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Focus and Scope

Jurnal Ilmiah Lingua Idea which is published twice a year (every June and December), is a double blind peer-reviewed publication consists of research-based and review articles, fresh ideas about language, literature, cultural studies, and its teaching methodology, which have never been published before.

The journal covers all aspect relating to linguistics including:

1. Macro-linguistics;
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6. Popular teen literature;
7. Cultural Studies;
8. Modern culture;
9. Popular culture;
10. Folk culture;
11. Educational Studies;
12. Educational Technology;
13. Teaching methodology;
14. Instructional media, etc.



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The Analysis of Flouting Maxim in "UP!" Movie

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ABSTRACT

This study is aimed at investigating the flouting maxim spoken by characters in "UP!" movie. Flouting maxims and strategies of flouting maxim performed by the characters in the movie are investigated. Cutting's theory (2002) is used to analyze the types and strategies of flouting maxims. The researcher also employed qualitative research method to collect the data. The result showed two important findings. First, four types of flouting maxims was found in the movie which are flouting maxims of quantity, quality, relation and manner. Flouting maxims of quality was ranked first since the characters intentionally say something that is considered to be false. Second, ten strategies of flouting maxims was found in the movie. The strategies are categorized as providing limited information, giving excessive information, hyperbole, metaphor, irony, banter, sarcasm, being irrelevant, changing the topic and being obscure. The amount of the strategy that frequently used to flout maxims was giving excessive information. It happened because the characters always give the information more than required.

Keywords: *pragmatics; flouting maxims; strategies*

INTRODUCTION

In every conversation, the communication between speaker and hearer is not always successful. Sometime misunderstanding happens between them It happens because the speaker does not have cooperative effort and makes the hearer cannot assume the meaning of the conversation (Ulfah & Afrilia, 2018). By having cooperated principle makes the communication between speaker and hearer work effectively. In fact, the speaker sometimes unintentionally does not follow the rules of cooperative principle when they are having conversation with the listener (Wahyuni et al., 2019). Moreover, Yule (1996) stated that the conversation will run smoothly if the people follow the conversation principles which is called maxim.

According to the language phenomenon, it is important to know the field of communication and the meaning of communication itself. Cooperative principle means "Make your conversational contribution such as required, at the stage at which it occurs, by the accepted purpose or direction

of the talk exchange in which you are engaged” (Grice, 1989; Levinson, 1983). These four maxims of cooperative principle play their roles in communication process. It means that in communication, the speaker should give the appropriate, true, relevant, brief, and orderly information in order to achieve a smooth and effective conversation.

However, practically, the participants is hard to observe the maxims in their statements. They sometimes break the maxims in their conversation due to some reasons which is called flouting maxim as part of non-observance maxim (Grice, 1989). The flouting maxim means the speaker deliberately does not fulfill the maxims. In this case, the speakers believe that the hearers recognize the words and be able to infer the implied meaning (Cutting, 2002; Grundy, 2000). Those flouting maxim categorized into four types namely flouting maxim of quality, flouting maxim of quantity, flouting maxim of relation and flouting maxim of manner (Grice, 1989; Mey, 1993; Yule, 1996).

Flouting maxims of quality is taken place if the speaker says untruthful statement or something which is considered to be false (Thomas, 1995). When the speaker talks briefly and excessively in giving information, he/she flout the maxims of quantity. Then, flouting maxims of relation is happened if the speaker talks out of the topic of discussion. Lastly, flouting maxims of manner is taken place if the speaker says ambiguous statement (Cutting, 2002; Levinson, 1983; Yule, 1996).

When the speakers flout the maxims, they use some strategies in order to convey the implicit meaning of their utterances. Based on the Cutting’s theory (2002), “the strategy of flouting maxims are tautology, giving too much information, giving too less information, metaphor, hyperbole, irony, banter, sarcasm, being irrelevant and being obscure”. In addition, these flouting maxims can be found in any situation such as real life or even in a movie or novel.

The researcher took movie as an object of the research by analyzing the utterances of the characters. As stated by (Putri et al., 2019) that movie is one of literature forms which contain story, play, history, culture, incidents, science, etc. that is recorded as video and shown in cinema, television, theaters, or other broadcast media which is as entertainment as the main purpose.

Furthermore, through a movie or film, people and the events around them can be recorded (Graham, 2005). By studying the flouting maxim in a movie, it can also reflects an analysis of flouting maxim in human life.

In this study, the object of the research is *UP* movie. There are several reasons of choosing this movie to be analyzed. First, analyzing flouting maxims in a movie is interesting to be conducted since this movie represent the real example of flouting maxim in daily life. Second, this

movie offer entertainment as well as good moral value. Lastly, through the conversation between the characters in this movie, some phenomena of flouting maxims is found.

Based on those explanation, there are two objectives of this study. Firstly, to analyze types of flouting maxim which are uttered by the characters in *UP* animated movie. Second, to explain the strategies of flouting maxim which are used by the characters in *UP* animated movie. In this case, the characters used the hidden meaning in their utterances. It is because the researcher would analyze the strategies so that the viewer could understand what implied meaning that the characters tried to convey in their utterances.

MATERIALS AND METHOD

This study employed pragmatic approach since pragmatics is the study of the role context plays in speaker (or utterance) meaning (Levinson, 1983). Additionally, pragmatic is the study under linguistics which focus on meaning in context, thus the meaning itself cannot be taken literally (Griffiths, 2006; Levinson, 1983). By using this approach, how people use language to deliver certain message in conversation can be analyzed. In this case, the characters in the movie used the hidden meaning in their utterances. Thus, the pragmatic approach is used to understand what implied meaning that the characters tried to convey in their utterances.

In this research, descriptive qualitative method also employed since it emphasized describing phenomena in its context. It is supported by Vanderstoep and Johnston (2009) who state that qualitative research is regarded as producing a narrative or textual description of the phenomena under study.

RESULTS & DISCUSSION

Types of Flouting Maxim Performed by the Characters in UP movie

Identifying the types of flouting maxim is the first objective of this study. There are four types of flouting maxim which are found in this movie and this finding is in line with Cutting's theory (2002). The findings are presented in the table below followed by its discussion by giving one example in each types.

Table 1. Types of flouting maxim in the character's utterances *UP* movie

No	Types of flouting maxim	Frequency	Percentage
1	Flouting maxim of quantity	9	31.03%
2	Flouting maxim of quality	11	37.93%
3	Flouting maxim of relation	6	20.69%
4	Flouting maxim of manner	3	10,35%
Total		29	100 %

Four types of flouting maxim is found in this study namely flouting maxim of quantity, flouting maxim of quality, flouting maxim of relation and flouting maxim of manner.

Flouting maxim of quantity

Flouting maxim of quantity occur when the speaker is giving too much information or giving too little information (Cutting, 2002). Here is an example of flouting maxim of quantity by giving too little information.

- Russel : "Good afternoon.Are you in need of any assistance today, Sir?"
 Fredricksen : "No."
 Russel : "I could help you cross your yard."
 Fredsicksen : "No"
 Russel : "I could help you cross your porch."
 Fredricksen : "No"

(*FM/QN/UP/00:15:40*)

This conversation happens in front of fredricksen's house. Russel says that he wants to offer help to Fredricksen. Russel is very interest to help. In responding to Russel's utterances, Fredricksen just says *no*. He answers by giving little information. Fredricksen responds with a very limited statement. Thus, this is considered as flouting maxim of quantity.

Flouting maxim of quality

Another type of flouting maxim is flouting maxim of quality. Flouting maxims of quality is taken place if the speaker says untruthful statement or something which is considered to be false (Cutting, 2002, p. 37). The excerpt below shows that the speaker flouts the maxim of quality.

Dog : "I will not bite you. The small mailman smells like chocolate."

Charles : "I'm sorry about the dogs. Hope they weren't too rough on you. We weren't."

(FM/QL/UP/00:54:41)

In this conversations happen when Charles Muntz invites Fredricksen and Russel going to his airship. The dogs are not rude. And then Charles Muntz apologizes for the dogs. He hopes his dogs are not rude to Fredricksen and Russel. Charles Muntz fulfill flouts maxim of quality because he give untruthful statement or something that is considered to be false.

Flouting maxim of relation

The third type of flouting maxim is the flouting maxim of relation. It occurs when the speaker makes the conversation unmatched with the topic of discussion and giving irrelevant answer (Cutting, 2002, p. 39). The example of dialogue below shows the flouting maxim of relation.

Fredricksen : "We could walk it right over there. Like a parade balloon. Now, we're going to walk to the falls quickly and quietly...with no rap music or flash dancing. We have three days, at best, before the helium leaks out of those ballons."

Russel : "I found sand"

(FM/R/UP/00:33:13)

The conversation above happen in the forest near the paradise falls. Russell and Fredricksen walk towards the paradise falls while bringing the balloon house. Fredricksen gives some explanations about what should they do. But Russell's response is not relevance with the statement's fredricksen. Thus, maxim of relation is flouted by giving statement which is out of topic.

Flouting maxim of manner

Lastly, flouting maxims of manner is taken place if the speaker says ambiguous statement (Cutting, 2002). The excerpt below shows that the speaker flouts the maxim of manner.

Fredricksen : "Where...where are we?"

Russell : "This doesn't look like the city or the jungle, Mr. Fredricksen."

(FM/M/UP/00:30:49)

In the above conversation, Fredricksen asks Russell about they positions. Nevertheless, Russell flouts the maxims of manner in answering Fredricksen's question. Russel does not answer Fredricksen's question clearly. He says *it's like city or jungle*. Russell flouts the maxim of manner because he says ambiguous statement.

Strategies of Flouting Maxim Performed by the Characters in UP movie

Describing the strategies of flouting maxim is the second objective in this study. The following strategies are found from the characters' utterance which are in line with Cutting's theory (2002) related to strategies of flouting maxims. The findings are presented in the table below followed by its discussion.

Table 2. Strategies of flouting maxim in the characters' utterances *UP* movie

No	Type of flouting maxim	Strategies of flouting maxim	Frequency
1.	Quantity	Providing limited information	4
		Giving excessive information	5
2.	Quality	Giving hyperbole statement	1
		Giving irony statement	3
		Giving metaphor statement	1
		Giving banter statement	2
		Giving sarcasm statement	4
3.	Relation	Changing the topic	4
		Giving irrelevant statement	2
4.	Manner	Being not brief	1
		Giving ambiguous information	2
		Total	29

As presented in table 2, the strategies which are found in this movie includes providing limited information, giving excessive information, hyperbole, metaphor, irony, banter, sarcasm, being irrelevant, changing the topic and being obscure.

Giving excessive information

Giving excessive information is one of the strategies to flout the maxim of quantity besides giving too little information (Cutting, 2002, p. 37). The excerpt below shows that the speaker giving excessive information to flout the maxim of quantity.

Fredricksen : "Did you ever! Will you look at that?"

Charles : "Oh, yes, the *Arsinoitherium*. Beast charged while I was brushing my teeth. It used my shaving kit to bring him down. OH yeah. Well, surprise me. ONLY wau to get it out of Ethiopia at the time..."

(FM/QN/TM/00:55:33)

The conversation above happens in "spirit adventure" (Muntz's ship). When Fredricksen saw the animal bones, he asked Muntz, you have seen it, and Muntz answered the question more than what exceeded what it needed. Fredricksen just ask "*Did you ever!*" but Muntz gives too much information. The statement "*Oh, yes, the *Arsinoitherium**" it was enough.

Providing limited information

Besides providing excessive information, flouting maxim of quantity is also found by providing limited information. The excerpt below shows that the speaker providing limited information to flout the maxim of quantity.

Muntz : "Having guests is a delight. More often I get thieves come to steal what's rightfully mine."

Fredricksen : "No!"

(FM/QN/TL/UP/00:57:30)

The conversation happens when Fredricksen and Muntz want to eat in dining room's Muntz. Muntz says, "having guests is a delight. More often I get thieves come to steal what's rightfully mine" but Fredricksen responds just says "No". He flouts quantity maxim by giving limited information because he used answered short statement.

Hyperbole

One of strategies in flouting maxim of quality is hyperbole. Hyperbole means that the speakers exaggerate the fact (Cutting, 2002). The example below shows that speaker flouts the maxim of quality by exaggerating the fact.

Nurse : "That's typical. He's probably going to the bathroom for the 80th time."

(FM/QL/H/UP/00:21:01)

This statement happened when Shady Oaks Nurse wanted to pick Fredricksen being taken to the Nursing Home. Fredricksen said "I'll meet you at the van in just a minute. I want to say one last goodbye to the old place." Then the nurse replied "Sure. Take all the time you need, sir." Then after Fredricksen close the door, the nurse said again "That's typical. He's probably going to

the bathroom for **the 80th time.**” From this statement, it can be seen that the speaker flout the maxim of quality since she used hyperbole language.

Metaphor

Another strategy which belongs to flouting maxim of quality is metaphor. Metaphor is used by the speaker in her/his utterance to show something different from actual meaning. Thus, the hearer is supposed to understand the implicit meaning from the statement that contain metaphor (Cutting, 2002). The example below shows that speaker flouts the maxim of quality by using metaphor.

Builder : “Well, just to let you know, my boss will be happy to take this old place off your hands, and for double his last offer! What do you say to that?”

Fredricksen : “I believe I made my position to your boss quite clear.”

Builder : “You poured prune juice in his gas tank.”

Fredricksen : “yeah, that was good.”

(FM/QLM/UP/0:14:26)

The conversations happen in the front of Fredricksen’s house when the builders said that his boss will be happy to take this old place off Fredricksen’s hand for double last offer. But Fredricksen does not give it. And the builders replied with metaphor language. He said “*you poured prune juice in his gas tank*” it means fredricksen’s house prevents the main view of the project because the position of the fredricksen’s house is in front of the project. The builder’s utterance is categorized as example of metaphor. Due to phrase indicate something different with literal meaning. It means the builders said that Fredricksen will make disappointed his boss and it will get back to his on it.

Irony

Irony is used if a speaker express a positive sentiment to express a negative sentiment. In short, it is aimed to mock or to tease people (Cutting, 2002). The example below shows that speaker flouts the maxim of quality by using irony.

“Here, let me talk to him. You are in the suit. Yes, you. Take a bath, hippie!”

(FM/QLI/UP00:14:51)

The conversation happens Fredricksen is talking with builders about the boss’s builder want to offer Fredricksen’s house. And Fredricksen want to talk with the boss directly. He borrowed the loudspeaker and said “**You are in the suit. Yes, you. Take a bath, hippie!**” this statement fulfills

the strategy flouting maxim of quality by the irony because the fredricksen's utterances used to mock language.

Banter

Unlike irony, banter is used if a speaker states a negative sentiment to express a positive one (Cutting, 2002). It is regarded as a friendly way since this strategy is used to praise others. The example below shows the use of banter.

Dog : "I will not bite you. The small mailman smells like chocolate."

(FM/QL/B/UP/00:54:36)

In this statement happens when Fredricksen and Russel were brought a group of dogs to meet Charles Muntz as their master as their prisoners. Then, after met Charles Muntz, he said that fredricksen and Russel are not our prisoners again but they are our guest. After that, Charles Muntz invites Fredricksen and Russel to enter his airship. And dog said "*I will not bite you, the small mailman smells like chocolate*".

This strategy is regarded as flouting maxim of quality since the utterance implies a positive sentiment. When the dog says "I will not bite you the small mailman smells like chocolate", it actually means that they are friendly to their guests.

Sarcasm

Sarcasm is happened if a speaker says something that is opposite of what is proper and usually in a mocking tone. Sarcasm shows less friendly attitude and it is frequently used to criticize (Cutting, 2002). Here an example related to the phenomenon.

"You think he'd take better care of his house (seeing a messy house)"

(FM/QL/S/UP/00:21:05)

This statement happens when nursing pick up Fredricksen in Fredricksen's house. Fredricksen needs time for saying good bye to his house and he closed the door directly. After that, the nurses going to the bus and he saw the home page is very messy. He said to his friends that "*You think he'd take better care of his house*" this statement shows sarcasm because it is critic for Fredricksen cannot take better care of his house.

Changing the topic

Changing a topic and giving irrelevant answer are the two strategies of flouting maxim of relation. The first is by changing the topic and the second is by giving irrelevant answer. The excerpt below is an example of changing the topic.

Russel : “I liked his other voice.”
Charles Muntz : “Dinner is served. Right this way.”

(FM/R/CT/UP/00:56:21)

From the conversation, Russel looks Charles muntz fixed the dog voice, and he said “*I liked his other voice*” but Charles Muntz answer unmatched with the Russel’s statement. He said that “*the dinner is served*” and he shows the road to the dining room. It can be seen that Muntz actually changes the topic which is not related to the previous conversation. Thus, it is categorized as flouting maxim of relation.

Giving irrelevant answer

In the discussion, being relevant does not usually expressed by giving response. Nevertheless, there are usually implicit meanings through irrelevant response. This phenomena flouts the maxim of relation (Cutting, 2002). The following excerpt is an example of giving irrelevant answer.

Russel : “I know that cloud. It's a cumulonimbus. Did you know that ... the cumulonimbus forms ... when warm air rises over cool air?”
Fredricksen : “Stayed up all night blowing up balloons ... for what?”

(FM/R/IR/UP/00:26:17)

This conversation happens when Russel looks in the window. He saw the cloud. It is cumulonimbus. And he asks to Fredricksen did you know that what cumulonimbus is. But Fredricksen says, “stayed up all night blowing up balloons ... for what?” the Fredricksen utterance is not relevant with the Russel’s questions. From his irrelevant answer, it can be seen that Fredricksen flouts maxim of relation.

Being obscure (not brief)

Being obscure and being ambiguous are two strategies of flouting maxim of manner. By being obscure, the speaker should be perspicuous what is said and ambiguity in his utterance (Cutting, 2002). Below is an example of flouting maxim of manner by being obscure.

Russel : "Good afternoon ..."

Fredricksen : "But skip to the end!"

Russel : "See these? These are my Wilderness Explorer badges. You may notice one is missing. It's my assisting the Elderly badge. If I get it, I will become a Senior Wilderness Explorer. "The wilderness must be explored!" Caw, caw! Raar! It's going to be great! There's a big ceremony, and all the dads come, and they pin on our badges.

(FM/M/O/UP/00:16:21)

The conversations happen when Russel comes to Fredricksen's house, and Fredricksen asks to him directly. And Russel does not simply say "he wants to help Fredricksen anything to get a assisting the elderly badge". But Russel answer he does not mentioning the point what he want. By the Russel's utterances, he fulfill flouts maxim of manner by being obscure. He should be perspicuous what is said.

CONCLUSION

Based on the data findings, it can be concluded that all maxims are flouted. There are 29 data that represent the most dominant of flouting maxim in the utterances of the characters in *UP* movie.

In reference to the data analysis, there are four type flouting maxim in this study. There are flouting maxim of quality, quantity, relation, and manner. The occurrences each types flouting maxim are difference in the movie. The highest occurrence type is flouting maxim of quality with 37.93% because the characters deliberately say something that is believe to be false.

Regarding strategies used by the characters, ten strategies of flouting maxim are found in this movie. These are giving excessive information, providing limited information, hyperbole, metaphor, irony, banter, sarcasm, being irrelevant and being not brief. The occurrence of the strategy used to flout maxim is a giving excessive information with 5 out of 29 times. It makes the strategy of flouting maxim by giving excessive information is the first rank in this research.

This research reflects significant impact in daily life. By understanding flouting maxim, both speaker and listener can avoid misunderstanding since the daily conversations sometimes does not work effectively. Sometimes, the speaker does not aware that they break the rules of communication when they are talking about some things with the listener. Communication will be successful when the speaker and the listener understand more about flouting maxim. It means the speaker knows what is the different between literal meaning and implied meaning and the listener is expected to understand the implicit meaning from the speaker's actual utterance.

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Development of High Order Thinking Skills Based Assessment Tools in Pancasila Course: Critical Digital Citizenship Oriented

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ABSTRACT

The purpose of this research and development is to develop a HOTS-based assessment tool oriented to critical digital citizenship on Pancasila as an ethical system and Pancasila as the basis for developing science and technology, namely the production of an assessment tool that focuses on higher-order thinking skills (HOTS) in students. The method used in this research is the type of development research (R&D) with stages of market needs analysis, development, testing, and product revision. The form of the implementation of this research can be described as (1) workshop on analysis of Pancasila course curriculum (learning outcomes, material substance, assessment tools that have been developed; (2) workshop on development of HOTS-based assessment tools in Pancasila courses oriented towards critical digital citizenship ; (3) FGD expert validation; (4) trial of HOTS-based assessment tool in Pancasila course is oriented towards critical digital citizenship; and (5) preparation of the final research report. The results of this research and development that is based on expert assessment (expert) to the assessment tool were developed which got a mean score of 3.6 in both categories so that used for the assessment process. Based on the results of trials and reflections on the HOTS-based assessment tool oriented to critical digital citizenship, it was found that, First, students are happier when learning uses audio-visual. Second, the learning video assessment tool makes them better understand in analyzing phenomena that occur in society related to the actualization of Pancasila values in their daily lives and environment. Third, the questions contained in the video make students think critically. Fourth, this learning video makes students understand and realize that there are still many students ignorant in their actions to be able to apply the values of Pancasila.

Keywords: assessment; HOTS; critical digital citizenship

INTRODUCTION

The assessment process cannot be separated from a series of learning processes. Assessment in the learning process can be used as a basis for improving the learning process and vice versa the learning process can be used as a basis for conducting the assessment process. Assessment is used to assess whether the process of developing student thinking has been running properly and

whether educational goals have been achieved with the programs and activities that have been carried out (Widodo, 2010).

Graduates who are expected from lectures at universities are graduates who have high-level thinking skills in a critical sense of environmental issues. Heong et al (2011), explained that higher-order thinking skills "it requires someone to apply new information or prior knowledge and manipulate the information to reach possible answers in new situation". This has the meaning that higher-order thinking skills require a person to apply new information or prior knowledge and manipulate information to reach possible answers in different conditions. High order thinking skills is a thinking ability at a higher level, in the sense that it is not limited to memorization and memory, but rather on the aspects of analysis, assessment, and creation (Bloom, 1956; Anderson, 2001; Gunawan, 2012).

Higher-order thinking skills receive special attention from one of the international study institutions that examine the low cognitive ability of Indonesian human resources. For a student, higher-order thinking skills can be cultivated through learning activities. The form of learning activities that can provide experiences for students to think at a higher level is to provide problem-based learning experiences or problem based learning or contextual learning that is contextual teaching and learning. As with learning activities in general, after learning is carried out, an assessment is carried out to determine the level of success to achieve learning objectives. According to Hosnan (2014), the assessment is carried out to collect information related to student learning progress following the competencies that must be mastered. Referring to the low ability of students to perform higher-order thinking skills, there is a need to develop an assessment instrument that is oriented towards measuring higher-order thinking skills. Qualified graduates are graduates who have high-level critical thinking skills or better known as higher order thinking skills (HOTS) so that education in the 21st century must contain assessment tools or questions that can train HOTS abilities. Students are new citizens and are the main users of digital technology (Mukminan, 2015; Kodriana, 2017; Fitriani, 20018; Rahmah, 2019; Subay, 2020).

According to Osborne and Millar (in Avargil, 2011), explaining that "in the past, a most common way of assessing students was the traditional form of summative test. This sort of test usually examined content knowledge and did not assess higher-order thinking skills". This means that in the past the assessment of students was done traditionally, namely through summative tests. This type of question does not assess the students' knowledgeability in higher-order thinking. To develop students' critical thinking skills, one of the things that can be done is to be bridged with assessment innovations that are following the times, namely the digital world. Students are

required to be critical and can identify, access, manage, integrate, evaluate, analyze and synthesize digital resources. So that digital literacy can be understood in three aspects, namely digital competence, digital use, and digital transformation (Chan, 2014). With these capabilities, which are packaged in the form of digital-based assessment, it is hoped that they will be able to realize critical digital citizenship. The learning assessment activity used to bridge the realization of critical digital citizenship is to provide an assessment of problem-based learning or problem based learning or contextual learning that is contextual teaching and learning. Therefore, based on the explanation above, the researchers conducted research related to the development of HOTS-based assessment tools in Pancasila courses oriented to critical digital citizenship".

MATERIALS AND METHOD

The method used in this research is the type of development research (R&D) with stages of market needs analysis, development, testing, and product revision. The product that will be developed in this research is a HOTS-based assessment tool in the Pancasila course, which is oriented towards critical digital citizenship. The details of the program in this research activity consist of:

1. Analysis of subject learning achievement for Pancasila courses.
2. Depth analysis of the substance of the Pancasila course material
3. Analysis of assessment tool materials with problem analysis (case studies), problem-solving in Pancasila courses.
4. The development of a HOTS-based assessment tool in the Pancasila course is oriented towards critical digital citizenship.
5. The trial of the HOTS-based assessment tool is oriented towards critical digital citizenship in the Pancasila course.
6. The revision of the HOTS-based assessment tool is oriented towards critical digital citizenship in the Pancasila course.
7. The prototype of the HOTS-based assessment tool draft is oriented towards critical digital citizenship in the Pancasila course.

