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Prosiding

Seminar Nasional Bahasa dan Sastra

2022

**Pengajaran Bahasa Berbasis Teknologi
di Era Pascapandemi**



Prosiding
Seminar Nasional Bahasa dan Sastra 2022
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Kata Pengantar

Puji syukur kehadiran Tuhan YME atas segala rahmat dan hidayah-Nya sehingga penyusunan Prosiding Seminar Nasional Bahasa dan Sastra 2022 dengan tema “Pengajaran Bahasa di Era Pascapandemi” yang diselenggarakan oleh UPT Bahasa Politeknik Negeri Malang secara daring pada 20 Agustus 2022 dapat kami selesaikan. Tema seminar nasional ini dibagi menjadi beberapa subtopik, yaitu:

1. Model Pengajaran Bahasa: Teori dan Praktik,
2. Desain Kurikulum dan Pengembangan Materi,
3. Evaluasi dan Asesmen,
4. Penelitian dalam Bidang Pendidikan,
5. Pendidikan Berbasis Teknologi,
6. Pembelajaran Sastra,
7. Penjurubahasaan dan Penerjemahan,
8. Bahasa Indonesia bagi Penutur Asing,
9. Gender dan Kajian Media Massa dalam Perspektif Budaya, dan
10. Gender dan Seksualitas dalam Karya Sastra.

Penyusunan prosiding ini dimaksudkan agar masyarakat luas dapat mengetahui berbagai informasi terkait dengan penyelenggaraan Senabasa 2022.

Ucapan terimakasih dan penghargaan yang setinggi-tingginya kami sampaikan kepada penulis dan pembahas yang telah menyumbangkan pemikirannya dalam acara Senabasa 2022 ini. Penghargaan juga tak lupa kami sampaikan kepada semua pihak yang telah memberikan dukungan bagi terselenggaranya Senabasa 2022 dan atas tersusunnya prosiding ini.

Akhir kata, semoga Prosiding Senabasa 2022 dapat memberikan manfaat bagi semua pihak khususnya dalam perkembangan ilmu bahasa dan sastra di Indonesia.

Hormat kami,
Malang, 19 September 2022

Tim Penyusun

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Ika Tri Yunianika, Brillianting Pratiwi, Sitti Jamilah

Analysis of Writing Errors for BIPA 2 Students at the University of Santo Thomas, Philippines

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Abstract

On average, universities in the Philippines have organized Teaching Indonesian to Foreign Speakers (BIPA) activities. One of the universities that organizes it is the University of Santo Tomas (UST). At this university, there are 21 BIPA students who have gone through the BIPA learning process up to BIPA level 2. The learning approach used in the learning process at UST is by using a text-based approach or known as the Genre Based Approach. The purpose of learning BIPA using this approach is of course none other than so that students are able to quickly communicate both orally and in writing. In writing, of course, it can be seen through the results of student writing. Based on this statement, this study aims to explain and describe the types of errors in the written language of students at the University of Santo Tomas. The method used in this study is a qualitative descriptive method. Based on the results of the study, there were several errors in the written language of students in compiling Indonesian texts. These errors include errors in composing effective sentences, in choosing diction, as well as in the use of affixes. The mistakes made by students are influenced by several factors, including the limited vocabulary, knowledge of the meaning of each affix and knowledge and insight in composing sentences.

Keywords: *analysis, written error, BIPA 2, Philippines*

Abstrak

Universitas di Filipina rata-rata telah menyelenggarakan kegiatan Pengajaran Bahasa Indonesia untuk Penutur Asing (BIPA). Salah satu universitas yang menyelenggarakan ialah Universitas of Santo Tomas (UST). Di Universitas ini terdapat 21 pemelajar BIPA yang telah menempuh proses pembelajaran BIPA sampai pada level BIPA 2. Pendekatan pembelajaran yang digunakan dalam proses pembelajaran di UST ini ialah dengan menggunakan pendekatan berbasis teks atau yang dikenal dengan *Genre Based Approach*. Tujuan dari pembelajaran BIPA menggunakan pendekatan ini tentu tidak lain supaya pemelajar mampu dengan cepat dalam berkomunikasi baik secara lisan maupun tulis. Secara tulis tentu dapat dilihat melalui hasil tulisan pemelajar. Berdasarkan pernyataan tersebut maka dalam penelitian ini bertujuan untuk menjelaskan dan mendeskripsikan jenis kesalahan berbahasa tulis pemelajar di University of Santo Tomas. Metode yang digunakan dalam penelitian ini ialah metode deskriptif kualitatif. Berdasarkan hasil penelitian, terdapat beberapa kesalahan bahasa tulis pemelajar dalam menyusun teks berbahasa Indonesia. Kesalahan tersebut antara lain, kesalahan dalam menyusun kalimat efektif, dalam pemilihan diksi, maupun dalam penggunaan imbuhan. Kesalahan yang dilakukan oleh pemelajar dipengaruhi oleh beberapa faktor antara lain faktor perbendaharaan kosakata yang masih terbatas, pengetahuan mengenai makna setiap imbuhan dan pengetahuan dan wawasan dalam menyusun kalimat.

Kata kunci: *analisis, kesalahan bahasa tulis, BIPA 2, Filipina*

I. Pendahuluan

Bahasa Indonesia menjadi bahasa internasional merupakan cita-cita bangsa Indonesia. Bahasa ini merupakan salah satu bahasa yang memiliki penutur cukup banyak yakni 199 juta penutur. Hal ini menjadikan bahasa Indonesia masuk pada kategori bahasa kesepuluh dengan penutur terbanyak di dunia. Berdasarkan data ini, maka bahasa Indonesia memiliki peluang yang sangat besar untuk menjadi bahasa internasional di masa mendatang. Penginternasionalan bahasa Indonesia pun tertuang pada Pasal 44 Undang-Undang Nomor 24 Tahun 2009 yang menjelaskan bahwa (1) Pemerintah meningkatkan fungsi bahasa Indonesia menjadi bahasa internasional secara bertahap, sistematis, dan berkelanjutan; (2) Peningkatan fungsi bahasa Indonesia menjadi bahasa internasional sebagaimana dimaksud pada ayat (1) dikoordinasi oleh lembaga kebahasaan; dan (3) Ketentuan lebih lanjut mengenai peningkatan fungsi Bahasa Indonesia menjadi bahasa internasional sebagaimana dimaksud pada ayat (1) diatur dalam Peraturan Pemerintah.

Dengan adanya himbauan penginternasionalan bahasa Indonesia ini, maka pengajaran Bahasa Indonesia bagi Penutur Asing atau yang dikenal dengan BIPA mulai dikenalkan ke penjuru dunia sebagai bentuk komitmen dalam mewujudkan cita-cita bangsa. Pada akhir tahun 2020 sudah tercatat sebanyak 355 lembaga penyelenggara program BIPA di 41 negara dengan total 72.746 pemelajar. Salah satu universitas

yang menyelenggarakan BIPA di Luar Negeri adalah University of Santo Tomas Filipina. Di Universitas ini, program BIPA diselenggarakan dengan jumlah pemelajarnya mencapai 21 pemelajar. Pelaksanaan pembelajaran di sana menerapkan pendekatan berbasis teks. Pendekatan ini merupakan salah satu pendekatan baru dalam dunia BIPA pada beberapa tahun terakhir ini.

Tujuan dari penelitian ini adalah untuk menjelaskan dan mendeskripsikan kesalahan berbahasa tulis pada hasil pekerjaan pemelajar di University of Santo Tomas. Dalam hal ini teks hasil pekerjaan pemelajar dijadikan sebagai data primer untuk dianalisis. Metode penelitian ini menggunakan metode deskriptif kualitatif. Subjek penelitian ini adalah teks pemelajar dari hasil penerapan pengajaran BIPA berbasis teks di University of Santo Tomas. Dengan demikian, dengan adanya penelitian ini dapat diketahui letak kesalahan berbahasa pemelajar yang masih sering salah khususnya dalam bahasa tulis. Kesalahan tersebut sebagai contoh pemilihan diksi, afiksasi, tanda baca, dan struktur kalimat. Mengingat teks hasil pekerjaan pemelajar ini masih berada di level 2 maka kalimatnya pun belum terlalu kompleks.

II. Kajian Literatur

2.1 Analisis kesalahan berbahasa tulis

Analisis kesalahan berbahasa adalah sebuah kegiatan yang dilakukan untuk mengumpulkan sampel kesalahan, mengidentifikasi kesalahan yang terdapat dalam sampel, menjelaskan kesalahan, mengklasifikasi

kesalahan serta mengevaluasi kesalahan, Tarigan, Jago dalam Siagian, (2020: 13). Pada dasarnya kesalahan berbahasa tidak hanya dilakukan oleh pemelajar asing atau daerahm namun penutur asli pun masih sering melakukan kesalahan. Anjasari dalam Siagian, (2020: 13) menyampaikan bahwa penelitian tentang kesalahan berbahasa yang sering terjadi pada mahasiswa asing antara lain kesalahan aspek ejaan, morfologo, semantik dan sintaksis.

Kesalahan berbahasa pada aspek sintaksis menurut Ramlan dalam Agustina, (2019: 63) menyatakan bahwa pada bagian atau cabang dari ilmu bahasa yang membicarakan seluk beluk kata dan morfem. Selanjutnya menurut Agustina, sintaksis dimaknai menjadi sebuah sistem tata bahasa yang mencakup kata dan satuan-satuan yang lebih besar dari kata serta hubungan satuan itu, yakni meliputi kata, frasa, klausa, kalimat dan wacana. Selanjutnya ialah analisis secara semanti, pada analisis ini erat hubungannya dengan makna. Makna merupakan gagasan atau ide yang secara terpadu bersama satuan kebahasaan yang menjadi penandanya.

2.2 BIPA

Pembelajaran BIPA bagi penutur asing meliputi empat keterampilan berbahasa Indonesia dapat dilakukan secara bersamaan atau dapat juga dikombinasi dengan dua keterampilan berbahasa yang dapat saling terkait. Seperti yang telah dilakukan oleh (Kurniawan, Puspitasari, Batubara, Hernina, &

Larasati, 2019) Kajian ini mengidentifikasi hasil belajar program Bahasa Indonesia untuk Orang Asing (BIPA) dan kesesuaian antara hasil belajar siswa dengan bahan ajar BIPA. Proses pembelajaran BIPA dilakukan untuk meningkatkan empat kompetensi bahasa yaitu menyimak, berbicara, membaca, dan menulis. Berdasarkan laporan pengajaran BIPA 2016 dan 2017, tiga belas guru yang ditugaskan untuk mengajar BIPA ke Thailand, Vietnam, Myanmar, Prancis, dan Rusia berhasil meningkatkan empat kompetensi bahasa siswa. Sedangkan kesesuaian hasil belajar siswa dengan bahan ajar BIPA menunjukkan bahwa: 1) enam puluh tujuh guru BIPA dinilai baik dalam menyesuaikan pembelajaran dengan bahan ajar, 2) empat guru BIPA dinilai cukup dalam menyesuaikan pembelajaran dengan bahan ajar. , dan 3) sepuluh guru BIPA dinilai kurang baik dalam menyesuaikan pembelajaran dengan bahan ajar.

Hasil penelitian BIPA juga dilakukan oleh (“Dampak Kebijakan Pengajaran BIPA Terhadap Peningkatan Kapasitas Sistem Kursus dan Pelatihan,” 2017) Kebijakan pengajaran Bahasa Indonesia untuk Penutur Asing (BIPA) dalam rangka internasionalisasi bahasa negara adalah bentuk baru kebijakan pendidikan di Indonesia. Pengajaran BIPA merupakan kebijakan pendidikan yang terintegrasi dengan kebijakan kebudayaan dalam konteks entitas organisasi Kementerian Pendidikan dan Kebudayaan dan ekosistem kebijakannya. Artikel ini



ditulis berdasarkan penelitian yang sesuai dengan teori-teori dalam analisis kebijakan. Temuan penelitian adalah: (1) penjelasan tentang isi kebijakan pengajaran BIPA dan kebijakan pendukungnya, (2) implementasi kebijakan yang terdiri dari: (a) peningkatan status pusat bahasa nasional, dan (b) program pengajaran BIPA di luar negeri, dan (3) dampak positif dari implementasi kebijakan tersebut, yaitu: (a) pembentukan asosiasi baru guru BIPA (APPBIPA), dan (b) upaya berkelanjutan untuk meningkatkan kapasitas manajemen organisasi pendidikan dan pelatihan nonformal BIPA (LKP), seperti pembuatan standar kompetensi peserta pelatihan (SKL), pembentukan lembaga sertifikasi kompetensi BIPA (LSK) dan lembaga sertifikasi profesi BIPA (LSP).

Dalam penelitian pembelajaran BIPA (Kosakata, Jepang, Kelas, & Sma, 2018) Kosakata memiliki peranan yang sangat penting ketika mempelajari bahasa Jepang. Namun, faktanya masih banyak pembelajar khususnya di SMA N 7 Semarang yang mengalami kesulitan ketika mempelajari kosakata bahasa Jepang. Salah satu cara yang dapat dilakukan untuk mengatasi permasalahan tersebut adalah dengan word mapping sebagai media pembelajaran kosakata bahasa Jepang. Penerapan word mapping dilakukan melalui pendekatan bahasa Jepang yang diformulasikan ke dalam bentuk strategi pembelajaran untuk menyebutkan kosakata turunan dari sebuah kata yang menjadi tema

utama dalam bahasa Jepang. Tujuan dari penelitian ini adalah untuk menguji keefektifan word mapping sebagai media pembelajaran untuk meningkatkan kemampuan mengingat kosakata bahasa Jepang siswa kelas XI SMA. Metode penelitian yang digunakan adalah dengan menggunakan pendekatan deskriptif kuantitatif dan jenis penelitian ini menggunakan true experimental design, sedangkan teknik analisis datanya menggunakan komparasi (perbandingan) yang dihitung dengan menggunakan rumus t-test. Berdasarkan hasil perhitungan dengan menggunakan rumus t-test, diperoleh data t hitung = 6,04. Sedangkan untuk t-tabel untuk $N = 58$ dan derajat kebebasan (db) $N - 1 = 57$ adalah 2,01 dengan tingkat kepercayaan 5%. Data tersebut menunjukkan bahwa word mapping terbukti efektif sebagai media pembelajaran untuk meningkatkan kemampuan mengingat kosakata bahasa Jepang siswa kelas XI SMA.

Pembelajaran berbahasa perlu didukung juga melalui media pembelajaran untuk menarik dan memotivasi pembelajar seperti apa yang sudah dilakukan oleh (Darihastining, 2020) Penelitian ini bertujuan untuk meningkatkan proses menulis teks naratif melalui Media Pembelajaran CD Berbasis Cerita Rakyat. Metode penelitian yang digunakan adalah penelitian tindakan kelas yang dilaksanakan melalui 2 siklus. Setiap siklus terdiri dari perencanaan, pelaksanaan, observasi, dan refleksi. Sumber data penelitian ini adalah mahasiswa STKIP PGRI Jombang semester III. Teknik pengumpulan data meliputi

observasi, dokumentasi, dan wawancara. Analisis data menggunakan teknik analisis deskriptif induktif lebih menekankan pada proses dan hasil. Data tersebut meliputi (a) peningkatan proses menulis narasi melalui Media Pembelajaran CD Berbasis Cerita Rakyat dan (b) hasil peningkatan kemampuan siswa dalam menulis teks narasi melalui Media Pembelajaran CD Berbasis Cerita Rakyat. Hasil penelitian menunjukkan bahwa terdapat peningkatan proses menulis teks naratif melalui media pembelajaran CD berbasis cerita rakyat dan peningkatan skor menulis naratif siswa melalui Media Pembelajaran CD Berbasis Cerita Rakyat.

Tujuan Pembelajaran: Pembelajaran Bahasa Indonesia untuk penutur asing pada kelas Bahasa Indonesia (BIPA) perlu dinilai dengan menggunakan perangkat evaluasi yang menarik yang berfungsi untuk memudahkan siswa dalam mengerjakan tes, khususnya tes untuk mengukur pemahaman bacaan. Media yang dibutuhkan dikembangkan berdasarkan perangkat lunak Adobe Flash Creative Cloud 2015 untuk BIPA tingkat menengah. Tujuan dari penelitian ini adalah untuk mengembangkan media penilaian membaca dengan baik dan pemahaman yang efektif. Metodologi: Penelitian Research and Development menggunakan model Borg and Gall yang disederhanakan menjadi enam tahap, yaitu (1) analisis kebutuhan; (2) desain produk; (3) pembuatan produk; (4) validasi; (5) revisi; dan (6) pengujian

produk. Teknik pengumpulan data yang digunakan adalah angket dan tes. Hasil: Hasil penelitian menunjukkan bahwa media pemahaman bacaan berbasis software Adobe Flash Creative Cloud 2015 sudah layak 76 dan praktis.

Implikasi/Aplikasi: Pembelajaran bahasa Indonesia untuk siswa BIPA tentunya berbeda dengan pembelajaran siswa dalam negeri. Kekhususan perlakuan tidak hanya pada materi ajar tetapi juga pada penilaiannya. Hal ini dilakukan dengan tujuan agar pembelajaran lebih berhasil karena disediakan media yang sangat membantu siswa BIPA dalam menguasai keterampilan membaca. Kuis sebagai media penilaian dikembangkan dengan menggunakan materi kearifan lokal di Indonesia. (Sujinah, Setyorini, Yunianti, Ngatmain, & Savira Isnah, (2019).

III. Metode Penelitian

Penelitian ini menggunakan pendekatan penelitian kualitatif (qualitatif research). Penelitian kualitatif menurut Sugiyono, (2018:8) adalah penelitian naturalistik karena penelitiannya dilakukan pada kondisi yang alamiah (natural setting). Penelitian kualitatif adalah objek yang berkembang apa adanya, tidak dimanipulasi oleh peneliti dan kehadiran peneliti tidak mempengaruhi dinamika pada objek tersebut. dalam penelitian kualitatif instrumennya adalah orang atau human instrument, yaitu peneliti itu sendiri.

Penelitian ini bersifat deskriptif yaitu melakukan

penelitian dan mengumpulkan data berupa kata-kata, gambar, dan bukan angka, melakukan pengujian data kemudian memaparkan data sebagaimana adanya. Dalam penelitian ini peneliti bertugas untuk menetapkan penelitian, memilih informan sebagai sumber data, melakukan pengumpulan data, menilai kualitas dan melakukan analisis data, memahami dan menafsirkan data serta memberi kesimpulan atas penemuan yang didapat.

Pendekatan yang digunakan dalam penelitian ini adalah jenis pendekatan study kasus atau case studies. Studi kasus adalah salah satu jenis penelitian kualitatif, dimana peneliti melakukan eksplorasi secara mendalam terhadap program, kejadian, proses, aktifitas terhadap sesuatu yang diteliti. Suatu kasus terikat waktu dan aktivitas dan peneliti melakukan pengumpulan data secara mendetail dengan menggunakan berbagai prosedur pengumpulan data dan dalam waktu yang berkesinambungan (Sugiyono, 2016:17). Sumber data dalam penelitian ini terdiri dari dua sumber data, yaitu sumber data primer dan sumber data sekunder. Adapun menurut Sugiono, (2016:222) sumber data primer adalah sumber data yang diperoleh secara langsung dari sumber asli tanpa melalui perantara.

Metode analisis data yang digunakan ialah dengan metode agih dengan Teknik BUL (Bagi Unsur Langsung) menurut Wijayanti, dkk, (2020: 92) yang menyatakan bahwa metode ini ialah melakukan tiga tahapan. Tahapan pertama yaitu

mencatat data yang telah diperoleh, kedua memilah data berdasarkan empat klasifikasi yang telah ditentukan yaitu pilihan diksi, afiksasi, tanda baca dan struktur kalimat. Tahapan ketiga yaitu mendeskripsikan satuan lingual atau data berdasarkan teori.

IV. Hasil dan Pembahasan

Analisis kesalahan berbahasa adalah pemakaian bentuk-bentuk yang tidak diinginkan adalah bentuk-bentuk yang menyimpang dari kaidah bahasa baku. Hal ini sejalan dengan pendapat Albert Valdman dalam Supriani, (2020: 69) mengatakan bahwa yang pertama-tama harus dipikirkan sebelum mengadakan pembahasan tentang berbagai pendekatan dan analisis kesalahan berbahasa adalah menetapkan standar penyimpangan atau kesalahan. Kesalahan penggunaan ejaan ialah kesalahan menggunakan tanda baca menurut Tarigan dalam Supriani, (2020: 71) yang menyatakan bahwa kesalahan penulisan kata meliputi kesalahan penulisan kata dasar, kata turunan, kata ulang, gabungan kata, kata ganti singkatan dan akronim dan penulisan angka dan lambang bilangan.

Kesalahan Ejaan

Kesalahan Ejaan	Penulisan Salah
-----------------	-----------------

Penulisan huruf miring	“Saya bisa menghargai mendengarkan musik indie dan rock .”
	“Saya tidak benar-benar memiliki genre musik atau artis tertentu yang akan saya dengarkan, sebagian besar waktu playlist saya hanya di shuffle ”.

Kesalahan Berbahasa tataran sintaksis antara lain (1) “Ketika saya melakukan aktivitas seperti tugas sekolah, hobi, dan pergi gym untuk berolahraga”. (2) “Ketika saya melakukan aktivitas seperti tugas sekolah, hobi, dan pergi gym untuk berolahraga”. (3) “Musik juga membantu saya untuk bermotivasi untuk melakukan dan menyelesaikan tugas saya”. (4) “Selain itu, ketika saya dalam perjalanan ke universitas, saya menaiki transportasi umum bersama sambil mendengarkan musik menggunakan earphone di mana sudah menjadi kebutuhan buat saya”. (5) “Genre musik yang menjadi favorit saya pada masa kini namun dia bergantung pada aktivitas yang dilakukan saya”. (6) “Umumnya, ketika saya sedang mengerjakan tugas sekolah, saya mendengarkan genre seperti R&B dan Akustik dan ketika saya melakukan rutin di gym”. (7) “Saya mendengarkan Pop Rock atau dance yang meningkatkan kekuatan saya melakukan rutin”. (8) “Selain itu, musik juga menjadi bagian penting ketika saya pergi ke suatu tempat untuk menambahkan lagi drama ketika kendaraan bergerak khususnya ketika hujan yang merupakan suasana favourite saya yaitu saat hujan”. (9) “Selera saya dalam musik memiliki sisi yang sangat berbeda dengan itu saat saya mencoba

genre yang berbeda”. (10) “Di antara semua lagu mereka, favorit saya adalah *Sweater Weather by The Neighborhood*”. (11) “Juga, saya mengikuti bintang pop wanita yang menghasilkan lagu-lagu funky dan memorable”. (12) “Sebagian besar album mereka memiliki lagu-lagu yang tidak dapat disangka, tidak seperti artis lain”. (13) “Musik adalah sebahagian kehidupan saya sehari-hari”. (14) “Saya di kelas dua ketika saya pertama mendengar itu. (15) “Saya pertama K-pop lagu favorit adalah *It’s You* oleh Super Junior”. (16) “Saya kecintaan untuk genre ini membuat saya belajar bahasa Korea”.

Kesalahan berbahasa tataran semantik

No	Penulisan salah
1	Sebahagian
2	kenderaan
3	favourit
4	iaitu

Berdasarkan data temuan dari hasil analisis tulisan pekerjaan pemelajar BIPA 2 di University of Santo Tomas dapat dideskripsikan bahwa terdapat dua kesalahan ejaan, yakni penulisan “indie dan rock” yang seharusnya dituliskan dengan huruf miring. Selanjutnya, “playlist” ini juga seharusnya dituliskan dengan menggunakan huruf miring. Di sisi kesalahan berbahasa lainnya ialah ditinjau dari aspek kesalahan tataran sintaksisnya. Berdasarkan analisis sintaksis terdapat dua

kalimat yang tidak memiliki subjek. Pemelajar dalam hal ini memang masih dalam tahap belajar sehingga belum begitu memahami struktur kalimat. Bentuk kesalahan selanjutnya ialah terdapat dua belas kalimat yang ambigu. Kesalahan berbahasa selanjutnya ialah kesalahan dalam tataran semantik. Pada tataran ini terdapat empat kesalahan. Kesalahan berbahasa pada tulisan pekerjaan pemelajar BIPA 2 ini dipicu dua hal yakni secara internal dan eksternal. Faktor internal ini dipengaruhi karena kekurangan pemahaman pemelajar terkait tata bahasa Indonesia. Pada BIPA level 2 hal ini dapat dimaklumi, mengingat pada level ini memang masih harus banyak latihan atau pentubian. Namun, fakta di lapangan menjadi berbeda ketika pemelajar dapat bercerita banyak hal menggunakan bahasa Indonesia, padahal banyak kosa kata dan imbuhan yang belum dikenalkan dapat disampaikan oleh pemelajar. Hal ini salah satu faktor penyebabnya dari eksternal yakni penggunaan google terjemahan sebagai alat untuk membantu menyelesaikan tugas yang diberikan oleh pengajar. Kelas daring juga menjadi sebuah alasan kurang terkontrolnya penggunaan google terjemahan ini. Dengan demikian, secara umum dapat disimpulkan bahwa kesalahan bahasa tulis pada tulisan pemelajar ini didominasi kesalahan penulisan kalimat yang ambigu.

V. Simpulan dan Saran

Berdasarkan hasil analisis pada data primer yakni data tulisan

pemelajar BIPA 2 University of Santo Tomas, Filipina ini maka dapat disimpulkan bahwa terdapat dua kesalahan penulisan ejaan, kemudian dua kalimat tidak bersubjek, sepuluh kalimat ambigu dan empat kata yang dapat mempengaruhi makna pada kalimat. Dengan demikian, secara gamblang dapat ditarik kesimpulan bahwa terdapat kesalahan bahasa berupa ejaan, sintaksis dan semantik.

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PENGEMBANGAN MODEL DESAIN PEMBELAJARAN BAHASA INGGRIS TEKNIK (ESP) BERBASIS *PROJECT BASED-LEARNING* SEBAGAI IMPLEMENTASI KAMPUS MERDEKA

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Abstract

Technology has developed rapidly nowadays, especially in education field. This has pushed English teachers makes changes and been able to adapt with it. This mini research aims to make changes and revision on teaching-learning model of English subject for Specific Purposes (ESP) used in Department of Engineering at Politeknik Negeri Jakarta, namely: Civil Engineering Department, Electrical and Electronic Department, IT Engineering Department and Mechanical Department. In fact, they have already used technological devices, such as: laptop, internet, but there is no same model in giving students a kind of assignment based on project. The result of this research is a kind of teaching-learning model which will be used as a standard for English teachers of engineering for ESP teachers at Politeknik Negeri Jakarta

Keywords: *ESP, Project-Based Learning, Teaching-Learning Design*

Abstrak

Dengan berkembangnya teknologi di dunia pendidikan memaksa para pengajar bahasa Inggris harus melakukan perubahan dan adaptasi atas kemajuan ini, Penelitian ini bertujuan untuk melakukan pengembangan model desain pembelajaran bahasa Inggris Teknik atau English for Specific Purposes (ESP) yang selama ini digunakan oleh para pengajar bahasa Inggris teknik di beberapa jurusan (Teknik Mesin, Teknik Elektro, Teknik Sipil, Teknik Komputer dan Informatika) di Politeknik Negeri Jakarta. Memang, selama ini banyak pengajar bahasa Inggris melakukan pengajaran ESP sudah beradaptasi dengan teknologi, seperti penggunaan laptop, internet, dan lain sebagainya, tetapi belum ada keseragaman memberikan tugas mandiri yang berbasis proyek. Dengan demikian perlu dilakukan pengembangan desain pembelajaran berbasis Project Based-Learning (PjBL) yang sesuai dengan bidang keahlian yang mereka pelajari. Dengan demikian, desain pembelajaran ini dapat digunakan untuk para pengajar bahasa Inggris ESP.

Kata kunci: *ESP, Project Based-Learning, Desain Pembelajaran*

I. Pendahuluan

Sampai saat ini belum ada suatu desain pembelajaran Bahasa Inggris Teknik (ESP) berbasis proyek atau *Project-Based Learning (PjBL)* yang

standar untuk Pendidikan Vokasi di Politeknik Negeri Jakarta, bahkan di tingkat nasional, sedangkan model pembelajaran Bahasa Inggris berbasis proyek (*PjBL*) untuk Bahasa Inggris Non-Teknik (Bahasa Inggris



Umum/*General English*) telah banyak digunakan oleh para pengajar Bahasa Inggris di tingkat menengah atas (Windari, 2017). Selain itu, penelitian tentang PjBL untuk Bahasa Inggris Non-Teknik (Bahasa Inggris Umum/*General English*) juga telah dilakukan oleh Fitria (2016) untuk mengajar keterampilan membaca (*reading skill*) di sekolah menengah atas di Padang, bahkan PBL telah diterapkan dalam pembelajaran beberapa bidang/disiplin ilmu, seperti pembelajaran Bahasa Arab di suatu perguruan tinggi Islam (Fitriani dan Arifa, Z. (2020: 590) dan pembelajaran Geografi di sebuah SMA (Deasy, dkk. 2020: 585). Perlu ditekankan bahwa PjBL dpt diimplementasikan ke dalam pengaturan kelas sehari-hari dari kelas paling awal dan seterusnya dan di berbagai disiplin ilmu termasuk sejarah, sains, dan matematika sejalan dengan pendapat Harris dan Allen (2022).

Pembelajaran Bahasa Inggris Teknik (ESP) yang berbasis *Project-Based Learning* (PjBL) merupakan amanat Kampus Merdeka yang dicanangkan oleh Menteri Pendidikan dan Kebudayaan adalah *Project Based Learning* (PjBL) (<https://kemdikbud.go.id>). Kampus merdeka memberikan kesempatan bagi mahasiswa untuk menciptakan kultur belajar yang inovatif, tidak mengekang dan sesuai dengan kebutuhan mahasiswa. Model pembelajaran Bahasa Inggris Teknik berbasis *Project-Based Learning* sebagai implementasi kampus merdeka di Politeknik Negeri Jakarta merupakan kebutuhan yang mendesak. Oleh karena itu, urgensi penelitian ini adalah model pembelajaran Bahasa Inggris Teknik berbasis *Project-Based Learning* (PjBL) yang dapat membantu para mahasiswa melakukan proses belajar yang terbatas di kampus, meskipun faktanya pembelajaran bahasa Inggris membutuhkan waktu yang lebih

banyak dan konsistensi semangat sehingga tujuan pembelajaran dapat tercapai.

PjBL sebagai suatu model pembelajaran dapat menjawab tantangan bagi para pemimpin dan praktisi pendidikan untuk membantu kaum muda mengembangkan pengetahuan dan keterampilan yang terintegrasi dan dapat ditransfer yang dibutuhkan untuk berpikir kritis, pemecahan masalah, dan pengambilan keputusan di abad ke-21 (Harris, & Allen. 2022). Selain itu, PjBL menunjukkan harapan besar untuk memenuhi tuntutan pendidikan di abad kedua puluh satu karena menerapkan pembelajaran berbasis proyek memiliki sejumlah manfaat akademis dan sosial (Nollmeyer, dan Torres. 2022).

Pembelajaran berbasis proyek berbeda dari pendekatan konstruktivis lainnya yang berpusat pada siswa karena berpuncak pada produk atau presentasi. Meskipun ada banyak variasi dalam metode atau model untuk mengembangkan unit berbasis proyek, mereka biasanya mempunyai sejumlah karakteristik yang sama, termasuk adanya inkuiri, integrasi kurikuler, dan dirancang seputar masalah atau dunia nyata. Selain itu, PBL menunjukkan harapan besar untuk memenuhi tuntutan pendidikan di abad kedua puluh satu (Nollmeyer, Torres, 2022).

Pembelajaran berbasis proyek (*PjBL*) adalah bentuk pengajaran yang berpusat pada siswa yang didasarkan pada tiga prinsip konstruktivis: pembelajaran bersifat konteks-spesifik, peserta didik terlibat secara aktif dalam proses pembelajaran dan mereka mencapai tujuan mereka melalui interaksi sosial dan berbagi pengetahuan dan pemahaman (Cocco, 2006). PjBL dianggap sejenis pembelajaran berbasis *inquiry* (penyelidikan) tertentu di mana konteks pembelajaran diberikan melalui pertanyaan-pertanyaan dan masalah-



masalah yang otentik dalam praktik dunia nyata (Al-Balushi & Al-Aamri, 2014) yang mengarah pada pengalaman belajar yang bermakna (Wurdinger, dkk, 2007). Selain itu, *PjBL* mendorong pembelajaran aktif karena kegiatan pembelajaran ini dapat membantu mahasiswa mengembangkan keterampilan berpikir, keterampilan kerja tim, keterampilan bahasa, dan keterampilan komunikasi (Fitriani, and Arifa (2020: 590).

II. Kajian Literatur

Project based learning membantu siswa untuk belajar dan aktif secara mandiri (Grant, 2002). Meskipun begitu, Bapak dan Ibu Guru tetap melakukan pemantauan secara berkala terhadap progres belajar dan proyek yang dilakukan siswa. Kekurangannya, bisa saja mahasiswa menjadi tidak produktif karena Dosen tidak selalu ada mendampingi siswa. Bimbingan yang dilakukan secara berkala membuat siswa memiliki kesempatan untuk tidak melaksanakan tugas atau proyek yang telah diberikan, dan hanya akan mengerjakan ketika Dosen melakukan pemantauan.

Dalam penerapannya, mahasiswa lebih sering dibagi ke dalam kelompok untuk melakukan sebuah proyek. Hasilnya, kegiatan ini bisa meningkatkan kemampuan siswa dalam berhubungan dan berkomunikasi dengan siswa lain. Namun jika proyek dilakukan secara daring, siswa akan merasa jenuh berinternet karena ada batasan-batasan tertentu yang tidak bisa mereka lakukan.

Selain itu, pembelajaran berbasis proyek memungkinkan mahasiswa untuk berkonsultasi secara langsung dengan guru ketika ingin mengkonfirmasi

apakah proyek yang mereka lakukan telah sesuai dengan perencanaan. Tapi, prosesnya bisa saja justru menimbulkan kebingungan antara guru dan siswa. Dosen tidak bisa memantau secara langsung sampai mana proses belajar mahasiswa, sementara mahasiswa tidak bisa yakin apakah hal yang dipelajarinya benar atau tidak.

Hal yang paling utama dari *project based learning* adalah siswa mengetahui dan memahami konteks yang ada di dunia nyata karena permasalahannya pun berawal dari lingkungan sekitar. Mereka dapat mencari solusi dari permasalahan yang ada. Sayangnya, kendali Dosen dalam pembelajaran berbasis proyek sangat kecil karena siswa memang difokuskan untuk belajar mandiri.

Project based learning tidak hanya membantu mahasiswa untuk aktif dan mandiri dalam pembelajaran namun juga menciptakan pemahaman yang lebih mendalam. Menurut teori Kognitif dan Konstruktivistik yang disampaikan oleh Jean Piaget yang dikutip oleh Jarvis (2000) yang mengatakan bahwa perkembangan kognitif seseorang sebagian besar ditentukan oleh penanganan obyek dan interaksi aktif dengan lingkungan. Dalam kaitannya dengan perkembangan kognitif, teori konstruktivistik Piaget menyampaikan bahwa pengetahuan akan lebih bermakna jika dicari dan ditemukan sendiri oleh siswa, terutama sejak mereka kecil. Mahasiswa akan lebih memahami suatu pengetahuan ketika mereka merasakannya secara langsung melalui indera dan didasarkan pada pengalamannya sendiri. Selain itu, mahasiswa dapat mengidentifikasi, menganalisis, menginterpretasikan, dan mengevaluasi bukti-bukti, argumentasi,

klaim, dan data-data yang tersaji secara luas melalui pengkajian secara mendalam, serta merefleksikannya dalam kehidupan sehari-hari

III. Metode Penelitian

Metode yang akan dilakukan dalam penelitian ini adalah metode Deskriptif Kuantitatif, dimana akan dilakukan: a. Survey, b. Analisis, dan c. Eksperimen (Uji Coba). Sebelum melakukan analisis, pengumpulan data dilakukan dengan menggunakan instrument penelitian yang berupa kuesioner. Data diambil dari 10 dosen Bahasa Inggris Teknik yang mengajar *English for Specific Purposes (ESP)* di jurusan Teknik Sipil, Jurusan Teknik Elektro, Jurusan IT, dan Jurusan Teknik Mesin. Data berupa kegiatan apa yang selama ini dilakukan dalam proses belajar mengajar. Setelah itu diidentifikasi dan dikelompokkan berdasarkan jenis kegiatan, kemudian dianalisis. Analisis data berupa kuantitatif berdasarkan tujuan yang telah ditetapkan

IV. Hasil dan Pembahasan

Kegiatan penelitian yang dilakukan pertama adalah melakukan survey yang berupa kuesioner terhadap kegiatan pembelajaran yang dilakukan para pengajar Bahasa Inggris Teknik di beberapa jurusan Teknik di PNJ. Dari hasil kuesioner yang disebar kepada 10 pengajar Bahasa Inggris, hanya 8 kuesioner saja yang kembali.

Kuesioner berisi beberapa pertanyaan tentang data pribadi pengajar (seperti: berapa lama mengajar, NIP jika ada, dan berapa jumlah kelas yang diajar). Pertanyaan selanjutnya adalah lebih fokus terhadap semester berapa mengajar ESP dan berapa jam per minggu. Dari hasil kuesioner, rata-rata pengajar Bahasa Inggris mengajar ESP pada semester 3 dan/atau 4, dan hanya mendapat 3-4 jam per minggu. Di

semester atas (5 atau 6) mengajar general English. Tetapi hal ini akan bervariasi di setiap jurusan teknik di PNJ. Dalam penelitian, pengajar 1 akan disebut sebagai responden 1, pengajar 2 akan disebut sebagai responden 2, dan seterusnya.

Dari hasil kuesioner, didapat hasil yang dijelaskan pada table 1.

Tabel 1.
Karakteristik Pengajar

Nama	Jumlah Jam/minggu	Semester (ESP)
Responden 1	3	3/4
Responden 2	3	3
Responden 3	4	3
Responden 4	4	3
Responden 5	3	3/4
Responden 6	3	3/4
Responden 7	4	3
Responden 8	3	3/4

Tabel 2 menjelaskan bagaimana para pengajar melakukan proses pengajaran di dalam kelas. Dari hasil kuesioner mengatakan bahwa para pengajar lebih sering memberikan tugas pada mahasiswa untuk presentasi.

Tabel 2
Jenis kegiatan pembelajaran paling sering dilakukan

Nama Implementasi	Kegiatan
Responden 1	diskusi Presentasi
Responden 2	diskusi Video/poster
Responden 3	Individu Presentasi
Responden 4	Individu youtube
Responden 5	diskusi youtube
Responden 6	diskusi presentasi
Responden 7	diskusi presentasi
Responden 8	diskusi video/poster

Pada table 2 di atas dapat dikatakan bahwa para pengajar Bahasa Inggris masih melakukan kegiatan mengajar yang sangat umum. Walaupun implementasi tugas yang diberikan oleh pengajar berupa kemajuan teknologi (seperti youtube/video), hal ini belum menggali potensi berpikir kritis mahasiswa.

Berdasarkan paparan tersebut, tabel 3 menjelaskan apa yang diinginkan oleh Pendidikan abad 21, dimana Pendidikan berdasarkan 4C (*Critical thinking, communication, collaboration and creativity*). Dengan kata lain, para pengajar Bahasa Inggris harus lebih kreatif memberikan pengajaran agar dapat menggali proses berpikir kritis anak didik atau mahasiswa.

Tabel 3
Desain pembelajaran abad 21

framework 21 st Century Skills	P-21css	spek
creativity Thinking and innovation	Cs	- Berpikir secara kreatif - Bekerja kreatif dengan lainnya - Mengimple mentasikan inovasi - Penalaran efektif - Menggunakan system berpikir - Membuat penilaian dan keputusan - Memecahkan masalah - Berkomunik asi secara jelas
ritical Thinking and Problem Solving		
ommunicat ion and		

Collaborati
on

nformation,
Media, and
Technolog
y Skills

CTs

ife &
Career
Skills

aracter
Building

piritual
Values

- Berkolabora si dengan orang lain
- Mengakses dan mengevalua si informasi
- Menggunakan an dan menata informasi
- Menganalisi s dan menghasilk an media
- Mengaplika sikan teknologi secara efektif
- Menunjuk kan perilaku *scientific attitude* (Hasrat ingin tahu, jujur, teliti, terbuka dan penuh kehati- hatian
- Menunjuk kan penerimaan terhadap nilai moral yang berlaku di masyarakat
- Menghayati konsep ke- Tuhanan melalui ilmu pengetaha n
- Mengintern alisasikan nilai-nilai spiritual dalam kehidupan sehari-hari

Pada table 3 di atas, dapat dilihat bahwa kebutuhan Pendidikan masa kini

sebaiknya mengandung 4C, *ICT*, *character building* dan *spiritual values*. Komponen ini yang akan membuat mahasiswa menjadi sumber daya manusia yang smart, tangguh dan berperilaku baik. Hal ini yang harus dimasukkan dalam desain pembelajaran. Dengan demikian, lulusan politeknik akan mempunyai *high quality* dan akan dicari para *head hunters*.

