning (digital learning) or online learning (on the network) is considered the most effective learning in this pandemic period (Chick et al., 2020). Even to support online learning, the Ministry of Education and Culture also provides a special website to be accessed during online learning, namely the learning house portal at <https://learning.kemdikbud.go.id/>. In addition to the official portal provided by the Ministry of Education and Culture, there are also digital platforms in the field of paid education, such as: Zenius, Ruang Guru, and Kelas Pintar. Various websites that provide various educational platforms with open access and free status, provide opportunities for teachers and students to improve digital literacy.

Coincidentally or not, the occurrence of the Covid-19 pandemic has accelerated the implementation of educational policies promoted by Nadiem Makarim who is often referred to as "Learning Independence". Freedom to learn was originally promoted by Nadiem Makarim as the first step that education in Indonesia must take in facing the era of the industrial revolution 4.0. Where in the development of the Industrial Revolution Era 4.0, everyone is required to be able to operate digital technology, because the peculiarities of industry 4.0 are the use of digital media, computerization, big data analysis, and artificial intelligence (AI).

When this education policy was launched on December 11, 2019 by the Indonesian minister of education - Nadiem Makarim, this policy became a hot topic of

discussion in the public sphere and was considered by the public to be quite revolutionary so that it reaped many pros and cons in it. This policy is considered imposing and not ready to be implemented in Indonesia because the educators are not ready and the digital technology infrastructure in schools is maximal. But who would have thought that the policy that initially reaped the pros and cons in the community would then be able to become one of the solutions for education in the face of the Covid-19 pandemic, all of which are based on the use of technology. In the end, education no longer only focuses on the value of learning outcomes, but demands the skills, competencies and character of the students themselves because of the rapid development of the world with various kinds of changes.

## Discussion

### The concept of "Merdeka Belajar"

The concept of "Merdeka Belajar" which was coined by Nadiem Makarim in his speech at the 2019 National Teacher's Day (HGN) event, according to R. Suyanto Kusumaryono, has several important points that make it one of the educational policies that revolutionized previous education policies that have run in Indonesia. An important concept in this new policy is *First, the concept of "Freedom of Learning"* is the answer to the problems faced by teachers in educational practice. *Second, the burden of teachers is reduced in carrying out their profession, through freedom of independence in assessing student learning with various types and forms of assessment instruments, freedom from various burdensome administrative processes, freedom from various pressures of intimidation, criminalization, or politicization of teachers.*

*Third, it opens our eyes to find out more about what obstacles are faced by teachers in learning assignments at school, starting from the problem of accepting new students (input), teacher administration in teaching preparation including lesson plans, the learning process, as well as evaluation problems such as USBN. -UN (output). Fourth, teachers who are at the forefront of*

shaping the nation's future through the learning process, it is important to be able to create a more pleasant learning atmosphere. in the classroom, through an educational policy that will later be useful for teachers and students.

*Fifth*, when Nadiem Makarim gave a speech at the National Teacher's Day (HGN) event, it was assumed that it would no longer be an idea but rather a policy to be implemented. Especially then at the beginning of 2020 there was a worldwide pandemic. Where the concept of independent learning must be applied immediately. Where policy processes, methods, and implementation become autonomous for educational groups.

### Education Policy in Merdeka Belajar

Free learning is one of the programs launched by the Minister of Education and Culture of the Republic of Indonesia Nadiem Makarim. This step was taken because the quality of education in Indonesia needs to be improved. Freedom to learn on their own has the meaning of freedom of thought and freedom of learning for students (Arif, 2020). Where in "*Merdeka Belajar*" the teacher is no longer the *center* but as a mediator and facilitator and makes students the center of learning.

With this new policy in the world of education, it is hoped that learning objectives can be achieved optimally, students are more actively involved, teachers are able to carry out their competencies, and students are accustomed to contributing and giving opinions in response to the learning they have received. Merdeka Belajar itself has important policies related to learning at the elementary school, junior high scho

#### a. USBN Replaced

Previously, the concept of implementing the National-Based School Examination refers to the Regulation of the Minister of Education and Culture (Permendikbud) Number 53 of 2015 concerning Assessment of Learning Outcomes by Educators and Education Units in Basic Education and Secondary Education. However, based on

Permendikbud Number 43 of 2019 concerning the implementation of the National Examination, especially in Article 1 paragraph 1, it states that the exams held by the education unit are an assessment of learning outcomes by the education unit which aims to assess the achievement of graduate competency standards for all subjects. Furthermore, Article 5 paragraph 1 states that the form of examinations held by the education unit is in the form of portfolios, assignments, written tests, or other forms of activities determined by the education unit in accordance with the competencies measured based on the National Education Standards. Then Article 6 paragraph 2 states that the graduation of students is determined by the education unit or educational program concerned. Thus, referring to Permendikbud No. 43 of 2019 concerning the Implementation of Examinations organized by the Education Unit and the National Examination, it shows that schools and teachers are independent in assessing student learning outcomes.

In 2021, USBN at the elementary, middle, and high school levels will be replaced with assessments conducted only by school. The following exams are intended to assess the competence of students who This can be done in the form of a written test or other more advanced assessment such as portfolios and assignments (group assignments/works write). USBN's budget is directed to be diverted to develop the capacity of teachers and schools to improve quality learning, so that teachers and schools are more independent in assessing learning outcomes.

#### b. The National Examination (UN) has been replaced by the Minimum Competency Assessment.

The National Examination is an activity measuring the achievement of graduate competence in certain subjects nationally by referring to graduate competency standards in accordance with Permendikbud Number 53 of 2015 concerning Assessment of Learning Outcomes by Educators and Education Units in Basic Education and Education Middle



makes teachers have time to prepare and evaluate the learning process itself.

#### **d. PPDB (New Student Admission) Based on Zoning**

Previous PPDB is regulated in Permendikbud Number 14 of 2018 concerning New Student Admission (PPDB). Furthermore, it is regulated in Permendikbud Number 44 of 2019 concerning New Student Admission (PPDB) 2020, as stated in Article 11, in terms of percentage the distribution includes: (1) for zoning lanes of at least 50 percent; (2) affirmation path of at least 15 percent; (3) five percent transfer route for parent/guardian duties; and (4) the achievement path (the remaining quota from the implementation of the zoning, affirmation and transfer of parents/guardians (0-30 percent). This is clearly different from the PPDB policy in previous years, there are at least two important things: (1) quota acceptance of new students through the achievement pathway, originally 15 percent, now to 30 percent; and (2) there is a new addition to the PPDB pathway, namely through the affirmation channel, which is intended primarily for those who hold the Smart Indonesia Card (KIP).

2020 still uses the zoning system, but in its implementation it is more flexible, with the aim of being able to accommodate inequality in access and quality in various regions. Most importantly, in the proportion of finalization, the regions are authorized to determine and determine their zoning areas. In general, the zoning system in the PPDB has been good, because it can encourage the elimination of discrimination for members of the community to attend the best schools which determines the final proportion and determines the zoning area," said Nadiem. (Director General of Higher Education, 2020).

#### **The Merdeka Belajar Policy that is in harmony with Industry 4.0 and the Learning *New Normal***

Corona virus or better known as Covid-19 has caused tremendous unrest for the world's population, including Indonesia.

The impact of this pandemic paralyzes various sectors ranging from economic, social to education which has an important role for the progress of a country. Around 215 countries from all over the world have been exposed to the COVID-19 virus, so countries in the world, including Indonesia, have implemented a policy *Work From Home (WFH)*. According to UNESCO, around 1,576,767,997 students were forced to carry out learning at home, this number is predicted to continue to increase because the spread of COVID-19 is still ongoing (UNESCO, 2020).

Various ways have been taken by the government to avoid further deterioration. One of the steps taken is to start adapting to the Covid-19 situation or pandemic with the term *New Normal Era*. The new normal era in the field of education using the concept of *Merdeka Belajar* is increasingly being implemented by the Ministry of Education and Culture. Where schools are empowered to use emergency curricula, schools are given the flexibility to choose the appropriate curriculum for the learning needs of their students. However, education must continue in order to achieve quality Indonesian human resources.

An education system with new ways is needed to realize the improvement of society or to support the need for quality and superior human resources. Peter Fisk said there are nine trends or tendencies related to education 4.0 (Peter Fisk in Delepiter Lase, 2019: 29-30) which are also aligned with the new normal learning model. Where in this new normal era, education still has to run based on digital technology. The nine learning tendencies that are in line with the *new normal* are

#### **a. Studying at different times and places**

Students will have more opportunities to study at different times and places. E-learning facilitates opportunities for distance and self-directed learning.

#### **b. Individual learning**

Students will learn with learning tools that are adaptive to their abilities. This shows that students at higher levels are





liberating education system. This includes reforming the workload of teachers and schools, which are too devoted to administrative matters. Therefore, the freedom to innovate, learn independently, and be creative can be done by the education unit, teachers and students.

In the learning process, an educational ecosystem is developed that facilitates the growth and development of students' reasoning, character, innovation, independence, comfort, and expertise. So independent learning can form superior or quality resources to complete educational opportunities in the Industrial 4.0 era with the aim of advancing the nation and state.

#### Daftar Pustaka

- [1] Chick, R. C., Clifton, G. T., Peace, K. M., Propper, B. W., Hale, D. F., Alseidi, A. A., & Vreeland, T. J. (2020). Using technology to maintain the education of residents during the Covid-19 pandemic. Dikutip 24 Desember 2020, dari Journal of Surgical Education, 77(4), 729–732. <https://doi.org/10.1016/j.jsurg.2020.03.018>.
- [2] Direktur Jenderal Pendidikan Tinggi. (2020). Buku Panduan Merdeka Belajar Kampus Merdeka. Direktorat Jenderal Pendidikan Tinggi Kementerian Pendidikan Dan Kebudayaan.
- [3] Lase, Delipiter. 2019. *Pendidikan di Era Revolusi Industri 4.0*. Jurnal Sudermann : <https://jurnal.sttsundermann.ac.id/index.php/sundermann/article/view/18>
- [4] Muhammad, H. (2020). Menyiapkan pembelajaran di masa pandemi: Tantangan dan peluang. Dikutip 24 Desember 2020, dari Kementerian Pendidikan Dan Kebudayaan.
- [5] UNESCO. (2020, Maret 4). *290 million students out of school due to COVID-19: UNESCO releases first global numbers and mobilizes response*. Dikutip 23 Desember 2020, dari UNESCO: <https://en.unesco.org/news/290-million-students-out-school-due-covid-19-unescoreleasesfirstglobal-numbers-and-mobilizes>



**IMPLEMENTATION OF THINK TALK WRITE LEARNING  
MODEL ASSOCIATED AUDIOVISUAL MEDIA TO INCREASE ABILITY  
TO WRITE DISCRIPTION TEXT ON PANDEMIC TIME**

**Nur Fitriyani<sup>1</sup>, Ari Kusmiatun<sup>2</sup>**

**Yogyakarta State University<sup>1</sup>  
Yogyakarta State University<sup>2</sup>**

[nurfitriyani.2021@student.uny.ac.id](mailto:nurfitriyani.2021@student.uny.ac.id)<sup>1</sup>, [arik@uny.ac.id](mailto:arik@uny.ac.id)<sup>2</sup>

**ABSTRACT**

The research is motivated by the low ability to write descriptive text in class VII B of SMP Negeri 1 Ngaglik. One of causes is the impact of the covid-19 pandemic so that students have difficulty when asked to write descriptive texts. The aim of the research are to find out the improvement of the quality of learning and learning outcomes with the think talk write learning model assisted by audiovisual media. This research uses classroom action research method which is carried out through two cycles with qualitative and quantitative descriptive analysis technique. Each cycle consists of four stage, namely planning, action, observation, and reflection. In this study the data were obtained through observation, interviews, test, and documents. The result showed that the students mastery in the first class was 53,125% and the second cycle the students mastery increased to 75%. In this stated that there is an increase in students ability to write discriptive text after the implemetation of the think talk write learning model assited by audiovisual media.

**Keyword:** writing discriptive text, *think talk write*, audiovisual

**INTRODUCTION**

**Problem Background**

Language skills can also be called language skills consisting of listening, reading, speaking, and writing skills. That is, of the four skills can not be separated because they are related. In addition, four language skills can also be practiced on any other learning topic related to language skills. In general, language skills are divided into two types, namely productive and receptive skills. Productive skills include writing and speaking, while receptive skills include reading and listening. It is called productive because the skill is used to produce language for the sake of meaning delivery, while it is called receptive because it is used to capture and digest meaning for understanding of speech in the form of language, both verbal and nonverbal (Zainurrahman, 2011, p. 2).

Writing skills are an activity used to pour ideas or ideas so that students are able to develop their knowledge and experience in the form of writing. Therefore, writing skills are a form of skill that has the highest level among other language activities (Dewi, et al., 2017, p. 2). Writing well involves more than just putting one word at a time. Good writing has a structure and balance that makes it easy to read and understand (Harris, 2018: p. 5). Writing for students at junior high level is considered a difficult skill because they have to compose words to form a text. Therefore, students must first understand what are the rules specified in a text so that the writing made can be neatly arranged both in structure and language.

One way to develop writing skills in grade VII junior high students is to write a description text. A description text is a text that describes an object in detail and concretely involving a senses. Based on observations and interviews that have been

conducted to students of class VII B SMP Negeri 1 Ngaglik, it can be known that students still have difficulty in learning to write description texts. The results obtained by students are still low. This is due to several factors. The most important factor, which is because the learning process is carried out online because of the outbreak of corona virus disease 2019 (*Covid-19*). This factor causes (1) students difficulty finding ideas used to write description texts, (2) students difficulty initiating writing description tests, (3) lack of earnestness from students to complete writing description text, (4) lack of interesting learning activities, (5) lack of direct communication with teachers making it difficult to understand the material. Such learning must make students become saturated and confused to find ideas in writing description texts so that student learning outcomes are still below  $KKM \leq 73$ .

To overcome these problems, a proper learning model is needed to help students in improving the ability to write description texts. The learning model chosen to improve the ability to write text descriptions, namely the audiovisual media-assisted think talk write model. A learning model is a plan or pattern used as a pattern or guideline in planning learning in a tutorial and in determining a device (Harefa, 2020, p. 35). The learning model is a form of learning that is illustrated from start to finish that is presented characteristically by the teacher. In other words, the learning model is the wrap or frame of the application of an approach, method, strategy, and learning technique (Helmiati, 2012, p. 19).

The study also uses learning media. Learning media is needed in the learning process because it can attract students' attention. In addition, learning media can also create a more interesting and creative classroom atmosphere so that students will be aroused in finding ideas or ideas. Learning media is an intermediary from the source of information to the recipient of information, for example video, television, computers, and so on (Sanjaya, 2014, p. 57). In this case, teachers must be

more observant and creative to choose the learning media that will be used in the teaching and learning process.

The application of audiovisual media-assisted think talk write model if done correctly will enable more effective class management. In addition, students will also build good communication with their friends in discussion activities that discuss various ideas that have been found. There are several activities that students must do in learning audiovisual media-assisted think talk write model. These activities include 1) students closely observing videos sent by teachers, 2) students digging into ideas or ideas based on videos that have been listened to, 3) students sharing / discussing with groups online about ideas or ideas that have been found, 4) students develop ideas or ideas that have been owned into writing. This learning model requires students to be active and productive in writing activities.

Based on the background above, the formulation of the problems in this study, namely 1) how efforts to improve the quality of learning write text descriptions with audiovisual media-assisted think talk write learning models and 2) how learning outcomes with audiovisual media-assisted think talk write learning models. From the formulation of the problem, it can be known that the purpose of this study is to find out the improvement of the quality of learning and learning outcomes with a learning model think talk write assisted audiovisual media.

## THEORETICAL STUDIES

### Description Text

Learning to write a description text is a writing activity to develop ideas or ideas that exist in students by looking at the objects around them. The text of the description further highlights the aspect of painting something in accordance with the truth (Nurjanah & Suchyadi, 2020, p. 41). Basic competencies present this description text is so important to students. Students will be trained to think critically about an object they see (Rini & Utami, 2018, p. 49). Thus, the text of the

description is the result of direct imaging so that it cannot be separated from the process of observation that describes or describes an object thoroughly. The purpose of the author in writing the description text, which is to try to move the impression, observation, or feelings to the reader by conveying the details obtained on the object.

### Think Talk Write

Think talk write learning model is a learning model that is able to encourage students to think, communicate, and write according to their own language and in that writing students connect the ideas obtained (Harefa, 2020, p. 36). Therefore, the think talk write model is careful planning and action regarding learning activities, namely through thinking activities (think), talk / discuss (talk), and write the results of discussions (write) so that the expected competence is achieved (Shoimin, 2014, p. 213).

The think talk write learning model starts from the student's involvement in thinking or dialogue with himself after the reading process. The next activity, which is to talk and share ideas with friends before writing. Activities like this will be more effective if done with heterogeneous groups and each group consists of 3-5 students. In this group students are asked to read, make small notes, explain, hear and share ideas with friends then reveal through writing (Erina, et al., 2018, p. 7).

### Audiovisual

Audiovisual media is a medium that can be seen and heard or in other words this media can be called video. Videos are very well used in learning because they can stimulate students to write description text. Audiovisual media is a medium that displays images and text together (Mulyatiningsih through Dewi, et al, 2017, p. 3). In this case, audiovisual media contains vocabulary and expression materials adapted to the correctness of language in everyday communication (Zaenuri & Yuniawan, 2018, p. 64). Audiovisual media has more capabilities, because this media relies on

two senses, namely vision and hearing (Suprianto, 2019, p. 24).

### RESEARCH METHODS

This research uses class-action research methods. This class action study uses models from Kemmis and Taggart, which are spiraling from one cycle to the next. Each cycle includes planning, action, observation, and reflection (Sugiarti through Citaningsih, 2020, p. 70). The method used in this study is a class action study conducted with two cycles. Each cycle consists of four stages: planning, action, observation, and reflection. Cycle I aims to determine the student's ability to write a description text after presicing. Cycle II aims to determine the level of ability of students in writing description texts after improvements are made with the application of audiovisual media-assisted think talk write learning model based on reflection I.

The subjects in this study were teachers Indonesian and students of class VII B of State Junior High School 1 Ngaglik. The study subjects were taken based on the level of ability of students in the class is still very low. Data collection techniques in this study using observation techniques, documentation, interviews, and tests. The data that has been obtained will be analyzed to find out the application of the audiovisual media-assisted *think talk write* learning model. The data analysis techniques in this study use qualitative descriptive supported by quantitative data.

Observations in this study were conducted to observe directly the learning process of writing a text description of both teacher and student activities. In addition, observation is also used to collect learning process data with audiovisual media-assisted *think talk write* model. Documentation, namely by analyzing the learning implementation plan. Interviews are conducted to find out how students respond when in the learning process writing decryption texts. In addition, the test is used to collect data on students' success in writing description

texts with audiovisual media-assisted *think talk write* learning models.

## RESULTS AND DISCUSSIONS

### Improving the Quality of the Learning Process

#### 1. Cycle I

##### a. Planning Stage

At this stage, what is done is to plan and prepare the learning device to be implemented. This learning device includes learning implementation plans, test questions, and learning media.

##### b. Stage of Action

The stage of action is the implementation of actions that refer to the plan of implementation of learning that has been prepared. This activity is divided into three activities, namely introduction, core, and closing. Preliminary activities are carried out by providing perceptions to students in the form of questions and answers about the text of the description material and conveying the purpose of learning. In the core activities of teachers divided into 8 groups each group there are 4 students. After that, students listen to the text material description and video about natural scenery that is used to stimulate students to find ideas or ideas. From the video that has been listened to, each student is asked to think about the theme to be written in the text of the description.

After listening to the video, students are asked to talk and discuss with their group to exchange information that has been obtained from listening to the video. Furthermore, students are asked to write the description text according to its structure and language. The results of the student's writing can be discussed again with the group members. In the closing activities, the teacher provides reinforcement and conclusions

regarding the text of the description material that has been studied.

##### c. Observation Stage

At this stage, the teacher observes the student in the process of writing a description text. Observations are made by way of teachers making video calls in each group to ensure students can write the text of the description according to a predetermined theme. At this stage, the teacher observes that there are still some students who are not yet active in group discussions. This is evidenced by the existence of students who are still silent when their friends ask questions.

##### d. Reflection Stage

This stage of refleksi, the teacher reflects on the learning of writing a description text by providing an explanation of what shortcomings exist in the learning process. Such shortcomings include students who have not played an active role in group discussions and there are also students who still have difficulty writing description texts. Thus, the deficiency will be corrected in cycle II.

#### 2. Cycle II

##### a. Planning Stage

At this stage the teacher re-plans the learning device that will be implemented because in the previous cycle is still less than optimal. In the planning stage, teachers change the system of group division because based on the results of cycle I group discussions have not been maximized. This aims so that the implementation of learning can be directed and learning outcomes in accordance with expectations. Learning tools include learning implementation plans, test questions, and learning media.

b. Stage of Action

The action stage refers to the learning implementation plan that has been prepared. This activity is also divided into three activities, namely introduction, core, and closing. Preliminary activities are carried out by providing perceptions to students in the form of Q&A to relate to previous learning and convey learning goals. In the core activities of group division is changed to 16 groups per group there are only 2 students. After the division of the group, students listen to the explanation of the description text material and observe the example of the description text that has been provided by the teacher.

Next activity, students in the group listen back to some videos that the teacher has sent or look for other videos that fit the topic. After that, students are asked to think about the theme to be developed into a description text. Next students are asked to talk and discuss with group members to determine the theme used in compiling the framework of the description text. At the next activity each student is asked to write a description text based on the framework that has been made into a complete description text.

c. Observation Stage

At this stage, the teacher observes the student in the process of writing a description text. Observations are made by way of teachers making video calls in each group to ensure students can write the description text according to the agreed theme. The results of observations in cycle II students have begun to play an active role in group discussions. Each student gives each other ideas and suggestions, so that group discussions are carried out well. In addition, the teacher also observed that students have started to be able to write description text. In

the closing activities, the teacher provides reinforcement and conclusions regarding the text of the description material that has been studied.

d. Reflection Stage

This stage of reflection, the teacher reflects on the learning of writing a description text. The teacher said that the student had successfully written the description text. In cycle II, the teacher in conveying the material can be understood by students, the student's understanding in writing the description text has also improved, and the student spirit in following the learning of writing the description text is good enough.

**Improved Learning Outcomes**

In text writing skills the description of the aspects assessed, namely the structure of the text, the content of the text, and the rules of the language of the text. The average value of students in writing the description text on the prasclus amounted to 56.91. Students whose grades reach  $KKM \geq 73$  as many as 8 students or 25% of the total 32 students and students whose grades are still below  $KKM$  as many as 24 students or 75%. After applying the audiovisual media-assisted think talk write learning model in cycles I and II has increased. From the results of cycle I tests it is known that the results of text writing skills description there are 17 students or as many as 53.125% of students whose grades reach  $KKM \geq 73$ . While students who scored below  $KKM$ , which is 15 students or as many as 46.875%. Cycle I the average value has increased to 60.71. The results of the learning process of text writing skills with the application of audiovisual media-assisted think talk write model in cycle I show that the student's response to writing learning is good enough. However, it is necessary to re-conduct tests in cycle II to find out if there is an increase in student learning outcomes because the number of students whose grades reach  $KKM$  in cycle I has not met the criteria. Furthermore, the entire series of learning processes in cycle I

is evaluated and it turns out that the results of cycle I still have some shortcomings in the learning process. These shortcomings include material about writing description text is still not well controlled by students, systematic text writing description is still not mastered by students, student spirit in following learning is still less active. Of these shortcomings, it will be corrected and continued in cycle II.

The results of cycle II the results of text writing skills are increasing. The average value has increased to 72.21. Students who have reached  $KKM \geq$

73 as much as 24 or 75% and who get grades below  $KKM$  there are still 8 students or 25%. The results of the learning process of text writing skills with the application of audiovisual media-assisted think talk write learning model in cycle II show that the value obtained is quite satisfactory. Thus, the application of this learning model can improve the ability to write description text in students. If in the learning process supported by the application of a proper learning model then the success of students in learning will increase.

Table 1. Values of Writing Description Text on Precyclical, Cycle I, and Cycle II

No.	Initials Name	Value			Information
		Prasiklus	Cycle I	Cycle II	
1	ACNA	52	74	93	Done
2	AAA	57	74	75	Done
3	AHP	38	48	94	Done
4	APW	53	37	80	Done
5	AHE	65	73	77	Done
6	AFR	76	88	75	Done
7	BTK	63	73	86	Done
8	DAP	51	37	30	Not Complete
9	DMPB	60	33	54	Not Complete
10	DPP	59	36	50	Not Complete
11	DDP	55	75	90	Done
12	FMR	57	78	88	Done
13	FSB	78	92	88	Done
14	GBA	67	44	89	Done
15	HIS	52	39	73	Done
16	KMSL	73	93	78	Done
17	MDNH	48	73	74	Done
18	MSF	44	33	42	Not Complete
19	MF	30	23	54	Not Complete
20	MQK	79	93	94	Done
21	NANP	75	86	93	Done
22	NWA	81	90	85	Done
23	PAF	52	74	83	Done
24	PAP	75	80	74	Done

No.	Initials Name	Value			Information
		Prasiclus	Cycle I	Cycle II	
25	QBA	54	48	73	Done
26	RO	38	33	48	Not Complete
27	RH	38	48	47	Not Complete
28	RVR	56	73	73	Done
29	SNA	33	30	74	Done
30	SL	42	33	80	Done
31	SRD	75	93	79	Done
32	VSP	48	44	38	Not Complete
<b>Maximum Value</b>		<b>81</b>	<b>93</b>	<b>94</b>	
<b>Minimum Value</b>		<b>30</b>	<b>23</b>	<b>30</b>	
<b>Average</b>		<b>56,91</b>	<b>60,71</b>	<b>72,21</b>	

Based on the table above, there are some students whose grades from prasiclus to cycle II do not reach KKM. As the example on the initials of the name RO, after observation and data collection the RO value did not experience a significant increase. This is because RO does not follow the learning well, such as he does not want to ask his friends or teachers when experiencing difficulties and still does not master the material well. In addition to RO, there are initials of the names DAP and VSP whose value has not been completed even the value of the prasiclus until cycle II undergoes diuring. The value of DAP and VSP becomes increasingly decreased because in compiling the description text is still not in accordance with the structure of the text and in writing the description text has not described the details of the object described.

In addition, there are initials of the name AFR that have been completed from prasiclus to silus II. The AFR value in precyclical to cycle I increases but from cycle I to cycle II decreases. Based on field records, the AFR had difficulty when discussing only one friend. AFR is easier to find ideas or ideas to develop writing a description text when discussing with some friends because it will have varying ideas.

The think talk write learning model can also improve the skills of writing poetry paraphrases in students of class X SMK Negeri 3 Singkawang. This is evidenced in the article written by Erina, et al (2018) in the e-journal JP-BSI STKIP Singkawang Vol. 3. The results showed a significant increase in writing paraphrasing poetry with the think talk write learning model. It's Seen from the average post test results of 85,288 and pretest of 62,857. The results of the implementation of the think talk write learning model showed that the results of implementation reached 80.51%. The results of the distribution of questionnaires conducted by researchers obtained results for the agree category (S) reached 47.50%, strongly agreed (SS) reached 47.30%, disagreed (TS) 5%, and strongly disagreed 0.19%.

In addition to the think talk write learning model, audiovisual learning media can also improve the skills of writing text descriptions in students of class VII of Bogor State Junior High School 3. As in the article written by Nurjanah and Suchyadi (2020) in the Pedagonal e-journal pakuan Bogor University Vol. 4. The results showed an increase in the average grade of students' understanding of writing descriptions through audiovisual media. At

the time of cycle I, the average student score was 70.86 or at a completion rate of 73.12%, while during cycle II, the average student score was 79.89 or was at a completion rate of 90.74%. Improvements also occur in the motivation and activeness of students in learning as well as in completing tasks.

### CONCLUSION

Based on the results of the research that has been described above, it can be concluded that the audiovisual media-assisted *think talk write* learning model is able to improve students' ability to write text descriptions. This can be proven in the learning process as well as the results of writing a description text. In the learning process can improve the quality of learning because it has a positive impact for students so that they can train students to think in finding ideas or ideas. In addition, it can also train students to dare to speak by conveying their ideas or ideas in the group. Furthermore, it can also train students to develop ideas or ideas in the form of writing so that students are motivated to continue learning.

In terms of results, the audiovisual media-assisted *think talk write* learning model is able to improve students' ability in learning to write text descriptions. This can be known by the number of students whose grades have increased, namely reaching  $KKM \geq 73$  from before the application to the application of *thin talk write* learning model assisted by audiovisual media. At the time before the completed student test only 8 (25%), at the time of cycle I to 17 students (53,125%) and in cycle II increased to 24 (75%) students. Thus, the application of this learning model can improve the ability to write description text in students. If in the learning process supported by the application of a proper learning model then the success of students in learning will increase.

### REFERENCE

- [1] Citaningsih, C. (2020). Efforts to Improve the Effectiveness of Learning Text Writing Description through Discovery Learning Method in Students. *Journal for Lesson and Learning Studies*, 3(1), 66-79.
- [2] Dewi, M. R. P., Utama, I.M., & Wendra, I. W. (2017). Use of Audio Visual Media in Learning to Write Speech Text in Class X IPA 8 State High School 1 North Kuta. *Journal of Indonesian Language and Literature Education Undiksha*, 7(2).
- [3] Erina, E., Triani, S. N., & Oktavia, W. (2018). Penerapan Model Think Talk Write untuk Meningkatkan Keterampilan Menulis Parafrasa Puisi pada Siswa SMK Negeri 3 Singkawang Tahun Ajaran 2016/2017. *JP-BSI (Jurnal Pendidikan Bahasa dan Sastra Indonesia)*, 3(1), 6-9.
- [4] Harefa, D. (2020). Differences In Improving Student Physical Learning Outcomes Using Think Talk Write Learning Model With Time Token Learning Model. *Jurnal Inovasi Pendidikan Dan Sains*, 1(2), 35-40.
- [5] Harris, Robert A. (2018). *Writing with Clarity and Style A Guide to Rhetorical Devices for Contemporary Writers*. New York: Routledge.
- [6] Helmiati. 2012. Model Pembelajaran. Yogyakarta: Aswaja Presindo.
- [7] Nurjanah & Suchyadi, Y. (2020). Media Audio Visual sebagai Media Peningkatan Keterampilan Menulis Teks Deskripsi di SMP Negeri 3 Kota Bogor. *Pedagonal: Jurnal Ilmiah Pendidikan*, 4(1), 40-44.



- [8] Rini, S. E. S., & Utami, S. P. T. (2018). Keefektifan Model Example Non-Example Dan Model Picture And Picture Dalam Pembelajaran Menyajikan Teks Deskripsi Menggunakan Media Gambar Bertema Objek Wisata Sejarah Pada Peserta Didik Kelas VII MTs. *Jurnal Pendidikan Bahasa dan Sastra Indonesia*, 7(1), 48-54.
- [9] Sanjaya, Wina. (2012). *Media Komunikasi Pembelajaran*. Jakarta: Kencana.
- [10] Shoimin, Aris. (2014). 68 Model Pembelajaran Inovatif dalam Kurikulum 2013. Yogyakarta: Ar-Ruzz Media.
- [11] Suprianto, E. (2020). Implementasi Media Audio Visual untuk Meningkatkan Kemampuan Menulis Teks Eksplanasi. *Trapsila: Jurnal Pendidikan Dasar*, 1(02), 22-32.
- [12] Zaenuri, M., & Yuniawan, T. (2018). Pengembangan Laman Media Audiovisual Bermuatan Materi Kebudayaan Indonesia sebagai Media Pembelajaran BIPA. *Jurnal Pendidikan Bahasa Dan Sastra Indonesia*, 7(1), 60-65.
- [13] Zainurrahman. (2011). *Menulis: Dari Teori hingga Praktik (Penawar Racun Plagiarisme)*. Bandung: Alfabeta.