The form of the implementation of this research can be described as follows.

1. **Workshop on Pancasila course curriculum analysis (learning outcomes, material substance, assessment tools that have been developed)**

Analysis of the course curriculum is necessary because it must look at the learning outcomes, the depth of the substance of the material, and the assessment tools that already exist in the Pancasila course.

2. **Workshop on the development of HOTS-based assessment tools oriented to critical digital citizenship in the Pancasila course**

So far, there are many assessment tools available for Pancasila courses, but these assessment tools are not based on HOTS which develops students' cognitive competencies from C4 (analysis), C5 (assessment), and C6 (create/creativity). The development of a HOTS-based assessment tool oriented to critical digital citizenship requires an in-depth study of the substance of the material and the problems that occur related to the material being developed so that this research is needed to produce a prototype draft of a HOTS-based assessment tool in the Pancasila course.

3. **FGD expert validation HOTS-based assessment tool oriented to critical digital citizenship in Pancasila course**

Expert validation (expert judgment) from an expert or assessment expert is needed to validate the assessment tool so that it meets the validation criteria which later on the question can be used by all the same criteria.

4. **Trial and reflection of HOTS-based assessment tool oriented to critical digital citizenship in Pancasila course**

The trial of the HOTS-based assessment tool in the Pancasila course in a limited class was carried out in a small class (one study program) of students taking Pancasila courses. The test results are processed to obtain field validation of the assessment tool that has been developed.

RESULTS & DISCUSSION

The description of the research and development data is described based on the stages of research and development of the developed assessment instrument. The description of the data presented is based on the results of each stage of the research and development process which includes: analysis of learning outcomes for Pancasila courses, especially Pancasila as an ethical system and Pancasila as the basis for science and technology development; developing HOTS-

based assessment tools, testing assessment tools and revising the results of testing assessment tools.

First, the workshop on analysis of the curriculum analysis of Pancasila education courses, especially the material of Pancasila as an ethics system and Pancasila as the Basis for the Development of Science and Technology was carried out because it saw several problems in the field, namely, there was a tendency to learn Pancasila Education material and the assessment carried out more emphasized aspects of student knowledge and was still theoretical. normative and emphasizes the ability to memorize as well as in evaluating. This raises a dilemma because the main orientation of the Pancasila Education course is to develop the character of students following the noble values of the Indonesian nation and form the character of good citizens. Therefore, efforts are needed on how to package the material and assessment of Civic Education learning to suit the needs of students and the times. The results of the workshop in the form of citizenship course curriculum analysis (learning outcomes, material substance, assessment tool) resulted in curriculum and material mapping as well as an assessment of what was planned regarding the results of the learning outcomes analysis on Pancasila as an ethical system and Pancasila as the basis for science and technology development.

Second, workshop on development of HOTS-based assessment tools in Pancasila Education courses with material Pancasila as an ethical system and Pancasila as the basis for developing science and technology. The availability of the assessment tool is not based on HOTS which develops students' cognitive competencies from C4 (analysis), C5 (assessment), and C6 (create/creativity). Problem-based assessment or HOTS-based assessment (high order thinking skills) is shown to train students to think critically and put more emphasis on students for high-order thinking or high order thinking skills (HOTS). With the development of students' ability to think at a higher level, they are expected to be able to respond to factual problems that occur in society. To collect various cases or factual problems that occur in the community which is then harmonized with the substance of the material that has been prepared, namely Pancasila Education.

Third, FGD expert validation of HOTS-based assessment tools in Pancasila Education Courses, especially Pancasila as an ethical system and Pancasila as the basis for science and technology development. Expert validation (expert judgment) from an expert or assessment expert is needed to validate the assessment tool so that it meets the validation criteria which later on the question can be used by all the same criteria. The following are the results of the expert's assessment of the assessment tool that the team has developed.

Table 1. Results of Expert Assessment Tools
Based on HOTS Oriented on Critical Digital Citizenship

No.	Name	Position/Work Unit/Agency	Average Score
1.	Expert Judgment	Lecturer	8.75
Average			8.75

Based on Table 1, the assessment of learning assessment experts with the self-assessment principle shows that the assessment prototype based on the self-assessment principle is good. Referring to the expert assessment, it can be concluded that the assessment prototype for Pancasila Education learning materials is suitable for use with revisions according to expert input in the citizenship lecture process. In addition, from the expert judgment assessment, there are several inputs for improving the assessment, namely, it is necessary to add questions related to solutions to overcome factual problems that are contrary to the values of Pancasila and to further strengthen the objectives of critical digital citizenship, it is necessary to have a solution offered by students to each case presented.

Fourth, testing the HOTS-based assessment tool in the Pancasila Education Course. Development research requires an implementation stage to practically evaluate the extent to which the indicators of the success of the product developed can be achieved. In addition, the activity implementation team needs to carry out lecture reflection activities. In this reflection, the implementing team distributed several student assessment instruments for the assessment tools developed. Based on the reflection of the test results on the aspects of weaknesses, strengths, and suggestions, it shows that broadly speaking, the questions can be understood and worked on, but some questions cannot be understood, because language is difficult to understand. The trial was carried out in the Building Engineering Education Study Program and the Animal Husbandry Department with a total of 50 students.

Based on the results of testing the assessment tools that have been developed, it can be analyzed that most of the students succeeded in answering even though they had different levels of analytical skills. From the questions offered, students have been able to analyze problems related to ethics and abuse of science and technology advancements that are not following the values of Pancasila. Students have been able to build arguments, especially in terms of providing solutions to the problems presented by the research team through question instruments.

Based on the results of trials and reflections of the HOTS-based assessment tool oriented to critical digital citizenship, it is obtained that, First, students are happier when learning uses audio-visual so that they are interested in attending lectures. Second, the learning video assessment tool makes them better understand in analyzing phenomena that occur in society related to the actualization of Pancasila values in their daily lives and environment. Third, the questions contained in the video make students think critically. Fourth, this learning video makes students understand and realize that there is still many students' ignorance in their actions to be able to apply the values of Pancasila.

Assessment instruments in the form of questions HOTS is a measurement instrument used to measure the ability to think critically, the ability to think that not only recall (recall), restate (restate), or refer without processing (recite). HOTS questions in the context of an assessment measure the ability to (1) transfer one concept to another, (2) process and apply information, (3) find connections from different kinds of information, (4) use information to solve problems, and (5) examine ideas and information critically. However, HOTS-based questions do not mean more difficult questions than recall questions. In writing HOTS questions, various test instruments should be used. Sugrue (1994) suggests that "formats for measuring higher-order thinking skills: (1) selection (multiple-choice, matching), (2) generation (short answer, essay, performance), and (3) explanation (giving reasons for selection). or generation of a response". In the preparation of HOTS questions generally use a stimulus. Stimulus is the basis for making questions. In the context of HOTS, the stimulus presented should be contextual and interesting. The stimulus can be sourced from global issues such as information technology problems, science, economics, health, education, and infrastructure. The stimulus can also be raised from problems that exist in the environment around the education unit such as culture, customs, cases in the region, or various advantages found in certain areas.

Critical thinking skills provide benefits to students, especially at the student level, to analyze and conclude behaviors and actions both in daily life and in cyberspace that cannot be separated from the current grip, especially in communicating with other people, whether with applicable rules or not and back again. to the application of Pancasila values as a form of a good citizen. Students are new citizens and become the main users of digital technology. In this case, students need to prepare themselves to participate in public spaces that are different from conventional ones. The Pancasila course is one of the courses that have the responsibility to prepare millennial citizens to participate in creating civilized democracy with digital citizenship (digital citizenship).

CONCLUSION

Assessment is an important and inseparable part of the learning process and even becomes an important stage in the learning process. To get good assessment results, a good assessment tool is needed as well. It is hoped that the assessment tool is not only limited to developing the ability to memorize and remember but more to the ability to analyze and synthesize. For this reason, it is necessary to develop an assessment tool that can measure the achievement of the learning objectives. The purpose of this study is to develop an assessment tool based on HOTS (high order thinking skills) oriented to critical digital citizenship on Pancasila as an ethical system and Pancasila as the basis for science and technology development. The results of the research on developing a HOTS-based assessment tool are oriented towards critical digital citizenship, namely a valid and appropriate assessment tool for use in the learning process of Pancasila Education in universities. This is based on expert judgment and the results of input and suggestions from students.

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Survival Book to Help BIPA Learners Off the Hook of Culture Shock

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ABSTRACT

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From time to time, Indonesian for Foreign Speakers (BIPA) continues to grow, including BIPA at the State University of Surabaya (Unesa). It cannot be denied that in its journey, BIPA Unesa encountered various problems. One of them is a report from a foreign student who was confused when he first arrived in Surabaya. Their confusion includes finding the ideal place to live, using online motorcycle taxi applications, and using public facilities such as markets, hospitals, and police stations. Not only that, but the understanding of academic rules on campus has also not been able to be conveyed on target. Some local students and lecturers have helped, but the limited number and time have made it impossible to assist students. Therefore, this research focuses on making a pocketbook called "survival book" in five different languages for foreign students. The benefits of this research are expected to be able to solve the concerns of BIPA students when they first come to Surabaya with the development of a pocketbook. This research belongs to the category of product development. With this research, it is hoped that it will produce an output in the form of a survival book for BIPA Unesa students as well as scientific articles that will be published in accredited national journals.

Keywords: *student problems; BIPA,; survival book; pocket book*

INTRODUCTION

Culture shock is commonly experienced by anyone who moves from their place of origin to a new area to start a new life or study, as well as those experienced by Indonesian Language Learners for Foreign Speakers (BIPA). BIPA students come to Indonesia with the intention to deepen their ability to speak and learn Indonesian culture. During their study, BIPA students will face diverse culture, society, and local language, such as, Javanese, Sundanese, Balinese, and so on. It has to make them to adapt a new situation.

Differences in culture, society, local language, temperature, food, and many more make BIPA students sometimes feel confused in responding to these situations appropriately, especially when they come to Surabaya, the second-largest city in Indonesia based on the census conducted by the Central Statistics Agency in 2010. With various cultures and people, the cases of culture shocks occur to every individual who study abroad for several times (Milton, 2005), including BIPA students. Studying outside their origin country into another country is a challenging task for international students while adjusting to the Indonesian culture.

Since 2017, BIPA students who study at BIPA State University of Surabaya (Unesa) will be accompanied by BIPA buddies. BIPA buddies are Unesa student community that accompany international students while studying at Unesa. They will help introduce life in Surabaya both from academic and non-academic fields such as socializing by using suitable greeting and greeting culture.

Based on a survey conducted from July to August 2019, 23 BIPA students who had studied in Surabaya said there was a culture shock when they first arrived, for example, being surprised by the number of motorbikes, causing traffic jams. Then, many of them find it strange when people they don't even know are so friendly and easy to smile. The surprise they feel, if they are not appropriately accommodated, will impact the learning process in the classroom. So, in addition to the teachers who gave explanations, BIPA buddies that is called *Sahabat BIPA* was there to help answer various things that made BIPA students wonder. However, some BIPA students are afraid of being inconvenient or want to understand Surabaya independently, so they are less comfortable when accompanied by BIPA Friends. Therefore, the researcher took the initiative to develop a pocketbook to survive during study in Surabaya.

This survival book is made in five languages: Indonesian, Japanese, Mandarin, German, and English. Later, the book is divided into two discussion chapters, namely the guide chapter on non-academic questions, which contains general numbers that can be contacted by them such as hospital numbers, immigration, etc. Then, how to survive with a list of routines from the first day to the seventh day by introducing essential places such as hospitals, pharmacies, to police stations. In addition, this book introduces procedures for buying by bargaining and introduces markets, supermarkets, and malls. Also, in the academic chapter, the pocketbook contains regulations during the teaching and learning process at Unesa, such as dress codes in the university, rules for attendance and student activity, procedures for greeting academics, and the ethics of communicating with their teachers properly correctly. The most crucial point in this book is that there is an additional chapter of information about the culture of Surabaya, called the "Cultural Corner".

Moreover, the cultural corner in the survival book will be a suitable media and help the BIPA learning process, both in and outside the classroom. To use textbooks or modules that are already available, teachers need to develop materials or media adapted to the characteristics of students or the peculiarities of the local culture (Septiana, 2020). Jamil (2016: 4) says that learning media is everything related to software and hardware that can convey the content of teaching materials from learning resources to students (individuals or groups), which can stimulate the thoughts, feelings, attention, and interests of learners. Afterwards, the learning process (inside/outside the classroom) becomes more effective.

In the process, BIPA students have a variety of goals when deciding to study the Indonesian language, so it is essential for them to feel comfortable in learning so that their goals are achieved. According to Suyitno (2008: 10), international students who studying BIPA, have some goals, for instance, learning deeply the Indonesian language and getting to know Indonesian culture closely. The description of the BIPA learning objectives has implications for the preparation of learning materials following these objectives. Thus, this BIPA learning material has a close relationship with meeting the needs of foreign students, namely (1) the need for work, (2) the need for vocational training programs, and (3) the business professional (Nooriafshar, 2013).

The ideal learning process in supporting individual language skills is not only indoor but also outside the classroom. BIPA students also need to continue to pay attention to the teaching media used so that their abilities can quickly improve. Because the subject matter is the core of the learning process (Ade, 2011: 60). It means that learning material plays a vital role because one of the main goals of learning is to master the subject matter. To be a specific explanation, the learning process does not run without learning materials. In addition, making teaching materials more exciting and adaptive, teachers need to pay attention to the regional culture that can help students adapt. Culture is material that supports understanding the context of language because language and culture have a close relationship with everyday life (Kusmiatun, 2016: 65-66).

Then, the researcher decided to find a proper media for students to learn quickly in understanding the Indonesian language and culture through the Survival book pocketbook developed. The survival book presents information about life in Surabaya by giving a concrete visual display. Thus, it can support the function of learning media, namely a source of information with various advantages that attract readers (Gerlach and Elly in Anita, 2008: 2). Moreover, the primary function of learning media that needs to be considered, according to Arsyad (2011: 15), is a teaching aid that affects the climate, conditions, and learning environment organized and

created by the teacher. The existence of media in the learning process has a significant role and benefit, especially in BIPA teaching.

BIPA teaching is held in a multicultural atmosphere. Therefore, learning media is not only functions as a transmitter of linguistic material but also as a means of introduction to the understanding Indonesian culture. Thus, the role of BIPA learning media includes: (1) conveying linguistic material; (2) a stimulus for ideas for learners to produce spoken and written language, (3) growing interest and motivation to learn, interactive media will increase the enthusiasm of learners to be involved in all learning processes, both individually and in groups; and (4) supporting cross-cultural understanding (Kusmiatun, 2016: 99). Based on this explanation, it can conclude that learning media is a source of learning support information that motivates students to enjoy learning. Media can be objects, people, events that are used to understand knowledge, attitudes, and skills.

According to Meikahana et al. (2015), a pocketbook can also be used as media. A pocketbook is a small book containing written and pictures in the form of explanations that can direct or provide instructions and are easy to carry everywhere. Setyono et al. (2013) complete in their opinion that a pocketbook can be interpreted as a book that is small in size, light in weight, easy to carry everywhere, and can be read at any time. The advantages of using a pocketbook based on Indriana's opinion (2011: 64) is that the material is studied according to needs and interests, so it is fast in finding information, easy to carry anywhere, and has an attractive appearance equipped with pictures and colors. Nevertheless, according to Sanaky (2013: 21) the materials used for printing are difficult to pack in a short time. The preparation of printed learning materials takes a long time.

MATERIALS AND METHOD

This research uses an Educational Research and Development (R &D) approach, which is a research method used to produce specific products and test their effectiveness. Borg & Gall (2003:775) do the development with ten steps. The technique used in this study is based on observations that have been made through surveys using Google Forms.

Research and collecting information step

The information collected through literature review and field observations is the main thing. The data collected comes from the problems faced by foreign students. Therefore, the results of

observations (teaching experiences) and surveys of international students who had come to Unesa will be the foundation for this research.

Planning step

Planning the activities carried out:

1. Identify the problems faced by foreign students when they first came to Surabaya
2. Based on identifying the problem, a pocketbook containing academic and non-academic information was developed, which is expected to help international students adapt to the Surabaya and Unesa campuses.
3. Determine the contents of the pocketbook
4. Arrange the work order of the preparation.

Develop preliminary form of product step

Developing the initial product form, namely compiling a pocketbook containing academic and non-academic information, is expected to help foreign students adapt to the Surabaya, specifically in Unesa.

Preliminary field testing step

The initial field test, the prototype of the Pocket Book of Life at the State University of Surabaya was consulted with BIPA experts, such as learning practitioners who evaluate the attractiveness in Survival Book, readability, and suitability of material content, format, and appearance.

Main product revision step

In this step, the product revisions carried out were: 1) Reviewing input from BIPA experts, 2) Rebuilding the Pocket Book of Life proto-type at the State University of Surabaya based on the results of initial field tests.

Main field testing step

This step will be tested the pocket-book prototype in Surabaya with a limited scale. This limited test selects research subjects from several BIPA students to find and adapt products to the needs of foreign students.

Operational product revision step

This step needs a revision of the Survival Book in Surabaya for BIPA learners based on the results in the limited test.

Operational field testing step

The Survival Book in Surabaya is practiced in the field on a small scale, namely to BIPA students.

Final product revision step

The team finished the product based on the operational results of field tests.

Dissemination and implementation

Disseminating the research results on the effectiveness and efficiency of the Survival Book of Life in Surabaya is the last step for this method. The aim is to make the easiest way for international students to survive at the State University of Surabaya.

Research Matrix

Table 1. Focus on Determination

No.	Items	Details
1	The activities are:	Participatory Team Determination: <ul style="list-style-type: none"> • Researcher • BIPA teacher • BIPA learner Research site selection: BIPA Unesa Identify and solve problem <ul style="list-style-type: none"> • The first survey (interview, discuss, and distribute questionnaires) • Discussing a problem-solving with team Understanding context The first survey <ul style="list-style-type: none"> • Literature review • Identify the character of BIPA learner • The analyze of needs

-
- 2 The final result is preliminary survey data and draft product specifications.
 - 3 The used instrument is observation sheet, interview sheet, questionnaire sheet.
-

Table 2. Focus on Design and Development

No.	Items	Details
1	The activities are:	<p>Choosing product and format The selected product is a pocket-book for international students who study in Unesa.</p> <p>Product Prototype Development: the characteristic of product in specific. Evaluation strategy includes some activities to test the effectiveness of prototypes/development drafts through user reviews and expert assessments.</p> <p>Development: product development according to specifications that have been made.</p>
2	The final result is the specification of last product, initial draft of product format, already developed product.	
3	The used instrument is observation sheet, interview sheet, questionnaire sheet.	

Table 3. Focus on Design and Determination

No.	Items	Details
1	The activities are:	<p>Evaluating</p> <p>Revising</p> <p>Producing final product</p>
2	The final results are revised printed and electronic the Survival Book.	
3	The used instrument is questionnaire sheet.	

RESULTS & DISCUSSION

The process of the survival book for foreign students chooses a development method known as Research and Development. To help BIPA students studying at Unesa, the pocketbook for surviving in Surabaya was first equipped with detailed visuals and important numbers such as the

nearest police station and hospital. The Survival book has five foreign languages that could make it easier for BIPA learners.

Research and collecting information step

In this section, the researcher distributed a survey via google form to BIPA students who have studied at BIPA Unesa. As many as 77,9% of students considered that the existence of a survival book was very crucial. Thus, researcher has been choosing the survival book to tackle this issue.

Planning step

In the second step, the researcher planed the content included in the book based on the problems collected from Google Form that has been given to the students. According to survey results, 77,9% of students stated that information on essential places in Surabaya needs to be included in the book. Furthermore, information on application support activities, examples of simple dialogues, information about life on the Unesa campus, conditions in Surabaya, places of entertainment, and basic level slang. From several ideas submitted by the students, the researcher arranged the order of the material and the work order of the preparation.

Develop preliminary form of Product

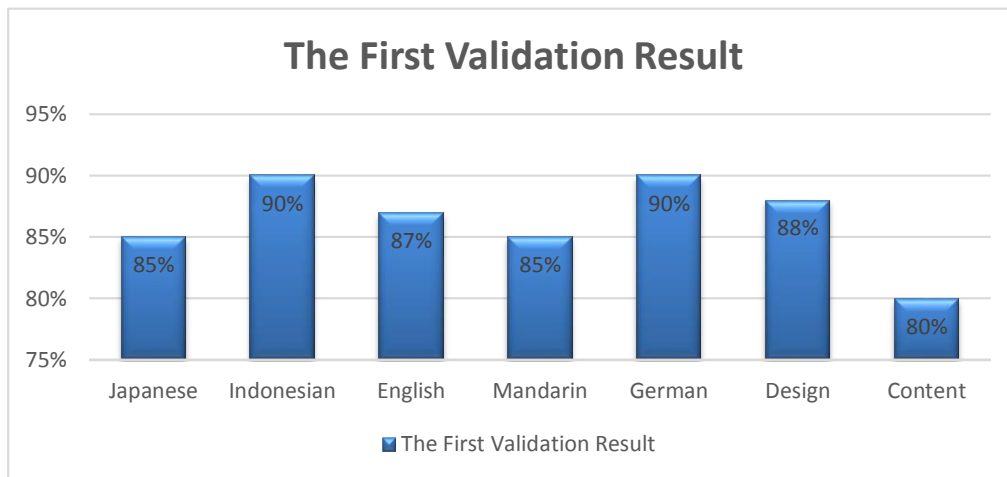
There are several topics that suit the needs of students. The researcher decided to add a topic, namely "Cultural Corner." The cultural corner contains greeting procedures that cannot directly mention names to everyone, politely dressed, how to eat, the shape of the bathroom, most Indonesians are Muslim, and many Indonesians often ask for photos with foreigners.

In addition, some subjects are included along with related vocabulary and short dialogues that can be done in the following places:

- airport,
- some important places, such as: public health center, traditional market, hotel, apartment, dormitory, bank, pharmacy, and mall),
- public transportation,
- a useful application, for instance: Gojek, Grab, Shopee, etc.,
- entertainment area and historical place in Surabaya,
- restaurant and food street vendors (warung), an
- Indonesian currency.

Preliminary field testing step

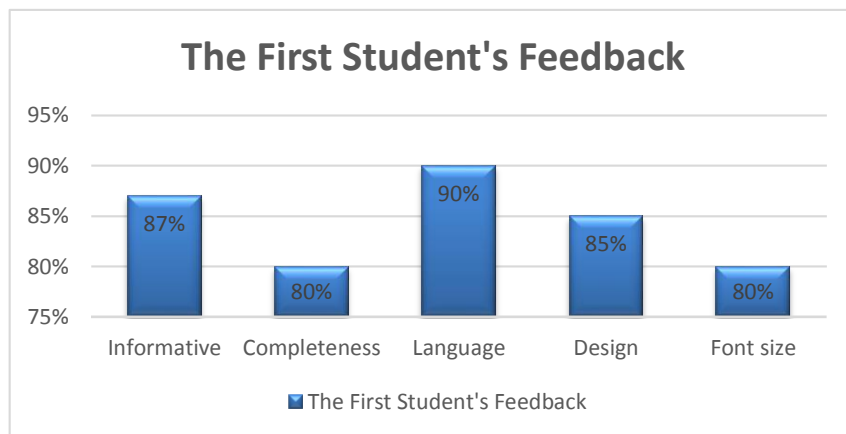
After compiling and designing the contents of the survival book, which is culture corner, the researcher conducted a validation test on several experts, including linguists, material/content experts, and graphic design experts, to assess the book's appearance. Here is the first result of validations from expert in language, design, and content.



The languages validity test got an average of 87.4% from five languages in the language quality, which means very good. However, some language validators gave notes that book will be more convenient if the chosen words or sentences are not too complex because it is only for supporting daily activity and needs. Moreover, the quality of the material or content, this pocketbook gets a score of 80%, which means it is valid, quality but needs a little addition. Then, in testing the book display design, it managed to get a score of 80%, which means it is terrific.

Main product revision step

The results of product validation state that the content component needs a little extra so that the quality of the survival book is ready to use. In this part, student gave feedback during the first experiment.



BIPA students said that the culture corner in survival book has excellent and informative content by giving 87% score in total. The second point, about the completeness, was 80%. It means the information about culture corner was good, but it needed more information. The survival book also provides five languages, which helps BIPA students, so they gave 90% for this book, which means very good.

The design and font size had different achievements, each getting 85% and 80%. It means font size had to change based on the student's note on feedback. Here are some suggestions from students for completing the survival book content, such as:

- need more information about Indonesian bank,
- compelling entertainment place, for instance, mall, park, night market, etc.,
- Indonesian time zone,
- tribes in Surabaya, and
- the font size makes it bigger.

According to those suggestions, the content has been changed and revised to help readers, especially BIPA students, to be more readable and get the easiest way to survive during their study in Surabaya.

