



JURNAL ILMIAH LINGUA IDEA

ISSN 2086-1877 (Print); 2580-1066 (Online)

Volume 13, Issue 2, December 2022

Available Online at: <http://jos.unsoed.ac.id/index.php/jli/index>



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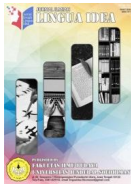
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Focus and Scope

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;
2. Micro-linguistics;
3. Translation studies;
4. Post-colonial literature;
5. Modern literature;
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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Wasei-Eigo Analysis on Instagram Social-Media: a Review of Sociolinguistics Study

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DOI: 10.20884/1.jli.2022.13.2.5807

Article History:

First Received:

10/05/2022

Final Revision:

29/12/2022

Available online:

31/12/2022

ABSTRACT

Wasei-eigo is a word or combination of words originating from English and then being adopted into a Japanese vocabulary with a different meaning from the original speaker in other words wasei-eigo is English made by the Japanese. This study aims to describe the process of wasei-eigo formation and classify the types of wasei-eigo found on Instagram social media. The main theory is based on the theories of Shibasaki, Tamoka, and Takatori. The method used in this research is the descriptive qualitative method. The data source comes from the captions of Japanese Instagram social media users uploaded from 2021 to early 2022. The results show that from the 45 wasei-eigo data studied, there are four processes of wasei-eigo formation: affixation, merging, cutting, and borrowing. In the classification, there are 15 data included in Imizurekata, 11 data included in Tanshukukata, 2 data included in Junwaseikata, and 12 data included in Eigohyougenfuzakata. This is related to the many uses of English adopted in the life of Japanese society. Wasei-eigo can be found in various aspects of life such as social, cultural, economic, or technological with the initial purpose of being a commercial form of a product and meeting the needs of the lexical gaps in the Japanese language.

Keywords: *Wasei-eigo; Sociolinguistics; Instagram*

INTRODUCTION

The language spoken in Japan, also called Yamato, is used by more than 127 million people, making it the 10th most spoken language in the world. Japanese is an "agglutinative, polysyllabic language." A language is included in the agglutinative if its grammar is characterized by a collection of basic elements called morphemes. The field of sociolinguistics is a field of study exploring how language and society influence each other. The sociolinguistic situation in Japanese is truly unique. Japanese is a language that has a long history of borrowing and continues to borrow from other languages at an accelerating rate, Olah (2007). After World War II, Japan aspired to create a nation similar in economic and technological development to the United States. Therefore, through their desire to emulate the American way of life, the Japanese began subconsciously to use more and more English words in everyday language. MacGregor (2003 in Olah, 2007)

measures the extent of the increase in loanwords, “The loanword dictionary entries are constantly growing: the most recent katakana dictionary published by Sanseido (2000) contains 52,500 foreign word entries. Compare this figure with the total of 20.000 in the first edition, which was published in 1972”. Loanwords are single or multiple words used in Japanese that are taken directly from, or consist of word components from other languages. Loanwords from foreign languages that enter Japan and have become the official Japanese vocabulary are called *gairaigo*.

Kindaichi, Hayashi & Shibata (1988 in Tomoda, 2002) explain that in general, the term *gairaigo* means ‘loanwords’, and refers to words borrowed from other languages which have come to be treated in the same manner as other words of the language. Further Yaniar and Masrokhah (2021) said *Gairaigo* is a Japanese loanword derived from a foreign word (*Gaikokugo*) which is recognized as a national word (*Kokugo*). In *gairaigo*, Japanese people mostly adopted words from English. However, what is unique about these loanwords is that in practice many of them have different structures and meanings that are not used even by native English speakers, Edriani (2019). This loanword is known by the term *wasei-eigo*.

Wasei-eigo is an English loanword adopted by the Japanese which goes through changes in terms of structure, usage, and meaning so that it is different from the native speaker. Shibasaki, Tamoka, and Takatori (2007) said, “*Wasei-eigo to wa eigo o moto ni tsukurareta katakana go no isshudeari, nihongo no goidearu*” which means that *Wasei-eigo* is an English vocabulary written in *katakana* and is a Japanese vocabulary. Furthermore, Norman (2012) stated that *wasei-eigo*, literally means “English made in Japan or also known as *Japlish* in short, it is a construction of the English language that is not spoken by native speakers but is used by Japanese speakers. Wahyuni & Nahisin (2014) said *wasei-eigo* was born since his entry foreign influence in Japan as *gairaigo* grew. However, *wasei-eigo* became popular and developed among the Japanese language community after being introduced and frequently used by Japanese advertising media to attract the attention of consumers. This vocabulary is also used for the economic or industrial purposes (Farabiansyah & Sopaheluwakan, 2020). This statement agrees with Daulton's (2004 in Olah, 2007) statement, “The most common source of sociocultural contact with English in Japan is the mass media, for example, fashion magazines and commercial advertisements of modern technology.” A study conducted by Takashi in 1990, which examined 513 TV commercials and 406 print advertisements, found that of the 21,149 words in the advertisements, 5,555 (23%) were English loanwords.

However, even though the *wasei-eigo* vocabulary comes from English words, *wasei-eigo* is difficult for native English speakers to understand, let alone learners of Japanese as a foreign language, this is because the word order and meaning of *wasei-eigo* is different from that used by

native English speakers, therefore without looking at the Japanese language dictionary it will be difficult to understand its meaning (Putri, 2018). Furthermore, Kay (1995 in Hatanaka & Pannell, 2016) explained the word *sutoobu* (heater) has a more restricted meaning than the English origin word "stove." And the word *baikingu* (all-you-can-eat buffet) diverges dramatically from the meaning of its origin word "viking." Other types of *wasei-eigo* that are more commonly described by Norman (2012) are those that combine more than one word into a single word in Japanese, such as "*pasokon*," the abbreviated form for personal computer, and those which abbreviate a single word, such as "*risutora*" standing for the English restructuring or corporate downsizing.

All these examples of the various types of *wasei-eigo* words and expressions make it clear how awareness of *wasei-eigo* affects Japanese learners (Norman, 2012). And considering the potential downside of misinterpretation, it's worth exploring Japan's native familiarity with *wasei-eigo* to gain an understanding of the relative potential of loanwords (*gairaigo*), with "English made in Japan" (*wasei-eigo*) (Goddard, 2019).

According to Shibasaki, Tamaoka, and Takatori (2007) *wasei-eigo* can be classified into four groups: 1) *Imizurekata*, which are words found in English, but in use, they have a different meaning from the meaning in English. 2) *Tanshukukata*, which is *wasei-eigo* formed due to the shortening of English words. 3) *Junwaseikata*, which is vocabulary such as words from English, but the use of the word is not found in the English language. 4) *Eigohyougen fuzaikata*, which is a combination of several morpheme words to create a new meaning.

Furthermore, Tsujimura (2013) suggests five ways of forming Japanese words: affixation, compounding, reduplication, clipping, and borrowing. Affixation, is the most common word formation process, which includes prefixation and suffixation. It is a process that gives a morpheme prefix or suffix to the base form. Compounding, combining in Japanese can be formed in various ways. For example, compound words can only be original, Sino-Japanese words or combinations of words with different origins. Compounding is also known as a compound, which is the process of combining two or more words. Reduplication, which is a repetition. Clipping is the process of omitting/shortening words from the original word. Borrowing, all loanwords including the Sino-Japanese combination in this group, when words are borrowed from other languages, some phonological changes are observed so that the pronunciation of loanwords is consistent with Japanese phonology.

The previous research that analyzed *wasei-eigo* that is relevant to this research include Anggi P. Hermawan, Iryananda, and Visiaty with the title "Analysis of *Wasei-Eigo* Types on Twitter Social Media." This study discusses the term *wasei eigo* which is found on social media Twitter.

This study aims to provide an overview of trends in the formation and use of *wasei-eigo* patterns on social media Twitter. Using descriptive qualitative research methods with data analysis methods with content analysis. this study classifies *wasei-eigo* into 14 types based on Tanabe's theory (1989). The result of this study is that the type of *wasei-eigo* found in the special word Twitter does not cover all classifications according to Tanabe's theory. The types of *wasei-eigo* found on Twitter are in the form of words, compound words, the same word meaning, different word meanings, abbreviations, English and Japanese combined forms, as-is forms, and prefix forms, such as *tsuitta* (twitter), *ritsuīto* (tweet), *forō* (follow), *dairekutomessēji* (direct messege), *ripu* (reply), *torendo* (trend), TL (timeline), and QT (quote).

Next, Arthur D. Meerman and Katsuo Tamaoka with the title “Japanese University EFL Student Understanding of Commonly-used Japanized-English (*Wasei-eigo*) Expression.” The present study examined the extent to which Japanese English as a Foreign Language (EFL) students studying at the university level understand that commonly used *wasei-eigo* expressions are not correct forms of expression in English-speaking nations. The research was conducted on 92 respondents. To analyze the data, researchers used the theory of Shibasaki, Tamaoka, and Takatori. The research was carried out by distributing questionnaires containing 35 words and the respondents identified whether these words were included in the *wasei-eigo* or not. Participants in the present study showed high correct response ratios for most of the items. 62.86 percent of *wasei-eigo* expressions showed over an 80 percent correct ratio. However, so long as new *wasei-eigo* expressions continue to enter the Japanese lexicon at a rapid rate, existing lists will need continuous updating. The difference between *wasei-eigo* and the equivalent expression in natural English will require continuous attention in EFL classrooms at all levels of English education in Japan.

This research will explain the process of forming *wasei-eigo* and the classification contained in each post caption of Japanese Instagram users. The data will be processed based on the Japanese word formation theory by Tsujimura and the *wasei-eigo* classification theory by Shibasaki, Tamaoka, and Takatori. With this research, we will see the extent to which *wasei-eigo* is used in the daily lives of Japanese people.

MATERIALS AND METHOD

This research is a type of qualitative research using descriptive methods. According to Moleong (2017) that by using a descriptive methods, the collected data can be in the form of words, images, and not numbers. Because in this research the writer will describe the findings of data in the form of words. The data collection technique used in this study is the documentation

technique. Lincoln & Guba in Moleong (2017) defines a document as any written material or photos, films, other than records, which were not prepared due to an investigator's request.

This research uses a data analysis techniques based on the theory of Miles and Huberman (1994). They said that the activity in qualitative data analysis was carried out interactively and continued continuously until complete, activities in data analysis are data reduction, data display, and conclusion drawing/verification. The data was obtained from all contents of post captions by Japanese Instagram users which were uploaded from 2021 to early 2022. There were 35 accounts of Instagram users selected in this study. Previously, researchers found 76 data that included *gairaigo* (loanwords/foreign words) which were then processed and produced 45 data that included *wasei-eigo*.

RESULTS & DISCUSSION

In the discussion of this research, researchers will analyze and describe the *wasei-eigo* that has been found in the captions of Japanese Instagram social media user's posts. There were 45 *wasei-eigo* data found and the researchers then analyzed the process of formation based on Tsujimura' theory and the data classification process with the theory of Shibasaki et al.

1. *Wasei-eigo* that Changes in Meaning: *Imizurekata*

Imizurekata is some words that exist in the English language but are used in a different sense from their English meaning. Of the 45 *wasei-eigo* data found in the captions of Japanese Instagram users for the period 2021 to 2022, 17 data were found to fall into this group, included: *endingu*, *teema*, *arerujii*, *hottokeeki*, *pan*, *poteto*, *suittsu*, *renji*, *tenshon*, *rentogen*, *arubaito*, *kureemu*, *saakuru*, *koora*, *kanningu*, *naiibu*, *kuriiningu*.

Data (16):

Hibiya-eki kara toho 2-bu no tokoro ni aru Hayashiya shinpei Mamoru-san wa, jōshitsuna chaka tsukatta ocha suītsu ga ninki no kafe!

Hayashiya Shinbei, a 2-minute walk from Hibiya Station, is a popular cafe with tea and desserts made from high-quality tea and sweets!

(@yuuuuto38, Feb 17 2022)

In the snippet of caption above, the *wasei-eigo* is the word *suītsu*. The formation process of the word *suītsu* is the process of borrowing. As described by Tsujimura, there are foreign words borrowed from Japanese and undergo some category adjustments to fit the existing patterns in the writing of Japanese words. The word *suītsu* is absorbed from the word "sweet" which is formed due to word change by adding the vowel "u" to the consonant "s" to become su, the deletion of the

consonant "w" that is replaced by the vowel i and a dash to indicate long sounds and the change of the consonant "t" to tsu at the end of the word by adjusting the sound and writing in Japanese.

The word *suītsu* belongs to the *wasei-eigo* type of *imizurekata* because it changes in meaning from the original language as stated by Shibasaki et al. The word *suītsu* is used to identify desserts or types of sweet cakes words (*dessert*) besides using the word *ke-ki*. This word can also commonly be found in daily conversations when enjoying tea or coffee along with desserts in a cafe.

2. Wasei-eigo Formed through Clipping: Tanshukukata

Tanshukukata is words that are formed by changing or shortening words from English. Of the 45 *wasei-eigo* data found in the captions of Japanese Instagram users for the period 2021 to 2022, 11 data were found to fall into this group, including: *anime*, *eakon*, *sutenresu*, *sumaho*, *entame*, *furonto*, *konbini*, *suupaa*, *apuri*, *konsento*, *mishin*.

Data (7):

Sozai wa 316 L sutenresu de kinzoku arerugi taiō no tame hada no yowai kata mo anshin shite chakuyō itadakemasu.

The material is 316L stainless steel, which is compatible with metal allergies, so even people with sensitive skin can wear it with confidence.

(@__crea__, Des 20 2021)

In the caption above the *wasei-eigo* is the word *sutenresu*. The word is formed through the process of clipping from the word *sutenresu sutiiru*. As described by Tsujimura, that is, when foreign words experience omission or shortening of the original word. The word *sutenresu* comes from the word "*stainless steel*" which changed by changing the consonant "l" to "r" and adding the vowel "u" to the consonant "s" by adjusting the writing of Japanese words and cutting off one lexeme behind.

Type of *wasei-eigo* on the word *sutenresu* is *tanshukukata*, which is clipping of words in the English language. In its usage, the word *sutenresu* is used to describe products such as accessories, tableware, or other furniture that are made of steel.

3. Wasei-eigo Not Found in English: Junwaseikata

Junwaseikata is vocabulary such as words from English, but the word's use is not found in the English language. Of the 45 *wasei-eigo* data found in the captions of Japanese Instagram users for the period 2021 to 2022, 2 data were found to fall into this group, including: *naitaa*, and *hocchikisu*.

Data (42):

[Purezento naiyō] A-shō: Shirikonkabāhotchikisu same furatto 10 meisama. B-shō: Shirikon hari kēsu same 10 meisama

[gift content] Prize A: flat shark stapler silicon cover 10 people. Prize B: silicone shark needle box for 10 people.

(@max_bungu, Feb 1 2022)

In the snippet of caption above, the *wasei-eigo* is the word *hotchikisu*. This word is formed through the process of borrowing. As Tsujimura said, it is the process of forming words by borrowing words from foreign languages which are then adapted to Japanese writing. The word originated from E.H. Hotchkiss Company; a company famous for producing those tools. Changes in the word *hotchikisu* are by adding the vowel "i" to the syllable "ch" so that it becomes chi (チ) and adding the vowel "u" to the consonant "s" so that it becomes su (ス).

Because the use of the word *hotchkiss* is not found in English, this word belongs to the *wasei-eigo* type of *junwaseikata*. As described by Shibasaki et al *junwaseikata* is a word that sounds like English, but it never existed in English. The word *hotchikisu* is usually intended to identify a clamp tool or, in English, a "stapler." This word is commonly used in daily conversations related to stationery equipment.

4. Wasei-eigo Formed by Merging Morphemes: Eigohyougen fuzaikata

Eigohyougen fuzaikata is a combination of several morpheme words to create a new meaning. Of the 45 *wasei-eigo* data found in the captions of Japanese Instagram users for the period 2021 to 2022, 15 data were found to fall into this group, including: *enjinsutoppu*, *tacchipaneru*, *jetto-koosutaa*, *shuu-kuriimu*, *shooto-keeki*, *wanpiisu*, *teikuauto*, *foroo*, *nooto-pasokon*, *bebii-kaa*, *biniiru-fukuro*, *shaapu-penshiru*, *non-arukooru*, *buraindo-tacchi*, *mooningu-kooru*.

Data (9):

Tatchipaneru dounyuu sasete itadakimashita.

Introducing the touchscreen display!

(@amachan_chi, Mar 1 2021)

In the snippet of caption above, the *wasei-eigo* is the word *tatchipaneru*. The word formation process on that word is by combining words (compounding) as described by Tsujimura that word formation by compounding can be produced by combining the original word with other combinations or from foreign words with foreign words. The word *tatchipaneru* is a combination of the word Touch and Panel. The word *tacchi* is formed from the changes of the word "to" into

“ta” at the beginning of the word, the addition of the consonant tsu between mora ta and ch according to Japanese rules to identify double consonants, moreover the addition of the vowel “i” at the end of mora “ch” so that it becomes chi. Then the changes of the consonant “l” and the addition of the vowel “u” become ru to produce *tacchipaneru*.

The word *tacchipaneru* comes from the word *touch panel* which means touch screen. The appropriate *wasei-eigo* for the word *tacchipaneru* is *eigohyougenfuzeikata* by following per under the statement by Shibasaki et al that the words consist of several English morphemes that form a new meaning. In its use, it has a significant difference from English speakers, because native English speakers use the word touch screen to represent words for a touchable panel. The word is often found in descriptions of electronic products such as mobile phones or laptops and in shops in Japan that already have the facility of ordering food through a machine with a touch screen display provided by the store.

CONCLUSION

Based on the analysis and discussion that has been carried out regarding the process of forming, classifying, and using *wasei-eigo* found in Instagram post captions, the researchers can conclude the results of the analysis as follows: From Tsujimura's theory, in this study, there are 4 ways to form words in *wasei-eigo* in the form of affixation, compounding, pruning, and borrowing, out of 45 data, most of them were formed by borrowing as many as 19 data. The *wasei-eigo* classification contained in the caption of Japanese Instagram users includes 4 types of classification based on the theory of Shibasaki, Tamaoka, and Takatori. Of the 45 data, most belong to the *Imizurekata* type (words that have different meanings in English) as many as 17. *Tanshukukata* (words formed from a shortening of English words) has 11 data, *Junwaseikata* (words like English but are not found in English) has 2 data and *Eigohyougenfuzaikata* (words formed from joining two English morphemes) has 15 data.

From all the data included in *Imizurekata*, it is because Japan has adopted a lot of English, which was originally introduced to fill the semantic gaps or lexical gaps that exist in Japanese, by adjusting the way of reading Japanese, which always has a vowel in each letter. So that initially, the word has a dead ending, it gets a vowel ending, like the word ‘trend’ which changes to “*torendo*”.

The use of *wasei-eigo* in Japanese is inherent in people's lives. Currently, the use of *wasei-eigo* can be found in various aspects of life such as social, economic, cultural, and so on. One of the goals is to commercialize a product from a brand like 'Asus', in promotions carried out by one

of these well-known companies, they use at least one to three loanwords in one sentence to introduce their newest product.

With this research, it is hoped that it can introduce further the term *wasei-eigo* to Japanese language students. So, in learning Japanese you do not only understand how to read or what it means, but you can also find out whether it includes slang, proverbs, loanwords, or *wasei-eigo*.

ACKNOWLEDGEMENT

The research is funded by the Research and Development Body, University of Muhammadiyah Prof. DR. HAMKA, Jakarta, Indonesia No. 605/F.03.07/2022.

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Semiotics Analysis of Gojek Advertisements on Instagram

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DOI: 10.20884/1.jli.2022.13.2.6491

Article History:

First Received:

ABSTRACT

31/7/2022

Final Revision:

28/12/2022

Available online:

31/12/2022

The rapid development of the era has made changes in various aspects of life, including the way of communication. One of the things the company does to communicate its message to its target audience is through advertising on Instagram social media. This article was created to analyze the signifiers and signified in advertisements, especially those published by Gojek on Instagram on 15 and 17 October 2021 using the Ferdinand de Saussure sign approach. This study uses qualitative methods to conduct research in collecting and analyzing data. The study finds 35 signifiers in 3 ads published on 15 October and 13 signifiers in 2 ads published on 17 October. October 2021.

Keywords: *Sign; signifier; signified; Gojek; advertisements*

INTRODUCTION

Communication is currently developing so rapidly and the progress of various media is inevitable. Almost all parts of human life are directly related to the development of communication, which leads to changes in the new order and the development of information technology. This development is not only in the realm of problems or discourse but also leads to reality.

With the development of information technology marked by the birth of various media, there has been a revolution and change in the new order of human life. The communication process that used to be face-to-face, then developed into a more effective and efficient mass communication that can reach and involve many people.

Advertising is one of the promotional media that can be used to send messages to audiences (Kotler et al., 2016). It aims to shape and change the behavior of consumers or society. One of the functions of advertising is a social function. Advertising influences the emergence of new cultures such as creating consumerism, new social status, pop culture and others (Kaid. Lynda Lee & Holtz-Bacha, 2006). It is also one of the media that is able to construct people's minds.

Based on the explanation above, the writer will conduct an in-depth study of the signs and markers and their meaning in advertisements on Instagram conducted by Gojek.

The selection of the above study topics was based on the following considerations. First, knowing what markers are in Gojek image ads on Instagram. Second, knowing what markers are

in Gojek image ads on Instagram. Third, the meaning of the sign in the Gojek image ad on Instagram.

To limit the topic above, this study will only focus on several aspects, namely a) markers in Gojek image advertisements on Instagram, b) markers in Gojek image advertisements on Instagram, and c) the meaning of signs in Gojek image advertisements on Instagram.

To examine the problems above, the writer uses the semiotic theory of Ferdinand de Saussure. Saussure's semiotics are more aimed at linguistic semiotics, also called communicative semiotics. In principle, communication semiotics is an interpretation of the semiotic phenomenon as a language that supports the use of society. Ferdinand de Saussure states, "The linguistic sign unites, not a thing and a name, but a concept and a sound-image" (Saussure, 1916). A sign consists of two elements, a signifier (a concept) and a signified (a sound-image), and this system is called a sign. Therefore, the sign system can function according to certain abilities and is influenced by the cultural background that supports the community to make and use the sign.

MATERIALS AND METHOD

While related to the study (or research) method, the writer uses qualitative methods to conduct research in collecting and analyzing data as stated by Creswell that qualitative research examines the meaning that emerges from the data and is often presented in words. Qualitative research aims to find patterns that emerge after observation, documentation, and analysis of research topics (Creswell, 2007).

In analyzing the meaning of text and images in Gojek's ads on Instagram, the author uses advertisements published on October 15 and 17, 2021. Ads are obtained through one of Facebook's features called Facebook Ad Library. Gojek published an advertisement with its new slogan which reads "extra protection" on October 15 as many as advertisements are still running today. On October 17th, Gojek published an advertisement promoting Goshop, one of Gojek's products, with 2 advertisements still running to this day. This study analyzes the meaning of text, images, and symbols in Gojek advertisements using Ferdinand de Saussure's semiotic perspective. Saussure's sign theory emphasizes internal structures aimed at cognitive thought processes or the activities of the human mind in compiling physical (material) or intangible (abstract) signs from the environment or surroundings. Among them is the structure of linguistic signs in the language system that allows them to function as humans and communicate with each other. Saussure's theory is considered a proponent of the idea that "language does not reflect reality but constructs it"

because we not only use language or give meaning to whatever is in the world of reality, but also to whatever is not in it. (Chandler in Yakin & Totu, 2014).

RESULTS & DISCUSSION

Signifier on Gojek Ads on Instagram

There are different markers for each ad published by Gojek, even though they have the same ad theme.

Signifier on First Ad

The first image ad is an advertisement published by Gojek regarding extra protection since October 15, 2021. This ad, which is not only published on Instagram, but on other platforms, provides information with clear text and an image of an online motorcycle taxi driver presented with other elements such as syringes, masks, vaccine certificates, and barriers between drivers and passengers. In addition, there is also a Gojek logo in the lower right corner with the text "extra protection".

Figure 1. Gojek advertisement on October 15, 2021



There are several signifiers, both in the form of text and images

Table 1. Signifiers and signified on Gojek advertisement on October 15, 2021

Signifier	Signified
	Green background with vignette effect. This effect makes the reader focus his gaze towards the center or lighter part. The green color also symbolizes creative intelligence (Singh & Srivastava, 2011).
	The headline " <i>SUDAH DIVAKSINASI, MASIH EKSTRA PROKES JUGA</i> " Headlines are made larger than other font sizes in the ad. This is so that the reader's eyes can be directly fixed on the headline. This is as Bell said that the headline itself serves to attract readers' attention and provoke them to read everything in the ad (Jeganathan & Szymkowiak, 2020). The headline here provides the main information to readers that Gojek drivers continue to carry out health protocols even though they have been vaccinated.
	The sub-headline " <i>menjaga kebersihan di tiap orderan.</i> " The sub-headline has a smaller font size than the headline because it serves to explain the headline (Berkman & Gibson in Leonidou et al., 2006). The sub-headline here emphasizes that Gojek maintains hygiene in every order through drivers who have been vaccinated and follow health protocols.
	The slogan " <i>proteksi ekstra</i> ". This slogan emphasizes the word "ekstra" by making the font size slightly larger, the typeface and color of the letters different from the word "proteksi". This slogan emphasizes the sense

of security that Gojek passengers get. This is done as one aspect to get the reader's attention (Chellam & Mahalaxmi, 2017).



A man holds a cell phone wearing a mask, helmet, and green jacket, and has the Gojek logo on it. And the sleeves of the jacket are lifted up so that the sleeves are visible.



The injection and the small medication tube are connected by a dotted line towards the man's arm above. Indicates that the Gojek driver has been vaccinated. A dotted line leads to the right arm because the vaccination was done on the person's right arm.



A separator between driver and passenger. The dotted line leading to the shoulder indicates that this divider is attached to the shoulder like a bag. This can also be seen by the presence of 2 ropes on the separator.



The mask image indicates that Gojek drivers always wear masks. The type of mask displayed is a duckbill that is in accordance with health protocols.



Image of vaccination certificate with dotted line towards cell phone. This indicates that the Gojek driver already has a vaccine certificate which is always carried on his cellphone for certain needs.



Gojek logo with a mask symbol that resembles a shield. The mask indicates that the health protocol is implemented by Gojek and the shape that resembles a shield indicates that Gojek has the intention to protect its passengers.

Overall, this Gojek image ad informs its readers that Gojek drivers have implemented health protocols even though they have received vaccinations. Of course, this will make readers feel confident and safe to use Gojek services, especially in the midst of this COVID-19 pandemic. This advertisement also shows how Gojek continues to implement more health protocols with the condition of the declining number of COVID-19 patients.

Signifiers on Second Ad

The second image ad is an ad with the same theme as the previous ad. By promoting a new feature, namely extra protection. The ad is displayed with text that says “extra protection” is bigger than the text below it, namely “maintaining hygiene in every order”. In addition, there is a visual element similar to the previous advertisement, namely an online motorcycle taxi driver with other supporting elements such as a mask, thermometer, 36 degrees temperature, a shopping bag that says gofood, a motorcycle, helmet glass, and 2 sprayers.