**SENIOR TEACHERS' STRUGGLE IN INTEGRATING WITH TECHNOLOGY  
IN ONLINE CLASS DURING PANDEMIC****Sonia Octavia<sup>1</sup>, Desy Mutia Sari<sup>2</sup>, Vandan Wiliyanti<sup>3</sup>**<sup>1</sup>Universitas Lampung, <sup>2</sup>Universitas  
Negeri Yogyakarta, <sup>3</sup>Universitas Islam  
Negeri Raden Intan Lampung<sup>1</sup>soniaoctavia95@gmail.com,  
<sup>2</sup>desymutia.2019@student.uny.ac.id,  
<sup>3</sup>vandanwiliyanti@radenintan.ac.id**Abstract**

The worldwide-scaled COVID-19 Pandemic can't fail to bring many changes to this world, and the teaching learning activities is not excluded. Due to the case of emergency, educators are required to adapt and improvise according with the situation. Therefore, the conventional learning which was done offline was inevitably shifted to be online in the sake of maintaining the social distancing. Because of the change, the demand of utilizing online technology is rising exponentially. However, the drastic change is not wholly accepted by the entire party of educators, some of them especially senior teachers find it difficult to cope with. This qualitative study focuses on analysing the struggle and difficulties faced by the educators during implementing technology means for online learning. Senior teachers of various teaching backgrounds from primary school to high school were chosen as the subject of the study. The necessitated data will be gathered through semi-structured interview via WhatsApp and phone calls. The findings of the study shows that most senior teachers were still struggling with the utilization of Zoom Meeting Application and the majority prefer WhatsApp as it was the easiest application to be used during online teaching. The findings not only give insight regarding the positive and negative aspects of online learning from the senior teachers' perspective, but also give broad perception of the senior teachers' struggle and difficulties in utilizing technology used in online teaching.

**Keywords:** Challenges, Covid-19 Pandemic, Online Learning, Senior Teachers**1. Introduction**

The disastrous situation caused by the global coronavirus pandemic has put the world in a state of semi-quarantine due to how deadly the virus can be. As stated by (World Health Organization), the infectious virus, namely SARSCoV2, has the property of rapidly infecting people through droplets that cause mild to severe respiratory diseases. This phenomenon is prompting governments across the country to restrict

various human activities outdoors and force everything to be done indoors with less interaction, including teaching and learning activities. In Indonesia, the Committee for Covid19 Management and National Economic Recovery (KPCPEN) announced that the teaching-learning program had been running from July 3 up to recently in some regions in Indonesia, especially Lampung Province, due to the difficult situation caused for the recurring case of Covid19 that occurred in both areas or



islands are classified as a grade 4 pandemic situation (Government and Installation). This involvement not only affected students, for whom learning the English language is sometimes difficult even offline, but also teachers who have dedicated their entire professional activity as classroom teachers. This goes hand in hand with (Estrellan et al.) who found that the new online teaching model is difficult for teachers due to the challenge of operational and psychological teaching. (Sutrisna et al.) also mentioned in their study that students tend to learn English face to face with their teachers or lecturers so that they feel comfortable in learning the language.

(Hidayati and Husna) stated that in response to government regulation, online learning is the only possible alternative for any school and university to maintain teaching and learning activities in the Covid19 pandemic, although some of them have little or no experience in conducting online learning. This has been illustrated by (Karaeng and Simanjuntak), who pointed out that some face-to-face or conventional classroom schools are slow-paced and are moving to online teaching. On the other hand, (Cooperman) said that the need to be an online teacher is to have technological knowledge or have technical knowledge of the use of new technologies that are both considered to be effective and efficient in online teaching.

Furthermore, (Hadijah and Shalawati) in the context of teaching English, the existence of ICT can make the learning environment more interesting and meaningful. Although the lessons are explained, as facilitators, teachers may use some ICT devices or products to present and provide information to the students, such as: Use the video and ask the students to have a conversation based on the example in the video. The provision of the video offers the students a new learning experience. Then they can also have a multimedia environment in their classrooms. In addition, the learning process not only takes place in classrooms, but can also take place outside of class in the virtual learning environment. So this

has a positive effect on the interest, participation and also understanding of the students. The use of ICT can also influence the development of teaching methods, since it is necessary to apply more effective methods of using ICT during the teaching and learning process. Conventional teaching methods cannot be carried out successfully in ICT-integrated classrooms. Based on the statement uttered by (Harmer and Jeremy), teachers need to enrich their teaching methods like such as freeze framing, sound off and vision on, full viewing, and so forth by providing video in the context of the English classroom, teachers are able to do teaching and learning activities.

In addition, (Coman et al.) Said that teachers who are open-minded, flexible, and eager to develop became self-taught and tried to improve their teaching skills. However, a certain segment of teachers still show a resilience to learn to use new tools and only use the basic functions of the e-learning platform during the courses. It is also important to mention that in the higher education system it is more difficult for teachers to recognize that they cannot use certain platform tools and therefore do not ask for help in this regard.

However, (Rahayu and Wirza) added, technical skills alone are not enough; teachers must also adapt their teaching methods to the online environment. Regarding information processing in online learning, research shows that the use of the videoconferencing function during the course is necessary for a better absorption of information, reconciling the number of theoretical and practical tasks and delivering give students an appropriate number of practical tasks that do not spend too many hours in front of the computer. It would be advisable that the tasks involve teamwork to compensate for the lack of interaction in the online environment. So, this implies creativity in thinking and the design of tasks that stimulate collaborative learning, but it also implies the need for technical skills to create and implement programs that are designed to enhance student interaction. In addition, it is necessary for the teachers to give quick

feedback on the tasks solved by the students, offer them support, diversify the tasks more for them, use different teaching aids, provide information in a variety of ways (audio, video, text) , and find strategies to pique their interest and keep them focused during learning.

Yet teaching and learning online are not as comforting as one might think. Some previous studies have reported on the challenges both students and teachers face when learning online amid the Covid19 pandemic crisis related to the introduction of four basic language skills. (Susilowati) reported that listening as a form of online learning was more challenging because the problem of technical problems was not easy to solve remotely. (Fitria) added that online learning does not fully support learning progress because indirect interaction between students and teachers, and students and students, limits the class to have a good understanding of the courses that are taught. For example, (Eko et al.) and (Sutrisna et al.) and (Nartiningrum and Nugroho) made similar statements about the challenges of online learning; Some of the students had no devices, internet connection problems, an unaffordable internet package to study, and, most ironic, some teachers and students had little digital literacy. In summary, (Hidayati and Husna) online learning has actually been seen as a new topic in the context of Indonesian education that some teachers have suffered from understanding and misunderstandings about the concept of online learning and others. In the absence of students, this proved difficult as many of them were said to be highly dependent on the situational existence of teachers in the classroom.

Moving swiftly on to the context of this research subjects, therein the senior teachers, who were believed to be the ones to struggle the most during the implementation of online learning. It goes without question that both students and teachers, mostly those who have never been in touch with the vast advancement of technology, are the ones suffering, but it is unimaginable to think how the teachers belong to the senior citizen generation

coped with the implementation of online learning. (Tariq et al.) Defined senior teachers as educators who have professionally been experienced teaching for years, belonging to the class of Senior citizen. The senior citizen themselves are those who reached elderly hood, or in the other word, those aged ranging from 50 to 65. Even though it was dependable determining the age gap of senior teachers, yet in Indonesia, teachers are required to have their pension time in the age of 65.

The less exposure on technology during their prime teaching time is one of the major factors on why the elderly educators are considered the most struggling to cope with the newly adapted online teaching, according to (Berk and Weil). The struggle of the elderly teachers in implementing online classes stimulated the researchers to seek out more information underlining the struggles, so that the perspectives gained from the experiences of the teachers could be a new insight that gives birth to the solution leading onto betterment of the teachers' welfare. The other particular reason is that the researchers' utmost salute and respect towards the elderly teachers who were supposed to be enjoying living in their stage of life but refuse due to their choices to keep serving the nation in the best way they are capable , in a never ending spirit.

The purpose of this study was to broaden the perspective of previous researchers' teaching staff on teaching during Covid19 to provide insights on the implementation of online learning by multilevel teachers from elementary, middle, high school / vocational schools and universities in Indonesia and shows the barriers elder educators face and how they deal with online learning issues so that the results can be used to generate a variety of responses from educators with heterogeneous backgrounds. Later it was expected that the learning of four basic linguistic skills would be better and more balanced based on the contributions from the educator's perspective.

## 2. Method

### 2.1 Research Design and Participants

This research adapted qualitative research method. Qualitative research is a research method that is descriptive in nature, uses analysis, references data, uses existing theories as supporting material, and creates a theory. According to (Copley), Qualitative research attacks are different from those described above. It is based on the basic idea that "reality" is subjective: each person builds an individual and personal worldview on the basis of their specific and at least partially specific interactions of the person with the outside world (including the people who are part of this world). As a result of much of what people, including researchers, see as reality consists of a series of impressions, conclusions and opinions in the mind of each individual. Based on the previous statement, the research is described using a qualitative method in which data is collected to answer the research questions formulated in the problem statement.

Also, as elaborated by (Y Chivangaschivanga and B Monyai), in qualitative research, it is the responsibility of each researcher to rigorously collect data and systematically interpret certain events, occurrences, or phenomena based on the experiences of the participants in their studies. The application of qualitative research methods means that researchers place themselves in the context of the events, events or phenomena they are investigating, while in quantitative research, in order to maintain objectivity, researchers position themselves as external observers.

The subjects of this research are the elderly teachers or senior teachers residing in the province of Bandar Lampung. The researchers decided to implemented pseudonym to conceal the identity of both the teachers and the school names. The underlying reason for the researchers' in implementing Pseudonym in this research is hand in hand with the statement defined by (Muslimin), that everyone has the right to restrict other people's access to certain

types of information about themselves. Respect for the person must be respected, as personal data can be actively misused and confidentiality is also important in the interest of the investigation. There are 8 (eight) senior teachers from various teaching background ranging from elementary education to high and vocational school, domiciled in Lampung Province, consisting of 6 women and 2 men, that were willingly participate in this research. Due to the Pseudonym system applied, the researchers decided to utilize the alphabet as the replacement of their real names.

### 2.2 Instrument

A semi-structured interview is used to gain a more detailed understanding of the participants' responses to their written reflections. A semi-structured interview allows researchers to propose a new idea or question during the conversation to respond to the responses of the interviewee (Harding). The main advantage of this research model is that researchers, as interviewers, have a structured guide at hand, but can expand the guide if necessary (Nugroho and Fitriati). The participants were chosen purposely and were gladly willing to give the author assistance via interview through online messaging and phone calls. The purpose of this study is to seek out the perception of the research subjects in regards of; opinion, perspective, experience and notions toward online learning. For this reason, in the present study, semi-structured interviews were chosen as instrument.

### 2.3 Data Collection and Analysis

The data collection in this study is the perception of senior teachers with different teaching backgrounds to online teaching during the Covid19 pandemic. This is compounded by the growing case in Indonesia that led to the announcement of the President's implementation of the Society's activity restriction for the period from July 3<sup>rd</sup> to the present day. The primary data for this study were accumulated from the results of the semi-structured interview. This interview model

was chosen because it can allow the researcher to contribute new ideas or questions during the interview and obtain responses from the respondents' responses. The data collected from the responses would be organized according to different constellations based on the responses; the researcher would then interpret and present the responses.

Data analysis techniques are the crucial step in a study because data analysis is used to infer the results of the investigation. Regarding the data analysis, the researcher adapted the process of analysis of the data based on the step made by (Aldina), therefore the steps are;

- a. Get to know with the interviewee and organize the interview according with the run-down. In this phase, the data obtained was collected jointly. The researchers then began the process by reading all the data, taking notes, and reviewing it. The researchers then organized the relevant data to focus on the study problem. The data comes from interviews.
- b. The researchers translate, interpret and represent the obtained data. The researchers translated the interview from Bahasa Indonesia to English and proceed to interpret the translated interview, then analyzed them and represented the result of the data.

### 3. Findings and Discussion

This section reveals senior teachers' responses or perception to the challenges they encountered in online teaching process, the frequently apps used and the reason behind the choosing, and lastly the suggestions they have made to improve online learning. The most representative responses of the semi-structured interviews are quoted verbatim to facilitate the delimitation of the results. Interpretation of the findings and their relationship to previous studies are explained in more detail in the discussion section.

#### 3.1 Senior Teachers' Perception towards online teaching

In general, the majority of the senior teachers interviewed were voicing objection and complaints toward the implementation of the online teaching program. Although some of the senior teachers pointed out plenty points of positivity that they believed were achieved during the teaching period, yet they slowly turned back to the point where ended up as the drawback point at the utmost ending part. Like for instance, the witness from Mrs. A from Islamic Junior High School in Way Halim Permai;

*"This revolution in learning truly brought new insight in the world of education, for, we cannot fail to adapt and improvise with the current misfortune of situation befalls all of us. I personally support the change for the betterment; it was the urgent thing to be implemented, but I do have this kind of feeling that this particular ICT system meant for teaching is not for the one like me. Frankly saying, it was no easy to use and I keep forgetting to set everything up"*

(Mrs. A, Way Halim Permai)

Similar voice was also uttered by the senior teacher in one of the state vocational schools located in Bukit Kemuning Sub-district, Mr. G. He consciously admitted that the new system somehow not only brought problematic issue to the teachers, especially the senior ones, but also the students;

*"As an educator belonging to the old generation, it goes without question for me to experience difficulty implementing this so-called online learning set by the government as requirement in maintaining the breath of education. But it is quite often for me to experience such event when the students including I myself troubled with the system, mostly at the very beginning of the implementation, it was really difficult"*

*for us since the online system had never been experienced before this, it is kind of disastrous, yes, if I have to put it that way”*

(Mr. G, Bukit Kemuning Sub-district)

The point of objections was not only sourced from the perceptions aforementioned. To the surprising point, it also uttered by the teacher of one of state elementary schools situated in Sumberejo sub-district, Tanggamus Urban Village, namely Mrs. C. She has been teaching English for 28 years and since the period of pandemic, everything felt upside down and the she admitted that the effort in teaching should be pushed to the extras according to her witness. Her enunciation toward online teaching that she was struggling in adapting is as follow;

*“This is once in a lifetime of teaching experience where I got trouble every single day. I felt bad for the dear children and the troubled parents who are as confused as I am when it comes to the troubleshooting of the online learning issue. We are not ready for this. Yes, we did learn the utilization of computer and internet but we did not expect this to be as problematic as we undergo nowadays. Overall, to me, this e-learning method was not suitable for the teachers as old as I am yet we have no other option”*

(Mrs. C, Sumberejo sub-district, Tanggamus Urban Village)

The negative testimonies were heard from most of the research subjects, the senior teachers, in almost all interviews. But among all, there is one teacher that gave off positive perspectives in online learning. Mr. E who is teaching in one of the private high schools in Kemiling sub-district, Bandar Lampung, uttered;

*“You are asking about personal opinion, eh? So don’t count my answer as this school’s teachers’ representative. To me, online learning gave us teachers more leisure time at home with our dear families while having control over the*

*students online. The brighter side of this pandemic is that we need to learn and utilize the information and technology more. In the near future I do believe that we will require ICT even more than now. Troubleshoot? Thankfully I do have people at home who are good enough to assist me with the troubleshoot”*

(Mr. E, Kemiling sub-district)

Based on the findings of teachers’ perception of online teaching, it could be summed that the responds and testimony of the newly adapted teaching system is overall negative. This goes in line with the previous relevant researches conducted by (Hadijah and Shalawati), (Lü), (Anugrahana), and (Mardiana) whose researches revealed that online teaching brought negative feedback from both students and teachers. Yet there is one statement from the senior teacher that perceived positive perception. This was in line with the studies conducted by (Pujilestari) and (Tri et al.) whose identification showed that teachers gained more advance knowledge in the technologically integrated teaching. Nevertheless, the perception majority of online learning by the senior teachers is overall negative since seven out of eight participants said so.

### 3.2 The Applications used, the most difficult and practical to use

Discerning the perception of the senior teachers toward online learning, the researchers then proceed to discover some issue that might turn to be the source of the senior teachers’ hindrance in implementing online teaching. The researchers then revealed that operating some sort of applications sometimes brought dilemmas to the senior teachers due to their complexities and difficulties. Below are the witnesses uttered by the senior teachers regarding the applications which are considered practical and difficult to use;

*“Since teaching turned online, I have tried utilizing many apps namely Edmodo, Google Meet, Zoom Meeting, Zenius, even WhatsApp mbak. Yet I felt confused trying to login here and*

*there, especially in utilizing Edmodo and the government app, emm what is the name again? Rumah Belajar.. Yes yes.. That one is quite difficult and confusing for me, nothing from them look simple except WhatsApp, just open the app and it's all done, very simple, truly"*

(Mrs. B, Kedamaian sub-district)

It was known that based on Mrs. B, Edmodo was considered the most difficult application to use due to its complexity yet WhatsApp was the most practical one. The next notion came from one senior teacher who teaches at one private senior high school in Kemiling sub-district. Though notion uttered was slightly different than the previous, but the essence is the same. The notion is;

*"To my experience, WhatsApp is the most practical, simple and convenience to use mbak, compared with the other apps, yet WhatsApp still does not support, uh, that, ah, mass video conference like Zoom Meeting. The most difficult? Without doubt I will say Zoom Meeting, because many times the students complained a lot due to the weak signal.. We never have such experience using WhatsApp"*

(Mr. E, Kemiling sub-district, Bandar Lampung)

Once again WhatsApp turned to be everyone's favorite but the answer from the other senior teachers are yet to be taken into account. This current one also came from a senior teacher who serves his duty in Kemiling sub-district, but this gentleman teaches at one of the state senior high schools in the sub-district. The opinion uttered was;

*"The application we used for e-learning is vary; we have used Zoom, GMeet, Google Drive, Google Duo, WhatsApp, Edmodo and even social media for example Facebook and et cetera. The simplest one is of course WhatsApp mbak, and if you ask me for the most difficult, my answer will*

*be Edmodo. Why? It is because for teacher like me, it was too much. There are a lot of steps in there that is not easy to remember for me"*

(Mr. F, Kemiling sub-district)

The following opinion, another voice came from senior teachers from one of private Islamic Junior High schools situated in Sukarame, Bandar Lampung. They did confer the same opinion regarding the utilization of education application used, since they were teaching in the same educational institution.

*"In our MTS, we have used apps like Google Meeting, Google Classroom, Quipper, Ruangguru and Zoom Meeting. I and Mrs. H have our own group chat in WhatsApp to give instruction to the students. We never use WhatsApp for teaching, only to give instruction. So if mbak-mbak asked us about the easiest app to use, then the answer will be Zoom meeting, and for the most difficult to use is, I think, Quipper, don't you agree Mrs. H? Because the step in making the account, to us, is quite troublesome"*

(Mrs. D and Mrs. H, Sukarame, Bandar Lampung)

The finding above showed that not every senior teacher believed that WhatsApp is the most convenient application worked well in online learning. Mrs. D and Mrs. H in fact stated that they did not use WhatsApp as their main application in teaching the students online. But the finding remains inferior compared with the rest of the senior teachers who utilized WhatsApp and found WhatsApp more useful and dependable compared with the competitor apps.

From the findings aforementioned, it is then concluded that WhatsApp is the most convenient, easiest and simplest application that is mostly used during online teaching by the senior teachers. This finding supports and is in line with the research conducted by (Hanisi et al.), (Febrianingrum), (Ahmed), (Ferreira-

Meyers and Martins) and lastly by (Pengantar et al.) which stated that WhatsApp is truly the simplest and easiest to utilize by teachers during online learning. Therefore, the lines-up for applications utilized by senior teachers from the easiest to the most difficult are; WhatsApp, Google Meet, Google Classroom, Rumah Belajar, Quipper, Edmodo, and lastly or the most difficult is Zoom Meeting. The reason why Zoom Meeting application turned to be the most difficult are; many complaints from the students, too much commands, the system was not easy to remember, the signal quality in using Zoom was always bad compared with its competitor apps and it was claimed to consume more internet quota than the other apps.

### 3.3 The senior teachers' suggestion and input for online learning

After learning the perception and struggles of the senior teachers regarding online learning, the researchers went further by asking the suggestion and input the seniors teachers might have for the policy holders, educational institutions, the governments or those who have important roles in the scope of education. The suggestions and inputs were expected to be implemented for the sake of the betterment of the senior teachers especially and the whole teachers in any educational teaching level generally. The suggestions and inputs given by the senior teachers therefore;

*"My suggestion is that the government or any institution who is responsible to the system should make a new movement like for instance Seminar, Upgrading event and training course meant for senior teachers and those who are yet to be ready for online system. Don't you know that there are still many that are younger than me, struggling to do this, lho mbak"*

(Mrs. H, Sukarame, Bandar Lampung)

The insight provided by Mrs. H showed that senior teachers and those who are not exposed to the knowledge of technology should be given extra time to

learn more about the technological advancement so that they may catch up with the system. Another suggestion with similar voice was uttered by Mr. G, the state vocational school senior teacher;

*"Wah mbak, we the seniors, I think, don't belong to the, what is the term again? Yes, the digital native. We are not there and it is no easy for us to fulfill the expectation since our body and mind don't support us in, just like old computers used in modern times. My suggestion is that we, the seniors, are given private course training program in utilizing the computer, gadget and et cetera because it is supposed to be the government's duty I suppose"*

(Mr. G, Bukit Kemuning sub-district)

The research subject, Mr. G, gave the same input regarding private course training for senior teachers whom according to his perspective did not belong with the digital native. So in order to fulfill the requirement of digital competencies, to his idea, private course training is badly demanded. The next is the insight and suggestion regarding online learning provided by Mrs. C. She believed that the policy makers supposed to do something more than just providing seminars and courses about the Information, Communication and Technology for senior teachers. She uttered;

*"It always felt bad to keep asking someone at home or at the workplace about the maintenance I faced during teaching. Putting aside the not supporting devices we have, sometimes the parents asked us to help them with the troubleshooting, in which we have zero knowledge about! The policy makers should take this into account, equipping us with well-balanced equipment is not half bad, hahaha"*

(Mrs. C, Sumberejo sub-district, Tanggamus Urban Village)

The responds from the senior teachers were vary but the majority point is that the governments, educational institution, and policy makers were demanded to provide the senior teachers with seminars, events, refresher course, private training course and short course about information and technology, especially the ones they utilize in teaching online. The statements of inputs and suggestions from the senior teachers are in line with the previous researches result conducted by (Yusri et al.), (Hadijah and Shalawati), (Mahdum et al.), (Artacho et al.) and the most recent is (Maqbulin). In short, seminars and courses about ICT is viewed as a very essential supporting program for upgrading the quality of the senior teachers, especially enhancing their digital comprehension so that the senior teachers may catch up with the usage of the latest technology meant for assisting them in teaching.

#### 4. Conclusion

The The results of the present study provide information from senior teachers on the implementation of online teaching. Senior teachers shared their challenges in teaching online. An unstable network, less social interaction that resulted in the students understanding of some materials, less knowledge about digital comprehension, less knowledge about technological support and advancement, and a weakened students' commitment to learning due to difficult online learning procedures were challenges the senior teachers faced during online courses during the Covid19 pandemic. The overall perception of the senior teachers regarding online teaching was unfortunately awful. Some of the suggestions made by senior teachers to cope with the challenges were for them to be provided extra courses in ICT in the form of seminars, short courses, private training courses, mini-events and courses of instruction. Also, some senior teachers even responded that they wanted to be equipped with well-performed devices that support the needs of online teaching. Considering the research results, the researchers proposed some suggestions

for the next researchers with the same topic of interest. For fellow researchers, it would be preferable to seek out more the perspective and perception of the policy makers, stake holders, governments and educational institution so that the red thread connecting the core of regulation and the senior teachers in the field could be ascertained and the best solution to the both sides is hopefully be found and implemented.

#### References

- [1] Ahmed, Sabri. "WhatsApp and Learn English: A Study of the Effectiveness of WhatsApp in Developing Reading and Writing Skills in English." *ELS Journal on Interdisciplinary Studies in Humanities*, vol. 2, 2019, p. 148, doi:10.34050/els-jish.v2i2.6419.
- [2] Aldina, Mia. "STUDENTS' CHALLENGES IN LISTENING IN VIRTUAL CLASSROOM ; CASE STUDY IN ENGLISH EDUCATION STUDY PROGRAM IN COVID-19." *PROCEEDING OF SHEPO 2020 (International Conference On Social Sciences & Humanity, Economics, And Politics)*, 2020, pp. 109-12, <https://ojs.uniska-bjm.ac.id>.
- [3] Anugrahana, Andri. "Hambatan , Solusi Dan Harapan : Pembelajaran Daring Selama Masa Pandemi Covid-19 Oleh Guru Sekolah Dasar." *Scholaria: Jurnal Pendidikan Dan Kebudayaan*, vol. 10, no. 3, 2020, pp. 282-89, <https://ejournal.uksw.edu>.
- [4] Artacho, Esther Garzón, et al. "Teacher Training in Lifelong Learning-the Importance of Digital Competence in the Encouragement of Teaching Innovation." *Sustainability (Switzerland)*, vol. 12, no. 7, 2020, doi:10.3390/su12072852.
- [5] Berk, Jillian, and David N. Weil. "Old Teachers, Old Ideas, and the Effect of Population Aging on Economic Growth." *Research in Economics*, vol. 69, no. 4, 2015, pp. 661-70, doi:10.1016/j.rie.2015.07.002.

- [6] Coman, Claudiu, et al. "Online Teaching and Learning in Higher Education during the Coronavirus Pandemic: Students' Perspective." *Sustainability (Switzerland)*, vol. 12, no. 24, 2020, pp. 1–22, doi:10.3390/su122410367.
- [7] Cooperman, L. *The Art of Teaching Online: How to Start and How to Succeed as an Online Instructor*. Elsevier Science, 2017, <https://books.google.co.id/books?id=gvipDQAAQBAJ>.
- [8] Cropley, Arthur. *Introduction to Qualitative Research Methods*. 2015, doi:10.13140/RG.2.1.3095.6888/1.
- [9] Eko, Arief, et al. "EFL Classes Must Go Online! Teaching Activities and Challenges during COVID-19 Pandemic in Indonesia." *Register Journal*, vol. 13, no. 1, 2020, pp. 49–76, doi:10.18326/rgt.v13i1.49-76.
- [10] Estrellan, Armmagideon, et al. "ASEAN Journal of Science and E-Learning Amidst the Pandemic: Teachers' Perspective in the Philippines." *ASEAN Journal of Science and Engineering Education*, vol. 1, no. 2, 2021, pp. 93–96, <http://ejournal.upi.edu/index.php/AJSEE/>.
- [11] Febrianingrum, Lasmi. *ENGLISH TEACHING MEDIA*. 2019.
- [12] Ferreira-Meyers, Karen, and Joana Martins. "The Use of Whatsapp in Today's Mobile Language Teaching and Learning." *ITM Web of Conferences*, vol. 33, 2020, p. 3007, doi:10.1051/itmconf/20203303007.
- [13] Fitria, Tira Nur. "Teaching English through Online Learning System during Covid-19 Pandemic." *Pedagogy: Journal of English Language Teaching*, vol. 8, no. 2, 2020, pp. 138–48, doi:10.32332/pedagogy.v8i2.
- [14] Government, Indonesian, and Oxygen Regasification Installation. *Situation Update Response to COVID-19 in Indonesia*. no. July, 2021, pp. 1–4.
- [15] Hadijah, Sitti, and Shalawati. "Investigating Teachers' Barriers To Ict (Information Communication Technology) Integration In Teaching English At Senior High Schools In Pekanbaru." *Proceeding of the Fifth International Seminar on English Language Teaching (ISELT-5)*, vol. 5, no. 1, 2017, pp. 302–310, <http://ejournal.unp.ac.id>.
- [16] Hanisi, Ajid, et al. "The Use of WhatsApp in Collaborative Learning to Improve English Teaching and Learning Process." *International Journal of Research Studies in Educational Technology*, vol. 7, 2018, doi:10.5861/ijrset.2018.3004.
- [17] Harding, J. *Qualitative Data Analysis: From Start to Finish*. SAGE Publications, 2018, <https://books.google.co.id/books?id=VxM5tAEACAAJ>.
- [18] Harmer, and Jeremy. *The Practice of English Language Teaching* /. 2003.
- [19] Hidayati, Tuti, and Faizatul Husna. *Learning English from Home during the Covid-19: Investigating Learners' Experience for Online and Autonomous Learning*. no. 2, 2020, pp. 202–17, doi:DOI: <http://dx.doi.org/10.31332/lkw.v6i2.1962>.
- [20] Karaeng, Lee Khovvtsheva G., and Debora Catherin Simanjuntak. "EXPLORATION OF EFL TEACHERS' EXPERIENCE TOWARD THE IMPLEMENTATION OF E-LEARNING AMIDST THE COVID-19 PANDEMIC: A QUALITATIVE INTERVIEW STUDY." *PROJECT (Professional Journal of English Education)*, vol. 4, no. 2, 2021, pp. 324–40, <https://journal.ikipsiliwangi.ac.id>.
- [21] Lü, Linqiong. "Teacher, Teaching, and Technology: The Changed and Unchanged." *International Education Studies*, vol. 11, no. 8, 2018, p. 39, doi:10.5539/ies.v11n8p39.

- [22] Mahdum, Mahdum, et al. "Exploring Teacher Perceptions and Motivations to ICT Use in Learning Activities in Indonesia." *Journal of Information Technology Education: Research*, vol. 18, 2019, pp. 293-317, doi:10.28945/4366.
- [23] Maqbulin, Arjunina. "The Use of Information and Communication Technology (ICT) in English Teaching for Islamic Senior High Schools in Nganjuk." *Inovasi-Jurnal Diklat Keagamaan*, vol. 14, no. 3, 2020, pp. 170-79, doi:10.52048/inovasi.v14i3.163.
- [24] Mardiana. *IDENTIFIKASI HAMBATAN-HAMBATAN GURU DALAM PELAKSANAAN PEMBELAJARAN DARING PADA MASA PANDEMI COVID-19 DI SEKOLAH DASAR*. Jambi University, 2021, <https://repository.unja.ac.id>.
- [25] Muslimin, M. *The Use of Pseudonym in Social Media*. no. Iccd, 2020, pp. 490-94, doi:10.2991/assehr.k.201017.108.
- [26] Nartiningrum, Novrika, and Arif Nugroho. *ENGLISH TEACHERS ' PERSPECTIVES ON CHALLENGES , SUGGESTIONS , AND MATERIALS OF ONLINE TEACHING AMIDST THE GLOBAL The Covid-19 Pandemic That Happens Globally Brings Challenges in Teaching Secondary School Year 7-9 Compelling to Be Investigated . Learning E*. 2021, pp. 101-19, doi:10.15408/ijee.v8i1.17886.
- [27] Nugroho, Arif, and Rahima Fitriati. "Flipped Learning Instruction and Pragmatic Competence: A Case of English for Accounting Students." *English Learning Innovation*, vol. 2, no. 1, 2021, pp. 1-9, doi:10.22219/englie.v2i1.14646.
- [28] Pengantar, Kata, et al. "The Use of Whatsapp in Reading Lesson At the Stmik Pontianak, West Kalimantan, Indonesia." *Mimbar Pendidikan*, vol. 5, no. 1, 2020, pp. 57-74, doi:10.17509/mimbardik.v5i1.24151.
- [29] Pujilestari, Yulita. "Dampak Positif Pembelajaran Online Dalam Sistem Pendidikan Indonesia Pasca Pandemi Covid-19." *ADALAH: Buletin Hukum & Keadilan*, vol. 4, no. 1, 2020, pp. 49-56, <http://journal.uinjkt.ac.id>.
- [30] Rahayu, Retno Puji, and Yanty Wirza. "Teachers ' Perception of Online Learning during Pandemic Covid -19." *Jurnal Penelitian Pendidikan*, vol. 20, no. 3, 2020, pp. 392-406, <https://ejournal.upi.edu>.
- [31] Susilowati, Eka. "Bagaimana Pembelajaran Daring Di Tengah Wabah Covid 19 Melalui Grup WhatsApp?" *Jurnal Pendidikan Matematika Raflesia*, vol. 05, no. 03, 2020, pp. 1-25, <https://ejournal.unib.ac.id/index.php/jpmr>.
- [32] Sutrisna, I. Putu Edi, et al. "THE EFFECTIVENESS OF E-LEARNING FOR ENGLISH CLASS IN EFL SETTING AND ITS IMPLICATION DURING COVID-19 PANDEMIC." *Language and Education Journal Undiksha*, vol. 4, no. 1, 2021, pp. 13-21, <https://ejournal.undiksha.ac.id/index.php/JJPBI>.
- [33] Tariq, Bazila, et al. *Elderly Teachers' Perspectives on Adopting Innovative Teaching Methods*. 2019.
- [34] Tri, Isnaeni, et al. "DAMPAK PEMBELAJARAN ONLINE TERHADAP EFEKTIFITAS MENGAJAR GURU." *SCHOLARIA: Jurnal Pendidikan Dan Kebudayaan*, vol. 11, no. 2, 2021, pp. 115-22, <https://ejournal.uksw.edu/scholaria/article/view/4222>.