Tabel 4
Desain Pembelajaran Berbasis Proyek

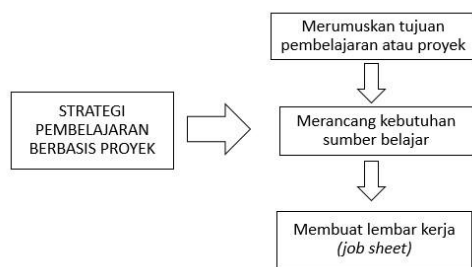
adwal	encana kegiatan
erancangan proyek (Tatap muka 1)	- Mengkaji konsep elektromagnetik dari buku sumber atau internet - Merancang pembuatan bel listrik - Melaporkan rancangan bel listrik
ugas proyek di rumah (di luar tatap muka)	- Memperbaiki rancangan bel listrik - Membuat bel listrik berdasarkan rancangan yang sudah diperbaiki - Mencatat proses pembuatan bel listrik - Melakukan ujicoba bel listrik

- Membuat laporan pembuatan bel listrik
 - Melaporkan hasil pembuatan bel listrik
- elaporan proyek (tatap muka 2)

Tabel 4 di atas menjelaskan tentang desain pembelajaran berbasis proyek (PjBL) dimana setiap pengajar wajib merancang suatu kegiatan atau tugas di luar kelas. Table di atas merupakan rencana kegiatan pengajar yang akan diberikan kepada mahasiswa jurusan Teknik Elektro di politeknik. Dapat dilihat pada table di atas, dengan melakukan perencanaan, pengajar melakukan kegiatan PjBL dengan teratur dan sesuai dengan tujuan yang hendak dicapai. Dengan menggunakan acuan kerja seperti ini, baik pengajar dan mahasiswa dapat mengontrol kegiatan masing-masing.

Sebagai implementasi jadwal perencanaan PjBL, bagan strategi pembelajaran di bawah ini merupakan alur pelaksanaan bagaimana seorang pengajar melakukan tahapan kegiatan strategi pembelajaran berbasis proyek. Kegiatan dimulai dari merumuskan tujuan, kemudian merancang apa yang menjadi kebutuhan mahasiswa dan kemudian membuat lembar kerja atau job sheet yang digunakan mahasiswa dalam membuat tugas proyek. Alur tersebut dapat dilihat pada bagan di bawah ini:

Bagan Strategi Pembelajaran PjBL



V. Simpulan dan Saran

Berdasarkan paparan pembahasan di atas, dapat dikatakan bahwa kebanyakan pengajar mengandalkan kegiatan dalam kelas, seperti: presentasi. Hal ini tidak sepenuhnya dapat menggali proses berpikir kritis mahasiswa. Seyogyanya, kegiatan diperbanyak dengan memberikan tugas di luar kelas berbasis proyek agar kreativitas mahasiswa berkembang.

Dengan terbentuknya desain pembelajaran berbasis proyek untuk mata kuliah Bahasa Inggris Teknik diharapkan ada standarisasi pengajaran Bahasa Inggris Teknik di Politeknik Negeri Jakarta.

Selain itu, *outcome* yang diharapkan dari para lulusan politeknik ini adalah sumber daya manusia yang siap pakai di dunia industri yang *smart*, tangguh dan berbudi luhur.

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Kemampuan Mahasiswa Jurusan Akuntansi Politeknik Negeri Semarang Dalam Menuliskan Suatu Proses Pada Pembuatan Produk Makanan Dan Minuman Khas Nusantara

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Abstract

The ability to write is very important for someone in pursuing a career and social life in general. This study aims to find out "The Ability of Semarang State Polytechnic Department of Accounting Students in Writing a Process on Making Specific Nusantara Food and Beverage Products". The data collection is done by giving writing tests to students. The population of this research consists of Semarang State Polytechnic Accounting Department students. The data used in this study is more qualitative in nature, more in the form of descriptions of the characteristics of the respondents' writing and not much related to numbers. Sampling is done by "purposive sampling"; namely the Semarang State Polytechnic Department of Accounting student group who have been completed by the competence to write a process (26 students). Data analysis is done by the following criteria (1) the name of the food / beverage product; (2) the existence of command sentences; (3) the existence of sequence words; (4) the existence of suggestion sentences; and (5) the existence of prohibition sentences. The results of data analysis have showed that 88% respondents write a process of making food products and the other 12% write a process of making beverage products; all respondents (100%) write down command sentences and sequence words; 8% respondents write suggestion sentences and the other 92% do not write suggestion sentences; 15% respondents write prohibition sentences and the other 85% do not write prohibition sentences.

Keywords: writing ability, qualitative, process, food, and beverage.

Abstrak

Kemampuan menulis sangat penting bagi seseorang dalam meniti suatu karir maupun kehidupan bersosial masyarakat pada umumnya. Penelitian ini bertujuan untuk mengetahui sejauh mana "Kemampuan Mahasiswa Jurusan Akuntansi Politeknik Negeri Semarang Dalam Menuliskan Suatu Proses Pada Pembuatan Produk Makanan Dan Minuman Khas Nusantara". Metode pengumpulan data dilakukan dengan cara pemberian tes secara tertulis pada mahasiswa. Populasi penelitian ini terdiri dari mahasiswa Jurusan Akuntansi Politeknik Negeri Semarang. Data yang dipakai dalam penelitian ini lebih bersifat kualitatif yaitu lebih banyak berupa deskripsi atau uraian karakteristik karangan/tulisan responden dan tidak banyak berkaitan dengan angka-angka. Pengambilan sampel dilakukan dengan "purposive sampling"; yaitu kelompok mahasiswa Jurusan Akuntansi Politeknik Negeri Semarang yang telah dibekali kompetensi menulis suatu proses (26 orang). Analisa data dilakukan dengan kriteria (1) nama produk makanan/minuman; (2) Keberadaan kalimat perintah; (3) keberadaan kata urutan; (4) keberadaan kalimat saran; dan (5) keberadaan kalimat larangan. Hasil analisa data menunjukkan bahwa 88% responden menuliskan suatu proses pembuatan produk makanan dan 12% responden lainnya menuliskan suatu proses pembuatan produk minuman; semua responden (100%) menuliskan kalimat perintah dan kata urutan; 8% responden menuliskan kalimat saran dan 92% responden lainnya tidak menuliskan kalimat saran; 15% responden menuliskan kalimat larangan dan 85% responden lainnya tidak menuliskan kalimat larangan.

Kata kunci: kemampuan menulis, kualitatif, proses, makanan, dan minuman.

I. PENDAHULUAN

Komunikasi terjadi sejak manusia tercipta di dunia ini; sejarah komunikasi sama dengan sejarah kehidupan manusia di dunia ini. Komunikasi dan manusia ibaratnya hubungan antara jiwa dan raga; dwitunggal yang tidak bisa terpisahkan. Komunikasi juga merupakan disiplin ilmu yang fundamental bagi manusia dalam meniti suatu karir atau profesi. Ketrampilan berkomunikasi akan sangat berguna baik dalam hubungan antar manusia maupun hubungan kerja, ataupun hubungan antar manusia sebagai warga negara. Secara singkat, komunikasi adalah kunci sukses dalam hidup. *“Communication is key to your success—in relationships, in the workplace, as a citizen of your country, and across your lifetime. Your ability to communicate comes from experience, and experience can be an effective teacher (McLean and Moman, 2012: 10).”*

Suatu riset menyatakan bahwa kemampuan berkomunikasi baik lisan maupun tulisan merupakan jembatan menuju sukses dan promosi suatu jabatan. Jenis kompetensi komunikasi ini mencakup 9 hal; yaitu *oral communication, writing, reading, document use, numeracy, working with others, thinking, computer use, dan continuous learning (McLean and Moman, 2012: 12-13).”*

Fungsi bahasa sebagai media komunikasi merupakan fakta yang tidak bisa dipungkiri lagi. Pada saat ini komunikasi terjadi tidak saja antar kelompok masyarakat di dalam suatu negara; tetapi komunikasi telah menjembatani hubungan masyarakat dari berbagai belahan dunia. Dengan kata lain hubungan masyarakat sudah terjadi secara global yang berarti

mencakup skala dunia atau internasional. Komunikasi tingkat internasional memberikan konsekuensi logis terhadap dominannya penggunaan bahasa dunia atau bahasa internasional. Bahasa Inggris merupakan bahasa internasional pertama yang sangat berperan dalam dunia pendidikan, sains, teknologi, dan bisnis (Dirjen Dikti, 2013:1). Pada tahun 2045 Bangsa Indonesia berada pada era generasi emas; di mana penduduk Indonesia saat itu diprediksi mencapai 350 juta orang. Jumlah penduduk yang demikian besar tanpa diiringi penguatan sumber daya manusia (SDM), akan membuat mereka tidak memiliki cukup kompetensi. Hasilnya, mereka kalah dalam persaingan global. Penguatan SDM tidak saja berkaitan dengan sains, teknologi, dan ketrampilan yang memadai, tetapi juga terkait dengan kompetensi berbahasa internasional; terutama Bahasa Inggris sebagai bahasa internasional pertama yang sangat dominan dalam dunia pendidikan, sains, teknologi, dan bisnis (Suwandi, 2016).

Kompetensi menulis juga sangat berperan di dalam pencapaian kesuksesan seseorang baik dalam lingkungan akademis ataupun dunia kerja. Hal ini disoroti oleh banyak pakar bahasa. Bisnis membutuhkan kandidat yang dapat menulis dan berkomunikasi secara efektif. Bahkan era digital belum mengurangi kebutuhan untuk menulis. Baik itu email, percakapan obrolan online, faks, atau pembaruan situs web, semua ini memerlukan keterampilan menulis yang sangat baik. Semakin jelas komunikasinya, semakin besar pula peluang tingkat keberhasilan yang tinggi. Baik itu bidang apa pun atau profesi apa pun, keterampilan menulis diperlukan di beberapa bagian perjalanan hidup. Pada akhirnya keterampilan menulis sangat penting apakah seseorang berprofesi sebagai



mahasiswa atau karyawan (pegawai) yang bekerja di organisasi mana pun, keterampilan menulis membantu seseorang dalam setiap bidang. (Wilson, 2018), Laurinavicius (2017), Bradford (2020), dan (Orla, 2018).

Kegiatan Proses Belajar Mengajar (PBM) di dalam kelas merupakan bagian Tri Darma Perguruan Tinggi yang tidak dapat dipisahkan dengan kegiatan lainnya; yaitu penelitian dan pengabdian pada masyarakat. Kegiatan PBM adalah kegiatan kurikuler yang pelaksanaannya harus sesuai dengan program kurikulum yang telah ditetapkan oleh pemerintah dan UU Sisdiknas No. 20 Th 2003 maupun UUGD No. 14 Th 2005. Kegiatan kurikuler tidak akan lepas dari kegiatan tatap muka di dalam kelas. Di dalam kelas seorang dosen menyampaikan materi kuliah secara teoritis maupun praktis di dalam laboratorium. Satu diantara beraneka ragam mata kuliah di Jurusan Akuntansi Politeknik Negeri Semarang adalah Bahasa Inggris dan Bahasa Inggris Bisnis.

Kegiatan PBM Bahasa Inggris mencakup Bahasa Inggris Umum (*General English*) dan Bahasa Inggris Bisnis (*English Business*). Keberadaan Prodi yang beraneka ragam juga memberikan porsi mata kuliah Bahasa Inggris yang berbeda pula. Pada Prodi D3 Keuangan Perbankan mata kuliah Bahasa Inggris diberikan selama 5 semester ; dari semester 1 sampai dengan 5; semester 1 dan 2 mata kuliah Bahasa Inggris 1 dan 2 (*General English*), sedang pada semester 3 sampai dengan 5 mata kuliah Bahasa Inggris Bisnis 1, 2, dan 3. Prodi D3 Akuntansi membekali mahasiswa dengan materi Bahasa Inggris pada semester 2 sampai dengan 5; Bahasa Inggris 1 dan 2 untuk semester

2 dan 3; dan Bahasa Inggris Bisnis 1 dan 2 pada semester 4 dan 5. Prodi D4 Kompak membekali mahasiswa dengan materi Bahasa Inggris pada semester 1, 2, 3, 4, 6, dan 8. Prodi D4 Perbankan Syariah membekali mahasiswa dengan materi Bahasa Inggris pada semester 1, 3, 5, dan 6. Prodi D4 Analis Keuangan membekali mahasiswa dengan materi Bahasa Inggris pada semester 1, 2, 3, dan 4. Yang terakhir; Prodi D4 Akuntansi Manajerial membekali mahasiswa dengan materi Bahasa Inggris pada semester 1, 2, 3, 4, dan 5. Masing-masing Prodi D4 mencantumkan materi Bahasa Inggris dan Bahasa Inggris Bisnis. Satu diantara materi belajar mengajar bahasa Inggris adalah ketrampilan menulis atau mengarang; yang meliputi bidang narasi, deskripsi, dan eksposisi. Pada dasarnya, mengarang adalah pekerjaan merangkai kata, kalimat, dan alinea untuk menjabarkan dan atau mengulas topik tertentu guna memperoleh hasil akhir berupa karangan (Dirjen Dikti, 2013: 28-30). Tingkat kompetensi menulis yang paling kompleks atau rumit yaitu penulisan eksposisi; di mana gaya penulisan bertujuan untuk memberikan informasi pada orang lain secara logis dan argumentatif sehingga orang tersebut mendukung atau mengikuti informasi yang diberikan. Materi penulisan eksposisi sangat beragam; bisa berupa penulisan proses, contoh, definisi, perbandingan, argumentasi, devisi, dan persuasi.

Penelitian ini bertujuan untuk mengukur tingkat kemampuan mahasiswa Jurusan Akuntansi Politeknik Negeri Semarang dalam menuliskan suatu proses pada pembuatan produk makanan dan minuman Nusantara. Selanjutnya muatan karangan mahasiswa akan mencakup (1) ragam produk makanan dan minuman; seperti nasi goreng, nasi gudeg, rawon, gado-

gado, lontong opor, soto ayam, soto daging, soto kerang, aneka minuman, aneka jus, aneka jajanan, dan lain-lain; (2) ragam kalimat perintah (*imperatives*), dan (3) ragam kata “*time order words*”; seperti *the first, the second, then, afterthat, at last (finally)*, (4) ragam kata “*modal words*”; seperti *should, dan ought to*, (5) ragam kalimat larangan (*prohibition*); seperti *don’t, don’t forget to* Hal ini tentu sangat berguna bagi mahasiswa untuk menuangkan ide promosi berbagai macam produk makanan dan minuman terutama makanan dan minuman lokal khas suatu daerah. Banyak ragam makanan dan minuman yang banyak diminati oleh masyarakat; baik domestik ataupun mancanegara (asing). Ada menu soto, tapi ragamnya cukup banyak; seperti Soto Kudus, Soto Bandung, Soto Medan, Soto Jawa Timur, Soto Betawi, dan Soto Kerang. Ada menu bakmi yang juga memiliki keragaman seperti Bakmi Surabaya, Bakmi Aceh, Bakmi Bandung, dan Bakmi Jawa. Makanan khas Kota Semarang lumpia juga beragam; ada lumpia ayam, lumpia presto, lumpia udang, dan lumpia kepiting. Juga ada aneka jajanan, aneka sambal, atau aneka minuman dari berbagai daerah di tanah air. Dalam satu aktivitas menulis mahasiswa, diperoleh dua manfaat; yaitu mengasah ketrampilan menulis dan ketrampilan berpromosi. Dengan demikian penelitian dengan judul “**Kemampuan Mahasiswa Jurusan Akuntansi Politeknik Negeri Semarang Dalam Menuliskan Suatu Proses Pada Pembuatan Produk Makanan dan Minuman Khas Nusantara**” ini sudah saatnya untuk dilakukan untuk mengevaluasi kegiatan PBM di Jurusan Akuntansi Politeknik Negeri Semarang dan juga sebagai sarana promosi di tanah air.

II. KAJIAN LITERATUR

Bahasa biasa didefinisikan sebagai suatu sistem simbol, kata-kata dan atau gerakan tubuh yang digunakan untuk mengkomunikasikan makna (McLean and Moman, 2012: 41). Unsur komunikasi dalam bahasa sangat dominan. Hal ini seiring dengan fungsi bahasa sebagai media komunikasi baik antar kelompok dalam masyarakat, antar budaya, antar suku/ras, antar adat atau tradisi dan bahkan antar sistem keyakinan dan agama (Dirjen Dikti, 2013: 4).

Pentingnya kompetensi berbahasa khususnya kompetensi menulis tidak bisa dipungkiri lagi. Berikut ini beberapa argumentasi tentang pentingnya komunikasi baik lisan ataupun tulis:

- a. **Kompetensi berkomunikasi merupakan kunci sukses dalam karir, hidup, promosi jabatan atau pada bisnis secara umum.** “*Communication is key to your success—in relationships, in the workplace, as a citizen of your country, and across your lifetime. Your ability to communicate comes from experience, and experience can be an effective teacher (McLean and Moman, 2012: 10).*” Lebih jelas lagi bahwa kompetensi berkomunikasi berasal dari pengalaman bertahun-tahun dan tidak datang begitu saja, dan pengalaman adalah guru yang terbaik dan terefektif.
- b. **Suatu hasil riset menyatakan bahwa kemampuan berkomunikasi baik lisan maupun tulisan merupakan jembatan menuju sukses dan promosi suatu jabatan.** Jenis kompetensi komunikasi ini mencakup 9 hal; yaitu *oral communication, writing, reading,*

document use, numeracy, working with others, thinking, computer use, dan continuous learning (McLean and Moman, 2012: 12-13).”Di sini lebih diperjelas dengan adanya konsep belajar berkelanjutan atau terus-menerus (*continuous learning*).

- c. **Pentingnya peran Bahasa Inggris dalam dunia pendidikan, sains, teknologi, dan bisnis dalam rangka menyongsong era emas Indonesia tahun 2045.** Penguatan sumber daya manusia (SDM) Indonesia tidak saja trampil dalam pengetahuan, sains dan teknologi, tapi juga dalam penguasaan bahasa internasional khususnya dalam bidang Bahasa Inggris (Suwandi, 2016).
- d. **Pentingnya Bahasa Inggris dalam bidang pendidikan dan hubungan antar masyarakat dunia yang bersifat global yang berarti juga mencakup seluruh wilayah belahan dunia.** Hal ini merupakan pengakuan dunia terhadap pentingnya Bahasa Inggris sebagai media komunikasi tingkat internasional yang mencakup segala aspek kehidupan manusia (Dirjen Dikti, 2013: 1).
- e. **Kompetensi menulis juga sangat berperan di dalam pencapaian kesuksesan seseorang baik dalam lingkungan akademis ataupun dunia kerja.** Hal ini disoroti oleh banyak pakar bahasa. Bisnis membutuhkan kandidat yang dapat menulis dan berkomunikasi secara efektif. Bahkan era digital belum mengurangi kebutuhan untuk menulis. Baik itu email, percakapan obrolan online, faks, atau pembaruan situs web, semua ini memerlukan keterampilan menulis yang sangat baik. Semakin jelas komunikasinya, semakin besar pula peluang tingkat

keberhasilan yang tinggi. Baik itu bidang apa pun atau profesi apa pun, keterampilan menulis diperlukan di beberapa bagian perjalanan hidup. Pada akhirnya keterampilan menulis sangat penting apakah seseorang berprofesi sebagai mahasiswa atau karyawan (pegawai) yang bekerja di organisasi mana pun, keterampilan menulis membantu seseorang dalam setiap bidang (Wilson, 2018), Laurinavicius (2017), Bradford (2020), dan (Orla, 2018).

Berikut ini beberapa hasil penelitian pendahuluan:

- a. **Kemampuan berkomunikasi berbahasa Inggris Mahasiswa Jurusan Akuntansi Politeknik Negeri Semarang dengan Metode “Cooperative Principles”.** Penelitian ini berkaitan dengan pengukuran kompetensi berkomunikasi Berbahasa Inggris Mahasiswa Jurusan Akuntansi Politeknik Negeri Semarang yang lebih fokus pada komunikasi lisan seperti menyatakan setuju atau tidak setuju atas pendapat orang lain, menyampaikan pendapat pada orang lain, melakukan negosiasi harga dengan penjual, menyampaikan complain (keluhan) pada penjual atas ketidaksesuaian produk yang dibeli, menanyakan posisi atau lokasi perusahaan (pusat industri), melakukan penyambutan tamu, dan lain-lain (Zees, et. al., 2010).
- b. **Kemampuan Mahasiswa Jurusan Akuntansi Politeknik Negeri Semarang dalam Menyampaikan Informasi yang Bersifat Kronologis untuk Mempromosikan suatu Produk.** Penelitian ini berkaitan dengan kompetensi komunikasi berbahasa

Inggris lisan dan tulisan mahasiswa Jurusan Akuntansi Politeknik Negeri Semarang dalam presentasi produk untuk acara promosi, dan pembuatan suatu brosur promosi baik produk maupun jasa (Pandiya, et. al., 2014).

- c. **Kemampuan Mahasiswa Jurusan Akuntansi Politeknik Negeri Semarang Dalam Presentasi Lisan Bisnis Dalam Bahasa Inggris.** Penelitian ini berkaitan dengan kemampuan Mahasiswa dalam Presentasi Lisan Bisnis dalam Bahasa Inggris yang mencakup penggunaan *body language* (komunikasi non verbal) seperti ekspresi wajah, gerakan tangan, kerdipan mata, kontak mata, posisi berdiri, posisi duduk, angkat tangan, mengepalkan tangan, dan juga aspek bahasa seperti intonasi, tata bahasa, pilihan kata (diksi), dan gaya bahasa, serta isi presentasi; seperti pendahuluan (pengantar), penyampaian isi, dan penutup (Romangsi, et. al., 2015).
- d. **Gaya Bicara Pada Staf Pengajar Jurusan Akuntansi Politeknik Negeri Semarang Dalam Kegiatan Proses Belajar Mengajar.** Penelitian ini mencakup beraneka ragam gaya Staf Pengajar Jurusan Akuntansi Politeknik Negeri Semarang dalam kegiatan Proses Belajar Mengajar di dalam kelas yang terdiri gaya oratoris, deliberatif, konsultatif, akrab, dan santai. Hasil yang diperoleh menunjukkan bahwa gaya bicara konsultatif merupakan gaya yang paling banyak dipraktekkan oleh Staf Pengajar Jurusan Akuntansi (Pandiya, et. al., 2018).
- e. **Peningkatan Kemampuan Menulis Mahasiswa Jurusan Akuntansi Politeknik Negeri Semarang dengan “Bloging”.**

Hasil penelitian ini menunjukkan bahwa kegiatan *blogging* dapat meningkatkan kualitas kompetensi menulis mahasiswa dengan baik (Hardiningsih, et. al., 2018).

- f. **Kemampuan Mahasiswa Jurusan Akuntansi Dalam Menuliskan Suatu Narasi Untuk Mempromosikan Kawasan Destinasi Wisata.** Hasil penelitian ini menunjukkan bahwa semua responden menuliskan narasi ekspositori yaitu penulisan serentetan peristiwa secara runtut atau kronologis, dan tidak satupun responden menuliskan narasi sugestif yaitu penulisan suatu kisah yang mengandung ajaran moral atau nilai-nilai sosial tertentu. Mayoritas responden lebih memilih jenis wisata alam; yaitu menikmati keindahan alam yang sangat beragam (Pandiya, et. al., 2019).

III. METODE PENELITIAN

Penelitian ini bertujuan untuk mengetahui sejauh mana “Kemampuan Mahasiswa Jurusan Akuntansi Politeknik Negeri Semarang Dalam Menuliskan Suatu Proses Pada Pembuatan Produk Makanan Dan Minuman Khas Nusantara”. Metode pengumpulan data dilakukan dengan cara pemberian tes secara tertulis pada mahasiswa. Populasi penelitian ini terdiri dari mahasiswa Jurusan Akuntansi Politeknik Negeri Semarang. Data yang dipakai dalam penelitian ini lebih bersifat kualitatif yaitu lebih banyak berupa deskripsi atau uraian karakteristik karangan/tulisan responden dan tidak banyak berkaitan dengan angka-angka. Pengambilan sampel dilakukan dengan “*purposive sampling*”; yaitu kelompok mahasiswa Jurusan Akuntansi Politeknik Negeri Semarang yang telah dibekali



kompetensi menulis suatu proses. Penelitian ini bersifat kualitatif dan deskriptif yaitu kajian dan pembahasan kegiatan penelitiannya akan banyak berupa uraian atau deskripsi suatu populasi penelitian yang berkaitan dengan karakteristik tiap-tiap karangan/tulisan responden dan tidak banyak berkaitan dengan data numerik (angka). Analisa data dilakukan dengan tahapan sebagai berikut: (1) Ragam produk makanan dan minuman; seperti nasi goreng, nasi gudeg, rawon, gado-gado, lontong opor, soto ayam, soto daging, soto kerang, aneka minuman, aneka jus, aneka jajanan, dan lain-lain; (2) Ragam kalimat perintah (*imperatives*); (3) Ragam kata “*time order words*”; seperti *the first, the second, then, afterthat, at last, and (finally)*; (4) Ragam kata “*modal words*”; seperti *should, dan ought to*; (5) Ragam kalimat larangan (*prohibition*); seperti *don’t, don’t forget to ...* Setiap hasil karya penulisan suatu proses mahasiswa akan dianalisa sesuai lima kategori di atas, tingkat kelengkapan, dan juga ketelitian dalam penulisan tahapan proses.

IV. HASIL DAN PEMBAHASAN

Analisa data penelitian dilakukan dengan tahapan sebagai berikut: (1) Ragam produk makanan dan minuman; seperti nasi goreng, nasi gudeg, rawon, gado-gado, lontong opor, soto ayam, soto daging, soto kerang, aneka minuman, aneka jus, aneka jajanan, dan lain-lain; (2) Ragam kalimat perintah (*imperatives*); (3) Ragam kata “*time order words*”; seperti *the first, the second, then, afterthat, at last, and (finally)*; (4) Ragam kata “*modal words*”; seperti *should, dan ought to*; (5) Ragam kalimat larangan (*prohibition*); seperti *don’t, don’t forget to ...* Setiap

hasil karya penulisan suatu proses mahasiswa akan dianalisa sesuai lima kategori di atas, tingkat kelengkapan, dan juga ketelitian dalam penulisan tahapan proses.

Hasil analisa data penelitian menunjukkan bahwa mayoritas responden menuliskan proses pembuatan produk makanan; yaitu sebanyak 23 orang atau 88%; dan hanya 3 orang responden atau 12% menuliskan proses pembuatan produk minuman. Ragam makanan responden mencakup: Noodle Omelette Kuah (mie omelet), Pancake (kue/roti), Martabak Usus, Bubur Kacang Ijo, Pisang Goreng, Spaghetti, Nasi Goreng Spesial, Seblak (makanan Sunda), Kolak, Scrambled Eggs (telur dadar), Noodle Omelette Goreng (mie omelet), Omelette (telur goreng), Puding Susu, Onde-Onde (kue tepung), Kue Pancake, Nasi Goreng Telur, Kue Sandwich, Kue Basah, Mi Instan, Kue Brownish, Pisang Goreng, Nasi Goreng Ayam, dan Salad Buah. Ragam minuman responden mencakup: Secangkir Teh Celup, Jus Jambu, dan Secangkir Teh Tubruk. Dengan demikian bisa ditarik kesimpulan bahwa mayoritas mahasiswa Jurusan Akuntansi Politeknik Negeri Semarang lebih memiliki ketertarikan atau minat untuk menulis proses pembuatan produk makanan daripada produk minuman. Selanjutnya jumlah responden yang menuliskan paragraf proses dengan dilengkapi kalimat perintah (*Command Sentences/Imperatives*); sebanyak 26 orang atau 100%, kalimat urutan (*Time order Words/Sequence Words*) juga 26 orang atau 100%, kalimat saran (*Suggestion Sentences*) 24 orang atau 92%, dan 2 orang atau 8% tidak menuliskan kalimat saran, dan kalimat larangan (*Prohibition Sentences*) sebanyak 22 orang atau 85%, dan 4

orang lainnya atau 15% tidak menuliskan kalimat larangan. Selanjutnya bisa disimpulkan bahwa perlu adanya peningkatan kualitas dan kuantitas materi kuliah Bahasa Inggris untuk Bidang Akademik (*English for Academic Purposes*). Hasil analisa data selengkapnya dapat ditunjukkan pada tabel berikut ini:

Tabel 1. Data Responden Keseluruhan

No	Uraian	Ada/Tidak Ada
1	Nama Produk Makanan/Minuman	23 Makanan (88%) & 3 Minuman (12%)
2	Kalimat Perintah (Command Sentences)	Ada (26) – (100%)
3	Kata Urutan (Sequence Words)	Ada (26) – (100%)
4	Kalimat Saran (Suggestion Sentences)	Ada (2) (8%) & Tidak Ada (24) (92%)
5	Kalimat Larangan (Prohibition Sentences)	Ada (4) (15%) & Tidak Ada (22) (85%)

V. SIMPULAN DAN SARAN

Mayoritas responden menuliskan proses pembuatan produk makanan; yaitu sebanyak 23 orang atau 88%; dan hanya 3 orang responden atau 12% menuliskan proses pembuatan produk minuman. Adapun jumlah responden yang menuliskan paragraf proses dengan dilengkapi kalimat perintah (*Command Sentences/Imperatives*); sebanyak 26 orang atau 100%, kalimat urutan (*Time order Words/Sequence Words*) juga 26 orang atau 100%, kalimat saran (*Suggestion Sentences*) ada 2 orang atau

8%, dan 24 orang lainnya atau 92% tidak menuliskan kalimat saran, dan kalimat larangan (*Prohibition Sentences*) ada 4 orang atau 15%, dan 22 orang lainnya atau 85% tidak menuliskan kalimat larangan. Selanjutnya bisa disimpulkan bahwa lebih banyak mahasiswa Jurusan Akuntansi Politeknik Negeri Semarang memiliki ketertarikan atau minat untuk menuliskan paragraf proses pembuatan produk makanan khas Nusantara daripada produk minuman. Juga perlu adanya peningkatan kualitas dan kuantitas materi kuliah Bahasa Inggris untuk Bidang Akademik (*English for Academic Purposes*) di Jurusan Akuntansi Politeknik Negeri Semarang.

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PERSUASIVE TECHNIQUES USED IN ENGLISH FAST-FOOD VIDEO ADVERTISEMENTS

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Abstract

People's lives are inextricably connected with the existence of communication since they require it to convey information to others. Any component of life, advertising, for instance, uses communication in some capacity. Nowadays, businesses like fast-food restaurants use advertisements to market their goods. Reputable businesses use creative features when producing commercials, notably in their video advertisements, including Starbucks, Domino's, Dunkin Donuts, and Subway. Therefore, the goal of this research was to pinpoint the use of verbal and non-verbal persuasive techniques as well as develop a model for a successful fast-food video advertisement. This research uses a case study which studied further the video advertisements. Data were eight fast-food video advertisements of Starbucks, Domino's, Dunkin Donuts, and Subway. The taxonomy used to analyze the persuasive technique used in the advertisement was the verbal persuasive techniques taxonomy from Keraf and non-verbal persuasive technique taxonomy from Seiler, Beall, and Mazer.

Keywords: advertisement, persuasive technique, verbal, non-verbal

Abstrak

Kehidupan manusia tidak dapat dipisahkan dengan adanya komunikasi karena mereka perlu untuk saling bertukar informasi. Bentuk komunikasi dapat dilihat di setiap aspek kehidupan pada iklan misalnya. Saat ini, semua perusahaan menggunakan iklan untuk mempromosikan produk mereka, misalnya restoran cepat saji. Perusahaan besar seperti Starbucks, Domino's, Dunkin Donuts, dan Subway dikenal kreatif dalam membuat iklannya, khususnya video iklannya. Maka dari itu, penelitian ini bertujuan untuk mengidentifikasi penggunaan teknik persuasif dalam aspek verbal- dan nonverbal serta membuat model tentang video iklan makanan cepat saji yang baik. Penelitian ini menggunakan studi kasus yang mempelajari lebih lanjut iklan video. Data berupa delapan iklan video makanan cepat saji Starbucks, Domino's, Dunkin Donuts, dan Subway. Taksonomi yang digunakan untuk menganalisis teknik persuasif yang digunakan dalam iklan tersebut adalah taksonomi teknik persuasif verbal dari Keraf dan taksonomi teknik persuasif nonverbal dari Seiler, Beall, dan Mazer.

Kata Kunci: iklan, teknik persuasif, verbal, nonverbal

I. Introduction

In our daily lives, communication is crucial. Without communication, we cannot do anything. The abilities required to talk and write clearly are referred to as communication skills. People can get or fulfill some needs that are not already present in their life through communication. Giving and

receiving information through both verbal and nonverbal ways is communication, Insley (2014). Giffin & Patton (1976) defines communication as the activity of both expressing and producing meaning. Barker (2010) adds that communication is crucial to human existence. The act of sending and receiving messages can be summed up as communication. Information transfer from one person to another is referred to



as communication, Newstorm & Davis (1989). It is impossible to underestimate the value of communication in people's lives. Without communicating with one another, people cannot do anything. Through conversation, they can obtain or fulfill those needs that are not currently met in their life. According to Awoniyi (1982), there would be pandemonium if there was no communication. He says that human existence and society as we know today would disappear without communication.

Every aspect of life involves communication, including work in marketing, business, and other fields. Singla (2019) asserts that communication is at the core of marketing. According to Singla, communication is the primary basis by which marketers can inform consumers about their products (2019). Communication is not just about presenting ideas; it's also about whether the speakers' intentions are understood and whether they receive the reactions they require. As a result, communication can be utilized for a variety of things, such as informing others for marketing or advertising objectives. Along with the usage of other communication cues like images, voices, symbols, designs, and so forth, language is used extensively in this situation.

Advertising has a significant impact on how buyers decide which goods and services to buy. The objective of advertising, which is to sell a product, is the fundamental knowledge about advertising. In order to sell a product, advertising need to persuade the people. Advertisers reportedly spend a significant portion of their profits on advertising across a variety of media, including television, radio, magazines, and more, according to William Perreault, Cannon, and McCarthy (2013). Businesses largely depend on

advertising to grow and gain public recognition. Nowadays, practically every product is advertised, including food, beverages, electronics, house appliances and cars. These advertisements can be found in television, printed, and on internet like YouTube. According to a statistic shows by Global Media Insight (2022), it shows that YouTube has around 122 million active users daily and 1 billion hours of content is watched across the world every day. It also shows that around has more than 2.6 billion active users monthly.

One of the numerous products that receives a lot of online advertising, particularly on YouTube, is fast food. Starbucks, Domino's, Dunkin Donuts, and Subway are a few businesses who market their fast-food items on YouTube. These are all multinational corporations. Almost all multinational businesses often have English-language video commercials. There are locations of Starbucks, Domino's, Dunkin Donuts, and Subway practically everywhere in the world, especially in nations where English is the primary language of exchange, including the United States, the United Kingdom, Canada, and Australia, according to World Population Review (2022). Those 4 restaurants are also available in Indonesia where the current researcher conduct this study.

As previously mentioned, the main goal of advertising is to encourage consumers to purchase a product. Effective persuasive strategies must be used in advertisements if businesses want to persuade consumers. According to Keraf (2007) persuasion is the verbal act of influencing others to do what the speaker wants them to. It is important to use persuasion correctly if advertiser want the advertisement to draw in more customers. If an advertisement has



several crucial components, such as the imagery of the product utilizing verbal and non-verbal signals, it will be more engaging. Additionally, using endorsing models is incredibly successful and popular. The models are able to communicate the idea of the campaign both orally and nonverbally since nonverbal cues can amplify what is said in the advertisement verbally.

Given the abundance of English fast-food video advertising, it is becoming increasingly difficult to grab viewers' attention. As a result, the strategies utilized to persuade should be well-planned and effective. In other words, thoughtful planning when creating an advertisement will improve viewers' perceptions, which in turn will boost the company's sales. There are several persuasive English fast-food video advertisings that can grab the audience's attention. Students' understanding will grow as they learn about the planning and creation of advertisements, especially those studying corporate communication. Additionally, it is crucial for students to understand how persuasive strategies are used in those excellent and successful English video advertising.

In the past, number of studies have been undertaken on the use of persuasive strategies in advertisements for cosmetics, gadgets, food, and other products. However, very few studies have examined persuasive techniques using the non-verbal communication taxonomy developed by Seiler, Beall, and Mazer in 2021 and the verbal communication taxonomy developed by Keraf in 2007. Therefore, using the verbal communication taxonomy developed by Keraf in 2007 as well as the non-verbal communication taxonomy developed by Seiler, Beall, and Mazer in 2021, the current research was carried out to provide more

understanding and learning material on the persuasive techniques used in English fast-food video advertisements.

This research analyzes the verbal and nonverbal communication utilized in English fast-food video advertising to persuade viewers. English fast-food video advertising from Starbucks, Domino's, Dunkin' Donuts, and Subway were the subjects of the analysis. Each fast-food restaurant had two videos taken by the researcher. Starbucks, Domino's, Dunkin Donuts, and Subway are among the top ten most popular restaurant brands in the globe, per a report published in November 2019 on alltopeverything.com. With 41,500 stores globally, Subway has the most, followed by Starbucks with 29,900, Domino's with 16,300, and Dunkin Donuts with 11,800.

In order to identify the verbal and non-verbal persuasive strategies utilized by the restaurants in their video advertising, the researcher examined two of each restaurant's video advertisements. The researcher also thought about taking only two video advertising from each restaurant because of the limited time he had to complete his thesis. Additionally, since this is a thesis for an applied program, a model of an excellent English fast-food advertisement on how to effectively use both verbal and non-verbal persuasive strategies.

II. Literature Review

2.1 Communication

Transferring information from one location, person, or group to another is the act of communication. There are a wide variety of factors that can influence how a message is transmitted from the sender to the recipient. These include our feelings, the surrounding cultural



context, the communication method, and even our geographic location.

Our lives depend on communication, according to Bunglowala (2015). He adds that we communicate in a variety of methods to convey our ideas, information, and emotions. It is common knowledge to associate voice and sounds with communication, but in reality, communication is the mix of verbal and nonverbal knowledge transfer. All human interaction, which is essential to human life, is based on communication. But according to Richards & Schmidt (2010), communication is the sharing of thoughts and knowledge. There is typically at least one speaker or sender, a communication message that is conveyed, and a person or people for whom this message is meant in a communication act.

Suprpto (2011) defined communication according to its characteristics, namely face to face, mediated, verbal and non-verbal. The explanations are Face to face communication, Media communication, Oral communication, Non-verbal communication

Suprpto (2011) mentions that communication is a process of conveying information in writing, verbally or non-verbally using symbols or signals. While Insley (2014) also defines communication as the exchange of information between them using written, verbal and non-verbal communication tools. The tools that can be used are language, symbols, gestures or signals. Such definitions of communication fits into this current study which specifically analyzed the actual use of verbal and non-verbal communication in fast-food video advertising.

Understanding the concept of the four types of communication by Suprpto (2011), the writer of the current

study believes that this theory was the most suitable.

2.2 Verbal communication

Verbal communication is the exchange of information through speech with another person. Therefore, it can refer to both spoken and textual communication. According to Rawat (2016), verbal communication involves the use of language. Both types of communication are crucial for the full transfer and comprehension of the content, but in the teaching and learning process, verbal communication is considerably more necessary for the transfer of knowledge.

2.3 Persuasion

According to Keraf (2007), persuasion is the skill of using words to influence and catch people's attention in order to pique their interest in the supplied product. There are seven persuasive verbal communication approaches, according to Keraf (2007), namely Rationalization, Identification, Suggestion, Conformity, Compensation, Projection, and Displacement.

The above-mentioned Keraf's persuasive techniques were used by the current researcher to identify the classification of verbal communication techniques as used in the utterances appeared on video advertisements of Starbucks, Domino's, Dunkin Donuts, and Subway.

2.4 Non-verbal communication

Nonverbal communication makes up a sizable component of our communication. Numerous nonverbal indicators and behaviors, such as postures, facial expressions, eye contact, gestures, and voice tonality, are detected by us every day, according to experts.

Nonverbal communication is used to convey ideas that cannot be vocally communicated. This kind of message can be conveyed using a photo, gesture, eye



contact, or other medium. According to Seiler, Beall, and Mazer (2021), there are nine different types of nonverbal communication, typology namely Facial Expression, Body Movement, Physical Characteristic, Touch, Space, Time, Vocalic, Silence, Artifact, and Environment.

Those types of non-verbal communication proposed by Seiler, Beall, and Mazer (2021) was functioned to help the current researcher to categorize the non-verbal communication used in the video advertisements of Starbucks, Domino's, Dunkin Donuts, and Subway.

2.5 Advertisement

In today's world, advertising is crucial in convincing customers to buy goods and services. A product, brand, or service is promoted to a viewership in order to pique interest, engage the audience, and generate revenues, according to Adjust (2022). Advertising can take many different forms, from copy to interactive video, and it has become into an essential component of the app store. Additionally, according to Adjust (2022), selecting the ideal format can make or break an advertising campaign. Let's examine some of the prevalent ad formats used in mobile advertising and when they might be especially powerful.

Knowing the purpose of advertising, the researcher for the current study believes the opinion that producing the advertisement is a crucial component of advertising. The main component of advertising that informs the public is advertisement. Effective advertisement design is essential for it to function well as a communication tool and draw in a large audience. Therefore, a marketer needs to be aware of what makes a good advertisement.

From the aforementioned definitions of advertisement, it can be inferred that

it is a medium used by communicators to convey messages that are typically about selling products in order to attract communicants and encourage them to make purchases. The current study made use of this definition. For an advertisement to be effective, it must meet a number of requirements, including being straightforward, persuading, amusing, pertinent, and acceptable. The current researcher used these standards for effective marketing when examining the data.

III. Research Method

The current study is a qualitative one that used a case study as its research design. A case study is a sort of research that focuses on an item (phenomenon, programs, events, and so on) to gain critical insight, according to Thomas (2021). The current research deeply analyzed the video advertisements focusing on the persuasive techniques used by four fast-food restaurants, Starbucks, Domino's, Dunkin Donuts, and Subway. Case study is the most appropriate research design for the current research because the current research will focus on an object (phenomenon, programs, events, and so forth) to obtain critical understanding. Furthermore, the use of verbal and non-verbal communication was described thoroughly in qualitative way.