Figure 2. Gojek advertisement on October 15, 2021



The following are the signifiers and signifieds contained in the ad:

Table 2. Signifiers and signified on Gojek advertisement on October 15, 2021

Signifiers	Signified
	<p>Green background with vignette effect. This effect makes the reader focus his gaze towards the center or lighter part. The green color also symbolizes creative intelligence (Singh & Srivastava, 2011)</p>
	<p>The headline, which is also the slogan of the security system implemented by Gojek, is more emphasized. Slogans that aim to be easy to remember (Chellam & Mahalaxmi, 2017), are emphasized more because of their position as headlines.</p>
	<p>The sub-headline reads “<i>menjaga kebersihan di tiap orderan.</i>” The sub-headline has a smaller font size than the headline because it serves to explain the headline (Berkman & Gibson in Leonidou et al., 2006). The sub-headline here emphasizes that Gojek maintains hygiene in every order through drivers who have been vaccinated and follow health protocols.</p>
	<p>Gojek logo with a mask symbol that resembles a shield. The mask indicates that the health protocol is implemented by Gojek and the shape that resembles a shield indicates that Gojek has the intention to protect its passengers.</p>



Gojek drivers have jackets and helmets bearing the Gojek logo. This indicates that Gojek drivers use complete attributes in carrying out their duties.



Gofood logo paper bag. This indicates that Gojek drivers also carry gofood orders, not just passengers.



Helmet glasses, indicating that the equipment used by Gojek drivers complies with standards



The mask image indicates that Gojek drivers always wear masks. The type of mask displayed is a disposable medical mask that is in accordance with health protocols.







The image of a thermo gun with a dotted line pointing to the forehead indicates that the Gojek driver has a normal temperature by checking the forehead



A separator between driver and passenger. The dotted line leading to the shoulder indicates that this divider is attached to the shoulder like a bag. This can also be seen by the presence of 2 ropes on the separator.



The injection and the small medication tube are connected by a dotted line towards the man's arm above. Indicates that the Gojek driver has been vaccinated. There is a dotted line leading to the left arm because the

	vaccination was done on the person's left arm.
	The white shadow of the head with the number 36 degrees indicates that the driver has a body temperature below 36 degrees Celsius. But the dotted line leads to the food bag
	Red adhesive that says gofood with a dotted line leading to the food bag. This indicates that every order brought in a bag from Gofood is still safe because it can be tightly sealed with a special adhesive. This is to keep food safe from the corona virus
	Spray drawing with plus logo and dotted line leading to the motor. The spray represents a disinfectant. With the dotted line leading to the motorbike, it indicates that the motorbike used by the Gojek driver has been sprayed with disinfectant. Ethanol and isopropanol contained in disinfectants are effective against viruses, including the corona virus (Al-Sayah, 2020).
	Image of a bottle with a plus logo and a dotted line leading to the hand. This indicates a hand sanitizer. This indicates that Gojek drivers always use hand sanitizers in carrying out their duties, as a step to keep their hands clean from viruses, including the corona virus.

Overall, the image advertisement published by Gojek is almost the same as the previous advertisement. The difference is in the more complete health protocol that is applied to this one ad. There is also an oddity where the body temperature image has broken lines that are connected to the food, not to the body of the Gojek driver.

Signifiers on Third Ad

The third image ad published by Gojek on October 15 is still promoting its extra protection features. Similar to previously published ads, this ad has large text and is spliced with smaller text



below it. In addition, there is also extra protection text and the Gojek logo on the bottom right. The visual elements are not much different from the previous advertisements, namely a temperature of 36 degrees, hand sanitizer, thermometer, and special adhesive that says gofood. What distinguishes it from the previous two advertisements is the visual element which only shows a shopping bag with a logo and text that says gofood, with a hand holding it.

Figure 3. Gojek advertisement on October 15, 2021



The following are the signifiers and signifieds contained in the ad:

Table 3. Signifiers and signified on Gojek advertisement on October 15, 2021

Signifiers	Signified
	Green background with vignette effect. This effect makes the reader focus his gaze towards the center or lighter part. The green color also symbolizes creative intelligence (Singh & Srivastava, 2011).
	The headline reads “ <i>DI MANA ADA PESANAN, DI SITU ADA PROTOKOL KESEHATAN</i> ”. This headline indicates that the health protocol is always applied by Gojek in every food brought by the driver.

Menjaga kebersihan di tiap orderan.

The sub-headline reads “*menjaga kebersihan di tiap orderan.*” The sub-headline has a smaller font size than the headline because it serves to explain the headline (Berkman & Gibson in Leonidou et al., 2006). The sub-headline here emphasizes that Gojek maintains hygiene in every order through drivers who have been vaccinated and follow health protocols.



The slogan reads “*proteksi ekstra*”. This slogan emphasizes the word "extra" by making the font size slightly larger, the typeface and color of the letters different from the word "protection". This slogan emphasizes the sense of security that Gojek passengers get. This is done as one aspect to get the reader's attention (Chellam & Mahalaxmi, 2017).



The image of a hand carrying a paper bag with the gofood logo and text, indicates that Gojek not only provides extra protection for passengers, but also food orders.



Image of a bottle with a plus logo and a dotted line leading to the hand. This indicates a hand sanitizer. This indicates that Gojek drivers always use hand sanitizers in carrying out their duties, as a step to keep their hands clean from viruses, including the corona virus.



The image of a thermo gun with a dotted line pointing towards the hand indicates that the Gojek driver has a normal temperature by checking on hand. Checking the temperature on the wrist is certainly more stable than measuring the temperature on the forehead (Chen et al., 2020).



The white shadow of the head with the number 36 degrees indicates that the driver has a body temperature below 36 degrees Celsius. But the dotted line leads to the food bag.



Red adhesive that says gofood with a dotted line leading to the food bag. This indicates that every order brought in a bag from Gofood is still safe because it can be tightly sealed with a special adhesive. This is to keep food safe from the corona virus.



Gojek logo with a mask symbol that resembles a shield. The mask indicates that the health protocol is implemented by Gojek and the shape that resembles a shield indicates that Gojek has the intention to protect its passengers.

In the third advertisement, through its advertisement, Gojek wants to inform readers that extra health protocols will be carried out on every food brought by the driver. As the ad's subheadline emphasizes, it aims to make buyers feel safe when ordering food through Gojek in the midst of the COVID-19 pandemic.

Signifiers on Fourth Ad

The Gojek ad, which was published on October 17, 2021, has a different theme and purpose from the previous ad. By promoting a discount on one of its products called goshop. By using text




and visual elements in this ad, To the left of the image, all text is displayed with some text in larger and bolder font sizes. On the right, a visual element showing an online motorcycle taxi driver carrying 2 shopping bags in his hand while waving, fills half of the advertisement image.

Figure 4. Gojek Advertisement on October 17, 2021



The following are the signifiers and signifieds contained in the ad:

Table 4. Signifiers and signified on Gojek advertisement on October 17, 2021

Signifiers	Signified
	It can be seen there is 1 color that dominates, which is pink. Pink itself symbolizes joy (Singh & Srivastava, 2011). The joy here can come from the driver himself, like the one in the picture, or from the consumer.
	The headline reads " <i>bisa beli apa saja di mana saja</i> ". This signifies as written, that buyers or users of the Goshop application can buy anything and anywhere. The headlines here have communicated things very well without any unnecessary information. Many headlines work well when they are not written at length (Gligorić et al., 2021).
	The text that says goshop is placed above the

left and has the same font size as the headline. This indicates that the importance of the headline and product name is the same.



The body copy “*Diskon s.d. 30rb**” and “*Kode promo: BELIYUK*”. Text size “*Diskon s.d.*” smaller than the number 30 and the acronym rb is written small. This indicates that there is an emphasis on the number. The numbers are there to inform readers that the discounts that buyers can get can reach 30 thousand rupiah. There is also a star near the acronym rb. This indicates that there is a note that Gojek, as the ad maker, wants to be notified of.

“*Kode promo: BELIYUK*” has a different font color and background from the text on it. This is done so that the reader's focus can shift after seeing the number 30 made the largest. In addition, the word “*BELIYUK*” is made in all capital letters. This is done so that users or buyers who want to use the promo are not confused whether they have to use a capital letter at the beginning or not.

*S&K berlaku

The text “**S&K berlaku*”. T&C itself stands for terms and conditions. The text of the T&C applies here means that there are terms and conditions that apply to doing something. There is a small star to the left of the letter S that can refer to other stars in the ad. In this case, the star describes the 30k text in the middle of the ad image. That means, there are certain terms and conditions to get a discount of up to 30 thousand rupiah.



Image of a person wearing a green jacket, sitting on a motorbike waving and carrying two shopping bags, while looking at the reader. From the logo on the jacket and helmet, this is a picture of a Gojek driver. In this picture, the driver reads a red shopping bag which indicates that he is carrying a goshop order. This is because goshop has a red logo. The view and attitude of waving to the reader is made so that readers feel they are interacting directly with the Gojek driver, not just as an image. In addition, the driver also uses a Honda Vario 125 CBS ISS 2021 motorbike, which indicates that the Gojek driver uses a motorbike that is still suitable for driving.



Goshop logo. The shape of a red shopping bag. Shopping bags indicate that goshop is a place for people to shop.

In this advertisement, Gojek is promoting its promo code, namely BELIYUK by informing readers of what can be obtained from the promo, which is a discount of up to 30 thousand rupiah. This promo can be obtained with certain terms and conditions that must be met by application users or buyers who want to use the promo code. This ad also shows how Gojek drivers who carry goshop orders use proper driving equipment and vehicles so that orders can reach their destination smoothly.

Signifiers on Fifth Ad




Similar to the previous advertisement, the second Gojek advertisement published on October 17 also promotes discounts that can be obtained by application users for one of Gojek's products, namely Goshop. By combining 2 elements, namely text and visuals, this ad is slightly different from the previous ad, where the images look separate. In this ad image, the visual elements seem to blend with the rest of the image. This ad also doesn't feature an online motorcycle taxi driver, but a shopping bag full of goods, a hand, and a gadget.

Figure 5. Gojek advertisement on October 17, 2021



The following are the signifiers and signifieds contained in the ad:

Table 5. Signifiers and signified on Gojek advertisement on October 17, 2021

Signifiers	Signified
	It can be seen there is 1 color that dominates, which is pink. Pink itself symbolizes joy (Singh & Srivastava, 2011). The joy here can come from the driver himself, like the one in the picture, or from the consumer.
	The headline " <i>Bisa beli apa saja di mana saja</i> ". This signifies as written, that buyers or users of the Goshop application can buy anything and anywhere. The headlines here have communicated things very well without any unnecessary information. Many headlines work well when they are not written at length (Gligorić et al., 2021).
	The body copy reads "Diskon s.d. 30rb*" and "Kode promo: BELIYUK". Text size "Diskon s.d." smaller than the number 30 and the acronym rb is written small. This indicates that

there is an emphasis on the number. The numbers are there to inform readers that the discounts that buyers can get can reach 30 thousand rupiah. There is also a star near the acronym rb. This indicates that there is a note that Gojek, as the ad maker, wants to be notified of.

“*Kode promo: BELIYUK*” has a different font color and background from the text on it. This is done so that the reader's focus can shift after seeing the number 30 made the largest. In addition, the word “*BELIYUK*” is made in all capital letters. This is done so that users or buyers who want to use the promo are not confused whether they have to use a capital letter at the beginning or not.

The logo for 'goshop' is displayed in white lowercase letters on a solid red rectangular background.

The text that says goshop is placed above the left and has the same font size as the headline. This indicates that the importance of the headline and product name is the same.

The text '*S&K berlaku' is shown in white on a red rectangular background.

The text “*S&K”. T&C itself stands for terms and conditions. The text of the T&C applies here means that there are terms and conditions that apply to doing something. There is a small star to the left of the letter S that can refer to other stars in the ad. In this case, the star describes the 30k text in the middle of the ad image. That means, there are certain terms and conditions to get a discount of up to 30 thousand rupiah.



Image of a hand holding a shopping bag filled with various items, such as cooking utensils, beauty products, hobby products, automotive products, and more. This indicates that goshop, which is one of Gojek's products, is the place to shop for everything. All kinds of items can be found in goshop.

The red shopping bag represents the goshop bag because the logo of the goshop itself is a red shopping bag. This is emphasized by the goshop logo.

This shopping bag is in the form of a marker on Google Maps, and is above the cellphone. This means that customers can shop on Goshop from anywhere. This image also emphasizes the headline "You can buy anything anywhere".

Overall, this Gojek ad is almost similar to the previous ad. With the headline, subheadline, and body text positioned in the same place, the difference is only in the subject of the two ads. In this ad, more emphasis is placed on information about the ease with which buyers or app users can shop.

CONCLUSION

Based on the sign analysis that has been carried out through Saussure's semiotic approach on Gojek image ads published on 15 and 17 October 2021 on Instagram, there are 35 signifiers in 3 Gojek image advertisements published on 15 October and 13 signifiers in 2 Gojek image advertisements published on 17 October. October 2021. Then, it can be concluded that the messages that Gojek wants to convey, both about the security obtained with extra protection or about discounts of up to 30 thousand, are very informative and clear. The visual elements displayed are also not just decoration, but emphasize text messages so that readers can better understand the advertisements given.

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Implementing “Superlary Game” to Improve Students’ Vocabulary Mastery

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DOI: 10.20884/1.jli.2022.13.2.7271

Article History:

First Received:

19/11/2022

Final Revision:

29/12/2022

Available online:

31/12/2022

ABSTRACT

This research is aimed to overcome the problem in the classroom by improving students’ vocabulary mastery through game. The research is conducted in SMAN 1 Kademangan for grade tenth of MIPA 1. The game applied in this research was made by Wahyu Dwi Lestari (2020). It is a “Superlary game” game stand for Escapade game. To cater to a new way of overcoming this issue, classroom action research is focusing on intensifying the students’ vocabulary mastery through the game. The research instruments were pre-test and post-test which were analyzed using an independent sample t-test. Furthermore, the results obtained that the results of the post-test test of 84 are greater than the pre-test of 63. This means that the Superlary game application is effective for improving vocabulary mastery and learning achievement of students of class X MIPA SMAN 1 Kademangan Blitar. This finding shows that students show a very good increase in vocabulary enrichment in one cycle. Therefore, it can be concluded that the Superlary game application can be used effectively by teachers as an alternative application for teaching and learning vocabulary mastery, especially for the basic competencies of historical events. For the future researchers can use the results of this research as the first step to examine the effectiveness of students using “Superlary game” or even create similar games with different themes.

Keywords: *Game; Vocabulary Mastery; Superlary game*

INTRODUCTION

The total quantity of words in a language, as well as the ability of words that a person knows and uses in speech and writing, is referred to as vocabulary. Because life is becoming increasingly complex, a language's vocabulary is continually growing and developing. Although the precise number of English vocabulary terms is unknown, reputable estimates place the figure at around one million. It is obvious from the previous definition that mastery of a sufficient vocabulary is required to learn a language effectively. After all, when it comes

to language, vocabulary is inextricably linked. Words that individuals understand in terms of meaning and application are referred to as vocabulary. How many words should a person have in their vocabulary? To understand what is read and heard, a person must have a significant vocabulary, as well as the ability to talk and write in the correct words so that others may understand them.

Permendiknas No. 69 of 2013, covering the school curriculum, English is one of the required topics that all high school students must master. The English lessons presented contain four language aspects: listening, speaking, reading, and writing. The demand to speak English is rising nowadays since English is an international language that is highly significant in the age of globalization. Many institutions have begun to provide English language instruction as early as elementary school. Furthermore, there are several international schools where English is the language of teaching. English used by students cannot be isolated from vocabulary mastery, because basic vocabulary knowledge will let students communicate and understand the language included in textbooks. Vocabulary mastery in 10th grade is critical and serves as a strong foundation for vocabulary mastery in college and beyond. Students at the time study and are directed on a regular and systematic basis in the process of recognizing the world and its natural surroundings, even beyond the natural world, which is known as the learning process. The reality on the ground shows that the ability to speak English in high school students is still generally low, despite the fact that at the high school level because student learning is still monotonous, especially the ability to master vocabulary has a serious problem that is not yet creating the habit of communicating in English. Students tend to utilize their mother tongue more. A mother tongue is the first language that persons learn from birth via interaction with other members of their society, such as their family and community. Students' lack of vocabulary mastery is caused by monotonous learning, as seen when describing something in English that is not fluent, and in textbooks that are not proportional, meaning that they do not have enough portions to develop the skills, one of which is communicating properly and correctly in English.

The primary goal of the English language instruction program is to assist students in developing a broad vocabulary. The instructor must introduce new terms in each class, have students practice them, and seek for them a clear meaning (Graves, 2016).

Based on observations and interviews collected at SMAN 1 Kademangan, the researcher stated that several students struggled to carry on discussions in English due to a lack of vocabulary. "One of the keys to being able to speak English is to understand and know formulas

and vocabulary, however, I didn't have too many of those two, my present difficulty is in vocabulary and speaking," said Mohammad Abdul, a class X MIPA 1 student at SMAN 1 Kademangan. while the teacher has tried to present vocabulary material such that students can memorize it Mulki Banu Wati, S.Pd., an English teacher at SMAN 1 Kademangan, stated: " For the time being, I provide vocabulary material to the children in the form of verbs; for other vocabularies, I normally ask them to read from the text, and if they don't understand what it means, they will seek on Google or ask me directly. It is still not best for certain tasks such as drilling, memorizing, or using digital or non-digital methods". And the headmaster said, "there are no special facilities from the school for teachers and students to develop their English abilities; we have given facilities such as language laboratories, but they are not used by teachers and students for English lessons." And we only assist students if there are specific events, such as story-telling contests.

Based on some of the comments above, the research states that a teacher must develop their own method of improving students' English so that they may grasp vocabulary in English, particularly for students with specific goals.

The importance of vocabulary in the English education program cannot be overstated. This is evident in the vocabulary taught in each language skill (listening, reading, writing, speaking), as well as features of language form (phonology/phonology, grammar/structure). Vocabulary is taught for a variety of reasons, including 1) Accurate vocabulary study can aid learners or students in developing practical language skills, particularly speaking. 2) Students or learners still have a limited vocabulary. 3) Both students and scholars believe that vocabulary is critical to language development. Because a limited vocabulary in a second language impedes successful communication, vocabulary knowledge is generally seen as a key skill for second language learners. Schmitt (2000) illustrates the significance of vocabulary learning, stating that "lexical knowledge is crucial to communicative competence and second language acquisition."

RESEARCH METHODOLOGY

This research uses classroom action research as its research methodology. Classroom action research is well-known and widely used in the educational field. Kemmis & McTaggart (2015), classroom action research is research that often comprises a small-scale inquiry project

in the teacher's classroom itself and consists of multiple phases that repeat themselves in cycles. Planning, action, observation, and reflection are the stages in the cycle. Researchers pick classroom action because they aim to make learning entertaining in class with students while adhering to the rules so that students are not stressed when receiving content and can readily comprehend what is learned (Cottrell, 2019).

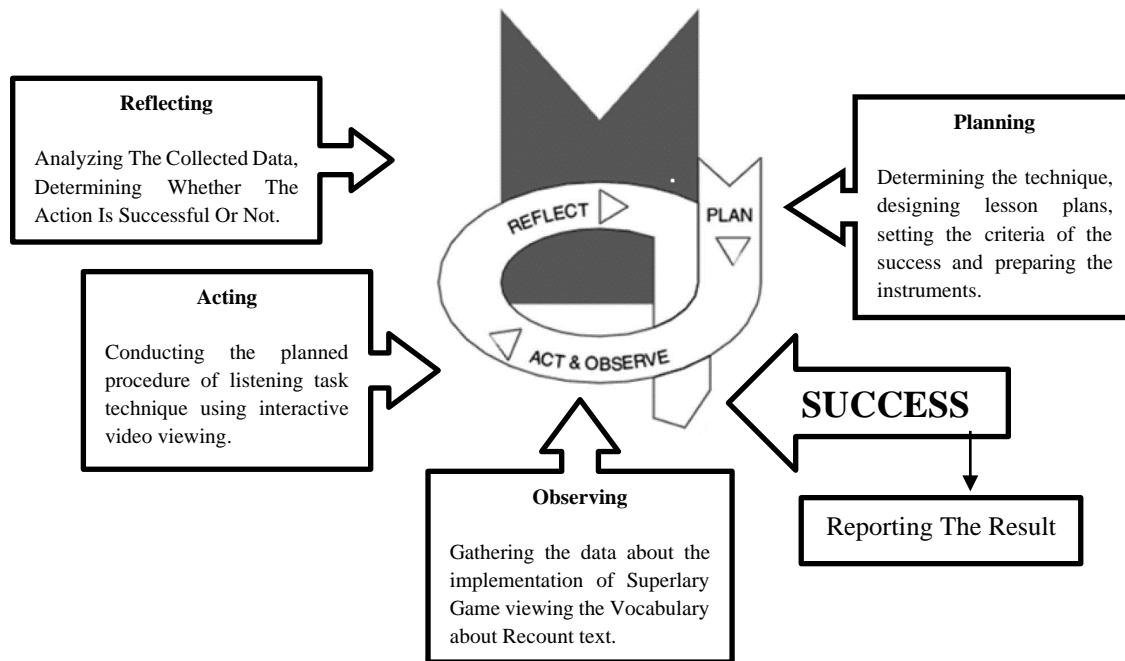


Fig 2. Classroom Action Research Cycles

Kemmis and McTaggart (2014) stated that there are four steps in Classroom Action Research (CAR), they are; a) Planning. In this research, researchers will complete one cycle, which comprises eight sessions. According to Kemmis (2009) the following actions will be conducted by researchers. b) Action. The researcher will use action research in this activity and will carry out numerous tasks. c) Observation. Observation is one of the tools used to learn about a student's feelings, thoughts, and actions during the learning process. The researcher can watch the students' actions during the learning process by taking field notes, which is aided by the partner researcher (Strayer, 2012). In this study, the researcher also administers a pre-test and a post-test to the students, which are both analyzed by the researcher (Mandasari & Aminatun, 2020). d) Reflection. The researcher evaluates the students during the teaching-learning process based on the findings of the observation (Oo et al., 2021). If the researcher discovers an issue with the students during the first cycle, this is a crucial measure to take. The

researcher will do better in the following cycle, as I did in the previous cycle (Hennink et al., 2020).

RESULT AND DISCUSSION

In this research, The researcher has completed the pre-test, treatment, and post-test processes in this chapter. The pre-test was carried out in one meeting each for treatment. The treatment was carried out in two ways for eight meetings. Then a post-test was conducted for one meeting. The post-test results obtained by the researcher will be used to calculate the ratio of the hypotheses in this study. The method that researcher used in this study is Classroom Action Research (CAR) using computer-based Superlary Game media. Superlary Game is currently not accessible to Android/mobile/tablet because the system used is still based on construct 2, so researcher use a computer lab to perform treatments using the Superlary Game. The target to be achieved by the researcher is in the form of learning outcomes that meet the KKM, which is more than 75.

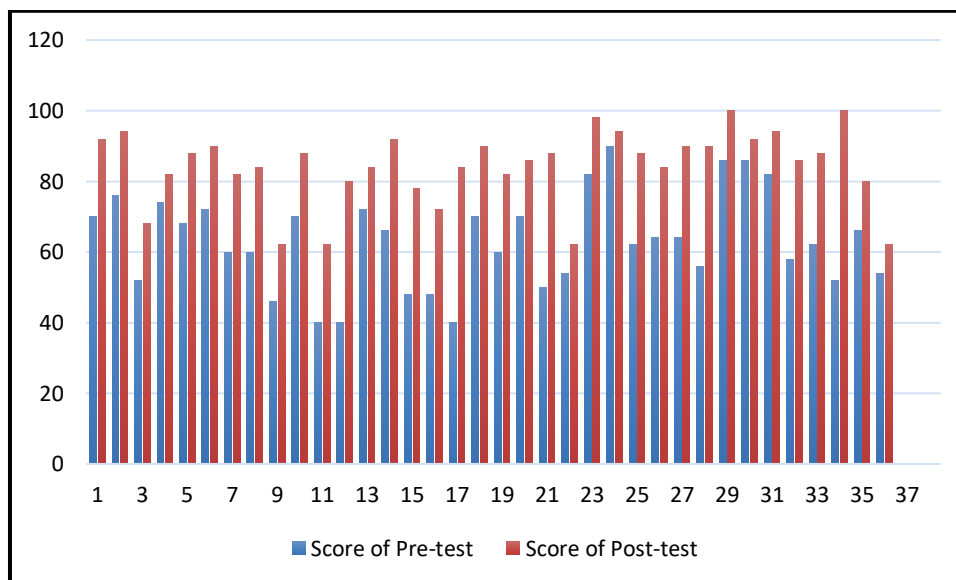


Fig 3. Students' progress in learning vocabulary

Table 1. Record of Students' Concentration in pre-test and post-test

Test	Students' Average Score
Pre-test	63
Post-test	84

From the results of the study, it can be concluded that the use of Superlary games can motivate students to increase vocabulary. Superlary game is a game that involves students

guessing words, Sari & Lestari (2020). It can be seen that most of the students like the learning while playing method. The higher score comes from the students' high motivation and interest in learning to use the Superlary Game. By understanding the material well, students gain confidence and courage which helps them to master vocabulary and apply it in speaking, listening, reading, and writing. Student learning outcomes in this cycle have an average score of 84 with details of students who obtained a score of ≥ 75 totaling 30 students and students who obtained a score of ≤ 75 totaling 6 students. With this average, it can be categorized that 17% of students have not reached the minimum completion criteria (KKM) and it can be categorized that 83% of students have reached the minimum completion criteria (KKM). The result score of test in pre-test and post-test as follows:

Table 2. Students' Average Score in Pre-test and Post-test

No.	Score of Pre-test	Score of Post-test	Percentage Increase
1.	70	92	22%
2.	76	94	18%
3.	52	68	16%
4.	74	82	8%
5.	68	88	20%
6.	72	90	18%
7.	60	82	22%
8.	60	84	24%
9.	46	62	16%
10.	70	88	18%
11.	40	62	22%
12.	40	80	40%
13.	72	84	12%
14.	66	92	26%
15.	48	78	30%
16.	48	72	24%
17.	40	84	44%
18.	70	90	20%
19.	60	82	22%
20.	70	86	16%
21.	50	88	38%
22.	54	62	8%
23.	82	98	16%
24.	90	94	4%
25.	62	88	26%
26.	64	84	20%
27.	64	90	26%
28.	56	90	34%
29.	86	100	14%
30.	86	92	6%
31.	82	94	12%
32.	58	86	28%
33.	62	88	26%
34.	52	100	48%
35.	66	80	14%

No.	Score of Pre-test	Score of Post-test	Percentage Increase
36.	54	62	8%
Amount	2270	3036	-
Average	63	84	22%

This research was motivated by the results of studies and direct observations in the classroom at SMAN 1 Kademangan Blitar which showed that learning English in X MIPA 1 class about vocabulary became one of the parts that were difficult for students to understand because many students were still under the KKM.

This research was carried out in 1 cycle with pre-test activities, eight treatment meetings, and a post-test. to increase the vocabulary of the pre-test researcher students at the initial meeting. The first meeting between the researcher and the students of Class X MIPA 1 SMAN 1 Kademangan was a meeting to explore students' abilities in vocabulary mastery. After getting the results of the student's vocabulary mastery, the researchers conducted treatment using Superlary Game media for eight meetings. At the first meeting during the treatment, the students looked scared and they were embarrassed. In the action of learning while playing, students are more enthusiastic and feel comfortable in the learning process. The games that have been implemented are used to help and encourage students to maintain their interests. Superlary Game is a game that involves students answering the word from the "key" obtained during playing the Superlary Game. Superlary Game is designed in construct 2 so that it can only be played on a computer or PC, Wahyu Dwi Lestari (2020). This game helps students to increase vocabulary with fun learning and they can learn vocabulary easily.