- [35] World Health Organization. "Coronavirus Disease ( Covid-19 ) Outbreak: Rights , Roles and Responsibilities of Health Workers , Including Key Considerations for Occupational Safety." *World Health Organization (WHO)*, 2019, [https://www.who.int/docs/default-source/coronaviruse/who-rights-roles-respon-hw-covid-19.pdf?sfvrsn=bcabd401\\_0](https://www.who.int/docs/default-source/coronaviruse/who-rights-roles-respon-hw-covid-19.pdf?sfvrsn=bcabd401_0).
- [36] Y Chivangaschivanga, Shylet, and Priscilla B Monyai. "BACK TO BASICS: QUALITATIVE RESEARCH METHODOLOGY FOR BEGINNERS." *JOURNAL OF CRITICAL REVIEWS*, vol. 8, no. 2, 2021, pp. 11-18, <http://www.jcreview.com>.
- [37] Yusri, Iin, et al. *Teachers and ICT: Towards an Effective ICT Training for Teachers*. 2016, [https://www.researchgate.net/publication/323486486\\_Teachers\\_and\\_ICT\\_Towards\\_an\\_Effective\\_ICT\\_Training\\_for\\_Teachers](https://www.researchgate.net/publication/323486486_Teachers_and_ICT_Towards_an_Effective_ICT_Training_for_Teachers).

## THE USE OF INSTAGRAM AS A MEDIA FOR INDONESIAN LEARNING ASSIGNMENTS

Vetty Nirmalasari<sup>1</sup>, Else Liliani<sup>2</sup><sup>1,2</sup> Indonesian Language and Literature Education, Master Study Program  
Yogyakarta State University<sup>1</sup>[Vettynirmalasari.2020@student.uny.ac.id](mailto:Vettynirmalasari.2020@student.uny.ac.id), <sup>2</sup>[else\\_l@uny.ac.id](mailto:else_l@uny.ac.id)

## ABSTRACT

The COVID-19 pandemic has brought changes in the Indonesian language learning process. The obstacle experienced by students during the learning process is boredom. Indonesian teaches students to build language characters orally and in writing, either using the media or directly. The language on social media is in the spotlight due to the continuous use of social media during the COVID-19 pandemic. This study aims to identify and describe the need for Indonesian language learning media, especially through Instagram. The constraints of students in assignments during the COVID-19 pandemic caused boredom which must be overcome immediately. The learning media used during the pandemic is certainly different from the period before the pandemic. The state of the pandemic causes technological developments to accelerate because various aspects of life, especially education, have turned into challenges. Therefore, daring to cause a person's habit of operating Indonesian language learning media and the use of social media has a relationship to create learning social media. The method used in this research is descriptive method.

**Keywords:** social media, exposition text, Instagram

## 1. Pendahuluan

Education has experienced a shift after the pandemic that hit Indonesia. The learning style of students is one of the impacts experienced at every level of education. Indonesian language is identical to text subjects so that in delivering material and assignments, special strategies are needed. If you look at the previous two years, Indonesian language learning activities can be supported by looking at the ongoing situation. This is different from the COVID-19 pandemic, which causes educators and students to adjust learning styles that become obstacles in the teaching and learning process.

Studying from home is a new term used during the COVID-19 pandemic. Studying from home carried out by students at home certainly provides a new style in the learning process. The learning style from home does seem easier to implement anywhere but there are some obstacles experienced such as student boredom which has an impact on learning achievement. Boredom becomes a challenge

for educators when teaching and learning activities take place face to face.

Indonesian language learning is expected to be able to improve students' ability to speak both spoken and written. Indonesian language also trains students to appear in public places. Communication is the goal of learning Indonesian language. Indonesian language trains students to be fluent in expressing opinions or ideas, ideas, and expressions. Thus, there are four skills that are taught in Indonesian language. The four skills in question are writing, listening, listening, and speaking, so that these four skills build a stigma in society that Indonesian language is more capable in speaking activities in public places.

Indonesian language for students is a subject that involves more activities of reading, writing, listening, speaking, and understanding texts. Boredom becomes a challenge for educators when teaching and learning activities take place face to face. In fact, challenges in learning Indonesian language can still be found when the learning process becomes online. The style of giving assignments that seem

monotonous is a factor of student boredom in doing assignments so that it affects learning achievement. Social media is a means to convey message content to speech partners (Bovee, 1997: 17). Indonesian language is a tool used in communication activities so that language and media become inseparable components in achieving communication goals.

Learning media is an effective means in teaching and learning activities. Problems encountered in teaching and learning activities can be overcome with learning media. Implicitly, learning media requires teachers to keep up with the times as is happening today, namely learning during a pandemic. Today, learning media has shifted to the realm of digitization, such as the use of social media in learning Indonesian language.

It can be seen clearly that Indonesian people use smart phones regardless of age. From the age of children are proficient in using smart phones. Indonesian people with smart phones find it easier to educate children. Though it could be a smart phone will have a bad impact if misused. The following are applications for communication or entertainment that can be used as renewal media in giving assignments to students, such as Line, BBM, Email, Telegram, Twitter, WeChat, WhatsApp, YouTube, Instagram., Facebook, Tiktok, and online games. Today, social media comes in various forms which have almost the same goal, namely obtaining information, adding insight, and developing talent. Social media used in communicating aims to expedite the process of teaching and learning activities. The Instagram platform was ranked first based on data downloaded from <https://databoks.katadata.co.id/>. Therefore, the selection of Instagram social media in learning as a means of task assignment innovation is the right decision. In addition, Indonesia is ranked fourth as an Instagram user, making it easier to assign tasks via Instagram.

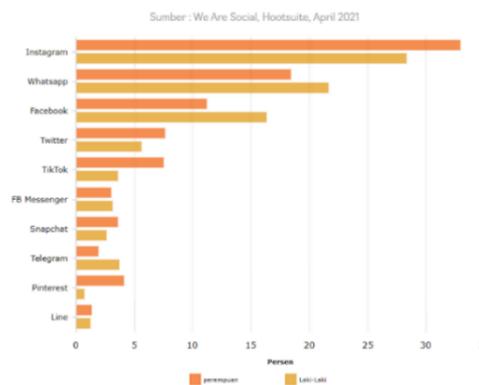
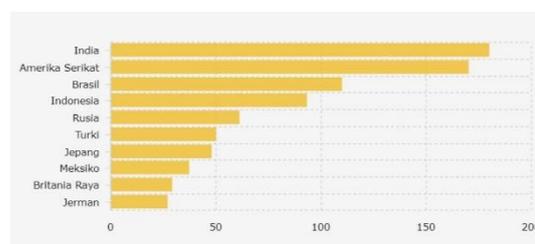


Figure 1.

Social Media Users Data

Figure 2.

Instagram Users Countries Data



(Sudjana and Rivai, 2007) explained that the use of media can clarify the material during the learning process. learning media can support the effectiveness of teaching and learning activities for educators and students. The media used are online media or social media to make it easier for students to participate, share, express opinions, one of which is using Instagram social media. Today the digital era dominates in various ways such as teaching and learning activities. Therefore, the author will describe the process of teaching and learning Indonesian language with the renewal of learning media as an assignment using Instagram social media. Through social media, it will provide new energy in the teaching and learning process of Indonesian language.

This research is in line with proprietary research (Ulfah, 2020) which explained that social media can be used as a learning tool during a pandemic, it can even

be said to support the teaching and learning system in schools. (Ulfah, 2020) discussed the benefits of social media for learning in outline so it needs to be developed with examples of social media that will be used. The use of social media Instagram is a development of this research. The positive impact given from the use of social media in learning is to train students to learn independently. This requires students to be able to produce interesting videos or pictures.

Research conducted by (Ulfah, 2020) has found the use of media in learning, utilization plans, and the challenges of using social media as a learning medium. The plan to use social media as a learning medium is carried out in stages, namely (a) determining learning objectives, (b) preparing learning materials, and (c) planning assessment instruments. Meanwhile, how to use social media as a learning medium is through several activities, namely (a) producing videos, images, or infographics and (b) journaling writing and reading. In addition, Ulfa's research reveals the challenges faced when deciding to use social media as a learning medium, namely educators must be open or 'literate' technology and must improve creative and innovative abilities and skills. Increased knowledge and skills that are adapted to the development of science and technology in order to provide learning that is in accordance with the characteristics of students. In this regard, this study has found a way to grow learning motivation through the use of Instagram social media which has been developed from Ulfa's research. Ulfa's research only mentions several social media that can be used as learning media, so this research focuses on Instagram social media as a medium for learning exposition texts for class X.

The problem with class X students of Muhammadiyah 1 Prambanan Senior High School is that their learning motivation has decreased. Learning motivation will result in students not doing the assignments given by the teacher, so that the acquisition of material and the assessment process is not optimal. In addition, the impact felt due to the COVID-19 pandemic is that students

have more attention to their respective devices than learning. In addition, the use of electronic devices is not used properly, so that students have a sense of addiction to their devices and their enthusiasm for learning decreases drastically. Therefore, the use of gadgets that have a negative impact has turned into an alternative tool for learning Indonesian.

The author uses social media as an Indonesian language learning innovation aimed at facilitating online learning amidst COVID-19 pandemic. Renewal of learning using Instagram social media makes it easier for students to access as well as provide new energy because amidst COVID-19 pandemic, Indonesian people have more dependence on social media. Learning to use social media is practical to use so that it becomes an added value in the use of Instagram social media. In this study, the author has given assignments in the form of exposition text uploaded by students on Instagram. The benefit of using Instagram social media in learning Indonesian is that it makes it easier to access, unlike other platforms. In addition, to see all the results of students who collect using a hashtag (#) that has been agreed upon and include a description of the upload with the creativity of each student.

## 2. Metode Penelitian

According to Sugiyono (2015: 2), the research method is a scientific way to obtain data with predetermined uses and objectives. The method used in this research is qualitative method. Qualitative method is a tool used to measure or assess a development in research.

The data source used in this study was a sample of student videos on Instagram as a result of the exposition text learning task. The data collection techniques used in this study were listening to students' videos uploaded on Instagram, reading responses, the number of video likes, the number of viewers, and the delivery method in the video. In addition, the results of data collection carried out data processing, research by listening, selecting data, analysing data, and concluding the final results. Thus, the sample data obtained in

the form of factual data obtained from students so that in this study using descriptive data presentation. The researcher analysed the exposition text learning in grade X at SMA Muhammadiyah 1 Prambanan.

### 3. Steps to Use Instagram as an Assignment Media

The findings of the research on learning to write and read exposition texts using Instagram media, namely by analysing the results of learning to write and reading exposition text activities for students of grade X SMA Muhammadiyah 1 Prambanan. The steps that must be taken by students in learning to write and read student work are as follows:

1. Students downloaded the Instagram application.
2. Students created Instagram accounts.
3. Students observed the material presented by the teacher at the previous meeting.
4. Students uploaded videos with creative descriptions and use hashtags such as #TeksEksposisiMoshia Text and #TugasMoshia.
5. The agreed theme was Learning during a Pandemic.

After the students have finished collecting the assignments that have been given, the next step was to give grades to students according to the rubric assessment that has been developed (Alhabib et al., 2021).

**Table 1. Assessment Rubric**  
 Assessment in writing and reading exposition text using Instagram:

No.	Indicator	Score	Score				
			5	4	3	2	1
1.	Completeness of the main aspects of the exposition text, such as: a. Theme b. Title c. Writer's name d. Narrative	4	If there is completeness of the main aspects of the exposition text.	If the exposition text contains all three indicators.	If the exposition text contains two indicators.	If the exposition text contains one indicator with mutual cohesion.	If the exposition text contains one of the indicators by selecting a title and theme that is not in accordance with the narrative or content.
2.	Completeness of the characteristics of the exposition text: a. Explain the problem b. Using an informational style that invites c. Using facts as evidence d. Using opinion as a form of statement of attitude towards the topic e. Delivering straightforwardly	4	If there is completeness of the characteristics of the exposition text.	If the exposition text contains four indicators.	If the short story contains three indicators.	If the short story contains two indicators.	If the short story contains one indicator.
3.	Completeness of exposition text structure, such as: a. Statement of opinion (thesis) b. Argument c. Reaffirmation of opinion d. Conclusion	6	If there is completeness of the structure of the exposition text.	If the exposition text contains three indicators.	If the exposition text contains two indicators.	If the exposition text contains one indicator with clear content.	If the exposition text contains one of the theses, arguments, affirmations, and conclusions with unclear content.
4.	Appearance accuracy, such as: a. Intonation b. Gesture c. Audio d. Language e. Creativity	6	If the video contains accuracy in its appearance.	If the video contains four indicators.	When the video contains three indicators.	When the video contains two indicators.	When the video contains one indicator.

1. Type of assessment : written and video.
2. Assessment form : description
3. The formula for calculating the results of writing and reading exposition text:  

$$\text{Final score} = \frac{\text{score}}{100} \times 100\%$$
4. Determine the score predicate that is gotten by students.

**Table 2.**

### Predikat Indikator

No.	Points	Predicate
1.	1	Very less
2.	2	Not enough
3.	3	Enough
4.	4	Good
5.	5	Very good

The indicator predicate serves as a reference for determining students to enter the predicate generated in the assignment.

**Table 3. Score Predicate Interval**

After that, the Determination of Reference Criteria was applied to the results of the scores of students, so it can be concluded that the final results of the grade XI students of SMA Muhammadiyah 1 Prambanan are as follows:

Mastery Level Percentage Interval	Four-Scale Modified Value		Keterangan
	1-4	D-4	
86-100	4	A	86-100
76-85	3	B	76-85
56-74	2	C	56-74
10-55	1	D	10-55





freedom of students to archive videos so that readers can only view limited information.

## 6. References

- [1] Alhabib, T. J., Cahyani, I., & Saadie, M. (2021). Pemanfaatan Media Telegram Pada Pembelajaran Menulis Cerpen. Seminar Internasional Riksa Bahasa XIV, 493–501. Taken from <http://proceedings.upi.edu/index.php/riksabahasa/article/view/1386>
- [2] Ulfah, A. (2020). Pemanfaatan Media Sosial Sebagai Media Pembelajaran Bahasa Indonesia di Masa Pandemi. Prosiding Seminar Nasional Bahasa dan Sastra ..., (4), 410–423.
- [3] Bovee, Courland. [1997]. Business Communication Today, Prentice Hall: New York.
- [4] Dananjaya, Utomo. [2017]. Media Pembelajaran Aktif. Bandung: Nuansa Cendekia
- [5] Dhini, Vika Azkiya. [2021].
- [6] <https://databoks.katadata.co.id/datapublish/2021/09/14/instagram-media-sosial-favorit-generasi-z-di-dunia>. Downloaded on September 22, 2021
- [7] Nurgiyantoro, Burhan. [2016]. Penilaian Pembelajaran Bahasa Berbasis Kompetensi. Yogyakarta: BPFE-YOGYAKARTA
- [8] Sasmito Mayasari, S.Kom, M. K. [2015]. Pemanfaatan Media Sosial Facebook untuk Media Pembelajaran Bahasa Indonesia. Media Aplikom, 4(4), 38–52.
- [9] Sudjana, Nana, Ahmad Rivai. [2007]. Media Pengajaran. Bandung: Sinar Baru Alge Sindo.
- [10] Sugiyono. [2018]. Metode Penelitian Kuantitatif, Kualitatif, dan R&D. Bandung: Alfabeta.

## DEVELOPING ONLINE ACTIVE LEARNING MATERIALS IN ENGLISH TEACHING BASED ON GENRE-BASED APPROACH

Amira Deani<sup>1</sup>, Dwiyanto Djoko Pranowo<sup>2</sup>

Yogyakarta State University  
[Amiradeani97@gmail.com](mailto:Amiradeani97@gmail.com)<sup>1</sup>, [Dwiyanto@uny.ac.id](mailto:Dwiyanto@uny.ac.id)<sup>2</sup>

Due to the spread of COVID-19 in Indonesia, Indonesian institutions have undergone many challenges in teaching and learning process. For that constraint, the researcher would like to develop online active learning materials in English teaching based on genre-based approach. The aim of this research is to develop a model of online active learning materials in teaching English based on the genre-based approach for second-year students of Junior high school. The product developed in this research was online active learning materials which is based on genre-based approach to facilitate the English teaching and learning process of second-year students of junior high school. This is a research and development (R & D) research adopted from the theory of Branch (2009). The sample consisted of 114 the second-year junior high school students and 3 English teachers. This research produces a supplementary English online active learning material based on genre-based approach for SMP/MTS students.

Key words: **online, active learning material, English teaching, Genre-based approach**

### INTRODUCTION

Humanity has come together to fight the COVID-19 pandemic produced by the novel SARS-CoV-2 virus. According to UNESCO, 1,524,648,768 learners around the world were affected as of March 25. (Huang, et al, 2020). As a result, schools have taken emergency action to close classrooms and shift traditional classroom lectures to online classes (Bao, 2020). In order to stem the spread of the COVID-19 epidemic, governments throughout the world have temporarily shuttered educational institutions, and Indonesia schools have been forced to close classrooms and implement online teaching and learning beginning March 24, 2020. (Kemendikbud, 2020).

Numerous teachers lack experience with online education, and many questions and concerns have been raised regarding how effective online education will be. COVID-19 poses serious concerns for educational institutions. It limits their ability to deliver essential services, both educational and non-educational, while also ensuring the safety of students, teachers, staff, and local communities. The transition

of all present online courses in a matter of days is a significant and disruptive change. A complete online course typically entails improving lesson plan design, teaching resources such as audio and video content, and technological support teams. Furthermore, according to an analysis of the student social media survey, the issues for students were not caused by technological or organizational limitations to large-scale online education. Instead, individuals are having difficulties because they do not have a good attitude toward learning. Lack of self-discipline, motivation, community engagement, adequate learning resources, and learning environments are all issues that students face when self-isolating at home. Additionally, students report feeling drowsy and bored in an online classroom because the learning process appears monotonous. For example, schools frequently only receive materials or lectures in pdf, PowerPoint, or Microsoft Word, then they are given tasks relating to the contents. Following that, some students have remarked that the home-learning system is considerably more difficult than traditional classrooms because online class

materials are tough for learners to understand.

Moreover, one of the junior high school teachers stated that the online teaching issues arise from a lack of experience with online learning technology and strategies. Many schools were badly unprepared to migrate online overnight at a time when they needed to modify their teaching methods. As a student in a home-learning program, the online school was difficult to acclimate to because teachers had not been trained in advance through simulations or practices. The teacher then explained how difficult it has been for teachers to be separated from their students and one other because teaching is such a human endeavor. Teachers in an online class have no way of knowing whether or not a student is truly engaged and comprehended. Educators, parents, and children are being forced to think critically, solve problems creatively, communicate, collaborate, and be agile as a result of the pandemic. It also reveals that there is an alternative. Because online students interact with the teacher and their peers differently than in a traditional class, developing active learning experiences rather than lectures is extremely crucial.

Due to these constraints, the researcher would like to create online active learning materials for English teaching based on genre-based approach.

Active learning is intended to engage students in meaningful learning activities while also encouraging them to reflect on their actions. Active learning is defined as putting learning at the center of education and giving children with a child-friendly platform to explore the world around them on a continuous basis (Singh, 2011). Furthermore, active learning is a set of activities in which students participate in the learning process, such as problem-solving and critical thinking, in order to better understand the material and attain the learning goal. Moreover, the active learning technique necessitates the use of higher-order thinking abilities such as analysis, synthesis, and evaluation by students (Bonwell & Eison, 1991). When

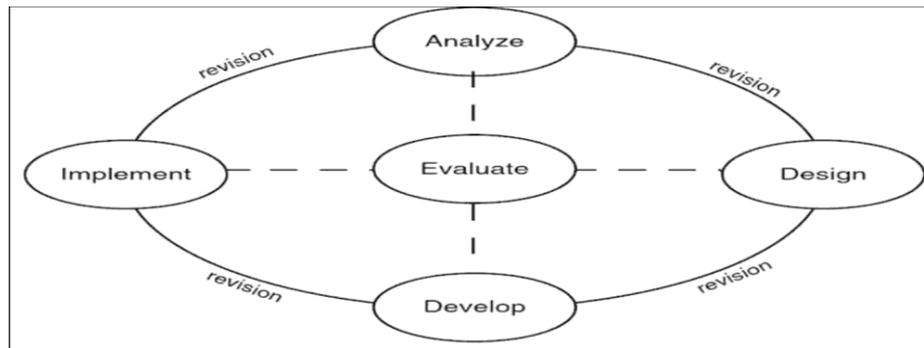
much of the world is in upheaval, an active learning technique in an online classroom allows students to maintain vital relationships and a feeling of normality.

In addition, the Genre-based Approach (GBA) has been employed to boost the learning capacity for meaning-making in a variety of curriculum areas. This approach envisions language acquisition as a social, textual, and goal-oriented system that uses text as the primary unit of communication and instruction (Herazo Rivera, 2012). Not only for reading and writing, but also for listening and speaking, the genre-based approach is great for teaching all English abilities. Tartila et al. (2013) suggest that the genre-based approach has two cycles: oral and written, with the oral cycle focusing on improving listening and speaking abilities and the writing cycle on improving reading and writing skills.

Taking into account the above explanation, the present paper aims to answer this research question: *How is the appropriateness of the developed online active learning materials based on genre-based approach in teaching English?*

## METHOD

This research is based on research and development (R&D) design. This study aims to create online Active Learning Materials for second-year junior high school students using a genre-based approach. Educational research and development, according to Borg and Gall (1983), is a process for the development and validation of an educational product that requires the product to be continuously evaluated, appraised, and optimized until it achieves behavioral objectives. Furthermore, the processes in the development of this research are adopted from Branch (2009), which refers to the steps in the research design development technique. In the development of the technique, Branch has gone through numerous phases of the ADDIE model. ADDIE consists of five stages in accordance with its name, *(A) Analysis, (D) Design, (D) Development, I) Implementation, and (E) Evaluation*.



**Figure 1. Research procedure of ADDIE Model**

Adapted from ADDIE, the researcher explains the production procedures for this research and development as follows:

### 1. Need Analysis (Analyze)

The goal of the needs analysis is to identify student and learning requirements. The researcher gathers data through interviews and questionnaires when doing a need analysis. The following are the steps in the need analysis process:

#### a. Student analysis

A student analysis will be undertaken to gather information and statistics about the student's circumstances, needs, and learning requirements. It must also offer a comprehensive description of the learning environment.

#### b. Instructional analysis

The English teacher and students are interviewed about the instructional study by the researcher. The purpose of instructional analysis is to determine the required instructional content and to gather information on the types of materials, activities, and material development tasks.

### 2. Design

The researcher conducts working on developing a course grid for the construction of active online learning resources that span skills, learning ideas, exercises, and tasks. In addition, the course grid will be constructed in a way that accommodates the requirement for evaluation during the previous phase, which will be accomplished through interviews and questionnaires. The course

grid is related to the syllabus design, and the researcher considers the level of competency and basic competence of Curriculum 2013 when building the course grid. Subjects, unit elements, language features, language emphasis, and learning activities are all included in the course grid.

### 3. Development

Material development, expert validation, and revision are the three phases of development. The following is an example of the explanation:

#### a. Material Development

The English materials will be developed at this point, based on the grid of courses laid up in the previous phase. The first draft of the product will be the result of this development.

#### b. Expert Validation

After developing the products, the researcher must get the first draft of the product validated by experts. The Alpha testing will take place here. Before moving on to the next level, Beta testing, Alpha testing must be completed to validate the prototype's quality (Oladimeji et al, 2007). For the first product, the experts will utilize a questionnaire to analyze it. The materials' content, the usage of language, the book's presentation, and the graphic are all included in the questionnaire's content. The questionnaire also includes many sections for expert advice and comments.

#### c. Revision

The findings of the expert evaluation, including questionnaires, feedback, and expert opinions, will be analyzed in order to update the product's development. The

result of the rewrite is the second draft of the product, which is now ready for testing (implementation).

#### 4. Implementation

The outcome of the second product would be measured by how well it was implemented. Beta testing will take place in this step. Unlike Alpha testing, Beta testing ensures that the prototype is ready for real-time consumers as well as the quality of the prototype (Jones & Richey, 2000). There will be three English teachers and 114 students enrolled in this research. During the classroom learning process, subjects employ this development product. The purpose of product implementation is to determine whether or not the materials are suitable for students. So, in order to receive

the results, questionnaires and interviews will be given. Students' and teachers' responses and suggestions will be collected.

#### 5. Evaluation

A step in the assessment process is evaluation. The data from the tests (questionnaire and interview) is used by the researcher to evaluate the product revision. It is a way of grading products that are rated as very good, good, average, poor, or very poor. As a result, the test revision resulted in the final draft of the product.

The researcher will illustrate the stages based on the requirement of this research as the following figure:

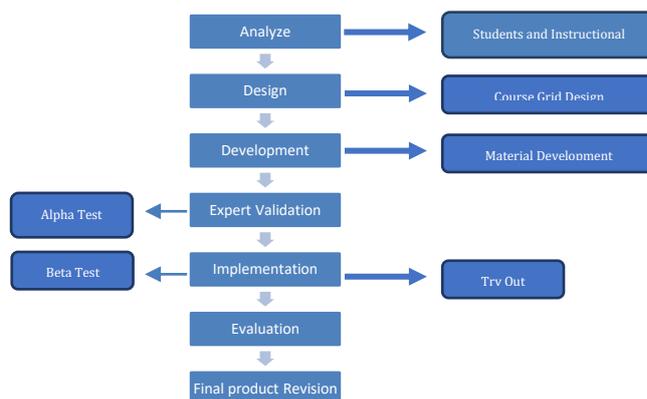


Figure 2. Specification Table Based on Universal Criteria of Material Evaluation

#### FINDINGS AND DISCUSSION

The needs analysis was the starting point for the research and development process, which was based on the product development process. The questionnaires were distributed to the 114 students and three English teachers from various schools in order to conduct the needs analysis. The researcher also conducted interviews with certain teachers to complement the data. According to Hamra and Syatriana (2012), need analysis was conducted to know the proficiency of the students and their need in terms of the teaching and learning process while in this research, the purpose of the need analysis, which comprised of 20 questions, was to determine the target needs and learning needs.

According to the results of the need analysis, the three schools had varied target needs and learning needs. As a result, it was taken into account when creating a suitable book for those students' various needs. Furthermore, the target needs revealed that students require material that is based on their daily lives, uses mixed language (Bahasa Indonesia and English), and incorporates media (audio/video), and additional components such as warming up, games, evaluation, and self-reflection.

The results of the learning needs indicate that there were some considerations such as (1) listening, listening to the audio and video to complete the gap of the dialogue after listening and answer the questions after listening to the

dialogue/monologue ; (2) speaking, giving a situation or some clues before the students make a dialogue or monologue, dialogue in pairs and roleplay; (3) reading, reading the text then answering the questions or identifying the true or false statements; and (4) writing, writing based on situation and the displayed illustration.

Meanwhile, the researcher prepared the course grid material in accordance with the 2013 Curriculum's core competence and basic competence. This online book was broken down into six sections, each with its own theme and task, they were: Unit 1 (At School), Unit 2 (Hobbies), Unit 3 (Places in City), Unit 4 (Holiday and Special Events), Unit 5 (Greeting Card), and Unit 6 (Picnic). Each unit consisted of 5 parts: warming up, vocabulary, main activities, evaluation and reflection.

Then, in the material development, the researcher utilized the active learning strategy and the step of Genre-Based approach. Active learning strategy necessitates the use of higher-order thinking abilities, develop critical thinking skills and students would be inspired to learn while they are actively participating in learning activities than they would have if they were inactive in the classroom (Bonwell & Eison, 1991; Feger, Woleck & Hickman in Karge et al, 2011; Debourgh in Agbatogun, 2014) and Genre-based approach encourages student learning and helps them grow unique knowledge fields; and ultimately helps them build distinctive language patterns in some genres (Martin in Yang, 2016). Therefore, both of them can be a good tools to help students in an online teaching and learning process.

The four stages of the genre-based approach were as follows: (1) Building

knowledge, (2) Modelling of the text, (3) Joint construction of the text, and (4) Independent Construction of the text. Furthermore, each unit had 4 additional components such as, warming-up, vocabulary, evaluation and reflection.

The developed material was validated by two experts during the expert judgment. The data was analyzed using a questionnaire that included four elements: content appropriateness, language appropriateness, book presentation, and graphic appropriateness. According to both experts, the developed materials were adequate and ready for students to try out. There were, however, certain suggestions that needed to be considered.

### The Appropriateness of the Product

To determine whether the product (which was in the form of an online book) was appropriate, the researcher conducted a field testing with students and teachers from three different levels of schools. The data was gathered by allowing teachers to use the program before distributing the questionnaire and interviewing students and teachers from each school. Finally, the researcher calculated the total mean scores of the teachers' questionnaire to establish the average of the product's tryout results in those schools after collecting the data. It was carried out in order to learn about the quality of the online book from the teachers' perspective. It made use of Suharto (2006)'s categorization system.

In the table below, the overall average of the students' book judgements is displayed, followed by the total mean score for each school.

Schools	Score	Category	Equivalent
SMPN 4 Pekanbaru	3.74	Very Good	Strongly Agree
SMPN 30 Pekanbaru	3.76	Very Good	Strongly Agree
SMPN 26 Pekanbaru	3.73	Very Good	Strongly Agree
<b>Average</b>	<b>3.74</b>	<b>Very Good</b>	<b>Strongly Agree</b>

Table 1. Students' Judgements of the Book

Each school's score ranged from 3.73 to 3.76, with an average of 3.74, according to the data. It indicated that the overall mean score was in the very good range and that the three groups strongly agreed. As a result, it was easy to deduce that the online book was suitable for those various schools. Furthermore, those numerous schools offered various levels of English learning,

starting with high level, middle level, and low level. As a result, the researcher came to the conclusion that this online book may be used in all junior high schools.

The overall average of the instructors' book judgments, followed by the total mean score for each school, is displayed in the table below.

Schools	Score	Category	Equivalent
SMPN 4 Pekanbaru	3.82	Very Good	Strongly Agree
SMPN 30 Pekanbaru	3.77	Very Good	Strongly Agree
SMPN 26 Pekanbaru	3.67	Very Good	Strongly Agree
<b>Average</b>	<b>3.75</b>	<b>Very Good</b>	<b>Strongly Agree</b>

Table 2. Teachers' Judgements of the Book

The results of each teacher's questionnaire are listed in the table above. Several areas were evaluated as very good, including the learning objective, materials, tasks, language use, and graphic of the teacher's judgment. This product was highly appropriate because it was categorized as very good. Each teacher's score in this case ranged from 3.67 to 3.82, with an average of

3.75. It's possible that the average of teacher evaluations was also included in the very good and strongly agree categories. As a result, it was possible to presume that the book was acceptable to the three teachers from different schools because it was rated as a very good material. As a result, the researcher came to the conclusion that this book might be approved by all junior high school teachers.

Aspects of Evaluation	Indicators	Item Number
Content	a. The content is appropriate with the students' needs.	21
	b. The content is easy to understand.	22, 23, 24, 25, 26, 27, 28
	c. The content covers what the students need for their learning.	29
	d. The content's depth is good.	30, 31
	e. The content is accurate.	32
Presentation	a. The manner in which the materials are presented is in line with the students' needs.	33, 34
	b. The manner in which the materials are presented is systematic.	35
	c. The manner in which the materials are presented is consistent and there is a balance between units.	36, 37
Language	a. The language accuracy is evident in the materials.	38, 39, 40, 41
	b. The difficulty level of the materials is appropriate with the students' needs.	42
Graphics	a. Typography	44, 45, 46, 47
	b. Illustration	43, 48, 49, 50, 51

Table3. Specification Table of Appropriateness Measurement

The teachers, however, made some comments and suggestions. The researcher

### FINAL PRODUCT

The final product was created based on the data gathered throughout the try-outs. The data for the trial were gathered through a questionnaire and interviews with students and teachers. There were several remarks and suggestions from the teachers and kids throughout the tryout interview. Those recommendations could be utilized to improve the materials that have already been created.

The researcher revised the book's developed materials in response to teachers' and students' recommendations and opinions. The following changes were made to the developed book: (1) the fonts were made larger, (2) examples were added to every explanation of the materials, and (3) the researcher revised some vocabulary for some students who had difficulty with certain words. The following is an overview of the final product:



**Figure 3. Outline of Final Product**

Because the developed product was an online supplementary book for an online class, the researcher spent a significant amount of time developing content that could be used to enhance the online teaching and learning process. Meanwhile, the researcher developed the course grid content following the core competency and basic competence of the 2013 Curriculum. This online book was broken down into six sections, each with its own theme and set of activities.

In the first unit, which was entitled "At School", the students were expected to be

then completed the second revision as soon as she received the criticisms and ideas.

able to identify the expression of asking for attention, checking for understanding, giving and asking opinions, showing appreciation, express asking for attention, checking for understanding, giving and asking opinions, showing appreciation, read a text related to the expression of asking for attention, checking for understanding, giving and asking opinions, showing appreciation and write a text related to the expression of asking for attention, checking for understanding, giving and asking opinions, showing appreciation.

Secondly, unit 2 was entitled "Hobbies". In this unit, the students were expected to be able to state and ask if one can do something or one will do something, understand the specific and detailed information in a message related to capability, incapability, willingness, and unwillingness, read a message related to capability, incapability, willingness, and unwillingness and write a message related to capability, incapability, willingness, and unwillingness.