This research was carried out through several steps which are mentioned as follow:

- a. Browsing the advertisements videos on YouTube and select them
- b. Downloading the selected videos as well as transcript the subtitle
- c. Editing the subtitle's placement in the video
- d. Watching the videos to get familiar with them
- e. Identifying verbal and non-verbal persuasive techniques

- f. Classifying the verbal and non-verbal persuasive techniques
- g. Drawing conclusion from the result of the analysis
- h. Create a model (output) of a good English fast-food advertisement

This study will be conducted under the topic of analyzing verbal and nonverbal persuasive techniques in English fast-food video advertisements, including Starbucks, Domino's, Dunkin Donuts, and Subway. The researcher will only take two videos from each restaurant.

Upon selecting the videos, the current researcher distributes a questionnaire in order to get more suggestion related to the chosen video whether it is interesting or not. To get deeper understanding, the current researcher also conducts short interview to some respondents who finds the chosen video were not interesting. After the current researcher finished selecting the video, the next steps are analyzing the videos. The process of collecting the data was through observation. First, the researcher chose the video advertisements. Second, the researcher downloaded the videos. Third, the researcher analyzed the video advertisements to obtain the verbal persuasive techniques using taxonomy from Keraf (2007) and non-verbal persuasive techniques Seiler, Beall, and Mazer (2021). Then, the researcher took screenshots of the scenes which have non-verbal persuasive techniques.

Analysis of the data of this study was carried out through some steps, as follows:

a. Identifying the data

The persuasive verbal communication strategies were identified using Keraf's methodologies. The researcher, however, used Seiler, Beall, and Mazer (2021) to pinpoint effective non-verbal communication

strategies. The researcher made two tables to make it easier to analyze how persuasive approaches were used. The following tables are displayed:

Table 2.

Non-verbal Persuasive Techniques										
No.	Details	FE	BM	PC	VER	SP	ENV	TECH	AR	EV
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- b. Classifying the data
- c. Drawing conclusion

IV. Finding and Discussion

The analysis of the video advertising from Starbucks, Domino's, Dunkin Donuts, and Subway revealed that suggestion became the verbally persuasive strategy used in the majority of the advertisements, counting for 43.75 percent of the total. Displacement, with a rate of 6.25 %, is the verbal persuasion tactic that is least frequently used. Furthermore, environment is used 50% of the time when it comes to non-verbal persuasion. However, only 4.55 % of all video advertising feature body movement.

Table 3.
Video Advertisements Analysis Results

No.	Verbal persuasive technique	Total	Percentage
1	Rationalization	11	22.92%
2	Identification	7	14.58%
3	Suggestion	21	43.75%
4	Conformity	-	0.00%
5	Compensation	-	0.00%
6	Projection	6	12.5%
7	Displacement	3	6.25%
		48	100%
No.	Non-Verbal Persuasive Technique		
1.	Facial expression	19	21.59%
2.	Body movement	4	4.55%
3.	Physical Characteristic	-	0.00%
4.	Touch	-	0.00%
5.	Space	-	0.00%
6.	Time	-	0.00%
7.	Vocalic	21	23.86%
8.	Silence	-	0.00%
9.	Artifact	-	0.00%
10.	Environment	44	50%
		88	100%

The analysis of English fast-food video advertising revealed that suggestion (43.75 %) was the most prevalent verbal communication persuasive strategy utilized in English fast-food video advertisements, while displacement was the least prevalent (6.25 %). The majority of the suggestion strategy was displayed by the words used in the video advertisement to persuade the audience to believe what it was saying and to propose purchasing the goods at the restaurants. Whereas in non-verbal communication, environment method was most frequently used (at 50%), and bodily movement was least frequently used (4.55 %). In the eight English fast food video advertising, the use of environment technique was primarily demonstrated by picturing the promoted good or food.

Upon analyzing the findings, the current researcher found that suggestion technique was the most used technique in the videos; this is not in line with a study done by Nasruddin (2016) who analyze persuasive techniques used in Apple Inc. Advertisement. Nasruddin employed Keraf's taxonomy and identified that the verbal persuasive techniques appeared in this previous research were rationalization, identification, suggestion, conformity, displacement, and projection with the most dominant

persuasive technique of projection technique.

While in this current research, the researcher found only rationalization, identification, suggestion, and projection verbal persuasive techniques with the most dominant verbal persuasive techniques is suggestion. The different results might be due to the difference in the product. Whereas, in the study by Nasruddin the product of the advertisement is Apple electronic devices, while in the current research the product of the advertisement was food and beverages.

Another research was proposed by Rizka (2016) who conducted research to analyze persuasive techniques used in Nike advertisements. Rizka (2016) stated that she found all verbal persuasive techniques mentioned by Keraf, namely rationalization, identification, suggestion, conformity, compensation, displacement, and projection.

The result of the analysis is the most dominant persuasive technique used was rationalization. Whereas in this current study, the researcher identified some verbal persuasive techniques according to Keraf's taxonomy, namely rationalization, identification, suggestion, displacement, and projection. The dominance of suggestion technique in this previous research is not in line with the result obtained by the researcher of the current study that suggestion becomes the most dominant technique.

The different results might be due to the difference in the product. Whereas, in the study by Rizka the product is Nike shoes, while in the current research the product was food and beverages.

Research on analyzing persuasive techniques on billboard in Medan by Rambe (2017) stated that he found all verbal persuasive techniques mentioned



by Keraf, namely rationalization, identification, suggestion, conformity, compensation, displacement, and projection. The result of the analysis is the most dominant persuasive technique used was suggestion. The result shows similarities with the current research which result in suggestion as the most used verbal persuasive technique.

This study has similarities and differences with some previous studies which had been conducted by Nasruddin (2016), Rizka (2016), and Rambe (2017). The similarities are on the persuasive technique used to analyze verbal communication, that is using Keraf's (2007) persuasive technique. The next similarity is about the object that is analyzed its persuasive techniques. The research conducted by Rambe (2017) has the similarity in the result as suggestion is the most used verbal persuasive techniques.

The previous studies and the current study investigate verbal persuasive techniques applied in advertisements. The current research is based on research conducted by a senior in D4 Business and Professional Communication, named Shintia Pramudyaningtyas Ortantia who analyze fast-food video advertisement using the verbal communication taxonomy of Keraf's (2007) and the non-verbal communication taxonomy by Seiler, Beall, & Mazer (2021).

The current research uses the same base which result in a lot of similarities such as the taxonomy used and the results. In comparison to the research, the current researcher adds extra step on choosing the video advertisement. Whereas, on the research conducted by Shintia (2021) she chooses the video on her own. The current researcher distributes a questionnaire to public to determine that the video advertisement which were going to be analyze is

interesting. Based on the findings and previous research, it shows that some persuasive techniques are more dominant in some types of products advertisement. Such as non-verbal persuasive techniques environment became the most dominant technique use in food and beverages type of product.

V. Conclusion and Suggestion

The researcher came to the conclusion that the eight English fast-food video advertising used persuasive strategies in both verbal and non-verbal communication after performing this investigation. The English fast food video advertising used the seven verbal persuasion strategies of rationalization, identification, suggestion, conformity, compensation, displacement, and projection. The most prevalent approach utilized in those advertising out of the seven verbal persuasion strategies was suggestion, whereas compensation received the least amount of use. However, not all of the advertisements used the seven approaches simultaneously.

While doing this study, the researcher ran into a few issues that made it difficult for him to complete it quickly. When the researcher was assigning utterances to a certain approach, one of the issues surfaced. Therefore, it is crucial that the project's practitioners comprehend the theories that underlie the research as well as the standards or traits of a specific technique, should an analysis be required. Additionally, experts can examine other types of commercials, such as those for beverages, body care products, perfumes, and other products, in the upcoming project.

Additionally, this thesis report can be used as a resource for students working on advertising projects in similar fields, particularly those studying corporate communication. Since this



research provides a full description of the application of verbal and non-verbal persuasive strategies on video advertising, it is believed that this report would be helpful for them in developing advertisements. It should be clear that applying persuasion is crucial while making an advertisement. Its inventiveness will have greater pull to draw in lots of clients.

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COMMUNICATIVE TRANSLATION METHOD TO INCREASE MOTIVATION IN WORKPLACE

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Abstract

Translation as a bridge of communication in workplace is a crucial communication process, especially within multinational companies. Exchanging utterance or commands between two languages as well as both cultures needs certain techniques so that the implications are clearly understandable by the target audiences. This research scrutinizes the techniques of translation such as literal, semantic, and communicative translation method and the effectiveness of each technique in giving eloquent, clear imaging of utterance in the working audiences. By giving the example of commands and requests commonly found in workplace from Japanese to Indonesian, the understanding of the audiences is assessed by giving them a set of translation result that has been analyzed according to each technique. After reading the translation result, their motivation rate is then quantified by 1 to 7 scale, where 1 is the lowest motivation and 7 is the highest. From the assessment, it can be concluded that the requests translated by communicative method have clearer imaging for the audiences, hence, their motivation to do the commands is high.

Keywords: translation methods, request, motivation, workplace

Abstrak

Penerjemahan sebagai jembatan komunikasi di tempat kerja merupakan proses komunikasi yang krusial, terutama di dalam perusahaan multinasional. Pertukaran ujaran permintaan antara dua bahasa serta kedua budaya tersebut memerlukan teknik tertentu agar maknanya dapat dipahami dengan jelas oleh pendengar/pembaca sasaran. Penelitian ini meneliti metode penerjemahan seperti metode penerjemahan harfiah, semantik, dan komunikatif dan efektivitas masing-masing teknik dalam memberikan ujaran yang fasih dan jelas pada audiens di tempat kerja. Dengan memberikan contoh perintah dan permintaan yang ditemukan di tempat kerja dari bahasa Jepang ke bahasa Indonesia, pemahaman audiens dinilai dengan memberi mereka seperangkat hasil terjemahan yang telah dianalisis menurut masing-masing metode. Setelah membaca hasil terjemahan, tingkat motivasi mereka kemudian diukur dengan skala 1 sampai 7. 1 adalah motivasi terendah dan 7 adalah ukuran motivasi tertinggi. Dari penilaian tersebut dapat disimpulkan bahwa perintah-perintah yang diterjemahkan dengan metode komunikatif memiliki gambaran yang lebih jelas bagi pendengar/pembaca, sehingga motivasi mereka untuk melakukan permintaan tersebut tinggi.

Kata Kunci: metode penerjemahan, permintaan, motivasi, tempat kerja

I. Introduction

In recent two decades, Indonesia and Japan's Economy are consolidated throughout various strategies in strengthening both of economic relationships. Abimanyu&Asakawa (2018) conveyed that Japan and Indonesia's

economics are intertwined. Along with the Indonesia's skyrocketing World Bank's Ease of Doing Business Rank from 131st out of 175 countries in 2006, in Indonesia managed to climb into 72nd place from 190 countries (JICA, 2018). In the same period, Japanese investment shares developed



from only 7.7% to 18.7%. Bridging the bicultural background in the businesses needs to be communicated through verbal forms, and this notion is affirmed by the large demands of Japanese speaker positions in Indonesia. Indonesia had beaten South Korea by becoming the second largest population in learning Japanese, recording 18.4% just behind the Republic of China with 26.1% (Japan Foundation, 2018). Noting that Indonesia had become a large population for Japanese cultural development, translation and interpreting Japanese language are needed to support this action, especially in the workplace.

However, the language barrier exists side by side with the structure difference between Indonesian and Japanese. Hence, the translation method from the request utterance itself should be considered to make the listener of target language understand the meaning of the utterances. This research observes the listeners in target language (TL), which is Indonesian, whether they understand the requests that have been translated in three different translation methods, and whether they have either external or internal motivation to execute the requests.

Referring to Newmark (1988) and Saldanha&O'Brien (2014), while using the assessment method of intrinsic and extrinsic motivations in self-determination theory, this research scrutinizes the listeners' behavior towards request derived from Japanese language to Indonesian, with concentration on workplace situation. Combining these methods, assessment to 102 respondents was carried out with questionnaire, categorizing them by age, gender, and Indonesian language proficiency.

II. Literature Review

2.1 Translation method

Initiated by Peter Newmark (1916-2011), the main problem of translation had been roaming since centuries, and the most common discussion of it was emphasizing on the meaning of the texts instead of the letter (literal meaning of the words). Newmark (1988) later categorized the translation methods, including literal translation, semantic translation, communicative translation.

Although Newmark proposed more than those three methods, this research will focus on literal, semantic and communicative translation methods to detect behavior of the listener towards given methods. Briefly, literal translation concentrated on each words' translation, and this method sometimes leaves background context, providing with the first identification of translation problem from a corpus. This method should not be taken as final form of translation; given that it is still used as identification of problems to be translated later in the text.

Semantic translation considers for more aesthetic features of the source language (SL). The words containing cultural context in this method are not necessarily translated in the same way which also composed with cultural imagery, but rather with the equal meaning excluding cultural aspects. Semantic method is more flexible than literal translation and giving more room for the translators to be considerable to the readers/listeners.

While semantic translation defends cultural context and equally translating it into more general terms, communicative translation method focuses on the readership. The former is more personal, because it follows the thought process of the author, contains nuances of meaning. However, semantic translation tends to aim at concise meaning to create pragmatically

impact (Newmark, 1988). The latter, focuses on the force rather than the content of source language (Cai, 2019). Moreover, Cai elaborated that communicative translation method based on what Newmark had researched that it covers three principles of accuracy: receptor-oriented strategies, equivalence-expected effect, and the principle of information accuracy. Communicative translation relies on what the readers or listeners' comprehension and response. Cai infers that the main purpose of the text is to communicate and to address the readers.

Cai ranks this principle as the first to fulfill the condition of communicative translation. The second priority in communicative translation is equivalence; in which the translator should look for effects that is impactful to the audiences of second language. This challenge requires the translator to produce a better version of translation, because the angle of receptor is essential to communicate the text.

The last principle that should be taken into account in communicative translation is the information accuracy. If the translator gave out to be faithful to the resource text and maintain the accuracy of the message, what they do is not translating, but rewriting. Newmark elaborated that the essential purpose of language is to communicate. As a mean of communication, the primary purpose of translation is nothing but to transfer the accurate information between the speaker/writer and the listener/reader. This makes it obvious that the principal task of the translator is to transmit the precise message of the writer to the reader without considering the author's personal backgrounds thoroughly. Briefly, the translator must be able to set the structure of the original sentences, alter the modes of expression and supply more information to the version in the range of the

communicative translation theory. However, this does not mean that the translator can be disrespectful to the original content. On the other side, the translator must communicate the original information as accurate as possible.

2.2 Syntax of requests in Japanese and Indonesian

Basic syntax in Japanese and Indonesian can be distinguished from the position of the subject. Indonesian syntax is composed with SVO (Subject-Verb-Object) while Japanese is composed with SOV (Subject-Object-Verb). Indonesian syntax, in the case of active voice, contains prefix and merged with the following verbs.

Cole&Hermon(2016) elaborated the Indonesian syntax as described below:

Tono membeli buku di toko buku

Tony[Subject] buy[Me-Verb] book[Object] in [Locative] store book [adv place]

Translation: Tono buys book in bookstore

Whereas in Japanese, according to Chonan (2017), the structure is given:

太郎[Subject]は[particle]花子[Object]を[particle]愛しています [te-iru verb]

Transliteration: Tarou wa Hanako wo aishite imasu.

Translation: Tarou loves Hanako

Specifically, for the request, Japanese (Kim, 2012) have various kinds of syntax, based on its politeness.

a. Casual request

For the casual request, the verbs are changed in to TE-form

Example:

漢字[Adverb of way]で[particle]書いて [TE-Verb]

Transliteration: Kanji de kaite

Translation: Write in kanji

Or, the verbs ended with [U] sound are altered into [E-sound]

漢字[Adverb of way]で[particle]書け [Verb, COM]

Transliteration: Kanji de kake

Translation: Write in kanji

The uniqueness of Japanese syntax is that it usually does not include the subject, hence, the verbs to give[くれる、*kureru*] and to receive[もらう、*morau*] entail the request verbs. Depending on the form of the verb, the examples below are included in a casual request and polite request.

b. ちょっと [Adverb] 静か [Na-Adjective] に [Particle] して [Verb] くない [Verb-NAI] ?

Transliteration: Chotto shizuka ni shite kurenai?

Translation: Won't you be a little quieter?

Polite request:

漢字 [Adverb of way] で [particle] 書いて [TE-Verb] も らえませんか [MASU-Verb-NEG-AS] か [particle-ask]o

Transliteration: Kanji de kaite moraemasen ka.

Translation: Can you write this in kanji for me?

Notice that in this polite request there are no subjects, instead there are two verbs to indicate the target people in the request. Both of the sentences are requested to do something to the person who said the request sentences.

As for the more polite request, the verb to receive has a humble form, which is *itadaku* [いただく]. This form of verb indicates that the speaker is the target of what subject tends to do, but in a humbler form. This form of verb, to emphasize request, is also modified into potential verb form, so the verb *itadakeru* is added to convey the request.

Example:

本日中 [adverb of time] に [particle] こちら [Indicative] の [particle] 資料 [Noun] の [particle] 確認 [Noun] を [particle] して [TE-Verb] いただける [potential verb] と [particle] 助かります [MASU-Verb]o

Transliteration: Honjitsuchuu ni, kochira no shiryou no kakunin wo shite itadakeru to tasukarimasu.

Translation: It would be helpful if you could check this document by the end of the day.

Notice that it also contains conditional verb, because directness in Japanese sentences is not categorized as a polite manner (Kim, 2012).

While in Indonesian (Fahmiyarto, 2012), a request can be made as simple as adding suffix -kan in the verb as well as add tolong [help].

Example:

Tolong [verb] berikan [verb+kan] tempat duduk Anda [indirect object] pada [direction] saya [direct object].

Translation: Please give your seat to me.

This structure is meant to indicate that the indirect object is asked to be given to the direct object. Tolong here is not necessarily translated as “help” but rather “please”.

2.3 Research Methodology in Translation Studies

This research aims to catch the perception of the readers towards the translation result. Thus, this assessment is made as participant-oriented research. Questionnaire, as a mean of assessing participant's understanding of translation result, is a staple of sociological research and therefore, Saldanha and O'Brien (2014) argued that this way is crucial for the development of a truly encompassing sociology of translation. However, this method is also not restricted to sociology, and in translation studies, it has also been extensively used in applied research without resorting to social theories in order to explain the results. While having a questionnaire gives an exact response to be quantified, one of its drawbacks is that it limits a certain response from the informants, therefore, the range of diversity is thin. But when clarity of the questions is the main aim to create a questionnaire, they saw no problems in this way because clarity is one way to truly reflects participants' view.

Glynn (2021) concluded from research that he had done in qualitative research to convey the response toward translation. His article provided an overall view of various research methods in translation studies with a special focus on those that engage with its theory. The movement to "inward" notions from other fields, such as sociology, has also been demonstrated. An "outward" effort to import theories into different fields of study is also present.

While the latter shows that the discipline has matured and can speak to others, offering forth developed models to understand practice, the former helps to advance translation studies as a field of study. To build a general theory, many methodological techniques that make use of case studies and a variety of instances have been highlighted. It has been argued that a more thorough description of where examples are obtained to support assertions is required. Glynn also wished that in future there would be other means of qualitative methods in translation theory taken from larger data sets that will add to the conversation on formalizing research methods within the discipline. More generally, his study aspires to serve as a pilot for further research into methodological approaches in constructing theories across the humanities and social sciences.

2.4 External and Internal Motivation

Legault (2014) elaborated that more than four decades of study have backed the self-determination theory. The theory's degree of thoroughness and its ability to be tested is the main reason for its success. In other words, SDT lays very specific, in-depth, dynamic, and testable propositions that relate to demands and motives in a variety of contexts, including teams, families, companies, clinics, and cultures. SDT is thus both wide and focused because it offers in-depth analyses of how social

and cultural factors affect the formation of personalities, global motivational orientations, as well as behavioral reactions to specific domains and tasks.

Recently, SDT has drawn attention to the brain as well, demonstrating how regulated and intrinsic motivation correspond to different neurophysiological structures and activities. The future of SDT may lie in its capacity to be applied to the art of inspiring oneself and others; by doing so, parents, teachers, coaches, managers, partners in relationships, and peers can assist people in improving their creativity, meaning, and satisfaction.

The findings of the Utvaer & Haugan (2016) to find motivation in vocational students offer more proof in favor of the Academic Motivation Scales' seven-dimensional factor structure. Cronbach's alpha and composite reliability scores were good, and the concept validity was also strong, supporting reliability.

However, the findings also suggest that to improve reliability among vocational students, represent stimulation needs to be reworded. Furthermore, many significant errors were found in the analysis, showing that many items share error variations both within and between AMS subscales. The study also found highly significant relationships between students' experiences of meeting basic needs and various forms of motivation; these correlations showed that basic needs satisfaction was positively correlated with autonomous motivation and negatively correlated with amotivation.

According to the self-determination theory (SDT) based on what Utvaer and Haugan explored, 1 – 7 scale are described as below.

Table 1.
SDT Scale

1	2	3	4	5	6	7
Amotivation	Controlled motivation = low-quality motivation		In-between	Identified Regulation	Integrated Regulation	Intrinsic regulation
Least self-determined						Most determined

This scale of 1-7 will be used to assess the motivation and the understanding of respondents towards the translation result.

III. Research Methods

3.1 Pre-questionnaire preparation

3.1.1 Corpus source and translation analytics

In this part of the research, each sample sentences are analyzed based on the syntax to assess understanding of the readers. Five sample sentences are taken from three different websites that provide sentences in Japanese that are often used in business manner. All of them are requests that implies executions. Coding to label each sentence is also used to distinguish the translation method. Numeral value of .1 indicates that the item is the transliteration of the Japanese sentence. .2 refers to the literally translated method. .3 indicates that the sentence is translated into Indonesian semantically. .4 shows the communicative translation method. By the end of the corpus, the English translations are given with the numerical indicator of .5.

The sentences, along with each method of translations are given below:

1. ご多忙の折、大変恐縮ですが、ご連絡をお待ちしております。

1.1 Trans: Go tabou no ori, taihen asshuku desuga, go renraku wo omachishite orimasu.

1.2. Lit: Di tengah-tengah kesibukan Anda, menambah beban, tapi saya menunggu informasi.

1.3. Sem: Ini menambah kesibukan Anda, tapi saya menunggu informasinya.

1.4. Com: Mohon maaf mengganggu kesibukan Anda, kami menunggu informasi dari Anda.

1.5. EN: I am sorry to disturb you in the middle of your business, but we are waiting for your information.

For 1.2, the translation of Indonesian language was slightly ambiguous, given the fact that ご多忙の折、大変圧縮ですが (go tabou no ori, taihen asshuku desuga) was translated as “I am adding more workloads on you” literally, while in 1.3 the translation of the information that is currently waited has no clear ownership from whom will the information be on *I am waiting for the information* (“Saya menunggu informasinya,”). The communicative translation method has clear information source (“dari Anda, EN: from you”), and the apology for adding more workloads is not mentioned, instead replaced with a full apology (“Mohon maaf mengganggu kesibukan Anda, EN: I am sorry for disturbing your tight schedule”)

2. 以下の日程で再調整をお願いできませんでしょうか。

2.1. Trans: Ika no nittei de saichousei wo onegai dekimasen deshoka.

2.2. Lit: Tidak bisakah saya meminta Anda untuk mengatur ulang jadwal di bawah ini?

2.3. Sem: Apakah saya bisa meminta pengaturan ulang jadwal di bawah ini?

2.4. Com: Apakah jadwal di bawah ini bisa diatur ulang?

2.5. EN: Could I ask you to reschedule this schedule below?

Regarding the sentence above, it can be inferred that in 2.1, an ambiguous request was made to make the request politer, and all of the sentences contain a direct

question that ask permission for changing a schedule. However, in communicative method, the translation of the Indonesian is given with a passive voice, which means the ambiguity also travels through both languages. This passive voice is also used commonly in product direction (Fahmiyarto, 2012) when the target readers are not present with the speakers/writers.

3. あなたの席を譲っていただけるとありがたいです。

3.1. Trans: Anata no seki wo ayamatte itadakeru to arigatai desu.

3.2. Lit: Jika Anda bisa menyerahkan tempat duduk kepada saya, saya berterima kasih.

3.3. Sem: Saya berterima kasih jika Anda bisa memberikan tempat duduk pada saya.

3.4. Com: Tolong berikan tempat duduk Anda pada saya.

3.5. EN: I would be thankful if you could give your seat to me.

This sentence is rather a weird request, but in this case, we use it to measure how many people will do the given request. Of course, the request to hand in someone's seat for other people will only occur in certain situations, but in this sentence, the broad context of power will also imply the motivation to do such task, especially when the speakers have more power than the listeners. The translation of sentence 3 literally means that the speaker is thankful if the listener gives the seat to the speakers. The literal sentence has an adjective of being thankful (“ありがたい、*arigatai*”), but in Indonesian, there is no such expression, so in semantic translation we preserve the thankful expression, but in the communicative case, the gratitude expression is changed into a direct request (“*tolong*”, EN: Please)

4. 手伝ってもらえると助かるのだけど、お願いできないかな？

4.1. Trans: Tetsudatte moraeru to tasukeru no dakedo, onegai dekinai kana?

4.2. Lit: Saya akan tertolong sekali jika Anda bisa menolong saya, apakah bisa?

4.3. Sem: Jika Anda bisa menolong saya, saya akan terbantu, apakah bisa meminta tolong?

4.4. Com: Apakah saya bisa meminta bantuan?

4.5. EN: It would be helpful if you could help me, can I ask for help?

This sentence is extremely redundant, which is common in Japanese request sentences. The Number of words in each method vary while defending the cultural context aligns with its redundancy, the communicatively translated sentences only contains five words. This is translated into Indonesian's direct translation of asking help, without considering the permission to get the help itself from the readers/listeners.

5. 本日中にこちらの資料の確認をしていただけると助かります。

5.1. Trans: Honjitsu chuu ni kochira no shiryou no kakunin wo shite itadakeru to tasukarimasu.

5.2. Lit: Saya terbantu apabila Anda bisa mengecek dokumen ini hari ini juga.

5.3. Sem: Saya terbantu jika Anda bisa mengecek dokumen ini hari ini juga.

5.4. Com: Apakah Anda bisa mengecek dokumen ini hari ini juga?

5.5. EN: It would be helpful if you could check this document by the end of the day.

This sentence contains no explicit question words, but this sentence implicitly told a request to confirm a document. In the communicative sentence, the Indonesian language target contains direct question, while the literal and semantic translation contain also no explicit request.

3.2 Questionnaire Preparation

3.2.1 Respondents' demography analysis

As Saldanha and O'Brien (2014) had conveyed, to focus on the understanding of the respondents, the respondents are split into several categories according to their formal gender, their proficiency in target language and age ranges. Specifically, Indonesian language proficiency is assessed according to 2016 Ministry of Education Regulation No. 70, which divides Indonesian Language competency into seven categories from the highest to lowest:

1. Istimewa (Special)
The users do not experience any difficulties at all in speaking Indonesian in daily life, social life, and matters related to scientific understanding.
2. Sangat unggul (Extremely advanced)
Users do not have problems in communicating for survival, social and professional needs. For complex academic purposes, users still have problems.
3. Unggul (Advanced)
Users do not have problems in communicating for survival and social purposes. Users are also not constrained in communicating for professional purposes, both simple and complex professions.
4. Madya (Intermediate)
Users can communicate well for survival and social purposes but are still experiencing problems in complex professional matters.
5. Semenjana (Medium)
For scientific purposes, the users are very constrained. For complex

Genders	Number	Percentage
Female	56	55%
Male	46	45%

IV. Results and Discussion

Respondents based on gender, age and Indonesian language proficiency are analyzed in the following tables:

Table 2.

professional and social needs, users still experience problems, but users are not constrained for non-complex professional and social needs.

6. Marginal (Marginal)
Users' Indonesian language ability is limited to daily communication only. Users need to improve User's Indonesian language skills.
7. Terbatas (Limited)
In communicating for simple social purposes, the user does not experience any problems. However, for complex social needs, users experience problems.

3.3 Response analysis

Responses from the questionnaire then are counted based on their average score and standard deviation in terms of each response and based on the demography of respondents. To measure the motivation, the scale of 1 (amotivation) to 7 (intrinsic motivation) is used to match the description of what respondents felt when they read the translations.

This research is rigorous because there are a lot of variables to compare each items. To simplify this quantified response, after data is collected, the average understanding of each translation methods are counted on average. Standard deviation is also used to comprehend the spread of the data generally for the three methods. The higher the data, the wider the data spread throughout the range of it. On the contrary, the lower the data, the more centered it is towards the mean (NLM, 2016).

The respondents' gender based on legal identification

Table 3.
Respondents based on age

Table 4.
Respondents based on education

Education	Number	Percentage
Sarjana 1/D4 (Bachelor's Degree)	7	73.53%
SMK/SMA/MA (High school)	5	17.65%
Magister (Master's Degree)	1	4.90%
Diploma III (Three- years Associate Degree)	8	1.96%
Diploma II (Two- years Associate Degree)	2	0.98%
Doktorat (Doctorate Degree)	1	0.98%

Table 5.
Respondents based on Indonesian
language proficiency:

Age range	Number	Percentage
18-22	28	27.45%
23-27	49	48.04%
28-32	10	9.80%
33-37	5	4.90%
38-42	2	1.96%
43-47	2	1.96%
48-52	2	1.96%
53-57	2	1.96%
58-61	2	1.96%
Indonesian Language Proficiency	Number	Percentage
Istimewa (Special)	44	43.14%
Sangat unggul (Extremely advanced)	18	17.65%
Unggul (Advanced)	16	15.69%
Madya (Intermediate)	15	14.71%
Semenjana (Medium)	3	4.90%
Marginal (Marginal)	1	2.94%
Terbatas (Limited)	5	0.98%

backgrounds, the attitude towards the translation methods are counted as below:

Table 6.
Working Background

Working Status	Number	Percentage
Working full-time	47	46.08%
Working part-time	18	17.65%
Full-time student	16	15.69%
Full-time student, working part-time	10	9.80%
Not employed/currently seeking	6	5.88%
Full-time student, working part-time	5	4.90%

Table 7.
Understanding rate towards each method

Method	Average	Standard Deviation
.2 (Literal)	4.90	1.94
.3 (Semantic)	5.84	0.54
.4 (Communicative)	5.96	0.89

From the table 7 and 8 above, it can be inferred that in terms of understanding, communicative translation method has the highest score compared to semantic and literal (6.73/7.00). It means that communicative translation method is the most understandable translation for the readers. The semantic translation method, however, consistently stays in between the literal and communicative methods with 5.04/7.00 in understanding and 4.90/7.00 in bringing motivation to the readers. The standard deviation on both data shows that the respondents' understanding is spread wider in literal translation method, while communicative method has an extremely centered value in 0.07. In motivation scale, the literal method is also spread by looking at its standard deviation (1.94) which is the highest between others. Semantic translation, is more centered that communicative translation with the value of 0.54 and 0.89 respectively.

Table 9.
The relation between working backgrounds, average score in understanding and motivation in each translation methods

Method	Average	Standard Deviation
.2 (Literal)	5.04	1.74
.3 (Semantic)	6.31	0.42
.4 (Communicative)	6.73	0.07

Because this research focuses on how impactful translation methods towards working environments are, the average understanding and motivation are identified also in each of the translation

Working Backgrounds	Literal Translation (0.2)		Semantic Translation (0.3)		Communicative Translation (0.4)	
	Understanding	Motivation	Understanding	Motivation	Understanding	Motivation
Working full-time	5.14	4.36	6.23	5.99	6.27	5.77
Working part-time	5.13	4.77	6.42	5.81	6.47	5.84
Full-time student	4.87	4.78	6.31	5.85	6.55	6.52
Full-time student, working part time	4.85	4.75	6.53	6.26	6.80	6.74
Not employed/ currently seeking	5.16	5.25	6.23	5.76	6.00	5.73
Full-time student, working full-time	4.8	5.20	6.16	5.68	6.40	5.72
Average	4.99	4.85	6.31	5.89	6.42	6.05

methods. Regarding literal translation, full-time students who work full-time have the least understanding of literal translation while unemployed people have the best understanding of this translation. Moreover, the job-seeking group have the highest motivation in doing literally translated sentences. For semantically translated sentences, all of the working backgrounds have the average of understanding of more than 6, means that they have almost a perfect understanding of the sentences. But, above all of that, communicative translation has the highest

average compared to semantic and literal methods, means that the understanding of communicative translation is better than literal and semantic, even with a small margin of 0.11.

Due to its unclarity and being out of context, literal translation has the lowest motivation scale below 5, means that the listeners need more external motivation (more explanations, more contexts) if they have no choices in doing such requests other than doing them. Semantic translation has a better score of motivation than literal translation, but it is no higher than 6, which still makes communicative translation method better than the others in giving clarity in requests.

Communicative translation also has centered understanding, means that the people who receives requests from in communicative translation method tend to have united understanding of it.

V. Conclusion and Suggestions

From the data and elaborations above, it can be concluded that communicative translation method is indeed giving more clarity in altering the requests into target

language, thus, the motivation to do given requests is higher than that of literal and semantic translation method. The average motivation rate from the communicative translation method proves that there will be no need to add more extrinsic motivation to carry out those requests.

It is suggested that that the field of translation studies and human behavior needs to be connected to more quantified research rather than sole qualitative research. It is also recommended that the translator working on multinational companies to use a more communicative way to do the translations, because translators also get to act as a bridge of culture, social classes and the bridge of language barriers. To fulfill this criterion, translator should consider a friendlier way for the readers or listeners so that the message can be conveyed quicker and more effective.

The researcher would like to thank all the 102 respondents who gave their time to fill out the questionnaire, because without their participation, there will be no sufficient data to complete this research.

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AN ANNOTATED TRANSLATION OF B.A. PARIS'S BEHIND CLOSED DOORS

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Abstract

The research is an annotated translation. The research object is a novel written by B.A. Paris entitled Behind Closed Doors. The research aimed to (1) find out the difficulties encountered by the writer when translating Behind Closed Doors by B.A. Paris; (2) identify the strategies to solve the problems in the translation process. The writer applied introspective and retrospective methods in writing the report. The research findings were the problems that the writer encountered in the translation process in the form of words, phrases, and clauses. The problems were classified into three categories, namely Understanding (U), Transferring (T), and Understanding & Transferring (U&T). There were 12 items in understanding words, 8 items in understanding phrases, 1 item in understanding clause, 5 items in transferring words, 6 items in transferring phrases, 1 item in understanding & transferring word, and 2 items in understanding & transferring phrases. All the 35 problems were successfully solved by using translation strategies such as borrowing, addition, synonym, literal translation, partial translation, cultural equivalent, componential analysis, descriptive equivalent, explicitness, implicitness, and modulation. The findings are beneficial for some parties especially beginner translators or future researchers as well as students of English Department at State Polytechnic of Malang.

Keywords: annotation translation, novel, introspective, retrospective, translation strategy

I. Introduction

Nowadays, translation becomes an important and desirable activity that enables people around the world to communicate each other and expand their knowledge in many aspects such as academic, linguistic, economy, business, and other fields. According to Newmark (1988) translation means transferring the meaning of a text to another language in the way that the author intended the text. In other words, translation activity is about rendering texts which relates to the author's intention. Another definition suggests that translation is the replacement of textual material in source text (TT) by equivalent textual materials in target text (TT) (Catford, 1965). To sum up, the writer defines translation as a process of translating and transferring the meaning or

message in the ST using the best equivalent which has similar meaning or message in the TT.

Translating literary text such as novel is more difficult than translating non-literary text. This statement is also supported by Hardjoprawiro (2006) that translating literary text is different from translating ordinary text. He explains that literary language deals with idiomatic expressions and certain figurative languages. Therefore, the translator may face problems during the translation process. In this research, the writer tried to implement her translation skill and decided to do annotated translation as the best way to overcome the problems during the translation process.

Experience and good skills in the novel translation are needed for the translator to overcome the problems that may occur

during the translation process, so they are able to produce a good translation result. Therefore, understanding the translation theories and strategies become one of the main matters in the translation process.

Currently, the existence of literary works such as novel is increasing continuously across the globe including Indonesia. Many Indonesian readers do not only put an interest to read local novel but also international novel. However, some of them may face difficulties to understand the original message because of language. Hence, it becomes popular for translators to do novel translation from English into Indonesian. By that is how Indonesian translators have been making the bridges to the international world through arts and literary (Lindsay, 2012).

Research Problem

Based on the background of the study, the research problems were formulated as follows:

1. What were the difficulties encountered by the writer when translating *Behind Closed Doors* by B.A. Paris from English to Indonesian?
2. How did the writer cope with the difficulties found in the translation process?

II. Review of Related Literature

2.1 Translation Theories

According to Larson (1998) translation is about changing the form. Translation means rendering the message of the source text (ST) to the target text (TT). That is done by moving from the one language to another language form using semantic structure. Therefore, the message is more important than the form of linguistics.

Another translation definition is replacing the textual material in ST with the equivalent textual material in TT (Catford, 1965). The textual material is word, phrase, sentence, the style of

language, or grammatical structure. Thus, the translator has to find the best equivalent word to change the original word in ST into TT.

2.2 Novel Translation

According to Hartono (2008) translating literary works are far from translating non-literary works. In literary works, the translator should have linguistic knowledge of ST and TT, an understanding of ST and TT culture, and a deep perceptivity of their literary work. Translating literary works is more than only transferring messages or finding the best equivalent of the ST to the TT. Translation of literary works are also rendering the author's idea and intention so the readers can get the original message and the writing purpose (receiver) (Nord, 1997, as cited in Hartono, 2008).

Translating novel is retelling the story of the novel to others. Thus, the translation must not look like a translation, but it should be a natural and pleasantly story to read or hear (Hoed, 2009, as cited in Hartono, 2008). This statement is in line with Masduki (2011) which stated that the process of novel translation must have knowledge in literature, language, and esthetics field. The element of literary works such as theme, character, plot, point of view, and setting must be understood by the translators so that they know the author's intention of the original message, feeling, and emotion.

2.3 Translation Process

According to Nida and Taber (1982) the translation process is divided into three stages as follows:

1. Analyzing of the source text

This step is an analyzing process of grammatical relationship, meaning, or both. It means that the translator should analyze the grammatical relationship and the meaning in the words and the compound words from the ST to TT.

2. Transferring the message of the source text

This stage is the process in which the analyzed material in stage one is transferred in the translator's mind from ST into TT. In other words, the translator decides to choose the best translation to translate the ST.

3. Restructuring of the transferred message in the target text

This stage is the process in which the translator re-writes or re-expresses the material in such a way that the translation product is readable and acceptable in terms of rules and style in the TT. It aims to get the best message or information that can be acceptable in the TT.

2.4 Translation Method

According to Newmark (1988) the translation methods can be in the diagram form. Newmark (1988) divided the translation methods into eight methods namely word for word translation, literal translation, faithful translation, semantic translation, adaptation translation, free translation, idiomatic translation, and communicative translation.

2.5 Translation Strategies

According to Suryawinata and Hariyanto (2016) translation strategies divided into three. They are structural strategy, semantic strategy, and pragmatic strategy.

1. Structural strategy

Structural strategy focuses on the structural part in the ST. This strategy covers three parts to overcome the problems namely addition, subtraction, transposition, and modulation.

2. Semantic strategy

Semantic strategy is commonly used at the word, phrase, clause, or sentence levels. This strategy includes borrowing, cultural equivalent, synonym, literal translation, descriptive equivalent, reduction, and expansion.

3. Pragmatic strategy

Pragmatic strategy is used to change the message of the text. The translators should focus more to the message of the text. In other word, the translators can change the messages of the ST, but they have to make sure that the translated text is still appropriate and understandable in the TT. This strategy contains cultural change, addition, omission, adaptation, partial translation, interpersonal relationship change, trans editing, illocutionary change, etc.

2.6 Review of Previous Research Projects

The writer used journal articles and annotated translation thesis reports that relatable to this study. In this section, all of those research projects were about annotated translation, with novels as the object of the translation. The seven research projects were conducted by:

1. Wulandari (2019) "An Annotated Translation of The Sea Wolf".
2. Ariyani (2020) "An Annotated Translation into Bahasa Indonesia in Kiley Reid's novel Such a Fun Age".
3. Cahyarani (2020) "Annotated Translation of Hawthorne's The Scarlet Letter into Bahasa Indonesia".
4. Faza (2020) "An Annotated Translation of The Last Wish by Andrzej Sapkowski".
5. Karenina (2021) "An Annotated Translation of Dumas's the man in the Iron Mask".
6. Heriyanto (2021) "Annotated Tranlstion of Lord of Shadows (The Dark Artifices #2) by Cassandra Lee".
7. Firstiyanti (2021) an annotated translation for "Bicycle Shop Murder".

III. Research Methodology

3.1 Design of the Research

In this study, the writer used qualitative research approach and in the level of design, the study was annotated translation. Annotated translation is one form of

introspective and retrospective research where the translator translates a text and at the same time give a commentary on their translation process (Williams & Chesterman, 2002). The commentary covers a discussion of the text assignment, an analysis of aspect related to the problems in ST, as well as a reason justification of variety solutions by using the relevant theories, strategies of translation. In this study, the writer used introspective and retrospective methods. The introspective method applied when the writer did the translation process and the retrospective method used when the writer wrote the report.

3.2 Object of the Research

The research object of this study was a physiological thriller novel entitled *Behind Closed Doors* by B.A. Paris. The translation only covered Chapters 1-2 comprising around 9,000 words with the 35 sentences containing problems that were analyzed and discussed.

3.3 Research Procedure

In the study, the writer implemented the research procedures as follows:

1. Reading the source text carefully to get a full understanding of the novel and marking down the problems.
2. Translating the source text from English to Indonesian using an online CAT Tool at “Memsources.com” while simultaneously analyzing and solving the problems by giving annotation in the ‘comment’ section of the worksheet.
3. Exporting the complete translation from “Memsources.com” to bilingual docx or Microsoft Word file.
4. Opening the file on Microsoft Word and editing the columns of the worksheet.
5. Giving codes to the sentence that contained problems.
6. Writing the thesis report using retrospective method.