In this treatment, when the researcher explained the Superlary game, the students looked interested, because the Superlary game was very interesting and made them feel happy and enjoyed with this game. almost all students have great enthusiasm for playing Superlary Game sessions. They can't wait to play the Superlary Game in the computer lab during the classroom activities.

Based on the results of classroom action research regarding the use of Superlary Game to improve student learning outcomes in class X MIPA 1 in learning English vocabulary material at SMAN 1 Kademangan. The learning activities in order to improve the teacher's ability to carry out English learning using the Superlary Game learning media for student learning outcomes of vocabulary mastery material is by making an assessment instrument to assess teacher activities in carrying out learning. The activity of teachers in carrying out learning has

increased from the results of the pre-test scores to the post-test scores with adequate results. The effectiveness of using Superlary game media to improve the learning outcomes of class X MIPA 1 students in learning English vocabulary material has been successfully carried out.

The implementation of this Classroom Action Research, provides space for researchers to reflect on themselves, that the existence of the use of media in learning is a bridge between teachers and students. Learning media is something that will be one of the important components of the success or failure of the material delivered and understood by students.

In this study the learning outcomes were successful. This is evident from the students' scores which have increased from the results of the pre-test scores to the results of the post-test scores.

CONCLUSION

Based on the data above, it can be concluded that learning in 1 cycle has reached the desired target, which is above 85% of students have reached the minimum completeness criteria. It means, that learning 1 cycle has been implemented well. Therefore, this classroom action research was declared successful and stopped in 1 cycle.

The procedure for implementing the Superlary game in improving the vocabulary mastery of class X students of SMAN 1 Kademangan is students have good participation from improving vocabulary using Superlary game. This game went well and students were very enthusiastic about participating in the learning in class.

The achievement of students' vocabulary can be improved with "Superlary games" in the teaching and learning process. This can be proven by the pre-test and post-test scores. The post-test score is greater than the pre-test. Based on the results of the pre-test scores, the average student score is 63 while the average post-test score is 85. From the results of the pre-test and post-test scores, students' vocabulary mastery increased by 22%. This means that there is a significant difference in average between the pre-test and post-test. This shows that the Superlary game can improve the vocabulary mastery of the tenth graders of SMAN 1 Kademangan for the academic year 2021/2022.

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Aizuchi in Japanese Language Online Class: Lecturer-Student Interaction

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DOI: 10.20884/1.jli.2022.13.2.5823

Article History:

First Received:

13/05/2022

Final Revision:

07/12/2022

Available online:

31/12/2022

ABSTRACT

Aizuchi is more frequently used in modern Japanese conversation than any other language. As a result, proper aizuchi usage is a significant indicator of Japanese conversational ability. In recent years, online classes are a state of learning that must be implemented due to the pandemic that is sweeping the world. This research examines the application of the frequency and form of aizuchi in student and lecturer interactions in online classrooms. Given the increasing importance of distance communication skills in foreign language learning in the future, this is an attempt to communicate the cultural context of indigenous learners in a global environment. Additionally, this type of research on distance communication between foreign language learners makes critical recommendations for the future facilitation of distance language learning. This research is qualitative research with a descriptive method. The data is aizuchi sourced from student interaction with lecturers in virtual classes at the Japanese department, Universitas Sumatera Utara and Universitas Harapan Medan. Data collection uses the record and note method. Interactive data analysis was used in analyzing the data. The results indicate that students in Japanese online classes rarely use aizuchi. The forms of aizuchi used by students are tandokukei (singular) and kurikaeshikei (singular repetition). In conclusion, students use aizuchi very limitedly, which does not help keep communication smooth and ultimately results in a tendency to get stuck or misunderstood in online class interactions.

Keywords: *Aizuchi; Online Class; Japanese*

INTRODUCTION

Due to the pandemic, online classes have become a viable option for implementing education globally. On the other hand, distance education presents a challenge to the world of education (Basar, 2021). Numerous critical aspects of distance learning skill development must be enhanced, including teacher or lecturer capability and practical interaction situations during the learning process. More precisely, difficulties are encountered when learning foreign languages, which

emphasizes the importance of two-way communication between teachers and students in the foreign language being studied.

In Japanese, there is *aizuchi* or better known as back-channel response. *Aizuchi* is a type of response from the previous speech, or it can be described as a brief response to the other person's speech in response to their speech. (Gapur et al., 2022; Sevira, 2018). In contrast to Indonesian communication culture, which tends to believe that listening to someone's words and not overreacting until the end of the speech is a sign of politeness, in Japanese communication culture, responding when someone speaks is a natural and natural thing.

Aizuchi in Japanese communication is an expression conveyed by the interlocutor to respond to the information conveyed by the speaker when the speaker is exercising his right to speak. *Aizuchi* is a Japanese word frequently used in everyday conversation to give the impression of being relaxed and not stiff so that the conversation can flow smoothly. Horiguchi (Khotimah, 2019) explains that the term "*aizuchishi*" in conversation indicates that the listener comprehended the speaker's utterance or was less interested in the speaker's utterance. This *aizuchi* vocabulary can be in the form of *ee*, *hai*, *un*, *sou desu ka*, *sou desu ne*, *hee*, *aa*, and so on. There are four kinds of *aizuchi* vocabulary based on the most frequently occurring *aizuchi*, namely: *tandokukei* (singular), *kurikaeshikei* (singular repetition of forms), *fukugoukei* (mixture of several singular forms), and *fukugoukurikaeshikei* (mixed singular repeated forms).

Aizuchi is used more frequently in Japanese than in any other language, according to numerous previous studies (Carpi, 2020; Clancy et al., 1996; Kawabata & Matsuka, 2021; Maynard, 1986; Saft, 2007), and is considered a "caring" behavior (Maynard, 1986). A simple extension of this idea is that "a high-frequency, non-monotonic variant leads to good communication (at least in Japanese):" in fact, *aizuchi* is often thought of as a way to measure a learner's proficiency in Japanese.

Naturally, studying Japanese at the university level in Indonesia aims to develop students' Japanese language skills. *Aizuchi*, a metric for Japanese language proficiency, has long been used in the classroom, most notably in conversational (*kaiwa*) and hearing (*choukai*) classes. However, it is necessary to understand how it is implemented in online classes.

Several studies have been conducted on *aizuchi* in the recent past, such as by (Dityandari & Aryanto, 2020; Lee, 2018; Yuniastuti & Nila Sepni, 2019), all of whom raised the topic of *aizuchi* in the form of data that was conveyed in direct face-to-face communication in Japanese or other languages for comparison. In contrast, this research analyzes the interaction speech through the

video conference application. This study also uses a qualitative approach that emphasizes real phenomena that occur in the data collection process and describes them. Therefore, this research continues previous research on *aizuchi* with different data sources.

Numerous issues can arise when communicating via the Internet. In the case of a video call (video conference) between two people using a fixed screen (i.e., PC monitor, etc.), the critical role of the speaker's gaze in signaling when it is time to take a response or turn to speak is technically challenging to capture, and interaction is likely to break down (Carpi, 2020, p. 212). Numerous linguistic signals can be analyzed, including *aizuchi* and response delays. As such, this research examines the use of *aizuchi*'s frequency and form in online classroom interaction between students and lecturers.

There is a pressing need to identify the different naturalness-related issues encountered in Japanese online learning in the post-pandemic period that combines online and offline learning (hybrid learning). *Aizuchi*, as an indicator of naturalness in Japanese that is not adequately realized in learning, significantly affects student's capacity to construct natural dialogues. As a result, knowing the form and execution of *aizuchi* in online classrooms can assist teachers in preparing suitable online class teaching strategies.

MATERIALS AND METHOD

This research employs a qualitative-descriptive approach (Bungin, 2008; Moleong, 2014; Sugiyono, 2016), which is a research method that involves the collection of qualitative data and descriptive analysis. The analysis and description of data in the form of utterances from interactions in online classes were guided by formulating the research problem.

The research data consist of *aizuchi* and pauses from student interactions with lecturers during a conversation class meeting (*kaiwa*). The conversational subjects in question are courses offered to students in semester V (five) of the Japanese Language Study Program at Universitas Sumatera Utara and Universitas Harapan Medan in the 2021/2022 academic year (January-May 2022). It is because only these two universities in Medan offer Japanese majors. It is possible to say that the data gathering employed a purposive sampling method. In addition, the consideration for data collection relates to the notion of a qualitative approach that is not overly familiar with the population and sample, which means that researchers, as key instruments, operate carefully with their knowledge and intuition regarding phenomena (Bouma & Carland, 2016).

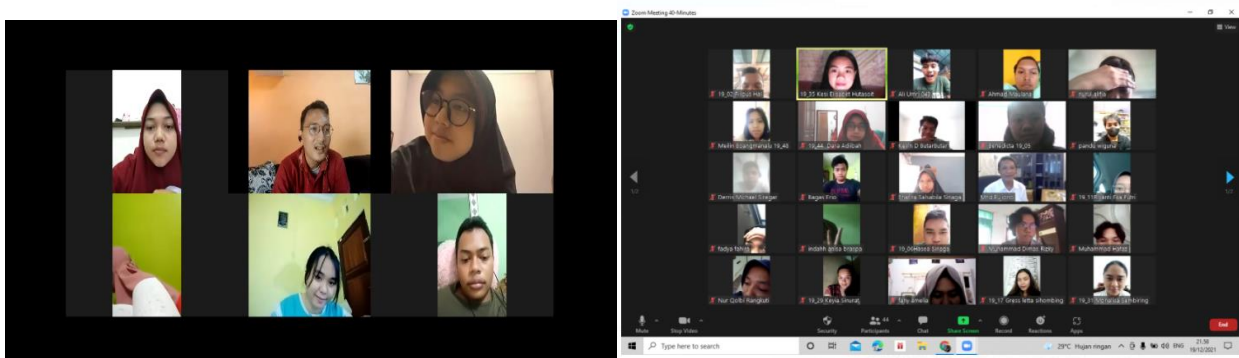


Fig 1. Screenshot of the conversation class recording.

The data is collected using the video recorder feature included in the Zoom Meetings application. The recording's results were then re-listened in order to obtain data in the form of *aizuchi*'s response. Additionally, responses are recorded and presented as questions and answers in a data table.

Miles, Huberman, and Saldana (2014) used an interactive model for data analysis, which entails condensing, presenting, and concluding. At the condensing stage, data were selected based on the research's criteria, specifically responses and pauses in Japanese speech. This is because it is undeniable that students occasionally respond to lecturers' questions in Bahasa Indonesia. As a result, the data used is solely *aizuchi*'s response in Japanese. Numerous variants of *aizuchi* are also selected by focusing on a single representative example. Additionally, the data are presented in tables and discussed, followed by conclusions that address the research problem formulation.

RESULTS & DISCUSSION

Results

According to the data collected, students rarely use *aizuchi* in online class interactions. This is demonstrated by the data on *aizuchi* forms, which revealed seven and eight conversations, despite the lecture lasting approximately 60 minutes. Students in online classes use the terms *tandokukei* (singular) and *kurikaeshike* (singular repetition) to refer to *aizuchi*. The *aizuchi* forms are listed in a table, along with a note indicating whether or not there is a pause in the students' responses. This is because the pause is a component of natural language.

Table 1. The form of *aizuchi* used by Japanese students at the Universitas Sumatera Utara

No	Interaction		Notes
	Lecturer	Students	
1	<i>Kyou wa futari kesseki desu ne</i> Today two people are not present right?	<i>Hai. A-san to B-San.</i> Yes. A and B	There is a pause
2	<i>Shukudai wa dou deshita ka.</i> <i>how's the homework?</i>	<i>Hai. Mou okurimashita.</i> Yes. It has been sent	There is a pause
3	<i>Konkai 81 peeji o hiraite kudasai ne.</i> This time, go to page 81.	<i>Hai</i> Yes.	Without pause
4	<i>Sutekina fuku desu ne. doko de kattan desu ka.</i> It's a good dress. Where to buy?	<i>ee.. depaato de</i> yes. at the Department store	There is a pause
5	<i>A-San, romaji o katakana ni kaeshitainn desu ga, dou sureba ii desu ka.</i> Mr. A, I want to change from romaji to katakana, what should I do?	<i>hai 。 Di klik pengaturan bahasanya sensei.</i> Yes Sensei, clicked on the language settings.	There is a pause
6	<i>Onrain manga o yomitain desu ga, doko no website o mireba ii desu ka.</i> I want to read comics online, is it better to see which website?	<i>Onrainmanga desuk a. Eeto, mangagohan to iu webusaito de ii desu yo.</i> Online comic? I think mangagohan's website is good	Without pause
7	<i>Ashita eigakan de eiga o mitain desu ga, doko ni ikeba ii desu ka.</i> Tomorrow I want to watch a movie at the cinema, where should I go?	<i>E? Eigakan desuka. Ikanakereba ii to omoimasuyo. Abunai desu kara</i> Ha? Cinema? Better not go. Because of the danger	Without pause
8	<i>Koko made sitsumon wa arimasu ka. Wakarimasu ka.</i> Up here any questions? Do you understand?	<i>Hai, wakarimasu</i> Yes. I understand	Without pause

Table 2. The form of *aizuchi* used by Japanese students at the Universitas Harapan

No	Interaction		Notes
	Lecturer	Students	
1	<i>Kono mae no bunkasai wa dou deshita ka</i> How's the bunkasa?	<i>Sou desu ne. Omoshirokatta desuyo.</i> I see. Interesting.	Without pause

2	<i>A-San wa mata kesseki desu ne, Daijoubbu ka na. korona uirusu desu ka.</i> Mr. A is not present anymore. Is he okay? What is Covid?	<i>Ee, wakarimasen sensei. Mungkin kena covid sensei.</i> Yes. I don't know sensei. Maybe got covid.	There is a pause
3	<i>Dewa 81 peeji o hiraite kudasai ne.</i> OK, please go to page 81	<i>Hai.. 81 peeji</i> Yes.. page 81	There is a pause
4	<i>Sutekina boushi desu ne. doko de kattan desu ka</i> That's a nice hat. Where to buy?	<i>A, Arigatougozaimasu. Onrain de kaimashita.</i> Thank you. I buy online.	There is a pause
5	<i>Sumimasen, megane wo kakenakereba, amari ji ga yomemasen. chotto megane o totte kimasune.</i> Sorry, if I don't wear glasses, I can't really read the letters. I'll take my glasses in a second.	<i>Sou desu ka. Hai sensei.</i> Oh, I see. Alright sensei.	Without pause
	<i>Shuu matsu ni tomodachi to kyampu o shitain desuga, Dokoka ii tokoro arimasen ka</i> Weekend I want to camp with friends, is there not a good place?	<i>Kyanpu desu ka.</i> Camping?	There is a pause
6	<i>Konshuu no nichiyoubi tomodachi ga kekkon shimasuga, donna mono o agereba ii desu ka.</i> This Sunday my friend is getting married, what should I give him?	<i>Kasih duit saja sensei. e... okane o...</i> Just give money sensei (in Bahasa Indonesia). Hmm.. the money...	There is a pause
7	<i>Koko made sitsumon wa arimasu ka.</i> Wakarimasuka. Up here any questions? do you understand?	<i>Iie.. arimasen.</i> No. There is no.	Without pause

Singular *aizuchi* form (*tandokukei*)

Students learning Japanese online use the *aizuchi* form in the following conversation, which is a singular form.

Conversation 1.

- Lecturer: *Sumimasen, megane wo kakenakereba, amari ji ga yomemasen. chotto megane o totte kimasune.*
Sorry, if I don't wear glasses, I can't really read the letters. I'll take my glasses in a second.
- Student: *Sou desu ka.* *Hai sensei.*
Oh, I see. Alright sensei.

In conversation 1, students respond to the lecturer's speech by using “*sou desu ka.*” This response was said without pause because the students clearly understood the meaning conveyed by the lecturer who wanted to take glasses. This uninterrupted response occurs because students know the meaning of the lecturer's utterance and do not expect an answer in the form of a long sentence that requires students to think about answering. In contrast to the following example conversation.

Conversation 2.

- Lecturer : *Sutekina boushi desu ne. doko de kattan desu ka*
That's a nice hat. Where to buy?
- Student : *A, arigatougozaimasu. (..pause..) Onrain de kaimashita.*
Oh, thank you. (..pause..) I bought online

Students responded to conversation 2 above with a single *aizuchi* “*A, arigatougozaimasu.*” This is because the students are already familiar with the lecturer's speech extolling the virtues of his hat. However, the students paused briefly before continuing to say, “*Onrain de kaimashita.*” This is because the lecturer's question about where to purchase the hat requires students to consider the appropriate vocabulary when responding. Without *aizuchi*, the pause in students' thinking makes the conversation unnatural.

***Aizuchi* form repetition (*kurikaeshikei*)**

Aizuchi is a type of repetition used by students learning Japanese online. The repetition in question occurs when the listener repeat part or all of the speech of the speaker he has just heard. The form of complete repetition of the previous statement is limited to short statements. The following is an example of a conversation that took place.

Conversation 3.

- Lecturer : *Ashita eigakan de eiga o mitain desu ga, doko ni ikeba ii desu ka.*)
Tomorrow I want to watch a movie at the cinema, where should I go?
- Student : ***E? Eigakan desu ka. Ikanakerba ii to omoimasu. Abunai desu kara***
Ha? Cinema? Better not go. Because of the danger.

In conversation 3, students responded to the sentence “*E? Eigakan desu ka*” with *aizuchi* repetition. This is because students who intend to go to the movies already understand what their lecturer says. Students responded without pause by repeatedly repeating the word cinema. This confirmation question demonstrated that students responded positively to the lecturer's words and that the subsequent sentences remained related, namely suggesting that lecturers avoid going to the movies due to the dangers associated with the pandemic. The continuous response with appropriate *aizuchi*, as in conversation 3, lends a sense of naturalness to conversational interactions. The following is an example of another repetition of a conversation with *aizuchi*.

Conversation 4.

- Lecturer : *Dewa 81 peeji o hiraite kudasai ne.*
Ok please go to page 81.
- Student : ***Hai.. 81 peeji***
Yes.. page 81

In conversation 4, the lecturer instructed the students to open a page in the book, to which the students responded with *aizuchi* “*hai (はい)*” and repeated the page number that had been specified by the lecturer in the previous conversation.

Pause in student response using *aizuchi*

There are numerous *aizuchi* response pauses in the online class interactions, which make conversational communication appear unnatural. This could be due to the internet connection, but the numerous repetitions throughout the interaction indicate that the primary reason is that students do not typically respond to conversations using *aizuchi* vocabulary. Some students appeared to nod their heads but remained silent, necessitating the lecturer to repeat the question two or three times. The following is an example of a conversation in which students respond with a pause.

Conversation 5.

Lecturer	:	<i>Shukudai wa dou deshita ka .</i> How's your homework?
Student	:	<.. pause ..> <i>Hai. Mou okurimashita.</i> <.. pause ..> Yes. I've been sent.

The use of Bahasa Indonesia as the initial response

Another phenomenon observed in online classes for Japanese language students is students responding in Bahasa Indonesia to the lecturer's questions. *Aizuchi* was delivered without pause in Bahasa Indonesia, but there was a pause when the students attempted to explain again in Japanese. This is because students believe that the appropriate vocabulary should be translated and delivered to them in order to respond. As a result of their limited vocabulary and unusual usage, *aizuchi* students' natural responses come out in their mother tongue (Bahasa Indonesia). Here is an example of that exchange.

Conversation 6

Lecturer	:	<i>Konshuu no nichiyoubi tomodachi ga kekkon shimasuga, donna mono o agereba ii desu ka</i> This Sunday my friend is getting married, what should I give him?
Student	:	<u><i>Ya.. Kasih duit aja sensei.</i></u> (.. pause ..) (<i>ee.. okane o..</i>) Just give money sensei (in Bahasa Indonesia). Hmm.. the money...

It was discovered that students used *aizuchi* in Japanese to respond to the lecturer's questions, but then used Bahasa Indonesia to respond to questions that demanded explanations, in contrast to the findings from conversation 6. As in the following exchange of words.

Conversation 7

- Lecturer : *A-San wa mata kesseki desu ne, Daijoubbu ka na. korona uirusu desu ka.*
Mr. A is not present anymore. Is he okay? What is Covid?
Student : *ee. wakarimasen sensei. Mungkin kena covid sensei*
Yes. I don't know sensei. Maybe got covid sensei

Students spontaneously responded with *aizuchi* “*ee, wakarimasen*,” but the next response is in Bahasa Indonesia. *Aizuchi*'s initial response gave the impression of natural interaction, but the subsequent mixing of Bahasa Indonesia codes obliterated the natural impression *aizuchi* created at the outset.

As a result, the importance of *aizuchi* must be accompanied by a consistent use of Japanese vocabulary and the suitability of *aizuchi* in conjunction with pauses and response responses in order to create a natural conversational interaction.

Discussion

In the category of brief speech, *Aizuchi* serves as a signal of comprehension and confirmation. This is demonstrated by the data's illustrative examples (Conversations 3 & 4). Students recite the questions posed by the lecturer to demonstrate that they heard and comprehended the lecturer's remarks. This is consistent with Dityandari's (2020) conclusion that *aizuchi* functions as a signal of comprehension.

Alternatively, *aizuchi* in online class interactions does not always indicate comprehension but rather the speaker's desire to continue communication despite not fully comprehending the question. Conversation 1 demonstrates that students only respond with *sou desu ne*, as do the pauses in conversation 6. This is consistent with the findings of Kawabata (2021), who explains that *aizuchi* frequently occurs when the main speaker introduces an object familiar to the non-main speaker. Conversation as anticipated It is also suggested that the presence or absence of *aizuchi* is not always a clear indicator that the non-primary speaker knows the target object but that it is crude but useful information for predicting the knowledge level of the non-primary speaker.

In addition, the majority of online class conversations adhere to a consistent pattern. Across the data, it was observed that unnatural responses led to misunderstandings and hindered the flow of conversation. The first quote describes a situation in which the learner only uses *aizuchi* monotone (e.g., "hai, hai"), allowing the conversation to continue regardless of the learner's comprehension.

On the other hand, students also demonstrate communication that relies primarily on facial expressions and rarely uses *aizuchi*. When a lengthy "pause" is taken before responding to the interlocutor, the conversation becomes stalled, and misunderstandings occur.

In most dialogues, the final particle (*suujoshi*) is seldom employed. Because *aizuchi*'s time to convey "don't understand" in Japanese is typically longer than those expressing "agreement" and/or "neutrality," the speaker must be careful not to delay too much *aizuchi* time in video conversations where time delays occur and where misunderstandings frequently result from an inappropriate "pause." As previous research has demonstrated, despite what has been stated above, the impact of using technological devices such as Internet-connected video cameras, which occasionally report transmission delays, must be considered when conducting these types of experiments and analyses.

There is very little use of *aizuchi*, a reliance on the speaker's gaze rather than speech, especially in situations where the learner's Japanese proficiency is low, as well as the impact of time spent in discussion and the duration of pauses. The most recent research on long-distance communication between students and teachers has uncovered several questions that need to be pondered by teachers who want to assist in facilitating communication and resolving misunderstandings that arise between students participating in online exchanges. When it comes to learning Japanese, it is essential to point out that a lack of awareness of the complicated link between *aizuchi* and quiet or pause as two sides of the same coin for Japanese listeners can lead to conflicts and misunderstandings between cultures. Even if students had previously lived in Japan for a short period or for an extended period, the results of this study showed that exposure to the Aizuchi language and ma(pause) Japanese distance learning classroom online interactions do not appear to be sufficient conditions for being able to use *aizuchi* effectively. This suggests that teachers may need to emphasize the use of *aizuchi* (as well as other sentence-ending particles) in their classroom instruction.

CONCLUSION

The naturalness of Japanese interaction through *aizuchi* is something that should be considered when learning, particularly online learning. According to the research's findings,

students used *aizuchi* in a limited number of ways, hampered communication, and eventually resulted in a tendency to become stuck or misunderstood during online class interactions. Aspects that need to be considered in applying *aizuchi* in online classes are response delays, suitability, and consistency of vocabulary used in responding. All of this is closely related and influenced by the communication habits of Japanese people, which are different from Bahasa Indonesia. For this reason, it is necessary to focus on training with an approach to the habituation of Japanese society's communication culture.

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Acquisition of Phonological Competence in Five-Year-Old Mentally Disabled Children

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DOI: <https://doi.org/10.20884/1.jli.2022.13.2.7293>

Article History:

First Received:

21/11/2022

Final Revision:

26/12/2022

Available online:

31/12/2022

ABSTRACT

This research aims at describing language acquisition particularly at the level of phonological competence attained by mentally retarded children. The data in this research are gathered from children, who is mentally retarded, at the Panti Asuhan Yatim Sejahtera Banjarnegara. These data include vocabularies which are primarily nouns, for instance the name of transportations, fruits, and buildings. This is a descriptive-qualitative research of which steps were giving stimuli to the targeted child to pronounce some vocabularies. These pronounced-vocabularies were then employed in this research to further be examined. In order to discover the stages of language acquisition specifically at the level of phonological competence, the data will be analyzed with phonetic syllabus. Based on the result of the analysis, it indicates that the language acquisition of this mentally disabled child phonologically pronounced vocoid [ɪ], [I], [ɛ], [↔], [α], [ʊ], [Y], [o], [ɹ], and [∴]; and contoid sounds [π], [β], [τ], [δ], [κ], [γ], [χ], [φ], [η], [λ], [μ], [ν], [l], [ω]; while sounds such as [√], [σ], [ρ], [ζ], [θ], and [ϖ] were not able to be pronounced. In short, the phonological stage of language acquisition by mentally disabled child was obtained but it was not fully acquired.

Keywords: language acquisition; mentally disabled child; phonological competence; phonetic syllabus

INTRODUCTION

Humans are born with the ability to communicate. This is proved by the human ability to learn language through the language acquisition and learning processes. Language acquisition is the process of learning a language for the first time, when humans hear or receive it for the first time. Language learning, on the other hand, is the process of learning language through formal education. Language acquisition refers to the first language, while language learning refers to the second language. In addition to external factors, there are some influencing factors which play a

role in language acquisition. When acquiring language, it is important that the learner has stimulus from those around him, such as parents, siblings, and neighbors.

According to the KBBI, stimulus refers to a reinforcer for the organism. So, it is possible to define language stimulus as an activity involving the use of language that is carried out by an individual or community with the intention of promoting linguistic stimulation to stimulate in language acquisition. The stimulation offered by language is implied to be one of the methods used to stimulate the speech organs. It is subsequently processed in the brain, after which the brain sends the stimulus to the speech organs, which subsequently produce language as a form of the resulting response. Language stimulus is given to humans to provide linguistic stimulation, particularly during the process of language acquisition.

Providing continuous language stimulus helps one's language acquisition ability, especially when children are learning their mother tongue. It is consistent with the ideas expressed by Watson and Skinner in the stimulus-response theory (1878-1958). John B. Watson is an American psychologist. This stimulus-response theory is a development of Pavlov's classical refraction theory. The theory of classical conditioning was the initial theory in the stimulus-response theory group, but Watson and Skinner developed it because some aspects did not fit, leading to the development of the stimulus-response theory of behaviorism. One of the theories that supports language learning in the early years of life is the stimulus-response theory.

Watson and Skinner's theory is known as the stimulus-response theory. It is due to the fact that this theory has a fundamental view of behavior, one of which is language behavior, which begins with a stimulus and ends with a response. Language is one of the other behaviors, according to behaviorism, the process of acquiring the first language is controlled from the outside by stimuli provided from the environment. This stimulus shall also be supported by each language actor's Language Acquisition Device (LAD), which is then supported by environmental stimuli.