Then, it's Unit 3. The title of this unit was "Places in City". In this unit, the students were expected to be able to give and respond to information regarding obligation, prohibition, and suggestion, understand the specific and detailed information in a message, read a message related to obligation, prohibition, and suggestion and write a message related to obligation, prohibition, and suggestion.

"Holiday and Special Events" was the title of the fourth unit. In this unit, the students were expected to be able to give and respond to instructions, invitations and ask permission, understand the specific and detailed information in a message, read a message related to instruction, invitation and asking permission, write a message related to instruction, invitation and asking permission.

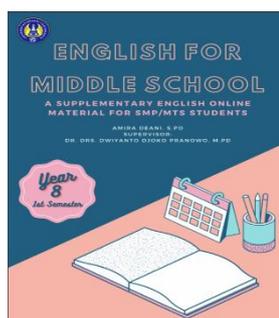
Next, the title of unit 5 was "Greeting Card". In this unit, the students were expected to be able to identify the differences and similarities between any kinds of greeting cards, identify existing

greeting cards with correct speech and stress, understand the specific and detailed information in a greeting card, read a message in the form of greeting card and write a message in the form of greeting card.

Lastly, it's Unit 6. The title of this unit was "Picnic". In this unit, the students were expected to be able to recognize and explain the difference between countable and uncountable nouns and use them correctly in daily conversation, match appropriate quantifiers to countable and uncountable nouns and use quantifiers correctly in daily conversation, recognize the most basic prepositions of place, and use them properly in daily conversation, read a text related to countable and uncountable nouns, quantifiers and prepositions of place and write a text related to countable and uncountable nouns, quantifiers and prepositions of place.

The researcher then used the active learning strategy and the Genre-Based Approach in the material development. The genre-based approach was divided into four stages: (1) Building knowledge, (2) Modelling of the text, (3) Joint construction of the text, and (4) Independent text construction. Each unit also included four extra components: warming up, vocabulary, evaluation, and reflection.

### The appearance of the final product



Unit 1: (<https://unit1-atschool.carrd.co/>)

Unit 2: (<https://unit2-hobbies.carrd.co/>)

Unit 3: (<https://unit3-placesincity.carrd.co/>)

Unit 4: (<https://unit4-holidaysandspecialerevents.carrd.co/>)

Unit 5: (<https://unit5-greetingcard.carrd.co/>)

Unit 6: (<https://unit6-picnic.carrd.co/>)

### CONCLUSION

The course grid content was created following the core and basic competencies of the 2013 Curriculum. Unit 1 (At School), Unit 2 (Hobbies), Unit 3 (Places in City), Unit 4 (Holiday and Special Events), Unit 5 (Greeting Card), and Unit 6 (Picnic) were the six sections of this online book, each with its own theme and tasks. Warming up, vocabulary, main activities, evaluation, and reflection were the five sections of each unit.

The researcher then employs the active learning strategy and the Genre-Based Approach step in the material development. The genre-based approach was divided into four stages: (1) Building knowledge, (2) Modelling of the text, (3) Joint construction of the text, and (4) independent text construction. Each unit also included four extra components: warm-up, vocabulary, evaluation, and reflection.

The researcher conducted a product try-out to determine the product's appropriateness. The data was obtained through the distribution of questionnaires and interviews with three teachers and students from each school. The developed book was deemed acceptable and appropriate by the participants. Based on the findings of the questionnaire of students' and teachers' responses to the developed product, it was concluded that the materials in the online book were acceptable and appropriate for them. According to the data, the three schools had an average score of 3.74 for students and 3.75 for teachers. The classifications were very good, and they remarkably strongly agreed in terms of equivalents.

Meanwhile, the findings of the research were backed up by the findings of the interviews. Based on the data, it was reasonable to believe that the book met the needs of both students and teachers. As a result, the book served as a valuable supplement to the online English learning process. Furthermore, the test findings

indicated that the designed product was appropriate and effective for Pekanbaru junior high schools of all levels, including high, middle, and low. It meant that the supplementary online book prepared for Pekanbaru junior high school students in grade VIII was appropriate.

## REFERENCES

- [1] Agbatogun, A. O. (2014). Developing learners' second language communicative competence through active learning: Clickers or communicative approach?. *Journal of Educational Technology & Society*, 17(2), 257-269.
- [2] Akhyak & Indramawan, A. 2013. Improving the Students' English Speaking Competence through Storytelling (Study in Pangeran Diponegoro Islamic College (STAI) of Nganjuk, East Java, Indonesia). *International Journal of Language and Literature*, 1(2).
- [3] Abrar, M., Mukminin, A., Habibi, A., Asyraf, F., Makmur, M., & Marzulina, L. (2018). "If our English isn't a language, what is it?" Indonesian EFL student teachers' challenges in speaking English. *The Qualitative Report*, 23(1), 129-145.
- [4] Bonwell, C. C., & Eison, J. A. (1991). *Active Learning: Creating Excitement in the Classroom*. 1991 ASHE-ERIC Higher Education Reports. ERIC Clearinghouse on Higher Education, The George Washington University, One Dupont Circle, Suite 630, Washington, DC 20036-1183.
- [5] Brown, J. D. (2009). Foreign and Second Language Need Analysis. In M. H. Long & C. J. Doughty (Eds.), *The Handbook of Language Teaching* (pp. 269-293). Oxford: Wiley-Blackwell.
- [6] Dewi, N., & Jimmi, J. (2018). The Correlation Between Vocabulary Mastery and Self Esteem on Students' Speaking Skill. *Wanastra: Jurnal Bahasa Dan Sastra*, 10(1), 78-83. doi: <https://doi.org/10.31294/w.v10i1.2998>
- [7] Diamantopoulos, A., Schlegelmilch, B. B., & Reynolds, N. (1994). Pretesting in questionnaire design: The impact of respondent characteristics on error detection. *Journal of the Market Research Society*, 36(October), 295-314.
- [8] Fanani, A. (2014). Identifying non-English Department Student Weakness Points on Commonly Found EPT Grammar Problems (a students' need analysis). *Educate Jurnal Pendidikan Bahasa dan Sastra*. 3(2), 24. UNIPDU.
- [9] Hamra, A., & Syatriana, E. (2012). A Model of Reading Teaching for University EFL Students: Need Analysis and Model Design. *English Language Teaching*, 5(10), 1-11.
- [10] Hastuti, F.D (2017). Managing Effective English Speaking Skill Assessment for Non-English Major Students. *MABIS*, 8(2), 82-92.
- [11] Jin, L. (2011). Constructivism-Application in Oral English Teaching to Non-English Majors. *Global Partners in Education Journal*, 1(1), 13-20.
- [12] Jin, M. (2014). A case study of non-English major college students' motivation in English language learning. *Open Journal of Modern Linguistics*, 4(2), 252-259.
- [13] Karge, B, et al. (2011). Effective Strategies for Engaging Adult Learners. Paper presented at The 2011 Maui International Academic Conference, Maui, Hawaii.
- [14] Martin, E. & Polivka, A. E. (1995). Diagnostics for redesigning survey questionnaires. *Public Opinion Quarterly*, 59(4), 547-567.
- [15] Megawati, F. (2016). Kesulitan Mahasiswa Dalam Mencapai Pembelajaran Bahasa Inggris Secara Efektif. *PEDAGOGIA: Jurnal Pendidikan*, 5(2), 147. doi: <https://doi.org/10.21070/pedagogia.v5i2.246>
- [16] Nazara, S. (2011). Students' Perception on EFL Speaking Skill Development. *Journal of English Teaching*, 1(1).
- [17] Nikmah, S.U. (2019). Linguistic Difficulties Encountered by Non-English Department Students in Speaking English (A Study at

- Walisongo English Club UIN Walisongo). Skripsi. Fakultas Ilmu Tarbiyah dan Keguruan, Pendidikan Bahasa Inggris, Universitas Islam Negeri Walisongo, Semarang.
- [18] Ninsisana, W. & Nawa A.T. (2019). Analisis Kebutuhan Bahasa Inggris Mahasiswa Jurusan Ekonomi Syariah. *Tapis: Jurnal Penelitian Ilmiah*, 3(1), 17-38. doi: <https://doi.org/10.32332/tapis.v3i1.1514>
- [19] Nuraini, K. (2016). The Barriers of Teaching Speaking English for EFL Learners. *ELLITE: Journal of English Language, Literature, and Teaching*, 1(1). doi: <https://doi.org/10.32528/ellite.v1i1.159>
- [20] Ratnasari, A.G. (2020). EFL Students' Challenges in Learning Speaking Skills: A Case Study in Mechanical Engineering Department. *Journal of Foreign Language Teaching and Learning*, 5(1), 20-38. doi: <https://doi.org/10.18196/ftl.5145>
- [21] Rezaeyan, M. (2014). On the impact of task-based teaching on the academic achievement of Iranian EFL learners (case study: female high school students in Yasuj). *International Journal of Language Learning and Applied Linguistics World (IJLLALW)*, 7(3), 476-493.
- [22] Rexhaj, Xh. et al. (2018). Acquisition of Albanian as a first language from the perspective of natural order hypothesis. Thesis. Vol. 7. Iss. 2. Pristina: AAB College. (3-52).n
- [23] Shteiwi, A. & Hamuda, A. (2016). Oral Communication Problems Encountering English Major Students: Causes & Remedies. *International Journal of Social Science and Humanities Research*, 4(2), 19-26.
- [24] Sugiyono (2015). *Metode Penelitian Kombinasi (Mix Methods)*. Bandung: Alfabeta
- [25] Tomlinson, B. & Masuhara, H. (2013). *The complete guide to the theory and practice of materials development for language learning*. Hoboken: Wiley.
- [26] Yang, Y. (2016). Teaching Chinese College ESL Writing: A Genre-Based Approach. *English language teaching*, 9(9), 36-44.



## LITERATURE APPRECIATION LEARNING INNOVATION USING BLENDED LEARNING MODEL TO STUDENTS OF MTS AL MA'HAD AN-NUR BANTUL AMIDST THE COVID-19 PANDEMIC

Bitho'ah Aidatun Na'ilah<sup>1</sup>, Suroso<sup>2</sup>

Master Program in Indonesian Language and Literature Education<sup>1</sup>,  
Master Program in Indonesian Language and Literature Education<sup>2</sup>,  
Faculty of Languages and Arts – Yogyakarta State University, Yogyakarta  
email: bithoahaidatun.2020@student.uny.ac.id<sup>1</sup>, suroso@uny.ac.id<sup>2</sup>

### Abstract

The COVID-19 pandemic has become a disruption that has shocked all Indonesian people. It is not only disturbing but also has an impact on all activities, especially learning activities. Learning activities that were originally carried out face-to-face have now become distance learning. Learning innovation needs to be carried out to overcome distance learning during this COVID-19 pandemic. The problem of literary appreciation does not only occur during the COVID-19 pandemic. The problem of literary appreciation learning has always had problems with the innovations used by teachers. This study aims to overcome the problem of lack of innovation in literary appreciation learning. The blended learning model is chosen to be applied in maximizing literary appreciation learning for MTS Al Ma'had An-Nur students. This type of research uses descriptive qualitative research. Data collection techniques are in the form of document analysis, interviews and observations.

**Keywords:** *Literary Appreciation Learning, Blended Learning Model, COVID-19 Pandemic*

### Preface

Learning Indonesian is very important given at all levels of education. Sheets of Indonesia is a language that everyone is able to use. The importance of learning Indonesia is aimed at improving student's ability to communicate both orally and in writing. In addition, the use of Indonesian that is taught properly can support students confidently speaking in public. Keep in mind that there are four skills learned in Indonesia, namely: writing, listening, reading, and speaking. These four skills are important factors for students to maximize their potential. Likewise, in Indonesia language learning, there are literary appreciation learning subjects.

In Indonesian language subject, literature appreciation learning must be given starting from elementary school to university level. Literature appreciation learning is a learning activity so that students get to know more, understand, appreciate and be able to apply the positive things contained in literary works in everyday life. Literature appreciation

learning is one of the important lessons learned at all school levels. Students can get to know more about literature. Hidayati (2014) explained that literature appreciation is an activity related to sharpening feelings, reasoning and imagination, as well as sensitivity to society, culture and environment.

Literature appreciation is also related to reading literary works accompanied by genuine appreciation. The results of reading will lead to a good appreciation of literary works and understanding the moral values in it. Sensitivity and concern for the values of life, especially humanity, lead to empathy and tolerance among human beings (Al-Ma'ruf and Farida, 2017: 25). Based on the explanation, it can be concluded that literature appreciation is learning that requires a serious understanding and appreciation of the literary works in order to gain new insights and apply them in our daily life.

Literature appreciation learning is not focused on only one literary work but all types of literary works. Various literary works that exist and can be found in literature learning for junior high school students are poetry, drama, fairy tales, legends and short stories. Teachers must always be ready to provide learning in any condition, especially amidst COVID-19 pandemic. Learning amidst COVID-19 pandemic certainly creates several obstacles in the learning and teaching process. However, this must be addressed by teachers and students wisely. All obstacles in the existing learning process can definitely be overcome.

COVID-19 pandemic is a catastrophe that has affected the entire world. The impact of COVID-19 is very unfavourable, especially in the education aspect. Education in Indonesia has undergone several changes in the learning process which was originally carried out face-to-face in schools to online learning. The Ministry of Education and Culture (2020) stated that the policy of implementing online-based learning is an official directive from the Ministry of Education and Culture of the Republic of Indonesia which recommends that all education units in Indonesia, without exception, to heed efforts to prevent the spread of COVID-19 by implementing social restrictions and eliminating present learning.

The Minister of Education has issued Circular Letter Number 3 of 2020 concerning Prevention of COVID-19 to the Education Unit which states that schools and universities are closed. This is done to break the chain of the spread of COVID-19, instead the teaching and learning process is replaced online for all levels of education. It can be concluded that teaching and learning activities that were originally carried out face to face (present) must be limited to online program. Thus, all learning activities depend on the use of information technology. The information technology can be accessed through the device. The gadgets can be mobile phones, tablets and laptops.

The use of information technology with proper access can be useful to assist the process of learning activities. Amidst COVID-19 pandemic, teachers must be more enthusiastic to be creative by utilizing increasingly advanced technology for learning innovation, especially literature appreciation learning. New innovations to create effective, smooth and even not boring learning must be thought out carefully by the teacher. Innovations that can be used by teachers can be by using learning media, learning models, learning strategies, and many more. The results of the use of new innovations in learning are expected to produce right learning objectives.

Online teaching and learning activities should not be used as an excuse for teachers not to be more creative in order to support the distance learning process so that it remains effective and maximal. This learning process is carried out by teachers and students to do with online meeting and so are the assignments. Therefore, the most important point is that in learning literature appreciation learning, one of the right learning model innovations is chosen to support maximum learning outcomes. The learning model used is a blended learning model. Although this online learning poses a number of obstacles, the readiness of teachers and students, learning support facilities and internet access can be overcome gradually.

### Research Methods

This research uses qualitative research. Creswell (2015:34) suggested that in qualitative research, the researcher collects data from participants in the study and develops a form to record during the research. In addition, qualitative research is a research that produces analytical procedures that do not use statistical analysis procedures or other quantification methods (Moleong, 2010:6). Furthermore, this study uses a descriptive method to describe the conditions that occurred during research activities.

This research was conducted at MTS Al Ma'had An-Nur which is located at Jalan Ngrukem, Sawah Area, Pendowoharjo, Sewon District, Bantul Regency. The subjects of this study were an Indonesian language teacher and 38 students of class VII A. While the object of this research is the use of blended learning model in literature appreciation learning. Collecting data in the research in the form of observations and interviews with an Indonesian language teacher and several students. Observation and interview methods are useful for knowing the conditions experienced by teachers or students when learning activities take place.

## Discussion

### 1. The Importance of Literature Appreciation Learning for Junior High School Students

Literature appreciation learning is very important to be taught at all levels of education units, especially at the junior high school level. Literary works taught in the form of poetry, fairy tales, legends, dramas, and short stories. Each literary learning material has a different way of appreciating it. However, all of them have the same goal, namely the process of understanding, interpreting thoroughly which in the end students will be able to give awards in the form of assessments. In fact, students can also find out new insights and life values that they can implement in a social environment.

Literature appreciation learning aims to make students understand thoroughly, appreciate and give awards for a literary work. Sunahrowi (2016: 184) explained the importance of literature appreciation learning which is closely related to learning about life. Through literary works we will gain new knowledge, insights and important components that can improve our minds. The dark sides of life can be better because of the practice of the values contained in a literary work.

Literature appreciation learning aims for the creative process of students in providing an assessment after enjoying and living a literary work. Students have

different thoughts and understandings of the process of appreciating literature. However, this is not something that can be disputed or blamed, because these differences will provide new insights. It can even complement the understanding and thinking of students in the learning process of appreciation of a literary work.

Literature appreciation learning taught by teachers to students, especially to the junior high school students can add new insights and experiences to literature. Students can find out their new knowledge through the provision of material by the teacher. They can use other reference sources to get new insights and even examples of the application of literature appreciation. This literature appreciation also fosters interest in reading literary works. With the development of increasingly advanced technology, we can also learn how to appreciate literature through media such as contents on YouTube. Literature appreciation learning is not all done by reading alone but can be through watching and even listening to a literary work.

### 2. Literature Appreciation Learning Problems of MTS Al Ma'Had An-Nur Students

In education field, especially in the learning process, there are certainly different problems. This problem is a challenge for teachers. Teachers must be able to face and even improve the quality of the learning process. Teachers also have to be more creative to find the right solution for a better learning process. There are several problems in literature appreciation learning of MTS Al Ma'Had An-Nur students. There are two important points in the problem of the literature appreciation learning process, these problems were obtained from the results of observations and interviews with an Indonesian language teacher and students of class VII A.

*First*, the problem of literature appreciation learning has existed for a long time (before the COVID-19 pandemic). The literature appreciation learning innovation used by the teacher is less creative. The teacher taught with a lecture learning





media that are up to date and familiar to students.

Social media contents such as on YouTube are the right solution for the implementation of the blended learning model in the appreciation of fable or legend texts learning. The blended learning model and the social media used in the chosen learning are expected to maximize the literature appreciation learning process. On YouTube, there are a lot of creative contents as examples of literature appreciation learning. This literature appreciation can be in the form of reading literary works such as poetry, retelling literary works such as fairy tales: legends, fables, in addition, re-enacting a literary work such as drama, and many others. Creative contents on YouTube can be used as a reference source for students. YouTube is not something that is difficult for students to access.

Additionally, in the literature appreciation learning, students can be creative and productive in literature subject and publish their work that has been made to YouTube. The results of its publications can be enjoyed and appreciated by the wider community. The use of YouTube is also easy to access, not even limited by space and time. This social media creates an interesting and fun learning atmosphere, especially when literature appreciation learning in the form of fable or legend texts for class VII A students consisting of 38 male students amidst the COVID-19 pandemic. The following is an example of YouTube contents used by teachers for literature appreciation learning.



**Figure 1. Examples of creative content for learning appreciation through oral literature on youtube “The Origin of the Gajah Wong River”, the source of our fairy tales.**



**Figure 2. Examples of creative content for learning literary appreciation through oral literature on youtube “The Legend of Nyi Roro Kidul”, the source of our fairy tales.**



**Figure 3. Examples of creative content for learning literary appreciation “Fable Text of Rabbits and Turtles” source Riri.**

The creative content on YouTube is used by the teacher to provide examples in learning literary appreciation, especially fable and legend texts. This content is a breakthrough to anticipate learning during this covid-19 pandemic. This learning is expected to foster ideas and creativity that our enthusiasm for learning literary appreciation cannot be hindered by anything, such as during this pandemic.

## Conclusion

Teaching and learning activities amidst COVID-19 pandemic are required to be more innovative and creative. The selection of the right learning model can support the process of distance teaching and learning activities. The blended learning model is chosen to support the maximization of the literature appreciation learning process (fable or legend text) for class VII A students in MTS Al Ma'had An-Nur. The blended learning model combines offline and online learning activities. The forum for these two learning activities is

through the Google Classroom, WhatsApp group, and creative contents on YouTube.

Literature appreciation learning (fable or legend texts) used the blended learning model through three basic stages. These stages are useful so that learning to write short stories can be understood easily by students. The stages in the model, namely: seeking of information, acquisition of information and synthesizing knowledge. Literature appreciation learning activities for class VII A students in MTS Al Ma'had An-Nur using the blended learning model have various advantages. Both educators and students are required to be more independent in using information technology for maximizing teaching and learning activities. The student learning activities carried out remotely in literature appreciation learning are also not boring. This activity is also considered to be very effective in breaking the transmission of COVID-19 with the teaching and learning process through a combination of offline and online learning.

#### References

- [1] Al-Ma'ruf, Ali Imron dan Farida Nugrahani. 2017. *Study of Literature Theory and Applications*. Surakarta: CV. Djiwa Amarta.
- [2] Creswell, John. 2015. *Educational Research 'Planning, Implementation and Evaluation of Qualitative & Quantitative Research'*. Yogyakarta: Pustaka Pelajar.
- [3] Our fairy tale, *The Origin of The Elephant Wong River and The Legend of Nyai Roro Kidul*, www.youtube.com.
- [4] Grant, Ramsay. 2001. *Teaching and Learning With Information and Communication Technology: Succes Through a Whole School*. Article National Educational Computing Conference, Building on the Future July 25-27, 2001. <https://www.eric.ed.gov>. Downloaded 21 Agustus 2021.
- [5] Hidayat, Muhammad Taufik, dkk. 2020. *Development of Blended Learning Model in Improving Students Understanding of Aceh Oral Traditions*. *Journal of The Pulpit of Science* Vol. 25 No. 3, 2020, <https://ejournal.undiksha.ac.id>. Downloaded 20 Agustus 2021.
- [6] Hidayati, Erni. 2014. *Development of The Literary Circle Model in Short Story Appreciation Learning Containing Character Education Values for Junior High School/MTS Students*. Seloka: Journal of Indonesian Language and Literature Education, <http://journal.unnes.ac.id/sju/index.php/seloka>. Dwnloaded 20 Agustus 2021.
- [7] Kemendikbud RI. *Circular on Prevention of The Covid-19 Outbreak in Edycation Units Throughout Indonesia*. Downloaded <https://www.kemendikbud.go.id/main/blog/2020/03/sikapi-covid19-kemendikbud-terbitkan-dua-surat-edaran-20-Agustus-2021>.
- [8] Moleong, J.L. 2010. *Qualitative Research Methodology*. Bandung: Remaja Rosdakarya.
- [9] Noer, M. 2010. *Blended Learning Change The Way We Learn in The Future*. <https://www.muhammadnoer.com/blended-learning-change-theway-we-learn-inthefuture/>. Downloaded 13 April 2021.
- [10] Pujiasih, E. 2020. *Building a Golden Generation with Online Learning Variations in The Future Pandemic Covid-19*. *Teacher's Scientifis Journal*, 5(1), 42-48. Downloaded 21 Agustus 2021.
- [11] Riri. 2019. *The Rabbit and The Tortoise 'Before Indonesian Children's Fairy Tale'*. Riri interactive children's story, www. Youtube.com. Downloaded 23 Agustus 2021.
- [12] Sunahrowi. 2016. *Course Teaching Innovation Appreciation Litteraire with Model Advance Organizer*. *Lingua*: <http://journal.unnes.ac.id>. Downloaded 23 Agustus 2021.
- [13] Yuliati, Y., & Saputra, D. S. (2020). *Building Student Learning Independence Through Blended Learning in The Future Pandemic Covid-19*. *Journal Elementaria Edukasia*, 3(1). Downloaded 21 Agustus 2021.

**IN THE COVID-19 PANDEMIC, IMPLEMENTATION OF LEARNING TO WRITE NON-LITERARY TEXT USING TECHNOLOGY-BASED LEARNING MEDIA ON CLASS VIII SMP STUDENTS****Deni Fourin Achiriarsi<sup>1</sup>, Prihadi<sup>2</sup>**<sup>1</sup>Yogyakarta State University, <sup>2</sup>Yogyakarta State University<sup>1</sup>denifourin.2020@student.uny.ac.id, <sup>2</sup>prihadi@uny.ac.id**Abstract**

Indonesian language learning amidst COVID-19 pandemic is required to adapt to the use of technology as the main basis for learning. The use of technology as a medium in learning is adjusted to the needs of communication between teachers and students and the needs of subject matter. This study discusses the implementation of Indonesian language learning for grade VIII of junior high school students, especially in learning non-literary texts using technology-based learning media. The research method used is descriptive qualitative with data collection techniques using observation and interviews. The research subjects used were Indonesian language teachers and grade VIII students at SMP Negeri 4 Kalasan. The results showed that learning to write non-literary texts was in accordance with the online syllabus and Learning Implementation Plan amidst COVID-19 pandemic. This can be seen based on the learning components which include objectives, materials, methods, media and evaluation. The technology-based learning media used by teachers and students included WhatsApp Group, Google Classroom, Google Meet, Quizizz, Wordwall, and YouTube. Learning news texts, advertisements, slogans, and posters, teachers use WhatsApp Group, Google Classroom, Wordwall, Quizizz and Google Meet media. Meanwhile, in expository and explanatory text learning, the teacher used WhatsApp Group, Google Classroom, YouTube and Google Meet media. Meanwhile, there were several obstacles faced by teachers and students during the learning process. Barriers faced by teachers include signal stability and creativity in online learning designs. On the other hand, the obstacles faced by students included signal stability, data packets, and the learning process. In this phenomenon, teachers and students had an important role in overcoming barriers to online learning that occurred.

**Keywords:** *implementation, write, non-literary text, technology-based learning media*

**1. Preface**

At the end of 2019, precisely in December, a similar case appeared with unknown pneumonia in Wuhan, China (Lee, 2020). The case was caused by the corona virus or what is now known as COVID-19 (Corona Virus Disease 2019). The spread of this virus is very fast. In fact, this corona virus also attacked Indonesian citizens for the first time on March 2, 2020 in a number of two cases (Susilo, 2020). Starting from there, a number of COVID-19 cases continue to emerge. Then, on Thursday, March 12, 2020, Achmad Yuriyanto, the Government Spokesperson for the Handling of the COVID-19, who is also the General Director of Disease Prevention and Control, delivered a statement that the World Health Organization (WHO) has determined that the COVID-19 is a Pandemic, thus signalling

to the whole world to believe that this disease can attack anyone and any country in the world, therefore all countries must anticipate and respond and must also make vigilance. This pandemic then has an impact on all aspects of life, including the field of education.

Since the COVID-19 case appeared in Indonesia, the government through the Ministry of Education and Culture, Research and Technology has swiftly made a policy to change the learning process from being face-to-face to shifting to distance learning or online learning. Distance learning is an institution-based formal education, where learning groups are separated and a communication system is used in interaction (Holden and Westfall, 2008). Distance learning was chosen as something that is supportive to use during the

pandemic, especially amidst COVID-19. This is in accordance with the President's instructions to stay at home, study at home, work at home, worship at home. The policy is contained in Circular (SE) Number, 4 of 2020 concerning the Implementation of Education Policies in the Emergency Period for the Spread of COVID-19, in this case point 2 which states, the distance learning process is carried out with the following conditions: a. Studying from Home through online/distance learning is implemented to provide a meaningful learning experience for students, without being burdened with the demands of completing all curriculum achievements for grade promotion and graduation; b. Studying from Home can be focused on life skills education, including regarding the COVID-19 pandemic; c. Studying from Home learning activities and tasks may vary between students, according to their individual interests and conditions, including considering the gap in access/learning facilities at home; d. Evidence of Studying from Home activities are given qualitative and useful feedback from the teacher, without being required to give quantitative scores.

Regarding the distance learning process (online), the presence of technology-based learning media is very important. Learning with an online system requires adaptation in its implementation, especially in terms of the learning media used. Fortunately, nowadays there are many applications that can support the online learning process. In fact, there are many learning applications that can be accessed for free. This can help teachers and students adapt to this online learning system.

This study intends to describe the online learning process in Indonesian language subject, especially in learning to write non-literary texts using technology-based learning media. This research was conducted at one of the schools that participated in implementing the online learning system by utilizing the help of technology-based learning media, namely at SMP Negeri 4 Kalasan. As mentioned above, the focus of this research will be on the process of learning to write non-literary

texts in grade VIII of SMP Negeri 4 Kalasan. The non-literary text materials in grade VIII in the first semester of the 2021/2022 academic year include news texts, advertisements, slogans, posters, expositions, and explanations. Researcher is interested in studying learning in non-literary texts because in previous practice, namely during face-to-face learning, non-literary texts became a cluster of texts in Indonesian which were considered difficult by students. This is consistent with the results of interviews conducted with several eighth-grade students at SMP Negeri 4 Kalasan that learning non-literary genre texts is considered difficult and requires a more detailed explanation from the teacher when learning. Based on this, the researcher wants to know how the implementation of learning to write non-literary texts when using technology-based learning media is carried out online.

## 2. Research Method

This study used qualitative research method. Qualitative research is research that produces analytical procedures that do not use statistical analysis procedures or other quantification methods (Moleong, 2010:6). Creswell (2015:34) suggests that in qualitative research, the researcher collects data from participants in the study and develops a form to record during the research.

The data sources used were Indonesian language teachers and grade VIII students at SMP Negeri 4 Kalasan, consisted of 128 students with a total of 4 classes. Data collection techniques that researcher used were observation and interviews. Observations were made when online learning took place in the first semester of the 2021/2022 academic year. Interviews were conducted with teachers and student representatives from each grade VIII at SMP Negeri 4 Kalasan.

The data analysis technique used by the researcher is the Miles and Huberman model analysis technique. In this case, there are three processes in data analysis, namely data reduction, data presentation and conclusion drawing/verification. The process of analysing qualitative data is



Learning Method	Project Based Learning
Learning Media	Online learning media such as WhatsApp Group, Google Meet, Google Classroom, Quizizz, Wordwall, and YouTube.
e. Learning Evaluation	Daily assessment, mid-semester assessment, and end-of-semester assessment.
<b>Barriers to Online Learning</b>	a) Teachers: signal stability and creativity of online learning models b) Students: signal stability, internet quota, and online learning process
<b>Efforts to Overcome Barriers to Online Learning</b>	a) Teachers: improve the quality of the internet, learn knowledge about technology, and make innovations in learning b) Students: improve internet quality, take advantage of internet quota assistance from the government, and communicate difficulties encountered with teachers

**c. Discussion**

**1) Online Learning Planning**

At the end of December 2019, the world was shocked by the outbreak of the SARS-CoV-2 virus or the cause of the disease COVID-19. The COVID-19 pandemic has changed the world order and has had

various significant impacts. This can be seen from several fields, one of which is in education.

In education field of Indonesia, the government has issued a learning system policy that was originally face-to-face to an online system. This is based on the Circular of the Minister of Education and Culture Number 3 of 2020 concerning the Implementation of Education Policies in the Emergency Period for the Spread of COVID-19. One of its contents is the rules in the process of learning from home. There are several provisions that are regulated, including the basic spirit of online learning, focus on learning from home, learning activities and assignments while studying from home, as well as the role of the teacher in providing feedback.

Based on the data that has been obtained in the field, it can be seen that the teacher is trying to rearrange and develop an online learning plan. Despite the COVID-19 conditions, teachers are still preparing for online learning as much as possible. This is in accordance with the opinion of Porter (1997), that an effective class should be able to do six things, namely (1) providing the equipment needed by students and if the equipment is not available then the teacher can inform where the students can get the equipment; (2) fostering hope for students and creating a conducive atmosphere for them; (3) fostering a sense of togetherness between teachers and students to share information and exchange ideas; (4) enabling students to experiment, test their knowledge, complete assigned tasks, and be able to apply a theory they have learned or read; (5) creating and developing mechanisms to evaluate students' abilities; and (6) providing a safe and comfortable place in the learning process.

The learning planning includes the syllabus and the Learning Implementation Plan. In this plan, the syllabus used by the teacher in online learning still follows the guidelines or regulations in the face-to-face learning system. However, this is different from the Learning Implementation Plan. The lesson plan used by Indonesian teachers at SMP Negeri 4 Kalasan is a



characteristics of competence and level of education”.

Project Based Learning is project-based learning that provides opportunities for teachers to manage learning in the classroom by involving project work (Thomas, et al, 1999). Project-based learning can also be interpreted as learning designed for complex problems where students conduct investigations to understand them, emphasize learning with long activities, tasks given to students are multidisciplinary, and product-oriented (Nayono & ER, 2013).