Main field testing step

After considering and revising the previous step, in this section, the Survival book was tested to BIPA learners who have lived in Surabaya. First, they read the Survival book and gave their opinion about the book's quality before publication widely. The selection of students was based on their native language that was used in the Survival book, namely Mandarin, German, English, and Japanese. Here are some names and the origin of their countries.

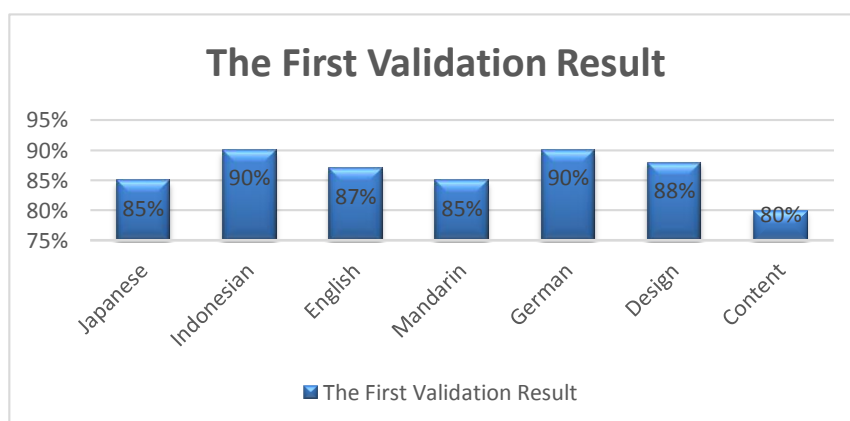
Table 4. Names and the Origin of Their Country List

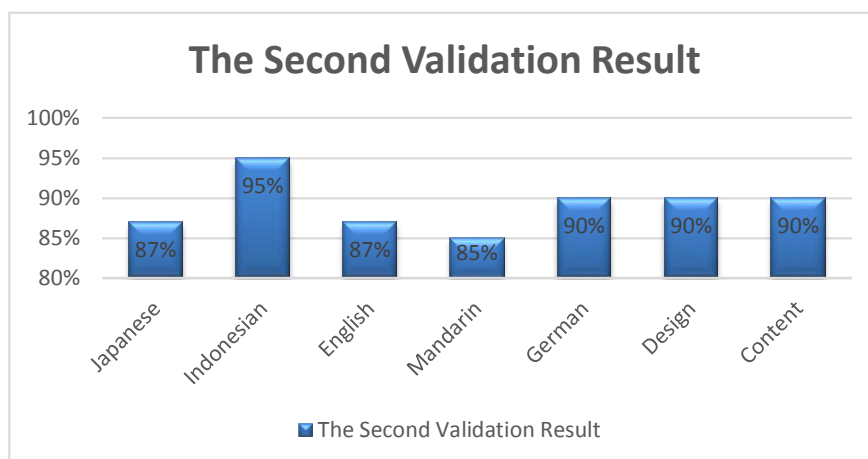
No.	Initials	Country
1	SD	Poland
2	AY	Japan
3	OB	Germany
4	ST	Japan
5	MX	China
6	LJ	China
7	NR	Latvia

During experiment, BIPA students filled in the last feedback for the survival book, especially focused on part culture corner. Most of them said that it can help BIPA students who will have first experience live in Surabaya. The survival book will be a guideline for understanding Surabaya people and Surabaya's traditions. Also, this book helps them to survive while in Surabaya because it resumes almost all information about Surabaya. Furthermore, its size is not too heavy, so then it does not take much space.

Operational product revision step

Testing with several BIPA students gave some constructive feedback in the form of diction selection to make it easier for native speakers to understand. In addition, from the limited trials carried out, there were additional ideas in the cultural corner, such as the Indonesian view of time (tolerance for each person), the prohibition of drinking alcohol, and the habit of Indonesians who mostly like spicy food. Those advise gave to validators for considering the final validation score and complemented idea for the Survival book. Here is the final score comparing with the first feedback.





As we can see, there are several changes in some points, such as Japanese, Indonesian, design, and content. Afterwards, the survival book has been ready for BIPA students.

Final product revision step

After conducting several stages of testing, the survival book with the culture corner content was finalized. According to the previous feedback, the existing diction is corrected to minimize writing errors before printing. Moreover, the design of the book was also refined to make it more attractive and communicative. The content and font size were already changed.

Dissemination and implementation

The last step of this research is printing and publishing. Furthermore, the survival book will distribute among the Surabaya State University, especially BIPA department, to help and make it easier for international students to survive while studying at Unesa, especially in Surabaya. It also possible that it will be widely used for public who need it.

CONCLUSION

The development of culture corner in the survival pocket book for BIPA learner got an excellent result. It was based on the results from validators and the feedbacks of the BIPA students who have studied in BIPA Unesa. This is shown from the results of the validation test of linguists who scored 86.7%, material/content experts 80%, and graphic design experts who gave a score of 90%. When tested on seven foreign students from various countries, although there were some feedbacks, such as more information about Indonesian bank, entertainment places, Indonesian time zone, tribes in Surabaya, and font size, they liked this book because it will help BIPA students who

come for studying in Surabaya. Therefore, the survival book, which was made into a pocketbook, is effective in helping Unesa BIPA, because it is portable and not too heavy for them.

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Improving Students' Oral Communication Skills in Public Speaking through Individual Presentation Task

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ABSTRACT

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This current study attempts to seek the answers of a question: how effective is the individual presentation method in improving students' oral communication skills, especially in public speaking? Designed as a qualitative research, this research was conducted at the Faculty of Tarbiyah and Teacher Training of IAIN Pekalongan in the academic year of 2019/2020. The research involved 100 of the second year students of the English Education Department of IAIN Pekalongan who took Public Speaking course. The data were collected through an open-ended questionnaire as the instruments of this study to get their perception after taking the course with performing an individual presentation as its main task. The research findings reveal despite the obstacles they encountered, the presentation task was effective to enhance students' confidence as well as to give them experience to speak in front of a crowd. The task also gave them more awareness and self-evaluation on how to perform a good public speaking as they received direct feedback from the audience while performing the individual presentation.

Keywords: *oral communication skills; public speaking; presentation*

INTRODUCTION

Communicative competence can be defined as an individual ability to use language effectively in actual communication (Hymes in Goh, C., M., & Burns, 2012). However, in the classroom practice there is a tendency not to balance the four strands; in fact, some skills are neglected such as oral communication skills. A well balanced language course should consist of four equal strands which is meaning focused input, meaning-focused output, language-focused learning, and fluency development (Nation, 2012).

Communication is the exchange of ideas between people both verbally and in writing where there is an exchange of meaning and information. A communication “involves not only words, but also symbols and spoken word gestures because symbolic actions are not limited to

communicative utterances” (Rahman, 2010). In oral communication, speaking occurs in front of the listener because the listener responds to the speaker’s communication. Byrne defines, “oral communication is a two-way process between speaker and listener and involves productive speaking skills and receptive comprehension skills” (Byrne, 1986) He further defines “an interactive process” in which two communications, namely sender and receiver, are involved in the process. Effective OC cannot simply be ‘learned’ by reading. It needs to be planned, strategized, practiced and assessed, preferably in an ‘authentic’ setting (Chan, 2011).

As the students in the Faculty of Education and Teachers Training are prepared to be teachers, communicative skill, especially speaking in public, is a must have skill for them. However, over the years, teaching speaking has become obsolete and English teachers have continued to teach speaking only as a repetition of the practice or memorization of dialogue. Consequently, the number of students’ who are able to communicate in English intelligibly is still limited although they have been studying English for years (Lie, 2007). Thus, appropriate method of teaching is one of pivotal factors to the success of the students in terms of building their language skill, especially speaking in public. Teachers can use different strategies of teaching to achieve teaching-learning goals and objectives (Reiser, R. A., & Dick, 1996). It is the teacher’s role to provide effective plans/strategies in accomplishing students’ educational needs, whose general purpose is to communicate using the language being learnt (Cole, 2008). These imply that it is teachers’ responsibility to make students speak English by employing suitable teaching strategies of speaking.

A various number of speaking teaching strategies are utilized and used in the classrooms for many circumstances. Among others, the strategies of teaching speaking are simulation, communication games, drilling and discussion. Simulations are activities where students are asked to pretend to be in various social contexts and various social roles (Thornbury, 2005). Discussion resemble real-life tasks as (Solcova, 2011) asserts that students develop their fluency best, if engaged in tasks where all their concentration focuses on producing something, rather than on the language itself. Drilling, as (Thornbury, 2005) argues, is a strategy to improve pronunciation by imitating and repeating words, phrases, and even whole utterances. It functions to make students pay attention to the new materials and emphasize words, phrases, or utterances on students’ mind, move new items from working memory to long term memory, provide means of gaining articulatory control over language (Thornbury, 2005).

Another skill which is essential for teachers is public speaking skill. Thus, courses on public speaking typically cover topics such as listening, critical thinking, writing outlines, and effectively organizing ideas and information—all of which are critically important

skills for college success (Morgan, 2008). In this public speaking course students are given a chance to practice in front of their classmates. The public speaking course is designed in such a way as to encourage students to overcome fear of speaking in public and to enjoy it at the same time (Al-Tamimi, 2014). Qutbi found that the students showed improvement after being given the opportunity to practice spoken language, provided learning environment and using new teaching strategies. Also found that over codes, self-error correction, the use of pauses and fillers cannot be avoided to improve speaking skills in the second language learning process (Qutbi, 2013). Oradee found that speaking ability after using discussion method, problem solving, and playing a much higher role than before the use of these methods (Oradee, 2012). Gudu recommended that students should be given the opportunity to practice using native English in context, the teacher must integrating various activities in the lesson to meet the needs of participants students and 3) curriculum for cultural backgrounds in order to improve their learning outcomes (Gudu, 2015).

The existing studies have examined various methods of teaching speaking skills or Oral Communication Skill (OCS); however, none of them discussed about how students felt about performing an individual presentation as one form of public speaking in relation with their speaking skill. This study aims to find out to what extent the level of effectiveness of this individual presentation method in improving students' oral communication skills (OCSs) in using English from the students' perspective. This study seeks to answer a question: How effective is the individual presentation method in improving students' oral communication skills, especially in public speaking?

MATERIALS AND METHOD

This study is a field research by using qualitative approach to produce descriptive data in the form of words written or oral words and observable behavior. This approach describes data through the form of words or sentences and separated according to existing theories, to obtain clear and detailed information.

The participants of this research were 100 second year students aged 19-20 in a university in Central Java Indonesia. A survey research design was used in this study since its purpose was find out the perception and preferences of a large group of the students on the use of presentation task for English public speaking course. As it is explained by (Latief, 2011) a survey research is normally used to describe point of views, attitudes, preferences, and perceptions of large

population of interest to the researcher. By implementing this type of research, a representative data of a large population can be collected, tabulated and analyzed.

The data for this research were collected through an online questionnaire which consisted of 8 items of questions which were categorized into two types of questions, they were: questions about pre-activity and post activity of the task. The items were constructed in English were in the form of open-ended questions to get more information from the participants. In responding to the questionnaire, the participants were anonymous and the author had checked that all participants had responded to the questionnaire well.

The technique of data analysis also consisted of three stages, namely data reduction, data display, and drawing conclusion or verification. Data reduction refers to the process of selecting, focusing, simplifying, abstracting and transforming the data that appear in written-up field notes or transcriptions. The second stage, data display is the second element or level in Miles and Huberman's model of qualitative data. Data display goes a step beyond data reduction to provide an organized, compressed assembly of information that permits conclusion drawing and action. The data displayed or presented. A display can be an extended piece of text or diagram; chart or matrix that provided a new way of arranging and thinking about the more textually embedded data. The last stage Conclusion drawing involves stepping back to consider what the analyzed data mean and to assess their implications for the questions at hand.

RESULTS & DISCUSSION

The participants reported that despite the obstacles they encountered, the task of giving an individual presentation has given positive impacts to their oral communication skills as it has improved their confidence to speak in English.

Improving Students' Confidence

To increase the self-confidence, the students can try to speak in public because public speaking is about delivering material in public with many people as the audience. Public speaking is becoming very helpful in everyday life especially in speech communication. Many people especially students do not realize the advantages of public speaking. It offers their opportunity to increase the level of confidence in their speech, gives them an opportunity to engage in social conversations with more assurance, to approach others and to express themselves freely in any situation (Adnan & Abidin, 2017). Nowak (2004) stated that public speaking means that the way one expresses or communicates his or her opinions to the general public (Pratama, 2019).

Most of the participants reported that doing individual presentation in front of their classmates has improved their confidence. One of the participants said, “*After participating in this Public Speaking class, I felt a change that had occurred when I spoke in public. I feel more confident and more relaxed in saying whatever I want to say.*” Another participant reported a similar tone “*After taking this public speaking class, my confidence increased.*”

Performing a presentation in front of a crowd is a tough task as it requires high confidence. Self-confidence is an essential thing in creating good communication, especially in public speaking (Nadiyah, 2019). Self-confidence is a positive attitude of the individual that enables himself to against the environment or situation he faces. Lauster stated that self-confidence is convincing in the ability and self-assessment of the task and it has a practical approach (Indrawati, 2018).

By having a good confidence, it will be easier for us to convey message to the audience. The students who have a good self-confidence will be able to overcome fears or negative thoughts, so that they will communicate more effectively, especially in the oral presentation in front of the class. The students who can communicate fluently and confidently as a good impact of the high self-confidence is that the students can increase their academic achievement in the speaking course because the students fulfill the criteria of the assessment on speaking skill (Salim, 2015).

It means that someone who is confident and capable of dealing with the word includes he belief that he or she can expect success or failure (Salim, 2015). Self-confidence is the feeling or worthy that one feels for himself/herself (Nadiyah, 2019). Feltz stated that self-confidence as rather than a general feature, it is a belief of a person that they can successfully achieve an activity and individuals' trust to their judgment, ability, strength, and decisions (Indrawati, 2018).

Giving Students' Real Experience

Experience is the best teacher, and to get the first experience is so important. Everyone can become a better public speaker through study and practice (Miller, 2017). Thus, we are going to make our students better at public speaking, teachers must be able to apply the lessons of instruction and imitation by practicing their speeches.

One participant reported, “*I think giving a presentation in front of my classmates can improve my public speaking skills because it's like a first step in developing the ability to speak in public.*” From this response it can be inferred that, basically, if they are offered an option to speak in front of public, most of them prefer not doing it. In fact, they will never know how it

feels until they experience it. Thus, giving opportunities to students to perform a presentation in front of the class is a good start for their next public speaking experiences in the future. Thus, by giving this individual presentation student are learning by doing. The *learning by doing* approach is effective in stimulating the natural curiosity of learners. The students in this approach develop critical thinking skills as well as the creativity in expressing themselves well (Hackathorn, et.al, 2011).

This classroom performance for some students might be their first ever experience. After they perform their first presentation, the second presentation in the future might be easier—at least less scary than the first one, and they will be more ready. One of the participants reported, “*So when I've done well at public speaking in front of classmates, next I'll be braver or perhaps even more challenging to do public speaking in front of a bigger community than classmates.*” Thus, by performing a presentation in front of their classmates the students have learned a very good lesson about how to speak in front a crowd.

Making Students' Better Public Speaker

The public speaking course is a unique course as it requires the students to both know content and be able to perform a skill well. Students will learn important principles of public speaking, but simply knowing these principles is insufficient; they must also be able to apply them well (Miller, 2017). Most of public speaking is a pre-planned activity, one of which is giving presentation. By giving a presentation—with advance preparation, students learned how to open a presentation, carry on a discussion, answer questions, and also attract audience's attention. One of the participant said, “*After I took public speaking class, I know I need steps and many things we can pay attention to, before speaking in front of public, so I never feel nervous or confused because I already know what to do and where to start.*” Another participant said, “*I became aware of the techniques to do in public speaking, especially in attracting the attention of audiences.*” Besides, the students also realized how to use their body language properly and effectively while performing a presentation. One of the participant said, “*It can improve my public speaking skill because I am taught to express my ideas. I can improve with gesture, ex. I can use gesture with moving my hands to describe something that I tell the audience. I can express my feeling with facial expression so the audiences can get meanings.*” By using a correct body language, a presentation will be a successful and powerful public speaking. Specifically, the skills training approach involves training participants how to communicate effectively through both verbal and non-verbal channels, how to conduct research, how to organize

thoughts, how to outline ideas, and how to practice speeches (Allen, M., Hunter, J. E., & Donohue, 1989).

By performing directly in front of their classmates, the students train to move their hand and head properly to support their performance. They can also identify which part of their body that might move uncontrollably as it might weaken the performance. One of the participants said that, "*The key to a successful presentation is a delightful delivery. Because no matter how good the material is, if the way it is delivered is not interesting, it will seem boring.*" Thus, in this case after performing their presentation s/he could recognize his/her performance, whether it is interesting or boring. The best public speakers not only speak smoothly, they also say important and interesting things (Miller, 2017). In this case, students who perform should look at their audience whether they are following their explanation or not. Thus, the students are expected to self-evaluate their performance for their better future performance.

CONCLUSION

Giving a real experience to students especially for productive language skill such as speaking is proven to be effective. This individual presentation task is seen effective as the best way to enhance students' confidence as well as to practice their mental readiness as well as to train their body language to talk in front a crowd. In this case, once they can handle their classmates, they have a bigger opportunity to perform well in the future to speak in front different or even bigger audience. To be specified, this kind of skill is pivotal and essential for those going to be teachers who have tasks to communicate their knowledge and values to their students.

This present study reveals that the students' needs more practice in order to improve their speaking skill. This individual presentation gives the students to do *learning by doing* in which they can also improve their critical thinking as well as self-evaluation from direct feedback they receive while performing the presentation. However, this research lacks of precise measurement of the students' fluency in performing the presentation as one of oral communication skill tasks. In the future, other researcher might conduct a further study to see how much the increasing level of the fluency (such as the speed and the number of words per minute) before and after students performing the individual presentation task.

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Nyai Ontosoroh: a Female Hero and Her Resistance to Gender Injustice

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ABSTRACT

Nyai Ontosoroh is a character in Pramudya Ananta Toer's novel Bumi Manusia, which depicts a woman's struggle against injustice in her life. R. Giryadi adapted Nyai Ontosoroh's struggle in this novel into a short drama titled "Nyai Ontosoroh." The plot of this drama revolves around Nyai Ontosoroh's opposition to her husband and the Dutch government, which wants to take over the company and custody of her child. A Javanese woman's resistance to the colonial government was courageous at the time. Despite being defeated, Nyai Ontosoroh had fought for his rights in a dignified manner. She deserved to be referred to as a "hero." The purpose of this study is to explain and describe the various forms of gender injustice against women in R. Giryadi's drama script "Nyai Ontosoroh." This study is descriptive qualitative in nature. It is tailored to the formulation of determined research problems. It is a qualitative study that is thoroughly and analytically described. Forms of gender injustice against women are described. The conclusion of this paper indicates that women in Indonesia continue to face numerous gender injustices. Women must fight for gender equality as they should.

Keywords: *drama; resistance; gender injustice; female hero*

INTRODUCTION

Literature is a social reflection. It is created as a fictional expression of people's lives. Drama is one type of literary work that reflects people's lives. The drama captures real-life events. It was created to depict and criticize what happened in society. Drama is a staged depiction of human life. Sometimes the conflicts depicted in the drama are similar to their inner conflicts. Drama is a portrait of human life, a portrait of joy and sorrow, with their black and white experiences (Renggani, 2014).

There are heroic characters that stand out in several dramatic literary works. This hero holds a significant place in literature. According to Ross (2019), a hero is someone who carries the spirit, enlivens the heart, enlightens the mind, and has the courage to get up and move. What

he/she does has the potential to inspire others. In literature, it is defined as someone who has a strong desire to protect others and the courage to confront evil.

Giryadi's Nyai Ontosoroh drama is based on Pramoedya Ananta Toer's novel *Bumi Manusia*, an outstanding and prolific Indonesian writer. Master Mellema's concubine is referred to as Nyai Ontosoroh. However, there is one thing that sets Nyai Ontosoroh apart from the average concubine. Nyai Ontosoroh is described as a concubine who refuses to accept her fate. Despite her status as a *nyai*, Nyai Ontosoroh is eager to learn to read, write, and even speak Dutch. In colonial period, *nyai* was the name given to a European man's concubine. According to Linda Christanty, a governor of the Java allegedly has twenty local native women, "*nyai*" (in Irenewaty, 2016).

She is also proficient in office administration and meticulous in all business matters. In short, Nyai Ontosoroh is a manifestation of indigenous women who are far ahead of that time. Being a *nyai* and having that attribute, according to her, is nothing to be ashamed of, and that is how she prefers to be addressed. She is neither a typical mistress nor a typical *nyai*. Nyai Ontosoroh, on the other hand, is described as a typical indigenous woman who is intelligent, tough, assertive, and self-sufficient. Nyai Ontosoroh is described as a woman who fights for her destiny in the face of colonialism. At the same time, she is never afraid to express herself freely and openly.

Nyai Ontosoroh's status as a "female hero" implies that she is capable of enlightenment and the courage to rise and change her fate. As Tandian (2021) stated that a hero is someone who is willing to make a sacrifice for the sake of others. Not only men, but also women, can be considered as a hero. Her life as a *nyai*, which began with coercion, did not necessarily lead to a long-term decline. Her desire to be free of various, especially gender, injustices has shaped and transformed her into a fighter with the courage and passion for fighting back. According to Fakhri (2008), gender injustice is a system or structure that causes both men and women to be victims. Gender injustice takes many forms, including marginalization, subordination, and violence.

Nyai Ontosoroh's inspiring story prompted researchers to conduct a study on Nyai Ontosoroh's heroism. The discussion will be divided into two parts. The first section will discuss the gender injustice she has experienced, and then followed by a discussion of her resistance to eliminate the gender injustice.

MATERIALS AND METHOD

This research is a qualitative study that employs descriptive methods. A descriptive method is a way of looking at a group of people, an object, a condition, a system of thought, or a series of events in the present (Nazir, 2005: 54). The descriptive method is capable of producing systematic, factual, and accurate descriptions of facts investigated in drama analysis. This method is used because it allows researchers to gather comprehensive information about a phenomenon. In this case, the researcher collected, categorized, and analyzed the collected data. It appears in the form of narrative and dialogue quotes in Nyai Ontosoroh's drama script. It describes Nyai Ontosoroh's gender injustice and her resistance to Europeans during the colonial period as a concubine.

This research was broken down into several steps. The researcher's first step is to collect, categorize, and analyze the data that has been gathered. The data is in the form of narrative and dialogue quotes from Nyai Ontosoroh's drama script, which describes Nyai Ontosoroh's gender injustice and resistance as a European concubine during the colonial period. The researcher then used the data that was gathered to respond to the previously formulated questions.

RESULTS & DISCUSSION

The main issue in Nyai Ontosoroh's drama was her own father's "selling" of Sanikem. The motivation for this action was greed for a high position. Sastrotomo (Sanikem's father) had been deceived into selling his own daughter to Tuan Besar Mellema by the allure of being promoted from clerk to paymaster (a Dutchman). Sanikem's "sale" to Tuan Besar Mellema had elevated her status to a European concubine. The status of a concubine, which she obtained through coercion, caused her to lose her identity gradually. She had the impression that Sanikem had faded away and had been replaced by the figure of Nyai Ontosoroh.

Because of her status as a concubine, she received a variety of unpleasant treatment from society. She was thought to be an immoral woman. A concubine was considered the same as a mistress who was not legally married. Being a concubine entails sacrificing one's entire body and soul to the master.

Nyai Ontosoroh's story did not end with the various injustices she had suffered. Everything she had gone through was only the beginning of her life as a *nyai*. The various injustices she had suffered served as catalysts for her to fight back and stand on her own two feet. Tuan Besar Mellema had provided her with the opportunity to study, and she did not waste it. She worked hard in school, was able to read and write, and was fluent in Dutch.

She was even considered to be capable of outperforming most educated Dutch women as a concubine. Tuan Besar Mellema admitted it himself when asked by *nyai* whether she was like a Dutch woman.

Ha..ha..ha.. tak mungkin kau seperti wanita Belanda. Juga tidak perlu. Kau cukup seperti sekarang. Kau lebih mampu dari rata-rata mereka. Apalagi yang peranakan (Giryadi, 2007).

Ha .. ha .. ha .. there's no way you're like a Dutch woman. Nor is it necessary. Just be you like now. You're more capable than them in average, especially the half-breed (Giryadi, 2007).

Nyai Ontosoroh's resistance included mastering various subjects through study and accomplishing Tuan Besar Mellema's business operations. He delegated responsibility to her. In matters of business, she proved that Tuan Besar Mellema valued her opinion. She took part in completing Tuan Mellema's duties.