Acquisition, also known as language acquisition, is the process of acquiring children's first language or mother tongue in the brain (Chaer, 2009: 167). Language acquisition is divided into two stages. These are the competence and performance processes. The competency process is the natural or unconscious process of mastering grammar, whereas the performance process is the application stage of the competency process. The performance process is divided into two

stages: first, an understanding process involving the ability to observe something, and then a production process involving the ability to convey, compose, or write sentences.

At the stage of language acquisition, each child has different abilities. It is because each children has different cognitive abilities when it comes to learning their mother tongue. Every children with normal development will learn a mother tongue during the first five years of life (Indah, 2017:16). A child acquires his mother tongue from puberty, or around the ages of 12-14 years, until adulthood, or around the ages of 18-20 years. After puberty, children's language skills become more advanced and improved. However, in addition to learning other languages, children's language skills shall be developed. According to Pandudunita (2018: 49), there is a critical stage in a child's development that supports in language acquisition. This is referred to as the golden age phase. This is a period of brain growth and development in which children identify and absorb more information to the greatest extent possible. This golden age period is identical to the pre-school period.

The language acquisition stage of a child's growth and development requires special attention. It is to improve children's language development. The stimulus-response theory is one of the theories studied in the field of Psycholinguistics. This theory is a part of behaviorism theory. In the stage of language acquisition, the stimulus-response theory is a useful theory to use. This is due to the basic belief in this theory that behavior, including language behavior, begins with a stimulus or stimulus that results in an action, reaction, or response.

According to Dardjowijojo (2008: 232), the innateness hypothesis theory, which states that LAD (Language Acquisition Device) greatly influences language acquisition, particularly mother tongue acquisition, is the most fundamental theory in language acquisition. According to Chomsky, a nativist pioneer, LAD is possessed by every human being from birth, allowing children to acquire language, both mother tongue and other languages. Furthermore, LAD is the foundation for children's ability to predict language structures that will be acquired naturally. As a result, there are many grammatical features of the mother tongue that are unnecessary to learn. There is an assumption that all languages share the same innate patterns and structures. This explanation can be classified as deep structure in universal grammar (Indah, 2017:18). Humans will be able to memorize, imitate, and master difficult, complex, and universal language structures using their LAD. If there are accompanying supporting devices, stimulus responses

from the environment, LAD may function well. Stimulus-response may be applied, given, and observed through this LAD. The LAD that each person owns, however, will determine this.

Every human being, especially children, theoretically and instinctively has their own LAD. It also applies to children with special needs, especially those born in unusual circumstances, such as a child with mental retardation. Children with mental retardation have a low level of intellectual intelligence, addition to problems in adapting to their environment, deficiencies in intelligence, social adaptation, and academics (Haryeti, et al, 2013: 537).

The explanation above leads to the conclusion that language acquisition is an indicator of children's growth and development, both under normal and special conditions. One of the important and concerning issues is the issue of child growth and development. It is due to the fact that development is associated with increased ability to structure and function of the body, both of which are related to motor and cognitive abilities. Growth and development, according to Soetjiningsih (2014: 2), is a complex manifestation of morphological, biochemical, and physiological changes that occur from childhood to adulthood. Although growth and development are two distinct processes, they are connected.

Growth is a quantitative change. That is, growth includes the increase in the number, size, and dimensions of cells and organs that each human being possesses. It may be seen in the physical growth of the body as well as the organs and brain. A brain that grows perfectly has a greater capacity to learn, memorize, and to think. In addition to growth, there is also development. It involves both quantitative and qualitative changes. The development is marked by increasing skills and body functions that are increasingly complex and regular. It occurs as a result of the maturation process. The development also refers to the process of differentiation of human body parts and components such as body cells, body tissues, organs, and developing organ systems. The parts and components of the human body can function optimally as a result of this development.

The language acquisition ability of mentally retarded children requires special attention compared to children born with normal conditions. It is because children with mental retardation have imperfect brain function abilities so that in their ability to acquire their mother tongue, mentally retarded children shall be given continuous stimulation through more specific stages. Language acquisition in this study focused on mentally retarded children at the Panti Asuhan Yatim Sejahtera Banjarnegara. It is because there are five children with mental retardation who

shall receive special attention at that place, especially in the development of their language acquisition through the implementation of stimulus-response behaviorism. In addition, this research collaborated with related parties to support the development of language acquisition for mentally retarded children. The related parties are psychologists and volunteers who provide regular assistance.

Based on the background of the problems above, this study aims to identify and describe the application and development of stimulus-response to the language acquisition ability and vocabulary of mentally retarded children. The resulting acquisition is obtained through the implementation of stimulus-response behaviorism which influences cognitive, motoric, and psychosocial development as a result of interaction with the environment.

METHOD

The descriptive qualitative method was used in this study. This study was conducted at the Panti Asuhan Yatim Sejahtera Banjarnegara on five-year-old children with mental retardation for about two months. The vocabulary in the form of nouns was used as the data in this study. Vehicle, fruits, and building shapes are among the vocabulary items. Field observations, interviews, and a literature review were used to collect data in this study. Field observation is done when children are engaged in activity and interacting with their surroundings. Interviews with a number of the orphanage caregivers were conducted. The literature review is used to learn about and comprehend the language acquisition of children with special needs, particularly those who are mentally retarded. The resulting vocabulary is then examined in terms of its phonological competence stages. Controlled vocabulary is used to achieve vocabulary acquisition. Images are used as a stimulus medium to provoke the emergence of data as a method of applying stimulus-response theory to behaviorism.

RESULT AND DISCUSSION

Acquisition of Phonological Stages of Children with Mental Retardation

The form of phonological acquisition in five-year-old children with mental retardation at the Panti Asuhan Yatim Sejahtera Banjarnegara may be seen from the sounds of the language spoken by them. The sounds of language analyzed in this study consist of phonological acquisition obtained through sounds that may be pronounced: namely vocoid sounds [ɪ], [I], [ε],

[.:], [↔], [α], [υ], [Y], [o], and [↵], and contoid sounds [π], [β], [τ], [δ], [κ], [γ], [χ], [φ], [η], [λ], [μ], [ν], [], and [ψ] while sounds that cannot be pronounced are contoid sounds [ν], [σ], [ρ], [ζ], [θ], and [ω] [ω].

Vocoid sound [ɪ]

Table 1. Data Distribution on Vocoid Sounds

Controlled Vocabularies	Phonetic Transcription	Pronunciation	Phonetic Transcription	Phonetic Syllabus
Biru	[βɪρυ]	biyu	[βɪψυ]	[bi + yu]
Roti	[ρoτɪ]	ti	[τɪ]	[ti]
Satu	[σατυ]	atu/iji	[ατυ] / [ɪφɪ]	[i + ji]

Based on data in the table above, mentally retarded children are able to pronounce vocoid sounds [i] which are distributed in the middle and end positions of words. Vocoid sound [i] can be pronounced clearly. All sounds that make up the vocabulary in the table above can be pronounced clearly by mentally retarded children except for the sound [ρ] in the word [βɪρυ], the sound [ρ] and [o] in the word [ρoτɪ], and the sound [σ] in the word [σατυ] / [σɪφɪ]. Based on the table above, there is a vocabulary (*biru*) that should be pronounced [βɪρυ]. However, [βɪρυ] is pronounced as [βɪψυ] so that the apico-alveolar sound [ρ] is substituted for a lamino-palatal sound [ψ]. In addition, there is a vocabulary (*roti*) that should be pronounced [ρoτɪ]. However, [ρoτɪ] is pronounced as [ρoτɪ] so that there is an omission of the sound [ρ] and the sound [o] at the beginning of a word or what is commonly called apheretic zeroization. Besides the *biru* and *roti*, there is also *satu* vocabulary. The word *satu* should be pronounced [σατυ] / [σɪφɪ]. However, by mentally retarded children the word *satu* is pronounced as [ατυ] / [ɪφɪ] so that there is an omission of the sound [σ] at the beginning of the word or what is commonly called apheretic zeroization.

Vocoid Sounds [ɪ]

Table 2. Data Distribution on Vocoid Sounds [ɪ]

Controlled Vocabularies	Phonetic Transcription	Pronunciation	Phonetic Transcription	Phonetic Syllabus
Bus kota	[βYσ] [κοτα]	bin	[βɪn]	[bɪn]
Putih	[πυτɪn]	tih	[τɪn]	[tɪn]

Based on the above data, mentally retarded children are able to pronounce the vocoid sound [ɪ] which is distributed in the middle position of the word. The vocoid sound [ɪ] can be pronounced clearly, although not all sounds that make up the vocabulary can be pronounced completely. Based on the table above, there is a vocabulary *bus kota*. *Bus kota* is a phrase formed

from the combination of the words *bus* and *kota*. Based on the table above, there is a substitution of the vocoid sound [Y] into the vocoid sound [I] and the apico-alveolar sound [σ] into the apico-alveolar sound [n] in the word *bus* so that [βYσ] is pronounced as [βIn]. In addition, mentally retarded children cannot pronounce the word *kota* at all. That is, the phrase *bus kota* turns into the word *bin*. Thus, mentally retarded children have not been able to pronounce the phrase *bus kota* completely. In addition to the vocabulary *bus kota*, the table above also contains vocabulary of *putih*. The word of *putih* should be pronounced [πυτIη], but by mentally retarded children the vocabulary is pronounced as [τIη]. Thus, there is an omission of the sound [π] and the sound [υ] at the initial position of the word or it is called apheretic zeroization.

Vocoid Sounds [ə]

Table 3. Data Distribution on Vocoid Sounds [ə]

Controlled Vocabularies	Phonetic Transcription	Pronunciation	Phonetic Transcription	Phonetic Syllabus
Apel	[απəλ]	pel	[πəλ]	[πəλ]
Bulat	[βυλατ]	bulet	[βυλ. : τ]	[βυ + λ. : τ]
Empat	[. : μπατ]	empat/papat	[. : μπατ] / [παπατ]	[. : μ + πατ]
Enam	[. : ναμ]	nem	[ν. : μ]	[ν. : μ]
Hitam	[ηιταμ]	iyeng	[ty. :]	[ι + y. :]
Permen	[π. : ρμ↔ν]	emen	[. : μεν]	[. : + μεν]

Based on the above data, mentally retarded children are able to pronounce the vocoid sound [ə] which is distributed in the initial and middle positions of words. The vocoid sound [ə] can be pronounced clearly, although not all sounds that make up the vocabulary can be pronounced completely *apel*, *bulat*, *enam*, *hitam*, and *permen*.

1. Vocabulary *apel*. Based on the table above, there is a vocabulary *apel* that should be pronounced [απəλ]. However, by mentally retarded children [απəλ] is pronounced as [πəλ] so that there is an omission of the sound [α] in the initial position of the word or what is called apheretic zeroization. Thus, the child has not been able to pronounce all the sounds that make up the word *apel*.
2. Inducing vocabulary *bulat*. Based on the table above, there is a vocabulary *bulat*. The word *bulat* should be pronounced [βυλατ], but the child pronounces it as [βυλατ] so that there is a substitution of the vocoid sound [α] to become a vocoid sound [:]. Thus, the child has not been able to pronounce all the sounds that make up the word *bulat*.
3. Vocabulary *enam*. Based on the table above, there are vocabularies *enam* that should be pronounced [: . ναμ]. However, by mentally retarded children [: . ναμ] is pronounced as [ν. : μ]

so that there is an omission of the sound [ɹ] in the initial position of the word or what is called apheretic zeroization and there is a substitution of the sound [α] to become the sound [ɹ]. Thus, the child has not been able to pronounce all the sounds that make up the word *enam*.

4. Vocabulary *hitam*. Based on the table above, there is a vocabulary *hitam*. In Javanese, the word *hitam* is usually pronounced *ireng* which should be pronounced [ɪpɹ.ɪ]. However, by mentally retarded children [ɪpɹ.ɪ] is pronounced as [ɪyɹ.ɪ] so that there is a substitution of the apico-alveolar sound [p] into the lamino-palatal sound [y]. Thus, the child has not been able to pronounce all the sounds that make up the word *ireng* or *hitam*.
5. Vocabulary *permen*. Based on the table above, there is a vocabulary *permen* that should be pronounced [πɹ.ρμ↔v]. However, the word [πɹ.ρμ↔v] is pronounced as [ɹ.μɛv] so that there is zeroization of apheresis and zeroization of syncope. This is because there is an omission of the sound [π] in the initial position of the word and the sound [p] in the middle position of the word. Thus, the child has not been able to pronounce all the sounds that make up the word *permen*.

Vocoid Sounds [ɛ]

Table 4. Data Distribution on Vocoid Sounds [ɛ]

Controlled Vocabularies	Phonetic Transcription	Pronunciation	Phonetic Transcription	Phonetic Syllabus
Merah	[μɛpαη]	meyah	[μɛyαη]	[μɛ + yαη]
Sepeda	[σɹ.πɛδα]	eda	[ɛδα]	[ɛ + δα]

Based on the above data, mentally retarded children are able to pronounce the vocoid sound [ɛ] which is distributed in the middle position of words. The vocoid sound [ɛ] can be pronounced clearly even though in certain vocabularies not all the sounds that compose it can be pronounced. Based on the table above, there is a vocabulary *merah*. The *merah* word should be pronounced [μɛpαη]. However, children pronounce it as [μɛpαη] so that there is a substitution of the apico-alveolar sound [p] into a lamino-palatal sound [y]. In addition, there is also a vocabulary *sepeda*. The word *sepeda* should be pronounced [σɹ.πɛδα]. However, the child pronounces it as [ɛδα] so that there are omissions of the sounds [σ], [ɹ], and [π] in the initial position of the word or what is commonly called apheretic zeroization.

Vocoid Sounds [↔]

Table 5. Data Distribution on Vocoid Sounds [↔]

Controlled Vocabularies	Phonetic Transcription	Pronunciation	Phonetic Transcription	Phonetic Syllabus
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Es krim	[↔σ] [κρΙμ]	E kim	[↔] [κΙμ]	[↔ + κΙμ]
Nenek	[νεν↔κ]	nek	[ν↔κ]	[ν↔κ]

Based on the above data, mentally retarded children are able to pronounce the vocoid sound [↔] which is distributed in the initial and middle positions of words. The vocoid sound [↔] can be pronounced clearly even though in certain vocabularies not all the sounds that compose it can be pronounced. Based on the table above, there is a vocabulary *es krim*. The phrase *es krim* is formed from the combination of the word *es* which should be pronounced [↔σ] and *krim* which should be pronounced [κρΙμ]. However, the child pronounces it as [↔] [κΙμ] so that in this vocabulary there is zeroization of the apheretic and syncope types. This is because there is an omission of the sound [↔] in the initial position of the word in the word [↔σ] and the sound [ρ] in the middle position of the word in the word [κρΙμ]. In addition, based on the table above, there is also a *nenek* vocabulary. The word *nenek* should be pronounced [νεν↔κ]. However, [νεν↔κ] is pronounced [ν↔κ]. Thus, there is an omission of the sound [ν] and the sound [ε] at the initial position of the word or it is called apheretic zeroization.

Vocoid Sounds [α]

Table 6. Data Distribution on Vocoid Sounds [α]

Controlled Vocabularies	Phonetic Transcription	Pronunciation	Phonetic Transcription	Phonetic Syllabus
Baju	[βαφυ]	baju	[βαφυ]	[βα + φυ]
Celana	[χ. : λανα]	lana	[λανα]	[λα + να]
Dua	[δυα]	dua/loro	[δυα] / [λορο]	[δυ + α]
Empat	[. : μπατ]	empat/papat	[. : μπατ] / [παπατ]	[. : μ + πατ] / [πα + πατ]
Gajah	[γαφαη]	gajah	[γαφαη]	[γα + φαη]
Ibu	[ιβυ]	bu / mak	[βυ] / [mak]	[βυ] / [mak]
Ikan	[ικαν]	ikan	[ικαν]	[ι + καν]
Kaki	[κακι]	kaki	[κακι]	[κα + κι]
Kapal	[καπαλ]	kapal	[καπαλ]	[κα + παλ]
Lima	[λιμα]	lima	[λιμα]	[λι + μα]
Merah	[μεραη]	meyah	[μεγαη]	[με + γαη]
Mata	[ματα]	mata	[ματα]	[μα + τα]
Pesawat	[π. : sawat]	awat	[αωατ]	[α + ωατ]
Satu	[σατυ]	atu/iji	[ατυ] / [ιφι]	[α + τυ] / [ι + φι]
Sepeda	[σ. : πεδα]	eda	[εδα]	[ε + δα]
Sepatu	[σ. : πατυ]	atu	[ατυ]	[α + τυ]
Sembilan	[σ. : μβιλαν]	ilan	[ιλαν]	[ι + λαν]
Tiga	[τιγα]	tiga/telu	[τιγα] / [τ. : λυ]	[τι + γα]
Tomat	[τοματ]	omat	[οματ]	[ο + ματ]
Tangan	[τα αν]	angan	[α αν]	[α + αν]

Based on the data above, mentally retarded children are able to pronounce the vocoid sound [a] which is distributed in the initial, middle and final positions of words. The vocoid sound [a] can be pronounced clearly even though in certain vocabularies not all of the sounds that make up it can be pronounced, namely in the following vocabularies.

1. Vocabulary *celana*. Based on the table above, there is a vocabulary *celana* that should be pronounced [χ.:λανα]. However, the word [χ.:λανα] is pronounced as [λανα] so that there is an omission of the sound [χ] and the sound [.:] at the initial position of the word or what is commonly called apheretic zeroization.
2. Vocabulary *merah*. Based on the table above, there is a vocabulary *merah*. The word *merah* should be pronounced [μεραη]. However, children pronounce it as [μεγαη] so that there is a substitution of the apico-alveolar sound [ρ] into a lamino-palatal sound [γ].
3. Vocabulary *pesawat*. Based on the table above, there is a vocabulary *pesawat* that should be pronounced [π.:sawat]. However, the word [π.:sawat] is pronounced as [awat] so that there is an omission of the sound [π], the sound [.:], and the sound [s] in the initial position of the word or what is commonly called apheretic zeroization.
4. Vocabulary *satu*. Based on the table above, there is a vocabulary *satu*. The word *satu* should be pronounced [σατυ] / [σιφι]. However, by mentally retarded children the word *satu* is pronounced as [ατυ] / [ιφι] so that there is an omission of the sound [σ] at the beginning of the word or what is commonly called apheretic zeroization.
5. Vocabulary *sepeda*. Based on the table above, there is a vocabulary *sepeda*. The word *sepeda* should be pronounced [σ.:πεδα]. However, the child pronounces it as [εδα] so that there are omissions of the sounds [σ], [.:], and [π] in the initial position of the word or what is commonly called apheretic zeroization.
6. Vocabulary *sepatu*. Based on the table above, there is a vocabulary *sepatu*. The word *sepatu* should be pronounced [σ.:πατυ]. However, the child pronounces it as [ατυ] so that there are omissions of the sounds [σ], [.:], and [π] in the initial position of the word or what is commonly called apheretic zeroization.
7. Vocabulary *sembilan*. Based on the above table, there is a word *sembilan* that should be pronounced [σ.:μβιλαν]. However, the word [σ.:μβιλαν] is pronounced as [ιλαν] so that there is an omission of the sounds [σ], [.:], [μ], and [β] in the initial position of the word or what is commonly called with apheretic zeroization.

8. Vocabulary *tomat*. Based on the table above, there is a vocabulary *tomat*. The word *tomat* should be pronounced [τοματ]. However, the child pronounces it as [οματ] so that there is an omission of the sound [τ] in the initial position of the word or what is commonly known as apheretic zeroization.
9. Vocabulary *tangan*. Based on the table above, there is a vocabulary *tangan*. The word *tangan* should be pronounced [τα|αν]. However, the child pronounces it as [α|αν] so that there is an omission of the sound [τ] in the initial position of the word or what is commonly known as apheretic zeroization.

Vocoid Sounds [υ]

Table 7. Data Distribution on Vocoid Sounds [υ]

Controlled Vocabularies	Phonetic Transcription	Pronunciation	Phonetic Transcription	Phonetic Syllabus
Biru	[βιρυ]	biyu	[βιψυ]	[βι + ψυ]
Bulat	[βυλατ]	bulet	[βυλ.:τ]	[βυ + λ.:τ]
Burung	[βυρΥ]	buyung	[βυψΥ]	[βυ + ψΥ]
Baju	[βαρυ]	baju	[βαρυ]	[βα + ϕυ]
Dua	[δυα]	dua/loro	[δυα] / [λоро]	[δυ + α]
Ibu	[ιβυ]	bu / mak	[βυ] / [mæk]	[βυ]
Kuning	[κυνΙ]	kuning	[κυνΙ]	[κν + νΙ]
Mulut	[μυλΥτ]	ulut	[υλΥτ]	[υ + λΥτ]
Sepuluh	[σ.:πυλΥη]	uluh	[υλΥη]	[υ + λΥη]
Satu	[σατυ]	atu/iji	[ατυ] / [ιφι]	[α + τυ]
Sepatu	[σ.:πατυ]	atu	[ατυ]	[α + τυ]
Tiga	[τιγα]	tiga/telu	[τιγα] / [τ.:λυ]	[τ.: + λυ]

Based on the above data, mentally retarded children are able to pronounce the vocoid sound [υ] which is distributed at the initial and final word positions. The vocoid sound [υ] can be pronounced clearly even though in certain vocabularies not all the sounds that make up the vocabulary can be pronounced clearly, namely in the following vocabularies.

1. Vocabulary *biru*. Based on the table above, there is a vocabulary *biru* that should be pronounced [βιρυ]. However, [βιρυ] is pronounced as [βιψυ] so that the apico-alveolar sound [ρ] is substituted for a lamino-palatal sound [ψ].
2. Vocabulary *bulat*. Based on the table above, there is a vocabulary *bulat*. The word *bulat* should be pronounced [βυλατ], but the child pronounces it as [βυλ.:τ] so that there is a substitution of the vocoid sound [α] to become a vocoid sound [.:].

3. Vocabulary *burung*. Based on the table above, there is a vocabulary *burung* that should be pronounced [βυρY]. However, [βυρY] is pronounced as [βυψY] resulting in the substitution of the apico-alveolar sound [ρ] into the lamino-palatal sound [ψ].
4. Vocabulary *mulut*. Based on the table above, there is a vocabulary *mulut*. The word *mulut* should be pronounced [μυλYτ]. However, the child pronounces it as [μυλYτ] so that there is an omission of the sound [μ] in the initial position of the word or what is commonly known as apheretic zeroization.
5. Vocabulary *sepuluh*. Based on the table above, there are vocabulary *sepuluh*. The word *sepuluh* should be pronounced [σ.πυλYη]. However, the child pronounces it as [υλYη] so that there are omissions of the sounds [σ], [π], and [η] in the initial position of the word or what is commonly called apheretic zeroization.
6. Vocabulary *satu*. Based on the table above, there is a vocabulary *satu*. The word *satu* should be pronounced [σατY] / [σιφι]. However, by mentally retarded children the word *satu* is pronounced as [ατY] / [ιφι] so that there is an omission of the sound [σ] at the beginning of the word or what is commonly called apheretic zeroization.

Vocoid Sounds [Y]

Table 8. Data Distribution on Vocoid Sounds [Y]

Controlled Vocabularies	Phonetic Transcription	Pronunciation	Phonetic Transcription	Phonetic Syllabus
Anjing	[ανφι]	guk	[γYκ]	[γYκ]
Burung	[βυρY]	buyung	[βυψY]	[βυ + ψY]
Hidung	[ηιδY]	idung	[ιδY]	[ι + δY]
Jeruk	[φ.ρYκ]	yuk	[yYκ]	[yYκ]
Mulut	[μυλYτ]	ulut	[υλYτ]	[υ + λYτ]
Sepuluh	[σ.πυλYη]	uluh	[υλYη]	[υ + λYη]
Telur	[τλYρ]	ndun	[νδYn]	[νδYn]

Based on the above data, mentally retarded children are able to pronounce the vocoid sound [Y] which is distributed at the initial and final word positions. The vocoid sound [Y] can be pronounced clearly even though in certain vocabularies not all the sounds that make up the vocabulary can be pronounced clearly, namely in the following vocabularies.

1. Vocabulary *anjing*. Based on the table above, there is a vocabulary *anjing*. The word *anjing* is commonly called by children as *guguk* which should be pronounced [γυγYκ]. However, [γυγYκ] is pronounced [γYκ]. Thus, there is an omission of the sound [γ] and the sound [υ] at the initial position of the word or what is commonly referred to as apheretic zeroization.

2. Vocabulary *burung*. Based on the table above, there is a vocabulary *burung* that should be pronounced [βʊρY]. However, [βʊρY] is pronounced as [βʊψY] resulting in the substitution of the apico-alveolar sound [ρ] into the lamino-palatal sound [ψ].
3. Vocabulary *hidung*. Based on the table above, there is a vocabulary *hidung*. The word *hidung* should be pronounced [ηɪδY]. However, the child pronounces it as [ɪδY] so that there is an omission of the sound [η] in the initial position of the word or what is commonly known as apheretic zeroization.
4. Vocabulary *jeruk*. Based on the table above, there is a vocabulary *jeruk* that should be pronounced [φ.∴.ρYκ]. However, children pronounce it as [yYκ] so that there is an omission of the sounds [φ] and [∴.] in the initial position of the word or it is called apheretic zeroization and the substitution of the apico-alveolar sound [ρ] to become a lamino-palatal sound [y].
5. Vocabulary *mulut*. Based on the table above, there is a vocabulary *mulut*. The word *mulut* should be pronounced [μʊλYτ]. However, the child pronounces it as [ʊλYτ] so that there is an omission of the sound [μ] in the initial position of the word or what is commonly known as apheretic zeroization.
6. Vocabulary *sepuluh*. Based on the table above, there are vocabulary *sepuluh*. The word *sepuluh* should be pronounced [σ.∴.πʊλYη]. However, the child pronounces it as [ʊλYη] so that there are omissions of the sounds [σ], [∴.], and [π] in the initial position of the word or what is commonly called apheretic zeroization.
7. Vocabulary *telur*. Based on the table above, there is a vocabulary *telur*. The word *telur* in Javanese is called *ndog*. The word *ndog* is usually pronounced [vδ.ɿγ]. However, the child pronounces it as [vδYη] so that there is a substitution of the vocoid sound [ɿ] into a vocoid [Y] and a dorso-velar sound [γ] into an apico-alveolar sound [v].

Vocoid Sounds [o]

Table 9. Data Distribution on Vocoid Sounds [o]

Controlled Vocabularies	Phonetic Transcription	Pronunciation	Phonetic Transcription	Phonetic Syllabus
Harimau	[ηαριμαω]	imo	[ɪmo]	[i + mo]
Hijau	[ηιφαω]	ijo	[ɪfo]	[i + jo]
Mobil	[μοβΙλ]	mobil	[μοβΙλ]	[mo + bil]
Tomat	[τοματ]	omat	[οματ]	[o + mat]
Dua	[δυα]	dua/loro	[δυα] / [λopo]	[lo + ro]

Based on the above data, mentally retarded children are able to pronounce the vocoid sound [o] which is distributed at the initial and final word positions. The vocoid sound [o] can be pronounced clearly even though in certain vocabularies not all the sounds that compose it can be pronounced. Based on the table above, there is a vocabulary *harimau* that should be pronounced [ηαριμαω]. However, by mentally retarded children [ηαριμαω] is pronounced as [ιμο] so that there is an omission of the sounds [η], [α], and [ρ] in the initial position of the word or what is called apheretic zeroization and there is substitution of a double vocoid sound [αυ] into a single vocoid sound [o] or commonly called monophthongization. In addition, there is also a vocabulary *tomat*. The word *tomat* should be pronounced [τοματ]. However, the child pronounces it as [οματ] so that there is an omission of the sound [τ] in the initial position of the word or what is commonly known as apheretic zeroization.