Project-based learning is used by teachers when learning to write news texts, advertisements, posters, or slogans, expositions, and explanations. Students are asked to make the four types of non-literary texts according to the instructions given by the teacher. Next, the students' work is collected in various ways. For news texts, expositions, and explanations, students collect their writings through WhatsApp Group in the form of pdf files. Meanwhile, for the work in the form of advertisements, slogans, or posters sent by students through their parents or online motorcycle taxi services that deliver directly to school.

d) Learning Media

In online learning, the presence of learning media is very necessary. Learning media can be interpreted as anything that can be used to convey messages from the sender to the recipient so that it can stimulate students' thoughts, feelings, concerns, and interests in such a way that the learning process occurs (Arsyad, 2005: 63). Learning media is also useful for helping teachers when delivering material and making it easier for students to understand the material.

The success of teachers in conducting online learning amidst COVID-19 pandemic situation can be seen from the ability of teachers to innovate in designing, composing materials, and learning methods. Teachers must be able to determine what technology-based learning media is in accordance with the material and learning methods. In this phenomenon,

creativity is needed. Creativity is the key to the success of a teacher to be able to motivate students to keep their interest and motivation to learn online. The learning media used by teachers and students at SMP Negeri 4 Kalasan are WhatsApp Group, Zoom Meeting, Google Meet, Google Classroom, Quizizz, Wordwall, and YouTube. The following is the application of technology-based learning media in learning to write non-literary texts for grade VIII students at SMP Negeri 4 Kalasan.

No.	Non-literary Text Types	Learning Application
1.	News	a. The teacher provided instructions regarding learning news text through WhatsApp Group. b. The teacher instructed the students to answer stimulating questions about news text material in the Quizizz. c. Teachers held virtual learning meetings through the Google Meet. d. The teacher instructed students to answer questions about the news text material that has been studied through the Quizizz. e. The teacher distributed news text learning materials that have been discussed as well as provides instructions for working on the task of writing news texts through Google Classroom.

		<p>f. Teachers and students discussed with each other the development of the process of writing news texts through the WhatsApp Group.</p> <p>g. Students submitted news text writing assignments through Google Classroom at a predetermined time limit.</p>			<p>posters through Google Classroom.</p> <p>f. Teachers and students discussed with each other regarding the development of the process of writing advertising texts, slogans, posters through the WhatsApp Group.</p> <p>g. Students submitted assignments to write advertisements, slogans, posters through Google Classroom within the specified time limit.</p>
2.	Advertising texts, slogans, posters	<p>a. The teacher gave instructions regarding learning advertising texts, slogans, posters through WhatsApp Group.</p> <p>b. The teacher instructed the students to answer stimulating questions about advertising texts, slogans, posters in the Quizizz.</p> <p>c. Teachers held virtual learning meetings through the Google Meet.</p> <p>d. The teacher instructed students to answer questions about advertising texts, slogans, posters that have been studied through the Quizizz.</p> <p>e. The teacher distributed the news text learning materials that have been discussed as well as provides instructions for the task of writing advertisement texts, slogans,</p>			
3..	Exposition				<p>a. The teacher provided instructions and stimulation questions related to exposition text learning through WhatsApp Group.</p> <p>b. Teachers held virtual learning meetings through the Google Meet.</p> <p>c. The teacher instructed students to listen to video shows containing health information that are displayed on YouTube.</p> <p>d. The teacher distributed the exposition text learning materials that have been discussed as well as provides instructions for working on the task of writing an explanatory text through Google Classroom.</p> <p>e. Teachers and</p>

		<p>students discussed with each other regarding the development of the process of writing exposition texts through the WhatsApp Group.</p> <p>f. Students submitted an exposition writing assignment through Google Classroom by a predetermined time limit.</p>
4.	Explanatory	<p>a. The teacher provided instructions and stimulation questions related to explanatory text learning through WhatsApp Group.</p> <p>b. Teachers held virtual learning meetings through the Google Meet.</p> <p>c. The teacher instructed students to listen to video shows related to natural and social phenomena that are broadcast on YouTube.</p> <p>d. The teacher distributed explanatory text learning materials that have been discussed as well as provides instructions for working on the task of writing explanatory text through Google Classroom.</p> <p>e. Teachers and students discussed the development of the process of writing explanatory texts through the WhatsApp Group.</p>

		f. Students submitted an explanatory writing assignment through Google Classroom by a predetermined time limit.
--	--	---

e) Learning Evaluation

Learning evaluation is carried out by teachers to measure the extent to which the level of mastery and learning carried out by students during the learning process after previously conducting an assessment (Haryanto, 2020: 66). Learning evaluation also aims to collect information that becomes the basis for measuring the level of progress, development, student achievement, and the effectiveness of educators in teaching. This learning evaluation is based on the learning objectives. This is in accordance with the statement of Brinkerhoff (1986: 9) that evaluation is a process that determines the extent to which educational goals can be achieved.

In accordance with the Indonesian language Learning Implementation Plan for grade VIII at SMP Negeri 4 Kalasan that has been made, the evaluation forms used in learning to write non-literary texts are tests and non-tests. Evaluation in the form of tests can be divided into two, namely oral tests and written tests. Non-test evaluation is done by observing student learning behaviour in the learning process.

Evaluations carried out in learning to write non-literary texts can be described in daily assessments, Mid-Semester Examination and Final Semester Examination. In the daily assessment, using the project-based learning method, students write non-literary texts that will be submitted to the teacher for assessment. The results of student writing must meet the standard of assessment criteria based on the assessment indicators that have been determined by the teacher. Amidst COVID-19 pandemic, the Mid-Semester Examination and Final Semester Examination will still be conducted online using Google Forms. To make it easier for

students, the questions given are in the form of multiple-choice questions.

### 3) Barriers to Online Learning

The learning process is never free from various obstacles, especially in network learning (online) which still has a lot of adaptation. Barriers to learning become a spur to carry out better learning. The following are learning barriers that occurred during online learning to write non-literary texts.

Barriers perceived by teachers included signal stability and creativity in online learning designs. Signal stability is an important factor in online learning. However, sometimes the network signal is erratic. This can hinder the learning process, especially when the teacher delivers learning materials. Next, the creativity of online learning design. In this case, the teacher must be able to master the field of technology because the online learning system uses the help of information technology devices.

Barriers were also experienced by students. The obstacles felt by students include signal stability, availability of data packets, and the learning process. The first problem is related to signal stability and data packet availability. An unstable network becomes an obstacle in the online learning process. Therefore, the existence of adequate internet network facilities can be said to be the main thing in learning online systems.

The existence of students who are far from the city centre or far from the reach of the provider network, of course, cannot run this online learning process smoothly.

The other obstacle experienced by students is the learning process. In the learning process, students feel that there are too many tasks from all subject teachers. This component is considered an obstacle for students because students still need to adjust learning conditions with the online system. However, this will slowly improve if this online learning system is commonly used in the learning process, especially in writing non-literary texts.

### 4) Efforts to Overcome Barriers to Online Learning

The various obstacles that occur can interfere with the implementation of learning. Teachers have a role in overcoming learning barriers. The following describes some of the efforts made by teachers in overcoming barriers to learning to write non-literary texts online.

Efforts to overcome obstacles from teachers related to signal stability can be done by improving the quality of the signal network. Schools improve the quality of the Wi-Fi network to support the progress of the online learning process. Further efforts for teachers to study the field of Information and Technology and make innovations, mainly related to technology-based learning media that can support the progress of the learning process. Teachers continue to make and try new innovations and changes to support the success of online learning. Additionally, the schools also hold various trainings for teachers. With this, it is hoped that teachers can develop more in providing innovative learning media and methods.

Efforts to overcome student barriers can be done by improving the quality of the network. Students can change the type of provider that is better or in accordance with the environmental conditions in which they live. Students can also take advantage of the study quota assistance provided by the Ministry of Education and Culture, Research and Technology. The next effort is to build good communication with teachers through available online media. This is because amidst COVID-19 pandemic, students are required to study from home with an online system. Students often complain of too many assignments. Therefore, good communication among teachers and students is needed. Teachers can provide understanding and motivate students to always actively participate in learning to write non-literary texts well.

## 5. Conclusion

Based on the results of research and discussion of learning to write non-literary texts using technology-based learning media for grade VIII students of SMP Negeri 4 Kalasan, it can be concluded that learning to write non-literary texts is in accordance with the online syllabus and Learning Implementation Plan amidst COVID-19 pandemic. This can be seen based on the learning components which include objectives, materials, methods, media, and evaluation. Technology-based learning media used by teachers and students included WhatsApp Group, Google Classroom, Google Meet, Quizizz, Wordwall, and YouTube. In news texts, advertisements, slogans, and posters learning, teachers used WhatsApp Group, Google Classroom, Wordwall, Quizizz and Google Meet media. Meanwhile, in expository and explanatory text learning, the teacher used WhatsApp Group, Google Classroom, YouTube, and Google Meet media.

Meanwhile, there were several obstacles faced by teachers and students during the learning process. Barriers faced by teachers included signal stability and creativity in online learning designs. On the other hand, the obstacles faced by students included signal stability, data plan and the learning process. Teachers and students have an important role in overcoming barriers to online learning that occurred.

## 6. References

- [1] Brinkerhoff, R.D. (1986). *Program Evaluation a Practitioner's Guide for Trainers and Educators*. Western Michigan: Kluwer-Nijhoff Publishing.
- [2] Creswell, John. 2015. *Riset Pendidikan 'Perencanaan, Pelaksanaan, dan Evaluasi Riset Kualitatif & Kuantitatif*. Yogyakarta: Pustaka Pelajar.
- [3] Djamarah, S. B. (2008). *Strategi belajar Mengajar*. Bandung: Rineka Cipta.
- [4] Haryanto. 2020. *Evaluasi Pembelajaran (Konsep dan Manajemen)*. Yogyakarta: UNY Press.
- [5] Kemendikbud RI. *Edaran tentang Pencegahan Wabah Covid-19 di Lingkungan Satuan Pendidikan Seluruh Indonesia*. Diunduh melalui <https://www.kemendikbud.go.id/main/blog/2020/03/sikapi-covid19-kemendikbud-terbitkan-dua-surat-edaran>. Downloaded at 23 August 2021.
- [6] Lee, A. (2020). Wuhan Novel Coronavirus (COVID-19): Why Global Control is Challenging? *Public Health, January*, 19–21. <https://doi.org/https://doi.org/10.1016/j.puhe.2020.02.00>.
- [7] Moleong, J.L. 2010. *Metodologi Penelitian Kualitatif*. Bandung: Remaja Rosdakarya.
- [8] Porter, L.R. (1997). *Creating The Virtual Classroom: Distance Learning With The Internet*. New York: John Wiley & Sons.
- [9] Susilo, Adityo, dkk. (2020). *Coronavirus Disease 2019: Tinjauan Literatur Terkini*. *Jurnal Penyakit Dalam Indonesia (7)1*: 45–67.
- [10] Thomas, dkk. (1999). *Strategi Pembelajaran Inovatif Kontemporer Suatu Tinjauan Konseptual Operasional*. Jakarta: PT Bumi Aksara.



in teaching and learning. (Glassett, & Schrum, 2009; Cherry, 2014). Among these factors, "teachers" is one of the most important factors, because they are the ones who blend all the educational components to deliver environments for teaching and learning (Bandura, 1993; Harding, 2012). However, there is little examination of how teacher's competence plays a significant role in how they conceptualize and use ICTs in their teaching. This confirms that unless teachers see the connection between technology and the subject matter they teach, they are unlikely to promote a technology-supported pedagogy. Thus, with the aid of ICT, teachers can guide the students beyond their limits, set out their adequate participation in the teaching and learning process, and create vital environments to prepare the students' skills to achieve the learning objectives.

With the emergence of rapidly changing technologies, it must be borne in mind that it is not only learners who need to learn new skills and new knowledge practices (Karchmer et al., 2005) but also educators. Therefore, examining the relationship between knowledge about technology integration and self-efficacy beliefs can provide a unique connection between these two areas of research. As such, it was the focus of this study to explore the relationship between English teachers' perceived knowledge and self-efficacy regarding their ability to successfully use technology in the classroom. To this end, the purpose of this study is to explore Indonesian English language teachers' self-efficacy of ICTs integration in teaching and learning, the usefulness of ICT for students learning, and how the external influences affecting the teachers of the technology use.

### **Social Cognitive Theory and Self-Efficacy**

Albert Bandura incorporated the concept of self-efficacy into his social learning theory, which he authored in the 1960s which has progressed into the Social Cognitive Theory (Ashford & LeCroy, 2010; Lippke, 2017). Social Cognitive Theory

Besides setting up the teachers' efficacy in integrating technology, being skillful in using the technology is another

explains that human functioning results from mutual determinates of personal factors such as cognition, affects, and biological events, behaviors, and environmental influence. More simply, self-efficacy is what an individual believes he or she can accomplish using his or her skills under certain circumstances. Beliefs on self-efficacy regulate human behavior through cognitive, motivational, affective, and decisional processes (Bandura, 2009; Benight & Bandura, 2009). It has a direct impact on someone's behavior since it helps determine what extent he or she wants to make efforts, persevere when confronting obstacles, and to be resilient when facing adverse situations (Schunk & Pajares, 2009). The perceived self-efficacy determine not only the level of effort but also its quality, i.e., how productively that effort is deployed. Therefore, higher perceived self-efficacy brings about various motivated efforts and it enables enhancement performances (Bandura, 1991, 1993; Bandura, Barbaranelli, Caprara, & Pastorelli, 2001).

### **Teachers' Self-Efficacy towards ICT Integrated Education**

The need for ICT integration in education is crucial since it can greatly affect what teachers choose to do, how they do it, and whether they have the opportunity to succeed (Govender & Govender, 2009). However, merely encouraging teachers to use ICT in daily educational practices does not realize ICT integrated education. Several internal factors of teachers should be considered, such as knowledge and skills, self-efficacy, and belief in its pedagogical value (Ertmer & Ottenbreit-Leftwich, 2010). Ertmer and Ottenbreit-Leftwich (2010) stress that having knowledge and skills is not enough to change teachers' behavior unless they feel confident to facilitate student learning through those gained ICT knowledge and skills. Thus, self-efficacy plays a vital role in influencing teachers to use technologies in their daily teaching activities.

qualification that has to be achieved. The teachers have to be frontiers for deploying technological innovations to the teaching



**Teaching Experience**

<1 year	32	30.8%
1-5 years	42	40.4%
6-10 years	14	13.5%
>10 years	16	15.4%

**School Level**

Primary School	32	30.8%
Junior Secondary School	31	29.8%
High School	23	22.1%
Vocational School	18	17.3%

**School Area**

Urban	68	65.4%
Rural	36	34.6%

**Preferred**

From the overall population (n=104) according to gender, there are 71 female respondents with a percentage of 68.3% as compared to only 33 male respondents with 31.7%. From overall population based on teaching experience, most of the respondents have 1-5 years of teaching experience with 42 (40.4%) followed by less than 1-year experience with 32 (30.8%), then more than 10 years of teaching experience with 16 (15.4%) and 14 respondents with 6-10 years of teaching experience with percentage (13.5%). From the overall population concerning the school levels, there are 32 (30.8%) respondents who are teaching in primary school, 31 (29.8%) in junior secondary school, 23 (22.1%) in high school, and 18 (17.3%) in the vocational school. From the overall population based on the school area, more respondents are teaching in the city school area with 68 (65.4%) as compared to respondents who are teaching in rural school areas with 36 (34.6%). From the overall population according to the preference of teaching style, more respondents preferred modern/contemporary teaching style with 85 (81.7%) as compared to respondents who preferred conventional/traditional methods of teaching with 19(18.3%). From the overall population dealing with the

**Teaching Style**

Conventional/Traditional	19	18.3%
Modern/Contemporary (ICT-based)	85	81.7%

**Academic Qualification**

Bachelor Degree	88	84.6%
Master Degree	16	15.4%

**The Ability of Handling ICT in Teaching**

High	26	25%
Medium	66	64.4%
Low	11	10.6%

highest academic qualification, most of the respondents come from bachelor's degree qualification with 88 (84.6%), followed by respondents with master qualification with 16 (15.4%). From the overall population concerning the ability to handle ICT in teaching, most of the respondents believe it that they possess medium ability with 67 (64.4%) followed by high ability in handling ICT with 26 (25%) and low ability with 11(10.6%).

**Teachers' self-efficacy on Technology-based Teaching**

Table 2 provided data concerning teachers' self-efficacy of technology-based teaching, it shows that the majority of teachers are enlightened by the use of technology-integrated in their teaching. The teachers conceived that the use of ICT improves the teaching quality( $M=4.04$ ) as it facilitates the acquisition of basic skills for the learners. Unquestionably, teaching resources and materials in the online platform are more updated ( $M=4.26$ ), thus it contributes to the interesting and engaging activities for students ( $M=4.16$ ).

Table 2. Teacher's perception of ICT integration in teaching

No	Items	SD	D	NS	A	SA	Mean	SD
		Frequency and Percentage (%)						
1.	I feel confident when learning new computer skills.	4 (3.8%)	6 (5.8%)	7 (6.7%)	54 (51.9%)	33 (31.7%)	4.019	.985
2.	I find it easier to teach by using ICT.	3 (2.9%)	6 (5.8%)	2 (1.9%)	61 (58.7%)	32 (30.8%)	4.086	.904
3.	I am aware of the great opportunities that ICT offered for effective teaching.	3 (2.9%)	2 (1.9%)	3 (2.9%)	58 (55.8%)	38 (36.5%)	4.211	.832
4.	ICT supported teaching makes learning more effective.	2 (1.9%)	5 (4.8%)	4 (3.8%)	56 (53.8%)	37 (35.6%)	4.163	.860
5.	The use of ICT helps me to improve teaching with more updated materials.	2 (1.9%)	7 (6.7%)	3 (2.9%)	41 (39.4%)	51 (49%)	4.269	.947
6.	The use of ICT improves the quality of teaching.	2 (1.9%)	6 (5.8%)	10 (9.6%)	53 (51%)	33 (31.7%)	4.048	.907
7.	The use of ICT helps me to prepare teaching resources and materials.	3 (2.9%)	5 (4.8%)	1 (1%)	43 (41.3%)	52 (50%)	4.307	.935
8.	The use of ICT enables the students' to be more active and engaging in the lesson.	2 (1.9%)	5 (4.8%)	4 (3.8%)	56 (53.8%)	37 (35.6%)	4.163	.860
9.	I have more time to cater to students' needs if ICT is used in teaching.	2 (1.9%)	5 (4.8%)	24 (23.1%)	51 (49%)	22 (21.2%)	3.826	.886
10.	I can still have effective teaching without the use of ICT.	0	4 (3.8%)	20 (19.2%)	56 (53.8%)	24 (23.1%)	3.961	.762
11.	The use of ICT is a waste of time.	23 (22.1%)	52 (50%)	20 (19.2%)	9 (8.7%)	0	3.855	.863
12.	I am confident that my students learn best without the help of ICT.	7 (6.7%)	44 (42.3%)	39 (37.5%)	12 (11.5%)	2 (1.9%)	3.403	.853

13.	Classroom management is out of control if ICT is used in teaching.	9 (8.7%)	64 (61.5%)	20 (19.2%)	8 (7.7%)	3 (2.9%)	3.653	.856
14.	Students pay less attention when ICT is used in teaching.	20 (19.2%)	60 (57.7%)	12 (11.5%)	11 (10.6%)	1 (1%)	3.836	.893
15.	Students make no effort for their lesson if ICT is used in teaching.	8 (7.7%)	64 (61.5%)	19 (18.3%)	12 (11.5%)	1 (1%)	3.634	.835

Besides, the great number of teachers accepted that the use of ICT provides lots of opportunities for effective teaching ( $M=4.16$ ) as well as ICT supported teaching makes learning more effective ( $M=4.21$ ). This situation shows that teachers' view of the use of ICT in the teaching and learning process as something positive where ICT becomes aid needed to ensure the effectiveness of both the teaching and learning process. Next, from the data gathered, it also shows that teachers find it easier teaching with the aid of ICT, this proves that the majority of them are adaptable with the development of technology-supported pedagogy ( $M=4.08$ ).

Teacher's familiarity and competency in handling ICT show that most teachers feel confident learning new computer skills ( $M=4.01$ ) and they can transform tools which beneficial for active learning environment in the classroom. In this context, it shows that teachers are open towards the use of ICT in teaching, not being resistant, and feels comfortable in learning new things. ICT also supported the teacher to cater the students' needs in teaching ( $M=3.82$ ). Other than that, the teachers believe they play a significant role in the classroom process and place the technology as the supported tools, thus it makes them still having effective teaching without the use of ICT ( $M=3.40$ ).

On the other hand, most teachers disagree ICT integration is a waste of time, they believe that the use of ICT benefits teaching and learning in various ways ( $M=3.85$ ). However, a smaller number of teachers agree with the negative part of ICT integration where the result shows that

classroom management is out of control when ICT is used in teaching ( $M=3.65$ ), followed by students make no efforts for their lesson and learning process ( $M=3.63$ ) and most teachers agreed that the use of ICT in teaching cause students' to pay less attention and not aware of the opportunity offered by ICT in the classroom environment ( $M=3.83$ ).

### The usefulness of Technology-based Teaching and Learning for Students

The result attained from Table 3 examined the usefulness of ICT integration for students in the learning process. The result indicates that the use of ICT promoting active and engaging lessons for students' best learning experience ( $M=3.95$ ). The earlier section has explained most teachers agreed that the use of ICT enables the students to be more active and engaging in the lesson. This shows that both teachers and students approved that the use of ICT provides the chances for students to be active and take more parts or roles for their best learning experience.

ICT-based also contributes to broadening student's knowledge paradigm ( $M=4.05$ ) where students are able to integrate their prior knowledge into the current learning systems as well as sharing and exchanging points of view with the teachers and classmates. ICT helps to provide the latest and current issues where students can obtain it very easily and integrate it into their learning process.

Table 3. The usefulness of Technology-based Teaching and Learning for Students

No	Items	SD	D	NS	A	SA	Mean	SD
		Frequency and Percentage (%)						
1.	ICT allows students to be more creative and imaginative.	1 (1%)	5 (4.8%)	8 (7.7%)	64 (61.5%)	26 (25%)	4.048	.780
2.	The use of ICT helps students to find related knowledge and information for learning.	1 (1%)	5 (4.8%)	2 (1.9%)	57 (54.8%)	39 (37.5%)	4.230	.791
3.	The use of ICT encourages students to be more communicative with their classmates.	1 (1%)	7 (6.7%)	24 (23.1%)	53 (51%)	19 (18.3%)	3.788	.855
4.	The use of ICT increases students' confidence to participate actively in the class.	0	7 (6.7%)	25 (24%)	53 (51%)	19 (18.3%)	3.807	.813
5.	The students learn more effectively with the use of ICT.	0	9 (8.7%)	17 (16.3%)	59 (56.7%)	19 (18.3%)	3.846	.821
6.	The use of ICT helps to broaden students' knowledge paradigm.	0	3 (2.9%)	15 (14.4%)	59 (56.7%)	27 (26%)	4.057	.721
7.	The use of ICT helps me to improve students' listening ability.	0	4 (3.8%)	10 (9.6%)	53 (51%)	37 (35.6%)	4.182	.760
8.	The use of ICT helps me to improve students' speaking ability.	1 (1%)	6 (5.8%)	24 (23.1%)	54 (51.9%)	19 (18.3%)	3.807	.836
9.	The use of ICT helps me to improve students' reading ability.	1 (1%)	6 (5.8%)	15 (14.4%)	63 (60.6%)	19 (18.3%)	3.894	.799

10.	The use of ICT helps me to improve students' writing ability.	0	9 (8.7%)	33 (31.7%)	51 (49%)	11 (10.6%)	3.615	.792
11.	The students are more behaved and under control with the use of ICT.	0	15 (14.4%)	37 (35.6%)	43 (41.3%)	9 (8.7%)	3.442	.845
12.	The use of ICT enables students to express their ideas and thoughts better.	0	7 (6.7%)	18 (17.3%)	63 (60.6%)	16 (15.4%)	3.846	.760
13.	The use of ICT promotes active and engaging lessons for students' best learning experience.	0	8 (7.7%)	10 (9.6%)	65 (62.5%)	21 (20.2%)	3.951	.780

Besides, ICT helps students to learn more effectively as well as it helps students to find related knowledge and information for learning ( $M=4.23$ ). The technology always acts as a medium for students to find related knowledge and information for their learning. It is best when the students are able to gather information, relate it with what they have learned, and had a discussion on the information with teachers and their classmates so that they can see the new insight to catch up for effective learning.

Other than that, there a lot of educational videos provided for students online which helps to improve student's ability in language learning skills such as reading, writing, listening, and speaking ( $M=3.21$ ). The use of ICT effectively equips the students to exercise and develop digital literacies, as a result, it can increase classroom interaction, support them to be more autonomous language learners. The use of ICT also allows students to be more creative and imaginative ( $M=4.08$ ) followed by their ability to express their ideas and thoughts better ( $M=3.84$ ). This shows that the use of ICT creates the communicative classroom environment and it enhances

students' critical thinking as it goes beyond passive learning process.

The result shows that the effectiveness of ICT for students in learning is it encourages students to communicate more with their classmates as well as it increases the student's confidence to participate actively in the class ( $M=3.80$ ). It is effective in the sense that students are occupied with adequate knowledge that enables them to be more confident in sharing and exchanging their opinion with their classmates. Lastly, it shows that students are more behaved and under control with the use of ICT in learning but it is also considered as fewer acceptances by teachers ( $M=3.44$ ). This might give the ideas to teachers that students are a little bit out of control when ICT is used in teaching as teachers are not the main focus of the learning process.

### Indonesian EFL Teachers' Use of Technology in English Language Teaching

Four English teachers were selected purposively to be the sample in this study corresponding to their willingness to participate. The data obtained from the interview disclosed the four English language teachers' self-efficacy in four

aspects such as efficacy in instructional strategies, efficacy in classroom management and student engagement, and teachers' self-efficacy towards external influences of technology use. The demographic data of the four teachers involved in the interview are shown in Table 4.

**Table 4. Data of the Teachers Involved in the Interview (N = 4)**

Factors	Teacher 1	Teacher 2	Teacher 3	Teacher 4
<b>Gender</b>				
Female	√	-	√	-
Male	-	√	-	√
<b>Teaching Experience</b>				
<1 year	-	-	-	-
1-5 years	√	-	-	-
6-10 years	-	√	-	-
>10 years	-	-	√	√
<b>School Level</b>				
Primary School	-	-	-	-
Junior Secondary School	-	√	-	-
High School	√	-	√	-
Vocational School	-	-	-	√
<b>School Area</b>				
Urban	√	√	-	-
Rural	-	-	√	√
<b>Academic Qualification</b>				
Bachelor Degree	-	√	√	√
Master Degree	√	-	-	-

As indicated in Table 4, Teacher 1 is a female high school teacher in an urban area who has approximately 1-5 years of teaching experience. She had a graduate educational background in English education. Teacher 2 is a male junior secondary school teacher graduated from a bachelor's degree. He has about 6-10 years of teaching experience in the urban area. Teacher 3 who had undergraduate education is a female and she has more than 10 years of teaching experience in a rural high school. Additionally, Teacher 4 is a male teacher who holds a bachelor's degree.

His teaching experience in rural vocational school is more than 10 years.

Efficacy in instructional strategies involved the teachers' beliefs in their capabilities to use appropriate teaching strategies by using technology in their teaching. Teacher 1 who teaches in urban school mentioned that she used a projector and smartboard as tools to help her students learn in a meaningful way. She played conversation audio from YouTube as a model before she asked the students to answer the questions. She also shows the videos and sometimes movies that all are accompanied by interactive features and active learning tools for students such as multimedia flashcards. She asked the students to notice any interesting vocabulary or an unusual one to be discussed later in the class. Another activity such as picture sequence is also interesting. After the students listening to the stories from the audio, they have to put events from jumbled stories in sequence. Teacher 1 emphasized on activities related to listening and vocabulary focus. Teacher 2 described his experience in using an Online platform for enhancing the students' reading comprehension and grammar focus. The School provided access so that the students could access the authentic reading materials provided and then they discussed the materials with their classmates. He also shared about the teaching strategy he selected to teach his students a topic by using technology. For example, he used a song to teach grammar. He distributed a worksheet containing the lyrics of the song with incorrect verbs. After giving a chance for her students to listen to the song, she asked the students to discuss in small groups and write the correct form of verbs based on what they had listened to. This also affected in increasing student engagement and learning. The collaborative activities facilitate meaningful experience to language as it is genuinely used, motivate learners, and enable them to enrich positive attitudes towards the learning of a language.

On the contrary, Teacher 3 is an experienced teacher who is not skilled in technology adaptation in the classroom. She assumed that lack of enough knowledge of using ICT and inadequate preparation to use technology are the major challenges in the implementation of technology-integrated in the classroom. Teachers need training on how to use and integrate technology, which must prepare teachers to use technology effectively in their teaching, consequently, she used a conventional teaching method in the learning processes. She used English textbooks as the only resource to teach English. As a result, the teaching and learning process is more teacher-centered rather than giving the students opportunity to engage and involve in the learning process. Moreover, Teacher 4 stated that his school is located in a rural area in which it is difficult to accommodate the electrical installation and internet connection in some other classes. Besides, a large number of students in the classroom is also ineffective to use ICT-based teaching and learning, it makes his students are not under control as they pay less attention to the materials being taught. The heads of school showed little support in ICT uses in school; additionally, the cost to afford the technology education stuff, for example, screen projectors and computer sets are beyond the capacity of the school. Those are proved as the external factors that come up as consequences of technology adaptation in the classroom.

Efficacy in classroom management dealt with the teachers' beliefs in their capabilities to manage their classroom and at the same time to use technology for teaching, the teachers were found to have a good confidence level in managing their classroom activities while teaching with technology. Teacher 1 stated that technology helped her create a good classroom learning environment. The students got more excitement in learning. They could use their creativity to do the tasks. Similarly, Teacher 2 also specified that the integration of technology in his teaching made his classroom learning environment more effective for learning and promote learner-centered learning

activities. His students became more engaged. Both of the teachers managed their classroom activities in such a way that her students could be involved in learning although the class was not equipped with several personal computers for each student. She applied collaborative learning in which students worked in groups to do the tasks. Efficacy in student engagement constitutes the teachers' beliefs in their capabilities to engage students in the learning process by using technology. However, a great number of problems limit teacher 3 and 4 in using ICT in the classroom gave an impact to teachers to use conventional way in teaching and learning processes.

The result of the interview confirmed that the two teachers had a good level of confidence in terms of engaging students in the learning process by using technology. Teacher 1 used technology to create engaging activities and help the students learn in a meaningful way. Teacher 2 highlighted the increase in students' motivation and learning achievement as indicators of their engagement in the learning process. To cope with the slow learners in his classroom, he provided scaffolded instruction and guide them with extra assistance until they could learn independently. In line with Teacher 2's view on students' motivation, Teacher 1 stated that teaching with technology had made her students more interested in learning English than before she used technology. She observed that her students' learning motivation improved as she used videos in teaching conversation in her classroom. Nonetheless, Teacher 3 said inadequate preparation to use technology is one of the reasons that teachers do not systematically use computers in their classes. Teachers need training on how to use and integrate technology, which must prepare teachers to use technology effectively in their teaching. Teacher 4 said those whose schools located in the rural area could not maximize the use of ICT due to several environments or external factors (i.e., electricity and internet connection) towards the implementation of technology in teaching and learning processes. In other words, teachers' self-

efficacy of ICT-integrated is not only influenced by teachers' cognitive factors but also their external factors.

## DISCUSSION

The purpose of this study aims at exploring Indonesian English language teachers' self-efficacy of ICTs integration in teaching and learning, the usefulness of ICT for students learning, and the external influences of technology use for the teachers. The result from statistical analysis showed that technology-based teaching and learning is more effective and give benefits for both teachers and students compare to the traditional classroom. Technology-integrated in the 21<sup>st</sup>-century education should be specifically facilitated students' interaction, encourage collaborative activities, and enhance critical thinking and creativity (Goktas, et.al., 2009; Zhang, 2013). A student-centered classroom allows the students to connect the new information with the knowledge they already have and apply it to solving the problem at hand. The teacher would act as a facilitator and collaborator for the students. Instead of passively receiving information, the students would gather information on their own, under the guidance of their teacher. Thus, the role of technology-integrated in education supports the teachers to prepare students to become active, successful, and responsible for their own learning.

Unexpectedly, the result from the interview revealed that a reduced variety of tasks and technology was identified. Generally, the activities implemented were oriented toward drilling exercises of grammar and vocabulary and listening and reading tasks. it can also be said that teachers favor the development of the receptive skills as they mostly implement classes devoted to reading, listening, and grammar, but not for writing and speaking skills. However, in practice, these four language skills are interchangeable according to the teacher's decision seeing the dynamic of classroom circumstances (McDonough and Shaw, 2003; McDonough et.al., 2013). It is important to note that teachers consider that designing listening

and reading tasks is considered less difficult than creating speaking or writing ones. One of the characteristics of communicative materials is that they usually have a good balance of the four language skills (Hardwood, 2010; Moteram, 2011). With the four language skills explored in the materials, it is expected that it would provide overall competence in the foreign language where the students can learn comprehensively from receptive and productive skills.