IV. Findings and Discussion

4.1 Findings

In the research, the writer who also acted as a translator, translated a novel entitled *Behind Closed Door* by B.A. Paris that only covered chapter 1 and chapter 2 of the novel. The writer found 35 sentences containing problems from the ST (English) to the TT (Indonesian) that were analyzed and discussed. The problems were in the form of words, phrases, and clauses encountered during the translation process.

In the translation process, the writer used the categorization of the problems based on the difficulties she faced during the translation process. The problems were classified into three categories, namely problems in understanding (U), problems in transferring (UT), and problems in understanding & transferring (UT).

The writer faced 35 items of problems consisting of 12 problems in understanding words, 8 problems in understanding phrases, 1 problem in understanding clause, 5 problems in transferring words, 6 problems in transferring phrases, 1 problem in understanding & transferring word, and 2 problems in transferring & understanding phrases.

Tabel 1.
Problem in Understanding

code	source Text	target Text
2-II-U-P	took one step at a time.	ku mengambil langkah dengan perlahan dan hati-hati.
notation:		An In literal meaning, the phrase ‘one step in a time’ was ‘satu langkah dalam satu waktu’ and it was not in line with the context. According to Cambridge (2022) ‘one step at a time’ was ‘slowly and carefully, doing just a little at a time’. After looking up to the context, the writer

decided to translate ‘one step at a time’ into ‘dengan perlahan dan hati-hati’ as the best translation. The strategy used was semantic strategy, namely componential analysis.

Tabel 2.
Problem in Transferring

ode	ource Text	arget Text
5-I-T-P	sther does a double take.	sther terperangah.
notation: An This phrase was unfamiliar for the writer then she tried to search the definition through online dictionary with the keyword ‘double take’. The result showed that the meaning was ‘a delayed surprised reaction at seeing someone or something’ (Cambridge Dictionary, 2022). In the context of the story, the author described Esther’s reaction when Grace answered where her parents live. After comprehending the meaning, the writer decided to translate the phrase ‘double take’ into ‘kaget’ by using semantic strategy, namely literal translation.		

Tabel 3.
Problem in Understanding & Transferring

ode	ource Text	arget Text
-I-U&T-P	e’re well into March but there’s still a nip in the air and Jack likes our guests to be as comfortable as possible.	aat ini sudah memasuki bulan Maret, tapi udara masih terasa dingin dan Jack ingin membuat tamu kami merasa nyaman mungkin.
notation: An If this phrase is translated into literal way, the meaning would be ‘angin yang dingin di udara’ but it was unnatural in this context. Then, the writer searched on the Google using the keyword ‘nip in the air’ to find the best equivalent word. According to Cambridge (2022) ‘nip in the air’		

means ‘a feeling of cold’. After looking up the context of the story, in the novel the author indeed described that Jack and Grace was well into March and wanted their guest felt comfortable, so that this phrase referred to the weather which was still cold there. Then, the writer decided to use semantic strategy, namely componential analysis. In this case, the writer translated ‘nip in the air’ into ‘terasa dingin’ instead of translating literally.

4.2 Discussion

The writer successfully analyzed and solved 35 sentences that contain problems by using several translation strategies from Suryawinata & Hariyanto (2016). In the theory proposed by Suryawinata & Hariyanto (2016) there are three translation strategies namely structural strategy, semantic strategy, and pragmatic strategy. The writer succeeded implementing the three strategies to overcome the problems in the translation process.

The most translation strategies used in this study were semantic strategy consist of eight problems using synonym, seven problems using componential analysis, and seven problems using literal translation. The other strategies were borrowing (transliteration), cultural equivalent, addition, modulation, partial translation, explicitness, implicitness, and descriptive equivalent, with six problems in borrowing (transliteration), two problems in cultural equivalent, three problems in addition, and one problem in each of other five strategies, so the total number of problems were 35 problems with 38 translation strategies implemented.

The most translation strategy used was semantic strategy with eight problems using synonym. It was because most of the problems faced by writer were problems in understanding and problems in transfer that difficult to find the best equivalent of the source text in the target text.

V. Conclusion and Recommendation

5.1 Conclusion

This research was annotated translation from English to Indonesian with the object of physiological thriller novel entitled *Behind Closed Doors* by B.A. Paris. The writer conducted the research to (1) find out the difficulties faced by the writer during the translation process and (2) identify the strategies to solve the problems in the translation process. The translation only covered Chapters 1-2 with 35 sentences containing problems that were then analyzed and discussed. The problems were in the form of words, phrases, and clauses faced in the translation process. The writer categorized the translation problems based on the difficulties she faced during the translation process. The problems were classified into three categories, namely understanding (U), transferring (T), and understanding & transferring (U&T).

5.2 Recommendation

The writer provides recommendations and suggestions to several parties. First, for beginner translators, the writer would like to recommend that they use some books such as 'Translation: Bahasan Teori & Penuntun Praktis Menerjemahkan (edisi revisi)' by Suryawinata & Hariyanto, 'Translation Theories from Theory to Practice' by Kambaren, and 'Novel Translation: Tripartite Cycle Model Based Approach' by Hartono. These three books could be used as a guide to understand about translation theory since they have complete explanations and give clear example that make the reader understand easily. Second, for future researchers or English Department students who would conduct the similar or related annotated translation research, the writer suggests that they use trusted online dictionaries and relevant resources like websites or encyclopedias (Merriam-Webster Dictionary, Cambridge Dictionary, Macmillan Dictionary, Wikipedia, and KBBI) so that they can find out the

meaning of the translation problems in the right way. In addition, they also may use this novel, *Behind Closed Doors* by B.A. Paris, as the object of their research since the writer only translated two chapters (Chapters 1 & 2), they can continue translating the rest of the novel.

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ANNOTATED TRANSLATION OF A NOVEL BY NICK VINCENT AND DAN ABNETT ENTITLED TOMB RAIDER TEN THOUSAND IMMORTALS FROM ENGLISH INTO INDONESIA

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Abstract

The thesis discusses Annotated Translation of a Novel by Dan Abnett and Nik Vincent Entitled Tomb Raider the Ten Thousand Immortals. Then, the purpose of the project is to identify the problem during translating the novel and find the solution for the problem found. Then, the writer collects ten previous studies in this research. The tenth previous study helps the writer in understanding the method and the result of the study. Moreover, this research has used the method of introspective and retrospective. Then, the writer divided the translation problem into three categories as understanding, transfer, and understanding and transfer. According to the writer, the novel has 42 problem in translation. Then, the writer used monolingual and bilingual online dictionary in order to solve the problem. The writer also used the translation strategy of semantic, syntactic, and pragmatic in solving the problem. As a result, this research could be a reference for a future writer. This is because, in this research, the researcher also provides how to solve the problem. This research is useful for related research in the future.

Keywords: *annotations, introspective, retrospective, translation, translation strategies.*

Abstrak

Skripsi ini membahas tentang Annotated Translation of a novel by Dan Abnett and Nik Vincent Entitled Tomb Raider the Ten Thousand Immortals. Kemudian, tujuan dari skripsi ini adalah mengidentifikasi masalah saat menerjemahkan novel dan menemukan solusi untuk masalah yang ditemukan. Kemudian, penulis mengumpulkan sepuluh penelitian pendahulu pada skripsi ini. Kesepuluh penelitian sebelumnya membantu penulis dalam memahami metode penelitian dan hasil penelitian. Selain itu, penelitian ini menggunakan metode introspektif dan retrospektif. Kemudian, penulis membagi masalah penerjemahan menjadi tiga kategori yaitu understanding, transfer, dan understanding dan transfer. Hasil penelitian oleh penulis, novel ini memiliki 42 masalah dalam penerjemahan. Kemudian, penulis menggunakan kamus online monolingual dan bilingual untuk menyelesaikan masalah tersebut. Penulis juga menggunakan strategi penerjemahan semantik, sintaksis, dan pragmatis dalam memecahkan masalah. Penelitian ini dapat menjadi referensi bagi penerjemah. Hal ini dikarenakan, dalam penelitian ini peneliti juga memberikan cara untuk memecahkan masalah pada terjemahan. Kesimpulannya, penelitian ini bermanfaat untuk penelitian-penelitian terkait di masa yang akan datang.

Kata kunci: *anotasi, introspektif, retrospektif, penerjemahan, strategi penerjemahan.*

I. Introduction

The translation is the transform process of meaning from one language into another language. Translation helps a person who does not understand the source language. Newmark (1988) explains that translation is rendering the author's intention into other languages. Translation tackles an important task to make the communication run smoothly. Then, it is not only about communication. As a human, we can imagine when we read the information that is written in a language

that we do not know. Therefore, translation helps humans understand when they read a source that is written in other languages that they do not understand.

William and Chesterman (2002) explains that, annotated translation is research where the writer translates texts and writes commentary on the translation process at the same time. Then in this thesis research, the writer has chosen the annotated translation research. The importance of doing this annotated project is to gain more knowledge in the translation field. Not only gaining more

knowledge but also applying the knowledge that the writer got both on the campus or in the internship program.

The reason for the writer choosing this novel is divided by some aspects. The first reason is that this novel has not been translated yet in Bahasa Indonesia. This is a good chance for the writer to be the first person who translates this novel. The second reason is based on the author. The author is also contributed in making a good video game that is related to the novel which Tomb Raider Game Series. Then the last is based on the novel. From that point of view, the author is professional in making novel and his work is widely read by the fans especially Tomb Raider series enthusiasms. The novel has a good storyline in terms of the survivor of the main character itself. The novel has 11 series. Famous for the adventure stories that made a video game. From that point of view, the series of the novel has many positive reviewed from the reader. In conclusion, the novel of Tomb Raider the Ten Thousand Immortals deserved to be used as the data in this thesis of annotated translation.

1.2 Statement of Research Problem

- 1) What problems does the writer find during translating Tomb Raider the Ten Thousand Immortals?
- 2) How does the writer solve the difficulties in translating Tomb Raider the Ten Thousand Immortals?

1.3 Research Purpose

The research purpose of this research proposal is to identify the translation problem found by the writer during translating Tomb Raider the Ten Thousand Immortals. The purpose of the research is also identified solutions used by the writer.

1.4 Research Significance

The first is for the future writer. The future writer especially English Department State Polytechnic of Malang, the thesis could be a reference in doing annotated translation reports. The second is

for the future translator. The writer of this thesis hope that from the thesis, the future translator would learn a little knowledge about translation. Then, the last is for the writer of the thesis. By doing the thesis of annotated translation, the writer found a chance to learn more knowledge and experience in the form of translation and annotated translation. Then, the writer could apply the knowledge that the writer got during the class and during internship program.

1.5 Definition of the Key Term

1. Annotated Translation

Annotated translation is a research where the writer translates the chosen chapter and writes commentary on the translation process at the same time.

2. Translation

Translation is a process of transferring one meaning from source language into target language.

3. Novel

Novel is a literature of work in the written of text. Then, the story of the novel can be inspired from the fiction story or in the real life story. In terms of genre, novel has romantic, mystery, comedy, horror, and life story inspiration genre.

II. Review of Literature

2.1 Translation Definition

Catford (1965) states that translation is a replacement of textual material from the Source Language (SL) by considering equivalent textual material in Target Language (TL).

Wills (1982) states that translation is a transfer process which aims at the transformation of a written source language text (SLT) into an optimally equivalent target language text (TLT), and which requires the syntactic, the semantic,

and the pragmatic understanding and analytical processing of the source text.

2.2 Translation Process

In the process of translation, Nida and Taber (1969), divides the translation process into three phases:

- 1) Analysis; this is the step of analyzing the source language through linguistic and meaning study, the analysis of the material which is translated, and cultural problems.
- 2) Transfer; the analyzed materials are transferred in the translator's mind from SL into TL, and
- 3) Reconstruction; the translator rewrites or expresses the translated text until it became a readable and acceptable translation.

2.3 Translation Problem

Miremadi (1991) in Wibowo (2019) state that there are two main categories of lexical problems and syntactic problems. Lexical problems are divided into five subcategories.

- 1) Denotative meaning is a form of words in which the source text can be matched. The example is from the word "in charge", we cannot translate that from word to word. Then we have to translate the meaning itself which is "responsible".
- 2) Lexical meaning is misrepresenting the author's message. I would like to give an example from the word "shackles", from that word we can conclude that it means a thing which means "handcuffs".
- 3) Metaphorical expression appeared when the translator found idioms and similar expressions. I would like to give an example from the sentence "You are my sunshine". From the word "my sunshine" we can conclude that this cannot represent from word-to-word translation but we have to know that the meaning is "You make me happy".

- 4) Semantic voids mean a word or an expression that cannot be found in another equality.

- 5) Proper names refer to individuals and cannot be translated from one language into another language.

2.4 Translation Strategies

Zohre Owji (2013) states that translation strategies are used when the translator found a problem during the translation process. But word to word translation does not need translation strategies. Chesterman (1997) presents his first syntactic strategy, literal translation. In Chesterman's opinion, he believes that this strategy is the basic strategy among the theorist. Based on the writer's opinion translation strategy is a strategy that is used by a translator in solving a problem in translating a text. In translating word for word translation, translation strategies may not be needed. This is because when a translator translates text word for word they only need a dictionary to solve the problem. Based on Chesterman translation strategy, there are three categories of translation strategy which syntactic, semantic, and pragmatic.

2.5 Problems in Translating Novel

Hartono (2012) state that there are four problem in translating a novel. Then, difficulties in translating novels include:

- 1) Languages Difficulties
The language difficulty in this case is the difficulty to understand diction. The form of selected words that contain aesthetics and artistic that are specifically chosen by the author so that the essays he makes appear to have more accuracy in conveying meaning.
- 2) Analysis Difficulties
The complexity of analysis in this case stems from the challenge of finding fresh aspects, such as the point of view element, which is intricately linked to the story's protagonist. The pronoun can be translated as "Aku" if the

protagonist of the narrative is the monarch with the pronoun "I," but it can also be translated as "Saya" or "Hamba" if the protagonist is a commoner with the pronoun "I."

3) Culture Difficulties

Cultural issues are challenges in looking for equivalents that are specific to the cultures of the two languages, whether they relate to particular items, activities, conventions, or terminology.

4) Appreciation Difficulty

Appreciation challenges are obstacles that translators have when attempting to understand the author's intent and material.

2.6 Previous Study

Kristiani (2018) conducted research entitled "Annotated Translation of Addressing Term in Beverly Cleary's *Ramona Forever*". She analyzed many of the addressing terms in *Ramona Forever*'s book. The addressing terms have varieties of forms, including pronouns of address, verb forms of address, nouns of address, and bound and free forms of address.

Ayuningtyas and Said (2017) conducted research entitled "Annotated Translation of a Baby for Rebecca by Trisha Alexander. From the collected data she classified the data into four categories. The first category is Lexicon, in Lexicon categories she found that the number of difficulties is 68 lexicons in the data.

Trisnaninggar (2019) conducted research entitled "An Annotated Translation of a Novel Entitled *The Phoenix and The Carpet* by E.Nest Focusing on Allusion". In the research, the writer used the translation strategy called allusion and according to the writer, the strategy that is suitable for allusion is by considering Leppihalme's book. In that book, there are three translation strategies which are retention, replacement, and omission. Then in his research, he used

retention for six allusions, replacement for two allusions, and omission for allusions.

Firstiyanti (2021) conducted research entitled "An Annotated Translation of *Bicycle Murder*". Based on that research, the writer found problems during the process of translation. Then the writer also gives annotation for each problem. Then, the writer found 30 data to be analyzed. Moreover, in that research introspective and retrospective are used in the study method. Based on the translation strategy that is used to solve the problem. The first pragmatic strategy is used almost 27 percent in solving the problem. Then the second is syntactic strategy. Based on the result of the solved problem, the writer used a syntactic strategy of almost 40 percent. Then the last is semantic strategy. This semantic strategy is used almost 33 percent by the writer.

Astuti and Djohan (2014) conducted research entitled "An Annotated Translation of Janet Daily's *Savage Land*". Based on that research the writer found 25 problems. Then the problem is divided into eight categories. The categories of the problem are auxiliary, phrasal verb, clause, phrase, prepositions, pronouns, words, and idiomatic expression.

Noverdi (2019) conducted research entitled "An Annotated Translation From English Into Indonesian: *The Soul of Indian* By Charles Alexander Eastman. Then the outcome of the study was the writer found 27 units that were considered to be problematic. Based on the problem revealed by the writer, the problem is divided into seven categories. The categories are names and designations for a God and Deity, names of the ceremony, designations for spiritual figures, names of spiritual practice, figures of speech, specific terms, and collocations.

Salsabila (2019) conducted research entitled "English-Indonesian Annotated Translation on Nicola Yoon's novel *Everything Everything*". Then in the



translation process, the writer used many translation methods. Then the writer found 40 annotations.

III. Research Method

3.1 Research Design

According to William and Chesterman (2002) annotated translation is counted in introspective and retrospective research; they said that: “A translation with a commentary (or annotated translation) is a form of introspective and retrospective research where you translate a text and, at the same time, write a commentary on your translation process”. The annotated research is the most suitable research design for the thesis of the writer. This is because the writer focused on the problem found in translating the data. Then, the writer also put annotation to the problematic items. The writer used the introspective design in the form of collecting the data and processing the data. Collecting the data means that the writer chose the novel. Then, processing the data means the writer translate the novel and give the annotation to the related problem. Last, the writer used the retrospective design in the form of writing the thesis project. As a result, the writer conclude that the research design is suitable in doing the thesis project.

The introspective method is carried out when “the process of observing and reflecting on one’s thoughts, feelings, motives, reasoning processes, and mental states with a view to determining the ways in which these processes and states determine our behavior.” (Nunan, 1992:115). The introspective method is included in this annotated translation research, in which the writer himself translates the text and, at the same time, writes annotations on the result of the translation.

Furthermore, Nunan (1992) states that “retrospective data are collected sometime after the event under investigation has taken place.” (p.124). Retrospective

research is a study investigating the mental processes through the writer’s original memory immediately after he/she has translated by considering the question of ‘what kind of translation strategies that the writer used in trying to find solutions to problems encountered while translating the novel?’

3.2 Object of the Research

The data of this research is from the novel entitled Tomb Raider the Ten Thousand Immortals. This novel has 304 pages. The writer will translate six teens thousand words from the novel. The writer had chosen the first until the ninth chapter. Based on the writer's count of the sentences, the writer found 1596 sentences.

3.3 Research Procedure

- 1) Reading the source text carefully to get a complete understanding of the content.
- 2) Translating some chapters of this novel and taking notes of every problem and the solution in the process of translation.
- 3) Giving codes to each translation unit containing problems. The writer made codes containing four items which follow: (a) The number of chapters of the novel, (b) alphabets U/T/UT which means Understanding, Transfer, Understanding, and Transfer, (c) alphabets W/N/V/PR/P/I/A/PV/C which means Word, Noun, Verb, Preposition, Phrase, Idiom, Adjective, Phrasal Verb, and Clause (d) a word that represents translation strategy or technic. The writer also colored the words/phrases/clauses/sentences (translation unit) with yellow as a problem related to understanding, green as a problem related to transfer, and blue as a problem related to understanding and transfer.
- 4) Analysing the data and writing the research report by considering the translation theory, method, and

strategy using the retrospective method.

IV. Findings and Discussion

4.1 Findings

The form of the source text (English) and targeted text (Indonesia) is the data that the writer analysed. The data are in the forms of words, phrases, clauses, and idioms. The writer's data are from the novel by Dan Abnett and Nick Vincent entitled *Tomb Raider Ten Thousand Immortals*. The writer made an annotation while translating chapter 1 until chapter 9 from the novel. Those nine chapters contain 1596 sentences. Then the problem in this annotated translation is defined into three main categories namely transfer, understanding, and understanding and transfer.

The problems that the writer identified are forty two problems. Those problems were the most difficult problem according to the writer. The writer found those forty two problems from fifty selected sentences. Moreover, the problem that the writer found in understanding were two problems. Then in the transfer category, the writer found seven problems that contain three words, two verbs, one noun, and one preposition. Last, in understanding and transfer, there are thirty three problems found by the writer. Below are the table containing detailed of the problem categories.

Table 1. Problems in Understanding

No	Type of Problems (Understanding)	Number of Annotated Items	Percentage
1.	Word	1	50%
2.	Noun	1	50%
Total		2	100%

As seen on Table 1, problems in understanding texts were found in words and nouns with each one problem.

Table 2. Problems in Transferring

No	Type of Problem (Understanding and Transfer)	Number of Annotated Items	Percentage
1.	Word	7	21,22%
2.	Phrase	8	24,25%
3.	Idiom	10	30,31%
4.	Adjective	3	9,10%
5.	Noun	2	6,07%
6.	Phrasal verb	2	6,07%
7.	Verb	1	3,04%
Total		33	100%

No.	Type of Problem (Transfer)	Number of Annotated Items	Percentage
1.	Word	3	42,85%
2.	Verb	2	28,57%
3.	Noun	1	14,28%
4.	Preposition	1	14,28%
Total		7	100%

As presented in Table 2, there were 7 problems in transferring, consisting of problems in transferring words, nouns, phrases, and prepositions. The most occurring problems were in transferring words.

Table 3. Problems in Understanding and Transfer

As presented in Table 3, There were in total 33 problems encountered when both understanding and transferring stages. The most occurring problems were in understanding and transferring idioms with the total occurrence of 10 times.

4.1.1 Understanding Problems

Understanding problem category is that the writer does not understand the problem in the source text.

Problem 1 (Noun)

- Code : 6-1093-U-N
- Source Text : Blue blazer.
- Target Text : Blue blazer.

The noun 'blue blazer' became a problem for the writer. This is because the

writer was not able to understand the meaning of the noun of 'blue blazer'. Then, in order to find the solution to the problem the writer searches for the meaning on the internet. Then, the writer found that it is a cocktail. Based on the information on the Merriam-Webster 'blue blazer' means a cocktail made of ignited Scotch whiskey and boiling water with sweetening and lemon peel added. As a result, the writer translated it as a 'blue blazer' in Bahasa Indonesia. The writer decided not to translate it into target language. This is because the writer found that it is a brand of whiskey.

4.1.2 Transfer Problems

Transfer problem category is that the writer understands the meaning of the problem but unable to translate it into the target text.

Problem 2 (Word)

- Code : 1-194-T-W
- Source Text : It took several minutes for her to buy a ticket and find her way down onto the platform.
- Target Text : Butuh beberapa menit baginya untuk membeli tiket dan berjalan turun menuju ke peron.

The word 'platform' became a problem for the writer. This is because the writer did not know the meaning of 'platform' in the text. In order to find the meaning, the writer searched on the internet. Then, the writer found the meaning in Merriam-Webster. On that site 'platform' is a long flat raised structure at a railway station where people get on and off trains. Finally, the writer translated it as 'peron'. Based on the translation strategy that is used by the writer in solving the problem of 'platform' the writer used the strategy of a literal translation. The writer also searched on the internet for the term that is commonly used in railway stations based on the target text. The writer found

the picture that is shown on the internet to make the translation result more accurate. The reason of the writer finds the picture on the internet is to make the translation result commonly used in the target language.

4.1.3 Understanding and Transfer Problem

Understanding and transfer problem is a problem category where the writer does not understand the meaning of the source text and unable to transfer it into the source text.

Problem 3 (Word)

- Code : 2-336-UT-W
- Source Text : She took the lift to the fourth floor, used the hand sanitiser as instructed, and entered the ward.
- Target Text : Dia naik lift ke lantai empat, menggunakan pembersih tangan seperti yang diinstruksikan, dan memasuki bangsal.

The word 'ward' became a problem for the writer. This is because the writer did not know the meaning of the word. The writer also cannot translate it into Bahasa Indonesia. Then, the writer searched on the internet in order to get the meaning of the word 'ward'. Then, the writer found on the Merriam-Webster. Based on that site, the writer found the meaning that 'ward' is a large room in a hospital where a number of patients often requiring similar treatment are accommodated. The writer also found on the internet by searching 'ward meaning in Bahasa Indonesia'. The writer found it in the en.bab.la that one of the meaning 'ward' in Bahasa Indonesia is 'bangsal'. As a result, the writer translated it as 'bangsal' in Bahasa Indonesia. Then, in order to solve the following problem, the writer used the strategy of a literal translation.

4.2 Discussion

In this section, the writer would like to discuss about the discussion. The first is that based on the dictionary that the writer used to solve the translation unit problems. The writer used both monolingual and bilingual online dictionaries. The reason of the writer using the monolingual dictionary is that the dictionary helped the writer in providing the information of the problem in the source text. The second, the bilingual dictionary helped the writer in comprehend the meaning of the problem after the writer found the meaning of the problem in the monolingual online dictionary. Third, the used of translation strategy in the present research. The writer used synonymy strategy in solving 13 problems. Then, literal translation is used by the writer in solving 12 problems. Then, paraphrase strategy is used by the writer in solving 6 problems. Then, trope change is used by the writer in solving 9 problems. Then, 1 problem solved in using the strategy of transposition.

5 Conclusions and Suggestions

5.1 Conclusions

Based on the thesis, the writer revealed that there are 42 problematic items of translation in the novel. The writer classified the problematic item into some form, which are word, noun, verb, adjective, phrase, phrasal verb, and idiom. Then, in order to find the solution to the problem the writer used two form of dictionary. The dictionary that the writer use is monolingual and bilingual. The writer also used the translation strategy by Chesterman syntactic and semantic in order to solve the problem.

5.2 Suggestions

First, the writer would like to suggest for the further researcher who would like to do research in annotated translation with the same category of novel. Moreover, based on the writer's view the challenge in translating an adventure novel is knowing the place that the story taken. Second, the

writer would like to suggest that in order to solve the problem monolingual online dictionaries can be utilized. Last, the writer would like to suggest for that future writer that are to know the translation strategy.

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TEACHER'S SMALL TALK IN IMPROVING STUDENTS' SPEAKING FLUENCY, ACCURACY AND COMPLEXITY

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Abstract

The accuracy, complexity, and fluency of students' speaking are major issues for language teachers. Teachers are well-aware that providing too much corrective feedback (CF) can make students reluctant to speak while providing too little can result in errors being entrenched. This study looks at the Teacher's Small Talk (TST) methodology to resolve some of the tensions between the need to encourage truly communicative language use and the need to develop complexity and integrate a focus on forms into the syllabus in ways that both teachers and students can recognize as valid and relevant. It includes preliminary studies on the viability of this CF methodology based on attention to and deriving from the individual learner's needs. Using a qualitative method with observation for data collection technique, there were 22 respondents involved. The collected data or the field-notes were analyzed using thematic analysis to clarify the importance of Teacher's Small Talks (TST) to the students' progress in achieving their good English-speaking skills. The findings revealed that diction, word order, tenses, noun forms, and pronunciation were items which need to be considered in making the TST a good methodology to achieve students' English-speaking skills.

Keywords: *Corrective feedback, English-speaking skills, Teacher's Small Talk, Teaching Methodology*

Abstrak

Keakuratan, kekompleksitas, dan kelancaran berbicara mahasiswa adalah masalah utama bagi seorang dosen bahasa. Dosen sangat menyadari bahwa memberikan terlalu banyak umpan balik korektif (CF) dapat membuat mahasiswa enggan untuk berbicara, sementara memberikan terlalu sedikit dapat mengakibatkan kesalahan yang mengakar. Studi ini melihat metodologi Teacher's Small Talk (TST) dapat mendorong penggunaan bahasa yang benar-benar komunikatif dan kebutuhan untuk mengembangkan kompleksitas dan mengintegrasikan fokus pada silabus dengan cara yang dapat dilakukan oleh dosen dan mahasiswa secara valid dan relevan. Penelitian ini mencakup studi pendahuluan tentang kelayakan metodologi CF ini berdasarkan perhatian dan kebutuhan belajar individu. Penelitian ini menggunakan metode kualitatif dengan teknik pengumpulan data observasi, yang melibatkan 22 responden. Data yang dikumpulkan atau catatan lapangan dianalisis dengan menggunakan analisis tematik untuk memperjelas pentingnya Teacher's Small Talks (TST) bagi kemajuan mahasiswa dalam mencapai keterampilan berbicara bahasa Inggris yang baik. Temuan menunjukkan bahwa diksi, urutan kata, tata bahasa, bentuk kata benda, dan pengucapan adalah item yang perlu dipertimbangkan dalam membuat TST sebagai metodologi yang baik untuk mencapai keterampilan berbicara bahasa Inggris.

Kata Kunci: *umpan balik korektif, keterampilan berbahasa Inggris, Teacher's Small Talk, metodologi pengajaran*



I. Introduction

Students think that the ability to speak a foreign language is the most important skill to learn (Brown & Yule, 1999; Salam, et al., 2021). Indonesian students are therefore extremely driven to enhance their English-speaking ability. College students do this primarily to get ready for job interviews once they graduate. (Salam, et al., 2019). Given this reality, teachers of English at the State Polytechnic of Malang work diligently to tailor English teaching to students' needs regarding English-speaking ability by using the best teaching method and materials available (Salam, et al., 2020). Even though the majority of Indonesian students acknowledge that speaking English clearly and fluently is a must, they are still hesitant to converse in it due to a lack of comprehending English grammar, vocabulary, and courage to do so (Salam, et al., 2021).

As argued by Bueno et al. (2006) that speaking is the most difficult language skill for students to develop, Salam et al. (2020) in their case study proposed that the teachers of English at the State Polytechnic of Malang have engaged in various activities to overcome their students' difficulties in expressing ideas in oral English. They did teaching activities like applying a variety of teaching methods by explaining grammar rules, organizing small groups for encouraging English discussion, introducing various learning methods for effective study time, and developing awareness of the value of English speaking skills. However, the improvement of students' English-speaking skills has not been particularly successful. The students continue to have significant linguistic difficulties and are reluctant to express themselves in English, which in turn, causes unsatisfaction for both students and teachers pertaining to the existed teaching methods. The teachers, then, concentrate on enhancing the accuracy and fluency of the students'

English speaking. They believed that an excellent English speaker is someone who can express clear and fluent English. This indicates that accuracy and fluency are essential elements of speaking abilities. Students speak English less fluently if teachers focused on accuracy whereas they speak incorrectly if teachers stressed fluency. In fact, the language teaching theory claimed that teachers must first go over the grammar and proper vocabulary of the target language before giving speaking assignments.

However, the reality differs significantly from the theory underlying language teaching methods. Teachers face difficulties in providing great treatment to enhance their students' accuracy and fluency in speaking English. They have no answers to the following two questions. Can teaching pronunciation, vocabulary, and grammar ensure their students communicate in English correctly and fluently? Should grammar to be taught solely so that they concentrate more on composing sentences correctly with ineloquently English? Is it necessary to correct every mistake in students' speaking? Teachers need those answers to improve their students' English-speaking skills. Due to students' study habits and classroom needs, a good teacher will use an eclectic mixed method in order to cater the answers to those questions. Putting this into practice, however, is a challenge.

Regarding teaching English methods, Communicative Language Teaching (CLT) is regarded as one method to facilitate teachers in teaching speaking. In CLT, teachers of English are not encouraged to teach grammar as a foundation for generating sentences. Nevertheless, they argue that the CLT method is no longer adequate for the development of speaking skills. On the one hand, students generate grammatical error sentences if they are not taught grammar during the teaching of speaking skills. On



the other hand, teaching grammar mostly in speaking class causes students to lose time to practice their oral skills. Correcting every grammatical error in speech repeatedly triggers the students' reluctance to speak, and unable them to communicate effectively in English (Gatbonton & Segalowitz, 2005). Consequently, many teachers of English reject the CLT because it forbids them to introduce language structures during their English classes.

All of the above ideas have called for this study to use Teachers' Small Talk (TST) as a teaching methodology for improving students' speaking fluency, accuracy, and complexity. It is expected to assist the students in improving their target language skills and raising the level of their English-Speaking fluency. The chosen methodology does not only focus on analyzing numerous phenomena related to teacher talk (TT) but also provides an objective description of personalities and structures. The fact that students have a substantial role in both teaching and learning in classrooms, however, has not been taken into account. Students' demands for language learning and language proficiency should not be overlooked as one of the key components of language classrooms. Therefore, this present study is intended to clarify the importance of TST to the students' progress in achieving their good English-speaking skills.

II. Review of Literature

The success of a college graduate in finding a job is not only determined by their skills in the field of knowledge but also their communication skills. Infosys (2007) as cited in P'Rayan & Shetty (2008) says that the majority of students are not ready to work in the industry not because they lack industry skills but because of the lack communication skills. Teachers of English must help their

students' development in English speaking skills in order to cater to their needs in learning English.

2.1 Teachers' Small Talk (TST)

Currently, most teachers of English at colleges prepare their students with fluent spoken English. They believe these English skills will be a provision to find work after they graduate. This is also happening in the State Polytechnic of Malang where this study is conducted. The most widely used method is that teachers use English as a medium of instruction. The type of language used for teaching English in such a class is known as teacher's talk or teachers' small talk (TST). In communicating with students, teachers often simplify their conversations, giving a lot of speech characteristics of native speakers and other simple speech styles addressed to students (Richards, 1992).

In 2009, Ellis made a case that teachers employ TST as a specific language while using L2 with their students in the classroom. In this methodology, teachers need to simplify their formal language characteristics systematically. There are two ways to study teacher talk by examining: the teachers' language in the classroom; and the subject matter. The teachers' language to their L2 students is viewed as a register with its own set of formal and linguistic characteristics. Moreover, TST is regarded as the oral form of teachers' talk instead of the written form. It refers to the language of the teachers in the language class rather than in other settings. TST in English class is considered a distinctive variety of the English language, and as such, it has unique characteristics distinct from those of other varieties.

As a unique form of communication, TST is intended to help students in improving their foreign language skills



via interaction. The teacher uses the target language to enhance communication with the students. By reacting to the talk, students practice their language skills in this way and employ language to promote communication with their students. As a result, TST can be described as a form of interaction-based communication.

TST is regarded as an important component of the language teaching and learning processes since it is a tool for carrying the lesson plans and achieving learning objectives. It was vital for managing and organizing the classroom because the teachers' language can successfully carry out the lesson plans. TST is significant for language acquisition since it might serve as the primary source of input in the target language that students can comprehend. In other words, TST can be used to assess whether classroom instruction is successful or unsuccessful (Hakansson, cited by Xing & Yun, 2002).

2.2 Corrective Feedback (CF)

The effectiveness of teachers' corrective feedback (CF) on students' performance during the teaching and learning processes is still debatable. Through CF, teachers observe students in studying and applying their learning materials and doing an assignment. The CF will be given once the teachers identify mistakes or flaws in their students' work. When students can make a correct sentence after having CF, it demonstrates the success of implementing TST. Students yet continue to encounter issues since teachers and students occasionally have divergent views regarding how teachers offer CF and interpret the students' sentences. (Mackey, et.al. 2007). However, experts of language learning believe that no learning without providing input to language learners. Indeed, according to the Second Language Acquisition (SLA) hypothesis, a significant number of high inputs are necessary for the

success of foreign language learning.

Regarding teachers' and students' characteristics in language learning, some scholars give their following views. According to Stern (1983) teachers and students carry certain characteristics in language teaching that may be related to educational treatment. The characteristics are age, gender, previous education, and personal qualities. These characteristics are reflected in the different characteristics and forms of TST. Brumfit (1979; 1984) argues that teachers who modify students' self-developed language learning systems as reflected in fluent language behavior are those who need to look at the use of native language in the classroom, to the extent that it can be done truly native'. But this presupposes two conditions: fluent—and genuine—language behavior and a way to encourage learners to focus on the formal aspects of their production. As a result, teachers need to pay close attention to both the form and content of their language when speaking to students. Additionally, it implies that the teacher is free to control or take part in his students' interactions. This will provide the teacher the opportunity to help the students use it properly.

III. Research Methodology

This study was designed in a qualitative approach because it focused on phenomena exploration via the data in the form of descriptive words (Creswell, 2012). It was done to facilitate the understanding of the perceived issues of students' communicative skills in their English class using the TST methodology. This research was conducted at Civil Engineering Major of State Polytechnic of Malang and involved 22 students of the major as the respondents. The data were collected through observations during the respondents' English classes using the TST methodology. The observations were intended to gather open-ended, actual information by observing the respondents



at the chosen research site (Creswell, 2012). In addition, the observations provided chances for the researchers to change observational roles, in which, they adapted their roles to the situation both as observers and teachers of the English class. The field-notes during the observations were then analyzed using thematic analysis to clarify the importance of the proposed teaching methodology.

In this study, the respondents or the students used their communicative skills in conversation without the teachers' help, but the students were given corrective feedback when they made inappropriate sentences pertaining to vocabulary, sentence structure, and content. In each session, the teacher chose one out of twenty-two students to be the leader who was in charge of choosing topics, asking questions and preparing relevant vocabulary to be used in discussions, grouping the students in English class into small groups, managing the time spent in conversation, and leading the discussion and report the results of the group discussions to the whole class. The following were the steps practiced in TST:

1. The day before the session started, the leader announced the topics to be discussed in the group.
2. At the beginning of the session, the leader divided class members into 4 small groups consisting of 6 students in each group; wrote questions that would be discussed in the discussion; and written vocabulary that would be used in the discussion on the board; reintroducing the topic to be discussed; and signaled to students to start a discussion.
3. The four groups that had been formed were asked to discuss the topic.
4. The leader asked each group to close their conversation and be prepared to receive feedback.
5. The leader asked each group member to examine the highlights of their

conversation.

6. The leader thanked the members in each group who had shown enthusiasm for learning.

IV. Findings and Discussion

During the observations, the field-notes were generated with the following information. Students were encouraged to reflect and report on what they did during the teaching and learning processes. This way of learning was expected to be able to produce extremely high-quality conversational interactions between students. In this learning process, teachers did not need to have a conversation but only observed the communication among the students and provided necessary input when they made a fatal mistake. In order to avoid disrupting the current dialogues of the students in each group with his comments, the teacher had to: 1) try to record some of the conversations in each group to listen to the dialogues at different times; 2) make an effort to listen to each group in turn and note the inaccurate or imprecise terminology of any members; 3) put each vocabulary or grammar mistake along with the speaker's name in a form to make the process of awarding CF more easily.

Teachers occasionally identified errors by some or even most of the students to be corrected. All students were expected to take part in learning and comprehend their learning problems. If some students dominate the discourse in class, the teacher must be able to inspire the other passive students to participate in discussions. This could hamper students' ability. In fact, not all students are interested in the discussions although it is very important to them. To solve this issue, teachers must talk to the "active" students to help and set boundaries. The teacher must also create new groups of "lazy to talk" students for guiding, training, and motivating them to engage more actively in the conversation.

Giving CF to students in word choice or sentence construction can be justifiable if they are very lack vocabulary or comprehension of sentence structure and required to articulate their ideas. The key is to provide students with CF so that they can identify and fix their errors (Ellis 2009). In this situation, it is anticipated that the students will learn the lesson by comparing the sentence they created with their teacher's. They will understand how to create the right sentences. Giving CF as described above is not necessary, though, if students "simply slip off the tongue," leaving the lecturer solely with the need to correct them verbally once they have completed speaking.

The aforementioned CF could assist students in developing their speaking skills and could please the lecturer because students were thought to be truly capable of following directions and were able to comprehend instructions given through CF (Schmidt & Frota, 1986; Long et.al., 1998). The following Case 1, 2, 3, 4, and 5 are examples of student-spoken sentences that are improper in terms of word choice and/or grammar usage:

Case 1:

"The **affect** of exercise on depression is not clearly understood". It is incorrect for the speaker to pronounce the word **effect** with **affect**. This can be proven when the teacher asked the difference between the words **effect** and **affect**. The student could explain the difference very well as follows: **affect** as a noun describes the *strong experience of feelings*, while the noun **effect**, in contrast, is the *result of something*. Ten students made the same mistakes as the previous one. They chose these words because, despite having different meanings from other words, they have a similar sound (Aussant, 2014; Murphy & Koskela, 2010; and Nordquist, 2018). The exact words are shown here: then vs. than; principal vs. principle; advice

vs. advise; accept vs. except; alternate vs. alternative; adapt vs. adopt; and access. For example, a sentence made by one of the students should use the word **principal** but he used the word **principle** (The **principle** idea of our approach is that early socialization affects behavior). This mistake was known after the lecturer had asked the speaker to spell the word **principal**, but instead spelled the word principle.

Case 2:

"Joko gave the cakes **to me and Susan**." In this sentence, the student misplaced two objects (**me** and **Susan**). When the lecturer asked the speaker why he said: "**me** and **Susan**" NOT "**Susan** and **me**," he immediately said: "Sorry sir, it should be **Susan** and **me** because another person should take precedence over the speaker. Five students also made mistakes when using the **Word Orders** as described above. The following sentence patterns were made incorrectly by the students: (1) Placing adverb of frequency BEFORE form of to be (He **always is** late); (2) Not starting the question with THE AUXILIARY DO (Play you football or basketball?); (3) Not placing BE after WH-Question but after SUBJECT (Where **he is** swimming?); and (4) Putting SUB-CLAUSE in a QUESTION FORM (I do not know where did he go yesterday).

In order to respond to the teacher's feedback on the usage of English grammar, the students said that learning proper grammar was important because language allowed us to effectively discuss a language (Dąbrowska, 2015). As human we could construct sentences but in order to discuss how sentences were constructed, we had to first understand grammar. Thus, understanding the grammar of a language meant that we had increased the chances that our interlocutors would understand the



content of our conversation. In other words, understanding grammar entails assisting ourselves in creating sentences and paragraphs that are clear, interesting, fun, and precise (Nordquist, 2019).

Case 3:

“Agus decided **to wore** his new suit”. This sentence is wrong because the verb **wore** belongs to Verb₂ Past Simple which is used to express an activity which happened in the past time. In order to motivate the students to study more, the teacher asked why the speaker used the verb **to wore**. Then, he explained that he should use *the present infinitive* “**to wear**” to express action following another action. This way was believed to be able to utilize the opportunity to study English more seriously. This is in line with Gardner et.al’s idea (1985 & 2011), which says that motivation can help the students attempt to comprehend a language better.