Vocoid Sounds [ɔ]

Table 10. Data Distribution on Vocoid Sounds [ɔ]

Controlled Vocabularies	Phonetic Transcription	Pronunciation	Phonetic Transcription	Phonetic Syllabus
Motor	[μɔτɔρ]	moton	[μɔτɔn]	[μɔ + τɔn]

Based on the above data, mentally retarded children are able to pronounce the vocoid sound [ɔ]. The vocoid sound [ɔ] can be pronounced clearly even though in certain vocabulary not all the sounds that compose it completely can be pronounced because there is a substitution of the apico-alveolar sound [ρ] to become apico-alveolar sound [n] so that [μɔτɔρ] is pronounced as [μɔτɔn].

Contoid Sound [π]

Table 11. Data Distribution on Vocoid Sounds [π]

Controlled Vocabularies	Phonetic Transcription	Pronunciation	Phonetic Transcription	Phonetic Syllabus
Apel	[απəλ]	pel	[πəλ]	[πəλ]
Kapal	[καπαλ]	kapal	[καπαλ]	[κα + παλ]

Based on the above data, mentally retarded children are able to pronounce the vocoid sound [π] which is distributed in the initial and middle positions of words. The vocoid sound [π] can be pronounced clearly even though in certain vocabularies not all of the sounds that compose it can be pronounced as in the word *apel* above. The word *apel* that should be pronounced is [απəλ]. However, by mentally retarded children [απəλ] is pronounced as [πəλ] so that there is

an omission of the sound [α] in the initial position of the word or what is called apheretic zeroization.

Contoid Sound [β]

Table 12. Data Distribution on Vocoid Sounds [β]

Controlled Vocabularies	Phonetic Transcription	Pronunciation	Phonetic Transcription	Phonetic Syllabus
Biru	[βiρυ]	biyu	[βiψυ]	[βi + ψυ]
Bulat	[βυλατ]	bulet	[βυλ.∴τ]	[βυ + λ.∴τ]
Burung	[βυρY]	buyung	[βυψY]	[βυ + ψY]
Baju	[βαρυ]	baju	[βαρυ]	[βα + ϕυ]
Bus kota	[βYσ] [κοτα]	bin	[βIn]	[βIn]
Ibu	[ιβυ]	bu / mak	[βυ] / [mαk]	[βυ]
Mobil	[μoβIl]	mobil	[μoβIl]	[μo + βIl]

Based on the above data, mentally retarded children are able to pronounce the vocoid sound [β] which is distributed at the initial and final word positions. The vocoid sound [β] can be pronounced clearly even though in certain vocabularies not all the sounds that make up the vocabulary can be pronounced clearly, namely in the following vocabularies.

1. Vocabulary *biru*. Based on the table above, there is a vocabulary *biru* that should be pronounced [βiρυ]. However, [βiρυ] is pronounced as [βiψυ] so that the apico-alveolar sound [ρ] is substituted for a lamino-palatal sound [ψ].
2. Vocabulary *bulat*. Based on the table above, there is a vocabulary *bulat*. The word *bulat* should be pronounced [βυλατ], but the child pronounces it as [βυλ.∴τ] so that there is a substitution of the vocoid sound [α] to become a vocoid sound [∴].
3. Vocabulary *burung*. Based on the table above, there is a vocabulary *burung* that should be pronounced [βυρY]. However, [βυρY] is pronounced as [βυψY] resulting in the substitution of the apico-alveolar sound [ρ] into the lamino-palatal sound [ψ].
4. Vocabulary *bus kota*. Based on the table above, there is a vocabulary *bus kota*. The word *bus kota* is a phrase formed from the combination of the words *bus* and *kota*. Based on the table above, there is a substitution of the vocoid sound [Y] into the vocoid sound [I] and the apico-alveolar sound [σ] into the apico-alveolar sound [n] in the word *bus* so that [βYσ] is pronounced as [βIn]. In addition, mentally retarded children cannot pronounce the word *kota* at all. That is, the phrase *bus kota* turns into the word *bin*.

Contoid Sound [τ]

Table 13. Data Distribution on Vocoid Sounds [τ]

Controlled	Phonetic	Pronunciation	Phonetic	Phonetic
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Vocabularies	Transcription		Transcription	Syllabus
Bulat	[βυλατ]	bulet	[βυλ.:τ]	[βυ + λ.:τ]
Mulut	[μυλYτ]	ulut	[υλYτ]	[υλYτ]
Putih	[πυτIη]	tih	[τIη]	[τIη]
Roti	[ροτι]	ti	[τι]	[τι]
Satu	[σατυ]	atu/iji	[ατυ] / [ιφι]	[ατυ]
Tiga	[τιγα]	tiga/telu	[τιγα] / [τ.:λυ]	[τιγα] / [τ.:λυ]
Tomat	[τοματ]	omat	[οματ]	[οματ]

Based on the above data, mentally retarded children are able to pronounce a vocoid sound [τ] which is distributed at the initial and final word positions. The vocoid sound [τ] can be pronounced clearly even though in certain vocabularies not all the sounds that make up the vocabulary can be pronounced clearly. The examples are in the following vocabularies.

1. Vocabulary *bulat*. Based on the table above, there is a vocabulary *bulat*. The word *bulat* should be pronounced [βυλατ], but the child pronounces it as [βυλ.:τ] so that there is a substitution of the vocoid sound [α] to become a vocoid sound [.:]. Thus, the child has not been able to pronounce all the sounds that make up the word *bulat*.
2. Vocabulary *mulut*. Based on the table above, there is a vocabulary *mulut*. The word *mulut* should be pronounced [μυλYτ]. However, the child pronounces it as [υλYτ] so that there is an omission of the sound [μ] in the initial position of the word or what is commonly known as apheretic zeroization.
3. Vocabulary *putih*. Based on the table above, there is a vocabulary *putih*. The word *putih* should be pronounced [πυτIη], but by mentally retarded children the vocabulary is pronounced as [τIη]. Thus, there is an omission of the sound [π] and the sound [υ] at the initial position of the word or it is called apheretic zeroization.
4. Vocabulary *roti*. Based on the table above, there is a vocabulary *roti* that should be pronounced [ροτι]. However, [ροτι] is pronounced as [τι] so that there is an omission of the sound [ρ] and the sound [ο] at the beginning of a word or what is commonly called apheretic zeroization.
5. Vocabulary *satu*. Based on the table above, there is a vocabulary *satu*. The word *satu* should be pronounced [σατυ] / [σιφι]. However, by mentally retarded children the word one is pronounced as [ατυ] / [ιφι] so that there is an omission of the sound [σ] at the beginning of the word or what is commonly called apheretic zeroization.

6. Vocabulary *tomat*. Based on the table above, there is a vocabulary *tomat*. The word *tomat* should be pronounced [τοματ]. However, the child pronounces it as [οματ] so that there is an omission of the sound [τ] in the initial position of the word or what is commonly known as apheretic zeroization.

Contoid Sound [δ]

Table 14. Data Distribution on Vocoid Sounds [δ]

Controlled Vocabularies	Phonetic Transcription	Pronunciation	Phonetic Transcription	Phonetic Syllabus
Dua	[δυα]	dua/loro	[δυα] / [λoρo]	[δυ + α]
Hidung	[ηιδY]	idung	[ιδY]	[ι + δY]
Sepeda	[σ ∴ πεδα]	eda	[εδα]	[ε + δα]
Telur	[τλYρ]	ndun	[vδYn]	[v + δYn]

Based on the above data, mentally retarded children are able to pronounce a vocoid sound [δ] which is distributed at the initial and final word positions. The vocoid sound [δ] can be pronounced clearly even though in certain vocabularies not all the sounds that make up the vocabulary can be pronounced clearly in the following vocabularies.

1. Vocabulary *hidung*. Based on the table above, there is a vocabulary *hidung*. The word *hidung* should be pronounced [ηιδY]. However, the child pronounces it as [ιδY] so that there is an omission of the sound [η] in the initial position of the word or what is commonly known as apheretic zeroization.
2. Vocabulary *sepeda*. Based on the table above, there is a vocabulary *sepeda*. The word *sepeda* should be pronounced [σ ∴ πεδα]. However, the child pronounces it as [εδα] so that there are omissions of the sounds [σ], [∴], and [π] in the initial position of the word or what is commonly called apheretic zeroization.
3. Vocabulary *telur*. Based on the table above, there is a vocabulary *telur*. The word *telur* in Javanese is called *ndog*. The word *ndog* is usually pronounced [vδλγ]. However, the child pronounces it as [vδYn] so that there is a substitution of the vocoid sound [λ] into a vocoid [Y] and a dorso-velar sound [γ] into an apico-alveolar sound [v].

Contoid Sound [κ]

Table 14. Data Distribution on Vocoid Sounds [κ]

Controlled Vocabularies	Phonetic Transcription	Pronunciation	Phonetic Transcription	Phonetic Syllabus
Anjing	[ανφι]	guk	[γYκ]	[γYκ]
Es krim	[↔σ] [κρΙμ]	E kim	[↔] [κΙμ]	[↔] [κΙμ]
Ibu	[ιβυ]	bu / mak	[βυ] / [mαk]	[mαk]
Ikan	[ικαν]	ikan	[ικαν]	[ι + καν]

Jeruk	[φ.∴.ρYκ]	yuk	[yYκ]	[yYκ]
Kaki	[κακι]	kaki	[κακι]	[κα + κι]
Kapal	[καπαλ]	kapal	[καπαλ]	[κα + παλ]
Nenek	[νενεκ]	nek	[ν↔κ]	[ν↔κ]

Based on the above data, mentally retarded children are able to pronounce the vocoid sound [κ] which is distributed at the initial and final word positions. The vocoid sound [κ] can be pronounced clearly even though in certain vocabularies not all the sounds that make up the vocabulary can be pronounced clearly in the following vocabularies.

1. Vocabulary *anjing*. Based on the table above, there is a vocabulary *anjing*. The word *anjing* is commonly called by children *guguk* which should be pronounced [γυγYκ]. However, [γυγYκ] is pronounced [γYκ]. Thus, there is an omission of the sound [γ] and the sound [υ] at the initial position of the word or what is commonly referred to as apheretic zeroization.
2. Vocabulary *es krim*. Based on the table above, there is a vocabulary *es krim*. The phrase *es krim* is formed from the combination of the word *es* which should be pronounced [↔σ] and *krim* which should be pronounced [κρΙμ]. However, the children pronounce it as [↔] [κΙμ] so that in this vocabulary there is zeroization of the apheretic and syncope types. This is because there is an omission of the sound [↔] in the initial position of the word in the word [↔σ] and the sound [ρ] in the middle position of the word in the word [κρΙμ].
3. Vocabulary *jeruk*. Based on the table above, there is a vocabulary *jeruk* that should be pronounced [φ.∴.ρYκ]. However, the children pronounce it as [yYκ] so that there is an omission of the sounds [φ] and [∴.] in the initial position of the word or it is called apheretic zeroization and the substitution of the apico-alveolar sound [ρ] to become a lamino-palatal sound [y].
4. Vocabulary *nenek*. Based on the table above, there is a vocabulary *nenek*. The word *nenek* should be pronounced [νεν↔κ]. However, [νεν↔κ] is pronounced [ν↔κ]. Thus, there is an omission of the sound [ν] and the sound [ε] at the initial position of the word or it is called apheretic zeroization.

Contoid Sound [γ]

Table 16. Data Distribution on Vocoid Sounds [γ]

Controlled Vocabularies	Phonetic Transcription	Pronunciation	Phonetic Transcription	Phonetic Syllabus
Anjing	[ανφΙ]	guk	[γYκ]	[γYκ]
Gajah	[γαφαη]	gajah	[γαφαη]	[γα + φαη]

Based on the above data, mentally retarded children are able to pronounce a vocoid sound [ɣ] which is distributed in the initial position. The vocoid sound [ɣ] can be pronounced clearly even though in certain vocabularies not all the sounds that compose it can be pronounced as in the word *anjing*. The word *anjing* is commonly called by children *guguk* which should be pronounced [ɣʊɣYκ]. However, [ɣʊɣYκ] is pronounced [ɣYκ]. Thus, there is an omission of the sound [ɣ] and the sound [ʊ] at the initial position of the word or what is commonly referred to as apheretic zeroization.

Contoid Sound [ɸ]

Table 17. Data Distribution on Vocoid Sounds [ɸ]

Controlled Vocabularies	Phonetic Transcription	Pronunciation	Phonetic Transcription	Phonetic Syllabus
Baju	[βαɸʊ]	baju	[βαɸʊ]	[βα + ɸʊ]
Gajah	[γαɸαη]	gajah	[γαɸαη]	[γα + ɸαη]
Hijau	[ηιɸαω]	ijo	[ιɸο]	[ι + ɸο]
Satu	[σατʊ]	atu/iji	[ατʊ] / [ιɸι]	[α + τʊ] / [ι + ɸι]

Based on the above data, mentally retarded children are able to pronounce the vocoid sound [ɸ] which is distributed in the middle position of the word. The vocoid sound [ɸ] can be pronounced clearly even though in certain certain vocabularies not all the sounds that compose it can be pronounced as in the word *satu*. The word *satu* should be pronounced [σατʊ] / [σιɸι]. However, by mentally retarded children the word *satu* is pronounced as [ατʊ] / [ιɸι] so that there is an omission of the sound [σ] at the beginning of the word or what is commonly called apheretic zeroization.

Contoid Sound [η]

Table 18. Data Distribution on Vocoid Sounds [η]

Controlled Vocabularies	Phonetic Transcription	Pronunciation	Phonetic Transcription	Phonetic Syllabus
Gajah	[γαɸαη]	gajah	[γαɸαη]	[γα + ɸαη]
Merah	[μεɸαη]	meyah	[μεɸαη]	[με + ɸαη]
Sepuluh	[σ.ι.πʊλYη]	uluh	[ʊλYη]	[ʊ + λYη]

Based on the data above, mentally retarded children are able to pronounce the vocoid sound [η] which is distributed in the initial and final positions of words. The vocoid sound [η] can be pronounced clearly even though in certain vocabularies not all the sounds that compose it can be pronounced as in the words *merah* and *sepuluh*. Based on the table above, there is a vocabulary *merah* that should be pronounced [μεɸαη]. However, the children pronounce it as

[μeyαη] so that there is a substitution of the apico-alveolar sound [ρ] into a lamino-palatal sound [y]. In addition, there are also vocabulary words *sepuluh* that should be pronounced [σ.: πυλYη]. However, the child pronounces it as [υλYη] so that there are omissions of the sounds [σ], [.:], and [π] in the initial position of the word or what is commonly called apheretic zeroization.

Contoid Sound [λ]

Table 19. Data Distribution on Vocoid Sounds [λ]

Controlled Vocabularies	Phonetic Transcription	Pronunciation	Phonetic Transcription	Phonetic Syllabus
Apel	[απəλ]	pel	[πəλ]	[πəλ]
Celana	[χ.: λανα]	lana	[λανα]	[λα + να]
Dua	[δυα]	dua/loro	[λορο]	[λο + ρο]
Kapal	[καπαλ]	kapal	[καπαλ]	[κα + παλ]
Lima	[λιμα]	lima	[λιμα]	[λι + μα]
Mobil	[μοβΙλ]	mobil	[μοβΙλ]	[μο + βΙλ]
Mulut	[μυλYτ]	ulut	[υλYτ]	[υλ + Yτ]
Sepuluh	[σ.: πυλYη]	uluh	[υλYη]	[υ + λYη]
Sembilan	[σ.: μβιλαν]	ilan	[ιλαν]	[ι + λαν]
Tiga	[τιγα]	tiga/telu	[τ.: λυ]	[τ.: + λυ]

Based on the above data, mentally retarded children are able to pronounce a vocoid sound [λ] which is distributed at the initial and final word positions. The vocoid sound [λ] can be pronounced clearly even though in certain vocabularies not all the sounds that make up the vocabulary can be pronounced clearly in the following vocabularies.

1. Vocabulary *apel*. Based on the table above, there is a vocabulary *apel* that should be pronounced [απəλ]. However, by mentally retarded children [απəλ] is pronounced as [πəλ] so that there is an omission of the sound [α] in the initial position of the word or what is called apheretic zeroization. Thus, the child has not been able to pronounce all the sounds that make up the word *apel*.
2. Vocabulary *celana*. Based on the table above, there is a vocabulary *celana* that should be pronounced [χ.: λανα]. However, the word [χ.: λανα] is pronounced as [χ.: λανα] so that there is an omission of the sound [χ] and the sound [.:] at the initial position of the word or what is commonly called apheretic zeroization.
3. Vocabulary *mulut*. Based on the table above, there is a vocabulary *mulut*. The word *mulut* should be pronounced [μυλYτ]. However, the child pronounces it as [υλYτ] so that there is an omission of the sound [μ] in the initial position of the word or what is commonly known as apheretic zeroization.

4. Vocabulary *sepuluh*. Based on the table above, there is vocabulary *sepuluh*. The word *sepuluh* should be pronounced [σ.πυλYη]. However, the child pronounces it as [υλYη] so that there are omissions of the sounds [σ], [π], and [Y] in the initial position of the word or what is commonly called apheretic zeroization.
5. Vocabulary *sembilan*. Based on the above table, there is word *sembilan* that should be pronounced [σ.μβιλαν]. However, the word [σ.μβιλαν] is pronounced as [ιλαν] so that there is an omission of the sounds [σ], [μ], and [β] in the initial position of the word or what is commonly called with apheretic zeroization.

Contoid Sound [μ]

Table 20. Data Distribution on Vocoid Sounds [μ]

Controlled Vocabularies	Phonetic Transcription	Pronunciation	Phonetic Transcription	Phonetic Syllabus
Enam	[.vαμ]	nem	[v.μ]	[v.μ]
Es krim	[↔σ] [κρIμ]	E kim	[↔] [κIμ]	[↔ + κIμ]
Harimau	[ηαριμαω]	imo	[ιμο]	[ι + μο]
Ibu	[ιβυ]	bu / mak	[mαk]	[mαk]
Lima	[λιμα]	lima	[λιμα]	[λι + μα]
Mobil	[μοβIλ]	mobil	[μοβIλ]	[μο + βIλ]
Merah	[μεραη]	meyah	[μεγαη]	[με + γαη]
Motor	[μ.τ.ρ]	moton	[μ.τ.η]	[μ.τ.η]
Mata	[ματα]	mata	[ματα]	[μα + τα]
Permen	[π.ρμ↔v]	emen	[.μεν]	[. + μεν]
Tomat	[τοματ]	omat	[οματ]	[ο + ματ]

Based on the above data, mentally retarded children are able to pronounce the vocoid sound [μ] which is distributed at the initial and final word positions. The vocoid sound [μ] can be pronounced clearly even though in certain vocabularies not all the sounds that make up the vocabulary can be pronounced clearly in the following vocabularies.

1. Vocabulary *enam*. Based on the table above, there is a vocabulary *enam* that should be pronounced [.vαμ]. However, by mentally retarded children [.vαμ] is pronounced as [v.μ] so that there is an omission of the sound [.] in the initial position of the word or what is called apheretic zeroization and there is a substitution of the sound [α] to become the sound [v.].
2. Vocabulary *es krim*. Based on the table above, there is a vocabulary *es krim*. The phrase *es krim* is formed from the combination of the word *es* which should be pronounced [↔σ] and

krim which should be pronounced [κρΙμ]. However, the children pronounce it as [↔] [κΙμ] so that in this vocabulary there is zeroization of the apheretic and syncope types. This is because there is an omission of the sound [↔] in the initial position of the word in the word [↔σ] and the sound [ρ] in the middle position of the word in the word [κρΙμ].

3. Vocabulary *harimau*. Based on the table above, there is a vocabulary *harimau* that should be pronounced [ηαριμα_ω]. However, by mentally retarded children [ηαριμα_ω] is pronounced as [ιμο] so that there is an omission of the sounds [η], [α], and [ρ] in the initial position of the word or what is called apheretic zeroization and there is substitution of a double vocoid sound [αυ] into a single vocoid sound [ο] or commonly called monophthongization.
4. Vocabulary *merah*. Based on the table above, there is a vocabulary *merah*. The word *merah* should be pronounced [μεραη]. However, children pronounce it as [μεγαη] so that there is a substitution of the apico-alveolar sound [ρ] into a lamino-palatal sound [γ].
5. Vocabulary *motor*. Based on the table above, there is a vocabulary *motor*. The word *motor* should be pronounced [μτρ]. However, it is pronounced by children as [μτν] so that there is a substitution of the apico-alveolar sound [ρ] into the apico-alveolar sound [ν].
6. Vocabulary *permen*. Based on the table above, there is a vocabulary *permen* that should be pronounced [πρ.ρμ↔ν]. However, the word [πρ.ρμ↔ν] is pronounced as [ρ.μεν] so that there is zeroization of apheresis and zeroization of syncope. This is because there is an omission of the sound [π] in the initial position of the word and the sound [ρ] in the middle position of the word.
7. Vocabulary *tomat*. Based on the table above, there is a vocabulary *tomat*. The word *tomat* should be pronounced [τοματ]. However, the child pronounces it as [οματ] so that there is an omission of the sound [τ] in the initial position of the word or what is commonly known as apheretic zeroization.

Contoid Sound [v]

Table 21. Data Distribution on Vocoid Sounds [v]

Controlled Vocabularies	Phonetic Transcription	Pronunciation	Phonetic Transcription	Phonetic Syllabus
Celana	[χ.λανά]	lana	[λανά]	[λα + να]
Enam	[.ναμ]	nem	[ν.μ]	[ν.μ]
Kuning	[κυνΙ]	kuning	[κυνΙ]	[κν + νΙ]

Based on the above data, mentally retarded children are able to pronounce the vocoid sound [v] which is distributed at the initial and final word positions. The vocoid sound [v] can be

pronounced clearly even though in certain vocabularies not all the sounds that compose it can be pronounced. Based on the table above, there is a vocabulary *celana* that should be pronounced [χ.:λανα]. However, the word [χ.:λανα] is pronounced as [λανα] so that there is an omission of the sound [χ] and the sound [.:] at the initial position of the word or what is commonly called apheretic zeroization. In addition, there are also words *enam* that should be pronounced [.:ναμ]. However, by mentally retarded children [.:ναμ] is pronounced as [ν.:μ] so that there is an omission of the sound [.:] in the initial position of the word or what is called apheretic zeroization and there is a substitution of the sound [α] to become the sound [.:].

Contoid Sound [ɭ]

Table 21. Data Distribution on Vocoid Sounds [ɭ]

Controlled Vocabularies	Phonetic Transcription	Pronunciation	Phonetic Transcription	Phonetic Syllabus
Burung	[βʊpY ɭ]	buyung	[βʊψY ɭ]	[βʊ + ψY ɭ]
Hidung	[ɲɪδY ɭ]	idung	[ɪδY ɭ]	[ɪ + δY ɭ]
Hitam	[ɲɪταμ]	iyeng	[ɪy.: ɭ]	[ɪ + y.: ɭ]
Kucing	[κʊχɪ ɭ]	cing	[cɪ ɭ]	[cɪ ɭ]
Kuning	[κʊvɪ ɭ]	kuning	[κʊvɪ ɭ]	[κʊ + vɪ ɭ]
Tangan	[τα αv]	angan	[α αv]	[α + αv]

Based on the above data, mentally retarded children are able to pronounce the vocoid sound [ɭ] which is distributed at the initial and final word positions. The vocoid sound [ɭ] can be pronounced clearly even though in certain vocabularies not all the sounds that make up the vocabulary can be pronounced clearly in the following vocabularies.

1. Vocabulary *burung*. Based on the table above, there is a vocabulary *burung* that should be pronounced [βʊpY ɭ]. However, [βʊpY ɭ] is pronounced as [βʊψY ɭ] resulting in the substitution of the apico-alveolar sound [p] into the lamino-palatal sound [ψ].
2. Vocabulary *hidung*. Based on the table above, there is a vocabulary *hidung*. The word *hidung* should be pronounced [ɲɪδY ɭ]. However, children pronounce it as [ɪδY ɭ] so that there is an omission of the sound [ɲ] in the initial position of the word or what is commonly known as apheretic zeroization.
3. Vocabulary *hitam*. Based on the table above, there is a vocabulary *hitam*. In Javanese, the word *hitam* is usually pronounced *ireng* which should be pronounced [ɪp.: ɭ]. However, by mentally retarded children [ɪp.: ɭ] is pronounced as [ɪy.: ɭ] so that there is a substitution of

the apico-alveolar sound [p] into the lamino-palatal sound [y]. Thus, children have not been able to pronounce all the sounds that make up the word *ireng* or *hitam*.

4. Vocabulary *kucing*. Based on the table above, there is a vocabulary *kucing*. The word *kucing* should be pronounced [kʊχɪ]. However, the child pronounces it as [χɪ] so that there is an omission of the sounds [k] and [ʊ] in the initial position of the word or what is commonly known as apherical zeroization.
5. Vocabulary *tangan*. Based on the table above, there is a vocabulary *tangan*. The word *tangan* should be pronounced [tα|αv]. However, children pronounce it as [α|αv] so that there is an omission of the sound [t] in the initial position of the word or what is commonly known as apheretic zeroization.

Contoid Sound [ψ]

Table 23. Data Distribution on Vocoid Sounds [ψ]

Controlled Vocabularies	Phonetic Transcription	Pronunciation	Phonetic Transcription	Phonetic Syllabus
Hitam	[ηɪtαμ]	iyeng	[ɪy.:]	[ɪ + y.:]
Jeruk	[φ.: ρYκ]	yuk	[yYκ]	[yYκ]
Merah	[μεραη]	meyah	[μeyαη]	[μe + yαη]

Based on the above data, mentally retarded children are able to pronounce the vocoid sound [y] which is distributed in the initial and middle positions of words. The vocoid sound [y] can be pronounced clearly even though in certain vocabularies not all of the sounds that make up it can be pronounced. Based on the table above, there is a vocabulary *hitam*. In Javanese, the word *hitam* is usually pronounced *ireng* which should be pronounced [ɪp.:]. However, by mentally retarded children [ɪp.:] is pronounced as [ɪy.:] so that there is a substitution of the apico-alveolar sound [p] into the lamino-palatal sound [y]. In addition, there is a vocabulary *jeruk* that should be pronounced [φ.: ρYκ]. However, children pronounce it as [yYκ] so that there is an omission of the sounds [φ] and [.:] in the initial position of the word or it is called apheretic zeroization and the substitution of the apico-alveolar sound [p] to become a lamino-palatal sound [y]. Besides that, there is also a vocabulary *merah* that should be pronounced [μεραη]. However, children pronounce it as [μeyαη] so that there is a substitution of the apico-alveolar sound [p] into a lamino-palatal sound [y].

CONCLUSION

The stage of language acquisition in children with special needs differs from the stage of language acquisition in children without special needs. Nonetheless, in the case of Umar, a mentally retarded child, he was able to progress through the morphological stages quite well. Despite the delay, the cooing and babbling stages can be skipped. Pronunciation of sounds that appear are vocoid sounds [ɪ], [I], [ε], [ɜ:], [↔], [α], [ʊ], [Y], [o], and [ɹ], and contoid [π], [β], [τ], [δ], [κ], [γ], [χ], [φ], [η], [λ], [μ], [ν], [l], and [ψ] while sounds that cannot be pronounced are contoid sounds [ʋ], [σ], [ρ], [ζ], [θ], and [ϑ] [ω]. This was due to Umar's biological experience with suffering that lasted from the age of two months to two years and affected the function of the speech organs, particularly the tongue. As a result, it is necessary to have a stimulus that is continuously carried out. If mentally retarded children are frequently invited to communicate, it can indirectly serve as a therapeutic medium by facilitating sound pronunciation.