The results also indicate that there is a high level of the teacher's beliefs to integrate ICT into their pedagogical practices. If teachers' attitudes are positive towards the use of technology then they can easily provide useful insight about the adoption and integration of ICT (Hew & Brush, 2007). Teachers' attitude is supported by Huang and Liaw (2005) that found teachers' attitudes towards technology influence their acceptance of the usefulness of technology and its integration into teaching. Choi and Lee (2016) noted that efficacy beliefs and English proficiency are "interdependent, magnifying each other's impact on the teaching behavior". These studies emphasize the importance of preparing EFL teachers, who need to be competent in both linguistic and pedagogical capabilities. However, the use of technology is only happened in developing the teaching and learning materials for the students. The teachers, either in rural and urban school areas still have limited knowledge of how to use technology in their learning assessment or administrative keeping records such as *e-kinerja*. It must be noted that we do not refer to a course in ICT integration for teacher education programs, but rather the entire programs to be integrated with ICT, which means alignment of curriculum, pedagogy, and assessment to the use of ICT. Therefore, teachers must be allowed to experience ICT integration in their practicum years (Bandura, 2009).

The use of technology integration in the classroom is also effective to maintain student engagement. This study proved that students learn more effectively as

instructional activities designs are more engaging and interesting. Accordingly, teachers believe that integrating ICT can foster students' learning. Previous studies indicated that the implementation of technology in the classroom practices influence the levels of students' engagement and affected to their educational outcomes such as learning and course performance (Ghavifekr and Rosdy, 2015; Giallo and little, 2003; Hatlevik, 2016). **Thus, it is important to acknowledge that students are already interested and engaged in using technology, this creates many amazing opportunities for schools and teachers to benefit from integrating some forms of technology in the classroom and to make teaching and learning more effective and constructive.** Students can practice collaboration skills by getting involved in different online activities. For instance, working on different projects by collaborating with others on forums or by sharing documents on their virtual learning platform. Technology can encourage collaboration with students and not only passively takes not while the teacher lectures in the class.

Besides ICT-based is effective to maintain the student engagement, the finding of this study showed that teachers with high self-efficacy reported that their beliefs in their capabilities to integrate technology in their actual teaching appeared in three aspects of teachers' self-efficacy which are efficacy in instructional strategies, and efficacy in classroom management. In research aimed at addressing these issues it has been found that teachers' self-efficacy has a considerable impact on student proficiency (Yilmaz, 2011), on teachers' adoption of instructional innovation (Ghaith & Yaghi, 1997; Guskey, 1988), on teachers' classroom management (Woolfolk & Hoy, 1990), It implies that their levels of self-efficacy towards technology were related to their actual teaching practices. As stated by Tscahnner-Moran and Hoy (2001), teachers' self-efficacy has proven to be robustly related to many meaningful educational outcomes such as teachers'

perseverance, enthusiasm, commitment, and instructional behaviors, as well as student learning outcomes. It matches the condition mentioned by Bandura (1997) who states that higher self- efficacy will result in a higher effort. The stronger the sense of self-efficacy the greater the perseverance and the higher the possibility that the taken activity will be accomplished.

The findings also demonstrate the external factors influencing teachers for ICT integration showed many teachers have no access to technological tools such as smart whiteboards and projectors which can be used in visual illustrations in the classroom. This is supported by Yildirim's (2007) study which found access to technological resources is one of the effective ways to teachers' pedagogical use of ICT in teaching. Moreover, lack of training and inadequate preparation or school training in integrating technology both for course content and assessment become the challenges faced by the teachers. Several studies have revealed that ICT-related training programs develop teachers' competences in computer use (Bauer & Kenton, 2005; Franklin, 2007), influence teachers' attitudes towards computers (Hew & Brush, 2007) as well as assisting teachers to reorganize the task of technology and how new technology tools are significant in student learning. The lack of access to expertise and support for the use and integration of ICT is a problem that is prevalent in many classes in developing countries. According to Warwick and Kershner (2008), the significance and advantages of ICT should be known by teachers in order to conduct a meaningful lesson with the use of ICT. Indeed, teachers should be sent to attend training courses to learn about integration ICT in the teaching and learning process. Nonetheless, many school schools used peer-tutoring systems. A more skillful teacher in ICT would assist and guide another teacher who has less experience with ICT along with the preparation work for the teaching and learning process. As has been discussed, there are many factors to enable the use of ICT in classroom teaching and learning.

## CONCLUSION & SUGGESTIONS

The results of the present study examined the issues related to the relationship between teacher's self-efficacy and technology integration, the usefulness of technology-based in the learning process for students, and the external factors that contributed to the teacher's self-efficacy in technology integration. First, the result shows that the teachers are skillful in deploying the technology tools in their classrooms which enhancing the quality of education practice. Teachers realized for upgrading their knowledge about the deployment of ICT in the classroom is an essential factor of the teachers' success in the classrooms recently. It shows that self-efficacy was a behavioral and psychological factor that can be related to the teacher's intention when they integrated technology in teaching and learning (Alenezi, Abdul Karim, & Veloo, 2010). However, the majority uses technology only to reinforce grammar structures and receptive skills. This implies that for teachers, a plan for helping them create interactive activities where several productive language skills are needed.

Second, the teacher's self-efficacy beliefs technology can be used to achieve students' language learning outcomes more effectively. The use of ICT in the classroom can guide the students beyond their limits and create vital environments to prepare the students' skills to achieve the learning objectives. It is particularly useful as it facilitated understanding the material equally well for students with little exposure and those with previous knowledge. Technology is not everything and will not replace the teachers, but in the 21<sup>st</sup> century, teachers who are not adaptable to the rapid growth of technologies will be replaced. Wenglinisky (2001) stated that technology itself does not make a significant effect on learners' achievement without paying attention to the teachers' role in its integration.

Meanwhile, the external factors that contributed to teacher's self-efficacy were

variable such as lack of institutional support, lack of technical support, lack of training, limitation of school facilities. Basically, self-efficacy has been recognized as an element that facilitates and provides impact when it comes to teachers to integrate technology in teaching and learning even though it needs to improve all the factors relating to self-efficacy. Teachers can manage their self-efficacy as the factors have been recognized. All the recognized factors should be taken care of by teachers as they are the ones that will integrate technology into classrooms. Therefore, to make teaching and learning more to excite with technology, it should be started by a teacher's high self-efficacy and teacher's self-efficacy should be known deeply.

Lastly, it might be too common for issues on ICT integration to be discussed but an in-depth study of ICT integration in core subjects in schools is least discussed. We have done the study investigating external factors affecting Indonesian teachers in adopting ICT in the classroom. Therefore, it is needed to clarify the affective factors between self-efficacy and technology integration. Additionally, it is highly recommended for comparison studies about ICT integration in teaching and learning can be made between different schools which may involve the public and private school in Indonesia. The researcher also further recommends that classroom observation should accompany the studies related to teacher's self-efficacy since we found the teacher's actual practices cannot be predicted from a teacher's expressed belief about learning and teaching.

## References

- [1] Alkhawaldeh, N. (2010). *Barriers to utilizing ICT for educational purposes in Jordan*. Degree of Master Thesis, Örebro University, Swedish Business School at Örebro University.
- [2] Alenezi, A. R., Abdul, K. A. M., & Veloo, A. (2010). An empirical investigation into the role of enjoyment, computer anxiety, computer self-efficacy and internet experience in influencing the students' intention to use E-Learning: A Case Study from Saudi Arabian

- Governmental Universities. *The Turkish Online Journal of Educational Technology*, 9(4), 22-34.
- [3] Arnseth, H. C., & Hatlevik, O. E. (2010). Challenges in aligning pedagogical practices and pupils' competencies with the information society's demands: The Case of Norway. *Environments and Transnational Collaboration* (pp. 266-280). Hershey, PA: IGI Global.
- [4] Bandura, A. (2011). On the functional properties of perceived self-efficacy revisited. *Journal of Management*, 38(1), 9-44. doi:10.1177/0149206311410606
- [6] Bandura, A. (1993). Perceived Self-Efficacy in Cognitive Development and Functioning. *Educational Psychologist*, 28(2), 117-148. doi:10.1207/s15326985ep2802\_3
- [8] Bandura, A. (1997). *Self-efficacy: The exercise of control*. New York: Freeman.
- [9] Bandura, A., Barbaranelli, C., Caprara, G. V., & Pastorelli, C. (2001). Self-efficacy beliefs as shapers of children's aspirations and career trajectories. *Child Development*, 72(1), 187-206. doi:10.1111/1467-8624.00273
- [10] Bandura, A. (2009). *Cultivate self-efficacy for personal and organizational effectiveness*. In E.A. Locke (Ed) (Ed.), *Handbook of Principles of Organization Behavior* (2nd Ed.) (pp. 179-200). New York: Wiley.
- [11] Bauer, J., & Kenton, J. (2005). Technology integration in the schools: Why it isn't happening. *Journal of Technology & Teacher Education*, 13(4), 519-526. Norfolk, VA: Society for Information Technology & Teacher Education. Retrieved May 3, 2020 from <https://www.learntechlib.org/primary/p/4728/>.
- [12] Benight, C. C., & Bandura, A. (2004). Social cognitive theory of posttraumatic recovery: the role of perceived self-efficacy. *Behaviour Research and Therapy*, 42(10), 1129-1148. doi: 10.1016/j.brat.2003.08.008
- [13] Bingimlas, K.A. (2009). Barriers to the successful integration of ICT in teaching and learning environments: a review of the literature. *Eurasia Journal of Mathematics, Science & Technology Education*, Vol. 5 No. 3, 235-245. doi:10.12973/ejmste/75275
- [14] Chai, C. S., Koh, J. H. L., & Tsai, C. C. (2010). Facilitating preservice teachers' development of technological, pedagogical, and content knowledge (TPACK). *Journal of Educational Technology & Society*, 13(4), 63-73.
- [15] Cherry, J. E. (2014). *Technology Integration in Education: An Examination of Technology Adoption in Teaching and Learning by Secondary Teachers in Minnesota* (Doctoral dissertation). Retrieved from ProQuest Dissertations and Theses.
- [16] Choi, E., & Lee, J. (2016). Investigating the relationship of target language proficiency and self-efficacy among non-native EFL teachers. *System*, 58, 49-63. doi:10.1016/j.system.2016.02.010
- [17] Dudeney, G., & Hockly, N. (2007). *How to teach English with technology*. Harlow: Pearson Education Limited. Eduviews.
- [18] Ertmer, P. A., & Ottenbreit-Leftwich, A. T. (2010). Teacher technology change: how knowledge, confidence, beliefs, and culture intersect. *Journal of Research on Technology in Education*, 42(3), 255-284. doi: 10.1080/15391523.2010.10782551
- [19] Franklin, C. (2007). Factors that influence elementary teachers use of computers. *Journal of Technology and Teacher Education*, 15(2), 267-293.

- [20] Ghaith, G., & Yaghi, H. (1997). Relationships among experience, teacher efficacy, and attitudes toward the implementation of instructional innovation. *Teaching and Teacher Education*, 13, 451-458. doi:[10.1016/S0742-051X\(96\)00045-5](https://doi.org/10.1016/S0742-051X(96)00045-5)
- [21] Giallo, R., & Little, E. (2003). Classroom behaviour problems: The relationship between
- [22] preparedness, classroom experiences, and self-efficacy in graduate and student teachers. *Australian Journal of Educational & Developmental Psychology*, 3(1), 21-34.
- [23] Ghavifekr, S. & Rosdy, W.A.W. (2015). Teaching and learning with technology: Effectiveness of ICT integration in schools. *International Journal of Research in Education and Science (IJRES)*, 1(2), 175-191.
- [24] Glassett, K., & Schrum, L. (2009). Teacher beliefs and student achievement in technology-rich classroom environments. *International Journal of Technology in Teaching and Learning*, 5(2), 138-153.
- [25] Govender, D., & Govender, I. (2009). The relationship between information and communications technology (ICT) integration and teachers' self-efficacy beliefs about ICT. *Education as Change*, 13(1), 153-165. doi:[10.1080/16823200902943346](https://doi.org/10.1080/16823200902943346)
- [26] Goktas, Y., & Yildirim, S., & Yildirim, Z. (2009). Main barriers and possible enablers of ICTs integration into Pre-service Teacher Education Programs. *Educational Technology & Society*. 12. 193-204.
- [27] Gulbahar, Y. & Guven, I. (2008). A Survey on ICT usage and the perceptions of social studies
- [28] teachers in Turkey. *Educational Technology & Society*, 11(3), 37-51.
- [29] Gunter, G. A., & Reeves, J. L. (2016). Online professional development embedded with mobile learning: An examination of teachers' attitudes, engagement and dispositions. *British Journal of Educational Technology*, 48(6), 1305-1317. doi:[10.1111/bjet.12490](https://doi.org/10.1111/bjet.12490)
- [30] Guskey, T. R. (1988). Teacher efficacy, self-concept, and attitudes toward the implementation of instructional innovation. *Teaching and Teacher Education*, 4(1), 63-69.
- [31] Hatlevik, O., E. (2016): Examining the relationship between teachers' self-efficacy, their digital competence, strategies to evaluate information, and use of ICT at School, *Scandinavian Journal of Educational Research*, doi:[10.1080/00313831.2016.1172501](https://doi.org/10.1080/00313831.2016.1172501)
- [32] Harding, R. D. (2012). *Policy brief: Quality management and assurance in ICT-integrated pedagogy*. In U. IITE (Ed.), Policy Brief. Moscow: UNESCO Institute for Information Technologies in Education.
- [33] Harwood, N. (ed.) (2010). *English Language Teaching Materials: Theory and Practice*. Cambridge: Cambridge University Press.
- [34] Hennessy, S., Harrison, D & Wamakote, L. (2010). Teacher factors influencing classroom use of ICT in Sub-Saharan Africa. *Itupale Online Journal of African Studies*, 2(2010) 39-54.
- [35] Hew, K., F. & Brush, T. (2007). Integrating technology into K-12 teaching and learning: current knowledge gaps and recommendations for future research. *Educational Technology Research and Development*. Vol. 55 No. 3, pp. 223-252. doi: [10.1007/s11423-006-9022-5](https://doi.org/10.1007/s11423-006-9022-5)
- [36] Huang, H. M., & Liaw, S. S. (2005). Exploring users' attitudes and intentions toward the web
- [37] as a survey tool. *Computers in Human Behavior*, 21(5), 729-743.
- [38] Karchmer, R.A., Mallette, M.H., Kara-Soteriou, J. and Leu, D.J. Jr (Eds). (2005). *Innovative approaches to literacy education: using the internet to support new literacies*, International Reading Association, Headquarters Office, 800 Barksdale Rd., Newark, DE.



- [39] Kereluik, K., Mishra, P., & Koehler, M.J. (2011). On learning to subvert signs: Literacy, technology and the TPACK framework. *California Reader*, 44(2), 12-18.
- [40] Kosoko-Oyedeko, G.A., & Tella, A. (2010). Teacher's perception of the contribution of ICT to pupil's performance in Christian Religious Education, *Journal of Social Sciences*, 22:1, 7-14. doi:[10.1080/09718923.2010.11892778](https://doi.org/10.1080/09718923.2010.11892778)
- [41] Lippke, S. (2017). Self-efficacy theory. In V. Zeigler-Hill & T. K. Shackelford (Eds.), *Encyclopedia of personality and individual differences*, 1-6. doi:10.1007/978-3-319-28099-8\_1167-1
- [42] McDonough, J. and Shaw, C. (2003). *Materials and Methods in ELT*, 2nd Edition. Oxford: Blackwell.
- [43] McDonough, J., Shaw, C. and Masuhara, H. (2013). *Materials and Methods in ELT*, 3rd Edition. Oxford: Blackwell.
- [44] Motteram, G. (2011). *Developing language-learning materials with technology*. In Tomlinson, B. (ed.), pp. 303-327.
- [45] Nwangwu, E., Obi, C., & Ogwu, E. (2014). Integration of Information Communication Technology (ICT) in the curriculum of Federal Unity Schools (FUS) in Nigeria: Implications for learning. *Greener Journal of Educational Research*. 4. 091-098. doi:10.15580/GJER.2014.4.021714113.
- [46] Schunk, D. H., & Pajares, F. (2009). *Self-efficacy theory* In K. Wentzel & A. Wigfield (Eds.), *Handbook of Motivation a School: Educational Psychology Handbook*. New York: Routledge Taylor and Francis.
- [47] Tschannen-Moran, M., & Woolfolk H., A. (2001). Teacher efficacy: Capturing an elusive construct. *Teaching and Teacher Education*, 17(7), 783-805. doi:10.1016/S0742-051X%2801%2900036-1
- [48] Warwick, P., & Kershner, R. (2008). Primary teachers' understanding of the interactive whiteboard as a tool for children's collaborative learning and knowledge-building. *Learning, Media and Technology*, 33(4), 269-287. doi:[10.1080/17439880802496935](https://doi.org/10.1080/17439880802496935)
- [49] Wenglinsky, H. (2001). Teacher classroom practices and student performance: How schools can make a difference. *ETS Research Report Series*, 2001(2), i-37. doi:10.1002/j.2333-8504.2001.tb01861.x
- [50] Woolfolk, A. E., & Hoy, W. K. (1990). Prospective teachers' sense of efficacy and beliefs about control. *Journal of Educational Psychology*, 82(1), 81-91. doi:[10.1037/0022-0663.82.1.81](https://doi.org/10.1037/0022-0663.82.1.81)
- [51] Yildirim, S. (2007). Current utilization of ICT in Turkish basic education schools: A review of teacher's ICT use and barriers to integration. *International Journal of Instructional Media*, 34(2), 171-186.
- [52] Yilmaz, C. (2011). Teachers' perceptions of self-efficacy, English proficiency, and instructional strategies. *Social Behavior and Personality: an international journal*, 39(1), 91-100. doi:[10.2224/sbp.2011.39.1.91](https://doi.org/10.2224/sbp.2011.39.1.91)
- [53] Zhang, C. (2013). A study of internet use in EFL teaching and learning in Northwest China. *Asian Social Science*, 9(2), 48-52. doi:10.5539/ass.v9n2p48

**TECHNOLOGY DEVICES: CAN IT ENHANCE PRE-SERVICE TEACHERS' TEACHING  
(DURING THE COVID-19 PERIOD)?****Frimadhona Syafri<sup>1</sup>**  
**Sri Wahyuni<sup>2</sup>**<sup>1,2</sup> Universitas Negeri Semarang<sup>1</sup>[frimadhona@mail.unnes.ac.id](mailto:frimadhona@mail.unnes.ac.id)<sup>2</sup>[sriwahyunifbs@mail.unnes.ac.id](mailto:sriwahyunifbs@mail.unnes.ac.id)**Abstract**

The COVID-19 pandemic has resulted in schools being closed around the world. Globally, most children are outside the classroom. As a result, education has changed dramatically, with the advent of typical e-learning, where teaching is done remotely and on digital platforms. These conditions are very demanding of information skills, media and technology as a solution to these problems. All school activities had been shifted to an online delivery mode, which causes the implementation of teaching practices to be carried out online. This transfer forces pre-service teachers to have different teaching practice experiences. Technological devices are the facilities they use to support online learning. This study aims to describe the implementation and perceptions of pre-service teachers on their teaching practice experiences during the pandemic. Class observations are made on the implementation of English pre-service teachers' teaching with implementing technological devices in three public junior high schools in Semarang. To evaluate how the teaching and learning process in applying technological devices, the Technological Integrated Matrix (TIM) by Florida Center for Instructional Technology is used as a framework for analyzing the data. The Technology Integration Matrix (TIM) provides a framework for describing and targeting the use of technology to enhance learning. Questionnaire and interview are also administered to obtain information about the pre-service teachers' perceptions towards online learning during pandemic era. Therefore, despite the limitations of its implementation, teaching practice programs tend to form a positive mindset and teaching attitude for pre-service teachers.

**Keywords:** technological devices, pre-service teacher, covid-19 pandemic.

**1. Introduction**

This sudden Covid-19 pandemic requires teachers to switch from face-to-face learning into learning domain with technological network. In this situation, despite its limitations of time, space, and infrastructure, the education practice is unabating. Technology adoption taken as a way out to facilitate instructional activities is a compulsion for education practitioners and students across countries.

Today's students are being prepared for a future, rich in technology and requiring 21st -century learning skills (Newbill & Baum, 2013). The student should be exposed to the new technology and gadgets which make learning more meaningful. Much of this depends on the stakeholders for providing the available resources in the classroom and the level of depth, the teacher wishes to engage with the students. Sheingold (1990) said, integrating technology in the classroom

is not about teaching students to operate computers, but integrating technology is about helping teachers to use technology as a tool for learning. For effective use of technology integration, the coordinator and the teacher should be able to assess the present level of the technology integration in their classrooms. The teacher generally set these goals on the technology integration in the classroom.

Studies have revealed that among several factors affecting teachers' professional performances in the classroom, beliefs and perceptions developed as pre-service teachers are considered influential factors (Moon et al., 2016). In relevant to it, education faculties have implemented a teaching practice program for the seventh-semester students to be ready for their teaching career. This policy is one beneficial program to prepare the students to be professional teachers who always uphold positive impacts.

There are various definitions of a teaching practice program (also known as a teaching practicum). However, there has been one similar concept of this program in which it refers to experiential learning for the pre-service teachers. Teacher practice program builds a foundation and an effective means to develop prospective teachers' understanding of the why, what, and how of teaching and learning (Abas, 2016). It is a preparatory process that enables pre-service teachers to acquire field experience in schools. It might be an opportunity for them to be certified later (Moon et al., 2012). Moreover, the teaching practice program offers chances to the pre-service teachers to build up a solid connection between current hypothetical information and school rehearses and assist them with acclimatizing theories and practices through detailed observation performed by experienced teachers (Genc & Buyukkarci, 2013).

Actually, studies on the effectiveness of teaching practice programs towards the pre-service teachers' competencies have been conducted. Researchers have discussed this matter thoroughly emphasized its benefits and effectiveness as an initial or prior stage to shape mindset about teaching, as well as to provide broad teaching experiences (Afalla & Fabelico, 2020), as a part of experiential

learning, teaching practice program for education faculties helps the pre-service teachers to demonstrate their teaching knowledge and ability to real-context of teaching; to choose a specialization; and to establish identities as teachers (Afalla & Fabelico, 2020; Fajriah et al., 2019; Moon et al. 2016).

Accordingly, Amankwah et al. (2017) also revealed the effectiveness of teaching practice programs to the undergraduate teachers, proven with an SD of .789 categorized as high, which means that the program was effective for the students to shape good mindsets towards teaching.

However, there might be differences between the facts mentioned above. The teaching practice program was conducted offline with the current situation requiring them to have an online one due to the school closure policy caused by the Covid-19 outbreak. At least since March 2020, governments of all countries, including Indonesia, have designated the Covid-19 virus as a worldwide pandemic forcing a rapid and significant shift in education at all levels (Varela & Desiderio, 2020). The educational activities from schools to campuses were closed, with most transferring instruction to online delivery through virtual platforms (Ismatun & Sadida, 2020), not to exclude the teaching practice program in education faculties. Having the program online must have brought enormous challenges for the prospective teachers because they could not experience the real teaching and school setting.

Lately, there are some studies on the perceptions of pre-service teachers towards the online teaching practice programs since mid-2020 (i.e., Graham et al., 2020; Ismatun & Sadida, 2020; }Varela & Desiderio, 2020). Those studies revealed that pre-service teachers' attitudes and perceptions towards the online teaching practice varied; some showed positive responses, and some were not. These different perspectives were due to perceptions

from one to another based on what they had perceived while having the experience (Lewis, 2001). Moreover, these increasing numbers of studies also indicated that examining perceptions of people or communities was considered important.

In this study, the researcher conducted this study to examine the perceptions of the pre-service English teachers of Teacher Training and Education Faculty after experiencing the online teaching practice program for one month completed in mid-September 2021. The researcher believed that their perceptions were important to provide insights for the officials to create better program policies. Through quantitative and qualitative analysis, the following research questions were addressed:

1. How do the pre-service teachers reflect upon the online teaching practice program?
2. What were the most challenging situations they have faced during the program, and how did they solve them?
3. What benefits did they get the most from the online teaching practice program?

In Indonesia, the regulation of the ministry of research, technology and higher education of the Republic of Indonesia No.55. 2017 regarding teacher education standards, Introduction to School Field Unit Pengenalan Lapangan Persekolahan (hereafter abbreviated as PLP) is the process of observation apprenticeship and apprenticeship carried out by undergraduate students of Education Program.

### Methodology

This study employed a mixed-method methodology in which quantitative and qualitative approaches were adopted. The mixed-method design would help the researcher provide complete and rich data to be discussed and presented to readers (Creswell, 2014; 2012), especially regarding the pre-service teachers' perceptions towards the online teaching practice program.

The aim of the study is to describe the implementation and perceptions of pre-service teachers on their teaching practice

experiences during the pandemic. Class observations are made on the implementation of pre-service teachers' teaching with implementing technological devices in three public junior high schools in Semarang, that are SMPN 4 and SMPN 20. To evaluate how the teaching and learning process in applying technological devices, the Technological Integrated Matrix (TIM) by Florida Center for Instructional Technology is used as a framework for analyzing the data.

The data were collected using a questionnaire and a semi-structured interview. Both questionnaire and interview questions were related to the participants' experience during their teaching practice in the pandemic setting adapted from several research studies.

### Finding and Discussion

Since the data were collected through questionnaires and interviews, the findings then displayed the results in different sections. There are two parts of the analysis data.

The first part of the questionnaire is about the pre-service teachers' perceptions of the online teaching experiences they had been.

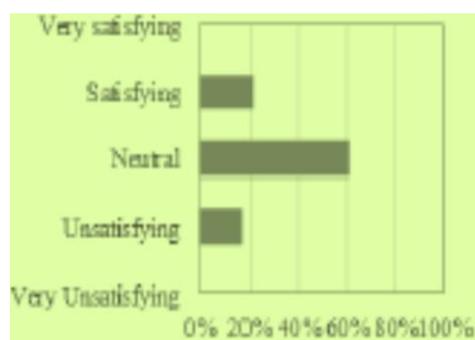


Figure 1. Overall Opinions towards Teaching Practice Program

Figure 1 indicates that only three out of five ratings are responded to by the respondents: satisfying, neutral, and unsatisfying. It can be seen that 60% or 12 pre-service teachers responded "neutral" option showing they did not feel satisfied nor unsatisfied with the

online teaching practice program. Then, 18% or 4 pre-service teachers were unsatisfied with the program; and 22% or 6 pre-service teachers were satisfied.

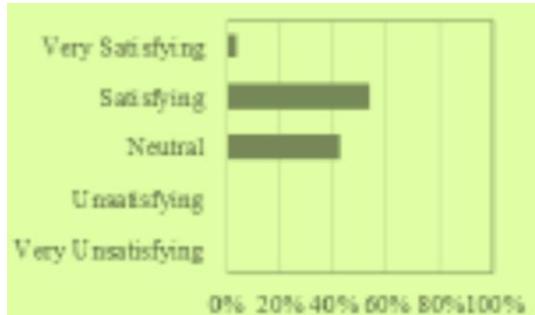


Figure 2. Opinions towards the Online Teaching Practice Placement

Figure 2 shows there are three rating responses: very satisfying, satisfying, and neutral. It can be seen that 54% pre-service teachers responded satisfying; 43% pre service teachers responded "neutral" option, and 3% felt very satisfied with the placement policy.

What can be inferred from the results of the questionnaire analyses above is that despite the pandemic situation of when it was implemented, teaching practice maintains its cores in a way it improves pre-service teachers' teaching knowledge and also interests.

Based on interview analysis, this section presents the results of the interview analysis of six questions. The analysis is presented using subheadings Q1 to Q6. The researcher displays the responses of all participants, then interprets the data qualitatively.

1. Does the setting you work in, use technology in the lessons?
2. Which type of technology does the setting use?
3. Do you think that the use of technology in the classroom improves how a child is learning, or not?
4. Would you change anything about the use of technology in educational settings?
5. Would you say that you enjoy using technology in the classroom?

6. Do you have any further comments about the use of technology in the classroom or in general?

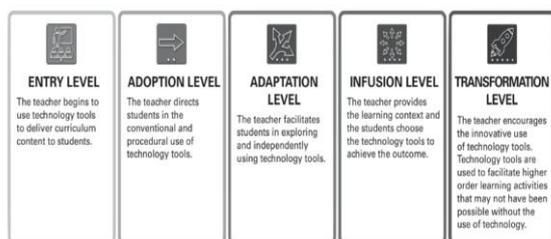
Based on the answers of pre-service teachers can be concluded:

1. The use of technology for teaching is very helpful, but when it's related to human resources or students, sometimes the use of technology has not really helped the student's learning process because sometimes the use of smartphones or other devices actually becomes a distraction for students to learn. Thus making most students is not ready for technology-based learning.
2. I think, the use of technology in classroom should be encouraged because it gives students opportunity to do collaboration and also expand their creativity in doing tasks from teachers. In addition, from my experience, various learning media from technology, such as PPT, can increase students' enthusiasm to learn because of the design that is offered.
3. The condition when I taught during this PLP was quite good because the facilities and all learning media could be met to support students and teachers in carrying out the teaching and learning process, but there were a few problems that the teachers ignored, especially the teachers who were old enough because they were less proficient in using technology so that it slightly hinders the process of using technology in the classroom. Apart from that problem I think everything is fine, both for the students and the teachers
4. The use of technology during learning makes students more challenged and interested in

participating in learning. This is because the use of technology is something new, especially during a pandemic like today. However, by using the technology, the students become more attentive to the technology, so they can compete in the future. In addition, with technology students are able to work together with other students easily and fun.

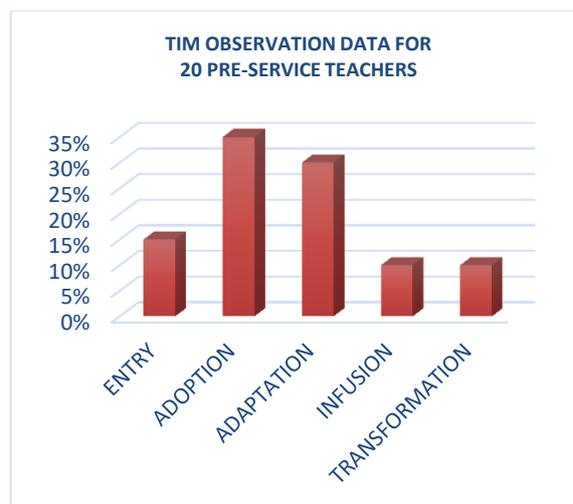
5. The teaching conditions in using technology during PLP, many students were enthusiastic, active and also they seemed to enjoy during the learning process. So, technology is very useful to increase students' interest in learning.

Class observation is conducted to evaluate how the teaching and learning process in applying technological devices. the Technological Integrated Matrix (TIM) by Florida Center for Instructional Technology is used as a framework for analyzing the data. There are five levels of technology integration: entry, adoption, adaptation, infusion, transformation.



**Figure 3. Five Levels of Technology Integration**

The data is recorded based on the dominant characteristic of the level of technology integration appeared. It is showed by the chart below.



**Figure 4. Tim Observation Data for 20 Pre-Service Teachers**

The result of the chart identified that 35% pre-services teacher had done activities in technology integration as adoption level. While 30% pre-services teacher had done activities in technology integration as adaptation level. Then, 15% pre-service teachers are in Entry level, Last, 10% pre-service teachers are in Infusion and 10% in transformation level.

Despite the challenges mentioned above, the advantages of online teaching practice helped the pre-service teachers achieve the program's main objective. According to them, the program's overall activities have let them obtain much information about the concept of teaching and professional teachers. Besides, the practice also offered valuable teaching experience to shape a positive mindset and attitude towards teaching.