Nyai Ontosoroh's actions as a concubine deserve to be referred to as a "female hero" for a variety of reasons. As previously stated, *nyai* takes advantage of any learning opportunities that come her way. Mr. Mellema's awareness of the value of knowledge will provide her with the means to continue learning until she is given the confidence to take over the Mellema's business. She became a loyal and obedient *nyai*, but she also remained tough and firm, making Mellema rely on her. Because of her concubine status, she was unable to be released from the shackles that bound her. She also couldn't fight for her child's rights. Even though she was defeated, her actions demonstrated that she was not an ordinary concubine. She possessed a special ability that no other concubine possessed. She was more courageous, demonstrated her ability and determination, and did not give up fighting for what was rightfully hers.

Gender Injustice

Sanikem, later known as Nyai Ontosoroh, had been subjected to a slew of gender injustices from the start. Starting with her father (Sastrotomo) selling her to a rich man for the sake of satisfying his greed, *nyai* was subjected to a slew of insults as a result of her status as a concubine.

Takada kata pilihan! Pemuda-pemuda melarat dan kampungan, tak patut untuk dipilih. Yang ada sekarang kau dipilih untuk menjadi istri seorang yang kaya raya. Siapapun orangnya! (Giryadi, 2007).

There is no other choice! Those poor men, don't deserve to be chosen. Now you are chosen to be the wife of a rich man. Whoever it is! (Giryadi, 2007).

Nyai's desire to pick her own future husband was met with opposition from her father from the start. He didn't want to know about *Nyai's* decision because he was the only one who could decide whom she would marry and when she would marry. As Jin & Xu (2004: 4) thought, in parental involved marriages, parent assign or introduce potential candidate(s) to their children. It was the parents who introduced potential candidates to their child in marriages. Sanikem's mother was powerless to intervene, even though their daughter disagreed. She initially agreed with Sastroto's wishes because she was worried that Sanikem would be labeled a spinster.

Tabahkan hatimu, Nak. Usiamu sudah 14 tahun. Kau sudah haid. Tidak baik kau dikatakan perawan kaseb. Maka relakan hari mudamu (Giryadi, 2007).

Be strong, my daughter. You are already 14 years old. You have got your period. It's not good to say that you are a spinster. So give up your youth. (Giryadi, 2007)

Sanikem's mother was concerned that her daughter would become a gossip among her neighbors for not marrying when she was in marriageable age. According to Puspitasari et al. (2019), the decision to get married early is strongly influenced by the culture of shame as a result of the neighbor's gossip if the marriage is not done immediately to the daughter. The cultural judgment that a girl should marry early or risk being labeled a spinster heavily influenced the decision to marry early. It's not only made a girl afraid of marrying in her old age, but it also made the girl's family afraid of becoming the gossip of the neighbors. This condition demonstrated how society treated women differently than men.

A spinster label is a form of gender injustice against women. This is due to the fact that if a woman does not marry, she will be gossiped about and insulted in society. It is, however, a natural case for men. Nobody refers to a man as a *bujang tua* (old bachelor); in fact, there is an proverb that the older a man is, the more mature and better he is.

As in most Javanese families, the father is the family's leader and appears to have the authority to make all decisions. The same thing happened in Sanikem's case. When her father discovered that Sanikem had married Tuan Besar Mellema for the sake of wealth, her mother was about to defend her.

Kamu jangan banyak omong! (Giryadi, 2007).

You stop talking! (Giryadi, 2007).

The father's order demonstrated that women did not have the right to participate in discussing and making decisions in the Sanikem family. According to Rini (2019), Javanese women were positioned as *konco wingking* (only concerned with bed and kitchen issues) and *swarga nunut neraka katut* (if the husbands go to heaven, the wives will follow and if the husbands go to hell women also follow). In other words, Javanese women only had the right to manage internal household matters such as bed and kitchen affairs and did not have the authority to participate in determining external affairs. According to Soeharto et al. (2019), the paradigm of women's roles has remained relatively unchanged, with most people still expecting women to care for the home. That is, there are still many people who believe that women do not need to take care of external matters such as working and protecting families; instead, women only need to obey their husbands and take care of kitchen matters. This statement is supported by Shokri and Asl (2015), men are stereotyped as dominant and aggressive, whereas women are stereotyped as caring, loving, and submissive. These stereotypes of masculinity and femininity are not only social constructs, but have also been internalized by both men and women. While men are expected to work and care for their families, women are expected to do menial tasks and care for their children and even other family members.

Nyai Ontosoroh, as an engaged woman, was also forbidden from leaving the house and meeting with other men. She had to follow her father's instructions.

Ikem telah mendapatkan laki-laki yang pantas. Mulai saat ini Sanikem tidak boleh keluar rumah. Tidak boleh memandang ke laki-laki yang berkeliaran dan tidak jelas itu (Giryadi, 2007).

Ikem has found the man she deserves. From now, Sanikem is not allowed to leave the house. She cannot see other man who just hanging around the neighborhood. (Giryadi, 2007).

The words of Nyai Ontosoroh's father, Sastrotomo, indicate male dominance. Sanikem is not permitted to simply leave the house. She went through a process known as seclusion. *Pingitan* (seclusion) is a Javanese cultural practice. The bride-to-be is not permitted to leave the house during the wedding preparations. This tradition demonstrates how women are viewed as deserving of more restrictions than men. There are numerous restrictions against women leaving the house, which occurred not only during the colonial period, but also today.

Nyai Ontosoroh told Annelies, her daughter, about her past experiences. She went into great detail about the gender injustice she had experienced as a result of his father's treatment.

Saya tidak punya hak untuk menentukan masa depan saya. Semua telah ditentukan oleh ayah saya. Mamamu hanya bisa menunggu datangnya laki-laki yang akan mengambilnya dari rumah, entah kemana, entah sebagai istri nomor berapa, pertama atau ke empat. Ayah saya dan hanya ayah saya yang menentukan. Apakah yang mengambil seorang laki-laki tua atau muda, seorang perawan tidak berhak tahu. Sekali peristiwa itu terjadi, perempuan harus mengabdikan dengan seluruh jiwa dan raganya pada laki-laki tak dikenal itu, seumur hidup, sampai mati atau sampai dia bosan dan mengusirnya. Tak ada pilihan. Boleh jadi mereka yang datang seorang penjahat, penjudi, atau pemabuk. Orang takkan bakal tahu sebelum menjadi istrinya. Akan beruntung bila yang datang itu seorang budiman dan belum beristri. (Giryadi, 2007).

I have no right to make decisions about my own future. My father has made all of the decisions. Your mother is only waiting for the man who will take me from the house, whether as the first or fourth wife. Everything is decided solely by my father. A virgin has no right to know whether the person who is taking me is an old or young man. Once such an event occurs, a woman is obligated to devote her entire body and soul to this unknown man for the rest of her life, until she dies or until he gets bored and throws her out. There is no option. It's possible that those who came were criminals, gamblers, or drunks. Nobody will ever know unless they marry him. (Giryadi, 2007).

Even in the smallest community, the family, women do not have the same status. The Nyai Ontosoroh's family is just one of many similar cases in which women are always regarded as marginal or second-class citizens who must obey men's commands. Even today, many problems arise as a result of husband's desire to be seen as more dominant and respected.

Women's Resistance

The various gender injustices experienced by the character Nyai Ontosoroh from her teenage until she had two children. It did not make *nyai* abandon her faith. Beginning with being sold to a Dutchman, she worried about being labeled as a spinster, living by enduring her father's dominance, until she gave her entire body and soul to the master who bought it. She became a strong and independent woman as a result of the various gender injustices. *Nyai* was determined to make her own decisions in life from the beginning. She refused her father's plan to match her with a wealthy man.

Betul saya sudah dewasa, tetapi sayapun berhak untuk menentukan pilihan (Giryadi, 2007).

It is true that I already an adult, but I have the right to make choices (Giryadi, 2007).

Her father opposed her right to choose her own future husband, so she struggled to assert her right to do so. However, it was only the beginning of her struggles. Later, she became a hero to herself and her children. She took Tuan Besar Mellema's request to study and start taking care of business seriously to fight for her rights.

Ya, saya akan menjalankan semua tugas sebaik-baiknya. Akan saya kerahkan seluruh tenaga dan perasaan yang ada di diri saya untuk Tuan. Sebaik-baiknya. Karena itulah tugas saya, sebagai Nyai Tuan. Apakah wanita Eropa diajar sebagaimana saya diajar sekarang ini, Tuan? Sudahkah saya seperti wanita Belanda? (Giryadi, 2007).

Yes, I will carry out all duties as well as possible. I will devote all my energy and feelings to you. I will do the best. It is because that's my job, as your nyai. Were European women being taught the way I am today, sir? Have I been like a Dutch woman? (Giryadi, 2007).

All of *nyai's* statement shows that Nyai Ontosoroh was a woman who could do a variety of jobs. Not only she become responsible for household matters, but she also had some expelled employers. She is also mastered business and has studied languages and a variety of other subjects. She defied the stereotype that women are only good at cooking and cannot handle other responsibilities, such as running a business. *Nyai* demonstrated that women, like men, could handle a variety of tasks. Nyai Ontosoroh, a woman who had suffered many injustices at the hands of men, did not want to rely on men for her survival. That is why she attempted to become a wise and self-sufficient woman.

Segala yang saya pelajari selama hidup bersama TB Mellema, telah sedikit mengembalikan harga diri saya. Tetapi sikap saya tetap, mempersiapkan diri untuk tidak lagi tergantung dengan siapa pun. Tentu saja sangat berlebihan seorang perempuan Jawa berbicara tentang harga diri, apalagi, orang seperti saya yang masih begitu muda untuk berkeluarga. Begitulah akhirnya saya mengerti, saya tidak bergantung pada TB Mellema. Sebaliknya dia sangat tergantung pada saya. Saya telah mengambil sikap untuk ikut menentukan perkara. Tuan tidak pernah menolak. Bahkan ia sangat memaksa saya untuk terus belajar (Giryadi, 2007).

Everything, I learned during my life with TB Mellema has brought back my self-esteem a little. But my attitude remains, preparing myself not to depend on anyone anymore. Of course it is too much for a Javanese woman to talk about self-esteem, moreover, someone like me who is so young to have a family. That's how I finally understood; I'm not dependent on TB Mellema. On the contrary he is very dependent on me. I have taken a stand to be involved in deciding things and he, master, never refused. In fact, he really forced me to continue studying (Giryadi, 2007).

Nyai is one of the female characters who fights for her freedom, even though she does not want to be free of her concubine status. She does, however, have the freedom to learn, develop herself, and become an independent person without relying on others. This is demonstrated by her statement, "...but my attitude remains, preparing myself to no longer rely on anyone."

Not all women had the opportunity to learn at that time, even if it was just to read and write. The government purposefully prohibited natives from studying, especially girls, so that the government could continue to colonize and no natives had the intelligence to go against the Dutch government's will. Kartini wrote in her letter to Mejufrouw Zeehandelaar, "When the

Javanese becomes educated, she will no longer say 'yes' to everything that her superiors suggest to her" (Sundari, 2019). After receiving an education, a Javanese woman would no longer agree to anything her superior ordered. Kartini also stated that one of the motivations for fighting against women's rights was a desire for freedom and independence (Sundari, 2019).

Nyai Ontosoroh had a daughter, Annelies, and she did not want her daughter to suffer the same fate as her. She gave her child a good education so that she could do the work that men normally did. Annelies was the foreman of the workers who looked after her family's cattle. She was not taught to be a woman who was reliant on men; rather, *Nyai* taught her to be a strong and independent woman. Furthermore, *nyai* gave her the freedom to choose her own path in life and who she would marry.

Jangan kau pikirkan apa-apa. Mama akan mengatur semua. Dan kau berhak menentukan akhirnya. Semua terserah kamu, Ann (Giryadi, 2007).

Never mind. Mama will manage everything. And you have the right to decide the end. It's all up to you, Ann (Giryadi, 2007).

Nyai's words shows that she had given her daughter the freedom to make her own life decisions. *Nyai* would assist Ann in making her wish come true. She did not want her daughter to live the same life as her, who had suffered a great deal of injustice as a result of her status as a concubine and as an indigenous woman.

Nyai Ontosoroh's struggle was not limited to her domestic issues. She also struggled the judicial law's determination that Annelies and Robert were only Tuan Besar Mellema's children.

Bukankah saya ibunya? Saya yang mengandung dan melahirannya. Saya yang merawat dan membesarkannya...? Ini adalah fakta...? Hukum tuan tidak mengakui saya sebagai Ibu dari anakku sendiri, hanya karena saya pribumi dan tidak kawin secara syah dengan Tuan. Ya, saya mengerti. Seharusnya saya tidak bertanya-tanya ini, tetapi, syah atau tidak menurut hukum Tuan, saya tetaplah ibu dari anak-anak saya. (Giryadi, 2007).

Am I not their mother? I was the one who pregnant and giving birth. I took care and raised them ...? This is a fact ...? Your law does not recognize me as a mother of my own children, only because I am a native and not legally married to Tuan. Yes, I understand. I

shouldn't be wondering this, but, legal or not according to your law, I am still the mother of my children. (Giryadi, 2007).

Nyai was insisted that, despite the fact that the law stated that both Annelies and Robert were not her children, they were in fact her children. She didn't care if the law said otherwise. Nyai Ontosoroh demonstrated conclusively that women could fight oppression and rise up to be stronger. She was a hero in the form of a woman fighting for her rights and finding her own strength.

CONCLUSION

Based on the discussion above, it is clear that the injustices suffered by Nyai Ontosoroh continue to occur. Nyai Ontosoroh's various resistances have demonstrated that women can dominate and deserve to be referred to as female heroes. *Nyai's* abilities as a concubine exceed those of the average concubine. She is also said to be more capable than most Dutch women. She fights for women's rights with her abilities, including fully supporting her daughter Annelies in getting what she wants without prohibiting and interfering, as her parents did. *Nyai* also struggled to overcome the stereotype that women are only concerned with the domestic matters. She is a hero who fights for her rights and the rights of women in general.

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Noun Phrases in *Imaji Terindah* Novel By Sitta Karina: A Generative Transformation Analysis

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ABSTRACT

This article is about noun phrases that basically consists of a noun. The data used in this article is taken from the novel "Imaji Terindah" by Sitta Karina with a generative transformation approach. The theory of generative transformation is a system of rules consisting of a limited set of rules but capable of generating or creating a limited number of sentences. There are three stages followed in this research method, namely the stage of providing data. In this step, the listening method is used. Then in analyzing the data analysis, the author uses the distributional method. And the last stage presenting the results of data analysis. At this stage the author uses a formal method. The characteristic of noun phrases in this novel is the noun as the main element. Noun phrases is functioned the subject, predicate, and object. Based on the characteristics of noun phrases in this novel, the elements of noun phrases are grouped into two types, namely primary elements and modifier elements. In the novel "The most beautiful image" by Sitta Karina, there are many sentences using the 'yang' relator.

Keywords: *phrases; nouns; the elements; generative transform analysis*

INTRODUCTION

Language is a communication tool used to express human thoughts and feelings. Language cannot be separated from humans, because language always follow every activity. Samsuri said that language is closely related to language users, because language is the most vital tool for human life. Furthermore, Samsuri said that the function of language is as a tool used to form thoughts, feelings, desires, and actions (Samsuri, 1987). Language is also a tool to influence humans. From the description above, it appears that language is the main basis that is most deeply rooted in humans.

Language has a very important role for science, culture and literature. Literature is the language (words or language style) used in books (not everyday language) (Language, n.d.). One example of a literary work is a novel. A novel is a long prose essay that contains a series of a

person's life with those around him by highlighting the character and nature of each actor (Language, n.d.).

Imaji Teridah is a novel by Sitta Karina (2005). In this article, the author will examine Sitta Karina's novel in the field of linguistics, namely syntax, especially regarding noun phrases.

According to Kinanti (2002), to determine the phrase in a sentence, a researcher should first determine the function of the sentence because according to her understanding a phrase is a grammatical unit consisting of two or more words that does not exceed its function limit or does not have a predicate element

According to Kridalaksana (1993), a noun phrase is endocentric phrase with one main element and that main element is a noun. Furthermore, Kingkin Puput Kinanti explained that noun phrases are phrases formed from noun elements (Kinanti, 2020).

Several previous studies that are relevant to this article include research conducted by Aditiawan, 2020. In his article entitled *The Use of Nominal Phrases in the Jawa Pos Newspaper Constructing Nominal Phrases* was explained that the forms and functions of noun phrases in the Jawa Pos newspaper, December 3, 2019 edition consisted of nouns + verbs. It was found *bahan bakar minyak dan tikus berdasi* (fuel oil and a tie rat) have in common occupying the object (O), 3 forms and functions of noun phrases consisting of noun + noun such as *motor listrik* (electric motor) and *rumah tangga* (households) having the same function occupying object (O), noun + adjective such as *Perguruan Tinggi* (university) occupying the subject (S) and *jangka panjang* (long term) occupy the information (adverb).

Furthermore, Wulandari (2018) in her article entitled "Nominal Phrases with Nominal Attributes in Indonesian" explained that the relationship of meaning between nouns and nouns in noun phrases with noun attributes includes: origin, property, result, form, tools, materials, completeness, object, designation, producer, specialization, mixing, field/specialization, calling, title, brand, type, actor, position, name, determinant/indicator, sound, place, cause, contains, and is related to.

Then (Herwandar & Piantari, 2017) in their article entitled 'Metonymy and Metaphor in Norm and Exploitation Semantic Types Adjective Value of Noun Phrase Eye in COCA' explained that the types of meaning in norms and exploitation vary with the core of expanding literal meaning to metonymy and metaphor. Conceptual metonymy and conceptual metaphor at the elementary level applied to the noun phrase eye is the perceptual organ side by side as perception and the

conceptual metaphor of seeing is touching. At the abstract level the conceptual metaphor of thinking, knowing or understanding is seeing.

Furthermore, (Dongalemba, 2018) in his article entitled "External Functions and Categories of Manado Malay Noun Phrases" is explained that the level of syntax external functions is filled by subject, predicate, and adverb. The external category level, noun phrases attached to the predicate function are 11 clauses and noun phrases attached to the adverb function are 11 clauses, and noun phrases attached to adverbs are 4 clauses.

In the article entitled "Determinant Analysis of the Grammatical System of French Noun Phrases in the Textbook "Echo" can be concluded that the elements forming noun phrases (noun and determinant) are obligatory. The types of determinants in French noun phrases are (1) l'article (indéfini/défini), (2) l'adjectif (démonstrative, possessive, numeral, indéfini and qualificatif). The meaning contained in each French noun phrase depends on the construction result.

The next research is research conducted by Fiorentina Nispati Winona Lumanauw, Jenny H. Pakasi, and Garryn Ch. Ranuntu. In their article explained that there are 70 noun phrases contained in the five-page article "Grammys 2020: Big Speeches and Emotional Moments", in each noun phrase there are 47 adjectives that function as pre-modifiers. These adjectives are divided into seven types; adjectives that indicate nationality, adjectives that indicate substance, adjectives that indicate color, adjectives that indicate age, adjectives that indicate shape, adjectives that show size, adjectives that show traits. After that, noun phrases containing adjectives were analyzed using a simple diagram diagram tree. The results of the analysis show that each constituent has its own function according to three functions in the structure of the noun phrase: Determiner, Modifier and Head. Thus, it is proven that the function of the adjective phrase is a pre-modifier of the noun phrase head.

Haris Abdul Wasik and Nusarini explained in a journal article entitled "The Use of Nominals in the Harian Tribun Newspaper" that the noun forms used in the Tribune newspaper are basic nouns and derived nouns. First, in derived nouns, we can find nouns formed due to morphological processes, namely affixation, reduplication, and compounding. The affixes that form the derived nouns are affixes per -, peng-, an-, peng-an, per-an, and ke-an. Then the results of reduplication include complete repetition, repetition with affixation, partial repetition, and voice copying repetition. As for the results of compounding, it includes basic compound nouns, affixed compound nouns, graded compound nouns, and equivalent compound nouns. Second, the syntactic behavior of nouns found in the Tribun daily newspaper includes nouns as subject functions, predicate functions, object functions, and complementary functions.

The article entitled Analysis of the Acceptability Quality Aspects of Noun Phrases in Garuda Indonesia's "Colors" Magazine from English to Indonesian, Yoyok Sabar Waluyo and Laelah Fauziah explained that in the magazine "*Warna Garuda Indonesia*" published in November 2018 the most common noun phrase found is modified noun phrases. Then, the acceptability quality aspect of this magazine is at a score of 2.7 out of 3. This means that the translation results are well received by Indonesian readers. The translated phrases can be understood by the readers well.

In contrast to previous studies, in this article the author describes the syntax, especially noun phrases in the novel *Imaji Terindah* by Sitta Karina by using a generative transformation approach.

Based on the background above the aim of the research is to describe the characteristics of noun phrase in Sitta Karina's *Imaji Terindah* novel. Analyzing the rules of transformation of noun phrases in *Imaji Terindah* novel by Sitta Karina.

Generative Transformation

The theory of generative transformation is not only useful in basic grammatical analysis, but also well known in the field of linguistics and provides important insights in languages that are not easily described by other theories (Suwena, 1997). Generative transformation can deal with language problems that cannot be solved by other theories such as the problem of sentence linkage, active and passive relationships, and ambiguity (Dardjowidjojo, 1987).

The theory applied in this study is an extended standard generative transformation theory. This generative transformation theory is one of the version of the standard theory after 1965, especially that developed by Daly et al (in Suwena, 1997). This version of the theory of generative transformation remains abstract and its application is more practical, so it is quite useful for this paper, which can emphasize the levels of analysis, such as words, phrases, and clauses (Daly, 1981: iii (Suwena, 1997)). Therefore, grammatical functions need to be stated explicitly in syntactic rules. In this case, the sentence does not need to be analyzed into two major parts, namely noun phrases (NP) and verb phrases (VP), but can be analyzed on its parts according to the nature of the language concerned. The application of this theory in noun phrases will be adjusted to the grammar of Sitta Karina's *Imaji Terindah* novel.

The theory of generative transformation which is also called the theory of grammar transformation of the theory of linguistics (Samsuri, 1987). Generative transformation theory is a system of rules consisting of a limited set of rules but capable of generating or creating a limited

number of sentences. The rule system can be analyzed into three main components, namely syntactic components, phonological components, and semantic components (Chomsky, 1965). Thus, the grammar must consist of these three main components.

Phrases are grammatical in the form of a combination of two or more words that are not predicative (Kridalaksana, 1993). Noun phrase or phrase in general is one of the topics of conversation in categorization. Categorization or grammatical classification is not limited to a word, but also to other units above it. To determine the class is the same as determining the word class, namely based on syntactic behavior. Kridalaksana states that the noun phrase is a single parent endocentric phrase whose main element is a noun (Kridalaksana, 1993).

A noun phrase is a phrase whose core consists of a noun. This phrase can be in the form of words or groups of words that act as sentence guides, which basically function as noun (Samsuri, 1987). The guiding elements of noun phrases have the same distribution as nouns. In other words, a noun phrase is a modified phrase consisting of a noun as a main and other expansion elements that have a subordinate relationship with the main clause (Kridalaksana, 1993).

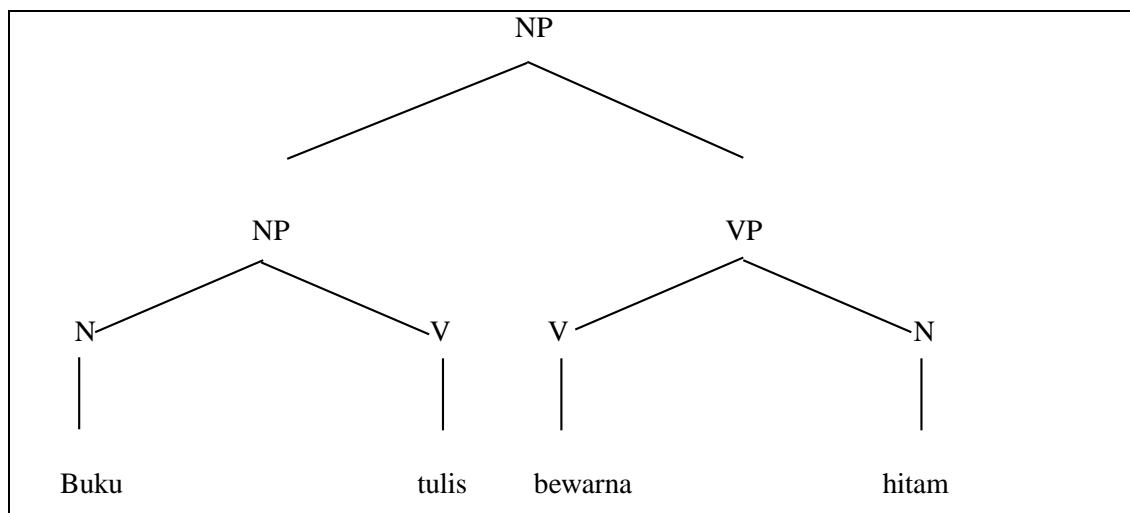
Words can combine with one another and form a larger unit called a phrase. The phrases join to form a larger contribution, namely clauses and clauses join to form larger constructions called sentences, and so on. One of the means to study the structure of the constituent parts within the section can be used phrase markers or called diagram diagram trees. Through diagram diagram trees, it is possible to observe the parts of a phrase, clause, and get to the smaller parts (eg words) that are appropriate and appropriate to jointly form larger parts, namely phrases and clauses (Bickford, 1991).