One of the mistakes that students often made is the usage of verbs in sentences as discussed above. From the observations made during English class, seven mistakes in using verbs in sentences were found as listed below: (1) Using Inconsistent Verb Forms (When we **were** on the way to school, we **see** a very beautiful car.) “**were**” is past tense and “**see**” is present tense, so the verb tense is inconsistent; (2) Confusing the Present Tense Forms. Some students can't tell the difference between “He **works** in Malang” and “He **is working** in Malang”; (3) Confusing the Past Tense Forms. Just like present tense verbs have multiple forms, so do past tense verbs. Mixing them up is a common error. Some students can't tell the difference between “I **wrote** a letter to your father” and “I **had written** a letter to your father”. If we mention something that happened in the past and then want to reference something that happened even earlier than that, we have to use **the past perfect tense**.

In addition to those three mistakes, there are four others which can confuse students, such as: (4) Changing between the Present and Past Tenses. For example, “John, buy me a pencil”, John’s father **ordered** him. At that time he needed it very much. He often asks his son to buy what he needs without considering his son's hectic schedule; (5) Using the Past Continuous incorrectly. This tense indicates something happened in the past but was still in progress. Some students could not differentiate between the Past Continuous Tense and the Simple Past Tense (The moment my father entered the bedroom, my mother **tampered / was tampering** with the alarm system; (6) Altering the tenses in dialogue tags. He **had been seated** close to his friend before. He **was astonished** and **turned** around (These parts were expressed in the Past Tense), shouting, “**Don't** you **dare** say that to me?” You’re **not** serious, **are** you? Finally, the tag at the end of the dialogue switches back to the past tense (I said). This bit of text would do well to remain in either the past or present tense for consistency, as illustrated by the bottom example above; (7) Altering the Future Tense Forms. In general, when composing sentences, the speaker must use tense consistently. This means that the tense used by the speaker must be the same from the beginning (not changing tense). However, the future tense often likes to play with a different set of rules. For clarity, consider the following example: I **will hire** you as a full-timer when your degree **is complete** (NOT **will be complete**).

Case 4:

“The **amount** of earlier studies on this topic is low”. The term “**amount**” is only appropriate for “**uncountable nouns**,” hence this statement is incorrect. Studies is a “**plural countable noun**,” hence the word “**number**” is used instead. The student immediately understood that he needed to state, “The number of earlier

studies is still low," when the lecturer questioned the speaker about the distinction between the words "**amount**" and "**number**." Similar to the error described above is the choice of the following words: many vs. much; a few vs. a little; few vs. little; and fewer vs. less. One of the examples of mistakes made by students in choosing the pairs of words above is as follows: "**Less** students speak Thai than English". The choice of the word "**less**" in the sentence above is wrong because the word "**less**" is used for "**uncountable nouns**". Thus, the correct sentence is: "**Fewer** students speak Thai than English".

Case 5:

"Don't **set** in that broken chair". It seems that the student who uttered this sentence mispronounced the word "**sit**" to "**set**". So when he was asked to repeat the sentence, he had time to ask his teacher "How to pronounce the word whose Indonesian meaning is **duduk**?" After he got the answer from his teacher, he said: "Don't **sit** in that broken chair". In linguistics, it is called a homonym (each of two or more words having the same spelling or pronunciation but different meanings and origins. The following word pairs, which were similar to the pair described above, are frequently misused by students: Climb vs. Clime; Facts vs. Fax; calendar vs. calendar; caught vs. court; and caw vs. core. The following is the example mistake produced by the students: "I do not have the courage to **climb** (NOT clime) the highest mountain in the world).

To know whether the TST can help students improve their English speaking fluency, accuracy, and complexity, they were given an English oral evaluation. The teacher kept a list of all the mistakes made by each student which would be asked again at the end of the semester. The test required the students to look at the mistakes listed in the teacher's notes and give them to him and correct them

orally. The students had to review and verbally correct the faults on the test that were specified in the teacher's notes and provided to them. This idea is in line with Wilkins' idea (in Thornbury, 2004) that knowing how to use grammar can expand one's vocabulary.

The results of the test showed that all students could express their ideas fluently, accurately, and give more complex sentences than they performed before. The following were the examples of their oral explanations of Case 1, 2, 3, 4, and 5:

Case 1:

Well sir, the word "**affect**" is usually a verb meaning "**to produce an effect upon**," as in "**Your tears will not affect my decision**." While the word "**effect**" is usually a noun meaning "**a change that results when something is done or happens**," as in "**Films have a big effect on children's lives**."

Case 2:

Well sir, I can give you an example of complex sentence whose sub-clause contains Wh-word. This is my sentence sir "My mother always asks me what I do every day, how and where I do it". I hope you can understand my sentence sir. Sorry if I still make mistakes, especially in understanding English Word Orders.

Case 3:

After you had given us your feedback when we made mistakes in constructing oral sentences, I tried to study **English Verbs** from several English books. One of the books explains that **Verbs** are essential for the development of language because they enable the learners to construct their sentences. A verb is required in every sentence. Additionally, many of the grammatical forms of a sentence are determined by the verb choice. Then, when we construct sentences, we need to include a verb. For

example, now I can say: “Now, I am trying to explain your question about verbs and giving an example of how to construct good sentences.”

Case 4:

Well sir, I still remember what you asked me to find the difference between **a few** and **a little**, their meanings, and the examples in sentences. Let me start with their meanings. The word **a few** means NOT MANY; while **a little** means NOT MUCH. That is why **a few** must be followed by **plural countable nouns** but **a little** must be followed by **uncountable nouns**. Let us have the example: “I cannot buy a new car because I have only **a little** money”. Before I go on with the example of using **a few**, I need to explain I put the word **only** before the word **a little** NOT before the word **have**. This is because I want to stress the **amount** of my money. Then, the following is an example of using **a few**. “I need to buy more English books because I have only **a few** (books)”.

Case 5:

When I made a mistake in spelling a word because it has an **identical pronunciation** to another word but they have **different spellings and meanings**. One good example of homonyms is **“Write” and “right”**. That’s why when we hear someone saying: “Write it with your right hand!”, we will hear the same pronunciation of the words **write** and **right**.

V. Conclusion and Recommendation

In learning a language skill, especially English speaking skills, making mistakes is something common. To master English speaking skills well, students have to practice a lot without worrying about making mistakes. However, teachers of English often complain about the students’ fundamental mistakes in their speaking

class: accuracy, complexity, and fluency whereas making mistakes is part of the learning process. Some argue that allowing students to improvise in class can lead to inappropriate use of language while the opportunities for improvisation in the classroom are very important. Students’ mistakes in English speaking class are not something to worry about and teachers does not have to be busy correcting them by explaining the sentence structure or explaining the use of each word in the sentence. Providing appropriate corrective feedback (CF) via the teacher's Small Talk (TST) methodology encouraged students to speak and develop communicative language complexity. The importance is that the teacher simply tells students’ mistakes and shows references that can be studied by students outside the classroom. Thus, students still have sufficient time to practice their English in class and are motivated to learn their shortcomings outside of class hours.

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Developing QR-Code Based Bilingual Descriptions and a Promotional Video of BALOGA

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Abstract

Batu Love Garden or BALOGA is a tourism destination located in Batu city, and it needed to have bilingual descriptions of flowers and a promotional video. The research aimed at helping Baloga to be more widely known and attract domestic as well as international visitors to come. In that way, visitors can read the descriptions of the flowers in the zone by simply scanning the available QR code and watch the promotional video before visiting.

Design and development research was used in this study, through some steps: analysis, design, development, implementation, and evaluation. The data collection instruments were interview guidelines and questionnaires.

The result of this research is QR Code-based bilingual descriptions for flowers which included the general name of the flower, its scientific name, flower photo, brief description, and also its meaning. Meanwhile, the bilingual promotional video included information regarding ticket price, facilities, photo spots, various zones and the uniqueness. The results of the field testing showed that most of the respondents (80%) strongly agreed with the statement that the two products contain complete and easy-to-understand information; moreover, 70% of the respondents strongly agreed that the information in the bilingual flower descriptions can add insight to visitors.

Keywords: *bilingual description, promotional video, QR code, design and development research*

Abstrak

Batu Love Garden atau Baloga merupakan destinasi wisata yang terletak di Kota Batu, yang memerlukan deskripsi bunga dan video promosi dwibahasa. Penelitian ini bertujuan untuk membantu Baloga agar lebih dikenal luas dan dapat menarik lebih banyak wisatawan nusantara maupun mancanegara. Dengan demikian, pengunjung diharapkan akan dapat membaca deskripsi bunga di zona hanya dengan memindai kode QR yang tersedia dan pengunjung juga dapat menonton video promosi Baloga sebelum berkunjung. Penelitian ini menggunakan Design and Development Research, dengan tahapan: analisa, desain, pengembangan, implementasi, dan evaluasi. Metode pengumpulan data yang digunakan dalam penelitian ini adalah pedoman wawancara dan kuesioner.

Hasil akhir dari penelitian ini adalah deskripsi dwibahasa berbasis QR Code untuk bunga yang isinya meliputi nama umum dan ilmiah bunga, foto bunga, deskripsi singkat, serta makna bunga. Sementara itu, informasi pada video promosi dwibahasa meliputi harga tiket, fasilitas, spot foto, berbagai zona dan keunikannya. Hasil uji lapangan menunjukkan bahwa sebagian besar responden (80%) sangat setuju dengan pernyataan bahwa produk yang dibuat peneliti memuat informasi yang lengkap dan mudah dipahami; dan 70% responden sangat setuju bahwa informasi dalam deskripsi bunga dwibahasa dapat menambah wawasan pengunjung.

Kata Kunci: *deskripsi dwibahasa, video promosi, kode QR, design and development research*

I. Background of the Study

English is a global language that is used almost all over the world as a medium of communication. There are two major ways to accomplish this. First, a language can be used as a country's official language or often known as the mother tongue and the second is languages can be prioritized in the teaching of a country's foreign languages, even though these languages do not have official status. It is the language most likely to be taught to children when they arrived at school and the language most readily available to adults who are in the work sector or whatever and who need good English skills. One of the sectors that need good English skills is tourism.

Tourism is an industry with high potential to be developed by the government as a dominant source of income for the country and the region. Tourism development in Indonesia is not difficult to improve since the essential component of tourism in Indonesia is natural beauty, and Indonesia has a lot of beautiful nature spots. One of the regions in Indonesia that has natural beauty is Batu City.

Batu City is one of the autonomous regions in East Java that relies on the tourism sector to increase its local revenue. This city has rich and diverse tourism, ranging from nature, sports, recreational, historical to educational tours. With its rich natural potential, Batu City Government and tourism actors are taking a robust approach to develop environmentally-based tourism, namely eco-tourism. There are plenty of ecotourism destinations in Batu Malang. One of them is Batu Love Garden.

Batu Love Garden, also known as BALOGA, is an eco-tourism destination with an educational concept that offers various nature and plants-themed attractions. Located in Jl. Raya Pandanrejo No.91, Pandanrejo, Bumiaji Subdistrict, Batu City, East Java, BALOGA presents

visitors with more than 600 plant types, and 30% of them were imported from overseas. Besides being established as an ecotourism destination, BALOGA also invites visitors to appreciate nature more by educating them regarding planting or gardening various plants such as vegetables, fruits, and ornamental plants. The reason why the researcher chose BALOGA as the research location is because BALOGA is a new amusement park in Batu City which carries the theme of educational tourism that can be developed and is full of potentials. Besides that, BALOGA is also still included in the sector or field mastered by the researcher that is tourism, namely in the field of educational tourism.

Based on that problem, the researcher thinks that one alternative solution that might solve the problem is developing a system in which the plant descriptions are designed modernly. The modern way is putting the descriptions into a web server that could be accessed thoroughly through websites or smartphones. The descriptions shall be written in bilingual, i.e., English and Indonesian considering BALOGA visitors is not only domestic but also international visitors. International visitors need information given in English as a global language. The designed system to solve this problem is developing a website that stores all plant descriptions in bilingual, and the URL would be entered into a QR code generator. Thus, the visitors are only required to scan the provided QR code with a QR scanner on their smartphone, and it because the flower description written by the researcher contains detailed information about the flower, it must be very long and full if it is placed on the flower name display so the researcher decides to use a QR code as a medium to store flower descriptions so that visitors easier to read the description through their cell phones.

Another aspect that is very possible to be developed in BALOGA is a promotional



video. According to the “Kamus Besar Bahasa Indonesia”, video is a recording of live images or television programs to be broadcast on television, or in other words, video is a moving image accompanied by sound. In other words, video is one type of audio-visual that can describe a moving object with natural or adapted sound. While promotion is an activity that use to convince customers by showing the product or service so that it can persuade customers to buy it (Kotler et al, 2014). Based on the explanation above, it can be concluded that promotional videos are promotional media in the form of audio-visuals that describe an object that serves to convince and show products or services to customers to make customers buy them.

II. Literature Review

2.1 Bilingual Descriptive text

Bilingual means two languages. Thierry (2010) states that bilingual language is written in two languages. Meanwhile according to Tarigan (1994), the definition of description is writing that can describe a story that aims to invite the reader to understand, feel and enjoy the object being discussed such as mood, activity, and so on. In addition, Descriptive text is a text that describes the sensory experience, how something looks and sounds (Kane, 2000, as cited in Suprijadi, 2015). So it can be concluded that a bilingual description is a text that contains a description or information of an object which is written in two languages.

The grammatical features of the descriptive text focus on Language features (simple present tense, action verb, and adjective), vocabulary, and mechanics. Language Features (simple present tense, action verb, and adjective). According to Peronity (2011) the use of the simple present tense to describe the object and the use of the adjective to clarify the noun are all language aspects of descriptive text. The second is vocabulary, vocabulary is

important and a core component in writing English descriptive text. The third is mechanics, Heaton (1988) states the mechanic is concerned with the writers' skill to accurately practice written language rules such as punctuation and spelling. There are some language features in the descriptive text according to Wardiman et al. (2008), namely; specific participant, adjective, adverb, action verb, and simple present.

2.2 QR Code

QR codes were first created in 1994 by Denso Wave Incorporated, Japan. Denso Wave is the parent company of Toyota. QR codes were designed for car manufacturing plants to manage car part inventories. A QR code is an abbreviation for quick response code, which is a machine-readable optical label with information on the associated item or product. QR Code is the development of barcodes that are able to store more information, both horizontally and vertically (Rubianti & Sahara, 2019 as cited in Puspitasari, 2020). In barcodes, information is coded in one direction or one dimension only. On the other hand, in a two-dimensional code, which the QR code is, information is coded in two directions: horizontally and vertically. QR codes are made of black and white pixels arranged in a squared matrix (Sahu & Gonnade, 2013). It can be read easily and is capable of holding a great deal of information. It can be concluded that QR Code is a two-dimensional barcode that is made from black and white pixels.

To sum up, QR code stands for Quick Response Code. QR code is a two-dimensional barcode that contains various types of information directly. To open this QR code, you need to scan or scan using a smartphone. The QR code consists of various dots and a space that has been arranged into a box, and each element in it also has its own meaning. Because of these elements, it makes the QR code easier to



scan by smartphones and is able to display various data or information contained in it. In this current study, the researcher used QR code as medium to store all the flower description.

2.3 Promotional Video & AIDA Model

The most important activity carried out in developing a business is promotion. Promotion itself is a communication activity to introduce a product. Kotler and Armstrong (2012) suggest that promotion is a tool to communicate with buyers and other companies that aims to provide information in a straightforward manner. According to Tjiptono (2015) promotion is an element of the marketing mix that focuses on efforts to inform, persuade, and remind consumers of the company's brands and products.

The ultimate goal of some promotions is to get someone to use a product or service being offered. For this reason, there is a classic model that can be used to reach the promotion goal, namely using the AIDA concept. AIDA itself stands for Attention, Interest, Desire, and Action where it is the stage of consumer involvement with a promotional message. Kotler explained AIDA theory (Attention, Interest, and Desire Action) is a message that must get attention, become interested, become interested, and take action. This theory conveys the quality of a good message, while according to Djatnika (2007) explained AIDA theory Purchasing decision making is a psychological process that is passed by consumers or buyers, the process begins with the stage of paying attention to the goods or services which then if impressed he will step into the stage of interest (Interest) to find out more about the features of the product or service. The four steps are attention, interest, desire, and action.

Video is a medium for sending messages that can display sound and moving images. According to Binanto

(2010) the word video comes from the Latin word, which means "I see". Video is an electronic signal processing technology that represents moving images. Meanwhile, according to Ayuningtyas (2017), video is a combination of still images that are read sequentially at a time at a certain speed.

So it can be sum up that the definition of Promotional video is a form of displaying audio-visual information so that it becomes the key to a brand or sharing information with customers and target markets. Promotional videos are the right way to introduce marketed products and services to stand out, compared to marketing approaches that only use text. In this current study, the researcher creates promotional video to promote Baloga more widely so it can attract more visitors to come to Baloga.

2.4 Review of Previous Research Project

This study is not the only one that discusses developing bilingual descriptions for tourist attractions' objects since the researcher found several previous studies discussing a similar topic. The previous researches or projects read by the researcher were done by Zakaria et al. (2020) and Wibowo & Kurniadi (2021).

The first related study is entitled "Aplikasi Penampil Informasi Data Tanaman Mangrove Menggunakan QR-Code di Hutan Mangrove Cilacap" conducted by Zakaria et al. (2020). In this study, it was stated that the mangrove forest did not provide adequate information regarding the types and classifications of mangrove, which the ecotourism destinations shall provide. That problem led them to provide QR code-based information on Mangrove plants' types, classifications, benefits, and distributions. This study employs four methods: field observation, interview with related parties, development and trials, application usage training for staff, and evaluation. The



researcher of this study provides descriptions of mangrove plants on a website and the QR codes are generated from the URL of each plant's website page. The generated QR codes were well detected and were attached to the information posters. In the current study, the researcher also applies a QR code-based system which also printed and placed on every flower arrangement in the Floral Art Exhibition Hall.

The second study was conducted by by Wibowo & Kurniadi (2021) entitled "Perancangan dan Pembuatan Video Promosi Wisata Kota Bengkulu Menggunakan metode ADDIE". The problem that underlies this research is the lack of exploration of the destinations in Bengkulu so that the city of Bengkulu looks like a quiet city without any recreation areas for refreshing during the holidays. With these problems, there must be an innovation in the field of media and publications to help create a promotional media in the form of promotional videos about tourism in the city of Bengkulu, which later implemented into a youtube platform. This study uses the ADDIE method (Analysis, Design, Development, Implementation, and Evaluation). The outputs obtained after this promotional video was successfully designed, the authors hope that it can be a reference or encouragement to the tourism office and also the Bengkulu city government to introduce more tourism in the city of Bengkulu.

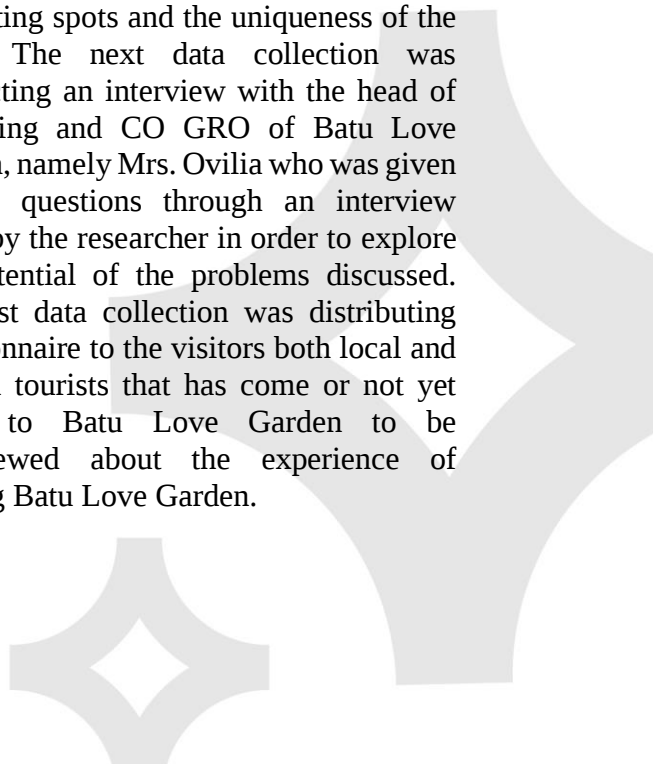
III. Research Methodology

The research design employed in this study is Design and Development Research (DDR). Design and Development Research, which is known as Research and Development (R&D), can be defined as systematic and creative work undertaken to increase the stock of knowledge, including human, cultural, and social knowledge. This research design was considered as the

most suitable design since it is corresponding with the researcher's objective, i.e., developing a QR code-based bilingual descriptions for flowers and Promotional video at the determined object.

The setting of the study was in Batu Love Garden, Batu City, East Java, Indonesia. Batu Love Garden, or often known as BALOGA is one of the new tourist attractions in Batu with the theme of eco-tourism destination with an educational concept. Located in Jl. Raya Pandanrejo No.91, Pandanrejo, Bumiaji Subdistrict, Batu City, and East Java. BALOGA presents visitors with more than 600 plant types, and 30% of them were imported from overseas.

The research was conducted for 5 months, from February 2022 to June 2022, which covered activities starting from preliminary study to designing to field testing and finishing. The data collection processes that employed in this study are by doing observation to Baloga on January 4, 2022. In this observation, the researcher uses the type of non-participant observation, where the researcher only observes directly the state of the object or place and records and takes pictures of all the existing conditions. Things that were observed were the presence or absence of flower descriptions, flower labels, condition of the place such as facilities, interesting spots and the uniqueness of the place. The next data collection was conducting an interview with the head of marketing and CO GRO of Batu Love Garden, namely Mrs. Ovilia who was given several questions through an interview guide by the researcher in order to explore the potential of the problems discussed. The last data collection was distributing questionnaire to the visitors both local and foreign tourists that has come or not yet come to Batu Love Garden to be interviewed about the experience of visiting Batu Love Garden.



The product development process as suggested by Richey and Klein (2014) was employed in this study.

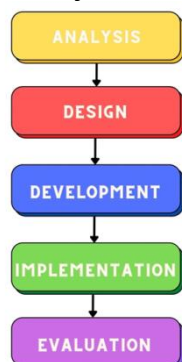


Figure 1. Product development process by Richey and Klein (2014)

In the analysis step, the researcher conducted research and collected the information needed at the Floral Art Hall Exhibition at Batu Love Garden by doing observation, interview and distributed questionnaire as the preliminary study. This analysis stage is done to see the need to develop this product in BALOGA. The next step is designing the product, followed by development of the product. After that, implementation was the next step which involved expert validator to assess the product feasibility and do some revision from the expert suggestion. Next is the evaluation, the researcher distribute a field testing in the form of questionnaire and make the second revision regarding the respondents suggestion.

IV. Findings and Discussion

This chapter discusses about the presentation of the product development process, and discussion. Discussion of the result of research findings are presented in the end of this chapter.

4.1 Presentation of Product Development Process

There are five stages implemented to develop the product namely analysis, design, development, implementation, and

evaluation. All the five stages are presented in detail below.

4.1.1 Analysis

In this stage, the researcher did a preliminary study which aimed to identify and confirm the need to develop QR Code-based Bilingual Descriptions for Flowers and Promotional Video in Batu Love Garden (BALOGA). The data were collected through an observation, interview, and distributed questionnaires to domestic and international tourists who have visited or who would visit Batu Love Garden.

For the observation, the researcher visited Batu Love Garden in order to make observation on January 4, 2022. The observation was carried out by taking photos of the name labels of flower arrangements that did not have a physical or online description yet. In addition, researcher also looked around all the spots and facilities at BALOGA. As a result, the QR code-based bilingual description for flowers and the promotional video at Batu Love Garden does need to be developed.

For the Interview, The researcher did an interview with the head of marketing & GRO of Batu Love Garden on 12 March, 2022. Mrs. Ovilia Rahmawati said that during the pandemic situation or *PPKM* (Pemberlakuan Pembatasan Kegiatan Masyarakat), of course there is a decrease in the number of visitors due to strict regulations from the government that effect the condition of BALOGA that is not too crowded when compared to other tourist attractions belonging to Jatim Park groups.

The next question was about the needed to develop the product in BALOGA. Mrs. Ovilia said that the product that developed by the researcher, is very useful, the presence of this product can also make it easier for visitors to access the description of the flower through their cell phones. As for the promotional video, Mrs. Ovilia warmly welcomed the product

from the researcher and said that any video was needed to help show and introduce Batu Love Garden to a wide audience.

For the preliminary study by distributed questionnaire, the result of the questionnaire said that all of the respondents (100%) agree that developing the product is necessary. On the next question asking about the things that should be input in the flower description where the respondent can choose more than one options, the respondents answer are brief history of the flower (94,9%), flower name (89.7%), scientific flower name (82.1%), flower origin (74.4%), flower picture (71.8%) and flower meaning (66.7%) should be in the description. As well as the promotional video, respondents agree that interesting spots (94.9%), facilities (92.30%), Baloga uniqueness (89.7%), operational hour & ticket price (74.4%) should also be in the promotional video.

4.1.2 Design

After getting detailed information, the researcher started to design the QR code-based bilingual description for flower. The flower descriptions were in English and Indonesia. The QR code-based bilingual description for flower described 12 flower arrangements with total 26 flower types in Fresh Flower Zone at Floral Art Exhibition Hall. The flower descriptions itself consists of the Latin name of the flower, a brief explanation, the origin of the flower, a photo of the flower, and the meaning of the flower. Each QR code contains a description of 2 to 6 kinds of flowers which later be printed on glossy A5 size sticker paper which is 14.8 cm X 21 cm. The print-out version of the QR code contains the flowers name and the QR code.



Figure 2 QR code design

The second product of the study was a promotional video. In designing promotional videos, especially at the pre-production stage, the researcher carried out 3 stages of activity, namely making concepts, compiling storyline, and making narratives in Indonesian and English which were also used for subtitles on videos. First, the researcher chooses cinematic style as the video style of the promotional video. Next, the researcher outlined the concept of the video where this promotional video which has around 5 minutes long. The researcher also made a list of zones, facilities, and activities in Baloga and could be included in a promotional video. there are Floral art exhibition halls (fresh flower zones, dried flower zones, Artificial flower zones), Tropical fruit zones, aquaponic & hydroponics zones, replicas of state houses, Orange zones, butterfly houses, Walang green houses, and various photo spots. For the facilities there are Café, Restaurant, prayer room, bathroom, E-bike, rides, parking area.



Figure 3 the result of Promotional Video of Baloga

4.1.3 Development



In this stage, the development process of the QR Code-based Bilingual Descriptions for Flowers and Promotional Video in Batu Love Garden (BALOGA) were explained.

- **Developing QR Code-based Bilingual Descriptions for Flowers**

For the development process of the QR Code-based Bilingual Descriptions for Flowers, There were two main steps in the development stages namely making the flower description and generating QR codes. The only main source obtained by the researcher was the flower name labels in front of each flower arrangement. This is because neither the marketing nor the management has a file containing a description of the flowers. Then the researcher collect all the names of flowers in the zone by taking photos of the names of flowers on the acrylic board in front of the flower arrangement and then separate which flowers were the same in those flower arrangements.

After make sure that the explanations of the flowers are available on the internet, the researcher collected data about flower descriptions through the internet and asked a research friend who majored in biology about some flowers that are difficult to find on the internet because they use foreign names. After all the names of the flowers were collected, the researcher then collected photos of the flowers by taking photos of the flowers in the zone. Then, the researcher started to make flower descriptions in Indonesian through the internet. The researcher summarizes and paraphrases the description of the flower so that it is not too long and by considering the grammar and spelling according to EYD (Ejaan yang Disempurnakan). After that, the researcher began to translate the description of the flower in Indonesian into English by paying attention to grammar, spelling and punctuation. The researcher uses the translation method by Newmark

namely literal translation method in translating the description of the flower because the researcher tries to make the translation easy for visitors/readers to understand without changing the meaning.

After completing the bilingual description, the researcher immediately created a website and entered the description results into the website. The researcher created a website with the link <http://www.baloga.web.id> which contained a menu of the 12 flower arrangements which could also be accessed directly through the website. On the website there is also some information related to Baloga such as telephone numbers, addresses, emails and operational hours of Baloga. The next step is to create and design a QR code for printing. First of all, the researcher made a QR Code using a QR code generator by Create a QR code link that uses the main link from the website, namely <http://www.baloga.web.id> plus flower_ arrangement_1. After finishing creating the QR code, the researcher immediately made a design for the printed version of the QR code on the Canva application.

- **Developing Promotional Video**

To make this promotional video, researchers went through three stages, namely: pre-production stage, production stage and post-production stage.

- 1) **Pre-production**

The pre-production stage is also called the preparation period before making a promotional video. This is the time for making storyline and scripts, then exploring or dissecting the storyline to create a narration. Researchers began to make storyline and the narration on March 30, 2022 with the consideration of the supervisor and management. Then, after the Indonesian storyline and narrative were finished, the researcher immediately translated the Indonesian narrative into

English to be used as voiceover for the promotional video.

2) Production

The next stage is video-take or video production. The researcher took the video with a videographer on June 11, 2022 at Batu Love Garden. The video was taken in one day and with reference to the storyline that was made, it also adjusted to the conditions at the location. The video was taken from 9:00 am to 2:00 pm. The equipment used in this video shoot a camera, some lens and stabilizer.

3) Post-production

This post-production stage is an advanced stage after video shooting, namely video editing. In this editing process, the videographer edits the video that has been taken with the direction of the researcher. This process also includes combining parts from videos that have been taken as well as raw videos provided by Baloga for several scenes (jeep rides, education classes, and family gatherings), adding effects and styles to videos, inserting background music, voice over and subtitles. At this stage the application used to edit the video was Filmora 9. The researcher gave a file containing a video of a jeep ride, education class and family gathering to the editor after receiving it from the Baloga management. After that, the researcher started to record voice over and subtitles for the promotional video using Subtitle Edit and attached the subtitle into the video so it becomes an open subtitle by VideoPad application.

4.1.4 Implementation

Product validation is done to get suggestions and input for product development. The validation sheet contains several aspects in tables and columns for suggestions. Aspects that should be assessed by experts are content, language, Information Technology, and subtitles. Each aspect has five scales (1-5); strongly disagree, disagree, neutral, agree, and

strongly agree. There are four expert validators involved in this stage are Mrs. Ovilia the head of marketing & GRO of Batu Love Garden (content validator), Mrs. Nadia Hanayeen (language validator), Mr. Alvin Nouval (subtitles validator), and Mr. Achmad Suyono (IT validator). The result of the expert validation showed that the from all of the expert validator assess the product feasibility with 97 score for Content validation, 94 score for language validation, 90 score for IT validation and 78 score for subtitles validation along with some revisions.

4.1.5 Evaluation

In this last stage, the researcher did field testing in the form of questionnaire of the product to some respondents. The questionnaire aimed at getting responses from the users about the products.

Table 4
Field testing result

No.	Question	Responses										Avg. Out of 5
		1		2		3		4		5		
		f	%	f	%	f	%	f	%	f	%	
1.	The flower descriptions provide complete information about the flower							8	26,7	22	73,3	4,73
2.	The information is clear and easy to understand							10	33,3	20	66,7	4,66
3.	Information in the flower descriptions adds more knowledge to the visitors							9	30	21	70	4,7
4.	The flower descriptions in Indonesian & English are easy to understand							12	40	18	60	4,6
5.	The flower descriptions in Indonesian are easy to understand							10	33,3	20	66,7	4,66
6.	The overview of the website is interesting and attractive				2	6,7	10	33,3	18	60		4,53
7.	The design of the print-out version attracts the visitors to scan the QR code and read the description				3	10	9	30	18	60		4,5
8.	Video provides complete information about Baloga						7	23,3	23	76,7		4,76
9.	The information in the video is clear and easy to understand				1	3,3	8	26,7	21	70		4,66
10.	the information of the video adds more knowledge for the visitors						7	23,3	23	76,7		4,76
11.	The cinematography of the video is attractive						12	40	18	60		4,6
12.	Audio and video resolution has a good quality				3	10	10	33,3	17	56,7		4,46
13.	Video content has appropriate pictures and the narration also does not contain negative or offensive elements						7	23,3	23	76,7		4,76
14.	The video is interesting and possible to be shared				1	3,3	12	40	17	56,7		4,53
15.	The subtitle is suitable for the voice over						9	30	21	70		4,7
16.	The choice of font color and size is clear and easy to read						7	23,3	23	76,7		4,76

From Table 1 above, it can be seen that for bilingual product descriptions based on QR codes for flowers, the majority (80%) of respondents strongly agree with the statement that the flower description

contains complete information about the flower such as the name of the flower, the Latin name of the flower, the origin of the flower, a brief description and meaning flower. the majority of respondents (70%) also strongly agree with the statement that the information on the description of flowers can increase the knowledge of the visitors. The researcher received many suggestions and also praise from the respondents after distributing the questionnaires.

V. Conclusion & Suggestion

In developing the products, the researcher followed the five steps namely analysis, design, development, implementation and evaluation. A revision was then conducted based on feedback from Baloga management, advisors and expert validators.

The results of this research are QR code-based bilingual descriptions for flowers and promotional video. The QR code-based bilingual descriptions for flowers were meant to increase visitors' knowledge and reading interest. Moreover, the promotional video has the aim of making Baloga more familiar to many people and can attract visitors to visit Baloga.

The field testing showed that the two products received positive responses from the respondents. Most of the respondents (80%) strongly agreed with the statement that the two products contain complete and easy-to-understand information; moreover, 70% of the respondents strongly agreed that the information in the bilingual flower descriptions can add insight to visitors.

It is suggested that future researchers conducted similar researches in Baloga with different promotional media as the products, for example e-guidebook or brochure for Baloga, translating SOP of Baloga, translating the Baloga website, etc.

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Annotated Translation of Makoto Shinkai's "the Garden of Words"

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Abstract

A study in form of annotated translation is carried out to straighten the theories of translation with the real translation practice. This is done to enrich the research's knowledge and experience of the translation skill so the researcher could compete in the real professional world. An annotated research could be also used by the new translators in order to be a reference if they are facing several obstacles during translating documents.

The current research, Annotated Translation of *The Garden of Words* by Makoto Shinkai, was conducted with two purposes; (1) To identify the problems encountered by the researcher while translating the novel and (2) to identify, analyze and solve the difficulties in the translation process.

In this research, there were 40 problems identified and solved by the researcher. The result confirmed that there were six problems of understanding, 33 problems of transfer, and one problem of understanding & transfer. There are eight strategies used to solve the problems: syntactic strategy (10%), semantic strategy (60%), pragmatic strategy (10%), idiomatic translation (5%), literal translation (5%), recognized translation (2.5%), free translation (5%), and transfer (2.5%). Most of the problems solved using semantic strategy, since the most problem were related to meaning problems.

Keywords: *translation, annotated translation, novel*

Abstrak

Terjemahan beranotasi merupakan penelitian yang dilaksanakan dengan tujuan menyelaraskan teori penerjemahan yang ada dengan praktik penerjemahan di lapangan. Penelitian ini dilakukan untuk memperkaya pengetahuan dan pengalaman peneliti mengenai kemampuan dalam penerjemahan agar tidak kalah bersaing saat terjun ke dunia profesional. Penelitian ini juga bertujuan untuk menjadi referensi bagi penerjemah baru yang menghadapi masalah dalam proses menerjemahkan. Penelitian berjudul Terjemahan Beranotasi Novel *The Garden of Words* Karya Makoto Shinkai dilaksanakan dengan berlandaskan pada dua tujuan, yaitu: (1) untuk mengidentifikasi masalah yang dihadapi peneliti selama menerjemahkan novel dan (2) untuk mengidentifikasi, menganalisis, dan menyelesaikan masalah yang dihadapi peneliti selama proses penerjemahan. Di dalam penelitian ini, peneliti menemukan dan menyelesaikan 40 masalah. Hasil menunjukkan ada enam masalah dalam kategori pemahaman, 33 masalah dalam kategori transfer, dan satu masalah dalam kategori pemahaman & transfer. Delapan strategi penerjemahan digunakan peneliti untuk memecahkan masalah yang digunakan, yaitu: strategi sintaksis (10%), strategi semantik (60%), strategi pragmatik (10%), penerjemahan idiomatis (5%), penerjemahan harfiah (5%), penerjemahan resmi (2.5%), penerjemahan bebas (5%), dan transfer (2.5%). Sebagian besar masalah yang ditemukan dipecahkan menggunakan strategi semantik karena masalah tersebut berupa masalah yang berhubungan dengan arti dari teks. Masalah yang tidak berhubungan dengan arti juga sudah dipecahkan menggunakan strategi lain. Beberapa langkah dilakukan peneliti untuk memecahkan masalah yang dihadapi selama proses penerjemahan.

Kata Kunci: *penerjemahan, terjemahan beranotasi, novel*

I. Introduction

Translation is an example of activities in language and linguistics. It has many definitions. According to Tymoczko and Gentzler (2002), translation is an act led in a genuine social environment and world of politics, including parties who have shown interest in the creation and gathering of texts which linguistics and social limits inside

Translation is now so much needed, since there are many works that deal with foreign language. However, not all people have the adequate competence to complete the translation completely. Therefore, translator can help the problems of translation-related works.

A translator is a person working in translating a text from one language into another. Despite the existence of applications such as Google Translate have helped many people to understand foreign languages, correction is still needed to help the mistranslation done by the AI. Thus, a translator should not merely change the text from a source language into a certain target language but also convey information using the most appropriate choice of words.

However, new translators usually find troubles in translating process such as unknown terms, difference culture, lacking of equivalences between two languages, etc.. Knowing those problems, the researcher decided to have a study, which is in a form of annotated translation. The research is expected as a help or a reference for the new translators.

William & Chesterman (2002) explained that annotated translation is a translation made by the researcher that is followed by his/her own commentary about the problems. By doing the annotated translation, the researcher hoped that the problems found in this research can be used by the new translator to help them breaking the problems they may run into.

A novel entitled as *The Garden of Words* by Makoto Shinkai was used as research object in this research. The novel was chosen because of the awards it has. The novel also has its animation adaptation.

II. Literature Review

2.1 Translation

There are many definitions of translation stated by the experts. The first definition is the translation definition by Munday. Munday (2001) stated that translation can refer to three things. Translation can be rendered as general subject field, the process, and the product. General subject field meant by Munday is the cognitive, linguistic, visual, cultural and ideological phenomena. Translation as process means that the process of transferring a written text from SL to TL, conducted by a translator, or translators, in a specific socio-cultural context which are an integral part of 1 and 2 is translation itself. And the last, translation as a product means that the written product, or TT, which results from that process and which functions in the socio-cultural context of the TL also can be seen as the form of translation.

Bassnett (2002) stated that translation cannot be seen as only transferring texts from a language to another language. Translation also transmitting a language, transferring the meaning, and conveying the message, and transmitting a cultural aspect of the SL. This means that a translator should also carefully watch the context within the text instead of only looking to the text.

According to Samuelson-Brown (2004), the skills that should be owned by a translator are divided to six clusters; Language and literacy, cultural understanding, information technology, communication, project management, and making decisions. These skills can be



trained as someone keep trying to sharpen their translation skill.

One way to help new translators is by doing an annotated translation. Annotated translation is when a researcher or a translator translating a source text while writing down the process of translation which focus on the problematic segments or the parts that are considered as worth to discussed related to the project. The notes produced from the the research will later be analyzed descriptively. The analysis that should be done with the nase of related translation strategies proposed by known experts (Koskinen, K., & Paloposki, O., 2010).

2.2 Novel Translation

Novel itself is a literary work that has many definitions. Wibowo (2016) cited Sumardjo (1998) that novel is a story with the prose form in long shape. The plot or the setting inside a novel is usually a fiction of the problem of one or more characters inside. In a novel, we usually find the story started with the problem that is increasing and ended with a resolve.

Translating a novel needs several skills. . Cited by Suryawinata & Hariyanto (2016), according to Savory, a translator should have a good comprehension of sides and aspects from the source text. The translator should also have the almost perfect mastery of the target language.

Another citation by Suryawinata & Hariyanto (2016), Newmark stated that the problems faced by translators in literary translation may take form of conception of the source language and the principles presented by the author. The rules of the source language, figure of speech, setting and theme can be considered as the examples problem that classified in conception of the source language. For the problem in form of principles presented by the author, the translator can find the problem like terminology or dialect and author's special point.

According to Belloc, cited by Basnett-McGuire (in Suryawinata & Hariyanto, 2016), there are six rules in translating a prose text: (1) to see a work as a whole unit and translate it in segments, (2) to translate idiom from the source language by using idiom in target language, (3) to transfer the message inside the source by using a message in the target language, (4) to be aware of the term that similar or having correspondence in both languages, (5) to be dare to consider which part that need to be translated to the target language boldly and which part which is should not be translated, and the last (6) to not be exaggerating in translating the text.

2.3 Translation Strategies

In this paper, the researcher applied translation by Chesterman (2016) and Newmark (2001). There are three strategies proposed by Chesterman used in this research. Those strategies are syntactic strategy, semantic strategy and pragmatic strategy. And for Newmark, there are eight translation methods, namely word-for-word translation, literal translation, faithful translation, semantic translation, adaption, free translation, idiomatic translation and communicative translation. The researcher also referred to translation procedures of Newmark: transference, naturalization, functional equivalent, descriptive equivalent, componential analysis, synonymy, through-translation, transpositions, modulation, recognized translation, compensation, paraphrase, couplet and notes.

III. Research Methodology

The design of the research is annotated translation According to William & Chesterman (2002), translation with commentary (annotated translation) is a form of introspective and retrospective research where the researcher translates a text by him/herself and, at the same time,

write a commentary on his/her own translation process. Therefore, this research included introspective research in the process of translating and retrospective method during the writing of the research report. Introspective research means that the translator observes with his own thoughts and feelings regarding the problems encountered during the translation process and the solutions to each problem. Whereas retrospective research refers to research that examines the mental processes of the researcher's original memories after the translation process by analyzing why they do it and when translating the text.