ACKNOWLEDGEMENT

The researcher would like to thank those who have supported in this research. The first is LPPM Unsoed which has provided financial assistance to researchers to conduct this research.

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Japanese Language Learning Consistency in the New Normal Era

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DOI: <https://doi.org/10.20884/1.jli.2022.13.2.6325>

Article History:

First Received:

14/06/2022

Final Revision:

26/12/2022

Available online:

31/12/2022

ABSTRACT

This research was motivated by the pandemic which resulted in many restricted outdoor activities. The existence of restrictions on outdoor activities caused changes in behavior in the community and had an impact on reducing physical activity. Government regulations to strictly maintain health protocols as well as changing the learning system from face-to-face to virtual, affected the consistency of Japanese language learning in the digital era (new normal). This study is a qualitative descriptive study that aims to determine the consistency of Japanese language learning in the digital era (new normal) and to determine whether interest in learning Japanese has decreased or even increased in the digital era (new normal). The method used in this study is a descriptive qualitative method using a research instrument in the form of a questionnaire distributed using WhatsApp groups and e-mails. The subjects of the research were courses that held Japanese language learning. Data were obtained by distributing questionnaires, both open and closed questionnaires. The number of respondents are as many as 4 courses that open Japanese language learning online. The analyzed data shows that learning at the course remains consistent which means that the interest of Japanese language learner enthusiasts who take part in learning at the course does not change by looking at the percentage result of 100%. However, the next analyzed data got the answer that the learners increased if referring to the table of analysis results which showed a percentage of 75%.

Keywords: *Consistency; Japanese language learning; new normal*

INTRODUCTION

The COVID-19, which is spread throughout the world as well as in Indonesia, requires the education system to change its teaching methods, from offline learning to online learning. The pandemic has changed people's lifestyles in carrying out their daily activities, especially activities related to education. The education world was most significantly affected. Learning that was originally able to meet face-to-face but the pandemic made learning begin to change. One of them is learning using applications without the need for physical meetings. It also targets tutoring courses or Japanese language courses in Surabaya. In Surabaya and its neighboring areas, there are many places for tutoring, especially places for quality Japanese language courses. These

courses provide services to people to learn Japanese for those who cannot learn Japanese formally at an official or state educational institution. By participating in on-site learning, they can gain Japanese language skills for their needs such as for school, for work or just a hobby. This study aims to determine the consistency of Japanese language learning courses in the new normal era, to determine whether learning remains consistent during the pandemic, and to determine whether the number of Japanese language learner enthusiasts remains or decreases or even increases in the new normal.

Definition of consistency

According to Kamus Besar Bahasa Indonesia (KBBI, 1995), the word "konsistensi" (consistency) has the meaning of constant, unchanging, obeying the principles, or steady. Consistency can also mean conforming. It can also be said that consistency is determination and stability (in action) (1995:520). Consistency is also described as something that individuals do in the same way for a long time (KBBI, 2016).

Consistency is an activity that is believed in principle and is sustainable and carried out regularly. As Evertson puts it in Leonard (2013), consistency means maintaining a common expectation for appropriate behavior in an activity unaffected by external changes.

In his book, Harianto (2008) argues that "consistency comes from the word consistent, meaning fixed, aligned and appropriate". Consistency is a situation that describes obedience and harmony between concentration, speech, and behavior. Consistency cannot arise by itself without the desire or willingness or seriousness within the individual.

Cahya (2008) in his book discusses that "Consistency is a component of each individual's assets". Consistency proves that what we choose to do repeatedly to make it a habit. Consistency means doing the same thing constantly to achieve goals and aspirations, even though there are many obstacles that must be passed. Consistency is the main term that is a big reflection of how strong the authority of the dialogue that individuals do every day, as humans who relate reciprocally with other humans to convey messages to meet their needs (Aisyah, 2021).

Consistency is something someone does to do something consistently, regularly, continuously so that it becomes something very important in life. Consistency is an effort to continue to do something until the expected final goal is achieved (Leonard, 2013).

According to Nashori (2011: 175), "self-consistency is the power to maintain our moods and behavior so that we have experience and are continuously concerned with our beliefs, paying attention to things that are very valuable". By trusting the treatment that has been done, we must be sure of the results we will get.

From the opinion of several experts, it can be concluded that consistency is an action taken by an individual continuously over a long period of time so that it becomes a habit that gives rise to consistency.

Definition of learning and instruction

In the KBBI, etymologically, the word "belajar" (learn) means to work hard to get skills or expertise (KBBI, 1998). Other experts say that the definition of learning is a process or effort made by everyone to obtain the desired changes such as changes in behavior, both in the form of cognitive, psychomotor, affective, and positive values as an experience from various materials that have been studied (Djamaluddin, 2019: 6).

According to Saron et al in Musfiqon (2011), learning is the development of new insights, skills, and behaviors or behaviors which are individual interactions with information and the surrounding environment. Meanwhile, another expert, Sadirman, still in Musfiqon (2011: 3), said that learning is a complex thing that happens to everyone and lasts a lifetime, from birth to the end of life.

Meanwhile, according to Fudyartanto in Baharuddin et.al (2015), to learn has 4 meanings, namely 1) to gain knowledge comprehension, or mastery of through experience or study, 2) to fix in the mind or memory; 3) to acquire through experience, and 4) to become in former of to find out. From this description, it can be said that learning has the meaning of gaining insight or mastering insight through expertise, gaining experience, and obtaining or discovering information. So, it can be concluded that learning has the basic meaning of activities and mastery of something.

Baharuddin et.al (2015) state that learning is a bonding process or link between students and teachers as well as learning resources in a learning area. In an educational context, learning can be concluded as a teacher delivering material so that students can understand or master the content of the material to achieve certain facts, such as the cognitive/knowledge domain, affective/attitude domain and psychomotor/skills domain.

According to Djamaluddin (2019), learning, which is identified with the word "mengajar" (teaching), comes from the basic word "ajar" which means instructions given to people so that they are known (imitated) given the prefix "pe" and the suffix "an" becomes "pembelajaran" (learning), which means the process, action, way of teaching or teaching so that students want to learn.

Learning can be said as an interaction process carried out by learners and educators. In other words, learning can be referred to as a process to help students learn well.

Japanese Language Learning

Japanese is the language used to communicate with Japanese people in all parts of the country, including Hokkaido, Honshu, Kyushu, Shikoku and Okinawa. This language is used as a liaison language for people throughout Japan. Japan only has one language, namely Japanese but it has various dialects. Because it is the only language, Japanese is the official language. Japanese became a foreign language in many countries because of the advancement of the Japanese industry at that time so that people studied Japanese to be able to absorb the knowledge they had.

The foreign languages learning in Indonesia, especially for Japanese language, began to develop rapidly since 1981, especially in the city of Surabaya. Over time, Japanese was introduced as an elective subject. The development of learning Japanese has a positive impact. This can be seen from the number of students who intend to study at a higher level at universities. Japanese learner enthusiasts are increasing year by year, both majoring in education and pure science programs. In a survey conducted by the Japan Foundation in 2012, Indonesia was ranked second out of all countries in the number of people learning Japanese in the world. If it is seen at the longer term, there is an increase of 16 times compared to the survey in previous years (*Apa Sih Manfaat dan Pentingnya Ikut Tes Bahasa Jepang JLPT?*, 2018). This is what encourages the emergence of course places to meet the need for Japanese language learning in addition to formal educational institutions.

By the background of the increasing number of Japanese language enthusiasts and each having their own goals and since the Japanese language was introduced and entered as a subject in high schools and even universities, many quality language courses began to appear, serving the community who needed a certificate as a condition to fulfill their needs.

Just as English has a Test of English as a Foreign Language (TOEFL) program to measure a person's ability to master English, in Japan, there is a test called JLPT, an abbreviation of Japanese Language Proficiency Test. The JLPT test is known as the *Nihongo Noryoku Shiken*

or popularly abbreviated as NS or *Noken* since 1984 (*Apa Sih Manfaat dan Pentingnya Ikut Tes Bahasa Jepang JLPT?*, 2018) .

The Japanese language competency certification standard, the Japanese Language Proficiency Test (JLPT), has been developed since 1984 and has become the standard for Japanese language competency certification worldwide since 1984. JLPT certification is generally required to continue studies or work, both in Japan and Japanese institutions and companies in general outside Japan. In addition, JLPT can also be used as a requirement to apply for scholarships, to apply for jobs, to advance in career paths and to measure our language skills.

Referring to the JLPT certification, the JLPT test consists of five levels, namely: level 1, level 2, level 3, level 4, and level 5, level 1 being the highest level and level 5 being the lowest level. Related to the certificate, many people learn Japanese to fulfill their needs related to those described previously. So, in Indonesia, especially Surabaya, many courses have sprung up to get supplies in participating in the JLPT which will be used for their individual interests. This is done because the official institution may not be able to accommodate the number of students who want to acquire Japanese language skills. In addition, it is individuals who do not have enough time to study at official institutions for one reason or another.

Learning in the digital era

The COVID-19 pandemic, which has hit the world for almost two years, is no exception in Indonesia, causing the learning system to change from face-to-face learning to virtual learning. This change forced educators to look for other alternatives in teaching methods. There are several strategies that teachers can use as learning models, including blended learning, distance learning, mobile learning, and virtual learning environments.

Heinze A. and Procter C. in Hendarita (2012) state that blended learning is a combination of several learning strategies and delivery techniques that are expected to maximize the learning experience for its users.

There are three models in the development of blended learning according to Haughey in Hendarita (2012), namely: the web course model, the web centric course model, and the web enhanced course model. The web course model is the use of the Internet for teaching purposes, in which the implementation between teachers and students is carried out through virtual without the need for physical meetings.

The Web centric course model is the use of the internet or cyberspace by combining distance learning and traditional learning. Learning materials can be provided either through

several ways, one of which is through social media. The web-enhanced course model focuses on the quality model of the student's ability to master the material carried out with the help of the virtual world. Therefore, teachers are expected to improve their ability to master IT so that teaching and learning activity runs smoothly.

There are 3 basic levels in the ICT-based blended learning model (Ramsay, 2001):

- 1) Looking for information, the students seek information independently with the assistance of the teacher as a facilitator;
- 2) Obtaining information, in groups or independently, the students seek, master, and can connect pre-existing opinions or thoughts to be communicated or re-explained;
- 3) Synthesizing knowledge, the students can rearrange the knowledge they have gained from discussions, as well as the acquisition of facts or reports (Hendarita, 2012).

The five main keys of blended learning, among others, are:

- 1) Live Event, the teaching and learning process is carried out online or directly but virtually, meaning without meeting physically.
- 2) Self-Paced Learning, combining independent learning with implementation anywhere and anytime.
- 3) Collaboration, collaboration between teachers and fellow teachers and collaboration between students.
- 4) Assessment, teachers or educators are expected to be able to combine various kinds of assessments both synchronously and asynchronously.
- 5) Performance Support Materials, teachers/educators ensure that the materials can be accessed online or offline.

Distance learning is learning that is carried out without physical contact, or commonly called virtual learning. Distance learning, as it is commonly referred to as *Pembelajaran Jarak Jauh* (PJJ), is often also referred to as learning using applications that have been in operation for a long time and it is not something new operated. Regulation of the Minister of Education and Culture No.109 of 2013 defines distance education as teaching and learning activities that are carried out virtually using IT applications to communicate (Gulthom in Yeliany, 2021).

Distance learning can be implemented between students and teachers together at the same time, even though each student lives in different region. Learning like this will be able to take place effectively if the necessary facilities are available properly. In distance learning, an educator or teacher is expected to have the ability to operate technology media as well as the ability as an administrator and as a communicator, even though their space as a teacher with distance learning

is very limited.

The term distance learning is used specifically to distinguish two educational terms as in distance education and higher education. The technical term of distance learning can also be defined as a teaching activity, which does not require the physical presence of students or face to face in a study room. In distance learning, it has been stated in the Law of the Republic of Indonesia Number 20 of 2003, concerning the "National Education System", which is formulated in detail in CHAPTER VI Paths, Levels and Types of Education in the Tenth Part of Distance Education in Article 31. However, because of the virus that hit the world and then the government required to change teaching methods using internet media, that is when distance learning began to emerge as one of the methods that became known even though it was actually not new thing (Yeliany, 2021).

Mobile learning, according to Darmawan in Aripin (2018), is one option for implementing learning that can be carried out anywhere and anytime. Mobile learning can be defined as a facility or service that provides information through IT in general to learners and provides educational content that helps in gaining understanding without questioning place and time (Tamimuddin, 2007).

Cabanban in Aripin (2018:2) defines that M-Learning is a type of e-learning that provides educational content and learning support materials through wireless communication devices. This system cannot replace the role of the teacher at any time but can be used as a means to complement teaching and learning activities in both high schools and universities.

M-Learning has advantages and disadvantages according to Sarraf in Aripin (2018:2), the advantages of M-Learning include; can be operated anywhere and anytime, devices that are too mobile are affordable for more individuals, smaller size is lighter, student center, accommodates distance learning, maximizes interaction, and more followers (students). Meanwhile, the disadvantages are processor power, memory load, monitor screen, power supply, I/O components, different User Interface (UI) provided, different mobile platforms, and different hardware creators.

Virtual Learning Environment (VLE) is a tool used by educational institutions, as well as universities and colleges to require teachers/tutors to manage their plans and exchange words with students (*Sistem Pembelajaran Daring, PEPI Terapkan Virtual Learning Environment*, 2020).

The existence of COVID-19 has led to the minister's new policy by replacing conventional

learning into online or virtual learning. This learning utilizes social networks to carry out its learning, including internet users, using applications such as video teleconferences, audio visuals, and others. Changing activities that are usually carried out with new activities requires a long process, but educators must immediately adapt to new methods so that the teaching and learning process can run optimally and students can still get material according to the established curriculum. The biggest challenges and obstacles that teachers encounter in situations like this are those who are not ready to change their habits to learn to use online or virtual methods.

Meanwhile, the obstacles experienced by students are no less complicated. They are less responsive to the material presented by the teacher/educator. Educators/teachers also still have difficulty in providing evaluations, while students have different levels of understanding in receiving explanations. Another obstacle faced by students is signal interference from their respective places of residence and the lack of quota they have due to the economic limitations of their parents.

Learning is an interaction between an educator/teacher and students/students, to achieve certain goals. Therefore, what is expected is to minimize obstacles from both the educators/teachers and the students so that learning runs smoothly despite using several learning methods.

MATERIALS AND METHOD

The research method used in this study is a qualitative method using a descriptive approach. In her book *Prosedur Penelitian*, Arikunto (2006) explains that the research method is a method that can be used by researchers to obtain the data needed in a study and is also used as a guide in carrying out research. This research is a qualitative research. Moleong (2010) explains that qualitative research is research that intends to understand phenomena about what is experienced by research subjects such as behavior, perception, motivation, action and others.

This research was conducted in Surabaya by involving some considered high-quality courses, held between December and January 2021. Respondents were 4 Japanese language courses in Surabaya. Questionnaires were given or distributed using IT such as Whatsapp groups and e-mails. Data obtained from the returned questionnaire from respondents. Respondents for this research were language courses in Surabaya that were affected by the pandemic, which held or opened Japanese language courses. The list of questions is in Table 1 in the form of statements submitted to respondents totaling of 4 famous Japanese language courses.

Tabel 1.List of Statements Submitted to Respondents

Object	Statement
Language Courses	1. Learning is held online
	2. Course students increase during the pandemic
	3. Less students during the pandemic
	4. Provides online services
	5. Always provides discounts on tutoring packages
	6. Holds an admission test

The next action is to compile a data table that points to the results of the questionnaires that have been sent previously, then the responses from the respondents are obtained. Furthermore, a descriptive qualitative method was broken down to get a picture of the consistency of learning activity or Japanese language teaching in the Digital Era (new normal).

RESULTS & DISCUSSION

In the following, the results of the research will be described by referring to the available tables which can show that Japanese language learning at the course during the pandemic remains consistent by referring to the results of the questionnaire analysis of respondents listed in the following tables.

Tabel 2.Learning is Held Online

Alternative Answers	F	%
Yes	4	100%
No	-	-
Answers	4	100%

Based on the table above, it can be concluded that online learning is carried out at the course during the pandemic. This can be seen from the results of the responses from the respondents which resulted in a percentage of 100%, ensured that learning is indeed held fully online.

Tabel 3.Course Students Increase During the Pandemic

Alternative Answers	F	%
Yes	3	75%
No	1	25%
Answers	4	100%

The table above shows that the number of course students increased by looking at the results

of the questionnaire which showed the percentage of respondents' answers, which amounted to 75%. There was also a course which stated that their students did not increase. This can be seen from the results of the questionnaire as much as 25% during the pandemic, even it tends to decrease, but the results of the questionnaire cannot be said to have decreased significantly because it is only 25%.

Tabel 4. Less Students During the Pandemic

Alternative Answers	F	%
Yes	1	25%
No	3	75%
Answers	4	100%

Based on the table above, the number of course students decreased during the pandemic in one of the 4 courses as respondents by looking at the percentage results which amounted to 25%. Based on the results obtained, the percentage is 25%. It shows that the number of students can still be said to be consistent or not significantly reduced.

Tabel 5. Provides Online Services

Alternative Answers	F	%
Yes	4	100%
No	-	-
Answers	4	100%

Based on the table above, online services are provided throughout the course because during a pandemic or in the digital era, all activities are expected to be carried out using digital applications face-to-face virtually, with 100% presentation results. This is done in addition to minimizing the transmission of the virus to other people as well as an appeal from the government so that the implementation of learning is carried out by other methods.

Tabel 6. Always Provides Discounts on Tutoring Packages

Alternative Answers	F	%
Yes	2	50%
No	2	50%
Answers	4	100%

Based on the table above, it can be concluded that the respondent's data analyzed shows that there were 50% of the language courses that offer discounts on guidance packages or provide discounts. However, there were also 50% of the courses that do not provide discount. Courses that

provide discounts have the reason that by giving discounts, it is hoped that students who study at their place will be more enthusiastic and more active in learning.

Tabel 7. Holds an Admission Test

Alternative Answers	F	%
Yes	3	75%
No	1	25%
Answers	4	100%

From several courses that became respondents, there were 75% answered that they held an admission test. The admission test is to place the students into the group that has been determined according to the results of the admission test. There were also courses which do not apply the admission test, which means that students who have registered can immediately enter the course learning.

Consistency in learning Japanese language in the digital era (new normal)

Based on the results of the analysis with reference to the table, it can be concluded that the Japanese language learning in the courses that were the respondents in this study showed a consistency by looking at the percentage results obtained by 100% in online learning. A percentage of 75% stated that course students increased during the pandemic. Furthermore, even though the table shows that students in the course have decreased by a percentage of 25%, this is not significant. So, it can still be concluded that the learning in the course remains consistent. This consistency occurs on the grounds that they need Japanese language skills as a support to get the *Noryoku Shiken* certificate or JLPT test for both school and job applications.

Japanese language learner enthusiasts increase in the digital era (new normal)

Courses enthusiasts in Surabaya, especially in the current digital era, are not decreasing but increasing, although not all courses have increased demand. If it is referred to the table of analysis results which show a percentage of 75%, it can be concluded that the interest has increased. Furthermore, as many as 100% of courses carry out online learning and as many as 50% of course places provide discounts with reasons to attract more prospective students.

CONCLUSION

Based on the results of data analysis and interpretation, it can be concluded that the results of the research that has been carried out are as follows:

1. The consistency of Japanese language learning in course places can be said to be consistent because the number of students who take the course is the same even though the learning is carried out using online learning.
2. Japanese language learner enthusiasts in language courses are increasing because new student admissions are held all the time and it shows a significant increase because there are courses that get an increase of more than 50%.
3. During the pandemic, students continue to study Japanese because to fulfill their needs they get a certificate as a condition for continuing school and for applying for jobs.

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Exploration of Case-Based Collaborative Participatory Learning in International Human Resource Management Course

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DOI: <https://doi.org/10.20884/1.jli.2022.13.2.6525>

Article History:

First Received:

14/06/2022

Final Revision:

26/12/2022

Available online:

31/12/2022

ABSTRACT

This study aims to explore learning with case-based learning (CBL) approach to increase student participation individually and collaboratively. This study used quantitative methods to know the students response with the case-based learning process that was implemented in International Human Resource Management (HRMI) classes. As 125 respondents filled out an online questionnaire by Google Form. The following are the results of the research: 1) lecturers deliver lecture materials communicatively and have an essentials role as an opening in the learning process to stimulate enthusiasm, participation, and understanding that leads to how far the level of student satisfaction in the learning process; 2) student participation in the discussion of the material was only 59.2% of the total respondents, this happened due to the reduction in the duration of lectures during the pandemic. To coping this phenomenon, lecturers prepared video material for each chapter in each meeting to be accessed independently. 3) less than half of the respondents were active in discussing cases (48.8%). It is relevant to the findings of students feeling afraid/anxious to show up/talk in discussing cases. The results indicate that lectures performance have significant effect on students' enthusiasm, participation, understanding, and satisfaction more and less with a percentage range from 12.9% to 43.1%. Also, the level of students' understanding that emerged from this case-based learning method was as much as 30.9%, which was understood from the beginning to involved in the value component other than the mid-term and final exams. Study for the future is the need to give more attention to class ratios, learning media (face-to-face or virtual), the readiness of the technology used by teachers and class participants, and how relevant the cases with the lecture material delivered.

Keywords: *Case-based learning; participation; human resource management international*

INTRODUCTION

Recent learning as part of the Covid 19 pandemic phenomenon in the last three years reflects the need for flexible learning. The learning process will allow for the exploration of issues related to lecture material. There is also criticism about the extent to which substantive material can be understood by students if it relies on technological factors that facilitate the learning process. Thus, a humanistic approach is still needed, active class participation also increases one's awareness in the learning process and empowers reasoning power in the problems presented in the cases. Although the process and results of problem-solving are considered very subjective with a long preparation time for discussion. We can observe the method that in the case of discussions the ability to evaluate is also a component of higher order thinking skills that must be trained. After students can analyze articles related to environmental issues, they are expected to be able to provide an assessment and make alternative statements to comment on a particular case (Ichsan et al., 2018).

The quality of learning is not only limited to the effectiveness of knowledge delivery, but also to the development of basic attitudes, such as a critical scientific academic attitude and a continuous willingness to seek the truth. In this case, lecturers are required not only to transfer knowledge but also to act as agents of enlightenment (Angela et al., 2017; Rismawati & Jasman, 2014). Educators are also required to mobilize various media and other means ranging from lecture methods, discussions, presentations, and assignment feedback to ensure that learning participants are actively involved in each activity as part of the assessment component (Suratman et al., 2021). Teachers demand to produce better teaching and learning quality to anticipate productivity problems and low-performing graduates (Amir et al., 2011). Each method certainly has several different considerations in its application. For example, the many design options used to encourage collaboration in the classroom both face-to-face and online require consideration of the ratio in the classroom to ensure the class can run well (Drake et al., 2015). So lecturers need a set of principles to guide their decision-making in building and managing materials, technology, processes, and administration on a small or large scale. To design a good learning process, lecturers must integrate pedagogical theory and information systems. Some decisions to be made on learning methods, when paired with theoretical frameworks, suggest five principles which are meaningful, engaging, measurable, accessible, and scalable (Drake et al., 2015). Meanwhile, in terms of assessment, lecturers are expected to have sufficient knowledge about the nature and types of assessment in the teaching and learning process properly. In addition to proper assessment, lecturers are required to be able to provide feedback on student learning to

encourage further development, which can be supported by the easy use of information technology access that has a positive impact on the administrative process (Supratman & Wahyudin, 2017).

In addition to the technological support available, lecturers and students must develop cultural awareness and communication skills to bridge differences and accommodate required changes. The changes will relate to an increasingly competitive global market. Following the course material on HRMI, there is an opportunity for lecturers and students create a synergistic culture where different views are respected and accommodated, sharing common agendas, explored cultural boundaries, and problems are solved. Interaction through communication focuses on impacting students' academic, social, and emotional development (Hershkovitz et al., 2019). With the interaction of both parties, it is possible to convey inspiration as an essential effective factor to stimulate, make decisions, and energize a person to act. The question of how to extend learner participation depends on the active learning strategy, as participation is often linked to the level of preparation. These strategies have different assessment and incentive structures for participation in addition to the evaluation of individual student preparation based on a multiple choice quiz conducted at the beginning of each session (Carrasco et al., 2018).

The exposure to the learning processes above leads to active learning processes in general where students are in an active position. The main goal is to change the role of the learner from a passive observer and listener to having an active participation role. It is not only a matter of participation in learning itself, but the learning process that encourages learners to make decisions in various ways regarding how they learn and also how to use mental abilities, and to think and interpret the information that one has learned. Students in the learning process actively direct their learning using higher-order cognitive and decision-making skills and working collaboratively with other students. Besides being required to be active independently, students can also be directed to be active in groups. The teacher as a facilitator will brief students with brief but precise instructions. Furthermore, students will read the assigned material and then exchange ideas. After the discussion, students will synthesize information, listen to the opinions of others, evaluate their understanding, and summarize the concepts contributed by each member. Assessment will evaluate their understanding of key ideas using presentations, quizzes, and applications (Amir et al., 2011). This can improve students' knowledge, deep understanding, problem-solving skills, social skills, and attitudes that can be used in simulating real-world situations (Rukmini & Saputri, 2017). Because good learning outcomes are not only seen from the perspective of students related to physical facilities; such as if students are satisfied with

transportation facilities, classroom facilities, religion (prayer facilities), and facilities for extra-circle activities. However, it should be taken into consideration that there is research that students express their dissatisfaction due to teaching techniques and methods and administrative behavior during learning on campus (Abbasi et al., 2011). Looking back at the learning process at lower levels of education (such as in pre-school) the motivation that directs the school as a teaching and learning center between teachers and learners should lead to intellectual maturation, emotional, spiritual, moral, linguistic, cognitive, and motor development. At the university level, this strategy is oriented to explore and develop the potential of students to always be happy in every activity and is effective in encouraging creativity (Zulminiati, 2015).

Case-Based Learning

Case-based learning (CBL) is considered an effective pedagogical approach to improving students' ability to transfer knowledge, concepts and skills learned in school to real-life contexts (Alt et al., 2020). The case discussed can be an actual event, and it can also be invented as a simulator. Some of the main elements that need to be considered in the case structure include characters, situations, and dilemmas listed in the scenario can to encourage meaningful discussions for learning CBL with online media utilization can keep learners challenged and engaged in learning and develop skills through a presentation. CBL with elements of flexibility and convenience without space and time constraints with the application of multimedia formats, such as text, audio, video, and synchronized and asynchronous communication (Salewong et al., 2012).

The application of a case-based exposes students to real-life situations and increases the interaction between instructors and students. The case-based practical exposure will improve critical thinking and analyzing skills (Raza et al., 2020). So addition to students becoming more independent, teaching and learning become much more collaborative and dynamic. In the application of entrepreneur-related education, Farashahi & Tajeddin, (2018) revealed that considering CBL more effective than the traditional one. CBL also develops students' problem-solving skills, interpersonal skills, and self-awareness. In studies of health professional education area, learning activities generally rely on patient cases (diseases). While in elementary and social sciences, cases can be integrated with the presentation process to increase the active participation and reasoning power of learners associated with real-life situations. Different from the career plan evaluation process, in particular, it is expected that this case-based teaching model can inspire learners to reach their own career decisions and plans by distinguishing various factors by

asking a series of questions. The process can guide them in learning how to solve problems and develop critical reasoning and analytical skills (Peng & Lin, 2019).