Phrase structure rules are formal rules that are written using symbols or symbols from the constitution of a sentence (clause) of a language. The rule of phrase structure of a language is to provide information about the hoops and symbols that are allowed in the inner structure. This rule will provide an explicit and detailed statement about the diagram tree. With regard to grammatical classes, constituents, and word order so that the diagram tree that is built looks good and not good (Bickford, 1991).

The diagram diagram tree is an appropriate means of explaining the internal hierarchical structure of the sentence generated by the phrase structure rules. A set of diagram diagram trees consists of nodes and branches. A node is a point where two or more lines meet in a diagram tree. The lines connecting the diagram tree are called branches. The topmost of node in the diagram tree is called the branch. The topmost of node in the diagram tree is called the final node and is given a table of specific words. The node that exists between the root loop and the ending loop is called a non-ending loop, which is labile to indicate the syntactic category of the constituents below it.

The hoops directly above the ending hoops are special non-ending hoops called pre-ending hoops and are labeled according to syntactic categories, such as N, V, Adj which have words below them. Take a look at the diagram diagram tree below.

Picture 1. Noun Phrases Type and Constituent



The diagram tree above shows that *buku tulis* is a constituent of NP type and followed by constituent VP *berwarna hitam*. Each pre-end hoop is a category that has every lexical element under it.

MATERIALS AND METHOD

This is a descriptive research since the data being analyzed is in form written data. In doing descriptive research, there are three steps that must be followed, they are, providing data, analyzing data, and presenting the results of data analysis (Sudaryanto, 1993).

The method of providing data in this research is the observing method (Sudaryanto, 1993), or specifically it can be said reading method because the data source in this study is written data. The basic technique used is the tapping technique, namely the implementation of the listening method by tapping the use of the language of a person or several people. In this study, the language that was tapped in the form of writing.

The advanced technique of providing data is non-participant observational technique. This activity is carried out by observing to the use of language without participating in the conversation process. In this technique, researchers are not directly involved in determining the formation and appearance of prospective data. In this technique the researcher reads and understands the contents of the *Imaji Terindah* novel so that the desired data can be found (Sudaryanto, 1993).

After collecting the data, then it classified according to research purposes. This means that the researcher reads the novel *Imaji Terindah* then the researcher sorts out the sentences are which can be counted as the data. This is done to make it easier in analyzing the data.

The next step is the methods and techniques of data analysis. The data analysis method used is the identity method. The identity method is a method which determining tool is part of the language being studied (Sudaryanto, 1993). The technique used in this identity method is differentiating technique and insertion techniques. The differentiating technique is used to sort out grammatical units starting from the smallest to the largest that can be analyzed (words, phrases, clauses, sentences, and discourse). Furthermore, the technique used is the insertion technique. The insertion technique is a data analysis technique by inserting other linguistic units between the analyzed constructs. The application of this insertion technique to find out the grammatical units in the sentences contained in the novel.

The last procedure performed is the presentation of data analysis. According to Sudaryanto, there are two methods of presenting the results of data analysis, the informal method and the formal method. Informal method is stated in the form of a short, precise, and clear verbal statement. The methods and techniques for presenting the results of the data analysis above can be described, as the formulation in words that are presented in a concise and clear manner (methodologically referred to as the informal method) (Sudaryanto, 1993). Then the formal method is presenting the results of formal data analysis uses signs and symbols.

RESULTS AND DISCUSSION

As previously discussed, in this section the data from Sinta Karina's *Imaji Terindah* novel is analyzed based on the problems above, namely describing the characteristics of noun phrases and analyzing the transformation rules of noun phrase rules using generative transformation theory, using diagram diagram trees. Diagram diagram trees, also called phrase markers, are the easiest means of unifying the structure of the constituent parts within the section (Bickford, 1991).

It has been mentioned that a noun phrase is a phrase that consists of a noun as a main element or core which can be expanded with a modifier. In other words, the characteristic of a noun phrase is having noun as a main element (core) and its expansion is a delimiter. These characteristics can be seen in the data below.

1) *Rumah Aki amat homey dan asri (hal,46) .*

Aki's house is very homey and beautiful (p.46).

Sentence (1) consists of a subject in the category of noun phrase filled with the noun *rumah aki* and has a predicate in the category of adjective phrase filled with *amat homey* and *asri*.

2) *Tangan kanan Chris menyentuh meja itu. (hal, 53)*

Chris' right hand touched the table. (p. 53)

Sentence (2) consists of a subject in the category of noun phrase which is filled by *tangan kanan Chris* as noun and has a predicate in the category of verb phrase which is filled *yang menyentuh* and the object is *meja itu*.

3) *Kedua tangan Aki yang merengkuh pinggangnya (hal, 53).*

Both of Aki's hands are embracing her waist (p, 53).

Sentence (3) consists of the subject in the category of noun phrase filled with the noun of *tangan Aki* which has the second numeral delimiter by having the predicate in the category of verb phrase which is filled with *yang merengkuh* and the object is *pinggangnya*.

4) *Chris berbicara diponselnya yang terhimpit diantara bahu dan telinga kanannya (hal, 67).*

Chris is talking on his cell phone which is squeezed between his right shoulder and ear (p, 67).

Sentence (4) consists of a subject that is filled by *Chris* with a predicate in the category of a verb phrase which is filled by verb *berbicara* that has a noun delimiter *diponselnya* and is followed by an object that is in the category of a noun phrase *yang terhimpit di antara bahu dan telinga kanannya*.

5) *Mama Papa kamu sedang membeli makanan di kafetaria (hal, 68)*

Your Mom and Dad are buying food in the cafeteria (p, 68)

Sentence (5) consists of a subject in the noun phrase category, filled with *mama papa kamu* have a predicate in the verb phrase category, filled with the verb *membeli* which has a *sedang* as adverb delimiter, the object is *makan* and followed by a place description, namely *di kafetaria*.

6) *Anak kecil itu membuat Chris dan Aki tersentak.*

The little boy made Chris and Aki flinch.

Sentence (6), the subject is in the noun phrase category *Anak kecil itu*, the predicate makes up and is followed by the object in the noun phrase category, which is filled in by the nouns *Chris dan Aki* which have the verb *tersentak* as delimiter.

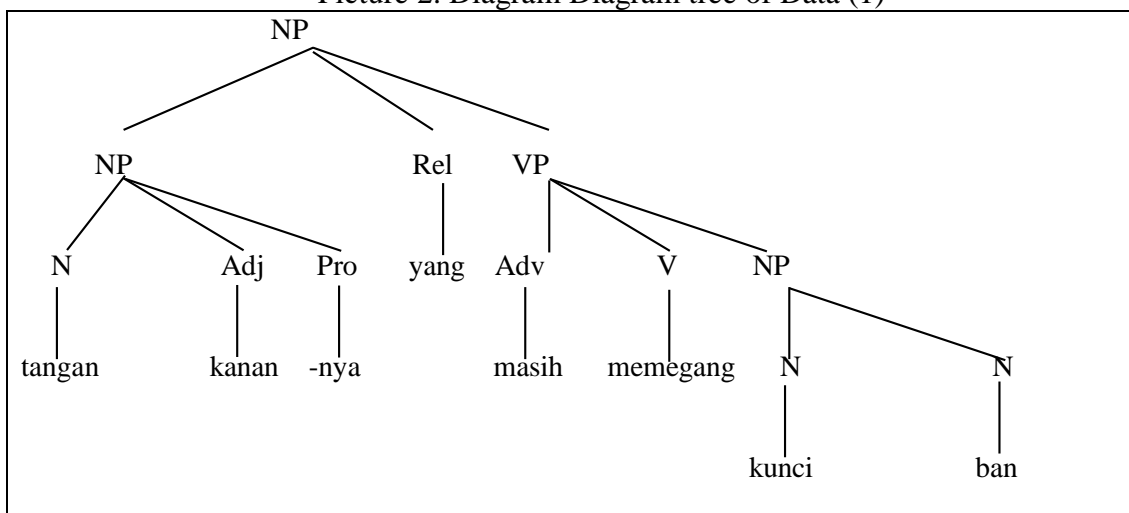
After classifying the data, the rules for generative transformation in Sitta Karina's novel *Imaji Terindah* are found in 10 sentences. The following is explained one by one.

Data 1:

Margo mengacungkan **tangan kanannya yang masih memegang kunci ban** (Karina, 2005: 11).

(Margo raised **his right hand which was still holding the tire wrench** (Karina, 2005: 11)).

Picture 2. Diagram Diagram tree of Data (1)



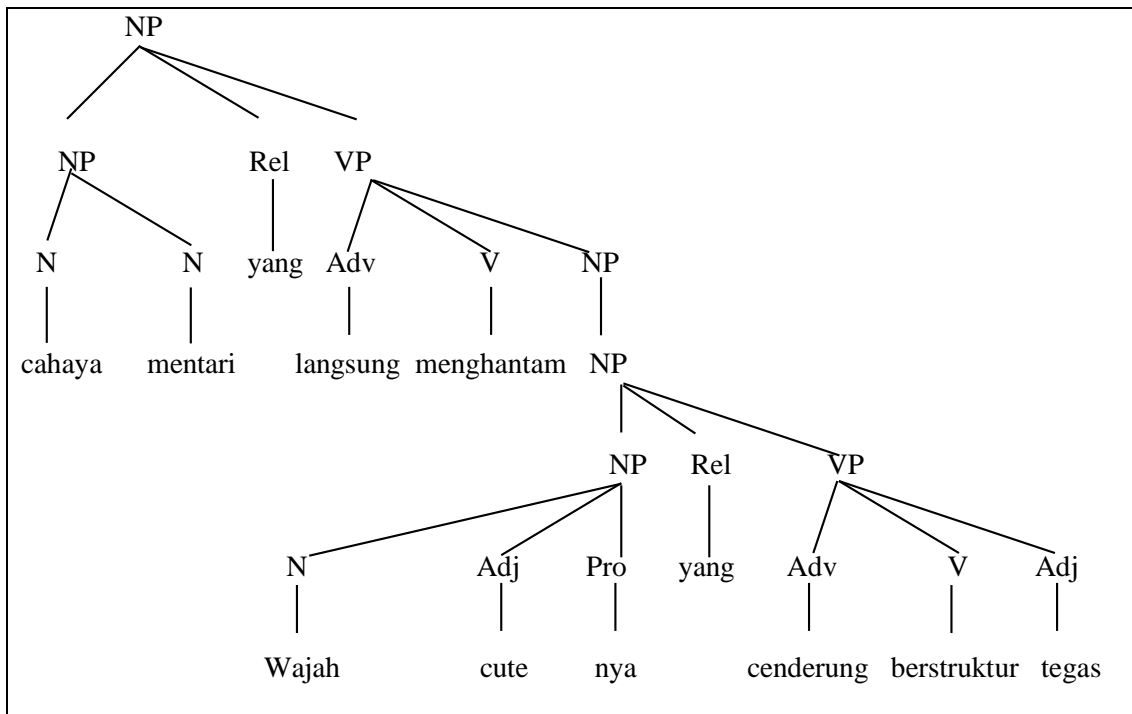
The diagram tree above shows that *tangan kanannya* is a constituent of the NP type, followed by the Relator *yang*, and the VP constituent *masih memegang*, then VP has the constituent root of *kunci ban* NP.

Data 2:

Pandangan matanya tersilaukan oleh **cahaya mentari yang langsung menghantam wajah cutenya yang cenderung berstruktur tegas** (Karina, 2005: 13).

(His eyes were dazzled by **the sunlight that directly hit his cute face which tends to be firm in structure** (Karina, 2005: 13).

Picture 3. Diagram Diagram tree of Data (2)



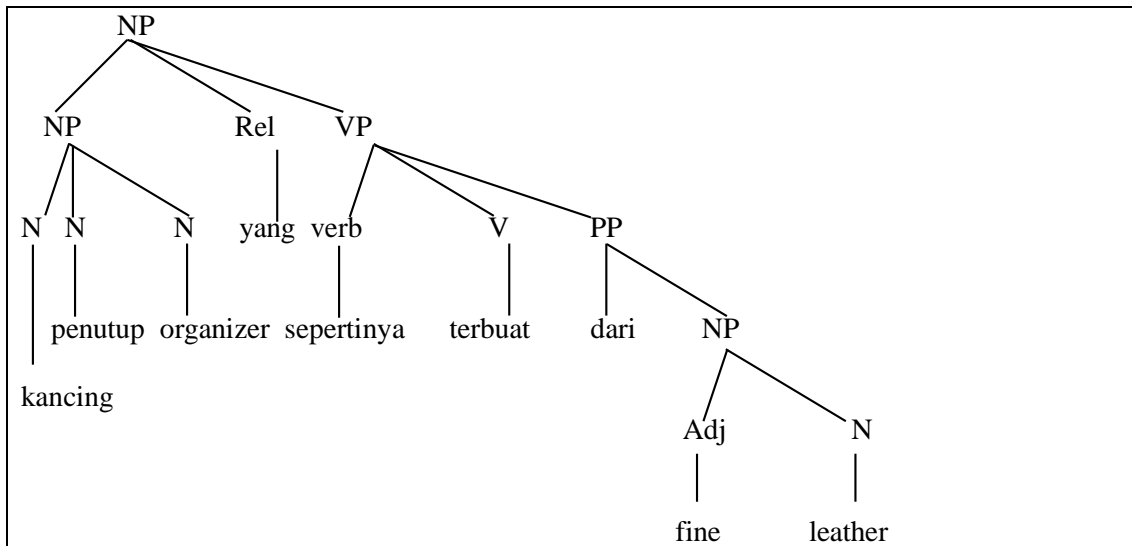
The diagram tree above shows that the strands *cahaya matahari* are constituents of the NP, followed by the Relator *yang*, and the VP constituents *langsung menghantam*, then the VP constituents have NP roots, indicating that the *wajah cute* strands of the NP constituents are followed by the Relators *yang* and the VP constituents *cenderung berstruktur tegas*.

Data 3:

Tiba-tiba Chris tertarik untuk membuka **kancing penutup organizer yang sepertinya terbuat dari fine leather** (Karina, 2005: 27).

(Suddenly Chris was interested in **opening the buttons on the organizer cover which seemed to be made of fine leather** (Karina, 2005: 27)).

Picture 4. Diagram Diagram tree of Data (3)



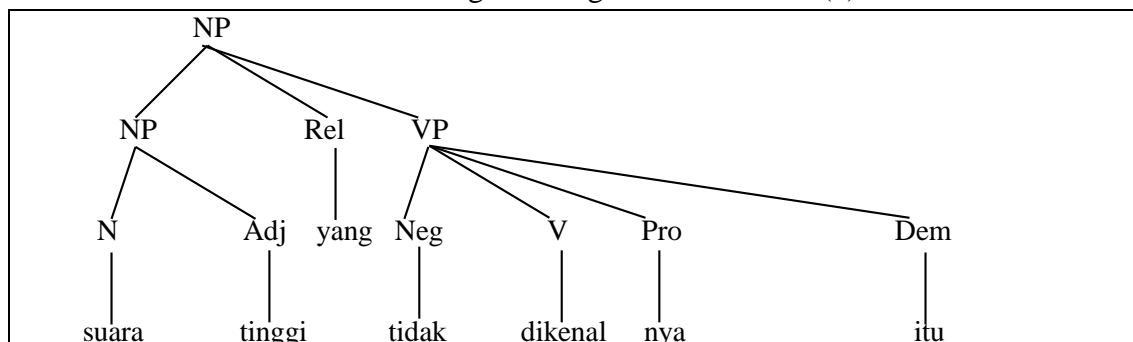
The diagram tree above shows that *kunci penutup organizer* is a constituent of the NP, followed by the Relator *yang* and the constituent VP *sepertinya terbuat dari*, then VP has NP roots indicating that *wajah cutenya* strands of the NP constituent are followed by the Relator *yang* and the constituents *cenderung berstruktur tegas*.

Data 4:

Kianti jadi melangkah keluar dari WC ketika mendengar **suara tinggi yang tidak dikenalnya itu** (Karina, 2005: 31).

(Kianti stepped out of the toilet when she heard **the unfamiliar high voice** (Karina, 2005: 31)).

Picture 5. Diagram Diagram tree of Data (4)



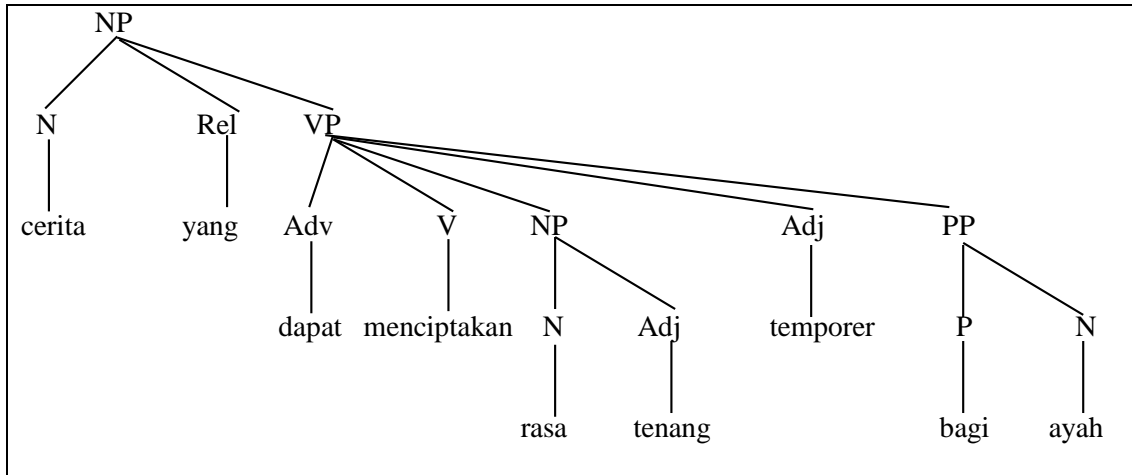
The diagram tree above shows that the *suara tinggi* strands are constituents of the NP followed by the Relator *yang* and the VP constituent *tidak dikenalnya*.

Data 5:

“Iya, aki sendirian”, Aki berfikir sejenak, berusaha merekayasa **cerita yang dapat menciptakan rasa tenang temporer bagi Ayah** (Karina, 2005: 40).

("Yes, I'm alone", Aki thought for a moment, trying to create **a story that could create a temporary sense of calm for Dad** (Karina, 2005: 40)).

Picture 6. Diagram Diagram tree of Data (5)



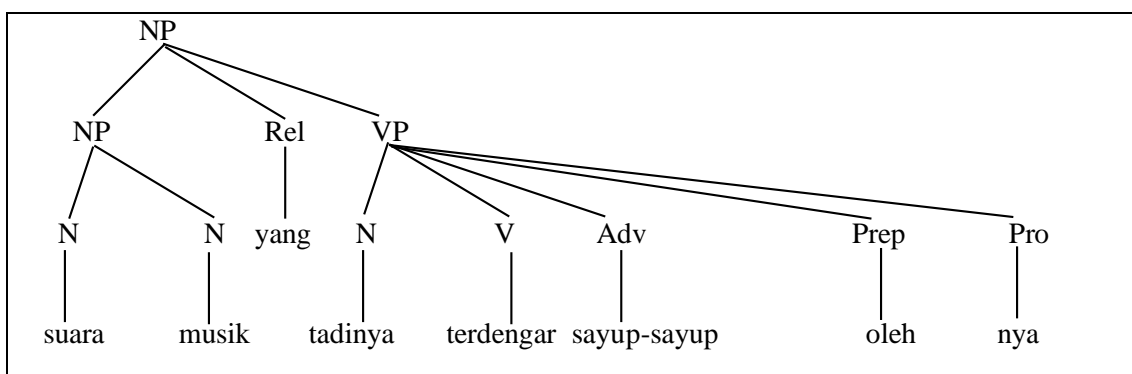
The diagram tree above shows that *cerita yang* which is a constituent of NP is followed by the Relator *yang* and the constituent VP *dapat menciptakan*, temporary adjectives, then VP has the roots of NP *rasa tenang* and PP *bagi ayah*.

Data 6:

Semakin ia mendekati lantai atas, semakin keras **suara musik yang tadinya terdengar sayup-sayup olehnya** (Karina, 2005: 46).

(The closer he got to the top floor, the louder **the sound of the music he had previously heard** (Karina, 2005: 46)).

Picture 7. Diagram Diagram tree of Data (6)



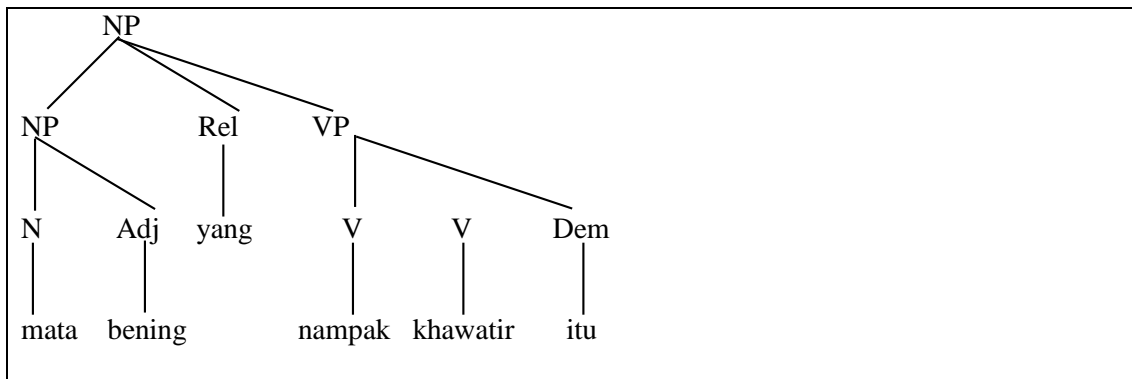
The diagram tree above shows that the strings of *suara musik* are constituents of the NP followed by the Relator *yang* and the VP constituents *terdengar sayup-sayup olehnya*.

Data 7:

Chris memberanikan diri menatap **mata bening yang nampak khawatir itu** (Karina, 2005: 51).

(Chris dared to look into those **clear eyes that looked worried** (Karina, 2005: 51)).

Picture 8. Diagram Tree of Data (7)



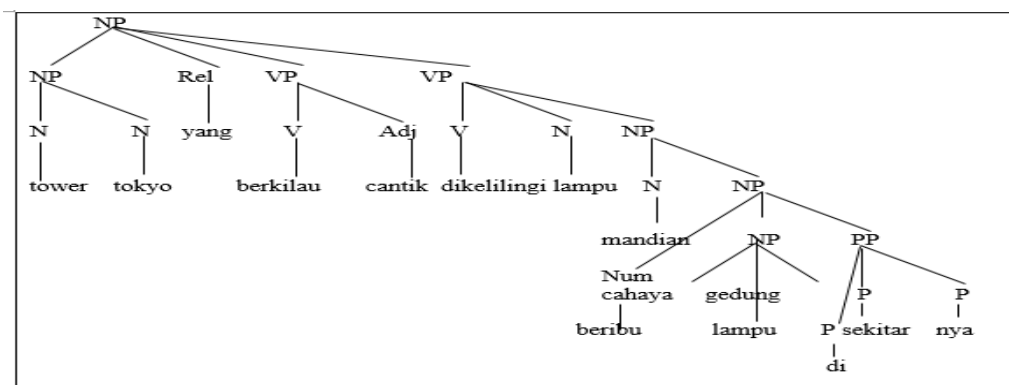
The diagram tree above shows that the *mata bening* strands are constituents of the NP followed by the Relator *yang* and the VP constituent *Nampak khawatir itu*.

Data 8:

Aki dapat melihat **Tokyo Tower yang berkilau cantik di kelilingi mandian beribu cahaya lampu gedung di sekitarnya** (Karina, 2005: 61).

(Aki can see the **Tokyo Tower which sparkles beautifully surrounded by a bath of thousands of lights from the surrounding buildings** (Karina, 2005: 61)).