The object used in this paper is the novel 'The Garden of words'. The chapter 1 to chapter 2 of the novel was chosen in order to fulfill the minimum requirements of the research object for the thesis. For additional information, since the novel that is used as the object of the research is a translated novel which came from Japan to English, the researcher chose to follow the normalization used by the English translator.

The procedures that were used by the researcher during the research are as follows:

1. Reading the source text thoroughly
2. Translating and marking the problematic segments
3. Adding codes for each problematic segments
4. Solving the problem
5. Writing the research report

The researcher made several codes containing items which follow: (1) The order number of the problem found symbolized as number from 1 to 40 (2) The chapter of the novel is symbolized as I and

II which means chapter 1 and chapter 2, (3) U, T, and U&T which symbolize the category of the problem mentioned. 'U' is for Understanding problems, 'T' is for Transfer problem, and 'U&T' is for Understanding & Transfer problem, (4) W, P, C, and S which means Word, Phrase, Clause, and Sentence, (5) SM, SY, PR, LT, FRT, IT, and RT means Semantic Strategy, Syntactic Strategy, Pragmatic Strategy, Literal Translation, Free Translation, Idiomatic Translation and Recognized Translation.

IV. Finding and Discussion

There were three types of problems included in this research. Those are understanding, transfer, and understanding & transfer. The total number of items from those type of problems were 40 items. The most frequent was transfer, (33 items / 82.5%) followed by understanding (6 items / 20%) and the last is understanding & transfer (1 item / 2.5%).

4.1 Understanding Problems

Understanding here means as a situation when the researcher tries to understand the problematic word or meaning of the phrases or even sentences from the novel. The difficulties arise because the different culture between the researcher and the novel's writer. The rarity of word usage by the novel's writer that the researcher find hard to understand is also included in this category.

Table 1. Examples of Understanding Problems

Code	Source Text	Target Text
9-I-U-W-LT	It's been over two years since then, but all the emotions of	Sudah lebih dari dua tahun sejak saat itu, namun semua perasaan di

	that moment rise inside him again—the joy, the pain, the resolve—as if they’ve thawedout of ice.	hari itu timbul lagi dalam dirinya—rasa nikmat, rasa sakit, tekad—seakan baru dicairkan dari dalam es.
24-I-U-P-SM	The rain was on the cusp of turning to snow, chilling him to the point of pain, while his too-new sneakers made friction sores on his feet	Sudah hampir semua rintik hujan yang turun berganti menjadi butiran salju, membuatnya mulai merasa sakit akibat kedinginan, sedangkan sepatunya yang masih baru membuat kakinya nyeri.
29-I-U-W-RT	He’s on the far side of the bridge, and the sound of the rain changes slightly yet again. He can hear the rustling of the leaves, which is louder than the splashes on the water. The clear twitter of a mountain white-eye twines around the noise of his moccasins slowly compressing the soil.	Ia sedang berada di sisi ujung jembatan, suara hujan berubah lagi. Ia bisa mendengar suara gesekan dedaunan yang lebih keras dari pada suara cipratan air. Kicauan burung kacamata gunung bersahutan dengan suara dari sepatu mokasinnya yang perlahan menekan permukaan tanah.

4.2 Transfer Problems

Transfer means the researcher had difficulties to analyze and to transfer the meaning or the main idea from the source language into the target language.

Table 2 Examples of Transfer Problems

Code	Source Text	Target Text
17-I-T-C-PR	The pungent smell of alcohol almost made him spit it out, and his eyes were tearing up, but he forced it all down. What the hell? This is nasty.	Bau menyengat mirasnya membuatnya hampir memuntahkan birnya, dan membuat matanya berair, namun ia memaksa menelannya. Hoek!! Gak enak.
18-I-T-P-SM	Still, the alcohol put Takao to sleep that night. The next morning, of course, he had a roaring hangover , and he ended up skipping school. Another first. He felt dirty.	Akhirnya, ia tertidur gara-gara alkohol. Pagi harinya, tentu saja ia merasa pening dan mual setelah mabuk dan akhirnya membolos sekolah. Itulah yang dirasakan orang-orang saat pertama kali minum. Takao merasa dirinya kotor.
19-I-T-S-PR	“But you’re Fujisawa at school, right?”	“Tapi di sekolah, nama belakangmu masih Fujisawa, ‘kan?”
31-II-T-P-IT	<i>I really have no sense of rhythm.</i>	<i>Aku benar-benar buta nada.</i>
37-II-T-W-FRT	“Gah, occult stuff,” said	“Widih, fenomena gaib,

	the boys in the art club.	nih,” ucap para laki-laki di ruang kesenian.
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4.3 Understanding & Transfer Problems

The last group was Understanding and Transfer. This means the difficulties not arise only when the researcher tried to understand the source text from the novel, but also when the researcher tried to transfer the meaning or the main idea from the source language to target language.

Table 3. Examples of Problems in Understanding and Transfer

Code	Source Text	Target Text
3-I-U&T-W-SM	It's been two months since he started riding the crowded morning train, and the idea that three more years of this purgatory await him is like a hopeless weight on his soul.	Sudah dua bulan dia mulai naik kereta pagi yang sesak, dan fakta bahwa tempat bak neraka itu masih harus ia lalui selama tiga tahun ke depan membuat jiwanya terbebani.

4.4 Use of Strategies

To deal with different and various problems while translating, the researcher used different translation strategies. There were eight different strategies used as presented in Table 4.

Table 4. Statistics of Strategies Used

No.	Strategy Used	Number of USage	Percentage (%)
1	Semantic strategy	24	60
2	Syntactic strategy	4	10

3	Pragmatic strategy	4	10
4	Idiomatic translation	2	5
5	Literal translation	2	5
6	Recognized translation	1	2.5
7	Free translation	2	5
8	Transfer	1	2.5
Total		40	100

In this research, 60% of the problems were solved using semantic strategy. This occurred because during translation process, the researcher saw that the problems found were related to meaning transfer. As syntactic is for structural problem and pragmatic is for message-related problem, semantic was the most used in this research due its suitability in solving meaning-related translation problems. There were also the segments where the researcher used other methods like idiomatic translation, transfer, and recognized translation to transfer the term from the source text to the target text.

V. Conclusion and Suggestion

The annotated translation research with the research object of a light novel entitled The Garden of Words by Makoto Shinkai was carried out to identify the problems found during the translation process and how to deal with them. 40 problems found during the process were identified and solved using Chesterman and Newmark's translation strategies. The problems found were categorized into three types; understanding, transfer, and understanding & transfer. The results are: six understanding problems, 33 transfer problems, and one understanding & transfer.

The most strategy used in solving the problems during the translation process

was semantic strategy. This happened because most of the problems found were meaning-related problems. Therefore, semantic strategy was used to solve them. The other strategies, such as syntactic, pragmatic, transfer, free translation, and recognized translation, were also used to figure the way out of the other type of problems. The researcher saw that the problem found could be solved using the other approaches, but still it has to be according to the strategies proposed by the experts.

During the translation process, the researcher faced several hurdles, such as unknown words, unknown terms, and difficulties in choosing the strategies. In order to avoid the same problems, the next researcher should train more vocabularies and search for the other related translation strategies. The next researcher should also collect the larger data to make the solution more varied

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An Annotated Translation of Glass's An Illusion of Thieves

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Abstract

This study is an annotated translation in which the researcher provides a detailed explanation to explain the meaning in the translation by providing comments. The data source in this study is the novel Cate Glass An Illusion of Thieves chapters 1 to 4. In this study, the researcher aims to identify the problems encountered in the translation process and provide appropriate solutions. This report was written using introspective and retrospective methods. There are a total of 50 translation problems found in this study and they are classified into 3 categories: comprehension, transfer, and comprehension and transfer. There are 22 items in Comprehension, 19 items in Transfer, and 9 issues in Comprehension and Transfer categories. During the translation process, these problems were resolved in consultation with dictionaries, forums and glossaries. In addition, to solve the problem, the researcher uses 7 translation strategies, namely literal translation, borrowing, synonym, hyponymy, paraphrasing, trope change, and partial translation strategies. The researcher also uses 7 previous studies as references and compares them with the current research.

Keywords: *Novel, Annotated Translation, Translation Strategies, Introspective, Retrospective*

Abstrak

Penelitian ini merupakan terjemahan beranotasi di mana peneliti memberikan penjelasan rinci untuk menjelaskan makna dalam terjemahan dengan memberikan komentar. Sumber data dalam penelitian ini adalah novel Cate Glass An Illusion of Thieves bab 1 sampai 4. Dalam penelitian ini, peneliti bertujuan untuk mengidentifikasi permasalahan yang dihadapi dalam proses penerjemahan dan memberikan solusi yang tepat. Laporan ini ditulis dengan menggunakan metode introspektif dan retrospektif. Ada total 50 masalah penerjemahan yang ditemukan dalam penelitian ini dan mereka diklasifikasikan ke dalam 3 kategori: pemahaman, transfer, dan pemahaman dan transfer. Terdapat 22 item pada kategori Comprehension, 19 item pada kategori Transfer, dan 9 item pada kategori Comprehension dan Transfer. Selama proses penerjemahan, masalah ini diselesaikan dengan berkonsultasi dengan kamus, forum, dan glosarium. Selain itu, untuk memecahkan masalah tersebut, peneliti menggunakan 7 strategi penerjemahan, yaitu penerjemahan literal, meminjam, sinonim, hiponimi, parafrase, perubahan trope, dan strategi penerjemahan parsial. Peneliti juga menggunakan 7 penelitian sebelumnya sebagai referensi dan membandingkan dengan penelitian saat ini.

Kata Kunci: *Novel, Terjemahan Beranotasi, Strategi Penerjemahan, Introspektif, Retrospektif*

I. Introduction

1.1 Background

English is an international language, with many people around the world using it as their mother tongue, second language, or foreign language. However, in Indonesia there are still many people who do not understand English. Because of the many books or writings in English in this world, therefore, translation is needed to transfer them into Indonesian so that they can understand the texts.

Translation is an activity or method of communicating ideas or information that has equivalent meanings in various fields or aspects through the translation process from the original language to the target language. In translation research, there is a type of research known as Annotated Translation. Refers to William Chesterman (2002), Translation with commentary (also known as annotated translation) is a type of introspective and retrospective research in which you translate a text while simultaneously writing a comment about the translation process. In this annotated translation study, the researcher translates a selected novel from English to Indonesian, where the translation of the novel itself offers problems for the researcher.

In this study, the researcher chose a novel by Cate Glass whose real name is Carol Berg entitled "An Illusion of Thieves" which was written in 2019. This novel is the first in the Chimera series that presents a fantasy-themed magic adventure. According to Goodreads and Macmillan, it is stated that the novel An Illusion of Thieves is a fantasy fiction novel that has very interesting characteristics. The novel received many positive reviews from readers. Potential readers of novels like Lukasz (2020) have said "An Illusion of Thieves opens a new epic series written by Carol Berg reminiscent of the Italian Renaissance, combining significant conflicts and

conspiracies from setting and plot". According to this opinion, it can be said that this novel has an extraordinary storyline, which the researcher agrees with. In addition to an interesting storyline, here the researcher finds a detailed character introduction, which gives a deep sense of fiction and adds insight to the researcher in the field of fiction novels. At the same time, An Illusion of Thieves does not yet have a translation into Indonesian and no one has done any research or research related to the novel, the researcher also aims to introduce this translated novel and annotated translation research to readers.

1.2 Research Purpose

Based on the background already mentioned above, the purposes of this research were:

- (1) To identify the problems during the translation of An Illusion of Thieves.
- (2) To give the best solutions in solving the problems faced by the researcher during the translation of An Illusion of Thieves.

1.3 Research Significance

The results of this research project are expected to provide significant contributions as follows:

(1) For New translators

Prospective translators can gather knowledge that will help them overcome issues during the translation process. They can also obtain insight into translation issues and comprehend solutions to problems they face.

(2) For Future researchers

This annotated translation of An Illusion of Thieves is expected to be particularly beneficial for future researchers as a foundation for further research and a reference for papers or reports on relevant subjects.

(3) For State Polytechnic of Malang Students

The findings of this thesis project may be valuable in the future as a reference for students of the English Department of the State Polytechnic of Malang when writing final assignments and theses, particularly on the subject of annotated translation.

1.4 Scope of the Research

This research discusses how the researcher used an annotated translation to translate a novel from English into Indonesian. The researcher also thoroughly evaluates and solves the problems encountered by implementing relevant translation concepts and strategies. Moreover, the goal of this research is to identify and solve the problems encountered while translating Cate Glass' novel 'An Illusion of Thieves' into four chapters, namely chapters 1 to 4, totaling 15,909 words. The problems faced are related to Problems faced related to words, phrases, clauses, idioms, figurative expressions, use of language diction, and terminology in a sentence.

1.5 Definition of Key Terms

Many key terms are used in this research report. The definition of key terms is as follows.

(1) Translation

Translation is process of interpreting the meaning of a text from the source language into an equivalent text in the target language that conveys a similar message.

(2) Annotated Translation

Annotated Translation is the process of translating a text and annotating or writing down the difficulties or problems encountered during the translation process.

(3) Novel Translation

Novel translation is the translation of literary works that must pay attention to different characteristics of the

novel, including the use of language, description of characters, cultural equivalents, and conflicts shown in the novel.

II. Review of Related Literature

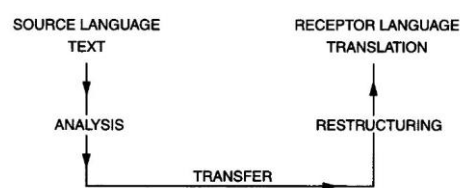
The researcher discusses translation theories, translation processes, novel translation, and translation strategies in this sub-chapter

2.1 Translation Concepts

According to Larson (1984), translation entails transferring the meaning of the source language into the receptor language. This is performed by leveraging semantic structure to switch from the first language's form to the second language's form. The meaning is being conveyed and must be kept consistent, as meaning is the most crucial variable in a translation process. According to Hariyanto and Suryawinata (2016), several translation theories have been identified that reflect the perspectives of the professionals who created these definitions about the nature of translation and the translation process. Translation, as defined by Catford (1965) in Hariyanto and Suryawinata (2016), is the process of substituting textual material in one language with equivalent textual material in another. According to Newmark (1988), translation is the superordinate phrase for translating the meaning of any utterance in any source language to the target language.

2.2 Translation Process

Nida and Taber (1982) divide the translation process into three steps, which are illustrated and can be explained in the figure below:



Gambar 1. Translation process

- 
- (1) **Analysis**, ST was analyzed according to grammatical relationships, word meanings or word combinations, textual and contextual meanings.
 - (2) **Transfer**, information or messages that have been analyzed in ST are then understood for their meaning, processed and transferred from ST to TT at this stage.
 - (3) **Restructuring**, translators try to find the right equivalent of words, expressions, and sentence structures in the target language so that the content, meaning, and message in the source language text can be conveyed in full in the TL.

2.3 Characteristic of Novel Translation

According to Hartono (2018), the language used in the story which is a literary work has a peculiarity which is a linguistic feature in the form of words, phrases, sentences, and so on, both mechanically and rhetorically, which shows the uniqueness of the author.

(1) Diction

Diction is divided into two, namely denotation and connotation. Denotation is the meaning of words or phrases related to phenomena in the real world or the fictional world. Connotation is the meaning of a word or phrase that is behind the central meaning.

(2) Imagery

Imagery is commonly linked with poetry, although it is also extensively employed in prose writing. The parable is a figure of speech, such as metaphor, figure of speech, and personification.

(3) Syntax

Syntax is the organization and connection of words inside a language, or between words and larger entities. This course teaches students how to combine words to construct sentences

as well as the principles that govern sentence creation.

2.4 Translation Strategies

Translation strategy is a translation tactic to translate words or groups of words or sentences in the translation process. According to Hariyanto (2018), who refers to Chesterman (1997), translation strategies are classified into three types: syntactic strategies, semantic strategies, and pragmatic strategies.

(1) **Syntactic** (manipulate the form), such as: literal translation, transposition, unit shift, phrase structure change, clause structure change, sentence structure change, cohesion change, level shift, scheme change.

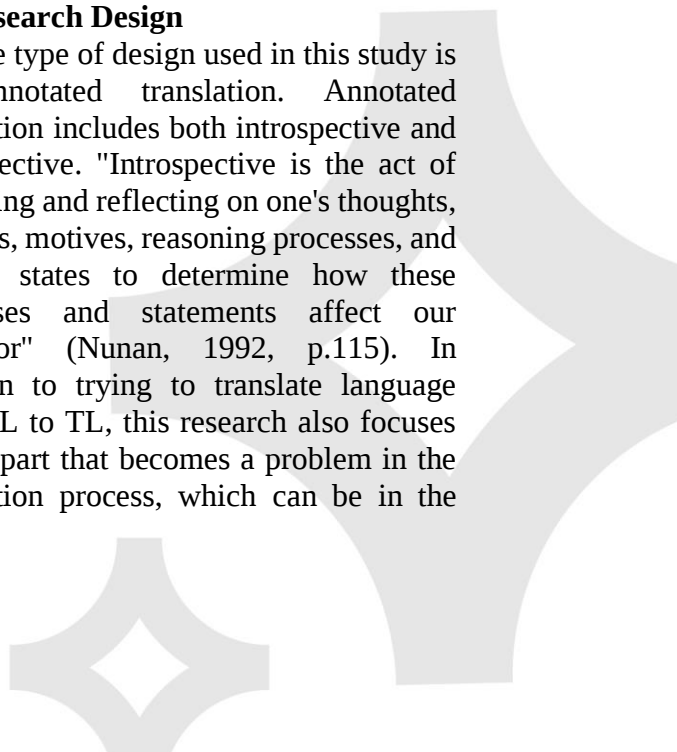
(2) **Semantic**, (manipulate meaning), such as: synonymy, antonym, hyponymy, converses, abstraction change, distribution change, emphasis change, paraphrase, free translation, trope change.

(3) **Pragmatic**, (manipulate message) such as: cultural filtering, explicitness change, information change, interpersonal change, illocutionary change, coherence change, partial translation, visibility change, transediting, and other pragmatic changes.

III. Research Method

3.1 Research Design

The type of design used in this study is an annotated translation. Annotated translation includes both introspective and retrospective. "Introspective is the act of observing and reflecting on one's thoughts, feelings, motives, reasoning processes, and mental states to determine how these processes and statements affect our behavior" (Nunan, 1992, p.115). In addition to trying to translate language from SL to TL, this research also focuses on the part that becomes a problem in the translation process, which can be in the



form of words / clauses / phrases / equivalents / idiomatic expressions contained in the translation. process. Then, using a retrospective method, the investigation of mental processes through the researcher's original memory immediately after the translation was used in writing the report.

3.2 Object of the Research

The object of research is a novel by Cate Glass entitled *An Illusion of Thieves* in the first 4 chapters, namely chapters 1 to 4 with 15,909 words. The reason the researcher chose these chapters is because there is an in-depth character introduction and an initial description of the setting of the story that must be translated into Indonesian to introduce the novel to the reader. This study discusses and analyzes the translation of selected chapters from English to Indonesian. According to Goodreads, the novel 'An Illusion of Thieves' contains 368 pages and 21 chapters. This is the first book in the Chimera series, written by American author Cate Glass.

3.3 Research Procedure

The procedure used in the study can be described below:

- (1) Read and understand the content of the original language carefully to get a clear understanding of the context.
- (2) Translate from English into Indonesian in selected chapters of the novel, then take notes of every problem and provide solutions in the process of translating the problems encountered.
- (3) Mark the problematic by giving a code. Based on the (identification) problems presented in the researcher's report, the following steps were taken to determine the code: (1) The chapter number of the problem in the novel, (2) the number or sequence of

sentences that are the problem in the chapter, (3) the word U/T/UT which means **Understanding** in yellow highlight / **Transfer** in green highlight / **Understanding and Transfer** in cyan highlight, (4) The word W/P/C which means Word / Phrase / Clause.

- (4) Provide and give thoughts / comments on the issues.
- (5) Write the research report using retrospective methods.

IV. Findings and Discussion

The researcher discovered 50 problems in the translation of the novel *An Illusion of Thieves* in four selected chapters (chapters 1 to chapter 4) with a total of 15,909 (fifteen thousand nine hundred and nine). This annotated research divides the problems into three categories, namely Understanding, Transfer, Understanding and Transfer. Understanding (U) is a problem when the researcher cannot easily understand the context of the source text. Transfer (T) is a problem when the researcher has difficulty translating the source text with the appropriate meaning. Moreover, Understanding and Transfer (UT) is a problem wherein researcher struggle to understand and also transfer the source text. The categories includes word level (W), phrase (P), clause (C), and sentence (S). The Problems have also been highlighted in color according to their respective categories.

Tabel 1.
Categories of Annotated Translation

o	ategories	umber of Annotate d Items	ercentage
	nderstandi ng	2	4%
	ransfer	9	8%
	nderstandi		8%

ng and
Transfer

total 0 00%

4.1.1 Understanding

The researcher discovered a number of problems with 22 items in terms of understanding words, phrases, and clauses and are presented in the following table.

Tabel 2.

Problems in Understanding

o	ategories	umber of Annotate d Items	ercentage
	ord	2	4,5%
	hrase		1%
	lause		,5%
	entence		
total		2	00%

An example of a problem and its solution is provided below.

CODE : IV-85-U-W

ST : "Did you **lightfinger** your biscuit or, demon spirits, did you walk to it?"

TT : "Apakah kamu mencuri biskuit itu atau, roh iblis, apakah kamu berjalan ke sana?"

The word 'lightfinger' is a problem because it has a different meaning when translated literally, specifically 'jari ringan.' Here, researcher faced understanding problems that necessitate the use of a dictionary to find meaning. According to the Cambridge Dictionary (<https://dictionary.cambridge.org/dictionary/english/light-fingered>), the word lightfinger refers to someone who has a habit of stealing something. Therefore, the word 'lightfinger' can be translated to 'mencuri' as a solution.

4.1.2 Transfer

The researcher discovered a number of problems with 19 items in terms of transferring words, sentences, and clauses and are presented in the following table.

Tabel 3.

Problems in Transfer

o	ategories	umber of Annotate d Items	ercentage
	ord	0	2,6%
	hrase		6,8%
	lause		0,5%
	entence		
total		9	00%

An example of a problem and its solution is provided below.

CODE : I-88-T-P

ST : **The world's own mystery** ... Surely my own eyes glazed with fear.

TT : Misteri dunia ini ... Tentunya matakuku sendiri berkaca-kaca ketakutan.

The phrase 'The world's own mystery' can be classified as a transfer problem, because the researcher finds it difficult to determine the exact meaning in Indonesian in the context of the sentence. According to the researcher's view, this clause has a figurative element that must be considered before translating it. As a solution to this problem, the researcher employs the trope change translation strategy, which involves adapting the translation to the context of the sentence. The phrase 'the world's own mystery' is defined as the accurate translation 'mesteri dunia ini'.

4.1.3 Understanding and Transfer

The researcher discovered a number of problems with 8 items in terms of understanding and transferring words, sentences, and clauses and are presented in the following table.

Tabel 4.

Problems in Understanding and Transfer

o	ategories	umber of Annotate d Items	ercentage
	ord		4,5%
	hrase		5,6%
	lause		
	entence		
	otal		00%

An example of a problem and its solution is provided below.

CODE : I-12-UT-W

ST : But bandits have looted his caravans three times in a month because Captain di Lucci's **condottieri** refuse to honor their contract with me.

TT : Namun bandit telah menjarah karavannya tiga kali dalam sebulan karena condottieri Kapten di Lucci menolak untuk menghormati kontrak mereka denganku.

The problem of understanding and transfer is the word 'condottieri' which the researcher faces difficulties in understanding and providing a proper translation in Indonesian. Here, the researcher reads the encyclopedia, namely Britannica

(<https://www.britannica.com/topic/condottiere>). According to Britannica, the word 'condottieri' which is the plural form of the word condottiere means "The leader of a group of mercenaries who were involved in various wars between the Italian states from the mid-14th century to the 16th century. The name comes from condotta, or 'contract'. However, the word does not have a proper equivalent in Indonesian. As a solution, the researcher uses a borrowing strategy, here the researcher also aims to maintain the taste or style of language used by the story author. Therefore, the word is translated by the researcher into 'condottieri' itself.

4.2 Discussion

The researcher discovered 50 issues while translating Cate Glass's novel *An Illusion of Thieves* in chapters 1 to 4 with 15,909 words. All difficulties are categorized as understanding problems (U), transfer problems (T), or understanding and transfer problems (UT). Referring to the data presented in the Findings, the Problem Understanding was solved by the researcher by consulting the problem in online dictionaries, glossaries, and special forums related to the problems at hand. The researcher used several dictionaries, namely Wordreference, Collins dictionary, Lexico dictionary, Cambridge dictionary, free dictionary, Not One-Off Britishism, Dic-Tionary, Britannica, TR-EX, and mostly used the Merriam-Webster dictionary. Here the researcher also uses a special glossary related to the novel, namely the Categlass Glossary. The researcher use these dictionaries, websites, forums, and glossaries because they have accurate sources, and are a reference for meaning by presenting examples of the use of words in various situations and types of usage which are very helpful in solving the problems in this research.

In solving Transfer and Understanding and Transfer problems, the researcher used the strategies suggested by Chesterman entitled «Intro to Translation». In this study, the researcher of the report also found several problems related to the use of foreign languages, namely French and Italian, concerning the language style of the novelist, which can be solved mostly using borrowing strategies. The strategy most often used by the researcher is the translation strategy of Trope changes, this is due to the many problems in figurative expressions encountered. Here the researcher also gets a reference through Mona Baker's book which is mentioned in Hariyanto's book regarding equivalence

problems and the use of strategies by professional translators.

In this research, after comparing it with 7 previous studies, the researcher found some similarities and differences. The most often employed strategy in the research of Faza and Wulandari was paraphrase, which was used to transfer obstacles and then identify the proper translation of the source text. Similarly, in this study, paraphrase was utilized to tackle problems in the same area, where the researcher was required to adapt the meaning to the target language and the context of the story. Then, Ayuningtyas and Said here the researcher found similarities in the used of borrowing strategy which was used to borrow expressions in the target language.

However, ayuningtyas and said's research has a uniqueness that makes it different by using Newmark naturalization theory which is then combined with a cultural filtering strategy, which basically naturalization itself can be classified as a sub-chapter of borrowing in this study. Finally, by comparing previous studies used as references, the researcher discovered several new insights that may be applied to solve problems and conduct effective, standardized research.

V. Conclusion and Suggestions

5.1 Conclusion

Researchers conducted an annotated translation research on the novel *An Illusion of Thieves* by Cate Glass which was published in 2019, in chapters 1 to 4 in which 15,909 words were translated. Researchers found 50 problems that can be classified into 3 categories: understanding, transfer, and understanding and transfer problems. In solving problems, researchers find solutions by using dictionaries, journals, glossaries, related forums, and also through the application of translation strategies. In this study, the researcher refers to Chesterman's translation

strategies that have been used, namely literal strategies, borrowing, synonyms, hyponymy, paraphrasing, trope change, partial translation. Here the researcher also finds aspects of foreign languages, namely French, Italian, and also the novelist's typical language style which can be solved by using the language forum or related glossary. In addition, the researcher also refers to 7 previous studies as a reference in solving problems in this study.

5.2 Suggestions

Based on the results of this study, the researcher provides several suggestions that are expected to be useful for various parties. As a recommendation, the researcher suggests the next translator to explore various journals that aim to facilitate understanding in the field of translation. The researcher also suggests future researchers in related fields to further explore annotated translation research, so that they can understand and determine how they do their research well. Finally, students of the State Polytechnic of Malang, especially English for Business and Professional Communication, are expected to be able to use the findings in this study as a reference in writing a thesis.

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Kesetaraan Gender dalam Buku Cerita Bergambar *Let's Read*

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Abstract

The number of digital picture books in Indonesia has increased significantly in the last five years. Reading platforms that provide qualified picture books online play a crucial role in this positive development. One of those reading platforms is Let's Read Asia. In May 2022, Let's Read, facilitated by Litara Foundation, held a children's book writing workshop about women, equality, and change. The result of this workshop is fifteen picture books written and illustrated by women. Those books will be the object of this research. This qualitative research uses a gender approach to analyze gender representation in text and illustration. The author obtained the data through reading and writing techniques. The result of this research showed that female and male characters in all books have equal roles both in domestic and public. Even some books showed resistance against gender stereotyping. Children's literature means to entertain and teach as well. Thus, these picture books can be media to introduce gender equality to readers in elementary school.

Keywords: *gender equality, picture books, Indonesian children's literature*

Abstrak

Jumlah buku cerita bergambar dalam format digital di Indonesia bertambah secara signifikan dalam lima tahun terakhir. Perkembangan positif ini tak lepas dari pengaruh platform membaca online yang menyediakan buku digital berkualitas secara gratis. Salah satu platform tersebut adalah *Let's Read Asia*. Pada Mei 2022 *Let's Read*, yang difasilitasi oleh Yayasan Litara, mengadakan lokakarya penulisan buku cerita anak bergambar dengan tema perempuan, kesetaraan, dan perubahan. Lokakarya tersebut menghasilkan lima belas buku cerita bergambar yang kesemuanya ditulis dan diilustrasi oleh perempuan. Buku-buku inilah yang akan menjadi objek penelitian. Penelitian kualitatif yang dilakukan dengan pendekatan kajian gender ini bertujuan menganalisis representasi gender dalam teks dan ilustrasi. Data didapatkan melalui teknik baca dan catat. Hasil penelitian menunjukkan bahwa tokoh perempuan dan laki-laki di dalam semua buku memiliki peran yang setara, baik dalam lingkup domestik ataupun publik. Bahkan beberapa buku menunjukkan perlawanan terhadap stereotip gender yang selama ini berlaku di masyarakat. Sastra anak memiliki fungsi menghibur sekaligus mengajar. Dengan demikian, kelima belas buku cerita bergambar ini dapat menjadi media pengenalan kesetaraan gender kepada pembaca usia sekolah dasar.

Kata Kunci: *kesetaraan gender, buku cerita bergambar, sastra anak Indonesia*

I. Pendahuluan

Seperti semua bentuk seni lainnya, sastra merupakan cerminan atau perlawanan terhadap budaya tempatnya berasal (Gritter, dkk., 2017). Demikian pula dengan sastra anak. Davis mendefinisikan sastra anak sebagai sastra yang ditulis oleh orang dewasa untuk dibaca anak-anak, di mana proses pembacaannya dibimbing oleh orang dewasa (Sarumpaet, 2010). Buku cerita bergambar adalah salah satu jenis sastra anak yang paling mudah ditemui di pasar. Dalam lima tahun terakhir, jumlah buku cerita bergambar di Indonesia meningkat dengan pesat. Perkembangan positif ini tak lepas dari kemunculan platform-platform membaca online yang menyediakan *digital picture book* secara gratis.

Sarumpaet (2010) berpendapat bahwa sastra anak tak dapat lepas dari fungsinya untuk mendidik, meskipun dia dibuat dengan tujuan menghibur. Senada dengan pernyataan tersebut, Azmat (2019) menyebutkan bahwa sastra anak adalah media yang efektif membentuk pandangan anak tentang kehidupan masyarakat dan norma-norma sosial yang berlaku di dalamnya, termasuk aturan tentang gender. Setelah membaca sebuah buku, anak akan membandingkan dirinya dengan tokoh di dalam cerita dan menyamakan perannya dengan peran si tokoh. Karena itulah Aina dan Cameron mengatakan, buku yang melakukan perlawanan terhadap stereotip gender dapat menghasilkan perubahan positif dalam sikap, perilaku, serta cara anak memandang dirinya sendiri (Filipović, 2018). Sayangnya, jumlah sastra anak yang menampilkan kesetaraan gender masih sangat terbatas.

Pada tahun 1972 Weitzman dkk. meneliti isu gender dalam buku cerita anak pemenang berbagai penghargaan bergengsi. Mereka menemukan bahwa ada lebih banyak tokoh laki-laki daripada tokoh perempuan. Hasil penelitian mereka juga menunjukkan bahwa anak perempuan

kerap digambarkan sebagai sosok pasif yang lebih banyak bermain di dalam ruangan, sementara anak laki-laki adalah sosok aktif dan berjiwa petualang yang banyak bermain di luar ruangan (McKenzie & Guittar, 2016). Yang mengejutkan, penelitian-penelitian beberapa dekade setelahnya masih menunjukkan minimnya kemunculan tokoh perempuan dalam sastra anak (Hamilton, dkk., 2006; Soelistyarini, 2013; Ferguson, 2018; Lewis, dkk., 2020; Adukia, dkk., 2022). Kalaupun tokoh perempuan muncul, mereka digambarkan sebagai sosok yang lemah, tak berdaya (Siddiqui, 2011), dan irasional (Yuswara, 2021).

Bicara tentang peran perempuan dalam ranah publik dan domestik, Lewis dan Lupyan (2020) menyebutkan bahwa stereotip gender ditemukan pada 25 struktur bahasa, termasuk Bahasa Indonesia. Dalam persentase yang beragam, para responden mengasosiasikan kosakata dalam bidang pekerjaan dengan laki-laki dan mengasosiasikan kosakata yang berhubungan dengan keluarga dan domestik dengan perempuan. Penelitian lain menyebutkan bahwa perempuan kerap digambarkan sebagai ibu rumah tangga (Yuswara, 2021), sementara laki-laki jarang digambarkan sebagai ayah (Filipović, 2018). Dengan kata lain peran perempuan dalam lingkup publik dan peran laki-laki dalam lingkup domestik sama-sama dibatasi.

Selain ketimpangan peran gender, bias gender juga muncul di buku cerita bergambar bagi anak usia dini (Filipović, 2018). Buku dengan karakter perempuan umumnya didominasi cerita dan kata-kata yang bernuansa feminin, sedangkan buku dengan karakter laki-laki didominasi cerita dan kata-kata yang bernuansa maskulin. Jika kebanyakan tokoh laki-laki digambarkan ceria dan asyik, tokoh perempuan digambarkan pendiam dan peduli pada orang lain (Lewis, dkk., 2020).



Meski unggul dalam jumlah, tokoh laki-laki ternyata kerap digambarkan dekat dengan kekerasan sehingga mendapat pencitraan negatif. Taber dan Woloshyn menyebutkan bahwa tokoh perempuan bisa saja mengambil peran nontradisional, tetapi tokoh laki-laki hanya melakukan perlawanan terhadap stereotip gender jika didorong oleh tokoh perempuan (Chick, 2016).

Hal lain yang juga patut dijadikan catatan adalah standar maskulinitas beracun atau *toxic masculinity*. Dalam dongeng dan legenda, tokoh laki-laki sering muncul sebagai penguasa atau penyelamat yang berperawakan kuat, baik hati, dan rupawan (Siddiqui, 2011; Andalas & Qur'ani, 2019). Tokoh laki-laki jarang digambarkan sebagai sosok yang berperasaan halus, memiliki sifat-sifat feminin (Chick, 2016), dan tak segan mengekspresikan empati melalui sentuhan fisik (Gritter, dkk., 2017).

Temuan-temuan tersebut mengerucut pada satu pertanyaan: jika sastra anak berperan penting dalam membentuk pemahaman gender anak, mengapa buku cerita anak berbahasa Indonesia yang menampilkan kesetaraan gender sulit ditemukan? Untuk menjawab pertanyaan tersebut, penulis menganalisis isu gender dalam buku cerita bergambar *Let's Read* yang mengusung tema perempuan, kesetaraan, dan perubahan.

II. Kajian Literatur

Hingga hari ini, masih banyak orang yang menyamakan istilah jenis kelamin dengan gender. Padahal keduanya merupakan hal yang berbeda. Jenis kelamin ditentukan secara biologis dan bersifat kodrati, sedangkan gender ditentukan secara sosial dan budaya. Menurut Herdiansyah (2016), gender adalah serangkaian karakteristik yang dilekatkan pada jenis kelamin tertentu. Sifat-sifat yang lazim diasosiasikan dengan laki-laki antara lain adalah tidak cengeng,

rasional, logis, agresif, pemberani, punya insting melindungi, mengekspresikan kemarahan dengan hal-hal fisik, dan kompetitif. Di sisi lain, perempuan kerap diasosiasikan dengan sifat cengeng, emosional, banyak bicara, peduli pada orang lain, sensitif, pasif, lemah lembut, dan empatik.

Perbedaan gender merupakan hal yang alami terjadi karena fisik laki-laki dan perempuan memang berbeda. Konflik baru akan muncul ketika beberapa karakteristik lantas diasosiasikan dengan jenis kelamin tertentu dan dianggap tidak boleh dipertukarkan (Azmat, 2019). Padahal nyatanya, perempuan dan laki-laki sama-sama memiliki sifat feminin dan maskulin (Yuswara, 2021)—perempuan bisa saja kuat secara fisik atau menguasai hal-hal teknis, sementara laki-laki bisa saja merasa takut atau suka berbicara.

Anak-anak mulai menyadari perbedaan gender di usia awal masuk sekolah, karena pada saat itulah mereka bersosialisasi dengan orang yang bukan anggota keluarganya. Namun sesungguhnya peran gender seorang anak dimulai pada hari kelahirannya. Karena begitu kuatnya nilai gender berakar di masyarakat, keluarga dan lingkungan di sekitar anak tanpa sadar turut mengukuhkan konstruksi gender melalui pemilihan mainan dan warna pakaian, cara komunikasi, pemberian tugas, serta pemberian hukuman (Yuliani, 2013; McKenzie & Guittar, 2016).

Untuk meneliti kesetaraan gender dalam buku cerita bergambar *Let's Read*, penulis meminjam *social learning theory* milik Albert Bandura. Pada tahun 1960-an Bandura mulai menyadari pentingnya imitasi dalam perkembangan perilaku sosial. Dia menemukan bahwa anak-anak memperoleh pemahaman gender melalui proses mengamati dan meniru lingkungan sekitarnya (Miller, 2016). Mereka memperhatikan respon masyarakat terhadap perilaku berbasis gender, lalu menerjemahkan ekspektasi masyarakat

melalui pujian atau hukuman yang diberikan sebagai respon atas perilaku tersebut. Kemudian, anak-anak akan menyesuaikan perilaku mereka dengan aturan yang mereka lihat. Dengan kata lain, *social learning theory* menganggap keluarga dan lingkungan berperan besar untuk menentukan apakah seorang anak akan menjadi pribadi yang adil gender atau tidak.

Dua dekade kemudian, Bandura merevisi teori awalnya dan memberi penekanan pada proses kognitif sehingga teori tersebut dikenal dengan nama *social cognitive theory*. Bandura menambahkan bahwa anak-anak juga mempelajari gender dari pengajaran langsung atau pengalaman pribadi. Menggunakan teori tersebut, penulis akan meneliti pengaruh keluarga dan lingkungan pada tokoh cerita buku bergambar *Let's Read*.

III. Metode Penelitian

Penelitian ini menggunakan metode kualitatif agar dapat menganalisis kesetaraan gender dalam buku-buku cerita bergambar *Let's Read* secara mendalam. Buku-buku yang dijadikan objek penelitian adalah:

Judul Buku	Penulis	Ilustrator
Benih Istimewa	Maya L.G.F	Ikku Nala
Brum! Brum!	Shahfira Alif	Abigail D.S.
Bukan Halangan	Tyas Widjati	Rizkia Gita
Bukan Jamu Biasa	Saptorini	Laras Putri
Cepatlah Tumbuh!	Fransisca E.	Salma I.
Dadong Perkasa	Kabul Astuti	Anglika D.
Gadis Penyulut	Rasya S.	Kautsar R.A
Lentera		
Ingin Seperti Ibu	Witaru E.	Maria A.
Kapan Ibu Pulang?	Veronica W.	Nur S. I.
Kolam Ikan Kakek	Ammy K.	Mel D.
Menari Bersama	Jessica V.	Alima Nufus
Singa Merah		
Oma dan Belalang	Eka Yuliati	Omega H.
Perang!	Aris Hartanti	Reni A.S.
Suatu Hari di	Oky E. N.	Ratu W.P.S.
Bengkel		
Taktik Jitu	Nancy Duma	Valentina K.

Penulis memperoleh data melalui teknik baca dan catat. Setelah beberapa kali membaca cermat kelima belas buku cerita bergambar, peneliti mencatat teks dan ilustrasi yang berhubungan dengan gender. Berdasarkan temuan tersebut, penulis membuat kategori-kategori seperti: kekuatan perempuan (kemandirian, kegigihan, kekuatan fisik, jiwa kepemimpinan, mengatasi keterbatasan karena alasan biologis); peran perempuan dalam ranah domestik dan publik; peran laki-laki dalam ranah domestik; hak laki-laki untuk mengekspresikan perasaan; kesetaraan perempuan dan laki-laki; dan perlawanan terhadap stereotip gender.

IV. Hasil dan Pembahasan

4.1 Girl Power

Lesko mengatakan bahwa budaya populer kontemporer ditandai dengan karakterisasi perempuan yang mandiri (Cherland, 2008) atau yang lazim dikenal dengan istilah *girl power*. Kemandirian perempuan tampak pada tokoh Junaidah dalam *Benih Istimewa*. Meski seorang yatim piatu, Junaidah bukanlah sosok lemah yang menunggu laki-laki mengubah hidupnya. Dia berusaha bertani dengan bantuan bibinya, Tek Siti, yang juga seorang perempuan tangguh.

Orang tuanya tiada. Kakak laki-lakinya merantau jauh sekali. Seharian-hari Junaidah terbiasa hidup mandiri. Urusan ke sawah, untunglah ada Tek Siti. Dari bibinya ini, Junaidah belajar menjadi petani.
(G.F. & Nala, 2022, hlm.3)

Selain mandiri, Junaidah juga asertif. Suatu hari Junaidah mendapati sawahnya mengering karena ada sumbatan di antara sawahnya dan sawah lain yang lebih tinggi tempatnya. Alih-alih berdiam diri, Junaidah memberanikan diri mengusulkan solusi untuk kebaikan bersama.