Furthermore, the pre-service teachers said that teaching practice program during pandemic has also provided opportunities to be familiar with technology in education. As can be inferred from the findings, they were compelled to use more than one teaching application. Even though they were quite familiar with technology, they did not have the know-how of educational technology or to utilize technology to educate or teach. Hence, the pre-service teachers also learned how to use and



- [10] Varela, D. G., & Desiderio, M. F. (2020). Perceptions of COVID-19 pandemic impact on the student teaching experience. *Research in Higher Education Journal*, 39, 1–12.
- [11] Mackey, R. A., & Sheingold, A. (1990). Thinking empathically: The video laboratory as an integrative resource. *Clinical Social Work Journal*, 18(4), 423–432. doi:10.1007/bf00754841

## THE ADVANTAGE OF TELEGRAM BOT MEDIA AS A FORUM FOR EVALUATING LITERATURE IN ONLINE LEARNING

Hafida Amalia R<sup>1</sup>, Nurhadi<sup>2</sup>

<sup>1,2</sup>Indonesian Language and Literature Education, Master of Yogyakarta State University  
[Hafidaamalia.2020@student.uny.ac.id](mailto:Hafidaamalia.2020@student.uny.ac.id)<sup>1</sup>, [Nurhadi@uny.ac.id](mailto:Nurhadi@uny.ac.id)<sup>2</sup>

### Abstract

This study aims to make easier for students to doing online learning by using the telegram bot application. This research were tested on seventh grade students of SMP Muhammadiyah 2 Muntilan. The Covid-19 pandemic condition, which requires students to do online learning, makes it difficult for students, in particular in the lessons of writing and reading poetry. The research was conducted by using telegram as a learning media and applying the Criteria Reference Assessment model. The method used in this research was descriptive qualitative. The results of the research that has been carried out by the author are learning to write and read poetry by students using the telegram bot media to get a total value of 2130 with an average value of 85.20, the highest value of 96 and the lowest value of 78. Therefore, it can be concluded that the use of telegram bot media is very appropriate in learning to write and read poetry. The telegram application is proven to be an effective, practical, and easy media to be used in doing online learning.

Keywords: poetry, telegram media, online learning, learning to write

### 1. Introduction

We had implemented online learning in the school for one year because of the covid-19 pandemic. Covid-19 is a kind of virus that can paralyze human's activities in all aspects of life, especially in education aspect. Before covid-19 virus attack, learning in school is usually done by face to face. Now, we must adapt with this condition & learning is conducted online at home by using gadget/laptop and internet. Online learning does not stop the learning process. We must keep continuing the lesson taught in school, one of which is learning of *Bahasa Indonesia* in writing and reading a poetry. It is included in curriculum of 2013 for *Bahasa Indonesia* lesson for class VII in Junior High School.

For carrying out the learning, the writer conducts a research in Junior High School of Muhammadiyah 2 Muntilan related to the learning process of writing and reading a poetry for students of class VII. Learning in Junior High School of Muhammadiyah 2 Muntilan is conducted online or e-learning that had been

recommended by government. The obstacles gotten by the writer when doing an interview is communication. According to Indonesian language teacher interviewed in the school, she says that communication becomes the important aspect to achieve learning goals. If learning takes place, but communication is not smooth, it can hinder knowledge that will be gotten by students. Therefore, teachers needs a media to channel a communication to students so that they keep getting knowledge though learning is conducted online.

According to Latuheru (1988:14), learning media is all tools (aids) or objects used for teaching learning activities, with the aim of conveying learning message (information) from the source (teacher or other source) to the recipient (in this case students or community members who participate in learning activities). Meanwhile, Sadiman (2008:7) explains that a learning media is everything that can be used to deliver a message from sender to receiver. Based on that statement, it can be

concluded that learning media is device used by teacher as device to teach in conveying theory message in the form of learning materials to students. Media as teaching materials used in learning also vary, such as Zoom, Gmeet, Google Classmate, Telegram, Whatsapp group, and etc.

At this time, the general public may not fully know what a telegram is. Telegram is an app that can be used to send text message, photo, and video. Fifit (2020:112) says that telegram is a free app and will continue to be free (there is no advertisement or cost forever). Telegram sends message faster because it is cloud based. Telegram is lighter when it's run. Telegram version of v3.31 has a smaller app size for Android released on November 25, 2015 which has a size of 16.00 MB (16,775,108 bytes). Telegram is almost the same with Whatsapp. In telegram, there are bot features that make us easier in using telegram. If we talk about Telegram bot, telegram's mainstay feature is very sophisticated. So, it can be concluded that telegram is an internet media app that has many superiorities, practice, quick access, efficient, and can be used by teachers and students in online learning.

Before entering in literature learning, we must understand first what poetry literature is. Based on Disick (Waluyo, 2005:45), there are four levels of appreciation, namely as follows : liking level, enjoying level, reacting level, and productive level. Writing a poetry is an activity that is in the last level of appreciation in appreciating literature work. According to (Sayuti, 2002:25), poetry is more focus on things that are intuitive, imaginative, and synthetic. In writing a poetry, the poet's expression aspect is more preferred. Therefore, in activity of writing poetry, students can combine their inner experience freely in imaginative world that is realized in the form of graphic symbols such as the use of appropriate word choice (diction), typography, rhyme, rhythm, and other elements of poetry that support each other.

While litereture learning is the teaching learning process taking place in school between teacher as the deliverers of learning material and students as the receiver of knowledge. According to (Oemarjatu, 1992), he said that literature teaching generally carries an effective mission, namely to enrich students' experience and make them more responsive to the incidents taking place around them. In practice, literature teaching consists of ability development of writing, reading, listening, and speaking literature.

When the implementation of literature learning, in the end of learning, teacher will do evaluation to find out how far students understand the material that had been taught. Therefore, teachers sometime give some questions in the form of assignment, report, and exam. In this research, evaluation given by teacher to students is an assignment form of writing and reading poetry. Based on Nurgiyantoro (2016:116), assignment is one way of getting information about students' competence by giving certain tasks designed systematically and continuously. On the context of language and literature learning, assignment can be given in the form of report, writing, and etc.

Aside of assignment, evaluation is also the most important thing in learning process. According to Gronlund, in Nurgiyantoro's book (2016:14), he said that learning process is facilitated by teacher so that students can study maximally to master all competencies that is taught. Evaluation is really needed so that learning outcome achievement of students can be known. Nurgiyanto (2016:6) explained that evaluation is a process to measure the achievement level of goals. Evaluation is conducted to find out the success level of students in achieving learning goals. In every basic competence conveyed by teacher, it has some aspects or criteria used as indicator in evaluation. In this research, model of criterion referenced evaluation is applied as an evaluation model.

In Nurgiyantoro's book (2016:274), *Penilaian Acuan Kriteria* (Criterion Reference Evaluation) also known as

absolute standart, by interpreting test results gotten by students and comparing it with criteria that had been set. Graduation standard contains provisions used to determine the graduation boundary of students or boundary to give certain "value" to students. They will pass with certain criteria based on value that they get and will not pass if they do not fulfill graduation requirements of the evaluation. Bacuause the graduation boundary is definitely, non-negotiable, this evaluation standard is called as absolute standard. The determination of criteria does not only involve the determination of graduation minimum boundary and give certain evaluation, but also the determination of evaluation scale that is used. This research uses evaluation model of four scale (1-4 or D-4).

The writer's aim of applying telegram bot in learning media is to observe and ease learning that is done online. If the learning media is easy to be accessed and understood, it will also ease students to receive learning knowledge and also will ease teacher to convey material that is taught. The writers evaluates that Telegram Bot will be very appropriate if it is used in one of learning media. It becomes the writers's reason to research how the practice of telegram bot as an easy learning media used in learning at school. Easy to use is a superioriy in using telegram bot in literature learning at school. In this research, the writer has made one telegram bot of poetry learning where it contains the materials of poetry and video that can be downloaded. In the telegram bot, there is also the examples on how to read poetry and it will end with an assignment for students so that teacher can monitor whether students have understood or not about the literature learning that had been given.

The advantage of using telegram for studenst is make them easy in accessing the app. It is different from Zoom or Gmeet because telegram has a smaller capacity so it does not require a lot of memory. Besides, if using telegram bot, documents security will be guaranteed. It does not only contain groups, but telegram is also a very popular

app that becomes a gathering place for young communities. If we want to join, click 'search' at the top of telegram and text the name of community that want to search. Then, click 'join', we will automatically join the community.

This research is relevant with the research researched by Thomas JS Alhabib et al entitled "*Pemanfaatan Media Telegram pada Pembelajaran Menulis Cerpen*" that was published in international seminar of *Riksa Bahasa XIV*. This research contains about how students of class IX in Junior High School do online learning by using telegram.

## 2. Research Method

Method used in this research is qualitative and descriptive research. Method is a tool for measuring or evaluating an improvement or research process. It is in accordane with Sugiyono's opinion (2018:2). He said that research method is interpreted as scientific way to get data with certain purpose and use. Method is used to evaluate and measure a success in research. While qualitative research is a research revealing data or phenomenon descriptively and exploring it in a narration. Sample data gotten is factual data which is gotten from teacher of *Bahasa Indonesia*. Therefore, this qualitative research uses descriptive data presentation. The researcher analyzes writing and reading learning of poetry for students class VII in Junior High School of Muhammadiyah 2 Muntilan by using media of telegram bot.

Below are steps for students to join in writing and reading learning of poetry in telegram:

- 1) Download telegram apps that is on students' smartphone
- 2) After downloading telegram app, students must log in to their accounts
- 3) If you has been succesfull to log in, text "*Pembelajaran Membaca Puisi*" on search column or click link of <https://t.me/mMembacaPuisiBot>
- 4) Click "chat" and read the instruction, then click "start"

- 5) Next, students will be served with some learning menu that can be chosen as their desire
- 6) Students can choose (click) one by one of menu that had been provided, start from menu "*Pengertian Puisi*"
- 7) If having understood about the meaning of poetry, then students can continue to the next menu "*Membaca Puisi*"
- 8) If having understood about the meaning of "*membaca puisi*", students can continue to the next menu "*Langkah-langkah Membaca Puisi*"
- 9) If having understood about the meaning, how to read a poetry, and steps in reading poetry, students can continue to menu "*contoh pembacaan puisi 1*"
- 10) After finishing to listen to the reading of poetry 1, students can continue to the next menu "*contoh pembacaan puisi 2*"
- 11) In the last step, students are asked to fill/do assignment that had been instructed in the telegram bot. and then attach the assignment in the form of video and audio by giving their identity.
- 12) After students had attached the given task, in telegram bot, there will be the word "done". It means that learning of reading a poetry had done.

After all students submit the given task, so the next step is give score/value for students according to the assessment rubric that had been developed by Mona Solina (2015).

Table 1

The Evaluation Rubric of Writing Poetry based on Diction, Imagination, Meaning, and Message.

Aspect	Quality	Indicator	Score
Diction	6	<b>Very Good:</b> The choice of words is very precise, the use of words is very effective, the language used is solid	5
		<b>Good:</b> The	4

		choice of words is right, the use of words is effective, the language used is solid.	3
		<b>Enough:</b> The choice of words is quite right, the use of words is quite effective, the language used is quite dense	
		<b>Less:</b> Inappropriate word choice, less effective use of words, less dense language used.	
		<b>Very Poor:</b> Inappropriate word choice, ineffective use of words, not dense language used.	
Imajina tion	4	<b>Very Good:</b> Very able to express thinking power through word order that can express sensory experience	5
		<b>Good:</b> Able to express thinking power through word order that can express sensory experience	4
		<b>Enough:</b> Sufficiently able to express the power of thought through the arrangement of words that can express sensory experience	3
		<b>Less:</b> Less able to express thinking power through word order that can express sensory	2



### 3. Result And Discussion

The research result of learning by using telegram bot is as below : evaluation by using the evaluation rubric of writing poetry, then the score obtained by students is 78 for 5 students, 80 for 5 students, 84 for 3 students, 86 for 3 students, 88 for 2 students, 90 for 3 students, and 96 for 4 students. With score total of 2130, the average was 85.2, the highest score was 96, and the lowest score was 78.

The result of students' work in this learning is slightly different with the work result of other students. Based on the information of the teaching teacher, students is still difficult to join online learning because of communication. Using the app that needs a lot of memory is also the constraint for students. However, learning by using telegram can make students easier to understand in using communication media and no need a lot of memory.

After obtaining score from rubric evaluation of writing poetry, then the next step is to enter the score into the provision of *Penilaian Acuan Kriteria* of evaluation model for four scale. Below is the score list of writing and reading poetry for students joining the learning by using telegram bot that had been entered into the provision of *Penilaian Acuan Kriteria*.

Table 3

Score List of Writing and Reading Poetry for Students Class VII for Junior High School of Muhammadiyah 2 Muntilan

No	Student Code	Score	Category
1.	KS-01	80	Good
2.	KS-02	96	Very Good
3.	KS-03	78	Good
4.	KS-04	90	Very Good
5.	KS-05	84	Good
6.	KS-06	96	Very Good
7.	KS-07	80	Good
8.	KS-08	80	Good

9.	KS-09	96	Very Good
10.	KS-10	88	Very Good
11.	KS-11	86	Very Good
12.	KS-12	78	Good
13.	KS-13	78	Good
14.	KS-14	86	Very Good
15.	KS-15	96	Very Good
16.	KS-16	90	Very Good
17.	KS-17	90	Very Good
18.	KS-18	80	Good
19.	KS-19	80	Good
20.	KS-20	84	Good
21.	KS-21	78	Good
22.	KS-22	86	Very Good
23.	KS-23	84	Good
24.	KS-24	78	Good
25.	KS-25	88	Very Good
Amount		2130	
average value		85,2	

Based on data result above, students who get very good predicate are 12 persons and students getting good predicate are 13persons. Score total gotten is 2130 with the highest score is 96 and the lowest is 78. Below is the explanation of calculation from raw score to final score.

Explanation for students who get the highest score 96 is as below : First aspect is diction, students get score 5 with indicator of "**Very Good**". It means that students use the right choice of words. The use of word is very effective and the language used is short and easy to understand. Because diction aspect have 6 points, then the calculation is  $5 \times 6 = 30$ . So, students get score 30 for Diction aspect.

The second aspect is imagination. Students get score 4 with indicator of "**Good**". It means that they can express the power of thought by arranging words that can express sensory experience. Because imagination aspect contain score 4 points,

then the calculation is  $4 \times 4 = 16$ . Students get score 16 in Imagination aspect.

The third aspect is Meaning in which students can get score 5 with indicator **"Very Good"**. It means that students can receive messages both implied and expressed that are very suitable with the theme. Because Meaning aspect have score 4 points, the calculation is  $5 \times 4 = 20$ . Students get score 20 for Meaning aspect.

Message is the fourth aspect. Students can get score 5 with indicator **"Very Good"** meaning that poetry writing contains an implied message that is suitable with the theme. Because Message aspect have score 6 points, then the calculation is  $5 \times 6 = 30$ . Students can get score 30 for Message aspect. It can be concluded that if the score of all aspects are added, the final score is 96. Next, score 96 is calculated by using criterion reference evaluation :  $\frac{96}{100} \times 100\% = 96\%$  and it is categorized in (4/A) **"Very Good"**.

Then, the calculation for students who get the lowest score is 78. The explanation is as below : the first aspect is Diction. Students get score 3 with indicator **"Enough"**. It means that they can choose the word quite right. The use of words is quite effective and the language used is quite short. Because Diction aspect have score 6 points, then the calculation is  $3 \times 6 = 18$ . Students get score 18 for Diction aspect.

The second aspect is Imagination in which students receive score 5 with indicator **"Very Good"**. It means that they are able to express their power of thought through word arrangement that can express sensory experience. Because Imagination aspect contains score 4 points, the calculation is  $5 \times 4 = 20$ . Students get score 16 in Imagination aspect.

Meaning is the third aspect in which students get score 4 with indicator **"Good"**. It means that they can receive message both implied and expressed that are suitable with the theme. Because this aspect has score 4 points, the calculation is  $4 \times 4 = 16$ . Students can receive score 16 for Meaning aspect.

The last aspect is Message. Students can get score 4 with indicator **"Good"** meaning that poetry writing contain an implied message that is suitable with the theme. Because it has score 6 points, the calculation is  $4 \times 6 = 24$ . Students can get score 24 in Message aspect. It can be concluded that if the score of all aspect were added, the final score is 78. Next, score 78 is calculated by using criterion reference evaluation :  $\frac{78}{100} \times 100\% = 78\%$  and it is categorized in (3/B) **"Good"**.

It can be concluded that the use of telegram bot as learning media of literature is the right decision. Telegram bot is effective and easy to use with practical use. The success of telegram media can be seen from the average score of 85,2 that students get. They is assumed good enough in understanding learning materials of writing and reading poetry by using telegram bot media.

Before the use of telegram media as the delivery of material in schools, students found it difficult with online learning. The delivery of material by the teacher is only through zoom and g-meet. It becomes a problem for students because there are some students who find it difficult to access the internet. This can make it difficult for students to learn the material provided by the teacher. However, after applying the telegram application to learning, students feel more understanding. Because the video material in telegram can be downloaded and studied repeatedly. so that it can be concluded that the use of telegrams has an important effect on student learning communication.

This research focuses on the use of telegrams as a medium of communication for students to learn. By providing material and assignments via telegram, students are able and can more easily learn the material and do assignments. This is evidenced by the results of student worksheets that have increased scores before using the telegram application in learning. Indonesian language teacher at SMP Muhammadiyah 2 Muntilan admitted that before using the telegram application as a communication medium, he found it difficult to explain the material and

students also found it difficult to receive material because sometimes when delivering material, the signal was unstable so that the material provided was not optimal.

After learning using telegram media, it can be seen through the value that students get increases, it can be said that the teacher has succeeded in delivering the learning material well. This is certainly very helpful for teachers to convey other materials in learning so that telegram media is considered capable of being a good communication medium.

Apart from being a good learning media, telegram media is also proven to be able to be used as a learning evaluation medium. Assignments that are done well by students, make the final assessment results get a good predicate. Teachers also find it easier to collect grades from students, because on telegram media in the assignment form, they are collected into one so that students who have not collected assignments will be seen.

#### 4. Conclusion

The conclusion of the research above is that online learning of writing and reading poetry can be conducted through telegram bot media. It can be proven with the research that get the average score 85,2 for students. Telegram bot is effective to use in literature learning. Telegram app is a communication app that can be downloaded in play store or app store freely. It has small capacity of memory and it is practice to use for communication or learning. Besides, telegram can also send video, audio, document, photo, and other file. It is suitable to submit a school task because it is more practice to use. In this research, the writer want to introduce the poetry learning by using telegram bot. How telegram works is very practical and it makes students not bored in following the learning. There are video, audio, and text that can make students easy to study. In this telegram bot, students do not need to wait a response from the teacher who may take a long time in conveying the materials. When students click menu button and choose the menu they want, automatically the learning

video will appear. Then it can take a short time in learning.

#### 5. References

- [1] Arief S Sadiman, dkk. 2008. *Media Pendidikan*. Jakarta: PT Raja Grafindo Persada
- [2] Fitriansyah, F. & Aryadillah. 2020. *Penggunaan Telegram Sebagai Media Komunikasi dalam Pembelajaran Online*. Cakrawala Jurnal Humaniora Bina Sarana Informatika, Volume 2, Issue 2, Sep-2020.
- [3] Latuheru, John D. 1988. *Media Pembelajaran Dalam Proses Belajar-Mengajar Masa Kini*. Jakarta: Departemen Pendidikan dan Kebudayaan
- [4] Nurgiyantoro, Burhan. 2016. *Penilaian Pembelajaran Bahasa Berbasis Kompetensi*. Yogyakarta: BPFE-YOGYAKARTA
- [5] Oemarjati, Boen S. 1992. *Dengan Sastra Mencerdaskan Siswa: Memperkaya Pengalaman dan Pengetahuan*. Jakarta: Pustaka Sinar
- [6] Sayuti, Suminto. 2002. *Berkenalan dengan Prosa Fiksi*. Yogyakarta: Gama Media
- [7] Solina, Mona. 2015. *Pengembangan rubrik penilaian menulis puisi dalam pembelajaran apresiasi puisi*. Yogtakarta: UNY
- [8] Sugiyono. 2018. *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*. Bandung: Alfabeta.
- [9] Thomas, Dkk. 2020. *Pemanfaatan Media Telegram pada Pembelajaran Menulis Cerpen*. Bandung:UPI
- [10] Waluyo, Herman J. 1995. *Teori dan Apresiasi Puisi*. Jakarta: Erlangga.

**TALK ENGLISH VS LINGODEER APPS:  
THE TEACHING OF MICRO AND MACRO SPEAKING SKILL USING MOBILE APP  
AT SYEKH YUSUF ISLAMIC UNIVERSITY, TANGERANG**

Irmala Sukendra,<sup>1</sup> Isnaniah,<sup>2</sup> Agus Mulyana,<sup>3</sup> Bunga Azhari Tifani<sup>4</sup>

<sup>1, 2, 3</sup> Lecturers of English Education Department, Syekh Yusuf Islamic University Tangerang,

<sup>4</sup> Student of English Education Department, Syekh Yusuf Islamic University Tangerang

<sup>1</sup>[isukendra@unis.ac.id](mailto:isukendra@unis.ac.id), <sup>2</sup>[isnaniah@unis.ac.id](mailto:isnaniah@unis.ac.id), <sup>3</sup>[amulyana@unis.ac.id](mailto:amulyana@unis.ac.id),

<sup>4</sup>[bungaazhari55@gmail.com](mailto:bungaazhari55@gmail.com)

**Abstract**

Indonesian government has issued several regulations towards the living practices of its citizens in reaction to the pandemic of Corona virus (Covid-19). Face to face meetings now has been replaced by online meetings. Schools and all educational institutions are forced to rely on technology to deliver their teachings. Through observing the first semester of students in English language department of Syekh Yusuf Islamic University Tangerang, it is found that the students still have problems in using English communicatively. The teaching of this skill is harder since there is no face to face interaction and classes are conducted online with limited supporting facilities. This study tried to compare the teaching of micro and macro skills of speaking by applying Talk and LingoDeer Applications as the media to improve students' speaking skills. This research used a quasi-experimental research non-equivalent control group design with 45 students as the participants of the research. The study found that the choice of application determines the success of the students' learning. Talk apps is successfully improve students' speaking skill especially in terms of their pronunciation and fluency. LingoDeer App successfully improved students' comprehension.

**Keywords:** Talk English App, Lingodeer, Micro Speaking Skill, Macro Speaking Skill, MALL

**1. Introduction**

Due to the coronavirus outbreak that was declared as a global pandemic by WHO on March 11<sup>th</sup> (Cucinotta & Vanelli, 2020), most public places were shut down to prevent a wider spread of corona virus, including schools and universities. In Indonesia, Large-Scale Social Restriction or *Pembatasan Sosial Berskala Besar* (PSBB) was established at the end of March 2020 by the government (Khifzhon Azwar & Setiati, 2020). The Indonesian Minister of Education and Culture, Mr. Nadiem Anwar Makarim, adopted online learning as a substitute for face-to-face learning. The use of technology is rapidly increased because the teachers are forced to rely on online interactions in order to keep

the teaching-learning process running despite of the restriction to mass gather.

Previously, teaching was more into Computer Assisted Language Learning (CALL) but nowadays people prefer a learning tool that is considered to be more practical, that is Mobile Assisted Language Learning (MALL). MALL is likely to be more involved in the future supported by new mobile software that might be more popular than computer software, as proven, these days most people prefer to use mobile dictionaries to computer dictionaries (Ismail & Emrah, 2016). Yudhiantara and Nasir (2017) investigate dstudents' perceptions towards the use of MALL,

on how students reap the benefits of mobile phone for language learning. They found that the students engage with mobile phone for language learning, especially English because the mobile phone can be used anywhere and anytime, for example, for the use of offline dictionary. Mobile phone also facilitates students with other applications and features such as PDF reader to open e-books, audio-video player to help students gain a deeper understanding about the materials given, peculiarly for those who are clueless about what they read on the e-books, and audio-video recorder to accomplish learning project.

To see a bigger picture about MALL, we should acknowledge teachers' perception towards MALL as well. Raja Khan, et al (2018) found a positive attitude from 62% of EFL instructors toward mobile phone integration in EFL learning. They believe that mobile phone can facilitate learning in terms of portability, learning opportunities, multimedia functions, accessibility, scaffolding, availability, and connectivity of data, ubiquitous forms of learning, and time-efficiency. The respondents agree that the challenge in integrating MALL to the learning is the use of mobile phone by students that are for non-academic purposes and learners' inefficiency in using mobile phone as well as the facts that the instructors are not experts in integrating MALL with formal classes. They are only able to use mobile phone for basic reasons. Lastly, considering that it is an integrated technique, teachers and students only use MALL for certain circumstances and not all along the learning process. Based on these previous researches, it is shown that MALL is a beneficial tool for online language learning process, especially English learning.

English has been used as international communication tool in many countries. Mastering English can be helpful to improve our communication skill. Speaking is a crucial aspect to build communication. It comes naturally, spontaneously, and in real time. It creates an interaction between interlocutors where one or both of them conveying their expression and message through sounds, words, and intonation. In line with that, Jondeya (2011) stated in her thesis that speaking is the process where two or more people needed as the listener and the speaker

to build and share the meaning through the use of various verbal and non-verbal symbol, so a mutual communication built (Jondeya, 2011). Supported by Fauzan (2014) He stated that speaking is a verbal language that becomes one of the indicators in mastering language. It allows us to express our idea and thoughts. (Fauzan, 2014).

Speaking skills built of smaller unit called micro speaking skills and macro speaking skills. According to Brown (2004: 142-143) micro skill refer to producing small unit such as collocations, words, phonemes, morphemes, and phrasal units. While the macro skills refer to fluency, discourse, function, style, cohesion, nonverbal communication, and strategic option. In micro skills, students are expected to be able to produce English phonemes and allophonic orally, different length of English language chunks, English stress patterns, rhythmic structure, intonations, produce words or phrases for pragmatic purposes, and deliver fluent speech at different rates. In macro skills, students are expected to be able to accomplish communication function based on the situation, convey links and connection between events and communicate it as a main idea, and use non-verbal communication features to help them convey the situational meaning.

Through researchers' experience and observation in teaching speaking at the University of Islam Syekh Yusuf Tangerang, it is known that some students are still struggling in speaking English. In this online learning situation where face-to-face learning is not allowed, teaching this skill becomes harder and it is likely far to reach the success of learning.

However, the success in learning, especially for ESL is influenced by external and internal factors (Macaro 2010). External factors include things outside pupils' individual conditions such as the environment and the teaching curriculum. Internal factors

involve students' emotional and cognitive aspects, such as motivation and anxiety (Mahmoudi, 2015), students' willingness (Macaro 2010), students' self-efficacy (Ersanlı, 2015), and students' ability in memorizing (Klemm, 2007). Based on the external factors to achieve success learning, teaching techniques must be chosen creatively, so the learning does not get boring and monotone. Therefore, the students could be more motivated in the learning process, make the learning less difficult. Thus, the researchers, as a teacher, try to use MALL and chose which application suits the best for the students.

Darmawati (2018) used MALL as a learning tool in speaking class for second semester computer science students at Pamulang University. She found that the use of MALL improved students' pronunciation, vocabulary, grammar, fluency, and speaking comprehension. Similar positive output also achieved in Miqwati and Wijayanti's class. They used flashcard as a media to teach pronunciation through MALL in EFL class at Politeknik Negeri Jember. It is proven that the use of MALL gave an autonomous experience to the students. Students experienced social practices as well as they did a teamwork during the class (Miqawati & Wijayanti, 2017). Hadi and Emzir (2016) investigated the use of MALL in improving students' speaking ability focused on macro speaking skill. The participants are 30 students of English Department at Universitas Muhammadiyah Jakarta. The study shows a significant improvement of students' speaking when they implemented MALL in the learning. The students became more active and participated more during the class (Hadi & Emzir, 2016).

In this study, the researchers try to implement Talk English Apps and Lingodeer as the MALL that are used as the teaching tools in the teaching-learning process to improve students' micro and macro speaking skill. Talk English is a beginner version of the English Conversation Practice App. Talk English focused on a wider speaking skill practice such as conversation, interpersonal interaction, and dialogues. It allows the user to listen to the given conversation, repeat, practice by recording their own conversation and evaluate their own speaking skills by listening to their recordings. Talk English App serves the

material in real-life dialogue scripts based on various scenarios in different circumstances. There are 2 main categories, Beginner English Conversation and Business English Conversation. Each category divided into several modules that illustrates different situation. For example, Beginner English Conversation category divided into chat-small talk module, complains & feelings & opinions module, debate-argument module, entertainment & food module, etc.

Lingodeer focuses on basic skills to master in learning language, such as grammar, pronunciation, vocabularies, and sentence structures that are designed into gamification. It serves the material in the form of pictures, quizzes, and games. Similar with Talk English, Lingodeer also give the material in modules with different theme such as animal, color, family, number, food, etc. Available in two different option, classic mode for learning and challenge mode for practicing that both of each mode has some levels. Besides that, before guided straight to the quizzes, users are introduced to the grammar that will be used in that module ([www.blog.lingodeer.com](http://www.blog.lingodeer.com)).

This research tries to compare the use of Talk English Apps and Lingodeer, which one is more effective in improving micro and macro speaking of second semester students of English Education Department at Syekh Yusuf Islamic University year 2020/2021 and whether there are a significant diffeence between the use of those two apps. For this purpose, the following are addressed as the research questions:

- a. Is there any significant difference between using Talk English application and LingoDeer as Teaching media in improving students' speaking skills?
- b. Does the use of the applications affect significantly on the students' speaking skills improvement?

## 2. Method

### Research Approach

In collecting the data, doing data analysis, and data interpretation, the researchers use experimental research. Supported by Fraenkel, Walen, and Helen (2012), experimental research is one of the strongest methodology to use, and it is possible to make a causal relationship between two variables.

### Research Setting

This research was conducted at Syekh Yusuf Islamic University Tangerang, Jl. Maulana Yusuf RT 001/RW 003, Babakan, Tangerang, Banten, 15188. Started from June 2021. The population in this research is 62 second semester students of English Department Syekh Yusuf Islamic University Tangerang year 2020/2021, while the researchers take 50 students randomly of the population as the sample and divide them into two groups, experimental and control group, consist of 25 for each group.

### Research Design

This research used Quasi experimental nonequivalent control group research. There were 2 groups, experimental group and control group. The data was collected through tests, observation, and documentation. The researchers used pre-test and post-test for both groups. Pre-test used to investigate students' early English speaking skill, and post-test used to compare the learning outcomes of both groups in order to investigate the effect of the use of LingoDeer and Talk English apps towards students' speaking skill.

Class	Test	Treatment	Test
R1	Pre-test	X	Pre-test
(Experimental Class)	O1a		O1b
R2	Post-test	C	Post-test
(Control Class)	O2a		O2b

Table 1. Research Design

- R1 : experimental class sample  
 X : treatment given to experimental class sample  
 C : treatment given to control class sample  
 O1a : test given to experimental class before

treatment

- O2a : test given to control class before treatment  
 O1b : test given to experimental class after treatment  
 O2b : test given to control class after treatment

The researchers were interested in investigating micro and macro speaking skill, which in this research are the independent variable, the dependent variables are Talk English App and LingoDeer.

### Data Collection

In this research, one of the researchers took the role as the teacher as it is in line with the concept of experimental research where the researcher participates in the process of learning and experience the process itself. Pre-test was given to the samples before the treatment was implemented to the learning. In the beginning of the learning process, the teacher gave the learning topics and information about it, then let the students decided which one they wanted to perform. Because this was a research on speaking skill in a speaking class, the researcher focused on oral test to study the students' speaking performance. The pre-test was given to investigate if there was a difference in students' speaking skill before and after the implementation of Talk English App and LingoDeer as the teaching media. After the treatment was carried out to the students, the teacher offered post-test which similar to the pre-test, focused on oral test. Students were asked to make dialogue with their friend based on the topic given by the teacher.

To scoring and evaluating students' speaking performance, researchers adopted Rukmini & Saputri (2017) as a consideration for assessment criteria as follows:

Criteria	Rating Scores	Comments
Pronunciation	22-25	Very clear to understand
	18-21	Easily understood despite the influence of the mother tongue can be detected
	14-17	There are pronunciation problems so that listeners need full concentration
	10-13	There are serious pronunciation problems that cannot be understood
Grammar	22-25	No or few grammatical errors
	18-21	Sometimes there is a mistake but it does not affect the meaning
	14-17	Often make mistakes making the meaning hardly comprehensible
	10-13	Severe solecism that it could not be understood
Vocabulary	22-25	Using the appropriate vocabulary and expressions
	18-21	Occasionally using less precise vocabularies and should be explained again
	14-17	Often using inappropriate vocabularies
	10-13	Vocabulary is very limited so that the conversation cannot be happening
Fluency	22-25	Very fluent
	18-21	Fluency is slightly disturbed by the language problem
	14-17	Often hesitated and stalled because of the language limitation
	10-13	Talk disjointed and stopped so that the conversation cannot be happening

Table 2. Speaking Assessment

Based on the speaking assessment rubric according to (Rukmini & Saputri, 2017), the score from each competence ranged from:

22-25 : Excellent

18-21 : Good

14-17 : Satisfactory

10-13 : Poor

### Data Analysis

The researchers used SPSS ver. 26 to compare the mean score of experimental and control group post-test as the comparison result used to investigate the differences in the effectiveness of using Talk English App and LingoDeer towards students' speaking skill from both group with the aim to answer the research questions.