Picture 9. Diagram Tree of Data (8)



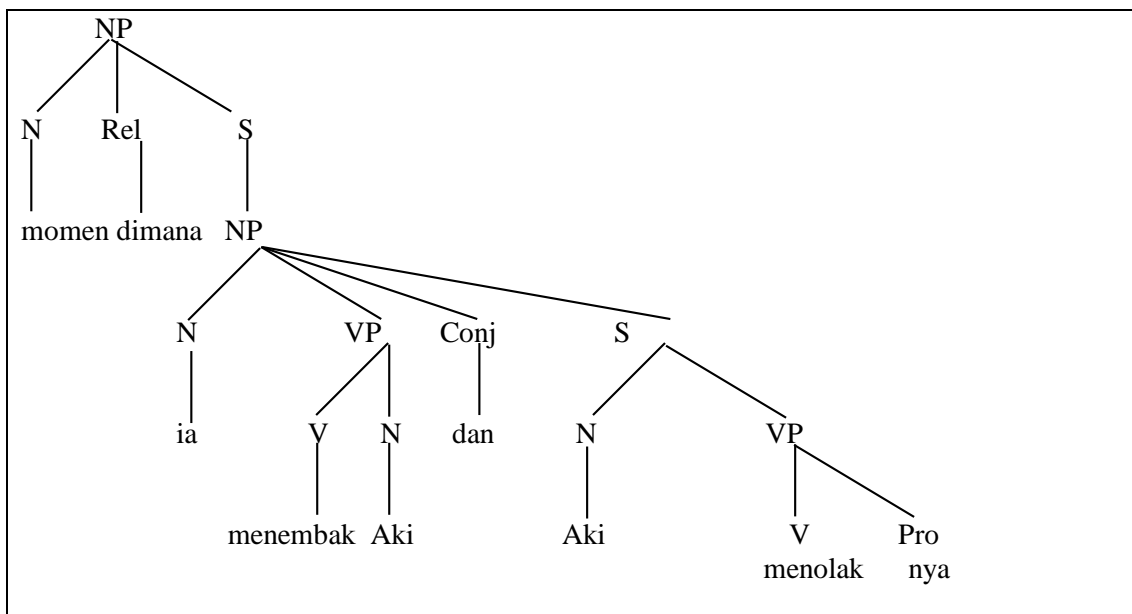
The diagram tree above shows that the *tokyo tower* strands are constituents of NP followed by Relator *yang*, the VP constituents *berkilau cantik* and the VP constituents *dikelilingi*, then VP is rooted NP *mandian*, then NP has NP roots consisting of *Num beribu*, NP *cahaya lampu Gedung* and PP *disekitarnya*.

Data 9:

Tiga minggu yang lalu, selain hari berkenalan awal mereka, juga merupakan **momen dimana ia 'menembak Aki', dan Aki menolaknya** (Karina, 2005: 65).

(Three weeks ago, apart from the day of their initial acquaintance, was also the **moment he 'shot Aki', and Aki rejected her** (Karina, 2005: 65)).

Picture 10. Diagram Tree of Data (9)



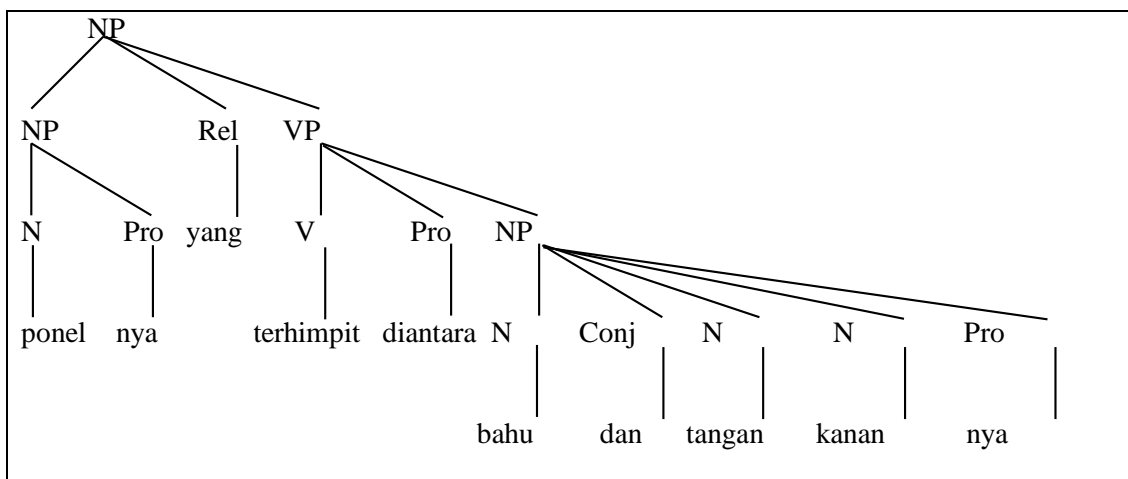
The diagram tree above shows that *momen* is a constituent of NP type followed by the Relator *dimana*, S is rooted in NP which consists of the noun *ia*, VP *menembak Aki*, Conj and, then S which is rooted again to be N *Aki* and VP *menolaknya*.

Data 10:

Chris berbicara penuh kecemasan di **ponselnya yang terhimpit di antara bahu daan telinga kanannya** (Karina, 2005: 67).

(Chris talks anxiously on **his cell phone which is wedged between his shoulder and right ear** (Karina, 2005: 67)).

Picture 11. Diagram Tree of Data (10)



The diagram tree above shows that *ponselnya* is a constituent of the NP type followed by the Relator *yang*, and the VP *terhimpit diantara*, then the VP is rooted in the NP *bahu dan tangan kanannya*.

CONCLUSION

Based on the discussion above, the following conclusion can be drawn: First; The characteristic of noun phrases in *Imaji Terindah* Novel by Sitta Karina is noun as the main element. The noun phrase in the novel is functioned as the subject, predicate, and object. Second; Based on the characteristics of the noun phrases in the novel *Imaji Terindah* by Sitta Karina, the elements of the noun phrases are grouped into two, the main element and the modifier element.

This paper has described and provided an explanation of noun phrases in the novel *Imaji Terindah*, but it seems that it has not been able to provide an understanding of various aspects and is still far from what is expected. It is also realized that there are many gaps here and there that are contained in this paper.

There are many things that have not been revealed in the subject of this discussion, and it seems that this paper only reveal the small parts of language phenomenon. Therefore, this research

needs to be continued thoroughly, even though there is no complete term in studying something. At least further discussion can be deeper from what have been done by the researcher.

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The Translation Text of Drama “Macbeth”: Grammatical Transformation of Adjunct in Noun Phrase

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ABSTRACT

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Macbeth is one of Shakespeare’s play that used unique and dramatic choice of words in its adjective and noun. Grammatical transformation of adjectival adjunct in noun phrase in the translation text of drama Macbeth has caused the shift of phrase’s meaning. This study aims to identify the grammatical shift by using X-Bar theory. This study is a descriptive qualitative study. The data are collected by using documentation and note taking technique. There are 35 noun phrases collected. The results show that there are 3 types of shift of adjectival adjunct. First, the adjunct is omitted. Second, the adjunct shifts into complementizer phrase. Third, the adjunct shifts into prepositional phrase.

Keywords: *grammatical shift; noun phrase; adjectival adjunct*

INTRODUCTION

Literary works are one of discourses that are easily and necessarily translated between languages. The study and research about translation of literary work are closely related to its equivalence, quality and assessment. Some experts address those three as the core works in this matter since translation can be appreciated critically through the result and assessment. Besides, many researchers also study the technical process within translation process such as the use of translation techniques or the shift of translation. Texts with expressive and aesthetic function like play beg to be translated differently from the type of legal text. One of literary works that not many researcher have been paid attention yet is play. Play or drama is one of literary worksthat the writing uses dialogue between characters which is divided into several scenes and acts. The performance of play can be carried out by presenting elements of the stage and setting, the audience and the cast of the play. Newmark states that the play text has the characteristics of the emphasis on the form and expression of the informal language used (1988). Translating a play needs more attention on the essentials within the expressive and aesthetic values in order to transfer the closest equal emotion to the reader of target language. To say it is a risky task is an understatement because it is not an easy job to deliver the same understanding of emotion from the author or the same

perspective of ways to express an untranslatable emotion, besides of language system difference between English and Indonesian.

“Macbeth” is one of Shakespeare’s plays that used adjective and noun uniquely and dramatically. Although the different language system between English and Indonesian becomes one of the main reason of grammatical shift happened, the study also points out the lack of equal sort of expression used in Macbeth in the expression that normally used in Indonesian. A noun phrase “dusty death” was translated into “kematian”. This example shows that a decision to omit the adjectival adjunct of the phrase was for a reason. This study emphasize its object of the study to identify the grammatical shift of adjectival adjunct happened in the translation of “Macbeth” from English to Indonesia. The relevant studies of grammatical transformation of translated literary works were done by providing quantitative results, making correlating between shift and the gap on semantic level, and pointing out on the equivalence between source text and target text. The previous studies have not enough yet to explore the importance of identifying the grammatical shift that happened in translated drama or play. This study aims to show that a play or drama have different structure of text with other literary works. Therefore, this study intends to make scientific contribution to precede research regarding this matter.

This study took several previous studies of grammatical shift in translating literary works from English to Indonesian. Dewi *et al* (2014) studied the grammatical shift in translating adjective phrases in the English magazine to Indonesian showing more than 70% equivalence and 28% inequivalent. Dewi *et al* (2014) focused on the semantic level of shift. Silalahi (2016) identified the shift of verb translation from English to Indonesian and stated that the essential value of verb between English and Indonesian lies in its contextual meaning. Firdaus (2014) studied the grammatical shift of relative clause translation. The result showed shift of semantic level as the result of translation technique. Nurhaniah (2008) identified the grammatical shift of interrogative sentence in conversations in a teenage novel entitled Dear No Body translation. The objects of the study is to examine the interrogative, the pragmatic function of the interrogative and the analysis of the equivalence of the interrogative. Rafi’ie *et al* (2018) studied the grammatical shift in the translation of reduplication text. The aims of the study is to identify the equivalence of reduplication in translated text. These previous studies show that translation of drama or play was lack of attention from researchers. This study aims to complete the works on the study of literary works translation from English to Indonesian, specifically on the grammatical shift of adjectival adjunct in the noun phrases of the translation text of drama Macbeth.

Translation Theory

One way to expose to other languages is by the help of translation. Translation is the process of replacing the source text with equivalent text in the target language. Catford argues that translation is the process of replacing the textual elements of the source language with the equivalent textual elements of the target language (1965). Other experts reveal that translation is an attempt to replace written messages in one language with messages that are commensurate in other languages (Newmark, 2001). In other words, the success of a translation process requires an understanding of aspects of the source language and target language. In its development, translation has been applied to various types of texts. One of them is the translation of drama text. Newmark revealed that drama texts can be categorized into serious imaginative literature that is displayed to many viewers and contains cultural elements (1988). In translating types of expressive discourse such as drama texts, translation at the unit level often occurs because vocabulary can contain complete meaning (Newmark, 1988).

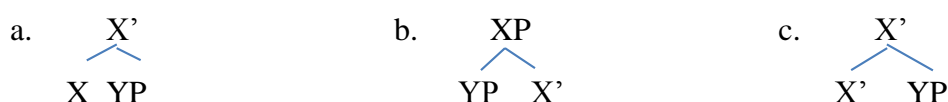
Translation Shift

The shift on translation can occur due to the existence of certain source language components that do not have equivalent components in the target language (Catford, 1965). In general, the phenomenon of shift is in the form of grammatical structure and meaning. English and Indonesian are examples of two languages that have similar levels of grammatical structure such as morphemes, words, phrases, clauses and sentences. Catford (1965) argues that a shift in grammatical structure in translated texts can occur when both languages have similar levels of grammatical structure. Grammatical structure shifts are divided into two types namely level shift and category shift (Catford, 1965). Level shift is a linguistic level component of the source language having different levels in the target language. This shift occurs when a language level in one language has an equivalent translation at a level that is not the same in another language. The second type is category shift which includes level shift, grammatical category shift and structure shift. Category shift is a shift that occurs when categories in a source language have different forms or are in different positions in the target language (Catford, 1965).

X-Bar in Noun Phrase Construction

The use of X-bar theory in this study is to show changes in the grammatical structure of noun phrases after going through the translation process. In LFG theory, there are two distinctions of the representation of constituent structures in syntax, namely constituent structure and functional structure (Dalrymple, 2001). The researcher uses the constituent structure to represent changes in

grammatical structure that occur in the translation of determinant and noun phrases. C-structure is arranged based on X-Bar theory. Dalrymple (2001) defines the phrase as "internally headed and therefore endocentric". In other words, a phrase is the maximum projection or expansion of the head. A phrase and its essence have the same category as a noun phrase composed of the head of a noun and a noun phrase has a noun as the head. X in the structure of the noun phrase symbolizes the maximum projection of the noun. The lexical category N is the core of the single level bar category N' ("N-bar") such as $XP = NP$. In a c-structure, there are several components arranged according to certain rules, namely, specifier, adjunct and complement. Newson (2002) summarizes these three rules:



MATERIALS AND METHOD

This research is a research of the grammatical transformation in the translation of literary works from English to Indonesian. This research uses descriptive qualitative approach. According to Mason, a qualitative approach is used to interpret social intentions, interpretations, discourse, practical, process or discussion (2002). Research on translated texts produces descriptive and explanatory analyzes (Miles, *et al*, 2014). Therefore, this research uses a descriptive qualitative approach.

Materials

The object of this research is an English drama text titled Macbeth written by William Shakespeare. The original manuscript of the drama Macbeth was published in 1606. Whereas the target language is a translated text of the drama in Indonesian under the title Macbeth. The drama's text was translated by Fatimah, Ifa Nabila and Ratna Ovfilia from the Narasi publisher. The translated text of the Macbeth drama was published by the Narrative publisher in 2015. This research data is all utterances or sentences containing noun phrases. The researcher collected 35 noun phrase which contain adjectival adjunct.

Methods

Presentation of data is done by displaying the results of the analysis in accordance with the results of grouping data analysis. The data analysis technique was carried out using the categorical

indexing approach. The categorical index is an analysis technique that is carried out by creating categories that are formed from a consistent system (Mason, 2002). The technique is used because the research data are English noun phrases that already have a consistent grammatical structure system. Technical analysis is done by making a category of grammatical shift types of translated noun phrase. After the category is formed, further analysis is carried out to find the general rules of changing grammatical structures.

RESULTS & DISCUSSION

This section contains the main findings of this study. The results show the general findings of the study. The general findings consist of both quantitative results of the type of shifts and the stipulation or certain condition of each type in tables and its brief description. The discussion gives more of the elaboration on the findings.

Results

The result shows that adjectival adjunct shifts into three types of transformation. First, adjectival adjunct shifts into complementizer phrase. Second, adjectival adjunct shifts into prepositional phrase. Lastly, adjectival adjunct is omitted. Adjunct changes to these components have different conditions or stipulation.

Table 1. The Type of Shift and the Condition of each Shift

No.	Type of shift	Shift Stipulation/Condition
1	Adjectival adjunct → Complementizer phrase	-shift occurs when the SL adjective is a simple word -shift occurs when the SL adjective is a complex word
2	Adjectival adjunct → Prepositional phrase	-shift occurs when SL adjective has grammatical category shift
3	Adjectival Adjunct Omission	-shift occurs directly (literally translated) -shift occurs indirectly (combined meaning from noun & adjective)

As it is shown in the table, the first shift occurred in two conditions. Adjectival adjunct shifts into complementizer phrase depending on the source language adjective. Second, adjectival adjunct shifts into prepositional phrase when source language adjective underwent a grammatical category change. Lastly, the omission of adjectival adjunct also has two conditions. First, adjectival adjunct could be omitted directly when the phrase is translated using literal translation.

Second, adjectival adjunct could not be omitted directly when the phrase is translated using translation technique other than literal translation.

Table 2. The Percentage of Each Type of Shift

No.	Type of shift	Percentage
1	Adjectival adjunct → Complementizer phrase	60%
2	Adjectival adjunct → Prepositional phrase	10%
3	Adjectival Adjunct Omission	30%

Quantitatively, this study also found that the first type of shift happened more than the second or third shifts. Meanwhile, the second type of shift is the least found happening in the text. The grammatical category change on source language adjective does not happen frequently, thus the second type of shift has the least quantity. Meanwhile, the first type of shift happened frequently since the grammatical system of a phrase that consist of noun and adjective are different between English and Indonesian. The further explanation would be on the following section.

Discussion

The shifts that occur in adjectival adjunct are categorized based on the form of shift from source language to target language. The form of shift also occurred on the phrase level. The hypothesis that the grammatical system difference is the one that caused the shift have to be proven has further condition toward it.

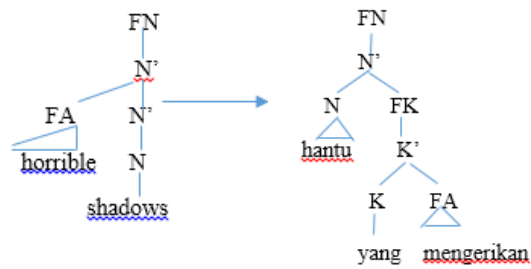
Adjectival Adjunct Shifts into Complementizer Phrase

The complementizer phrases changed from SL's adjectival adjunct show two types of phrasing structures. The occurrence of the first shift is quite common, covering 60% of the entire data. The researcher believes that the transformation is based on the source language adjective form. The first condition shows the structure of the complementizer phrase as seen in the following quotation and diagram.

Data 1:

SL: Hence **horrible shadows!**

TL: Pergi kau **hantu yang mengerikan!**



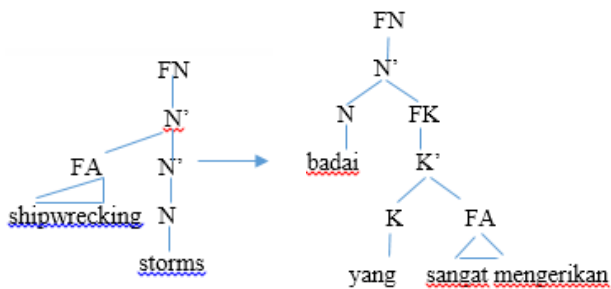
The structure of the first data only shows the shift of SL adjective positions into complement in the phrase of the TL. Complementizer phrase is marked by “*yang*”. The addition symbolize the difference system of grammatical structure in term of writing order of noun and adjective. In Indonesian, the addition of “*yang*” before adjective emphasizing the significance of the adjective itself. As in the diagram, the shift from SL to TL shows the role of adjective. It changed from being the adjunct into complement of complementizer phrase “*yang mengerikan*”. The condition that this change can occur is if the source language adjective is a simple word that does not undergo the addition of suffix for adjective.

Whereas the second data shows the second condition of the first type of shift. The phrase in TL shows the difference in the addition of adverb. The source language adjunct in the following data is an adjective that has suffix added. It is important to be aware that not all English suffix that is added into adjective could be translated equally into Indonesian. Therefore, the SL adjective does not have the same level in the closest adjective of target language as it is shown in the quotations and pictures below.

Data 2:

BSu: “shipwrecking storms break”

BSa: badai yang sangat mengerikan muncul



The structure of the complementizer phrase in this section is different from the structure of the complementizer phrase before because there is adverb addition. The addition of adverbs can occur if the source language adjective is not a basic word, but an adjective that undergoes a morphological process and if the target language does not find an adjective that has an equivalent level. SL adjective above has been added with suffix –ing. English noun such as the example above is possibly changed into adjective as the cause of -ing suffix. If the word would be translated literally, “shipwrecking” does not exist in English dictionary. The base word itself has meaning as something related to “*kecelakaan kapal*”. As the addition of suffix –ing by the author, it makes the word shifts into adjective and carry meaning as a condition that describes terrifying storms as if it could cause a shipwreck. The translator initiated the author’s message and reconstructed it as situation that has the closest meaning the source text.

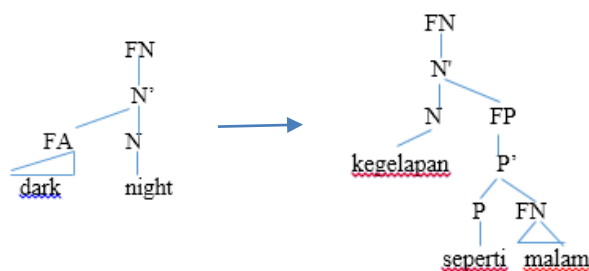
Adjectival Adjunct Shifts into Prepositional Phrase

The shifting of adjunct into prepositional phrases occurs when the process of transforming adjective in the source language gets the addition of prepositions before the form of the adjective transformation takes place. Changing adjunct into prepositional phrase can only occur if the source language adjective changes its grammatical categories from adjective to noun. In the following quotation there is a change in SL adjective to noun which leads the change of adjunct into a prepositional phrase in target language. As it is seen in the quotation below, the shift of SL adjective “dark” into TL noun “malam” requires the addition of preposition “seperti”.

Data 3:

SL: **Dark night** strangle the travelling lamp

TL : *Langit seperti menyembunyikan matahari dan menutupi bumi dengan **kegelapan seperti malam***



The Omission of Adjectival Adjunct

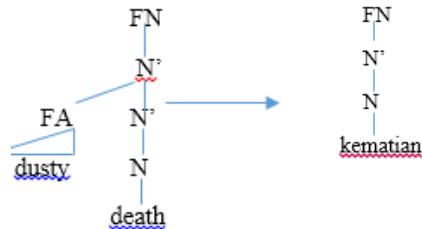
Adjunct omission has two conditions based on its omission process. First, the adjunct experiences direct omission. Direct omission of adjectival adjunct occurs when nouns are translated

literally, and the translator intends to reduce information by eliminating other components. The translation of "death" is done literally so that the complement turns into the head of the target language phrase. Whereas adjunct is directly absorbed with the aim of reducing information.

Data 4:

SL: All our yesterdays have lighted fools the way to **dusty death**

TL: untuk setiap hari yang berlalu sudah membawa kebodohan semakin dekat dengan **kematian**

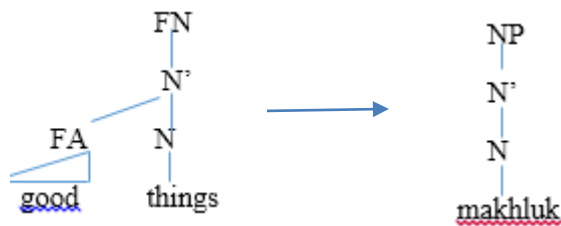


The second condition is the indirect adjunct omission. The completion of this adjective through the process of combining the meanings of the two components in the noun phrases of the source language and transforming them into one component that includes both the meanings of the source language phrases.

Data 5:

SL: **Good things** of day begin to droop

TL: **makhluk** di siang hari pun telah tertidur



The omission does not occur when no two components are translated literally. In other words, the translation of the head noun "things" to "makhluk" is the result of combining the meanings of the two components of the source language which is giving value of "things" from the adjective "good". The translator reconstruct the two meanings and turns them into one component that includes information from the source language phrase.

CONCLUSION

The grammatical shift of adjectival adjunct in noun phrase of translated drama Macbeth has shown several points. First, this study points out the factor that becomes the outcomes of shift types. As it was explained in previous part, there are three types of shift on the adjunct which is the shift from adjectival adjunct to complementizer phrase, shift from adjectival adjunct to

prepositional phrase and the omission of adjectival adjunct. These shifts has underlying factor and this study found that the factors the semantic and syntactic gap between English and Indonesian. The semantic gap, especially the unusual idioms used by author, makes the translator used the expression that is more common spoken in target language. Thus, it affects the syntactic shift and surely semantic shift. On the special note, this study also found patterns on the syntactic shift. Although English and Indonesian have equal syntactic level, some English affixation do not exist in Indonesian such as affixation of English tenses or English's degree of comparison. the result of this study is still far to be perfect and the researcher is opened to all discussion regarding this study. The future research of relevance topic is expected to deliver more exploration on the literary works translation because literary works like drama contain multiple aspects such as culture, social, economy, life custom, etc.

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Banjar Language Shifting in Ecolinguistics Perspective

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ABSTRACT

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The research attempts to examine language shifts that occur in the Banjar community using an ecolinguistics approach. The language shifts studied were limited to the vocabulary shift commonly used in the social interactions of everyday Banjar people. The data gathering was using interviewing and documentation techniques. Interviews are semi-structured interviews. The interview was on respondents spread across various cities in South Kalimantan, where the Banjar language is the language of community communication. Due to the pandemic, researchers enlisted the help of students in their respective hometowns to collect data with protocols that the research team had established. The data was the subject of reduction, organized by category of word classes and reasons for shifts, analysed based on the three-dimensional social theory of language praxis. The three practical social dimensions of language are the ideological, social, and biological dimensions. The research expects to be a reference for Banjar language participation efforts.

Keywords: Banjar language; ecolinguistics; language shift

INTRODUCTION

Language is organic. It means that language lives, evolves and can die. Many theories have been put forward about the origin of language. One of them is that language arises because humans study the surrounding nature, especially the sounds produced. It is not only from a few vocabularies because of sounds coming from certain animals or objects in nature. The naming of a 'gecko' animal, for example, comes from the sound coming out of the animal.

In addition to being bound to nature, language is also bound to the socio-economic conditions of its users. The words, metaphors, and proverbs often describe the beliefs and conditions of the origin of the language. The language used in areas where users live adjacent

to the water and the majority of people's livelihoods are fishermen will have a variety of vocabulary related to water and special terms used by fishermen.

Just like other living organisms, language can also develop. Language development can occur for various reasons, such as changes in the natural conditions from which the language originated, economic and social conditions changes, and ideological shifts and user beliefs. As these changes occur, language shifts occur.