Semangat *girl power* dalam konteks fisik ditunjukkan dalam cerita *Ingin Seperti Ibu*. Naning, si tokoh utama, sangat mengagumi ibunya yang bekerja sebagai nelayan.

Naning ingin seperti Ibu yang kuat. Ibu bisa mengangkat, menarik, atau mendorong benda berat dengan mudah.

(Emi & Arum, 2022, hlm.3)

Saat melaut bersama Ibu, Naning melihat sendiri kehebatan ibunya. Namun di saat yang sama Naning tahu bahwa kekuatan fisik ibunya ternyata terbatas. Ibu meminta bantuan Naning untuk menarik jala dan mengangkut kotak ikan. Pengalaman itu membuat Naning percaya bahwa suatu saat dia juga bisa sekuat ibunya.

Cerita lain yang juga mengangkat tema kekuatan fisik perempuan adalah *Dadong Perkasa*. Suatu hari Yesi ikut ibunya berbelanja ke Pasar Badung. Yesi tak sengaja menabrak seorang tukang angkut barang bernama Dadong (Nenek) Sari dan menyebabkan kaki Dadong Sari terkilir. Saat membantu Dadong Sari membawa belanjaan milik para pelanggan, barulah Yesi sadar akan beratnya pekerjaan nenek tersebut.

Setelah belanjaan terkumpul, Yesi kembali berusaha mengangkat keranjang. Keranjang itu terangkat sedikit lalu ...duk ...terjatuh lagi ke lantai. Wah, Dadong sungguh perkasa. Dia kuat berjalan sambil membawa barang seberat ini di atas kepala, pikir Yesi.

(Astuti & Dewi, 2022, hlm.12)

Mala dalam cerita *Menari Bersama Singa Merah* baru tahu kalau latihan fisik untuk menjadi pemain barongsai cukup berat. Mala kesulitan memantapkan kuda-kuda hingga mengakibatkan partnernya

jatuh. Ketika sang pelatih memberikan tugas yang berbeda dengan keinginannya, Mala tidak berkecil hati. Dia berlatih tambur dengan baik, sambil tetap menggenggam mimpinya menjadi pemain barongsai.

Setelah beberapa kali latihan, Mala mulai hafal tempo dan ketukan. Jika permainan tambur benar, pemain simbal dan kenong bisa mengikuti irama dengan baik. Mala lega sekali. Mala tambah bersemangat. Suatu saat nanti dia juga akan bisa memainkan singa merah.

(Valentina & Nufus, 2022, hlm.22, 24)

Kegigihan perempuan menghadapi masalah juga ditunjukkan lewat tokoh Tinuk dalam *Bukan Jamu Biasa*. Keinginan Tinuk untuk membeli sepeda terancam gagal karena jamu jualan ibunya sering tidak laku. Tinuk menolak bersikap pasif dan berpasrah pada keadaan. Dia terus berusaha menciptakan jamu dengan rasa yang pas dan meningkatkan penjualan.

Namun, siang ini Ibu pulang dengan jamu yang masih banyak tersisa. Wah, Ibu bisa rugi kalau jamunya sering tak laku. Tak akan ada tambahan uang saku juga untuk Tinuk tabung. Hmmm ... mungkin Tinuk bisa membantu Ibu.
(Saptorini & Putri, 2022, hlm.3)

Akhirnya, Tinuk berhasil membeli sepeda. Bahkan sesekali Tinuk meminjamkan sepeda itu untuk ibunya. Tidak ada sosok penyelamat yang berperawakan kuat dan rupawan dalam cerita ini. Tinuk dan ibunya berhasil mengatasi masalah dengan usaha mereka sendiri.

Oma Tong Tong dalam cerita *Oma dan Belalang* adalah perempuan lanjut usia eksentrik yang bekerja sebagai petani. Dia memimpin warga untuk mengatasi hama belalang di desa mereka.

“Ini tidak bisa dibiarkan. Kita harus melawan serbuan belalang!” Oma Tong-Tong mengajak semua warga. Para unggas pun ikut menyerbu. (Yuliati & Hanifa, 2022, hlm. 7)

Tokoh Oma Tong-Tong mematahkan peran gender tradisional bahwa laki-laki pasti pemberani dan berjiwa pemimpin, sementara perempuan adalah sosok emosional yang tidak memiliki kemampuan memimpin.

Kapisa dalam cerita *Bukan Halangan* menolak menyerah saat menghadapi tantangan yang muncul akibat kondisi biologisnya sebagai perempuan. Beberapa hari sebelum pertandingan basket, Kapisa mendapat haid pertamanya. Dengan bantuan pelatih, teman, dan juga keluarganya Kapisa berhasil mengatasi nyeri dan pusing yang dia rasakan. Bahkan pada akhirnya, Kapisa berhasil memenangkan pertandingan.

Tembakan Kapisa membawa kemenangan bagi timnya. Ah, rupanya haid bukan halangan bagi Kapisa untuk berprestasi. (Widjati & Gita, 2022, hlm.23)

Sumi dalam cerita *Cepatlah Tumbuh!* memiliki ibu yang bekerja sebagai pengusaha penatu. Sebagai anak perempuan, fisik Sumi tidak sekuat kakak dan ayahnya. Namun Sumi tetap dapat membawa banyak baju dengan bantuan keranjang beroda (gambar 1).

Hore tujuanku tinggal satu pelanggan lagi, Mbak Kinan. Aku belum pernah ke rumahnya. Biasanya Ayah atau Kakak yang mengantarkan baju ke sana. (Emilia & Intifadha, 2022, hlm.4)

4.2 Perempuan Bisa Menjadi Apa Saja

Jennet (2013) menyebutkan bahwa generasi muda pada awal tahun 2000-an

tidak dapat bebas memilih pekerjaan karena adanya anggapan tentang pekerjaan mana yang pantas atau tidak untuk jenis kelamin tertentu.

Tokoh ibu Naning di cerita *Ingin Seperti Ibu* melawan anggapan tersebut dengan bekerja sebagai nelayan. Selama ini nelayan dianggap sebagai pekerjaan laki-laki. Namun ilustrasi di halaman 23 menunjukkan bahwa ibu Naning bukanlah satu-satunya perempuan nelayan di desa tersebut (Gambar 2). Bahkan ayah Naning ditunjukkan memberi dukungan dengan mengantar istri dan anaknya melaut.

Hal yang sama ditunjukkan oleh Alma dalam cerita *Brum! Brum!* yang bekerja sebagai pengemudi ojek online sepulang kuliah dan Kinan dalam cerita *Cepatlah Tumbuh* yang mendapatkan penghasilan dengan bertani di sela waktu kuliahnya.

Tokoh-tokoh perempuan dalam cerita lain juga memiliki cita-cita yang beragam dan mendapat dukungan penuh dari keluarga mereka. Sebut saja Kapisa (*Bukan Halangan*) yang ingin menjadi atlet basket; Galuh (*Perang!*) dan Togi (*Taktik Jitu*) yang ingin menjadi tentara wanita; Mala (*Menari Bersama Singa Merah*) yang ingin menjadi pemain barongsai; serta Mora (*Taktik Jitu*) yang ingin menjadi pemain sepak bola.

Sebagian besar perempuan Indonesia mungkin sudah punya kesempatan untuk berkiprah dalam lingkup publik, tetapi kebanyakan dari mereka masih menanggung beban ganda. Sebelum atau setelah bekerja, perempuan harus mengurus pekerjaan domestik seorang diri, sementara laki-laki bisa beristirahat atau bersantai. Ketidakadilan ini muncul karena pekerjaan domestik sering dimaknai sebagai kodrat perempuan (Herdiansyah, 2016). Orang tua mendidik anak perempuannya agar cekatan melakukan pekerjaan domestik dan bak gayung bersambut, suami merasa beruntung bila mendapatkan istri yang mampu melakukan pekerjaan domestik.

Suatu Hari di Bengkel menjungkirbalikkan konsep tersebut melalui relasi orang tua Arum. Ibu Arum adalah perempuan bekerja. Suatu malam bapak Arum mengajak Arum makan di luar. Kalimat “Arum senang sekali apalagi ibu juga ikut makan bersama mereka.” menunjukkan bahwa ibu Arum tidak selalu bisa makan malam bersama Arum dan bapaknya. Arum dan Bapak tidak menghakimi pilihan Ibu untuk menjadi perempuan bekerja. Di dalam cerita, tidak ada pesan yang menyiratkan bahwa ibu Arum gagal menjadi ibu hanya karena dia tidak memasak.

Dalam buku-buku cerita *Let's Read*, tokoh perempuan tidak mengorbankan keinginan mereka demi tanggung jawab domestik. Sebaliknya, mereka berusaha mencari *win-win solution*. Galuh dalam cerita *Perang!* ingin menonton pawai militer di televisi. Namun di saat yang sama, ayam-ayam terus mematuki gabahnya yang sedang dijemur. Galuh terus mencari akal agar dapat menonton pawai, sambil memastikan gabahnya tetap aman.

Gara-gara ayam, Galuh hanya bisa menyaksikan pawai dari jendela. Tidak apa-apa. Yang penting benteng buatan Galuh berguna.

(Hartanti & Soenendar, 2022, hlm.17-18)

Permasalahan yang sama juga dialami Mora dalam *Taktik Jitu*. Sebagai anak sulung, dia bertugas membantu ibunya merapikan rumah. Namun karena kedua adik kembarnya suka berpura-pura menjadi tentara dan membuat rumah berantakan, Mora jadi sering terlambat berlatih sepak bola. Mora mendapat ide untuk melibatkan adik kembarnya dalam pekerjaan domestik dengan cara bermain peran. Mora pun dapat berlatih sepak bola tepat waktu.

Latihan tentara si kembar berlangsung setiap hari. Mereka hafal urutan tugas dengan kode mandiri, tangkas, dan cermat. Si kembar gembira menjadi tentara. Mora lega, tugasnya kini lebih ringan.

(Duma & Kris, 2022, hlm.18)

4.3 Peran Laki-laki di dalam Rumah dan dalam Pengasuhan Anak

Jika kehadiran tokoh perempuan dalam buku anak sering dibatasi dalam lingkup domestik saja, tokoh laki-laki justru mengalami sebaliknya. Tokoh laki-laki diasosiasikan dengan figur pencari nafkah yang melakukan urusannya di luar rumah. Jarang sekali tokoh laki-laki digambarkan sedang mengerjakan pekerjaan rumah atau mengurus anak (Filipović, 2018). Namun laki-laki di buku-buku *Let's Read* berbeda.

Dalam cerita *Gadis Penyulut Lentera*, ayah Nora mengerjakan tugas domestik sekaligus terlibat dalam pengasuhan anak. Setelah membantu ibu Nora menyiapkan makan malam (Gambar 3), ayah Nora mendampingi Nora membuat penerangan jalan.

Melawan penggambaran peran domestik yang umum ditemukan dalam ilustrasi buku cerita maupun buku pelajaran, Bapak Arum dalam cerita *Suatu Hari di Bengkel* terlihat sedang mencuci penggorengan saat ibu Arum menikmati makan pagi. Selain itu, bapak Arum lebih terlibat dalam urusan domestik dan pengasuhan anak sehari-hari karena dia bekerja di bengkel yang terletak di samping rumah.

Sepulang sekolah Arum lapar sekali. Tadi pagi dia tak sempat sarapan. Dia membayangkan bapak pasti sudah menyiapkan makan siang untuknya. Namun taka da makanan di meja. Mengapa Bapak belum memasak? Arum merasa heran.

(Noorsari & P.S., 2022, hlm.4)

Tokoh Mbah Kung (kakek) dalam cerita *Kapan Ibu Pulang?* juga terlibat dalam pengasuhan kedua cucunya, Alia dan Bagas, karena ibu mereka bekerja menjadi pengasuh bayi di kota lain.

Mbah Kung mau membacakan cerita untuk mereka. Mbah Kung menyisir rambut Alia setiap pagi. Mbah Kung juga mengajak mereka memasak bersama.

(W. & Indriani, 2022, hlm.23)

Jerau dalam cerita *Bukan Halangan* mendampingi sang adik yang mendapatkan haid pertamanya. Sebagai perenang, Jerau membahas tentang olah raga dan haid dengan Kapisa, adiknya, tanpa canggung.

Kapisa memasak air untuk kompres. Kak Jerau datang membantu, "Biar aku yang menuangkan airnya." "Teman-teman di klub renangku juga tetap melakukan latihan fisik saat haid." Kapisa lega, berarti dia masih berpeluang untuk ikut bertanding.

(Widjati & Gita, 2022, hlm.12)

Selain itu, Jerau menjemput Kapisa yang nyaris pingsan di sekolah dan juga hadir untuk memberi semangat di pertandingan Kapisa.

4.4 Laki-laki Berhak Mengekspresikan Perasaan Apapun

Karena gender dibentuk oleh masyarakat, muncullah kontrol sosial untuk memastikan peran gender berjalan sesuai konstruksi yang ada. Herdiansyah (2016) menyebutkan bahwa ada dua jenis kontrol sosial yang berlaku di masyarakat, yaitu kontrol sosial positif dan kontrol sosial negatif. Salah satu contoh kontrol sosial negatif adalah mengejek laki-laki yang terlihat lebih lemah daripada perempuan. Akibatnya, laki-laki lebih memilih memendam perasaan mereka daripada dicap lemah. Cerita *Gadis*

Penyulut Lentera melawan kontrol tersebut melalui tokoh Devon.

Usai mengaji, Nora mengajak teman-temannya pulang lewat jalan yang berbeda. "Jaraknya lebih dekat," kata Nora. "Melewati rumah seram itu?" Devon berseru.

Nora tahu Devon dan Silva takut. Setiap ada bunyi, keduanya langsung merapat pada Nora
(Swarnasta & Arifin, 2022, hlm.2-3)

Devon mengekspresikan rasa takutnya dan tidak mendapat ejekan sebagai konsekuensi. Kejadian itu menyampaikan pesan bahwa takut bisa dialami siapa saja.

Tokoh Mbah Kung dalam *Kapan Ibu Pulang?* tak dapat membendung rindu pada anak perempuannya. Di dalam kamar, dia memandang foto anaknya dengan mata berkaca-kaca. Saat Alia, sang cucu, melihat kejadian itu, barulah Alia memahami perasaan Mbah Kung. Pada akhirnya, kejadian itulah yang berhasil mengurai konflik di antara mereka.

4.5 (Tak) Hanya Untuk Laki-Laki atau Perempuan Saja

Beberapa penelitian terhadap buku cerita anak menyebutkan bahwa kesenangan di luar rumah menjadi milik anak laki-laki saja. Namun tidak begitu halnya dengan anak-anak perempuan dalam buku cerita *Let's Read*.

Alia dalam cerita *Kapan Ibu Pulang?* turut memanjat pohon bersama Bagas, adiknya (Gambar 4). Anak-anak perempuan di tempat tinggal mereka pun juga senang bermain di luar rumah.

Eneng dalam cerita *Kolam Ikan Kakek* mengatasi air kolam yang meluap bersama kakak laki-lakinya. Kemudian, mereka membantu Kakek menangkap ikan. Hasilnya, kedua anak itu basah kuyup dan berlumur lumpur. Namun tak sekalipun muncul larangan bagi Eneng berkotor-

kotor hanya karena dia seorang anak perempuan.

Ah, Eneng langsung turun saja ke sungai. Mungkin dia bisa menangkap ikan dengan tangan.

(Kuddo & Darmawan, 2022, hlm.3)

Kehadiran perempuan di ruang publik juga terlihat di bengkel bapak Arum (*Suatu Hari di Bengkel*) dan desa Nora (*Gadis Penyulut Lentera*). Buku-buku tersebut menyampaikan pesan bahwa perempuan tidak hanya beraktivitas di dalam rumah. Mereka juga bisa mengunjungi bengkel dan memasang penerangan di jalan (Gambar 7)!

Dalam penelitiannya, Filipovic (2018) menemukan bias dalam buku cerita dengan tokoh hewan. Bila tokoh hewan jantan digambarkan apa adanya, tokoh hewan betina digambarkan memakai pakaian dalam. Seolah-olah, aturan kepantasan dan kesopanan berpakaian yang dilekatkan pada perempuan juga perlu diaplikasikan pada tokoh hewan. *Suatu Hari di Bengkel* melawan ketidakadilan tersebut dengan memakaikan baju kepada semua tokohnya (Gambar 5).

Kebebasan perempuan dalam berpakaian juga ditunjukkan melalui cerita *Brum! Brum!* Ada nenek yang pergi melayat memakai gaun dan ulos, ibu hamil yang pergi ke rumah sakit mengenakan kaus dan celana, pengusaha kuliner yang memakai kerudung dan cadar, serta mahasiswi pengemudi ojek yang mengenakan jaket dan celana panjang. (Gambar 6). Kinan dalam cerita *Cepatlah Tumbuh!* memakai kerudung dengan kemeja lengan panjang dan celana panjang. Tidak ada label yang disematkan pada perempuan-perempuan tersebut berdasarkan pakaian yang mereka kenakan.

4.6 Mendobrak Stereotip

Menurut Herdiansyah (2016), stereotip adalah pelabelan sifat atau karakter tertentu pada gender. Salah satu stereotip yang berlaku di masyarakat adalah perempuan tidak mahir berkendara. Gurauan yang kerap terlontar jika ada motor menyalakan lampu sein yang salah adalah, “Pasti pengemudinya ibu-ibu!”

Brum! Brum! mendobrak stereotip tersebut dengan menampilkan pengendara laki-laki sebagai pengemudi yang salah menyalakan lampu sein (Gambar 8).

Biru melaju dengan tenang. Tiba-tiba sebuah motor menghalanginya. Motor itu berbelok ke kanan, padahal pengemudinya menyalakan lampu sein kiri. Huh, untung saja Biru sigap. Jika tidak, bisa terjadi tabrakan.

(Alif & Setiadi, 2022, hlm.7)

Arum dalam cerita *Suatu Hari di Bengkel* adalah anak perempuan yang memahami dunia teknik. Dia mengenali alat-alat di bengkel dan memahami langkah-langkah yang harus dilakukan untuk menambal ban sehingga dapat membantu ayahnya. Melalui cerita ini, Arum mendobrak stereotip bahwa perempuan tidak pandai dengan hal-hal teknis.

Oh pantas saja. Bapak sibuk di bengkel. Tak seperti biasanya, hari ini bengkel ramai sekali. Arum memutuskan untuk ke Bengkel. Dia ingin membantu Bapak.

(Noorsari & P.S., 2022, hlm.5)

Selain Arum, anak perempuan dengan kemampuan teknik juga diwakili oleh tokoh Alia dalam cerita *Kapan Ibu Pulang?* yang mampu membetulkan rantai sepeda adiknya.

V. Simpulan dan Saran

Penelitian gender dalam sastra anak yang telah dilakukan di luar negeri

umumnya menggunakan buku cerita anak pemenang penghargaan, buku cerita laris (berdasarkan pilihan pembaca), atau buku cerita bergambar bagi pembaca di bawah usia lima tahun yang kesemuanya berbahasa Inggris (Hamilton, dkk., 2006; Cherland, 2008; Siddiqui, 2011; McKenzie & Guittar, 2016; Gritter, dkk., 2017; Ferguson, 2018; Filipović, 2018; Lewis, dkk., 2020; Adukia, dkk., 2022). Penelitian gender dalam sastra anak Indonesia sendiri biasanya menggunakan sumber data berupa novel anak, cerita rakyat, dan cerita pendek (Soelistyarini, 2013; Andalas & Qur'ani, 2019; Yuswara, 2021). Sayangnya, semua penelitian di atas menemukan ketidakadilan gender dalam sastra anak. Sejauh ini, penulis belum menemukan penelitian gender pada buku cerita bergambar dalam Bahasa Indonesia bagi pembaca usia SD.

Studi terhadap lima belas buku cerita bergambar *Let's Read* menunjukkan bahwa semua buku menampilkan representasi gender yang positif dan adil. Hal tersebut terlihat dari pilihan, sikap, ucapan, aktivitas, cara berpakaian, dan cara berpikir tokoh-tokohnya. Tokoh cerita, baik laki-laki atau perempuan, anak-anak atau dewasa, punya kesempatan yang sama untuk memilih peran mereka dalam lingkup domestik dan publik.

Yang perlu digarisbawahi adalah nilai-nilai gender yang berlaku di keluarga atau masyarakat tempat tokoh berasal. Sesuai dengan *social learning theory* milik Bandura, para tokoh di dalam cerita menjadi individu yang adil gender karena keluarga dan masyarakat di sekitar mereka menerapkan nilai serupa. Kesimpulannya, untuk menciptakan konstruksi gender yang adil di Indonesia, dibutuhkan lebih banyak sastra anak yang menampilkan kesetaraan gender.

Perlu dicatat bahwa penelitian ini hanya fokus pada analisis kesetaraan gender di dalam buku-buku cerita. Penelitian ini tidak mengukur faktor lain

seperti misalnya, sikap orang dewasa saat mendampingi anak-anak membaca buku cerita yang bertema gender. Di waktu mendatang perlu diadakan studi lanjutan yang meneliti respon anak terhadap buku cerita yang menunjukkan kesetaraan gender dan mengukur sejauh mana pengaruh buku tersebut dalam membentuk konsep gender pembacanya.

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PENGUNAAN KOSAKATA BAHASA INDONESIA DALAM KARANGAN OLEH MAHASISWA SETSUNAN PROGRAM KAIGAI JISSHUU

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Abstract

Writing or making composition is a language skill involving several aspects of language, one of which is vocabulary. This study aims to describe the use of Indonesian vocabulary in terms of vocabulary forms and vocabulary categories in essay written by students of Setsunan University's students in Kaigai Jisshuu program. This research was conducted using a qualitative descriptive method. Data collection techniques applied in this research were the library and note-taking techniques. The results show that base form, affixed words, repeated and compound words are found. However, it is the base forms that dominate and the repeated words are used the least. Parts of speech in the forms of verbs, adjectives, adverbs, nouns, pronouns, numerals and function words are also found. The Verb of pergi, the adjective of enak, adverb of juga and sangat, the noun of restoran, the pronoun of saya, and the function word of di are words often used by Setsunan's students in their compositions. Setsunan students in the Kaigai Jisshuu program still do not use the category of derivative verbs much. Vocabulary learning still needs to be improved, especially regarding the variety of derivative verbs.

Keywords: sentence; vocabulary; student

Abstrak

Menulis atau membuat karangan merupakan keterampilan berbahasa yang melibatkan beberapa aspek kebahasaan, salah satunya aspek kosakata. Penelitian ini bertujuan untuk mendeskripsikan penggunaan kosakata bahasa Indonesia dari segi bentuk dan kategori kata pada karangan yang dibuat oleh mahasiswa Universitas Setsunan program Kaigai Jisshuu. Penelitian ini dilakukan dengan menggunakan metode deskriptif kualitatif. Teknik pengumpulan data dalam penelitian ini adalah teknik pustaka dan teknik catat. Hasil penelitian menunjukkan bahwa ditemukan kata dasar, kata berimbuhan, kata berulang dan kata majemuk. Namun, kata dasar yang mendominasi dan kata ulang yang paling sedikit digunakan. Kategori kata berupa verba, adjektiva, adverbia, nomina, pronomina, numeralia dan kata tugas juga ditemukan. Verba *pergi*, adjektiva *enak*, adverbia *juga* dan *sangat*, nomina *restoran*, pronomina *saya*, kata tugas *di* merupakan kosakata yang sering digunakan oleh mahasiswa Setsunan dalam karangannya. Mahasiswa Setsunan program Kaigai Jisshuu masih belum banyak menggunakan verba turunan. Pembelajaran kosakata masih perlu ditingkatkan terutama tentang kategori verba turunan.

Kata Kunci: kalimat; kosakata; mahasiswa

I. Pendahuluan

Pada saat ini telah banyak orang Jepang yang mempelajari bahasa Indonesia baik anak muda maupun orang dewasa. Mereka mempelajari bahasa Indonesia dengan alasan yang beragam, ada yang hanya sekedar ingin dapat berbicara dengan orang Indonesia dalam bahasa Indonesia, ada yang ingin dapat bekerja di perusahaan Jepang yang berhubungan dengan Indonesia, serta ada yang memilih mempelajari bahasa Indonesia karena dianggap lebih simpel daripada bahasa asing lainnya.

Universitas Setsunan di Osaka Jepang merupakan salah satu universitas yang membuka kelas bahasa Indonesia. Mahasiswa Universitas Setsunan juga mendapat kesempatan belajar bahasa Indonesia di Universitas Dr. Soetomo Surabaya yang sudah terjalin kerjasamanya sejak tahun 2008. Hingga saat ini terdapat 39 mahasiswa yang pernah mengikuti pelajaran bahasa Indonesia dengan jangka waktu yang beragam. Pada bulan Februari tahun 2022, mahasiswa Setsunan belajar bahasa Indonesia secara daring dengan program Kaigai Jisshuu.

Bahasa Indonesia sebagai bahasa kedua bagi mahasiswa asing, kesalahan dalam berbahasa merupakan bagian yang tidak terhindarkan. Baik kesalahan pada ranah fonologi, morfologi, sintaksis, maupun semantik seperti perubahan, penambahan, penghilangan fonem, ketidaktepatan penggunaan kosakata dalam kalimat, afiksasi, reduplikasi dan pemilihan kata (Widia, Ida. 2021 & Inderasari, Elen, dkk., 2017). Kesalahan penulisan juga dialami oleh mahasiswa Setsunan yakni kesalahan penulisan ejaan, kesalahan tata bahasa berupa penggunaan kata, penyusunan kalimat serta kesalahan sistematika penulisan (Nugroho, dkk., 2018). Dari penelitian terdahulu ini dapat diketahui bahwa inti kesalahan mahasiswa penutur asing adalah tentang kosakata. Kesalahan terutama kesalahan diksi yang

dilakukan oleh mahasiswa penutur asing berhubungan dengan rendahnya penguasaan kosakata (Yahya, M., dkk., 2018). Padahal dengan penguasaan kosakata yang luas memungkinkan seseorang dapat berbicara, menulis dengan kata-kata yang bervariasi, sehingga tidak terkesan monoton. Sebaliknya, seseorang yang penguasaan kosakatanya terbatas, dalam berbicara maupun menulis mengalami kesulitan dalam mencari kata-kata yang tepat (Widiarto, 2015). Penguasaan kosakata perlu mendapat perhatian, karena kosakata merupakan komponen kunci dari kemampuan berbahasa dan menjadi dasar seseorang untuk berbicara, mendengar, membaca, dan menulis dengan baik (Azodi, dkk. dalam Zuliastutik, 2019).

Pada kasus mahasiswa Setsunan program Kaigai Jisshuu ini, mahasiswa membuat karangan dengan berbagai topik dalam bahasa Indonesia. Mahasiswa menggunakan kosakata bahasa Jepang ketika tidak ada padanan bahasa Indonesiannya seperti nama restoran dan nama kota. Ada beberapa kosakata yang menarik perhatian peneliti. Mahasiswa cenderung menggunakan kata 'saya', menggunakan kata 'adalah' sebagai terjemahan partikel *wa* dalam bahasa Jepang, menggunakan kata bentuk dasar serta menulis kalimat yang pendek dalam karangannya. Menulis merupakan salah satu mata kuliah yang harus diikuti oleh mahasiswa Setsunan program Kaigai Jisshuu ini. Mata kuliah menulis memberi kesempatan kepada mahasiswa untuk berekspresi dalam bentuk tulisan. Beberapa penelitian menyimpulkan ada hubungan yang signifikan antara menulis dan kosakata (Suryadi, Edi., dkk, 2018). Oleh karena itu, peneliti mengkaji lebih lanjut tentang kosakata yang digunakan oleh mahasiswa Setsunan program Kaigai Jisshuu melalui tulisan mereka pada saat mengikuti mata kuliah menulis.



Berbicara tentang kosakata, Nurgiyantoro (2016) menyebutkan bahwa kosakata adalah kekayaan kata yang dimiliki oleh sebuah bahasa. Kridalaksana (2001) menyampaikan bahwa kosakata adalah kekayaan atau perbendaharaan kata yang dimiliki seseorang. Kosakata ada di dalam diri manusia dan dapat disampaikan dalam bentuk lisan maupun bentuk tulisan. Semakin banyak kosakata yang dikuasai semakin terampil dan banyak hal yang dapat disampaikan dengan menggunakan bahasa baik dalam bentuk lisan maupun tulisan. Dalam Kamus Besar Bahasa Indonesia (2016), kosakata adalah perbendaharaan kata. Kosakata atau perbendaharaan kata dalam bahasa Inggris biasa disebut leksikon yang artinya kata.

II. Kajian Literatur

Dalam bahasa Indonesia secara umum bentuk kata dibagi atas, yaitu kata dasar dan kata bentukan/berimbuhan. Kata dasar merupakan suatu kata yang utuh dan belum mendapat imbuhan apa pun. Kata dasar merupakan kata yang berupa kata dasar ditulis sebagai satu kesatuan. Dalam proses pembentukan kata, kata dasar dapat diartikan sebagai kata yang menjadi dasar bagi bentukan kata lain yang lebih luas.

Kata berimbuhan adalah kata yang dibentuk dengan menambahkan imbuhan pada kata dasar. Proses pembentukan kata berimbuhan adalah dengan menambahkan imbuhan pada kata dasar. Imbuhan tersebut terdiri atas, prefiks (imbuhan pada awal kata), sufiks (imbuhan yang terletak pada akhir kata), infiks (imbuhan yang terletak pada tengah kata), dan konfiks (imbuhan yang terletak pada awal kata dan akhir kata sekaligus).

Kata ulang merupakan kata yang mengalami proses pengulangan, baik seluruh maupun sebagian (Ramlan, 2009). Cara mengulang tersebut dapat diperoleh dengan mengulang kata dasar secara utuh maupun mengulang kata dasar secara sebagian. Berdasarkan bentuknya, kata

ulang dibagi menjadi empat macam, yakni kata ulang utuh atau kata ulang keseluruhan, contoh buku-buku, kata ulang sebagian, kata ulang salin suara atau kata ulang dengan perubahan bunyi, kata ulang yang disertai pengafiksian. Kata ulang utuh adalah kata ulang yang dibentuk dengan mengulang bentuk dasar secara utuh misalnya, jalan-jalan, buku-buku. Kata ulang sebagian adalah kata ulang yang dibentuk dengan mengulang bentuk dasar secara sebagian, misalnya membaca-baca, surat-surat kabar. Kata ulang dengan perubahan bunyi adalah kata ulang dari bentuk dasar yang sebagiannya ada perubahan bunyi pada konsonan atau vokalnya, misalnya warna-warni, gerak-gerik. Kata ulang yang disertai pengafiksian contohnya main-mainan, padi-padian.

Kata majemuk adalah gabungan dua unsur yang masing-masing mempunyai makna dan hasil gabungan tersebut melahirkan makna tersendiri. Berdasarkan hubungan unsur pembentuknya, kata majemuk dibedakan atas, kata majemuk setara yaitu kata majemuk yang kedudukan unsur-unsur pembentuknya sederajat, misalnya ibu bapak yang mempunyai kategori kata pembentuk yang sama yakni kata benda. Kata majemuk yang kedua adalah kata majemuk bertingkat, yaitu kata majemuk yang kedudukan unsur pembentuknya tidak sederajat karena salah satu unsur pembentuknya memiliki kedudukan yang lebih dominan daripada unsur pembentuk lainnya, misalnya orang tua (kata majemuk bertingkat berstruktur DM) dan bumiputera (kata mejemuk bertingkat berstruktur MD).

Tataran sintaksis memiliki kategori kata yang dikelompokkan berdasarkan bentuk dan perilakunya. Kategori sintaksis ini biasa disebut kelas kata (Alwi, dkk., 2010). Kelas kata merupakan perangkat kata yang sedikit banyak berperilaku sintaksis sama (Kridalaksana, 2005). Menurut Keraf (dalam Kridalaksana, 2005) pembagian kelas kata dalam bahasa Indonesia dibagi



menjadi empat, yaitu: kata benda (nomina), kata kerja (verba), kata sifat (adjektiva), dan kata tugas. Kridalaksana (2005) membagi kelas kata dalam bahasa Indonesia menjadi tiga belas bagian yakni verba, adjektiva, nomina, pronomina, numeralia, adverbial, interrogativa, demonstrativa, artikula, preposisi, kategori fatis, dan interjeksi. Menurut Alwi, dkk. (2010), terdapat empat kategori sintaksis, yaitu: verba atau kata kerja, adjektiva atau kata sifat, dan adverbial atau kata keterangan, nomina atau kata benda. Kemudian, ada kelompok kata tugas yang terdiri atas subkelompok yang lebih kecil, yaitu: kata depan, kata sambung, dan partikel.

Ciri Verba adalah memiliki fungsi utama sebagai predikat atau sebagai inti predikat dalam kalimat meskipun dapat memiliki fungsi lain, mengandung makna perbuatan, proses atau keadaan, tidak dapat diberi prefik *ter-* yang berarti ‘paling’, tidak dapat bergabung dengan kata-kata yang menyatakan makna kesangatan. Verba dari bentuknya dibagi atas verba asal yaitu verba yang dapat berdiri sendiri, dan verba turunan yaitu verba yang dapat memakai afiks.

Adjektiva merupakan kata yang memberikan keterangan yang lebih khusus tentang sesuatu yang dinyatakan oleh nomina dalam kalimat. Adjektiva dapat berfungsi sebagai predikat dan adverbial kalimat, adjektiva menyatakan tingkat kualitas (*agak, sangat*) dan tingkat bandingan (*lebih dan paling*) acuan nomian yang diterangkan. Sdjektiva dibedakan atas dua tipe pokok yaitu adjektiva bertaraf (adjektiva pemeris sifat, adjektiva ukuran, adjektiva warna, adjektiva waktu, adjektiva jarak, adjektiva sikap batin, adjektiva cerapan) dan adjektiva tak bertaraf.

Adverbial adalah kata yang menjelaskan verba, adjektiva atau adverbial lain. Misalnya adverbial sangat menjelaskan verba mencintai pada kalimat, ‘dia sangat

mencintai istrinya’. Adverbial selalu menjelaskan adjektiva sedih pada kalimat, ‘dia selalu sedih mendengar lagu itu’. Adverbial hampir menjelaskan adverbial selalu pada kalimat, ‘kami hampir selalu dimarahinya setiap pagi’. Dari segi bentuknya, adverbial dibagi atas adverbial tunggal (berupa kata dasar, kata berafiks, kata ulang) dan adverbial gabungan yaitu dua adverbial yang berupa kata dasar.

Ciri-ciri nomina ialah cenderung menduduki fungsi subjek, objek atau pelengkap, tidak dapat diingkarkan dengan kata tidak, umumnya dapat diikuti oleh adjektiva, baik secara langsung maupun yang diantarai oleh kata *yang*. Dilihat dari segi bentuk morfologisnya, nomina dibagi atas nomina yang berbentuk kata dasar dan nomina turunan. Nomina dasar ialah nomina yang hanya terdiri atas satu morfem. Nomina turunan merupakan nomina yang dapat diturunkan melalui afiksasi, perulangan, atau pemajemukan.

Pronomina ialah kata yang digunakan untuk mengacu kepada nomina lain. Ada tiga jenis pronomina dalam bahasa Indonesia, yaitu pronomina persona (yaitu pronominal yang mengacu pada orang baik persona pertama, kedua maupun ketiga), pronomina penunjuk (berupa ini, itu, sini situ, sana, dan pronomina penanya).

Numeralia ialah kata yang dipakai untuk menghitung banyaknya maujud (orang, binatang, atau barang) dan konsep. Ada dua jenis numeralia dalam bahasa Indonesia yaitu numeralia pokok, yang memberi jawab atas pertanyaan “berapa?” dan numeralia tingkat yang memberi jawab atas pertanyaan “yang seberapa?”.

Ciri-ciri kata tugas hanya memiliki arti gramatikal dan tidak mempunyai arti leksikal. Kata tugas *dan* atau *ke* baru akan memiliki arti jika dirangkai dengan kata lain. Ciri lainnya adalah hampir semua kata tugas dapat menjadi dasar untuk membentuk kata lain. Berdasarkan perannnay dalam kalimat, kata tugas dibedakan atas preposisi (kata depan),



konjungtor, inetrjeksi, artikula dan pertikel penegas.

III. Metode Penelitian

Penelitian ini merupakan jenis penelitian deskriptif dengan metode pendekatan kualitatif. Penelitian deskriptif kualitatif merupakan penelitian yang dilakukan semata-mata berdasarkan fakta atau fenomena secara apa adanya (Sudaryanto, 1993). Penggunaan kosakata yang diteliti yaitu karangan yang ditulis oleh empat mahasiswa Setsunan pada program kaigai jisshu pada mata kuliah menulis.

Data dalam penelitian ini berupa kosakata bahasa Indonesia dalam karangan mahasiswa Setsunan program Kaigai Jisshuu. Karangan tersebut ditulis oleh empat mahasiswa dengan tema restoran favorit, kegiatan sehari-hari, dan tempat wisata yang pernah dikunjungi. Selanjutnya peneliti namai dengan karangan 1, karangan 2 dan karangan 3.

Dalam pengumpulan data digunakan metode pustaka dengan mengamati fenomena kosakata mahasiswa Setsunan dalam karangan berbahasa Indonesia, memilah kosakata yang sesuai penulisan yang benar. Selanjutnya mengklasifikasi kosakata tersebut sesuai bentuk dan kategori kata.

Teknik analisis data penelitian ini dilakukan dengan langkah-langkah sebagai berikut, yang pertama menganalisis kosakata yang termasuk dalam bentuk kata yang terdiri atas kata dasar, kata berimbuhan, kata ulang, dan kata majemuk. Lebih lanjut menganalisis kosakata yang termasuk kategori kata yang terbagi atas verba, adjektiva, adverbial, nomina dan kata tugas. Langkah yang terakhir adalah menyimpulkan hasil penelitian.

IV. Hasil dan Pembahasan

Karangan yang ditulis oleh mahasiswa Setsunan program Kaigai Jisshuu adalah karangan yang ditulis dalam bahasa Indonesia. Namun, mereka menggunakan bahasa Jepang ketika menyebutkan nama diri, nama tempat/kota atau nama masakan. Mahasiswa telah menggunakan bentuk kosakata yang beragam. Kata dasar yang ditemukan dalam karangan bahasa Indonesia sebagian besar menggunakan kata dasar yang sama. Penyebab terjadinya kesamaan kosakata kemungkinan karena topik karangan yang sama, materi yang dipelajari sama, dan masa belajar yang sama. Kata-kata yang digunakan selain kata-kata yang sama juga ditemukan adanya pengulangan kata. Pengulangan kata paling banyak terjadi pada kata dasar.

Kata dasar yang ditemukan pada karangan mahasiswa Setsunan program Kaigai Jisshuu antara lain, saya, restoran, makan, pergi, enak, favorit, jam, dan, pagi, dengan, itu, di, ke, ada, yang, hari, sampai, waktu, dari, Kari, Taiwan, universitas. Kata dasar yang digunakan jumlahnya lebih banyak daripada kata berimbuhan. Kata dasar lain juga digunakan oleh mahasiswa dalam karangannya. Namun, kata dasar yang peneliti sebutkan tersebut merupakan kata dasar yang digunakan oleh mahasiswa secara berulang-ulang pada karangannya masing-masing. Kata yang paling banyak diulang adalah kata 'saya'.

Kata berimbuhan adalah kata yang dibentuk dengan menambahkan imbuhan pada kata dasar. Imbuhan tersebut dapat berupa, prefiks (imbuhan pada awal kata), sufiks (imbuhan yang terletak pada akhir kata), infiks (imbuhan yang terletak pada tengah kata), dan konfiks (imbuhan yang terletak pada awal kata dan akhir kata sekaligus). Kata berimbuhan yang ditemukan pada karangan mahasiswa setsunan program Kaigai Jisshuu berupa kata yang mendapat imbuhan pada awal kata seperti prefiks me- (melihat, menjual, membakar, mengambil), prefiks di- (ditanam, dijual), prefiks ber- (berbelanja,

bermain), prefiks ter- (terpopuler, terkenal), prefiks pe- (pendaki, penutup). Kata yang mendapat imbuhan pada akhir kata seperti sufiks -an (makanan, masakan), sufiks -nya (harganya, namanya), sufiks -an (wisatawan). Kata yang mendapat imbuhan pada awal kata dan akhir kata sekaligus seperti konfiks ke-an (kebanyakan), konfiks pe-an (pemandian, pendidikan, perjalanan), konfiks di-kan (digunakan), konfiks me-kan (merapikan, menceritakan, menyenangkan), konfiks me-i (mengunjungi), konfiks memper-kan (memperkenalkan), konfiks se-nya (sebaiknya). Pada karangan mahasiswa Setsunan program Kaigai Jisshuu imbuhan pada tengah kata atau infiks, sufiks -i serta sufiks -kan tidak ditemukan.

Kata berulang yang ditemukan antara lain, kira-kira, teman-teman, anak-anak, bermacam-macam, kadang-kadang, macam-macam, berkali-kali, saat-saat, rumah-rumah, dan bersiap-siap. Jenis kata berulang antara lain kata berulang utuh atau pengulangan utuh (kira-kira, teman-teman, anak-anak, kadang-kadang, saat-saat, rumah-rumah, macam-macam) dan kata berulang berimbuhan (bermacam-macam, bersiap-siap, berkali-kali). Kata ulang ini tidak hanya digunakan pada satu topik karangan namun juga digunakan pada karangan lain yang berbeda topik.

Pada karangan bahasa Indonesia yang ditulis oleh mahasiswa Setsunan program Kaigai Jisshuu hanya ditemukan kata ulang utuh dan kata ulang sebagian, sedangkan kata ulang perubahan bunyi dan kata ulang pengafiksian tidak ditemukan. Mahasiswa program Kaigai Jisshuu ini belum lama mempelajari bahasa Indonesia sehingga kata ulang perubahan bunyi dan pengafiksian mungkin belum dipelajarinya.