CBL outcomes are recognized as an effective learning and teaching method as a type of inquiry-based learning (Thistlethwaite et al., 2012). The case method field approach involves learners' participatory learning by using conversations to solve the situation at hand. This strategy is expected to sharpen and strengthen thinking, communication, creativity, and teamwork skills. In a comparative study of case-based lecture delivery versus the lecture method, there was a positive increase in course learning scores; increased student engagement in class; and higher grade acceptance in some disciplines. The following negative outcomes were also found: lack of understanding of the content and the method being more challenging and time-consuming. Other positive outcomes were found to be the development of strong critical thinking skills, greater retention of subject matter, and more active engagement in class. Although this study is limited due to inconsistencies in the variables measured in the study and the small sample size (Reed & Brunson, 2018). A study found three significant influences of case-based learning, cooperative learning, and student-centered learning on students' cognitive understanding abilities (Haryanto, 2014).

Case-based learning involves interactive conditions, which train students to face realistic situations and require reasoning. A case study as a teaching method is a strong learner-centered strategy. It influences critical thinking, learning and communicating, and socializing with others. The teacher plays an essential role in creating an environment to empower students and assist in their emerging independent thinking and judgment. Teaching strategies should emphasize proactive learning, to encourage independent thinking and judgment (Peng & Lin, 2019). When students consider the existence of a problem based on their perspective, they direct themselves to solve questions that do not have a single answer (Angela et al., 2017). With the student-centered learning model, students play a more active role by reading, listening, writing, and speaking. Lecturers are also required to update their knowledge. This kind of learning process is useful to encourage strong reasoning and analysis power. So through this learning process, lecturers only serve to share experiences about the material discussed with students. Numerous literature reviews show how case studies can facilitate and promote active learning, assist clinical problem solving, and encourage the development of critical thinking skills associated with theory and in real life (Popil, 2011).

Raza et al., (2020) point out that learner engagement through CBL can be measured by its four components, there are; behavioral engagement, cognitive engagement, emotional

engagement, and agent engagement. The results reveal that each student is different in how they respond to learning activities presented by the instructor, such as the emergence of a relaxed response to there are students who show a response with high enthusiasm. There is a positive and direct relationship between the case-based learning approach and the four aspects of student engagement, suggesting that case-based learning results in increased behavioral, emotional, and cognitive engagement for students (Raza et al., 2020). Mukherjee (2018) compared the results of a case-based evaluation in the marketing discipline for full- and part-time management programs and discussed the implications. The results showed that for full-time programs, the relative scores to assess each evaluation component would likely be a more robust evaluation mechanism than using only grades or using combined scores for the final assessment. Case-based learning (CBL) is an active learning method, that focuses on the student as the center of the learning environment. The case-based approach encourages community-based, student-centered, and patient-oriented exploration of realistic and specific situations. Students focus on patient cases, engage in self-directed learning, scientific inquiry, and collaboration with peers, develop critical thinking and clinical problem-solving abilities, and integrate theory into practice (Bi et al., 2019). The ability to transfer their acquired knowledge and skills to their work environment shows evidence of reliability and validity. Self and peer-assessment were also discussed to test the potential effect on the extent of understanding gained. It concluded that learners' thinking skills and prior knowledge are the most effective factors that may directly enhance their perceived ability to transfer their acquired knowledge and skills to social life. Such constructs also mediate their role in linking peer and self-assessment to perceived transferability (Alt et al., 2020).

CBL begins with a problem and teaches the essence in the context of the problem. Here are some advantages of CBL-based learning; First, stories can relate to the concepts, fundamentals, and theories taught. Cases can be enriched students' memory or understanding. This method will force students to find solutions and become good learners. Next, stories can be a forum for student reflection to measure their ability to understand the problems. The presentation of learning with story problems or cases will shape students' memory. The students are accustomed to experiencing and understanding various cases with alternatives. The contextual situation will affect students' memory of a concept better than if they are taught directly (Jonassen & Hernandez-Serrano, 2002) . Referring to Majeed (2014) that CBL is learning that tells the state of facts with problems occurred.

1. Lecturers prepare case materials to relate to the objectives and references that students must achieve.

2. Cases are given to students one week before the scheduled learning implementation process
3. Learning in the form of small group discussions, also in class discussions
4. Lecturers observe the discussion process and give a direction/correction/question so that the group discussion reaches the target
5. Each learner is required to make concise notes on the material discussed (lecturers can provide an outline of what needs to be recorded/reported by students)

Lecturers designed activities in class from minute to minute. Still, in pandemic diseases, learning is determined by two events; 1) face-to-face / offline with a duration of 75 minutes, and 2) online with a duration of 90 minutes. With the adjustment time from the initial 150 minutes for three credits, the lecturers anticipated providing lecture material through video recording, preparing, and delivering case articles since the beginning of the lecture semester to provide more time for students to access and study the material. At each meeting, the lecturer reviews the results of individual student reading by giving an online quiz before the presenting group presents the lecture material and cases (Haryanto, 2014). While students analyze the case, they are led to explain and describe the problem. They also have to explain the symptoms that appear, who is involved in the case, their perspective, and the possible actions. The students must recognize the symptoms, whether these symptoms can occur in other systems, and whether there are a series of causes that affect each other. How is the theoretical analysis of the causes of symptoms, alternative problem solving based on theoretical analysis, what the negative and positive sides of the proposed solution priority problem solving, indicators if the problem solving is successful or failed? The situation required changes to classroom alliance, teaching techniques, learning strategies, and teacher perspectives and elements in managing a learning procedure (Sukasih, 2022).

METHODS

This study used convenience technique sampling in getting 125 volunteer respondent of 210 students in total who took the International Human Resource Management (IHRM) course. Questionnaires were used to determine the collaborative learning process, case-based learning, and student-centered learning. The instrument used for observation in this research is a checklist. The test is in the form of questions used to measure students' understanding of the Artificial Intelligence course material. The questionnaire instrument is in the form of questions or statements that have four alternative answers arranged based on a Likert scale. Lecturers open

the class with the agreement and discuss lecture contracts with students. Lecturers also explain the case learning method with active participation methods through case discussions applied in HRMI courses. At the first meeting of the lecture addition, the lecturer explained the general description of the HRMI course. The students have the freedom to determine groups to discuss cases, consisting of 3-5 students with gender differences, differences in social background, and achievement background indicated by the acquisition of cumulative grade point average (GPA) to find out the students' condition.

RESULTS & DISCUSSION

The learning flow in this study is to direct student-centered learning methods to engage and motivate learners to rise to participate in class. This course has seven parallel classes in the even semester of 2020/2021. To find out more details about the learning process by taking descriptive data of students to find out the condition of previous GPA, gender, and the level of active participation of students in lectures. Then, the learning outcomes use an evaluation tool that used the score of each class seen from the aspect of online quizzes held ten times, case-based group assignments, midterm exams (UTS), and final exam UAS.

Table 1. Profile of Respondents

Category	Item	N	%
Gender	Male	71	56.8
	Female	54	43.2
GPA	2.00 – 2.50	2	1.6
	2.51 – 3.00	13	10.4
	3.01 – 3.50	46	36.8
	3.51 – 4.00	64	51.2
Participation Frequency	1 – 3 times	25	20.0
	4 – 6 times	23	18.4
	7 – 9 times	12	9.6
	10 – 14 times	65	52.0
Participation Component	Attendant	125	100.0
	Online quiz	125	100.0
	Lesson discussion	74	59.2
	Case discussion	61	48.8

The answers collected gave the information that 54 respondents are female (43.2%); 71 are male (56.8%), the majority of 65 respondents admit to having had active participation 10-14 times in class (52%), 74 respondents are actively participating in discussing lecture material (59.2%); 61 respondents are active in the case discussion process (48.8%). Meanwhile, attendance and participation in online quizzes are activities attendance that requires 100% as

evidenced by participation in online quizzes. As for the case discussion, all students in the group are required to discuss the case, but what is meant here is when there is an audience outside the group who is tasked with discussing the case but this audience participates in asking questions, providing input or stating their answers directly both face-to-face and online in a formal class forum.

Table 2. Output Correlation

	LM	SEnthus	SPartic	SUnd	SSat
LM1	0.863	0.620	0.305	0.479	0.423
LM2	0.870	0.552	0.321	0.454	0.435
LM3	0.847	0.500	0.202	0.425	0.430
LM4	0.839	0.574	0.394	0.538	0.365
SE1	0.683	0.920	0.671	0.724	0.492
SE2	0.512	0.901	0.618	0.656	0.424
SP1	0.254	0.712	0.929	0.640	0.219
SP2	0.417	0.625	0.900	0.888	0.305
SU1	0.417	0.464	0.433	0.823	0.626
SU2	0.568	0.410	0.383	0.886	0.589
SAT1	0.327	0.425	0.247	0.359	0.860
SAT2	0.497	0.474	0.249	0.401	0.942
SAT3	0.498	0.486	0.281	0.419	0.941

The validity test was carried out with the Spearman-Brown correlation formula using SPSS Version 22. Founded on the validity test, the instrument items on teaching methods, enthusiasm, participation, understanding, and student satisfaction had a moderately high correlation coefficient. All items were declared valid to a significance level of 0.01.

Table 3. Reliability Test

	Cronbach's Alpha	N of Items
Lecture method	.875	4
Student enthusiasm	.792	2
Student participation	.799	2
Student Understanding	.715	2
Student satisfaction	.903	3

Based on the data in Table 3, it is seen that all variables have Cronbach's Alpha values above 0.50. All questionnaires on each variable with a value range of 0.715 - 0.903 have reliable data as research measuring tools.

Table 4. Description of Item's Statement

Statements	Mean	%
My lecturer delivered lecture material communicatively and clearly.	4.62	92.5
Lecturers direct and support students to actively participate in case of	4.57	91.4

discussions both in writing and verbally.		
The score component required me to participate in class vigorously.	4.41	88.2
Lecturers can liven up the class atmosphere so that I feel comfortable participating actively in class	4.48	89.6
I feel very excited when discussing cases in class.	4.13	82.6
I need to be able to express my thoughts in the case discussion.	4.18	83.6
I can make a positive contribution to case discussions in groups and class.	4.18	83.6
I can communicate well when discussing cases.	4.19	83.8
I will understand the lesson better through the case discussion.	4.39	87.8
I am satisfied with the learning process of discussing cases.	4.24	84.8
I am satisfied with the method of discussing the case that the lecturer gave.	4.26	85.2
I am satisfied with the results of the case discussion in class.	4.33	86.6
I always feel afraid/anxious if I have to show up/speak in discussing cases in class.	3.42	68.4
Mean	4.26	

There are statement items that represent several variables that we want to know based on student perceptions. The learning method (LM) variable is represented by 4 statement items such as: "communicative and clear lecturer delivery". The student enthusiasm variable items such as: "I feel very excited when discussing cases in class". The student participation variable with an item such as: "I can make a positive contribution to case discussions both in groups and in class". Items of student understanding variable such as: "I will understand the lesson better through the case discussion". The student satisfaction variable has three statement items, such as: "I am satisfied with the learning process ...". The average value of all statement items is 4.26 with the "very good" category. The highest mean is owned by the item "My lecturer conveys lecture material communicatively and clearly at 4.62; while the lowest mean is the statement: "I always feel afraid/anxious if I have to show up/speak in discussing cases in class" with a value of 3.42.

Table 5. Summary Results

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	F	Sig.
1 (LM – Student enthusiasm)	.660	.436	.431	1.089	95.087	.000
2 (LM – Student participation)	.360	.129	.122	1.312	18.268	.000
3 (LM - Student Understanding)	.556	.309	.304	1.012	55.112	.000
4 (LM – Student satisfaction)	.483	.233	.227	1.949	37.447	.000
5 (Student enthusiasm - Student satisfaction)	.505	.255	.249	1.921	42.082	.000
6 (Student participation - Student satisfaction)	.283	.080	.072	2.135	10.690	.001
7 (Student Understanding - Student satisfaction)	.430	.185	.178	2.010	27.857	.000

Based on Table 5 is seen that from each of the variables' modeled effects the largest coefficient of determination (R square) is 0.436, namely the influence of learning methods on

student enthusiasm. It means that the effect of LM is 43.6% on student enthusiasm. The impact of this LM is also high on students' understanding (30.9%); student satisfaction (25.5%); and student participation of 12.9%. While the student satisfaction variable is influenced by the student enthusiasm variable by 25.5%, learning methods (23.3%) and (the smallest effect) student participation has an effect of 8% on student satisfaction.

Meanwhile, based on the significant value of the coefficient table transferred to Table 5. It shows that all relationships between variables in the seven models have a significance value range of 0.000 – 0.001. It concluded that 1) the learning method has significant effects on students' enthusiasm, participation, understanding, and satisfaction. 2) student satisfaction, participation, and understanding have a significant influence on student satisfaction.

CONCLUSION

In the learning process by inviting students to active participation through case discussions, have several notes. First is the readiness of the lecturers from the preparation of materials, and study contracts, including preparing and distributing cases from the beginning of the lecture at the first meeting. It relates to the study results that the statement item "My lecturer delivers lecture material communicatively and clearly" has an of 4.62. This statement can be interpreted as an initial opening in a good learning process to stimulate enthusiasm, participation, and understanding leads to how far a level of student satisfaction in the learning process. The second is that the level of student participation in the discussion of the material is only 59.2% of the total respondents. This phenomenon occurs in lectures in pandemic conditions by reducing the duration of formal learning from 150 minutes to 90 minutes online and 75 minutes offline. To anticipate this, the lecturers have prepared video material for each chapter in each meeting to be accessed independently. While in formal lectures, the focus is more on the lesson discussion. Next, there is a finding that only 61 respondents claimed to be active in discussing cases (48.8%). It is relevant to find that: "students feel afraid/anxious if they have to show up/talk in discussing cases in class." with an of 3.42 is included in the "high" category. The existence of a high fear of showing off is better in inhibiting student activity in case discussions than the motivation from the teacher through the value component conveyed in the learning contract.

In addition, whatever learning method is used, it is necessary to pay attention to the class ratio, learning media (face-to-face or virtual), the readiness of the technology used by the teacher and class participants, and how relevant the cases presented are under the lecture material delivered. The suspense serves to minimize the views that are too subjective from students on how to discuss the case, it requires lecturer direction with clear rules and limits on certain lecture

materials. In social sciences, in particular, there is a tendency to find many alternative answers for one case, each answer must have a strong foundation which is the task of the lecturer in classical delivery of material, then add other possible perspectives. In addition, evaluating the learning process after the discussion, the lecturer should remind the related material without having to justify right or wrong an answer. The last finding from this research is that the learning method is considered to have a high influence value on enthusiasm, participation, understanding, and student satisfaction with a range from 12.9% to 43.1%. From the level of students' understanding, 30.9% also emerged from this case-based learning method, where the understanding gained by students was also derived from how enthusiastic students' assignments and participation were because there was another component involved outside the mid-term and end-semester exams.

ACKNOWLEDGEMENT

On this opportunity, we would like to thank Direktorat Pengembangan Akademik Universitas Islam Indonesia.

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Analysis of the Metaphors in the Song 'All Too Well' by Taylor Swift as a Tool for Storytelling

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DOI: <https://doi.org/10.20884/1.jli.2022.13.2.7473>

Article History:

First Received:

12/12/2022

Final Revision:

29/12/2022

Available online:

31/12/2022

ABSTRACT

Language is used by humans to communicate and express their ideas as well as feelings, which can be done through literary works such as a song. A song conveys an idea and/or a feeling through its lyrics. In a song, the lyrics may contain various metaphors that carry contextual meaning in order to convey a feeling and emotion. Thus, people may have different interpretation of a song. This applies to all kinds of songs, such as the longer version of Taylor Swift's song, "All Too Well". Therefore, this research will discuss 1) the meaning of the metaphors in the song to help create a better storytelling and 2) the type of metaphors used in the song. The metaphors found in this song will be analysed using Ullman's theory on metaphors. The method used in this research is descriptive qualitative method because this research will describe the results of this research instead of depict them through numbers. The data in this research is the metaphors found in the song, and the sampling technique for this data is purposive sampling. This technique is chosen because this technique help supplies the data needed to answer the problems of this research. In relations to the aims of this research, there are 26 metaphors found to be used in this song; 3 anthropomorphic metaphors, 1 animal metaphor, 19 concrete to abstract metaphors, and 3 synesthetic metaphors. The use of these metaphors is intended not only so the story in the song can be better delivered to the listeners to make it more captivating, but also for the listeners to be able to understand the depths of emotions the song-writer wished to convey in the song. Therefore, the metaphors have significant influences in the act of storytelling through the lyrics of the song.

Keywords: *metaphor; songs; lyrics; semantics; All Too Well; Storytelling*

INTRODUCTION

Language is used by humans to communicate and express their ideas as well as feelings (Effendi, 1985). It is tool that can be used to convey people's emotion, their thought, ideas, feeling, as well as reactions over certain situations. A song is one of the many ways to achieve those goals. According to Sitorus and Herman (2019), song is a one of the ways for humans to communicate through sounds, and a song may also express a feeling, sense, idea, emotions or thought. Dallin (1994) states that music consists of two elements, sounds and lyrics. Lyrics carry a message for

the listeners of the songs, and they may contain the song-writer's experiences and ideas. This message is reflected from the use of metaphorical language (Macmillan, 1995). Thus, people may have different interpretation of a song, and in order to interpret the meaning of a song, semantics skill is needed.

Semantics is the systematic study of meaning, through learning how language organizes and expresses meaning (Kreidler, 2022). Through a semantics analysis, people will learn and understand the meanings of words, phrases or sentences are communicated by speakers and interpreted by listeners. According to Yule (2010), semantics is related to the aspects of meaning in a language. Saeed (2009) states that there are two types of meaning, literal and non-literal meaning. Literal words carry the actual meanings of the words, while non-literal words do not. There are two ways words may express their non-literal meanings, the first way is through idioms and the other way is through figurative languages. An example of figurative language is metaphor,

The general idea is that metaphor is similar to simile because both stylistic forms involve identification of resemblances to compare or contrast something (Saeed, 2009). The difference, however, lies in the way how metaphor transfers the properties from one concept to another. It is a word or expression with a meaning that is figurative and not literal because the purpose of metaphor is to explain a concept. In a way, metaphor works the same way as an analogy. Metaphors are widely found in literary works such as songs. In work of literary, metaphor makes the meaning of a word more aesthetic by explaining a concept with other concepts. According to Ullman (1972), there are four categories of metaphors: anthropomorphic, animal, concrete to abstract, and synesthetic.

Anthropomorphic metaphor transfers the characteristics of human life, which include the behaviour, nature, and human characteristics, to inanimate objects when comparing one concept to another. For example, the use of 'waving' in '*Palm tree waving*', means it is an anthropomorphic metaphor because 'waving' is something a human does, and a palm tree is not human. Animal metaphor, on the other hand, transfers the characteristics of animals when comparing once comparing concepts. The example is calling someone "*You weasel!*" when that person exhibits a sly behaviour like the animal weasel. The third category arises during the transference of a concrete concept to an abstract concept, or vice versa. Basically, this type of metaphor turns something real into unreal, or the opposite, in order to give an easier explanation to understand. An example for this category is "*a star student*" because this refers to the abstract concept that a student is highly intelligent, not that they are made of stars. The last category, synesthetic metaphor, transfers the

responses of a concept to another based on the experiences. For example, "*His eyes are cold*" refers to how gives an unfriendly look, not that they are physically cold to touch.

The use of metaphors can be seen in the song 'All Too Well' by the American singer and song-writer, Taylor Swift. There are two versions of the song 'All Too Well'. The version discussed in this research is the re-recorded and uncut 10-minute version of the song, released in 2021. This version of the song contains original verses and melodies that had been removed in old, 5-minutes version of the song when it was first released in 2014. The 10-minute version was an international commercial success, topping the charts in various countries, breaking the Guinness World Record for the longest song ever to reach number one on the Billboard Hot 100, and is named one of the best songs of 2021.

The song received rave reviews from music critics, who praised Swift's songwriting for the "epic" songcraft, song structure, and the extended storytelling for providing more context and perspective than the old version. The story contained in the song makes the song an stellar example that a song can tell a story—just literary works such as a novel. The song 'All Too Well' tell the story of a young woman who remembers how her first ever serious relationship started out a fairytale before it ended in tragedy. In the song, the woman expresses how she devastated she was when her then-boyfriend led her teen-self to believe that they were going to be together forever, only for him to end their end their relationship when she no longer allowed him to manipulate her into becoming the type of woman he wanted. The story conveyed in the song not only through words that have literal meanings, but also figuratively, through the means of metaphors.

In this research, the song 'All Too Well' will be studied in order to find out what kinds of metaphors are used in the lyrics of the song. This research will also discuss what messages are conveyed by the use of metaphors in the song. It is hoped that the results of this research will show how metaphors affect the aesthetic aspect of a song, and the storytelling delivered through the lyrics of a song. The use of metaphors in the song 'All Too Well' has been chosen to be studied in this research in order to find out what me how exactly metaphors can both deliver a story and make it more aesthetic. This study will also discuss the types of metaphors and how they affect the storytelling delivered through the lyrics of the song. There were some researches who conducted studies related to the topic of this research. They are chosen as references because, like this study, they are the most recent researches that discussed the metaphors used in just the one song.

The studies carried out by Saragih (2013), Sholichati (2013), Rettob (2015), Garing (2016), Yusuf and Amelia (2018), Jata, (2017), Savitri (2017), Lukmana et al. (2019), Jati (2020), Pratiwi et al. (2020), Zain (2021), Septiani et al. (2022), Vikri & Nurcholis (2022), examined the types of metaphors found in song lyrics. Meanwhile Ndraha (2018) studied the meanings delivered through

the metaphors used in song lyrics. Jata, Jati, Lukmana et al., as well as Yusuf & Amelia also discussed this in their studies. Meanwhile, Fitria (2013), Kamaliaj (2013), and Relawati et al., (2018) examined the forms of metaphorical speech song lyrics in terms of form and type, as well as the expressiveness contained in the lyrics of the song.

There are several things that distinguish this study from the previous ones mentioned. The first difference between this research and other metaphor research lies in the object studied and the metaphor used. The song 'All Too Well' by Taylor Swift was studied because the song had never been researched before. The genre of the songs used for the researches are also different. The genre of the song 'All Too Well' is power ballad, while the songs used in other studies were traditional songs, pop songs, jazz songs and rock songs. Therefore, the metaphors used in the songs are expected to affect the songs in different ways. The last and most important difference about this study compared to the previous ones is that this study will discuss how the song writer's personal experience affects the songs strongly through the use of metaphors. With these differences found between this study and the previous ones, it is hoped that the results of this study will be able to enrich the literature regarding the study of metaphors in songs and can also become a reference for similar researches in the future.

MATERIALS AND METHOD

The focus of this study is types of metaphors used in the song 'All Too Well' by Taylor Swift, based on Stephen Ullman's theory (1972) about the categories of metaphors. This is a single case study, since there is only one source of data, which is the song 'All Too Well' by Taylor Swift. The study's approach is semantics, and it used qualitative research with descriptive methods to fulfill the objectives of this study (Hadi, 1981). Qualitative research is usually in the form of descriptive, and the data collected for this type of research is in the form of words, with the results presented in the form of quotations. Descriptive method aims to describe a phenomenon accurately based on the characteristics of the research. For this research, descriptive method will be used to identify, describe, analyse and classify the various types of Ullman's metaphors used in the song 'All Too Well' by Taylor Swift.

The data for this research are the metaphors found in the lyrics of the song 'All Too Well' by Taylor Swift. The data are collected using documentation technique. According to Sudaryono (2006), this technique obtain the data relevant to the object of the research directly from the document that acts as the place of research. Therefore, the sampling technique used is purposive

sampling in order to fulfill the purpose of this research, which is to determine and analyse the categories of metaphors used in the song 'All Too Well' by Taylor Swift. The steps related to this technique include reading the object of the research, taking notes, and identifying the data. After the data are collected, they are analysed to find whether they are in accordance to what is needed to answer the aims of the research. The method used to analyse the data is content analysis. This method is chosen for this research because it allows the research to study the content of the source of data, which is the song 'All Too Well' by Taylor Swift, by observing and analysing it. This method helps determine not only the categories of metaphors used in the song, but also how the use of those metaphors according to the categories affect the message delivered in the song.

RESULTS & DISCUSSION

From the lyrics of the song, there are 16 data found that are suitable for the research. All of these data were deemed suitable because they are lines from the lyrics that have metaphors. These data were then analysed based on the Ullman's theory (1972) on metaphors to determine which category of metaphors they fell into.

Table 1. Metaphors Used in the Song 'All Too Well'

No.	Category of Metaphors	Number of Data
1	Anthropomorphic	3
2	Animal	1
3	Concrete to abstract	9
4	Synesthetic	3
Total		16

Anthropomorphic metaphors

There are 3 data that fall under the anthropomorphic category. This type of metaphor transfers human characteristics (behaviour, body parts) when describing something else. Another name for this metaphor is personification, which can be a separate form of figurative language on its own. There are three data for this type of metaphor. The first datum is "*your Brooklyn broke my skin and bones*". The subject in this datum is 'your Brooklyn', with 'Brooklyn' referring to the borough in New York City as the place where the character 'your', which is the song writer's (in this case, the song writer is Taylor Swift) boyfriend, lived at one point. Therefore, the subject that has done a human action in the datum is not a person, and cannot do human actions, such as breaking one's skin and bones. In the case of this song lyrics, it is the song writer's skin and bones

that are have been broken. This means that the first datum falls under the category of anthropomorphic metaphor.

The second datum is “*did twin flame bruise paint you blue*”. ‘Twin flame’ in the datum refers to the term relationship therapists use to describe two people who have deep soul connection. This connection can be familiar connection, platonic or romantic. In the context of this song, the twin flame refers to Taylor Swift as the song writer and the boyfriend she talked about in the song. Since ‘twin flame’ here is not a human person with human characteristics, it is possible that it could do the act of ‘paint’—as written in lyrics. Thus, this datum is included in the anthropomorphic metaphor category. As for the last datum, “*did the love affair maim you*”, ‘love affair’ is also not a human that can do or have human characteristics. Therefore, it is not possible for it to ‘maim’ something, since the word ‘maim’ is an act that a human does. This means that the last datum is also another example of anthropomorphic metaphor.

All of these data show that there are words found in the data that can be attributed to human characteristics. The words used are *broke*, *paint* and *maim*, and they refer to activities that humans do. In the context of this song, all of these metaphors indicate that the romance between the young woman in the song and her boyfriend have hurt her so much, that the mental hurt feel like physical hurt to her.

Animal metaphors

There is only 1 datum found for animal metaphor category. This type of metaphor usually uses animal body parts or animal names or something related to animals to describe something. The datum for this type of metaphor is “*time will fly*”, and the word that indicates the phrase as an animal metaphor is *fly*, which is an activity that is mostly referred to as a characteristic of animals such as birds. The use of this metaphor indicates that time passes fast, because the idea of flying is usually related to the mode of transportation that takes less time. This idea refers to how flying on an airplane to go to a place takes less time than driving on a car.