The goal of the research was to investigate the shift that occurred in the Banjar language. Banjar is an *Austronesian* language of the *Melayik* language family spoken by the Banjar tribe in South Kalimantan, Indonesia, as the mother tongue. Banjar language is on the list of dominant languages in Indonesia. Some linguists argue that Banjar belongs to the East Borneo Malay group. The East Borneo group also lowered two groups, namely North Borneo and Southeast Borneo. Southeast Borneo lowered one branch, which eventually lowered the Berau and Kutai languages; the South Borneo group lowered the Banjar and Bukit languages.

Zainuddin (2008) reported that according to Mukhlis Maman, an observer of the Banjar language revealed that the Malay language strongly influences nearly 99% of South Kalimantan (Kalsel) people who speak the Banjar language. Nevertheless, Dayak is also part of the influences. Affected by the two languages, from the perspective of phonology and morphology, Banjar language consists of two languages, Banjar Hulu and Banjar Kuala.

The morphology of the upstream Banjar language uses much archaic vocabulary often used by the indigenous people of the hill ethnicity, while Banjar Kuala uses many ethnic Malay words. Another feature of upstream Banjar language users is the people who inhabit the temperate plains and hills and the crossing area, with dialectical relatively rigid, short, hard and fast. At the same time, the Banjar Kuala language is a community that inhabits the banks of rivers, seas, regional estuaries and stirring dialectically, shimmying, not hard and not fast. Therefore, the difference is not too noticeable; it is only possible in a few vocabularies, so there is no difficulty communicating or conversing between the two language character regions.

Like other regions, South Kalimantan, where the Banjar language is common, is also experiencing geographical, social and economic changes. South Kalimantan has a highland area formed by the Meratus mountains and a lowland area formed by swamps and rivers. However, some South Kalimantan areas have switched functions into residential, industrial, and plantation areas. Changes in the functioning of It region also impact changes in the social and economic conditions of its people. The livelihoods of the people of Banjar today are not only in agriculture and trade but also penetrate the industry and other formal sectors.

In the end, the changes that occurred in South Kalimantan also triggered several changes in the Banjar language. Some words – especially those related to plants and animals – are rarely used by the Banjar community. Vocabulary closely related to work that intersects with nature has begun to be replaced with new vocabulary along with jobs that are no longer just farming or trading but also employees in various sectors. The study expects to document the rarely used Banjar vocabulary and help participate in the enrichment of the regional language.

MATERIALS AND METHOD

The purpose of This study is to describe the phenomenon of shifting the Banjar language as it is. Therefore, the most suitable method for This research is qualitative descriptive methods. According to Mukhtar (2013), qualitative descriptive research is a type of research whose purpose is to describe the phenomena that occur in research objects when research takes place without intervention from researchers. In the study, data retrieval was done in a natural setting that researchers did not give special treatment to study respondents.

This research data is a list of vocabulary previously used by the Banjar community that is no longer used or replaced with other words. The research was in several cities and districts in South Kalimantan, where the Banjar language is common in everyday life. For pandemic reasons, researchers did not jump directly into the field but asked for the help of students in their respective hometowns to help the data retrieval process according to their current domicile. In the ecolinguistics sphere, the relationship of language and environment exists at the lexicon level only, not at the phonological or morphological level (Sitanggang et al., 2018). So, the regional language used can show the state of nature by using a lexicon related to livelihoods or natural resources in the area. Therefore, the focus of data retrieval in the study is on the lexicon level, not other more complex levels.

Data gathering is by interviews with Banjar language users. The interviews in the study are semi-structured interviews conducted with respondents in the cities and districts. Interviews are selected as data collection techniques so that the collected data is authentic.

The data collecting method is by interviewing the respondents to name a word that was previously used frequently but is now rarely or never used again. The interviews are also to get information about the causes of Banjar language shifts in the user community. In addition to interviews, data is also obtained through documentation techniques. Banjar vocabulary is collected from digital sources and physical documents to be examined whether there is a shift in language or not.

Interview results and documentation analysis are reduced so that data unrelated to the purpose of the study can be ignored. Then, the data in the form of a reduced lexicon is arranged based on the class he said and based on the reason why the vocabulary shifted. The data analysis technique applied is an inferential technique whose role of researchers as members of the Banjar community becomes important in deciding whether the vocabulary that has been collected has shifted or survived. Next, the vocabulary that has been analysed is presented in the form of a description. Conclusions are drawn based on the results of the analysis and description conducted earlier.

RESULTS & DISCUSSION

Because language is equated with other living things, it is reasonable if language is developed. Development here can be interpreted as change, which means that there will be a part of one language, usually a lexicon, that is abandoned because it is replaced by another lexicon or because it is no longer relevant to its use in the current situation. Changes that occur in language occur because, in fact, the language itself cannot be separated from all human activities and movements as cultural and social creatures. The relationship between language and humans makes language dynamic.

Language changes can be changes to the rules in the language – whether existing rules should be changed, whether they disappear, new rules and so on. These changes can actually occur in all parts of the language, whether at the phonological, morphological, syntactic, semantic, or other levels (Lindø & Bundsgaard, 2000). However, as explained earlier, the initial changes usually occur at the lexicon level before touching another level. Changes that occur in any language do not happen instantly. Usually, changes can be felt after a long period of time due to changes in human interaction, natural disasters, or natural changes. Changes in language are an unavoidable cultural phenomenon.

Language is one element of culture, as one of the elements of culture, growth, and development of language is influenced by the prevailing culture in the area where the language is produced or used. Culture in certain areas is generally influenced by the livelihood system carried out by residents in the local area so that the language used is coloured by vocabulary related to the livelihood system of the area. It means that language life is not separated from the environment in which it lives, so there is no doubt that language and environment have a close relationship. The two have a reciprocal relationship, i.e., language reflects the environment and the environment reflects language.

The environment is understood as a language-user society, as one of the language codes (Fill & Mühlhäusler, 2001). Language resides only in the minds of its speakers, and therefore language only works when it is used to connect speakers and connect speakers with the environment, both social and natural environment, using and conveying the language to others.

So, the regional language used can show the state of nature by using a lexicon related to terms, livelihoods or natural resources in the area. For example, in one of the areas that became the location of data retrieval, namely in Pengaron, Banjar Regency, vocabulary that is widely used in people's daily lives is still related to the environmental conditions of the area. Examples of terms used by the People of Pengaron to indicate the natural conditions in their area are:

Table 1 Examples of terms in Banjar

No	Term	Meaning	Information
1.	<i>Pagaran</i>	Mountain	The word " <i>fence</i> " indicates the natural condition of the village because the purpose of the word " <i>fence</i> " is a mountain that <i>surrounds</i> the village, as well as the fence that surrounds the house.
2.	<i>Parta</i>	Blue Lake	The word " <i>parta</i> " also denotes the natural conditions of Pengaron village, which means " <i>parta</i> " is a blue lake above the mountains formed due to coal mines.
3.	<i>Oranje Nassau</i>	Fort of Defense	The word "Oranje Nassau" also indicates the natural condition of Pengaron village, because the village is located in the mountains, so in the colonial era it was used as a "fortress" of Dutch defense.

Metaphors used in the village of Pengaron that show natural conditions are:

Table 2 Examples of metaphors in Banjar

No.	Metaphor/language	Information
1	<i>Kaya pinang di balah dua</i>	It means equally fair, a similarity.
2	<i>Kaya warik tajun ka kacang</i>	No shame, like a villager who sees the city (tacky)
3	<i>Pahatian kaya buah tampurikat</i>	It means another in front of the other behind/ the establishment that is not fixed
4	<i>Kaya hayam kahilangan umanya</i>	It means confused/don't know to do anything.
5	<i>Tehadangi buah bungur</i>	Something impossible

Conditions in the Pengaron area are mountains, so that the lexicon used to show the natural conditions that exist there can be the name of plants and vegetables planted by the community, namely:

Table 3 Examples of plant-related lexicons in Banjar Language

No.	Plant	Meaning
1	<i>Janar</i>	Turmeric
2	<i>Kancur</i>	Kencur
3	<i>Tipakan</i>	Ginger
4	<i>Laus</i>	Laos
5	<i>Sasawi</i>	Mustard
6	<i>Gumbili</i>	Cassava
7	<i>Bilungka</i>	Cucumber
8	<i>Hanau</i>	Aren Tree
9	<i>Banih</i>	Rice
10	<i>Kustila</i>	Papaya
11	<i>Waluh</i>	Pumpkin
12	<i>Jaring</i>	Jengkol
13	<i>Sahang</i>	Pepper
14	<i>Kaladi</i>	Taro
15	<i>Gatah</i>	Rubber Tree
16	<i>Kasturi</i>	Small black mango
17	<i>Tiwadak</i>	Cempedak

Lexicons used to show the natural conditions in the village of Pengaron can also be in the form of animal names, namely:

Table 4 Examples of lexicons related to animals in Banjar Language

No.	Name of animal	Meaning
1	<i>Binjagan</i>	Deer
2	<i>Hadangan</i>	Buffalo
3	<i>Kuyuk</i>	Dog
4	<i>Itik</i>	Duck
5	<i>Hayam Kampung</i>	Chicken
6	<i>Warik</i>	Monkey
7	<i>Kukulai</i>	Owl
8	<i>Kalulut</i>	Honey fly
9	<i>Tabuan</i>	Bee
10	<i>Sadu</i>	Skunk

Examples of the findings above can be evidence that strengthens the Ecolinguistics theory of the interrelationship of language and the environment in which it lives. Although both use the Banjar language, differences in the environment where people live in Banjar will show some

lexicon differences that are influenced by the physical and social conditions in which the speaker resides. The vocabulary found in Pengaron may be slightly different from the vocabulary understood by people living in Sarang Tiung, Kotabaru, due to differences in the environment in which speakers live.

The language a person uses is generally influenced by each person's socio-economic circumstances. People from good economic circles will get used to using Indonesian, they are also very concerned about the development of the language, while in people whose socio-economic conditions are low, they do not pay much attention to language development, and in general, they use regional languages when communicating.

Nevertheless, when someone has started to get along a lot with the environment they play in, their language will experience a shift that language in that person will affect each other (Lubis, 2014). A person who used to use Indonesian will be affected by the regional language that he gets from his peers. Likewise, with someone who used to use the regional language, his language will also be influenced by Indonesian, which he usually hears from his peers.

Banjar language can indicate a person's position in the family because each family member who is a sibling of the mother/father has a different nickname in Banjar language, as described in the table below:

Table 5 A various name for the siblings of the parent in Banjar language

Summons	Meaning
<i>Gulu</i>	The oldest child
<i>Angah</i>	Child number 2
<i>Julak</i>	Child number 3
<i>Amak/acil</i>	Child number 4
<i>Busu/acil</i>	Child number 5
<i>Ading</i>	The last child

Lexicon related to livelihoods in the Banjar community is also closely related to the area where Banjar speakers live or come from. For example, for rubber plantation areas such as Halong, Pengaron and other areas where many people are gardening as well as raising, then the following lexicon will sound familiar:

Table 6 Examples of lexicon commonly found in the Banjar community

Livelihood Lexicon	Meaning
<i>Manual</i>	Dig for coal manually
<i>Manyadap</i>	Making Palm Sugar
<i>Manurih</i>	Cutting Rubber
<i>Bahuma</i>	Planting
<i>Bainguang</i>	Raising

The lexicon above will sound not so familiar to the people of Banjar who live in urban areas who do not have a knowledge attachment to livelihoods in plantation and livestock areas.

In an effort to answer the study question, the research team categorized lexicon in Banjar language that is rarely found or has shifted based on the class he said. The first category is nouns. Based on our findings, there are 43 nouns in the Banjar language that have undergone a shift as can be seen in the table below:

Table 7 The shift of nouns in Banjar language

Noun Vocabulary	Meaning
<i>Rambai</i>	Fruit like langsung
<i>Tampurikat</i>	Fruit like mangosteen but its color is yellow
<i>Pampakin</i>	Fruit is like durian but it's orange
<i>Karayi</i>	Metimun
<i>Kalakai</i>	Fern leaves
<i>Kalumpe</i>	Cassava shoots
<i>Maritam</i>	The fruit is like hairless rambutan
<i>Kulidang</i>	Red flaky
<i>Sanguang</i>	Her fruit is small like marbles its sour and sweet taste
<i>Lahung</i>	Fruit is like durian but its color is red
<i>Adupan</i>	Dog
<i>Anguy</i>	Chameleon
<i>Lalak</i>	Frog
<i>Katikih</i>	Large red ants
<i>Agas</i>	Small mosquitoes
<i>Undur-undur</i>	Group of insects
<i>Anai-anai</i>	White insects
<i>Kijang</i>	Deer
<i>Tatangkut</i>	Bee
<i>Kakasiur</i>	Dragonfly
<i>Rumbih</i>	Avalanche
<i>Ba'ah</i>	Sudden flooding
<i>Arang</i>	Land left
<i>Indung</i>	Mother
<i>Rengge</i>	Fish net
<i>Ulatih</i>	Corned
<i>Mamarina</i>	Aunt
<i>Lalongkang</i>	Window

Noun Vocabulary	Meaning
<i>Tangkuluk</i>	Headgear
<i>Motor</i>	Car
<i>Halu dan lasung</i>	Tools to smooth coffee beans
<i>Bakuan</i>	Collected rubber
<i>Bubungan</i>	“atap”
<i>Suluh</i>	Torch
<i>Biuku</i>	Turtle
<i>Sanayan</i>	Monday
<i>Sasudu</i>	Spoon
<i>Almanak</i>	Calendar
<i>Kartak</i>	Road
<i>Hambin</i>	Terrace
<i>Balik</i>	Tin
<i>Padaringan</i>	Rice place
<i>Batajak las</i>	Stamping influence

The second category is verbs. There are 18 lexicons in This category that we found have shifted. The list of the 18 lexicons can be seen in the table below:

Table 8 The shift of Verbs in the Banjar language

Verb Vocabulary	Meaning
<i>Malunta</i>	Looking for fish
<i>Bagarit</i>	Hunt
<i>Madam</i>	Homecoming
<i>Maluntar</i>	Fishing
<i>Mamutung</i>	Cutting rubber
<i>Jihing</i>	Smile
<i>Sarak</i>	Divorce
<i>Mengoral</i>	Looking for coral stones
<i>Belabuh</i>	To the market
<i>Perai</i>	Go home
<i>Balalah</i>	Walk
<i>Bakudak</i>	Photographed
<i>Manggalau</i>	Catching fish
<i>Bererampaan</i>	Create a playground
<i>Balantik</i>	Owe
<i>Manungkih</i>	Splitting wood
<i>Ba'andah</i>	Stopped
<i>Disatil</i>	Organize

The third category is an adjective. In this category, only five lexicons were found to have shifted. The list of lexicons in the adjective categories we found in the study is as follows:

Table 9 The shift of adjectives in the Banjar language

Adjective Vocabulary	Meaning
<i>Dugal</i>	Naughty
<i>Halui</i>	Small
<i>Taguh</i>	Brave
<i>Disunduk</i>	Locked/locked
<i>Ambak</i>	Quiet

The last lexicon category we examined was adverbs. In This category, there are only four lexicons that are our findings, as illustrated in the table below:

Table 10 The shift of Adverbs in the Banjar language

Adverb Vocabulary	Meaning
<i>Barendet</i>	Rowdy
<i>Bakula</i>	Family
<i>Badarau</i>	Unison
<i>Bajuju</i>	Stammering

All lexicon in the four classes of words above experienced a shift due to changes in the natural and social conditions of Banjar society in general. Further details will be discussed in the next section.

There are several factors that cause regional language vocabulary in a region can become extinct, among which is due to natural disasters and also the loss of native speakers of regional languages (Chen, 2016; McMahon, 2002). For example, as explained in the previous section, Pengaron village in Banjar Regency is an area that is famous as a plantation area. However, over time, some vocabulary related to vegetables and fruits in the area has shifted. It is due to the increasingly easy human interaction that people from other regions can come and go to Pengaron which ultimately has an impact on the Banjar language in the area.

Here is an example of a lexicon of vegetable and fruit plants that have rarely been used in the village of Pengaron and the lexicon that replaces it:

Table 11 Examples of shifting lexicon of plants and vegetables in Banjar Language

Lexicon	Meaning	Replacement Lexicon	Information
<i>Rambai</i>	Fruit like langsat	-	It's rarely found.
<i>Tampurikat</i>	Fruit like mangosteen but its colour is yellow	<i>Kapul</i>	Change the name
<i>Pampakin</i>	Fruit is like durian but its colour is orange	<i>Papakin</i>	Change the name

Lexicon	Meaning	Replacement Lexicon	Information
<i>Lahung</i>	Fruit is like durian, but its colour is red	<i>Durian habang</i>	Change the name
<i>Sanguang</i>	Her fruit is small like marbles its sour and sweet taste	-	It's rarely found.
<i>Kulidang</i>	Red flaky	<i>Tiwadak habang</i>	Change the name
<i>Maritam</i>	The fruit is like hairless rambutan	-	It's rarely found.
<i>Kalumpe</i>	Cassava shoots	<i>Pujuk gumbili</i>	Change the name
<i>Kalakai</i>	Fern leaves	<i>Sayur paku</i>	Change the name
<i>Karayi</i>	Cucumber	<i>Bilungka</i>	Change the name

As seen in the table above, the Banjar language shift that occurred in Pengaron was influenced by the vocabulary of the Banjar language from other regions in South Kalimantan. It suggests that the interaction patterns of people living in South Kalimantan with different dialects can shift vocabulary in other dialects in the same language, Banjar.

Another example of a shift can be seen from the lexicon regarding animals that are no longer found or rarely spoken in the village of Pengaron as follows:

Table 12 Examples of shifting animal lexicon in Banjar Language

Lexicon	Meaning	Replacement Lexicon	Information
<i>Adupan</i>	Dog	<i>Kuyuk</i>	Change the name
<i>Anguy</i>	Chameleon	-	It's rarely found.
<i>Katikih</i>	Large red ants	<i>Salimbada</i>	Change the name
<i>Lalak</i>	Frog	<i>Kuduk</i>	Change the name
<i>Kijang</i>	Deer	<i>Binjangan</i>	Change the name
<i>Agas</i>	Small mosquitoes	<i>Rangit</i>	Change the name
<i>Anai-anai</i>	White insects	<i>Rayap</i>	Change the name
<i>Undur-undur</i>	Group of insects	-	It's rarely found.
<i>Tatangkut</i>	Bee	<i>Pinyangat</i>	Change the name
<i>Kakasiur</i>	Dragonfly	<i>Sisiur</i>	Change the name

Like the lexicon associated with vegetables and fruits, the animal-related lexicon that shifts in the Pengaron area also only shifts locally. That is, the shift is influenced by the Banjar dialect, not from other languages. It shows that those who bring about change are fellow Speakers of Banjar. It's just that dialect differences cause a change of a few words.

In relation to social-environmental conditions, some of the Lexicon of Banjar language in Pengaron village that experienced a shift included the following:

Table 13 Examples of shifts in the Lexicon of Banjar language related to social conditions

Lexicon	Replacement Lexicon	Meaning
<i>Madam</i>	<i>Mudik</i>	Travel
<i>Jamban</i>	<i>WC</i>	Toilet
<i>Bahual</i>	<i>Bekalahi</i>	Hostile
<i>Maluntar</i>	<i>Maunjun</i>	Fishing
<i>Bahanyut</i>	<i>Bakunyung</i>	Swim
<i>Berendet</i>	<i>Bajurut</i>	Rowdy
<i>Mamutung</i>	<i>Manurih</i>	Cutting rubber
<i>Dugal</i>	<i>Macal</i>	Naughty
<i>Baulanja</i>	<i>Batutukar</i>	Buy
<i>Rengge</i>	<i>Lunta</i>	Fishnet
<i>Halui</i>	<i>Halus</i>	Small
<i>Manyungkal</i>	<i>Menabuk</i>	Dig
<i>Indung</i>	<i>Uma</i>	Mother
<i>Jihing</i>	<i>Takurihing</i>	Smile
<i>Taguh</i>	<i>Harat</i>	Brave

In addition, there is also a lexicon that is no longer used or rarely used because of natural changes. For example, the word “*ba’ah*”, which means a sudden flood, is almost no longer understood by young Banjar speakers in the village of Pengaron. It happens because of changes in nature in the village that the river has not overflowed suddenly like in the past because of the arrangements that have been made on the river in the village.

Another lexicon that has rarely been heard or has undergone a shift in meaning is “*rumbih*”. “*Rumbih*” means landslide. The lexicon is rarely used by the people of Pengaron village because the landslide event that usually accompanies severe flooding is no longer here. Therefore, the use of the lexicon has become unusual in the present.

Another lexicon that is still often heard in Banjar speakers in other areas but is rarely found in Pengaron is *melunta*. *Melunta* means fishing activities. The lexicon became unusually heard in Pengaron because the village’s river water had been polluted due to the explosion of coal mine bombs around Pengaron. Because the river is polluted, people rarely look for fish in the river. As a result, the word *melunta* is rarely used even though the meaning may still be understood by speakers of Banjar language in Pengaron.

The next lexicon that has rarely been spoken is *charcoal*. *Charcoal* means unworked land or land that is left unchecked. It happens because of changes in people’s livelihoods in Pengaron when compared to a few decades ago. Currently, the land that was once used for farming has become part of the mining land. As a result, the lexicon related to land, such as charcoal, is no longer used by the community.

The next lexicon that has also been very rarely used by the community in Pengaron is “*bagarit*”. “*bagarit*” means hunting. The vocabulary is rarely used because there is not much more fauna found in the village of Pengaron due to the conversion of forests in the area that has been used as coal mining land and mountain rocks.

The above explanation proves that changes that occur in the speaker’s environment, both physically and socially, will directly impact the language used by the community (Milroy & Milroy, 2008).

In comparison, the Banjar language shift also occurred in the Mandikapau area of Karang Intan District of Martapura City, which is still one district with Pengaron. The area has a long and wide river formed from the Riam Kanan River Dam and the Intan Coral Dam. People from Mandikapau village mostly have livelihoods such as raising animals, gardening fruits and vegetables and tapping rubber. So that the lexicons used show the natural conditions that exist there, for example, such as “*motong*” (tapping rubber), “*bekaramba*” (raising fish), “*manyadot batu*” (the work of sucking stones from the river), “*mambuat batu*” (transporting large stones into trucks then the stone is brought and sold).

As the time progress and nature change, there are many vocabularies that are no longer used or rarely used so that the vocabulary slowly disappears (Kenter et al., 2015; Meara, 2004). It happens because of natural changes such as the destruction of objects in the environment. One example is the “*mengoral*” lexicon. “*Mengoral*” means looking for coral stones. The word is no longer heard in the village of Mandikapau. It is due to the availability of coral stones in the village that can no longer be found as before. As a result, the community does not work as coral stone seekers anymore.

Examples of other vocabulary such as “*halu*” and “*lasung*” (nouns) have also been very rarely spoken. It used to be used to destroy coffee. “*Halu*” and “*lasung*” have rarely been heard even not used anymore because of the absence of people who make coffee by destroying their own coffee beans today. Furthermore, there are no more people who grow coffee plants in It Mandikapau village. Nowadays, everything is instant. There are already many instant coffees sold in kiosks so that people do not have to painstakingly smooth coffee beans first to drink coffee.

There are also terms that are lost or no longer used in the Banjar language by the people of Mandikapau village, such as “*batajak las*”. The term was originally used by ancient people in the game of dominoes to determine a win or lose. Originally “*batajak las*” were only a term in the game of dominoes, then became a term used every day in ancient times. The term is borrowed to describe a phenomenon. If there is a person who sticks his influence in a group, then that person

is being “*batajak las*”. The term is no longer used in Mandikapau. Even many children do not know the lexicon.

The language a person uses is generally influenced by each person’s socio-economic circumstances (Lacher, 2006; Schwab & Lew-Williams, 2016; Wagner et al., 1993; Walsh, 2006, 2011). People from good economic circles will generally get used to using Indonesian. They are also very attentive to the development of their language. While people whose socio-economic circumstances are low do not pay much attention to language development, and in general, people whose socio-economic conditions are low will use the language of the region when communicating (Schwab & Lew-Williams, 2016). It is what happened in Mandikapau. Here we can see a person’s language from his economy. If they are from good economic circles, they usually tend to use Banjar language mixed with Indonesian, and if they are from low economic circles, they tend to only use Banjar language, which is somewhat old-fashioned or has rarely been used to communicate with people. Additionally, when someone starts to adapt to their environment, their marginal economy will change (Fill & Mühlhäusler, 2001). Moreover, there is an assumption that Indonesian is cooler than the local language.

From the study, we can see that changes in the Banjar language have occurred and will definitely continue to occur. Changes can occur either because of the community of language users themselves or other factors related to the physical condition of nature. In general, the shift that occurs in Banjar languages in different regions that the language is used is due to the influence of other languages or Banjar languages from different dialects or sub-dialects. The shift in language can be clearly seen from the differences in usage and knowledge related to certain lexicons between older speakers and young ones. One day it is very likely that some lexicon in the Banjar language will be lost because it is shifted by another lexicon with the same meaning.