Normality test and homogeneity test are applied as the technique of data analysis. The normality data was applied to find out whether the data was normally distributed or not, collected from pre-test and post-test data of experimental class. If the value experiment class significance > 0.5, then Ho is accepted, and data can be considered distributed normal. Otherwise, if the value experiment class significance < 0.5, then Ho is rejected and the data considered distributed not normal. The homogeneity test was applied to analyze among two variants to find out whether they have the same distributed or not using SPSS with Fcount Homogeneity test result can be seen of homogeneity variance. The data considered homogenous if the value of Fcount < Ftable with the criteria value 0.05.

### 3. Result and Discussion

#### Experimental Class Test Data Result

The researchers wanted to investigate the difference between students' speaking skill score before and after the treatment was implemented. The teacher gave pre-test in the beginning of learning process before treatment. During the treatment, English

Talk App was implemented in experimental class as a tool to learn English. Apparently, the result of post-test shows an improve significantly. Based on the result of data analysis, the pre-test score mean is 74.67 with students' lowest score was 56 and the highest score achieved was 88. While for the post-test where the treatment had been implemented, the higher score achieved was 88 and the lowest score was 80 with mean score for post-test 85.05. The following diagram draws a comparison between experimental class' pre-test and post-test mean score, and shows an improvement of students' score in post-test:

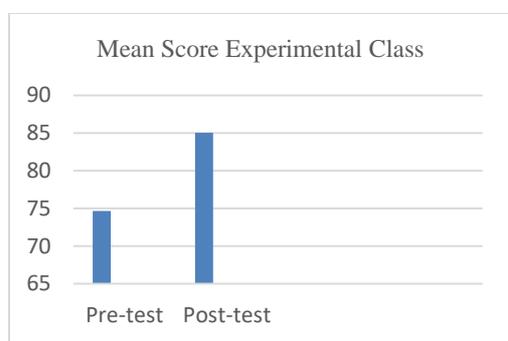


Diagram 1. Mean Score Comparison of Experimental Class

Furthermore, the researchers did a statistical calculation using SPSS ver. 26 obtained the standard deviation (sd) = 6.833 for the mean value 76.74, and for the mean value 85.05, standard deviation (sd) = 2.711. The following table shows a descriptive statistics of pre-test and post-test experimental class:

	N	Range	Minimum
Pre-test	25	32	56
Post-test	25	8	80
Valid N (listwise)	25		

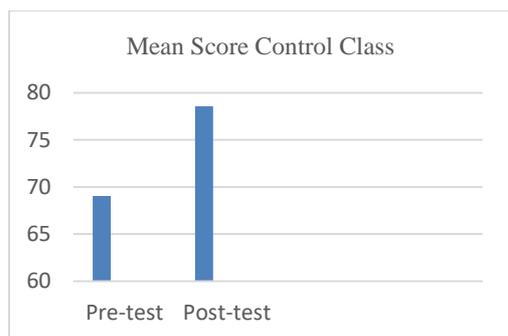
	Maximum	Sum	Mean
Pre-test	88	1568	74.67
Post-test	88	1786	85.05
Valid N (listwise)			

	Std. Error	Std. Deviation	Variance
Pre-test	1.489	6.822	46.533
Post-test	.592	2,711	7,348
Valid N (listwise)			

Table 3. Descriptive Statistics of pre-test and post-test Experimental Class (using English Talk App)

#### Control Class Test Data Result

Similar with experimental class, the researchers wanted to investigate the difference between students' speaking skill score before and after the treatment was implemented. The teacher also gave pre-test in the beginning of learning process before treatment. The difference is during the treatment, the MALL that was implemented in control class is Lingodeer App. Unfortunately, the result showed that students' speaking skill in control class did not reach the improvement significantly. Some students got low scores in control class. The highest score achieved in pre-test was only 77, while the lowest score was 65 with mean score pre-test 69.05. In the post-test, the highest score achieved is the same with experimental class which 88. The lowest score in post-test was 75. Mean score post-test for control class was 78.57. The following diagram draws a comparison between control class' pre-test and post-test mean score:



**Diagram 2. Mean Score Comparison Control Class**

The researchers did a statistical calculation as well. Data analysis obtained the standard deviation (sd) = 4.382 for the pre-test mean score 69.05, and for the post-test mean score 78.57, standar deviation (sd) = 2.856. The following table shows a descriptive statistics of pre-test and post-test control class:

	N	Range	Minimum
Pre-test	25	12	65
Post-test	25	13	75
Valid N (listwise)	25		

	Maximum	Sum	Mean
Pre-test	77	1450	69.05
Post-test	88	1650	78.57
Valid N (listwise)			

	Std. Error	Std. Deviation	Variance
Pre-test	1.054	4.832	23.348
Post-test	.623	2,856	8.157
Valid N (listwise)			

**Table 4. Descriptive Statistics of pre-test and post-test Control Class (using Lingodeer)**

**Testing of Data Normality**

To find out the data normality in students' micro and macro speaking skills in the experimental class, the researchers used Kolmogorove test Liliefors of Shapiro and Wilk with SPSS. The significance value can be

determined distributed normally or not, by seeing the significance value that must be above the criteria value: (sig) > 0.05.

	Statistic	Df	Sig.
Experimental class (English Talk Apps)	866	25	008
Control class (Lingodeer Apps)	810	25	001

Table 5. Result of Test Normality

Based on the table above, it shows the significance value for experimental class is 008 which above the criteria value 008 > 005, then the distribution is normal. Unlike the experimental class, the control class' significance value is lower than the criteria value which 001 < 005. It indicates that the data distribution is not normal in control class.

**Testing of Data Homogeneity**

Data homogeneity was tested to determine variant population, has the same of different variance. This analysis is done by One Way Anova Test using SPSS 26.

		Levene Statistic	df 1
Result	Based on Mean	.7028	3
	Based on Median	1.885	3
	Based on Median and with adjusted df	1.885	3
	Based on trimmed mean	6.109	3

		df 2	Sig.
Result	Based on Mean	80	0.000
	Based on Median	80	0.139
	Based on Median and with adjusted df	45.079	0.146
	Based on trimmed mean	80	0.001

Table 6. Result of Test Normality

The researchers used non-parametric by Wilcoxon Signed Ranks Test to analyze the normality. If the significance is < 0.05, the data group variant is not the same. If the significance is > 0.05 then the data group is

homogeneous. Based on the table above, it is shown that the significance value is lower than the criteria value ( $0.000 < 0.005$ ). It can be concluded that the variance of control and experimental groups are both not distributed normally.

### Testing of Research Hypotheses

The purpose of testing the hypothesis is to find out the final result about which MALL application that is more effective to improve students' speaking skill (English Talk App or LingoDeer). We can know the result by seeing which hypothesis is accepted. Previously, this research has two hypotheses, they are:

- a. **Null Hypotheses (Ho)** that stated "there is no significance effect between using English Talk App and LingoDeer to improve students' micro and macro speaking skills at the second semester of English Education Department Universitas Islam Syekh Yusuf Tangerang".
- b. **Alternative Hypotheses (Ha)** that stated "there is a different significance effect between using English Talk App and LingoDeer to improve students' micro and macro speaking skills at the second semester of English Education Department Universitas Islam Syekh Yusuf Tangerang".

To test the hypothesis, researchers used Wilcoxon test because the data was not normal. Wilcoxon test is a non-parametric statistical test that compared two paired groups.

English Talk Apps - LingoDeer Apps	
Z	-.3898 <sup>b</sup>
Asymp. Sig (2-tailed)	0.000
a. Wilcoxon Signed Ranks Test	
b. Based on negative ranks.	

Table 7. The result of Wilcoxon Signed Ranks Test

Based on the table above, we can see that the significance value achieved is 0.000, lower than the criteria value ( $0.000 < 0.005$ ). Thus, Ho is rejected and Ha is accepted. It means that there is a significance difference between using English Talk App and LingoDeer App to improve students' micro and macro speaking skills or it could be concluded that the use of English Talk App is more effective than LingoDeer to improve students' micro and

macro speaking skills at the second semester of English Education department Syekh Yusuf Islamic University Tangerang.

### Discussion

Based on the research that had been conducted at Syekh Yusuf Islamic University Tangerang with 50 second semester English Education Department students as the sample, the result shown that English the use of Talk App is more effective than the use of LingoDeer to improve students' micro and macro speaking skills. It is calculated and analyzed using a non-parametric statistical Wilcoxon SPSS 26 based on the result of hypotheses test proved by the score in Asymp. Sig (2-tailed)  $0.000 < 0.05$ .

However, if we take a look at the result of mean score and standard deviation; the experimental and control class got the same high score, 88. It means that both of English Talk App and LingoDeer can be used to improve students' micro and macro speaking skills.

## 4. Conclusion and Suggestion

### Conclusion

Based on the result, it can be concluded that both of English Talk App and LingoDeer could be used to improve students' micro and macro speaking skills. It was proved by analyzing the data using IBM statistical SPSS version 26 that gave the same result of mean score and standard deviation where experimental and control group got the same score 88. The result shown both of the group's post-test result were increased. Experimental class's pretest mean is 74.67 increasing into 85.05 in the post test. The lowest score 56 in pre-test and 80 in post-test, with the highest score in both pre-test and post-test are 88 for experimental class. The control class's pre-test mean is 69.05 increasing into 78.57. The lowest score in pre-test 65 and 75 in the post-test, while the

highest score in pre-test 77 and 88 in the post test for control group.

Supported by the result of hypotheses test using a non-parametric statistical test Wilcoxon, there were difference significance between the use of English Talk Apps and the use of LingoDeer. The Asymp. Sig (2-tailed) score was  $0.00 < 0.05$  and  $H_0$  is rejected while  $H_a$  is accepted. It indicates that there is a difference between experimental class and control class as well the use of English Talk App that is considered to be more effective to improve students' micro and macro speaking skills based on the hypotheses test result.

### Suggestion

Based on the finding of the research, the researchers would like to offer some suggestions that hopefully can be beneficial for teachers, students, and other researchers who are willing to use this research as a reference or study this research. The success of teaching and learning process depends on the teachers' teaching technique. Teachers should be more creative in choosing the best media that will be used in the teaching-learning process. English Talk App and Lingodeer can be implemented in the learning to help the teacher engage the students' interest. By using these apps, students could be more motivated to learn English. Not only teachers, school also suggested to support the teacher to improve their teaching quality through seminar or workshop to develop their knowledge and experience. The knowledge and experience the teacher got could be applied in the learning process. Thus, the students are expected to achieve a better learning outcome.

However, learning is a two-ways process. Teacher has a role as a facilitator, but not as the central-part in the learning process. Students are suggested to be more active and expected to have the ability of self-learning, so they can practice their speaking outside or inside class, with or without the teacher. Lastly for the other researchers, they are suggested to use the result of this study as the reference especially for those who are willing to conduct research about MALL because English Talk App and LingoDeer is MALL software that used for English learning.

### References

- [1] Brown, H. Douglas. (2004). *Teaching by principles: language assessment*. New York: Pearson Education.
- [2] Cucinotta, D., & Vanelli, M. (2020). WHO declares COVID-19 a pandemic. *Acta Biomedica*, 91(1), 157-160.  
<https://doi.org/10.23750/abm.v91i1.9397>
- [3] Darmawati. (2018). *Improving Speaking Skill Through Mobile-Assisted Language Learning ( MALL ). 1(1)*, 24-30.
- [4] Ersanlı, C. Y. (2015). The Relationship between Students' Academic Self-efficacy and Language Learning Motivation: A Study of 8th Graders. *Procedia - Social and Behavioral Sciences*, 199, 472-478.  
<https://doi.org/10.1016/j.sbspro.2015.07.534>
- [5] Fauzan, U. (2014). The Use of Improvisations Technique to Improve the Speaking Ability of EFL Students. *Dinamika Ilmu*, 14(2), 264.  
<https://doi.org/10.21093/di.v14i2.17>
- [6] Hadi, M. S., & Emzir, E. (2016). Improving English Speaking Ability through Mobile Assisted Language Learning (Mall) Learning Model. *Ijlecr - International Journal of Language Education and Culture Review*, 2(2), 71-74.  
<https://doi.org/10.21009/ijlecr.022.09>
- [7] Ismail, Y., & Emrah, E. (2016). *A Shift from CALL to MALL ? 25-32*.
- [8] Jondeya, R. S. (2011). The Effectiveness of Using Information Gap on Developing Speaking Skills for the Eighth Graders in Gaza Governorate Schools. *Department of Curricula and Teaching Methods*, 1-239.  
<https://library.iugaza.edu.ps/thesis/96013.pdf>
- [9] Khan, R., Radzuan, N., Shahbaz, M., & Ibrahim, A. (2018). EFL instructors' perceptions on the integration and implementation of MALL in EFL classes. *International Journal of*

*Language Education and Applied Linguistics*, 08(2), 39–50.

- [10] Khifzhon Azwar, M., & Setiati, S. (2020). COVID-19 and Indonesia. *Acta Medica Indonesiana*, 52(1), 84–89. <https://www.researchgate.net/publication/340645813>
- [11] Klemm, W. (2007). What good is learning if you don't remember it? *The Journal of Effective Teaching*, 7(1), 61–73. [https://uncw.edu/jet/articles/vol7\\_1/klemm.pdf](https://uncw.edu/jet/articles/vol7_1/klemm.pdf)
- [12] Mahmoudi, S. (2015). Internal and External Factors Affecting Learning English as a Foreign Language. *International Journal of Language and Linguistics*, 3(5), 313. <https://doi.org/10.11648/j.ijll.20150305.16>
- [13] Miqawati, A. H., & Wijayanti, F. (2017). *Optimalisasi Penggunaan Flashcards Melalui MALL ( Mobile Assisted Language Learning ) pada Pengajaran Pronunciation*. 179–183.
- [14] Rukmini, D., & Saputri, L. A. D. E. (2017). The authentic assessment to measure students' English productive skills based on 2013 Curriculum. *Indonesian Journal of Applied Linguistics*, 7(2), 263–273. <https://doi.org/10.17509/ijal.v7i2.8128>
- [15] [www.blog.lingodeer.com](http://www.blog.lingodeer.com)
- [16] Yudhiantara, R. A., & Nasir, I. A. (2017). *Toward Mobile-Assisted Language Learning (MALL): Reaping Mobile Phone Benefits in Classroom Activities*. 10(1), 12–28.

**LEARNING LOSS DUE TO ONLINE LEARNING DURING PANDEMIC ERA  
( CASE STUDY OF PRIVATE HIGH SCHOOL IN YOGYAKARTA)**

Tadkiroatun Musfiroh

**ABSTRACT**

Online learning during the Covid-19 pandemic era has been conducted for 20 months. Many problems occur, especially learning loss which is relatively severe. This paper aims to reveal learning loss in 35 schools with 255 teachers through surveys with questionnaires, face-to-face reports via video conference, as well as interviews with several probing and special notes. The data collected was analyzed by categorical analysis involving gradual coding, including open coding and axial coding. Learning loss problems can be divided into three categories. First, the failure to achieve learning targets. This learning loss is caused by the refusal to learn by students, not implementing learning, and the lack of facilities. Second, the stagnation of learning achievement caused by learning disruption, limitations of the on-line learning process, and curriculum policies. Third, the decline in learning achievement, which is caused by the unpreparedness of students to take online learning, limitations of distance learning, limited support, and limitations of teachers in using media.

Keywords: learning loss, on-line learning, decreased learning achievement

**A. INTRODUCTION**

Previous research has stated that disruption to learning, whatever its form, has the potential to cause significant learning loss. This includes long vacations (Conto, et al., 2021). This finding is strengthened when extreme disruption such as the Covid-19 pandemic occurs. The extreme disruption of learning due to the Pandemic has occurred all over the world, thus threatening the occurrence of Loss Generation everywhere. The world of education is truly in shock because it has to deal with the safety of the children and their teachers' lives.

The Covid-19 pandemic began with the discovery of this virus in a seafood market in Wuhan at the end of 2019 (Huang, et al., 2020). In Indonesia, the Covid-19 Pandemic only started in February 2020. At that time, teachers and parents were in shock because they had to stop face-to-face learning for mutual safety because Covid-19 was declared a Pandemic. The WHO Director General stated that the spread of Covid-19 was very fast and deadly, so all countries required their population to implement health protocols,

especially implementing social distancing (WHO, 2020). Schools are automatically closed and teachers are required to conduct distance learning.

Sudden and unprepared distance learning becomes the source of all learning loss sources. Initial observations, interviews, and mass media reports state that distance learning in Indonesia in the first half of the Covid-19 pandemic can be categorized as a failure (Media Indonesia, 2 May 2020; Suara Merdeka, 07 December 2020). This is marked by the chaos of the learning schedule and the shock of studying at home which is sometimes colored by violence by parents against their children. In various regions in Indonesia, child violence increased rapidly during the pandemic until the end of the implementation of distance learning (UII ac.id, 13 June 2021).

Distance learning failure, especially in areas, is relatively limited. In addition to teachers who are generally weak in mastering online learning applications, online learning support in Indonesia is also still limited. As a result, the interaction between teachers and students in learning

on the national average has decreased (Suara Merdeka, 07 December 2020), even though teachers are trying to take advantage of social media. This has a fatal effect on student learning outcomes. Slightly different from schools in the regions, upper-class schools and madrasas in urban areas organize themselves more quickly. They use learning management systems and video-conferencing applications for virtual face-to-face learning. Student's parental support is also good. The students of this group are able to catch up. While schools in the regions are trying to establish learning interactions, upscale schools in urban areas have implemented distance learning with the support of complete facilities. This condition shows that there is an imbalance in the implementation of PJJ between cities and villages (JawaPos, 6 February 2021).

The learning problems at private schools and madrasas are different again. Their problems are more complex and serious. The pandemic has become a serious barrier for teachers and students to carry out teaching and learning activities. Some private teachers are not familiar with online learning media, and some are not even literate on gadgets so they are really confused about implementing distance learning. Distance learning is carried out modestly by giving assignments to work on questions to students. As a result, students need all day to do assignments. They are depressed and exhausted.

In addition to being a burden for teachers and children, learning in the Pandemic era in private high schools for up to 20 months has become a heavy burden for parents as well (Jawa Pos, February 6, 2021) Parents are forced to play a role as teachers for their children, even though some of them do not understand the subject matter and have a relatively busy schedule. As a result, parents sometimes run out of patience and some of them resort to violence against children. This dark period is reported to still occur until the end of 2021 (CNN Indonesia, 02 Nov 2021).

The above conditions raise concerns about learning loss, and even lost generation. The fact that many private schools in the regions fail to implement distance learning is a cause for concern and invites further curiosity. Is it true that severe learning loss has occurred in private schools? What learning problems occur during learning in the pandemic era that are suspected as learning loss, even as learning loss plus? This paper aims to reveal various online learning problems that occur in private schools in the Special Region of Yogyakarta which are suspected of being learning loss and other associated problems, as well as revealing the factors that cause these problems.

## B. METHOD

This article was written based on data obtained from 255 teachers from 35 private high schools in Yogyakarta. Data was collected through surveys with questionnaires, face-to-face reports via video conferences, as well as interviews with several probing and special notes. The data collected was analyzed by categorical analysis involving gradual coding, including open coding and axial coding (Saldana, 2016).

## C. RESULTS AND DISCUSSION

The problem of distance learning during the 20 months of the Covid-19 pandemic can be divided into three problems. First, the students failed to achieve the learning target. Second, the students experienced stagnation in learning achievement, especially in learning skills through workshop performance. Third, the decline in learning achievement detected through school tests, both daily assessments and end-of-semester assessments.

### 1. Failure to Achieve Learning Targets

Failure to achieve online learning targets is known after the teacher conducts daily assessments. At the end of each lesson, the teacher will ask students about the material that has just been studied. In this case, the students were unable to answer the questions. The teacher had explained, practice questions had also been

given, but when they answered the questions, the students failed. The material provided online, undergoes decay.

The data obtained from 255 teachers as respondents, 40.0% stated that the students experienced learning failure. The failure was suspected from the students' answers in the form of blank answers, ignorant answers, and wrong answers. Blank answers and ignorant answers have the same form in some subjects, as shown in the following table.

Table 1. Categories of Student Answers as Indicators of Learning Failure

Questions	Student's Answer	Answer Category
What are the drawbacks of Rutherford's atomic theory?	1. Homogeneous in all parts	wrong answer
	2. Forget it, sir. Do not know	indifferent answer
	3. (looks at the teacher, shakes his head)	blank answer
What does production mean?	1. Wear and buy	wrong answer
	2. Hmm.. don't know	indifferent answer
	3. (Shrugs)	blank answer
How does Bernoulli's law explain the flight of an airplane?	1. Law of propeller, sir	wrong answer
	2. Don't understand	indifferent answer
	3. (Smiles without answering)	blank answer
Patterns of interaction that stand out in your environment	1. commensalism	wrong answer
	2. Do you have an opinion? (back to ask)	indifferent answer
	3. (Smiles then shakes his head)	blank answer
Differences in the flow of art between those who use subconscious	1. Surrealism and naturalism	wrong answer
	2. I didn't hear it, sir	indifferent answer

imaginary thinking and those who think real	3. (looks at the teacher without saying)	blank answer
What is a computer network?	1. Computer set up	wrong answer
	2. Difficult, sir, I don't know.	indifferent answer
	3. (Shrugs refusing to answer)	blank answer
The figure who initiated the establishment of Nahdlatul Ulama in Indonesia	1. Muhammad Hatta, Soekarno	wrong answer
	2. I don't remember, ma'am. Forget	indifferent answer
	3. (shakes his head)	blank answer

Compared to the results of research on distance learning loss in South Africa, the potential for distance learning loss in Indonesia is relatively smaller, at 40% compared to 57% - 81%. This finding prompted South Africa to take strategic steps to deal with Covid-19 in order to avoid greater educational losses (Ardington, Wills, Kotze, 2021).

The teachers mentioned that the failure to achieve learning targets occurred due to three main reasons. First, students refuse to study. The refusal was marked by various indicators, namely: (1) students did not concentrate when the teaching and learning process occurred, (2) students were unable to digest the material so that there was no memory of the material that had just been taught, (3) students did not follow the lesson and instead did other things, (4) students sleep during on-line learning, and (5) students do not do assignments.

The cause of the failure to achieve the second learning target is that the teacher does not organize online learning. Distance learning only contains assignments to do practice questions. Teachers do not master on-line applications, both in the form of video conferences and learning management

applications. The third reason is that students do not have gadgets. There are about 13.3% of teachers who stated this answer.

Table 2. Causes of Failure to Achieve Learning Targets

Cause of Failure	Behaviour Indicator	Percentage
Student refuses to study	Students refuse to read learning materials	43,7%
	Students do not actively participate in learning	34,9%
	Students sleep while learning online	22,4%
	Students are absent without reason	22,0%
	Students don't do assignments	12,3%
Teachers do not carry out online learning	The teacher does not master the video conference application	11,6%
	The teacher does not master the learning management system	11,4%
Lack of facilities	Students do not have gadgets & computers	13,3%
	No internet network (very weak)	5,1%

The refusal of on-line learning by students is the strongest negative factor in the failure to achieve learning targets. The more students refuse to learn, the more they lose their learning achievement and

the more learning lost occurs. The negative effects are increasingly rolling which results in online learning getting harder and harder to reach the target (see Kuhfeld, et al., 2020).

## 2. Stagnation of Learning Outcomes

Stagnation of learning achievement is learning achievement that stops at a certain stage so that not all learning targets are achieved. This stagnation is known when students stop doing school assignments. Students are able to answer problems and initial assignments but cannot complete the next task. Students do not get the targeted skills and knowledge. There are parts of the target that was not achieved. This condition is referred to as learning achievement stagnation.

The facts on the ground show that distance learning is not able to serve the complex targets of workshop-based and product-targeted learning. Observing, practicing, and teacher guidance cannot be served through online learning. As a result, learning achievement is stuck at the initial achievement. Most of the teachers of Vocational High Schools (SMK) emphasized the stagnation of learning achievement which was quite severe. Workshop materials, for example, cannot be thoroughly discussed during distance learning. Learning cannot be continued because the prerequisite material is not mastered. The following is an example of a teacher's statement regarding the stagnation of learning in the workshop.

"During the lesson, we wanted to talk about ACG on motorbikes, then we asked why ACG didn't work? Students can only answer basic questions about what ACG is, but they can't answer why ACG doesn't work. To answer the question why, students need to be practical at the workshop." (74.T.KP)

Stagnation is known when (1) students only master the basic material, (2) students fail to reach higher material, (3) students are not able to achieve learning targets completely, and (4) students do not get face-to-face learning intake. The complete form of stagnation and its indicators are described in the following table.

Table 3. Forms of Stagnation in Learning Outcomes and their Indicators

Forms of Learning Stagnation	Stagnation Indicators	Data Source
Forms of Learning Stagnation Students only master the basic material	Students can only explain theoretical material	Daily
	Students answer with knowledge pieces	Daily
	Students are able to name the characteristics of parts	Daily
Students fail to reach higher material	Students fail to master workshop skills	Mid semester
	Students fail to fully explain the process	Mid semester
	Students fail to complete the project: turn signal	Mid semester
Students are not able to achieve the learning target completely	Students fail to analyse cases	Semester
	Students cannot solve problems with the material that has been reminded	Semester
	Students are not able to make a complete report	Semester
Forms of	Students don't get instant	Practical exam

Learning Stagnation Students only master the basic material	feedback	
	Students do not get performance rights	Practical exam
	Students do not get practical guidance	Practical exam
	Students stop getting peer tutors	Practical exam

Things that cause stagnation of learning achievement include learning disorders, limitations of on-line distance learning, and curriculum policies. These factors have several indicators as shown in the following table.

Table 4. The Factors of Learning Stagnation

Factors of Stagnation Causes	Indicators of Stagnation Causes	Percentage
Learning Disorder	Students cannot concentrate while learning	74,5%
	Off task students lose to outside interference	63,1%
	Signal, internet connection is not stable	22,0%
	Media is experiencing noise disturbance	12,2%
Limitations of the On-line Learning Process	Students have difficulty accepting explanations online	56,9%
	Students are unable to digest on-line verbal material	45,9%
	Students	40,0%



Table 6. Causes of Decreased Learning Outcomes

Factors Causing Decline	Indicator Causes of Decline	Percent age
Students are not ready to take online learning	Students almost never study independently	77,3%
	Students do not repeat the material that has just been taught	66,3%
	Students are depressed because online PJJ is boring	22,0%
	Students' enthusiasm for learning has dropped drastically	71,0%
	Off-task students in the use of gadgets	34,7%
	Students experience prolonged psychological fatigue	70,0%
	Limitations of distance learning in serving learning	Students do not get knowledge intake
Students do not get reinforcement from the teacher		12,2%
Students cannot practice at home		59,9%
Students look for sources on the internet without assistance		46,3%
Limited support	Boarding school prohibits students from using gadgets	25,9%
	The atmosphere of studying at home is not supportive	32,3%

	Parents do not provide learning facilities	11,9%
	The teacher does not give enough time to give feedback	12,2%
Limitations of teachers in using online learning media	Use of Learning Management System	22,9%
	Use of video conferencing	49,8%
Students are not ready to take online learning	Use of e-mail	39,0%
	Use of study packs	28,9%

Online learning does not seem optimal and even just a waste of time. Distance learning without adequate media will only become a burden for teachers, students, and parents. Children's enthusiasm for learning dropped dramatically because they did not get enough support. In fact, parental support plays an important role in fighting learning loss. However, the facts show that students from marginal families do not get enough support from their parents. Parents rarely accompany children to study (Sabates, Carter, Stern, 2021).

The condition of severe learning loss requires the government to free schools to carry out face-to-face learning. The government cannot allow learning losses to continue to accumulate. Improvements to the curriculum and facilities need to be carried out, so that children are not getting further behind from time to time (Angrist, et al., 2021).

### CONCLUSION

The problem of learning loss in private high schools in Yogyakarta can be categorized as severe because it includes three categories at once, namely failure to achieve learning targets, stagnation in

learning outcomes, and decreased learning outcomes. All three occur in the domain of general class and productive class (workshop). It can also be concluded that the causes of learning loss in private high schools in DIY are relatively severe, namely refusal to learn by students, absence of teaching and learning activities because teachers do not master online applications and Learning Management System, lack of facilities, disruption of the learning process, limitations of on-line learning, curriculum policies, and limited support. Among all the reasons, student refusal to learn is the worst cause because it has a long domino effect.

If face-to-face learning is not immediately opened, the learning loss will get worse and actually lead to lost generation. Therefore, face-to-face learning needs to be opened immediately. Nevertheless, the enforcement of health protocols must be carried out so that the routines of the new era are able to rebuild the teaching and learning process and reduce the gap between learning objectives and their achievements (Ozer, Suna, Celik, 2020), without serious risks.

## REFERENCES

- [1] Angrist, N., de Barros, A., Bhula, R., Chakera, S., Cummiskey, C., DeStefano, J., Floretta, J., Kaffenberger, M., Piper, B., Stern, J.(2021)."Building back better to avert a learning catastrophe: Estimating learning loss from COVID-19 school shutdowns in Africa and facilitating short-term and long-term learning recovery". *International Journal of Education* 84 (102397).1-11 Amsterdam.Elsevier Ltd Publishing)
- [2] Ardington, C., Wills, G., Kotze, J.,(2021)."Covid 19 Learning Losses: Early Grade Reading in South Africa". *International Journal of Education Development* 86 (102480). 1-11. United States: Elsevier Ltd.
- [3] Conto, C.A., Akseer, S., Dreesen, T., Akito, K., Suguru, M., Rigole, A.(2021)."Potential Effects of Covid 19 School Closure on Foundational Skills and Country Response for Mitigating Learning Loss." in *International Journal of Education Development* 87 (102434). 1-11 Amsterdam: Elsevier Ltd Publishing)
- [4] CNN Indonesia. 2021. "Kekerasan Terhadap Anak Meningkatkan Selama Pandemi". <https://www.cnnindonesia.com/nasional/20211102142206-20-715544/kekerasan-terhadap-anak-meningkat-selama-pandemi>. Edisi 02 Nov 2021.
- [5] Huang, C., Wang, Y., Li, X., Ren, L., Zhao, J., Hu, Y., Zhang, L., Fan, G., Xu, J., Gu, X., & Cheng, Z. (2020). Clinical features of patients infected with 2019 novel coronavirus in Wuhan, China. *The Lancet*, 395(10223), 497-506. [https://doi.org/10.1016/S0140-6736\(20\)30183-5](https://doi.org/10.1016/S0140-6736(20)30183-5)
- [6] Jawa Pos. 2021. "Terkait PP, ada Ketimpangan Implementasi Antara di Kota dan di Desa". <https://www.jawapos.com/nasional/pendidikan/06/02/2021/terkait-pjj-ada-ketimpangan-implementasi-antara-di-kota-dan-desa/>. Edisi 6 Februari 2021.
- [7] Kuhfeld, M., Soland, J., Tarasawa, B., Johnson, A., Ruzek, E., Liu, J.(2020)."Projecting the Potential Impact of Covid-19 School Closure on Academic Achievement".*Educational Researcher* 49(8).549-565.United State: AERA
- [8] Media Indonesia. 2020. "Komisioner KPAI Bongkar permasalahan Pembelajaran jarak Jauh". <https://mediaindonesia.com/humaniora/309647/komisioner-kpai-bongkar-permasalahan-pembelajaran-jarak-jauh>. Edisi 20 Mei 2020.
- [9] Moko, Murdiyati. (2020). "Terungkap "Kegagalan" PJJ, Persepsi Siswa Rendah. *Suara Merdeka*. Edisi 7 Desember 2020. <https://www.suaramerdeka.com/nasional/pr-04154783/terungkap-kegagalan-pjj-persepsi-siswa-rendah?page=all>
- [10] Özer, M., Suna, H.E., Çelik, Z., Aşkar, P.(2020)."The Impact COVID-19 School Closures on Education Inequalities".*The Journal of Humanity*



- and Society 10(4).Turki: Insan&Toplum.217-246)
- [11] Sabates, R., Carter, E., Stern, J.M.B.(2021)."Using educational transitions to estimate learning loss due to COVID-19 school closures: The case of Complementary Basic Education in Ghana".*International Journal of Educational Development 82 No.102377.1-9*.United State. Science Direct)
- [12] Saldana, Johnny. (2016). *The Coding Manual for Qualitative Research*. (3rd.ed). London" UK sage. Diunduh 2 November 20210
- [13] Suara Merdeka. 2020. "Terungkap Kegagalan PJJ. Persepsi Siswa rendah".  
<https://www.suaramerdeka.com/nasional/pr-04154783/terungkap-kegagalan-pjj-persepsi-siswa-rendah?page=all>. Edisi 7 Desember 2020.
- [14] UII.ac.id. 2021. "Kekerasan pada Anak di Masa Pandemi Covid-19 Meningkat"  
<https://www.uui.ac.id/kekerasan-pada-anak-di-masa-pandemi-covid-19-meningkat/13> Juni 2021.
- [15] WHO. (2020). *Coronavirus disease (COVID-19) pandemic*. World Health Organization. <https://www.who.int/emergencies/diseases/novel-coronavirus-2019>