Concrete to abstract metaphors

This category has the most data out of all categories, with 9 data in total. It occurs when a concrete experience is transferred into an abstract experience or vice versa, with the purpose to give not only better understanding but also more emotion to the meaning. In simple terms, this

type of metaphor turns an unreal concept into real, by treating an abstract concept as concrete concept by giving it characteristics of a concrete, animate object. An example of concrete to abstract metaphor found in the lyrics of this song is the phrase "*it felt like home*". The word *it* in this phrase refers to *cold air*, which is mentioned in the previous line of the song. The metaphor is comparing how the cold air feels like home to the woman in the song. This indicates that the cold air makes her feel comfortable and safe, because those are the feelings one relates to their home. Cold air is considered an abstract concept because it can be seen or touched, while home is a concrete concept because one can see and touch it. Thus, the type of metaphor used here falls under the concrete to abstract category.

Another example of this category is the datum "*maybe this thing was a masterpiece*". The word *thing* in that phrase refers to the relationship—the love—that the song writer (who is Taylor Swift) had with the boyfriend she talked about in this song. Love, however, is an abstract concept, and therefore cannot be physically seen or touched. But the phrase that datum describes it as a *masterpiece*, which means that it is a tangible object. Therefore, this indicates that the datum falls under the concrete to abstract category. The phrase "*I'm in a new Hell*" is also considered a datum that fits for this category because Hell is an abstract concept which refers to a horrible situation that the song writer was in because of the relationship problem she was having with her boyfriend. Relationship problem being a horrible situation the song writer was in also counts as an abstract concept. This is why this datum is also a good example for the concrete to abstract category.

Other data for this category found in the songs are "*'til we were dead and gone and buried*"; "*check the pulse and come back swearing it's the same*"; "*after three months in the grave*"; "*you kept me like a secret*"; "*I kept you like an oath*"; "*break me like a promise*"; "*I'm a crumpled up piece of paper lying here*"; "*a never-needy, ever-lovely jewel whose shine reflects on you*"; and "*you lost the one real thing*". All of these data give a concrete concept an abstract experience. In this song, the concrete object described is either Taylor Swift as the song writer of the song, or the boyfriend described in the song that she was in a relationship with. Meanwhile, the abstract experiences linked to the concrete object is always about the romantic love and the relationship, and in turn the relationship problems, that happened between the song writer and the boyfriend mentioned in the song.

The use of this type metaphor, such as in the examples mentioned before, is intended to make the listeners feel more the depth of emotion the song-writer wished to convey in the song. This purpose is related to the main topic of the story, which is the romantic love and the relationship the song writer, who is Taylor Swift, had with her boyfriend. Since love and relationship are both abstract concepts, this category of metaphor is the perfect fit to be used to not

only describe the experience of being in that romantic relationship, but also to ensure that listeners can personally relate with that experience themselves.

Synesthetic metaphors

The synesthetic metaphor category has 3 data. This category transfers one experience to another, or one response to another, or a combination of both. There is a displacement that occurs during the transfer, such as the experience of sound to the response of sight. There are three data for this category. The first datum is "*your sweet disposition*". 'Disposition' means the particular type of character that a person naturally has. Meanwhile the word 'sweet' is normally used to describe the sweet taste of something edible, not someone's disposition or character. This means that a 'disposition' does not have a taste, and therefore cannot be 'sweet'. Thus, the first datum can be considered as an example of the synesthetic metaphor.

The next datum is "*you almost ran the red*". In the second datum, the word 'ran' indicates the use of synesthetic metaphor. The word 'red' in the datum refers to the traffic lights, and the datum does not talk about someone literally running over the red light of traffic lights. Instead, the datum talks about how someone does not stop when the red light that signals stop comes. The last datum for this category is "*we were always skipping town*". In the third datum, the word *skipping* also refers to synesthetic metaphor, because one does not literally skip or jump over town. This datum means that the characters in the song are going from one place of residence to another without warning. All of the metaphors in the data show that there is a transference of experiences from one concept to another. The metaphors from this category are used in this category with the purpose of giving the story a deeper feeling for the listeners to enjoy.

CONCLUSION

From the analysis of this research, there are 27 metaphors found to be used in the song 'All Too Well' written and performed by Taylor Swift. These metaphors are classified into the four categories as proposed by Stephen Ullman (1972). From all of the categories of metaphors, the one used most often in the song is the concrete to abstract metaphor with 9 data found in the song. These metaphors are significantly more dominant than the others because love, like other feelings and emotions, is an abstract concept. Therefore, comparing it by giving it concrete attributes may assist the listeners in understanding the story conveyed in the song. On top of that, the listeners

may also be able to have a taste of the feelings and emotions the song-writer, in this case is Taylor Swift, wished to share with the listeners.

This research shows that the use of these metaphors in the song 'All Too Well' is intended to help the storytelling aspect of this song to be better delivered to the listeners, by making it more captivating for the listeners, but without forgetting the importance of ensuring that the story is clear to be understood. Metaphors also help the listeners to be able to understand the depths of emotions the song-writer wished to convey in the song, since not every may have the same experience as Taylor Swift, and therefore they might have difficulties in relating to her. Thus, the use of metaphors in this song has significant influences in the act of storytelling through the lyrics of the song.

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In Puppet Master's Hand: Discursive Manipulation Strategies in Socio-semiotic Perspective

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DOI: <https://doi.org/10.20884/1.jli.2022.13.2.6735>

Article History:

First Received:

ABSTRACT

26/08/2022

Final Revision:

28/12/2022

Available online:

31/12/2022

This paper linguistically investigates the main character of the Tinder Swindler documentary film. Simon, the main character discursive strategies designed to manipulate girls' minds into accepting, even doing anything that he said to get profit to fulfill his luxurious lifestyle. Regardless of the scientific and technological tools utilized by swindlers, language is the primary communication. From a socio-semiotic standpoint, this research shows that criminal suspects use discourse resources to fabricate false information and construct false identities through discursive practice, with the goal of gaining victims' trust, tricking, deceiving, and manipulating them into giving out confidential information and funds. Using dating apps scam discourse as an example, this study investigates the dynamic process of selecting and building identities in the social-cultural context by altering associated discourse resources and techniques. This research also offers a socio-semiotic strategy for preventing online scams. The result shows that Simon tries to make a dynamic process of selecting and building identities.

Keywords: *discursive manipulation; film; identity; scam; socio-semiotic*

INTRODUCTION

The Internet has promoted social contact and the search for a soul mate since its inception. There was a lot of discussion in the early research on whether it was possible to develop "genuine" relationships with "strangers" online or whether such relationships were meaningless and might even be damaging psychologically. Scammers must be skilled in three areas, according to Blommaert and Omoniyi (2006). The first requirement is the capacity to "control, explore, and exploit" the opportunities for global communication. The second requirement is a certain degree of "cultural competence," and the third requirement is linguistic proficiency, which enables them to produce messages that reflect their projected identity (Blommaert &

Omoniyi, 2006). The research of Blommaert and Omoniyi covered the scope of email fraud but it's able to cover the general fraud. In contrast to other Internet and telecom scams, the romance scam causes "double harm" for victims, who lose both money and relationships (Buchanan, 2012).

The number of friendship platforms or commonly referred to as social media today makes it very easy for users to be able to communicate with anyone, from anywhere, even across countries. In the information age of globalization, internet users must be wiser in sharing their information, especially personal information. User negligence will provide benefits for fraudsters in cyberspace (Salman et al., 2013) . These scammers typically target people seeking an established romantic partner as victims, often via dating websites, apps, or social media by pretending to be potential friends. Scammers usually create fake online profiles designed to lure victims to view their photos and communicate (Kopp et al., 2016). Sindy R. Sumter etl. (2016) explain in their journal Love me Tinder: untangling emerging adults' motivations for using the dating application Tinder published in Telematics and Informatics, Elsevier that their study shows that Tinder should not be seen only as a hookup application which is fun with no strings attached, but as a multifunctional tool that meets a variety of emerging needs among adults. The negative impact has not been explained in detail there (Sumter et al., 2017). In this study, the use of the Tinder application will be explained in full in relation to the cases that are currently circulating

Research on victims has been an effective method of preventing telecom and Internet scam due to the intricacy of cross-border crimes and challenges in collecting digital proof. Numerous research has been done to look at the psychological traits of romance scam victims (Buchanan, 2012; Fischer et al., 2013; Whitty, 2015). According to Clark, when someone experiences bad luck, others may either view them as "sympathy worthy" or "blame" them for their predicament (Clark, 1987). Are victims of romance scams deserving or undeserving of compassion?

A line with the explanation above, the documentary film, *Tinder Swindler* shows the real fact about love scams. Three women recount how they were conned by convicted conman Simon Leviev (real name Shimon Hayut) after meeting him on the dating app in the top-rated Netflix documentary *The Tinder Swindler*. The film provides a thorough and intensely intimate description of how Leviev connected with his victims using Tinder before defrauding them for hundreds of thousands of dollars. What does the *Tinder Swindler* tell us about romance fraud, and how can the other person prevent being the next victim? *The Tinder Swindler* is a potent

example of what may go wrong. This warrants the examination of the connections between love and discursive manipulation as a starting point. In other words, it is vital to disaggregate discursive manipulative types to demonstrate their differential, love scam impacts.

Talking about this film, social semiotics is the perfect perspective to know more about the issues. It along with the statement about socio semiotics as texts are viewed as multimodal complexes in social semiotics since more than one mode makes up each text. Modes are the tangible tools for clearly expressing meaning. Examples include writing, speaking, gesture, music, dance, and layout (Gualberto & Kress, 2019).

Accordingly, this study asks: How does the socio-semiotic show the manipulation in dating applications? This article aims to: (i) investigate how love scams can occur in online dating apps, and (ii) advocate for the centrality of hope to find 'true' love as the starting point for the investigation of various types of manipulations. To explore Simon's identity from the victims' perspectives, and give meaning and interpretation, a social semiotic method could be applied. The authors present the rest of the study as follows: theoretical background, finding and discussion, and conclusion. The authors present the rest of the study as follows: theoretical background, finding and discussion, and conclusion.

Online Dating

Online daters are frequently required to complete personality tests, surveys about their hobbies, and questions about the qualities they want in a spouse. From there, compatibility scores are frequently assigned to matches. In Tinder apps, one of online dating application, with 55 billion matches to date, Tinder makes it easy to meet new people. Tinder got features designed to make you stand out and increase your matchmaking potential, but it's up to you if and when you make a move. Start with Bio, your bio is a snapshot of who you are. If writing isn't your thing, you can make a list of things you like or want. Keep it light and talk about your hobbies or go deep and talk about what you're looking for in a match.

Other websites let users search for their own matches but doing so requires them to go through a sea of profiles. Online daters frequently compare appealing profiles for hours, according to researchers (Whitty, 2015, 2021). Whitty has claimed that online daters, like those who place newspaper advertising, are motivated to 'commodify' themselves by putting forth a persona that others will feel obligated to 'purchase' into (Whitty, M.T., Baker, A.J., Inman, 2007). Researchers have discovered that some of the qualities that online daters find significant to exhibit are their appearance, interests and hobbies, personality, humor, occupation, intelligence, uniqueness, and goals and dreams (see (Whitty, M.T., Baker, A.J., Inman, 2007).

Contrary to what the hyperpersonal hypothesis would suggest, dating site relationships between strangers are frequently not intimate or close. The characteristics of the area and the regular progression of linkages from these places both contribute to this explanation. Creating a profile takes more time for online daters than actually getting to know one another, as was just mentioned. In actuality, the processes involved in dating differ greatly from those that Walther and others saw, where people spend a lot of time online chatting and revealing private aspects of themselves.

Discursive Manipulation

As was mentioned in the introduction to this article, there were two opposing theoretical perspectives on online relationships in the early days of the Internet: one held that these relationships were vapid and pointless, and the other held that the Internet offered new, radical opportunities for building relationships. When thinking about these beliefs, we must keep in mind that the Internet was not what it is today, and the types of people that used it did not reflect most of the society. Most of the virtual environment was composed of text, where users controlled their online personas (Whitty, 2015).

It is essential to first look at the social context of manipulative discourse to comprehend and analyze it. We've already assumed that one of the traits of manipulation, as opposed to persuasion, is that it entails dominance and authority. An examination of the level of control that some social actors or organizations have over others is part of an analysis of this power dimension (Van Dijk, 2006). We also assumed that such control is first and foremost, control of the recipient's mind, specifically, their beliefs, and, secondarily, control of the recipient's behaviors based on those manipulated beliefs.

A dating application user must be clearer about the type of manipulation that they wish to explore before moving on to a more theoretical account and the analysis of some data. As implied, manipulation, as used in this context, is an interpersonal and communication behavior in which a manipulator exerts power over another, typically against their will or against their best interests. In common parlance, the word "manipulation" is associated with unpleasant things because doing so goes against societal norms (Van Dijk, 2006).

In this definition, manipulation occurs through discourse in a broad sense, which includes non-verbal cues like gestures, facial expressions, text formatting, images, sounds, music, and so on. However, keep in mind that as such, discourse structures are not manipulative; they only serve these purposes or have these effects in particular communicative contexts and in

accordance with how participants understand these contexts in their context models (Van Dijk, 2006; Whitty, 2015). As stated, manipulation, which involves dominant and dominated groups, institutions, and their clientele, is an example of a social practice of power abuse. Accordingly, the "same" discourse (or discourse fragment) may theoretically be manipulative in one scenario but not in another (Van Dijk, 2006). Power is involved in manipulation, but misuse of power, or dominance, is also a factor. That is, manipulation denotes the use of discourse to exert an illicit type of influence. Manipulators lead people to believe or act in ways that are detrimental to the interests of the manipulated and favor the interests of the manipulator (Van Dijk, 2006).

Language, Semiotics, and Identity

Most people believe that semiotics is the "science of signs." (Chandler, 2002). There are two pioneers who have significantly advanced the field of modern semiotics throughout its history. The first is Swiss linguist Saussure, whose "theory of the sign" provides a "dyadic" or two-part model of the sign and describes the total that arises from the relationship of the signifier with the signified.

Discourse analyses have progressed in the direction of analyzing discourse as a genre by connecting discourse structures to communication goals. Genre analysis is a more focused type of discourse analysis that examines any recurring linguistic features of conventionalized forms that people use to build groups, communicate, and accomplish tasks. Such improper influence may be used with images, photos, movies, or other forms of media in a broader, semiotic meaning (Leeuwen, 2005).

Methodology

This study employs qualitative method of socio-semiotic analysis of documentary film. The analysis is based on the description, interpretation and explanation of the linguistic and visual modes of texts, drawing on the scams process, interpersonal and textual features of the documentary film. In this regard, strategies such as framing, salience, classification, and visual positioning of the actors were factors which informed the investigation of love scam and discursive manipulation in the film.

The sample comprises 1 Netflix documentary Film entitled *Tinder Swindler* published 2022. This period is significant because it covers the story of the Simon as Puppet's master in 2018-2020. The period therefore serves as a window through which many women became the victims. The 20 data were selected through deep watch and analysis.

Socio-semiotics and Love Scam Identity Construction

A socio-semiotic approach can help to reveal the inter-semiotic interaction between signs and other sign systems as well as the institutional stances that are concealed behind various readings of the same sign (Cheng et al., 2020). According to a social semiotic theory, meaning is the result of a social agent's (the rhetor's) prompt, whose meanings are semiotically articulated by a designer and are materialized by a producer (Gualberto & Kress, 2019). From a socio-semiotic vantage point, the mutual influence of the social system and language symbol system cannot be separated. The authors examine the impact on language selection and development as well as the use of language to create a social identity through a review of the variations in language and writing systems.

Love scammers pretend to be friends to earn the trust of their victims and commit fraud. Usually, it takes place on a social networking platform or dating service online. The victim and the perpetrator hardly ever truly interact. It can also occur in face-to-face relationships, as The Tinder Swindler demonstrates.

Table 1. Dynamic Process of Identity Construction of Online Love Scam.

Scam Timeline identity	Develop a trusting relationship with scammer	Be scammed out of money and report to the police	Post-scam trauma
	Romantic and loyal Partner	Love and money loser	Victim (un)deserved of sympathy
Triple hit			

Source: (Cheng et al., 2020)

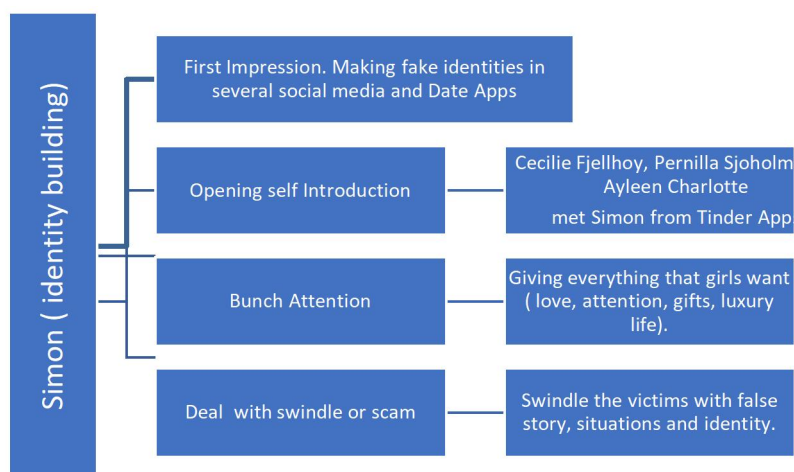
We discover that, in contrast to the "double hit" proposed by Whitty and Buchanan (2012, 2016), the scam victims' identity construction goes through three stages because of the "triple hit" (Table 1).

RESULTS & DISCUSSION

This research focused on how love scams can occur in online dating apps, and advocate for the centrality of hope to find 'true' love as the starting point for the investigation of various types of manipulations. This research is a part of a qualitative case study for its depth analysis of love scam and the subject of the documentary movie for socio-semiotic analysis.

The data gathered from Netflix documentary movie and took some purposive samples of utterances, gestures, symbols, and dialogues from the scene when the main characters, Simon, Cecilie, Pernilla and Ayleen, started their relationship until they ended it with a climax of the arrested of Simon by Interpol on a fake passport, under the name David Sharon.

Figure 1. Simon's Identity Building



First Impression

Resorting to psychology tactics to lure women, Simon set up a profile on the world-famous dating app Tinder, where he verified his identity by including the handle to his official Instagram account and pictures of himself traveling in private jets, flying planes, enjoying the most expensive and lavish restaurants and hotels all over the world.

Simon also created the website LLP Diamonds, making the company look legitimate, so that anyone who Googled him would see the link to the website and assume that he really was the son of a multi-millionaire. The data as follows:

Datum 1 (00:05:53) CECILIE, 29, IT consultant, MA University of London

“When I saw Simon's pictures, he had the kind of look that I like. He was dressed very stylishly. I love a guy in a suit, and he had several of those. And he had his link to his Instagram. He had so many pictures and so many followers. Business meetings, parties, beaches. This guy is just having a very different life than I ever will experience. And I was just thinking that it would be kind of cool just to meet up. I decided to swipe right.”



Figure 2. Simon's profile picture in Tinder Apps

According to Figure 2, Simon looks so professional and stylist. The personal jet plane made the perfect impression on Cecilie and all the girls who seen it.

Datum 2 (00:22:02) Pernilla Sjöholm, 31, Sweden Stockholm

"I got a match. He was here in Stockholm for business, but it said he was living in Amsterdam. He texts me and asks me if I want to come visit."

Datum 3 (01:27:09) Ayleen Charlotte, Fashion Designer

I also met him on Tinder. He also took me to a five-star hotel on the first date.

Based on 3 data above, it really shows that Simon was prepare everything to make his profile perfect. Start from the outfit, social medias, photos, luxury activities and fake identity or history.

Opening self-introduction

Opening self-introduction deal with how Simon reacts with girls to start a relationship. Simon always just responds all the match girls fairly quickly and surprise them with a sweet attention.

The data as follows:

Datum 4 (00:06:44) Cecile

And then he just responds fairly quickly. "I'm leaving London tomorrow. Do you want to meet up?" When we text on WhatsApp, he asked me to meet him at the hotel that he was staying at, the Four Seasons...

*[incoming message tone]
...and he just sent the Google Maps link, so I could know where I was gonna go. This was just going to be, like, an hour-long coffee, 'cause I could just sense that this guy was a busy guy." Very quickly, he'd become very personal. And that's what I really liked about it.*

Datum 5 (00:06:44) Pernilla

*And then he just responds fairly quickly.
"I'm leaving London tomorrow.
Do you want to meet up?"*

Bunch attention

It's time to learn how Simon to get a girls' attention successfully and then keep it. Many guys struggle with women and want to figure out how to get a girl to notice him. The conversation text below will show how Simon gets women's attention the right way and make a great first impression. The data as follows:

Datum 6 (00:08:56) Cecile

When we were nearing the end of the date, he said, "I really want to get to know you better." They were traveling to Bulgaria for a business trip, and then he was asking me if I wanted to join them. We're traveling by private jet.

Datum 7 (00:09:28) Cecile

Simon asked one of his drivers to take me back home, so I could pack some stuff, get my passport, then they will drive me back. Suddenly, there's this Rolls-Royce waiting for me.

Datum 8 (00:10:30) Cecile

At the airport, there is the entire team waiting for us. A really tall guy, which I presume is the bodyguard. There's a couple of drivers, and you have his little daughter.

Datum 9 (00:17:34) Cecile

*And then he just asked me,
"I am serious about you. Do you want to be my girlfriend?"*

Datum 10 (00:22:25) Pernilla

He asked about my passport details, booked my flight ticket, which I thought was a nice gesture. I get this confirmation from Simon Leviev at LLD Diamonds.

Datum 11 (01:27:33) Ayleen Charlotte

*He was very thoughtful. He would remember every little thing.
I shared my whole heart with him.*

Based on the data above Simon's personality is also important to make sure that he loves the girls. It is because girls like to be around guy who are fun, loyal, exciting, and interesting. Women quickly notice men like that and want to hang around them and to get to know them.

Deal with swindle or scam

Simons starts to give discourse resources to fabricate false information and construct false identities through discursive practice, with the goal of gaining victims' trust, tricking, deceiving, and manipulating them into giving out confidential information and funds.

Datum 12 (00:17:40) Cecile

He was just talking about this big deal that he needed to get done, and the deal was worth \$70 million, but the diamond industry is a dangerous business. He had these threats surrounding his security. He had

a security team in Israel. Peter was like the head of it. Threats had gotten worse. He showed me pictures of, like, they had gotten bullets in the mail. Funeral flowers had been sent. He had CCTV of an apartment in Tel Aviv. He had a break-in there. The security team told him that he wasn't safe in London anymore, and for time being he needed to stay away.

Datum 13 (00:28:33) Cecile

(Simon Text message) photo

Blood , Peter hurt

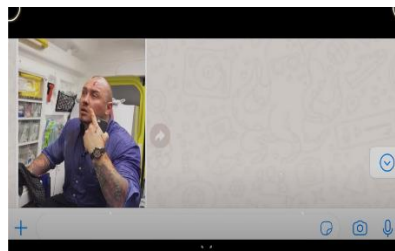


Fig 3. *The picture of bleeding bodyguard (Peter)*

Datum 14 (00:29:19) Cecile

*He just says that, "They were going after me. Thank God for Peter."
"If not, I would've been dead."*

Datum 15 (00:29:38) Cecile

*The next morning, Simon sends me a voice note.
(Simon) Because of the situation, with the security and everything, they told me I'm not allowed to use my credit card.*

Datum 16 (00:53:19) Pernilla

[phone chimes]

A few days later, I can feel my phone buzzing. Simon is sending a lot of messages.

Oh, my God, what happened last night?

[Simon] Someone tried to stab me, and so Peter broke his hand.

[Pernilla] Jesus.

What do you mean tried to stab you? What is going on?

Simon said,

"This is my enemies behind this."

He was really concerned that someone was after him.

Datum 17 01:28:09 (Ayleen Charlotte)

He sent me the same video.

01:28:27 (Ayleen Charlotte)

He was sending exactly the same words to her as he did to me.

Datum 18 (01:28:59) Ayleen Charlotte

The same day, he was flying to Oslo for a business trip, he was just going out to see her.

Datum 19 (01:29:16) Ayleen Charlotte

He told me that this business deal in Munich went wrong. But he was meeting Pernilla.

[Simon] Peter is down!

He sent exactly the same pictures to me, telling me that his enemies had beaten Peter up.

When I got those pictures, I was terrified.

Datum 20 (01:45:55) Ayleen Charlotte

He wouldn't travel under Simon Leviev because he was wanted for fraud.

I also make sure they had the name that I saw on the credit card, David Sharon.

What kind of scam was it?

Simon apparently followed a pattern: He would match with a woman on Tinder, take her on a costly and impressive first date (in the case of Cecilie Schrøder Fjellhøy, a trip on a private jet), and slowly build their relationship while flying around the world and secretly dating other women. His accusers claim that, at a certain point. In a well thought out scheme that several women fell victim to, he would form an emotional connection with the women he matched with on Tinder, date them and pursue a relationship with them, which often took a couple of months, before asking them to lend him money because his “enemies” were after him.

To make them believe he was in danger, he would send them a picture of his so-called bodyguard Peter, bleeding with stitches on his forehead followed by a video of himself wearing a blood-stained t-shirt, sitting in an ambulance with Peter who was being tended to by a nurse. He used the same photo and videos to trick several women. The photo of his bleeding bodyguard (Picture 2) was sent to all woman to get a lot of money.

Simon Leviev never served any prison for the crimes he committed against Cecilie Fjellhøy, Pernilla Sjöholm, and Ayleen Charlotte. He (Shimon Hayut) was under arrest by Greek police because of traveling with a fake Israeli passport and was arrested at the Athens Airport.

CONCLUSION

This study adopted the social semiotic analytical approach to the analysis of how love scams can occur in online dating apps and advocate for the centrality of hope to find ‘true’ love as the starting point for the investigation of various types of manipulations. This was done with a view to unveiling the dialogues, gesture from the documentary film. This paper was able to establish that the Online Romance Scam is a very successful scam which causes considerable financial and emotional damage to its victim. All were negatively impacted by the crime, and some others regarded their experience as horrific. Due to the absence of support from friends and family, most victims had not developed coping mechanisms. Denial was found to be an

inadequate coping strategy, leaving the victim open to a second round of the scam (e.g., not admitting the fraud was real or being unable to distinguish the bogus identity from the criminal). The manipulation happened through oral, visual and gesture. As the woman who found true love, they must learn the background of the person in love apps. We assume that the same success factors found in normal relationships contribute to the success of the romance scam. It can be found from Cecilie's online love story, Pernilla's good relationship and Ayleen's pure love. Personal affinities related to personal romantic imaginations, which are described by personal love stories, play an important role in the success of a romance scam.

Simon tries to make a dynamic process of selecting and building identities with 4 kinds of online manipulatives profile. He created perfect first impression in his dating apps, gave romantic first impressions, gave bunch of attention and the last deal with the business (getting money from his victims).

ACKNOWLEDGEMENT

This research was supported by LPPM (Research institutes and community service) under Universitas Semarang 2022. We would like to express my special thanks of gratitude to LPPM, the students from economics (Dinda) and Psychology (Gusti) who support us with the rich data from the film. We thank Prof. Dr. Hardhani Widhiastuti,M.M for assistance with particular technique, methodology, and Endah Pujiastuti,M.H as Reviewer for comments that greatly improved the manuscript.

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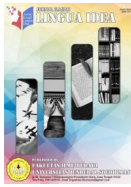
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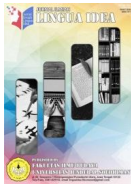
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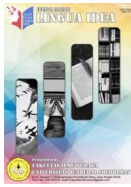
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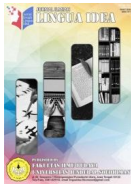
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