Examples of the lexicon in Banjar language that is rarely found in several different regions where the language is spoken are as follows:

Hambin: Courtyard

Almanak: Calendar

Atang: A place to cook

Balik: Cans

Suluh: Torch light

Menungkih: Splitting wood

Badarau: In unison

Menggalau: To catch fish

Ba’andah: To stop by

Padaringan: Rice holder

Perai: Home/finish

Lalungkang: window

Bakudak: To take picture

Sasudu: Spoon

Landau: Knee

Biuku: Turtoise

Bererampaan: To create a place to play

Both in the Banjar Hulu and Banjar Kuala areas, the lexicon above has begun to be rarely used, even some are no longer understood by speakers of Banjar (Arini, 2016). As an illustration, we will briefly explain what examples of shifts occur in the lexicon above.

“*Lalungkang*”, which means that the window is rarely used in Speakers of Banjar in the Hulu area. Hence, based on the results of the interview, *then it is* only spoken by speakers who have aged. The word has been replaced by a *window* taken from the Indonesian language.

“*Bakudak*” was once commonly used as a verb that indicates photo activities. Nowadays it is rare for Banjar speakers, especially those who are young, to use the lexicon to show the meaning of taking pictures. The flow of information and technological developments make more Speakers of Banjar using lexicon absorption from Indonesian such as taking *pictures* or “*bafoto*” and also terms taken from foreign languages *selfie* if the “*bakudak*” activity refers to taking photos of yourself.

“*Sasudu*”, which was once a lexicon that is commonly used to refer to one of the cutleries, has rarely been heard in the Banjar language. The lexicon shifted into a lexicon that is understood by all Indonesians, namely “*sendok*”.

Ridges which are lexicons related to architecture in the Banjar language, have also begun to be rarely heard. Today the Banjar people are more familiar with the word “*atap*” than “*bubungan*” to refer to the same object that is one part of the house.

“*Landau*” used to be often spoken to refer to the *knee*. Currently, Banjar people often use the lexicon “*lintuhut*” or *knee* to replace the use of “*landau*”.

“*Biuku*” as one of the animals that are often found in the area of South Kalimantan that has many rivers, is also rarely used. Most Banjar people now use *the turtle* lexicon to refer to the same animal as the “*biuku*”.

The last lexicon that is an example in the study is “*bererampaan*”. “*bererampaan*” is a lexicon that means making a place to play. The word is taken from the root of the word *rampa*,

which means playground. “*rampa*” itself has something to do with nature. In the past, “*rampa*” refers to bamboo that is arranged and used as a place to play or a place to sit. Nowadays, it is rare for people to use the word. In areas with the livelihoods of the people, the word “*bererangan*” is replaced by “*beleladangan*”, which has the same meaning. Once again, the shifting demonstrates the strong interconnectedness of language with the environment.

In conclusion, the shift in Banjar language does not only occur in the Area of Pengaron and Mandikapau in Banjar Regency. Broadly speaking, the shift in Banjar language occurs in different regions with different dialects and sub-dialects of Banjar. That is, the shift is inevitable given the dynamic human nature and the nature of language, which is also not static. The shift in the Banjar language that is happening today will continue. The question is, will the shift threaten the Banjar language and could lead to extinction? We think the shift in Banjar language, for now, will not cause the Banjar language to go extinct, considering that speakers of the language are still very much in number. Moreover, Banjar is a language that is not only spoken in South Kalimantan but also in other provinces such as East Kalimantan. In addition, the shift in Banjar language that occurred is not only caused by the influence of foreign languages or national languages but also due to the influence of the sub-dialect of Banjar itself.

CONCLUSION

From this study it can be concluded that the environment, both physical and social, has an impact on the shift that occurs in the Banjar language. Language shifts in Banjar language occur in a short period of time. Therefore, it is not uncommon to find a lexicon whose meaning is still understood by parents but is familiar to younger Banjar speakers. Language shifts are common in any language in the world. However, the rate of the shift must be considered in the framework of regional language participation.

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Improving Literacy Skills of Students with Different Learning Styles Using E-6tslearning

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ABSTRACT

This research was aimed at describing what learning styles dominate the students' reading and writing abilities and how E-6tslearning improve the the fourth semester students' reading and writing skills of the English Language Education Study Program of Teacher Training and Education Faculty of Pekalongan University. The writer used classroom action research (CAR) with 28 students as samples. The writer used planning, acting, observing and reflecting cycles. The writer used questionnaires to determine students' learning styles and their satisfaction with the use of E-6tslearning and tests to measure their reading and writing skills. The results of the questionnaire analysis showed that there were three learning styles; those were visual, auditory and kinesthetic. From the results of the comparison of pre-test and post-test, students with kinesthetic learning styles experienced the best improvement of all, the visual group was the second one and the auditory group got the lowest achievement. The results of the pre-test and post-test comparison show an improvement in students' skills and motivation. This proves that the use of e-6tslearning can improve students' reading and writing skills. The results of the questionnaire analysis of student satisfaction on the use of e-6tslearning shows that learning by using e-6tslearning, students can improve their reading and writing skills and digital literacy. They can learn with fun with and without lecturer's assistance.

Keywords: *reading; writing; digital literacy; learning styles*

INTRODUCTION

English as an international language will definitely be used in the use of modern technology. A variety of modern technologies are also used in supporting learning English. This phenomenon has not yet occurred in the teaching and learning process at Pekalongan University. Many teaching and learning process is still done traditionally in class using lecturing and discussion techniques. The lecturers have not applied the technology well. Only a few lecturers do the learning process using online strategies. It makes the students get bored in the process of

learning English. Teaching learning process should not only increase students' knowledge but also must develop their creativity, critical thinking, and characters such as social skills, tolerance, productivity, and adaptive skills (Narmaditya, Winarning, Wulandari, 2017). Teaching English is crucial for communicative purpose to cope with the growth of demand for English, both in national or international (Hosaain, 2015).

As a good method in learning, the teachers should use media in their teaching. Sudiran and Prasetyowati (2014) state that media is essential to teaching learning process. According to Chandra & Lloyd (2008), the role of electronic media on the language learning, learners' further involvement in their learning and the assessment. In addition, Gilbert, Morton & Rowley (2007), it was strongly recommended that 'technology-mediation yields better learner's achievement. Moreover, Liu & Chu (2010) state self-created strategies like instructional ones ought to empower understudies to assume responsibility they could call their own learning and lead to autonomy, independence and achievement. E-learning is information and communication technology to activate students to learn anywhere and everywhere (Hartanto, 2016). Using multimedia tools, an online English class can have video, audio, images and interactive exercises that facilitate the student's experience and transform the moment of learning in a fun and light practice (Barbarick, 2010). Based on those statements above, it can be concluded that the role of electronic media is important to support the teaching learning of English.

Lack of students' motivation is one of the problems in learning English. This can be caused by the way the lecturer teaches or the teaching method used by the lecturer. For teachers, knowledge about students' motivational beliefs will help teacher to create learning environment that will be well suited for students' psychological needs (Boekaets, 2016). Motivation is fundamental element of students learning, and teachers can assist students to increase and develop students' motivation to get optimal achievement in the classroom (Valerio, 2012) Students will get bored easily every time a lecturer teaches them using the traditional or conventional way. At present, students are not passive agents in the learning process, they become active agents. An interesting teaching and learning process must involve students as the center of learning. Some interesting methods, strategies, and media can be used to help them become interested in the learning process, especially the process of learning to read and write.

The lecturer plays an important role to make the teaching and learning process successful by having four lecturer competencies: pedagogical, professional, social and personality. In the teaching process, lecturers can apply their pedagogical competencies using learning methods and media. Learning methods and media can help students master the material easier. In this global and modern era, lecturers are not only expected to have good literacy skills in several ways, but

also must be able to make students have good literacy skills. Literacy skills empower people with the critical skills which will help them to be independent learner (Ranaweera, 2008). Moreover, literacy skills were taught to use assertiveness and internet technologies to engage in self-study of their class materials or for personal interest (Silver, 2008).

These skills will enable people to Students in this case, are also expected to master digital literacy. The author will focus literacy discussions on students' ability to read and write for academic purposes. In reading there must be a process called understanding; it is the purpose of reading that students must master text content (Rosari & Mujiyanto, 2016). In fact, the ability to use language communicatively does not only use one skill. Susan, et.al (2020) state that reading is considered an important skill that influences other language skills.

One important component that influences the teaching and learning process is students' learning styles. Learning styles is particular significance in promoting teaching and learning experiences (Jaleel & Thomas, 2019). Learning styles show the individual differences of students in learning that play an important role in the teaching and learning process. Lecturers must be able to know the learning styles of their students. By knowing it, lecturers can prepare themselves in teaching and developing students' English performance (Manikowati & Bharati, 2017). How lecturers integrate all learning styles is still a big question. Wong and Nunan (2014) state the distinctions between active and passive students in terms of learning styles, strategies and practices. Students can learn using their own learning styles. Those can be concluded that by applying learning styles, strategies and practices, the effective students will be more having a good confidence in communicating of learning English.

The novelty of this research is the integration and modification of literacy teaching strategies which are the use of 6TS (Time, Text, Teach, Talk, Task, Test, and Summary) made by Richard Allington in teaching Digital Literacy at the university level with the use of digital media namely E-Learning. The integration and modification of literacy teaching strategies and digital media are moderated by student learning styles.

MATERIALS AND METHOD

The writer uses classroom action research (CAR) in this study. The purpose of classroom action research is to change the teaching behavior of lecturers, the behavior of students in the classroom, improve the learning practices, and change the framework of implementing classroom learning taught by the lecturer so that there is an increase in teacher professional services in managing the learning process.

According to Hopkins (1993), classroom action research begins with planning actions, implementing actions, observing and reflecting the process and results of actions (observation and evaluation). While the procedure in class action research consists of four components; namely planning (planning), implementation (acting), observation (observing), and reflection (reflecting). The steps of classroom action research are as follows:

Figure 1. Action Research Design



The subjects of this study were the fourth semester students of the English Language Education Study Program Faculty of Teacher Training and Education (FKIP), Pekalongan University. The population of this study was all semester 4 students of the English Education Study Program FKIP Pekalongan University, as many as 57 students. The writer only took 28 morning class students as the research samples.

The procedure of the study was started from planning, that is the preparation made by the writer in carrying out classroom action research which includes activities: compiling learning plans and making learning media. The second is acting, a description of the action taken, the corrective action and the procedure of action to be carried out by the writer. The next is observing, conducted to see the implementation of previous actions that have been made well, ensuring there are no deviations that can provide results in improving student learning outcomes. The last step is reflecting, evaluation activities as a result of actions that have been implemented. At this step the changes will occur. How and to what extent the actions determined are able to achieve change or resolve the problem significantly. From this reflection activity, the writer can decide the next step that can be taken to achieve the expected improvement.

The writer used some methods to collect the data. The first, the writer provided a questionnaire instrument during the observation phase in class. This questionnaire was given twice, namely a questionnaire about students' learning styles and a questionnaire of students'

satisfaction in using E-6 Learning. The second, the writer used test. The test was carried out to measure the students' ability in reading and writing. Test is in the form of instructions for reading and writing. The writer provided two types of tests, namely pre-test to measure the students' basic abilities of reading and writing and post-test to measure the improvement in students' reading and writing abilities by using E-6 Learning.

The writer used two techniques of data analysis; they are questionnaire analysis and test analysis. The writer used qualitative data analysis to analyze the students' questionnaire. The writer described the results of the observation checklist, classified the problems and shortcomings faced, interpreted the data, and finally made conclusions and came up with a solution. The writer analyzed students' test results as a measurement tool for students' ability to read and write. The writer used reading and writing assessments with a range of values quantitatively in pre-test and post-test.

RESULTS & DISCUSSION

Students' Learning Styles Result

The writer analyzed the results of students' learning styles questionnaires of semester 4 (four) English Education Study Programs at Pekalongan University in the academic year 2019/2020.

Table 1. Students' Learning Styles Result

No	Students' Codes	Students' Learning Styles		
		Visual	Auditory	Kinesthetic
1	S1	✓		
2	S2	✓		
3	S3			✓
4	S4		✓	
5	S5			✓
6	S6	✓		
7	S7		✓	
8	S8	✓		
9	S9			✓
10	S10		✓	
11	S11			✓
12	S12		✓	
13	S13	✓		

14	S14			✓
15	S15		✓	
16	S16	✓		
17	S17	✓		
18	S18			✓
19	S19		✓	
20	S20			✓
21	S21	✓		
22	S22			✓
23	S23		✓	
24	S24		✓	
25	S25	✓		
26	S26			✓
27	S27		✓	
28	S28	✓		
		10	9	9

The table shows students' learning styles. From this table it can be concluded that the 4th semester students have all learning styles namely visual, auditory, and kinesthetic. The number of student comparisons with their learning styles is almost the same, 10 for visuals, 9 for auditory, and 9 for kinesthetic. The highest number of students is students with a visual learning style with 10 points, followed by an auditory and 9 points each.

From these results, the number of students with the highest learning styles is visual. This indicates that the learning styles of students who use visual media are quite high. The conclusion is the learning process must consider visual methods such as the use of material in power points, the provision of books, teaching materials, and modules.

Auditory and kinesthetic learning styles have the same number of students, which are 9 students. It can be concluded that in addition to the use of visual methods, the methods that use auditory methods such as the use of video, music, direct explanation by lecturers are also quite important to use. Likewise, with the kinesthetic method, the use of learning methods that use the kinesthetic method also needs to be considered, such as writing an essay because it involves motor movements.

From the analysis of students' learning styles, it is necessary to think about a learning method that can accommodate all students' learning styles. In addition, the method must also consider the current style of students who are included in millennial era, where they have a high interaction with information technology. From this, the writer used the E-6tslearning application that can accommodate all learning styles, moreover learning using this application also heeded the principle of learning that is close to millennial students.

Students' Pre-Test Result

Pre test needs to be done to find out the results of the initial ability scores of students. The pre test score also determines whether it is necessary to increase the students' score or not. The following are the results of the pre-test scores for each group of learning styles.

Table 2. Result of Students with Visual Learning Style

No	NPM	Students' Codes	Class	Score
1	918013171	S1	Class A	87
2	918012861	S2	Class A	85
3	918013181	S6	Class A	75
4	918013041	S8	Class A	81
5	918013031	S13	Class A	81
6	918013001	S16	Class A	76
7	918012751	S17	Class A	79
8	918012851	S21	Class A	75
9	918012651	S25	Class A	81
10	918013061	S28	Class A	76
TOTAL				796
Average				79.6

From the above table it can be concluded that the pre test results of students with the visual learning style of semester 4 indicate the number 79.6. This score is included in the Average category. Since the average grade of students with visual learning style was still included in the average category, it is necessary to improve the ability to achieve more satisfying grades.

Table 3. Result of Students with Auditory Learning Style

No	NPM	Students' Codes	Class	Score
1	918012901	S4	Class A	80
2	918012841	S7	Class A	77
3	918013021	S10	Class A	79
4	918013051	S12	Class A	76
5	918012921	S15	Class A	81
6	918013011	S19	Class A	81
7	918012661	S23	Class A	85
8	918012631	S24	Class A	85
9	918013081	S27	Class A	76
TOTAL				720
Average				80

Based on the table above, it can be seen that the score of students with auditory learning

style was higher than students with visual learning style. The average of the auditory learning style students was 80, and was included in the good category. Like the results of visual grades, the results of auditory students need to be improved.

Table 4. Result of Students with Kinesthetic Learning Style

NO	NPM	Students' Codes	Class	Score
1	918012641	S3	Class A	89
2	918012731	S5	Class A	76
3	918012831	S9	Class A	79
4	918012741	S11	Class A	80
5	918012871	S14	Class A	76
6	918012691	S18	Class A	87
7	918012811	S20	Class A	79
8	918012761	S22	Class A	76
9	918013091	S26	Class A	85
TOTAL				727
Average				80.78

The average of the pre test of students with kinesthetic learning styles was 80.78. It was the highest pre-test scores of other learning styles. It can be said that the students with kinesthetic learning styles got the highest scores of all.

Students' Post Test Result

Based on the results of the post-test held on March 25, 2020, to 28 morning class students as the research samples, the results were obtained as attached in the tables below. Post test was carried out to all students. The scores in each table are as follows:

Table 5. Result of Students with Visual Learning Style

No	NPM	Students' Codes	Class	Score
1	918013171	S1	Class A	91
2	918012861	S2	Class A	89
3	918013181	S6	Class A	83
4	918013041	S8	Class A	83
5	918013031	S13	Class A	85
6	918013001	S16	Class A	81
7	918012751	S17	Class A	82
8	918012851	S21	Class A	79
9	918012651	S25	Class A	82
10	918013061	S28	Class A	78
TOTAL				833
Average				83.3

The post test was carried out after the students were given treatment for 2 weeks using the online learning method, namely e-6 learning application. The application provides the students features that have been adapted to the stages of manual learning. The table shows that the post test average score in the visual learning style is 83.3. An average score of 83.3 indicates that the ability of students is in the very good criteria. Very good category means that students have been able to make a summary which contains elements of information taken from several sources clearly. The summary has a writing organization that has few errors.

From that explanation, it can be concluded that the use of e-6tslearning application provides attractive displays that is able to attract students to be more involved in learning. The next is the result of post test of students with auditory learning style.

Table 6. Result of Students with Auditory Learning Style

No	NPM	Students' Codes	Class	Score
1	918012901	S4	Class A	82
2	918012841	S7	Class A	79
3	918013021	S10	Class A	79
4	918013051	S12	Class A	78
5	918012921	S15	Class A	84
6	918013011	S19	Class A	85
7	918012661	S23	Class A	85
8	918012631	S24	Class A	83
9	918013081	S27	Class A	79
TOTAL				734
Average				81.55

The table shows the students with auditory learning style post test scores. From the table, it is known that the average score of students' abilities in the auditory learning style is 81.55. An average score of 81.55 based on the student's ability criteria indicates very good criteria. Very good category in the students with auditory learning style indicates that the e-6-learning application has been equipped with a combination of various abilities that can explore the students' potential, so that the students will be more interested in learning with the help of this media. The next is the result of students with kinesthetic learning style post test.

Table 7. Result of Students with Kinesthetic Learning Style

N0	NPM	Students' Codes	Class	Scores
1	918012641	S3	Class A	91
2	918012731	S5	Class A	83
3	918012831	S9	Class A	82
4	918012741	S11	Class A	83
5	918012871	S14	Class A	85
6	918012691	S18	Class A	93
7	918012811	S20	Class A	82
8	918012761	S22	Class A	83
9	918013091	S26	Class A	88
TOTAL				770
Average				85.55

The table shows the result of the students with kinesthetic learning style test post. The average of students' post test is 85.55. The average score indicates that the ability of students in this learning style is very high in other words the ability is ranked Excellent. The Excellent predicate is the highest criterion in the students' ability. Excellent means that most students have been able to make a summary that contains all elements of information that are presented clearly; there were no language errors and the information is fast and easy to understand.

DISCUSSION

Planning

The first stage of the CAR is the planning stage. The planning stage begins with evaluating the results of the pre-test and the conservation of the learning styles of the students. The pre-test was conducted on 4 March 2020. The pre-test results showed that the students' scores in writing material were still in the average or average category. Therefore, it is necessary to increase the students' ability in reading and writing, especially in Digital Literacy courses. Another reason for improvement is to see the importance of reading and writing skills in Digital Literacy courses. In Digital Literacy, writing and reading skills are very necessary because these skills are basic skills that can be used both for making digital-based teaching materials and in understanding information.

Planning is also based on students' learning styles analysis. Analyzing students' learning styles is important because learning styles determine the appropriate learning methods used for students. From the results of students' learning styles analysis, there are 3 learning styles used by students, namely visual, auditory, and kinesthetic. From the results of the analysis, the writer must determine a method that can accommodate these three learning styles.

From the results of the pre-test and observation analysis, the writer determined the things that need to be integrated in the lesson plan and syllabus so that the lesson plan and syllabus have strong planning and can properly increase students' abilities and skills in reading and writing. The writer used E-6tslearning as a learning method.

Acting

After the planning stage is carried out, the next stage is the acting or implementation stage. In implementation, the writer conducted activities that have been planned in the lesson plan and syllabus, namely improving students' skills by using the E-6tslearning application. The learning process using the E-6TS method was conducted on March 18, 2020. The following are the stages of learning using the E-6tslearning method.

a. Time

Lecturer gave students time to read some texts that must be sought and obtained through internet sources. The lecturer gave a time that was in accordance with the amount of text that students must read.

b. Text

Lecturer provided several texts for students to read. This text is based on the student's level. It can be given every day to make students understand a lot of reading texts.

c. Teach

An important part of teaching is to provide appropriate allocation of time and teaching material. Yet in this method, active instruction such as lecturer modeling and demonstration becomes an important role to get a good reader. Lecturers in this step must provide models and demonstrations on how to read and write well so that students will imitate and become literate. The lecturer also must give some materials to support the students to understand some information that are taken from internet sources.

d. Talk

Lecturers and students discussed ideas, concepts, hypotheses, strategies, and responses with others. The questions asked by the lecturer were more "open" questions, where several responses will be appropriate.

e. Task

Lecturers gave students more assignments to measure students' understanding. They read entire books, complete individual and small group research projects, and work on assignments that integrate multiple fields of content (reading, writing, and social studies).

f. Test

This is the time for the lecturer to evaluate the students' literacy. This means that lecturers provided tests and individual measurements so that different achievement between students will be seen. Lecturer can decide which students are better at reading and writing.

g. Summary

The final step is to make a summary. The lecturer asked students to make a summary of books and reading resources from the internet owned by students.

Observing

Observing phase (observation) is the stage where the observation of learning treatment using the e-6tslearning application is carried out. The observation was carried out during the learning process. Based on observations, the writer saw that the class conditions were very conducive. This is an evident of the students' enthusiasm in joining the learning actively. The involvement of these students was influenced by the supporting factors of learning in the form of media that tried to unite several aspects needed in improving the ability to learn English in one neatly arranged component. The use of the media helps the lecturer and students in communication.

Reflecting

In the reflection phase, the writer conducted an evaluation to decide whether the use of e-6tslearning can be used to improve Digital Literacy learning. As a measuring tool to determine the students' ability, at the final stage the writer gave a post test to all samples.

The next one is the discussion of the results of a questionnaire analysis provided by writer to students about their satisfaction in using the e-6tslearning application as an online learning method, it is known that:

1. All students state that e-6tslearning gives students the freedom to study independently.
2. One student states that e-6tslearning provides students with a time limit for learning.
3. All students state that by using e-6tslearning students get improved skills in using digital technology.
4. All students say that e-6tslearning makes students able to learn independently even without lecturer's assistance.
5. Two students state that e-6tslearning has prevented students from learning organization.
6. All students declare e-6tslearning provides an opportunity for all students who have different learning styles to participate in learning well and fun.

7. All students state that e-6tslearning provides their learning more effective than manual learning.

Based on the results of the discussion of the test scores previously, it can be seen that through comparisons on the pre-test and post-test scores, there will be a very significant increase in Digital Literacy learning after using e-6tslearning. The comparison of these scores appears in the following table.

Table 8. Comparison of Students' Pre-Test and Post-Test Scores

Gaya Belajar	Pre-Test	Post-Test	Rata-Rata
Auditory	80	81.55	80.775
Visual	79.6	83.3	81.45
Kinestetik	80.77	85.55	83.16

The table shows the comparison of the students' pre-test and post-test scores in which each learning style has an improvement. In the auditory learning style the pre-test score is 80, while the post test is 81.55. The next result is visual learning style. The pre-test score in this learning style is 79.6 and the post-test score is 83.3. The final result is a comparison of scores on kinesthetic learning styles. The pre-test score on kinesthetic is 80.77 and post-test is 85.55. In other words, the apparent improvement in each learning style is the evidence that the use of the e-6tslearning teaching method can be used to improve students' learning abilities in learning Digital Literacy.

CONCLUSION

This research was conducted to answer two big questions, namely what learning styles dominate the Digital Literacy learning and how the use of e-6tslearning can improve students' ability in reading and writing at Pekalongan University. The results of the questionnaire analysis showed that the learning style that dominated was visual learning style with 10 students. Learning styles in the second and third order are auditory and kinesthetic. Therefore, the writer must consider learning methods that accommodate these three learning styles. In this research, the writer used the E-6tslearning application.

In the auditory learning style the pre test score is 80, while the post test is 81.55. The next result is visual learning style. The pre-test score in this learning style is 79.6 and the post-test score is 83.3. The next comparison is in the kinesthetic learning styles. The pre-test score on kinesthetic is 80.77 and post-test is 85.55. In other words, the apparent improvement in each learning style

becomes the evidence that the use of the e-6tslearning method can be used to improve students' learning abilities in learning Digital Literacy

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