Kata majemuk yang ditemukan pada karangan mahasiswa Setsunan program Kaigai Jisshuu meliputi kata majemuk yang unsur keduanya berfungsi menerangkan selain adjektiva (terima kasih, kare

kambing, lidah sapi, kereta api, waktu luang, air terjun, makan waktu, pesawat terbang, jus jeruk) dan tipe kata majemuk yang kedua yaitu unsur keduanya berfungsi menerangkan adjektiva (kopi hitam, air panas). Kata majemuk yang sering digunakan adalah kata majemuk makan waktu karena sering menceritakan tentang seberapa waktu yang diperlukan pada saat menuju ke restoran favorit, kampus, maupun ke tempat wisata yang pernah dikunjungi.

Pada karangan bahasa Indonesia yang ditulis oleh mahasiswa Setsunan program Kaigai Jisshuu ditemukan kategori kata yang meliputi, verba, adjektiva, adverbial, nomina dan kata tugas. Penggolongan verba bahasa Indonesia terdiri atas verba asal dan verba turunan. Contoh data yang menggunakan verba asal, yaitu saya **tidur** jam 4, saya **makan** malam sendiri, saya **pergi** ke air terjun Niagara, saya **bangun** jam 9. Keempat data verba tersebut mengandung makna perbuatan. Verba yang mengandung makna keadaan juga ditemukan seperti hidup, suka. Contoh verba yang menggunakan verba turunan, yaitu saya **belajar** bahasa Indonesia, saya **mencuci** muka, saya sudah **mengambil** photo dengan teman-teman, restoran itu juga **menjual** minuman seperti kopi dan macam-macam jus. Keempat verba tersebut merupakan bentuk verba turunan yang dibentuk melalui pengafiksian yaitu mendapat prefiks ber- pada verba belajar dan mendapat prefiks me- pada verba menjual, mencuci, dan mengambil. Keempat verba tersebut memiliki fungsi sebagai predikat pada kalimat. Verba turunan yang dibentuk melalui pengulangan (bersiap-siap) dan pengafiksian telah digunakan oleh mahasiswa Setsunan dalam karangannya. Verba turunan yang dibentuk melalui pemajemukan atau pepaduan tidak ditemukan dalam karangan mahasiswa Setsunan program Kaigai Jisshuu.



Adjektiva dibagi atas adjektiva bertaraf dan adjektiva tak bertaraf. Dalam adjektiva bertaraf ditemukan adjektiva pemerian sifat, seperti dingin, pedas, enak, favorit, murah, banyak, manis. Adjektiva lainnya ialah adjektiva ukuran seperti besar, adjektiva warna seperti hitam, adjektiva waktu yaitu jarang, adjektiva jarak yaitu jauh, adjektiva sikap batin yaitu senang, bahagia. Adjektiva cerapan dan adjektiva tak bertaraf belum digunakan oleh mahasiswa setsunan program Kaigai Jisshuu.

Adverbia merupakan kata yang menjelaskan verba, adjektiva, atau adverbia lain. Contoh data adverbia *sangat* yang menjelaskan adjektiva *enak* ialah ...sangat enak. Contoh data adverbia *ingin* yang menjelaskan verba *pergi* ialah saya ingin pergi.... Contoh data adverbia yang menjelaskan adverbia lain ialah harganya *kurang lebih* Rp. 120.000. Dari segi bentuknya, adverbia terbagi atas adverbia tunggal dan adverbia gabungan. Contoh data adverbia yang berupa kata dasar ialah sangat, pernah, mau, selalu, harus, sering, paling, ingin. Adverbia yang berupa kata berafiks ialah sebaiknya. Contoh data adverbia gabungan yang berdampingan ialah harganya *kurang lebih* Rp. 120.000, adverbia gabungan yang tidak berdampingan ialah saya *mau* pergi ke Taiwan *lagi*. Mahasiswa Setsunan program Kaigai Jisshuu telah menggunakan adverbia yang menjelaskan verba, adjektiva, maupun adverbia lain di samping juga telah menggunakan adverbia tunggal maupun gabungan dalam karangan bahasa Indonesia.

Kategori nomina terdiri atas dua macam, yaitu nomina yang berbentuk kata dasar dan nomina turunan. Contoh data nomina yang berbentuk kata dasar antara lain, orang, keluarga, dosen yang berfungsi mengacu pada manusia. Kambing, sapi yang berfungsi mengacu pada binatang. Rumah, gunung yang berfungsi mengacu pada benda. Nomina dasar lain seperti nomina yang mengacu pada nama

geografis juga ditemukan, misalnya *Osaka, Shizuoka, Taiwan*. Nomina yang mengacu pada nama diri orang misalnya *Tanaka*. Nomina yang mengacu pada nama hari misalnya *Senin, Jumat*. Nomina turunan merupakan nomina yang dapat diturunkan melalui afiksasi seperti pegunungan, namanya, makanan; nomina yang diturunkan melalui perulangan seperti teman-teman; nomina yang diturunkan melalui pemajemukan seperti kereta api. Mahasiswa Setsunan program Kaigai Jisshuu telah menggunakan nomina dasar dan nomina turunan dalam karangan bahasa Indonesia.

Pronomina dilihat dari segi artinya, pronomina merupakan kata yang dipakai untuk mengacu kepada nomina lain. Pronomina terbagi atas pronomina persona dan pronomina penunjuk. Contoh data pronomina persona ialah *saya, dia, dan kami*. Contoh data pronomina penunjuk ialah restoran *itu* namanya Raionkari, pohon *itu* namanya Yanaginamiki, restoran *itu* namanya Raionkari. Numeralia merupakan kata yang dipakai untuk menghitung banyaknya maujud (orang, binatang, atau barang) dan konsep. Numeralia yang ditemukan adalah 3 jam, 3 malam 4 hari, 2 jam, 800 yen, 300 yen, 120.000 rupiah.

Kata tugas yang ditemukan jika dilihat dari segi bentuk antara lain preposisi *akan, bagi, dari, dengan, di, ke, untuk, pada, tentang, sampai* (preposisi tunggal). Preposisi berafiks seperti *selama, sekitar, seluruh*. Preposisi gabungan yang ditemukan adalah *sampai dengan* pada kalimat 'saya kuliah sampai dengan jam 12.00 siang' preposisi lain seperti *dari.... sampai* pada kalimat 'dari hari Senin sampai hari Jumat'. Peran semantik preposisi dalam bahasa Indonesia antara lain penanda hubungan tempat (kata yang ditemukan ialah *di, ke, dari, sampai, pada*), penanda hubungan peruntukan (kata yang ditemukan ialah *untuk, bagi*), penanda hubungan sebab (kata yang ditemukan

ialah karena), penanda hubungan kesertaan (kata yang ditemukan ialah dengan, sambil), penanda hubungan pelaku (kata yang ditemukan ialah, oleh), penanda hubungan waktu (kata yang ditemukan ialah pada, sampai, sejak), penanda hubungan ihwal peristiwa (kata yang ditemukan ialah tentang). Di dalam kata tugas juga terdapat konjungtor atau kata sambung yaitu kata tugas yang menghubungkan dua satuan bahasa yang sederajat. Kata sambung yang digunakan oleh mahasiswa Setsunan antara lain, dan, atau, tetapi, sesudah itu, sebelum, kalau, sedangkan, kemudian, lalu, selain itu, kalau, oleh karena itu. Kata sambung seperti meskipun, walaupun, padahal, serta, supaya, tanpa belum digunakan oleh mahasiswa Setsunan program Kaigai Jisshuu.

V. Simpulan dan Saran

Berdasarkan hasil analisis, simpulan penelitian ini adalah dilihat dari segi bentuk kata seperti kata dasar, kata berimbuhan, kata berulang, kata majemuk telah digunakan oleh mahasiswa Setsunan program Kaigai Jisshuu. Dari segi bentuk kata yang digunakan, kata dasar yang mendominasi dan kata ulang yang paling sedikit digunakan. Di lihat dari segi kategori kata berupa verba, adjektiva, adverbial, nomina, pronomina, numeralia, dan kata tugas juga telah digunakan oleh mahasiswa Setsunan program Kaigai Jisshuu. Untuk kategori verba, kata yang paling sering digunakan adalah verba *pergi*. Kategori adjektiva kata yang paling sering digunakan adalah *enak*. kategori adverbial kata yang paling sering digunakan adalah *juga* dan *sangat*. Kategori nomina kata yang paling sering digunakan adalah *restoran*. Sedangkan untuk Pronomina adalah *saya*, dan kata tugas adalah *di*. Dari bentuk dan kategori kata dasar, nomina, paling banyak digunakan sedangkan verba khususnya verba turunan belum banyak

digunakan. Oleh karena itu masih perlu pembelajaran kosakata khususnya verba turunan yang lebih banyak lagi.

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Pengembangan Modul Elektronik Berbasis Etnokonstruktivisme Lubuk Larangan Pada Pembelajaran IPS

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Abstract

This study aims to (1) develop an ethnoconstructivism-based electronic module for fifth grade elementary school students, (2) find out the practicality of an ethnoconstructivism-based electronic module. This research method is Research and Development (R&D). This development research procedure refers to the ADDIE model, namely (1) Analysis (2) Design (3) Development (4) Implementation (5) Evaluation. This research was conducted at SD Negeri 112/I Perumas. The research instrument was a validation questionnaire, a teacher response questionnaire and a student response questionnaire. The results of this study are: (1) an electronic module for fifth grade elementary school students based on ethnoconstructivism with the theme "Health is Important" which was developed by analyzing the needs of class students. The resulting module is a flipbook with .exe format packaged in the Kvisoft Flipbook Maker application, (2) the quality of the electronic module developed is based on an assessment of the interests and motivations of students. The results of the interest questionnaire from this study indicate that the ethnoconstructivism electronic module using the kvisoft flipbook maker application has a dominant interest value of 72.73%, motivation 77.27%.

Keywords: *Electronic module, Etnokonstruktivisme, Kvisoft Flipbook Maker, Lubuk Larangan, development*

Abstrak

Penelitian ini bertujuan untuk (1) mengembangkan modul elektronik berbasis etnokonstruktivisme untuk siswa kelas V Sekolah Dasar, (2) mengetahui kepraktisan modul elektronik berbasis etnokonstruktivisme. Metode penelitian ini adalah *Research and Development (R&D)*. Prosedur penelitian pengembangan ini mengacu pada model ADDIE, yaitu (1) *Analysis* (2) *Design* (3) *Development* (4) *Implementation* (5) *Evaluation*. Penelitian ini dilakukan di SD Negeri 112/I Perumas. Instrumen penelitian ini berupa angket validasi, angket respon guru dan angket respon siswa. Hasil dari penelitian ini adalah: (1) modul elektronik untuk siswa kelas V Sekolah Dasar berbasis etnokonstruktivisme dengan tema "Sehat Itu Penting" yang dikembangkan dengan menganalisis kebutuhan siswa kelas. Modul yang dihasilkan berupa *flipbook* dengan format .exe yang dikemas dalam aplikasi *Kvisoft Flipbook Maker*, (2) kualitas modul elektronik yang dikembangkan berdasarkan penilaian dari angket minat dan motivasi peserta didik. Hasil angket minat dari penelitian ini menunjukkan bahwa modul elektronik etnokonstruktivisme menggunakan aplikasi *kvisoft flipbook maker* memiliki nilai dominan minat 72,73%, motivasi 77,27%.

Kata Kunci: *Modul elektronik, Etnokonstruktivisme, Kvisoft Flipbook Maker, Lubuk Larangan, pengembangan*

I. Pendahuluan

Indonesia merupakan sebuah negara kepulauan dengan keberagaman budaya, suku, ras dan agama yang berbeda dari setiap daerahnya. Widiastuti, (2013: 10) berpendapat bahwa "Indonesia merupakan negara yang majemuk terdiri dari kumpulan orang-orang berciri khas

kesukuan yang memiliki beragam budaya dan latar belakang yang berbeda". Risdan (2016: 196) menyatakan bahwa "*Indonesia has more than seventeen thousand islands, due to this facts, Indonesian is well-known for its cultural richness, multy cultural country*" (Indonesia memiliki lebih dari tujuh ribu pulau, oleh sebab itu Indonesia



terkenal dengan kekayaan budaya; negara multi-budaya).

Sebagai negara yang majemuk Indonesia memiliki keberagaman kultur budaya yang berbeda-beda sesuai dengan karaktersitik dari setiap daerahnya. Miftah (2016: 167) berpendapat bahwa *“Every area in Indonesia has its culture and its own characteristic, the existing cultural diversity in our country is one of forms and a evidence where our country is rich of cultures”* (Setiap daerah di Indonesia memiliki budaya dan karaktersitiknya sendiri, keberagaman budaya yang ada merupakan bentuk dan bukti bahwa negara kita kaya akan budaya).

Undang-undang Nomor 20 Tahun 2003 Bab X pasal 36 ayat (2) tentang kurikulum menyatakan bahwa “Kurikulum pada semua jenjang dan jenis pendidikan dikembangkan dengan prinsip diversifikasi sesuai dengan satuan pendidikan, potensi daerah dan peserta didik”. Upaya diversifikasi yang dilakukan pemerintah yaitu dengan memasukkan konten kearifan lokal pada pembelajaran. Nakpodia, (2010: 2) menyatakan bahwa *“Culture is maintained through education way curriculum development”* (Budaya dipertahankan atau dimodifikasi melalui pendidikan dan pengembangan kurikulum).

Pemerintah saat ini terus gencar memperbaiki sistem pendidikan di Indonesia, contohnya yaitu melakukan penyempurnaan pada Kurikulum 2013. Mengutip dari Khusna (2018: 149) “Esensi dalam penerapan Kurikulum 2013 tidak hanya bertujuan untuk meningkatkan pengetahuan tetapi juga diharapkan dapat mengasah kemampuan peserta didik dalam memiliki keterampilan serta karakter luhur sesuai kepribadian bangsa Indonesia”.

Pada lampiran Peraturan Menteri Pendidikan dan Kebudayaan Nomor 22 tahun 2016 tentang Standar Proses bahwa pembelajaran di Sekolah Dasar

mengakomodasi pembelajaran tematik-terpadu, keterpaduan lintas mata pelajaran, lintas aspek belajar dan keragaman budaya. Kemudian ditegaskan juga pada Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 81A tahun 2013 lampiran IV bahwa pembelajaran di sekolah tingkat dasar dikembangkan secara tematik, keterpaduan lintas mata pelajaran untuk mengembangkan pengetahuan, sikap dan keterampilan serta mengapresiasi keragaman budaya lokal. Pada aspek keberagaman budaya dapat diintegrasikan dalam konteks pembelajaran dengan memasukkan konten kearifan lokal.

Kearifan lokal banyak memberikan nilai kehidupan pada masyarakat. Menurut Azis (2017: 2) “Kearifan lokal dibangun dari nilai-nilai sosial yang dijunjung dalam struktur sosial masyarakat sebagai pedoman, pengontrol serta menjadi rambu-rambu dalam berbagai dimensi kehidupan”. Dapat disimpulkan bahwa kearifan lokal merupakan bagian dari sebuah budaya yang lahir dari pemikiran mencakup pengetahuan, pandangan dan nilai-nilai kehidupan yang positif. Salah satu bentuk nilai yang terdapat dari kearifan lokal adalah nilai sosial. Nilai sosial penting untuk dimiliki peserta didik, karena pada dasarnya manusia merupakan makhluk sosial. Hantono (2018: 86) “Manusia merupakan makhluk sosial yang sejatinya selalu hidup bersama dengan manusia lain dan tidak dapat melakukan kegiatannya sendiri tanpa bantuan manusia lainnya”.

Pengintegrasian nilai-nilai sosial kearifan lokal pada konteks sosial dalam pembelajaran disebut dengan istilah etnososial. Etnososial merupakan pembelajaran dengan konteks kearifan lokal pada aspek sosial yang disusun berdasarkan nilai-nilai dan diterapkan berdasarkan pengalaman peserta didik. Contoh bentuk kearifan lokal yang terdapat di kawasan provinsi Jambi adalah kegiatan tradisi Lubuk Larangan. Tradisi Lubuk

Larangan merupakan bentuk kekayaan budaya di provinsi Jambi tepatnya Kabupaten Bungo. Tradisi Lubuk Larangan banyak memiliki nilai-nilai sosial yang dapat diintegrasikan dalam pembelajaran contohnya yaitu nilai gotong royong dan kekeluargaan. Pembelajaran dengan mengkonstruksi kearifan lokal daerah setempat disebut dengan pembelajaran berbasis etnokonstruktivisme.

Pembelajaran berbasis etnokonstruktivisme penting diterapkan di Sekolah Dasar, hal ini merupakan usaha dalam proses pelestarian kebudayaan Indonesia. Sekolah yang tidak memperhatikan potensi kearifan lokal dalam pembelajaran akan memberikan dampak yang tidak baik bagi peserta didik. Tujuan mengintegrasikan kearifan lokal pada pembelajaran tidak lepas dari upaya pelestarian budaya, salah satu bentuk upaya pelestarian budaya adalah melalui proses pendidikan. Kearifan lokal yang dimiliki memiliki nilai fungsional bagi kehidupan, namun pemanfaatan potensi tersebut belum optimal dalam pendidikan.

Berdasarkan studi pendahuluan, pelaksanaan pembelajaran dengan mengintegrasikan kearifan lokal di SD Negeri 112/1 Perumnas belum terlaksana dengan optimal. Hal ini dibuktikan dengan melakukan wawancara bersama guru kelas di Sekolah Dasar tersebut. Kesimpulan dari wawancara yang telah dilakukan yaitu: guru telah berusaha memperkenalkan atau sedikit memasukkan konten kearifan lokal pada pembelajaran seperti memperkenalkan kearifan lokal yang ada di Kabupaten Batanghari. Namun terdapat kendala pada keterbatasan bahan ajar, sebab untuk saat ini guru hanya menggunakan Buku Guru dan Buku Siswa dari pemerintah untuk digunakan pada proses pembelajaran. Buku Guru dan Buku Siswa jika dilihat hanya memperlihatkan kebudayaan Indonesia secara global tidak spesifik kepada kearifan lokal provinsi Jambi. Maka dari itu guru hanya mensiasati

hal tersebut dengan mencari gambar mengenai kearifan lokal provinsi Jambi yang sekiranya dapat dijelaskan dalam pembelajaran.

Menilik dari permasalahan tersebut, perlu adanya upaya untuk mengatasi keterbatasan bahan ajar. Upaya yang dapat dilakukan yaitu dengan mengembangkan sebuah bahan ajar berbasis kearifan lokal yang relevan dengan Kurikulum 2013, Standar Pendidikan dan perkembangan zaman seperti pemanfaatan teknologi.

Peserta didik saat ini merupakan "*anak millennial*" yang tumbuh dan berkembang ditengah kepesatan teknologi. Manongga (2009: 16) berpendapat "Pemanfaatan teknologi informasi memberikan tuntutan dalam pengimplementasian teknologi di dunia pendidikan". Hal ini sangat beralasan bahwa sejarah perkembangan teknologi itu sendiri berasal dari dunia pendidikan. Maka dari itu, agar dapat memanfaatkan teknologi yang berkembang saat ini maka modul yang akan dikembangkan merupakan modul berbasis elektronik yang biasa disingkat dengan *e-modul*.

Peserta didik Sekolah Dasar cenderung menyukai pembelajaran yang menarik. Agar dapat menarik perhatian dan minat peserta didik maka *e-modul* akan dimuat dalam sebuah aplikasi yang bernama *Kvisoft Flipbook*. Aplikasi ini dapat membuat *e-modul* memiliki bentuk yang bervariasi karena dapat memuat gambar, teks, video dan audio. Dengan demikian diharapkan dapat membantu guru dalam proses pembelajaran dalam memperkenalkan kearifan lokal yang ada pada lingkungan peserta didik sehingga dapat menciptakan pembelajaran yang bermakna.

II. Kajian Literatur

2.1 Modul Elektronik

Kemajuan teknologi informasi dapat mengubah penyajian bahan ajar,

seperti halnya modul cetak kini dapat dikemas menjadi modul digital atau yang dikenal dengan istilah modul elektronik (*e-modul*). Menurut Nurmayanti, dkk (2015:337) “Modul elektronik merupakan bahan belajar mandiri yang tersusun secara sistematis yang disajikan dalam format elektronik”. Senada dengan Cheva & Zainul (2019:29) “*e-modul* adalah bahan ajar mandiri yang memuat informasi yang disajikan dalam bentuk digital”.

2.2 Pembelajaran Berbasis Kearifan Lokal
Kearifan lokal menurut Asriati (2012:112) adalah “Suatu ide/gagasan bersifat konseptual yang berkembang dan terus berkembang ditengah masyarakat dan bersifat profan”. Akbar (2016:42) juga mengemukakan hal yang sama bahwa “Kearifan lokal merupakan suatu warisan yang dipertahankan sebagai sebuah identitas setempat meliputi pengetahuan, kepercayaan, adat istiadat, norma dan kebudayaan”. Pernyataan tersebut juga relevan dengan Sudarsana (2018:300) bahwa “*Local wisdom is related to how knowledge is generated, stored, applied, managed and inherited*” yang artinya kearifan lokal merupakan pengetahuan yang dihasilkan, disimpan, diterapkan dan diwariskan.

2.3 Etnokonstruktivisme

Etnokonstruktivisme merupakan gabungan dari dua kata yaitu etno dan konstruktivisme. Kedua kata tersebut memiliki artian yang berbeda. Menurut Baehaqie (2013) etno merupakan kebudayaan yang terdapat pada suatu daerah. Sedangkan konstruktivisme merupakan aliran ilmu yang memiliki makna pembentukan pengetahuan yang dibentuk berdasarkan pengalaman. Menurut Kalpana (2014:27) menyatakan “Konstruktivisme merupakan pandangan yang menekankan pada peran aktif siswa dalam membangun pemahaman untuk memahami informasi”. Pendapat lain oleh

Karo-karo & Rohani (2018:92) bahwa “konsep belajar didekati dengan paham konstruktivisme maka belajar merupakan hasil konstruksi sendiri sebagai interaksi terhadap lingkungan belajar”.

2.4 Lubuk Larangan

Lubuk Larangan merupakan tradisi yang kerap dilakukan oleh masyarakat Kabupaten Bungo. Secara etimologi *Lubuk Larangan* terdiri dari dua kata yaitu “*lubuk*” yang diartikan sebagai sungai dan “*larang*” yang diartikan sebagai perintah dilarang melakukan sesuatu di daerah sungai. Menurut Surma (2008:102) *Lubuk Larangan* adalah “Sebuah kawasan tertentu di dalam sungai yang dilindungi dalam kurun waktu tertentu”.

III. Metode Penelitian

Model pengembangan yang digunakan dalam penelitian ini adalah model ADDIE yang diadopsi dari Branch. Menurut Branch (2009:2) “*ADDIE is a product development concept*”. Tahap pengembangan ADDIE terdiri dari lima langkah, yaitu (1) Analisis, (2) Perencanaan, (3) Pengembangan, (4) Implementasi dan, (5) Evaluasi. Peneliti menggunakan model ADDIE dikarenakan: Model ADDIE sederhana dan mudah dipelajari, terdapat evaluasi dan revisi secara terus-menerus dalam setiap tahapannya sehingga akan membantu proses perbaikan produk serta model ADDIE telah banyak digunakan dalam penelitian pengembangan dan terbukti menghasilkan produk yang baik. Jenis data yang digunakan pada penelitian ini adalah data kuantitatif dan data kualitatif. Data kualitatif didapat dari komentar, saran atau masukan. Sedangkan data kuantitatif didapat dari hasil perhitungan angket respon dari peserta didik.

Instrumen yang digunakan pada penelitian ini adalah angket dengan bentuk skala Likert. Tahap analisis data yaitu mengumpulkan data dari penyebaran

angket untuk dianalisis untuk melihat hasil dari sebuah pengembangan produk.

Tabel 1. Level Angket Persepsi dan Minat Peserta Didik terhadap E-Modul

Interval Skor Minat	Interval Skor Motivasi	Kriteria
20.0-36.1	20.0-36.1	Sangat Tidak Baik
36.1-52.0	36.1-52.0	Tidak baik
52.1-68.0	52.1-68.0	Cukup
68.1-84.0	68.1-84.0	Baik
84.1-100.0	84.1-100.0	Sangat Baik

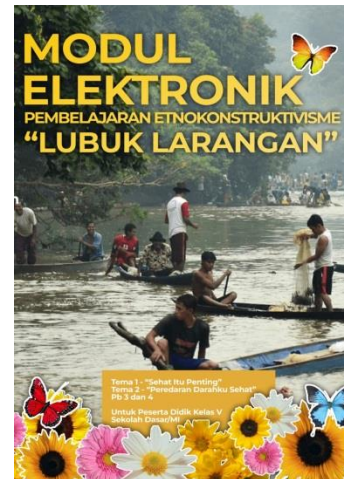
IV. Hasil dan Pembahasan

4.1 Hasil

Hasil pengembangan yang dilakukan peneliti adalah menghasilkan bahan ajar e-modul dengan menggunakan aplikasi *Kvisoft Flipbook Maker Pro* sebagai bahan ajar pendukung proses pembelajaran untuk siswa Sekolah Dasar. Elektronik modul yang dibuat memuat nilai-nilai kebudayaan yang ada disekitar siswa. Pembuatan modul menggunakan pendekatan konstruktivisme sehingga modul ini disebut sebagai modul etnokonstruktivisme. *Constructivist learning processes support student active participation, knowledge construction and deep learning, encourage student to think and act independently, and foster permanent learning* (Colak, 2017).

Modul elektronik ini berisi materi pembelajaran yang ditinjau dari segi kebudayaan. Pengembangan e-modul menggunakan aplikasi *Kvisoft Flipbook Maker Pro*. Produk pengembangan dikemas dalam bentuk format PDF (Portable Document Format). Pengembangan modul etnokonstruktivisme adalah bentuk pengembangan e-learning agar siswa lebih tertarik untuk belajar. Elektronik modul dibuat memuat beberapa tampilan menu pembelajaran yaitu materi pembelajaran, evaluasi pembelajaran, keterampilan prakarya dan penilaian prakarya.

4.1.1 Halaman Pembuka E-modul etnokonstruktivisme.



Gambar 1. Halaman Pembuka

4.1.2 Halaman Kompetensi Inti dan Kompetensi Dasar

Halaman kompetensi inti pembelajaran memuat kompetensi yang harus dipelajari siswa pada kurikulum sekolah dasar.



Gambar 2. Halaman KI dan KD

4.1.3 Uraian Materi

Uraian materi juga disesuaikan dengan tujuan pembelajaran yakni mengetahui kearifan lokal yang ada di provinsi Jambi yaitu mengenai tradisi Lubuk Larangan. Kegiatan Peserta didik berupa latihan-latihan yang harus dikerjakan oleh peserta didik baik secara individu maupun

berkelompok



Gambar 3. Cerita Etnokonstruktivisme

4.1.4 Halaman Keterampilan Prakarya
Halaman keterampilan prakarya adalah halaman yang memuat prakarya yang hendak dibuat siswa. Prakarya dilaksanakan setelah selesai melakukan pembekajaran.



Gambar 4. Keterampilan Prakarya

Hasil data dari penelitian dengan menggunakan angket minat dan motivasi yang dilakukan di kelas V SD Negeri 112/I Perumnas terhadap e-modul berbasis Kvisoft. Berikut adalah tabel level kategori angket minat yang diberikan kepada siswa terhadap e-modul yang dikembangkan.

Berikut adalah tabel level kategori angket motivasi yang diberikan kepada siswa terhadap e-modul yang dikembangkan.

Tabel 2. Level Kategori Angket Motivasi

Interval Skor	Kriteria	F	%
20.0-36.0	Sangat Tidak Baik	0	0
36.1-52.0	Tidak Baik	0	0

52.1-68.0	Cukup	3	13,63
68.1-84.0	Baik	17	77,27
84.1-100.0	Sangat Baik	2	9.1
Jumlah		22	100

Berdasarkan tabel 2 level kategori angket motivasi peserta didik terhadap e-modul dapat dilihat bahwa, pada level angket kriteria Sangat Tidak Baik dan Tidak Baik memperoleh 0% artinya dari 22 siswa tidak ada yang memilih. Untuk kriteria Cukup memperoleh frekuensi sebanyak 3 dan presentase 13,63% (3 dari 22 siswa), kriteria Baik memperoleh frekuensi sebesar 17 dengan presentase 77,27% (17 dari 22 siswa), dan kriteria Sangat Baik memperoleh frekuensi sebanyak 2 dan presentase 9,1% (2 dari 100). Dengan demikian angket motivasi dominan dalam kategori Baik dengan reponden sebanyak 17 siswa sebesar 77,27%. Berikut adalah tabel level kategori angket minat yang diberikan kepada siswa terhadap e-modul yang dikembangkan.

Tabel 3. Level Kategori Angket Minat

Interval Skor	Kriteria	F	%
20.0-36.0	Sangat Tidak Baik	0	0
36.1-52.0	Tidak Baik	0	0
52.1-68.0	Cukup	1	4,55
68.1-84.0	Baik	16	72,73
81.4-100.0	Sangat Baik	5	22,72
Jumlah		22	100

Berdasarkan tabel 3 level angket minat peserta didik terhadap e-modul dapat dilihat bahwa, pada level angket kriteria Sangat Tidak Baik dan Tidak Baik memperoleh frekuensi sebanyak 0 dan presentase 0% (0 dari 22 siswa). Kriteria Cukup memperoleh frekuensi sebanyak 1 dengan presentase 4,55% (1 dari 22 siswa) kriteria Baik presentase 72,73% (16 dari 22 siswa) dan kriteria Sangat Baik memperoleh frekuensi sebanyak 5 dan presentase 22,72% (5 dari 22 siswa). Jadi angket minat didominasi oleh kategori

Baik dengan 16 responden sebesar 72,73%.

Dari hasil data yang didapatkan pada tabel 3, dapat dilihat bahwa dari 22 responden yang mengisi angket minat yang dibagikan menunjukkan frekuensi terbanyak sebesar 16 dengan presentase 72,73% termasuk ke dalam kategori Baik. Frekuensi ini menunjukkan lebih dari separuh responden memberikan atau menunjukkan minat yang positif terhadap penggunaan e-modul pembelajaran berbasis *Kvisoft flipbook maker* dalam pembelajaran. Artinya, jika peserta didik menunjukkan respon minat yang positif maka akan meningkatkan minat belajar peserta didik yang lebih, dengan menggunakan e-modul pembelajaran berbasis *Kvisoft flipbook maker*. Menurut Ariawan, Muhsetyo, dan Qohar (2017) Rendahnya minat belajar siswa dapat diatasi dengan memasukkan unsur hiburan pada multimedia yang dikembangkan. Menurut Nurhasanah & Sobandi (2016) Ketertarikan untuk belajar diartikan apabila seseorang yang berminat terhadap suatu pelajaran maka ia akan memiliki perasaan ketertarikan terhadap pelajaran tersebut.

Selanjutnya, dari hasil data pada tabel 5, dapat dilihat bahwa dari 22 responden yang mengisi angket motivasi menunjukkan bahwa frekuensi terbesar sebanyak 17 dengan presentase 77,27% termasuk ke dalam kategori Baik. Frekuensi ini menunjukkan lebih dari separuh respon memberikan respon bahwa penggunaan e-modul pembelajaran berbasis *Kvisoft flipbook maker* yang diujicobakan mampu memotivasi peserta didik dalam kegiatan pembelajaran. Berarti dengan adanya bahan ajar e-modul pembelajaran berbasis *Kvisoft flipbook maker*, peserta didik menjadi lebih termotivasi dalam mengikuti proses pembelajaran. Motivasi terdiri dari dua jenis, yaitu motivasi intrinsik dan motivasi ekstrinsik (Asrial, Syahril, Kurniawan,

Subandiyo, & Amalina, 2019). Berdasarkan pernyataan tersebut ada motivasi intrinsik yang berasal dari dalam diri peserta didik sendiri, dan motivasi ekstrinsik berasal dari luar diri peserta didik. *This means directing the deed to achieve the desired goal.* 3) *Motivation functions as a driver, it functions as an engine for cars, the size of motivation will determine the speed or slowness of a job* (Astalini, Kurniawan, Sulistiyo, & Perdana, 2019). Menurut Anjani, Factchan, dan Amirudin (2016) Motivasi penting dalam menentukan seberapa banyak siswa akan belajar dari suatu kegiatan pembelajaran atau seberapa banyak menyerap informasi yang disajikan kepada mereka Menurut Manasia (2015) *Enjoyment in learning is the emotion expression of students intrinsically linked to student motivation to learn, with learning and school performance at school.*

V. Simpulan dan Saran

5.1 Simpulan

Penelitian dan pengembangan ini menghasilkan e-modul dengan menggunakan aplikasi *Kvisoft flipbook maker*. Model yang digunakan untuk mengembangkan modul adalah ADDIE yang terdiri dari lima langkah yaitu *Analyze, Design, Development, Implementation, dan Evaluation*. Dari penyebaran angket yang telah dilakukan di Sekolah Dasar Negeri 112/I Perumnas dapat disimpulkan bahwa hasil analisis yang diperoleh dari indikator Minat siswa diperoleh kategori Baik dengan presentase 72,73 %. Indikator Motivasi siswa berkategori Baik dengan presentase 77,27% dan selanjutnya hasil indikator Persepsi siswa berkategori Cukup dengan persentase yang diperoleh sebesar 63,6%.

5.1 Saran

Modul elektronik yang dikembangkan memiliki keunggulan dan

masih memiliki kelemahan serta keterbatasan. Keunggulan modul elektronik diantaranya: modul elektronik dapat menarik perhatian peserta didik karena modul elektronik dilengkapi dengan gambar, video dan audio; menjadikan peserta didik belajar aktif; dan dapat mengurangi penggunaan kertas sebagai upaya pelestarian lingkungan. Kelemahan dalam menggunakan modul elektronik adalah membutuhkan fasilitas yang mendukung seperti ketersediaan laptop/komputer dan *infocus* pada saat proses penggunaannya, jadi apabila sekolah tidak memiliki ketersediaan sarana dan prasarana maka modul elektronik tidak dapat digunakan di sekolah tersebut; sebagian kecil masih terdapat guru dan peserta didik yang kurang mahir dalam menggunakan komputer sehingga mengakibatkan keterhambatan pada saat proses penggunaannya.

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WHAT CONTRIBUTES TO ENGLISH PROFICIENCY?

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Abstract

This study involved an EFL learner who not only earned relatively high score in the TOEFL test, but also performed exceptional English speaking comprehension. A deep interview was employed to gather information from the subject; in order to identify features that enabled him to develop English skills. As a graduate of an international program in a public college, he had an access to interact in the target language. His intrinsic and extrinsic motivations were also proven factors contributing to the participant's agency. The agency also allowed him to initiate activities which enabled him to access comprehensive input.

Keywords: agency; language input; learning environment; motivation; a successful EFL learner

Abstrak

Penelitian ini melibatkan pelajar EFL yang tidak hanya memperoleh skor yang relatif tinggi dalam tes TOEFL, tetapi juga memiliki pemahaman berbicara bahasa Inggris yang luar biasa. Wawancara mendalam digunakan untuk mengumpulkan informasi dari subjek; untuk mengidentifikasi fitur-fitur yang memungkinkannya mengembangkan keterampilan Bahasa Inggris. Sebagai lulusan program internasional di perguruan tinggi negeri, ia memiliki akses untuk berinteraksi dalam bahasa target. Motivasi intrinsik dan ekstrinsiknya juga merupakan faktor yang terbukti berkontribusi pada agensi peserta penelitian. Agensi ini jugalah yang memungkinkannya untuk memulai kegiatan-kegiatan (secara mandiri) dalam mengakses masukan yang komprehensif.

Kata Kunci: agensi, input bahasa, lingkungan belajar, motivasi, pebelajar EFL sukses

I. Introduction

The purpose of teaching a language is to get ready learners to be able communicate communicatively and successfully, both within the talked and composed mode. Nunan (2003) states that English as a worldwide dialect has gotten to be a persuasive figure in numerous ranges, i.e. commerce, science, innovation. Due to this concern, Indonesia put English as one of the fundamental subjects in its instruction educational programs.

In a foreign language process, it is evident that input is considered as exceptionally imperative. It plays a part as a required passage point' that impressively

contributes to the victory of dialect securing. A consider on dialect input conducted by Maharsi (2016) pointed out that the proper measure and shape of input appropriate result in more fruitful dialect procurement. In a comparative heading, Bahrani and Soltani (2012) explored the part of dialect input in moment dialect securing and concluded that moment dialect procurement was carried out by considering having ideal presentation to the target dialect. O'Grady et al. (2011) moreover emphasized the part of input in SLA by informing that a few dialect highlights, in a dialect securing case, are specifically formed by the input. In other

words, hence, the method of dialect procurement is profoundly impacted by the fitting and accessibility of dialect input (Bahrani & Nekoueizadeh, 2014). Another point to be emphasized is that to memorize a dialect, individuals got to hone the dialect. In Indonesian English classes, it is commonly found that instructors, particularly in country regions, rarely communicate completely in English. Subsequently, understudies gotten to be hesitant to utilize English both in talked and composed dialect. This influences the low Indonesian students' talking precision and fluency.

In reality, the utilize of the target dialect in social interaction is fundamentally a great input for dialect learners since the dialect learners can get the genuine presentation. From this social interaction, the learners can be commonplace with the bona fide setting of interaction and learn from that circumstance. Close to that, the more openings to hone a modern dialect, the superior and speedier the dialect learners obtain the unused language.

As a result of those past focuses, it can be expected that the negligible utilize of English in social interaction. It incorporates constrained contact with English communities. This point, advance, makes Indonesian understudies need of foundation information, i.e. phonetic and common information, and gotten to be less spurred to memorize this worldwide dialect communication.

Three viewpoints, i.e. the accessibility of dialect input, conducive environment for learning English and inspiration, are considered as persuasive variables in talking capability.

II. Literature Review

The L2 acquisition theory proposed by Krashen is based on the acquisition/learning hypothesis, the monitor hypothesis, the natural order hypothesis, the input hypothesis, and the

affective filter hypothesis (Abukhattala, 2013).

Krashen uses two very different words to describe skills learned in a second language which is the difference between acquisition/acquisition and learning (Abukhattala, 2013). The acquisition-learning hypothesis is part of Krashen's SLA model (Abukhattala, 2013). According to Bahrani (2011) learning requires a conscious effort on the part of the individual to learn language and focus on structure; whereas acquisition occurs when subconscious activities are used as a way to internalize language in the individual's mind. Abukhattala (2013) further explains that in the classroom, more learning is needed than acquisition which has the potential to hinder automatic and long-lasting mastery of second language knowledge.

Broadly speaking, Brown (2015) conveys the basic principles of language learning so that it can be used as a foothold in applying language learning methodologies.

a. Automation

Learning a second language is a long process whose goal is to automate the use of that language. This process focuses on meaning, intended use, social interactions during use, and sentence structure (although this is not the main focus).

b. Transfer

L2 learners tend to associate their knowledge, abilities and emotions (cognitive structure) with the language material they want to learn.

c. Award

Humans often behave, or do activities depending on the motivation to achieve a commensurate reward. In this case, the best motivation is self-motivation. With self-motivation, students can feel proud of themselves when they have mastered B2.

d. Self-Regulation



Being successful in learning L2 requires the activeness of the learner to plan and discipline to carry out what has been planned, in accordance with the final learning outcomes he wants to achieve.

e. Identity

Thinking, feeling, behaving and behaving in L2 require complex socio-affective processes. This is influenced by the identity that has previously been built in L1, so it requires self-awareness, so that students can display an identity that suits themselves.

f. Interaction

When learning L2, of course what is expected is the ability to interact using the language. Initiatives from students or opportunities provided by lecturers/teachers to interact will improve communication skills, and further help shape their identity in the B2 social community.

g. Language Culture

Every time teaching a language, of course not only the language is taught, but also values, habits, ways of thinking, feeling and behaving. Learners gradually adapt and adjust to the identity that has been obtained from B1.

h. Agency

This 8th principle relates to the authority of the learner to choose, and regulate himself, regarding the achievements he wants to achieve in B2 learning. Agency is the most comprehensive principle that includes the other principles that have been mentioned.

Agency as a factor mentioned by Brown (2015) has a strong connection with motivation. Bandura (2001), as quoted in Code (2020) stated that agency in social cognitive theory is closely related to self and cognition regulation, motivation and behavior through the impact of existing self-beliefs.

For many years, motivation has been seen as an important factor in language learning research, with theorists

developing new theories to better understand it. Several studies have shown that motivation is important for language learning, especially because it encourages students to keep up the effort. It enhances students' language skills, and helps them feel in control of their learning. Samad et al. (2012) found a correlation between motivation and EFL Iranian language proficiency. In a similar study, Alizadeh (2016) found that high language proficiency was positively correlated with motivation. contribution to the successful study of EFL.

The most theoretical literature of motivation in 2nd language acquisition research is brought with the aid of using Dörnyei and Chan (2013), which refers to the L2 Motivational self-system. Since its conception, this concept of motivation has ruled researches incorporating motivation within side the area of language acquisition. In his new concept of motivation, Dörnyei factors out 3 different, but the inter-related concept of motivation referred to perfect L2 self, need to L2 self and L2 getting to know experience.

A widely cited distinction of motivation in learning a language is intrinsic motivation and extrinsic motivation, whether it comes from inside and outside. Harmer (2001), as cited in Thohir (2022) points out that intrinsic motivation is that which comes from within the individual in which a person might be motivated by the enjoyment of the learning process itself or by a desire to make themselves feel better. The extrinsic motivation, on the other hand, is that which comes from outside factors, for example, the need to pass an exam, the hope of financial reward, or the possibility of future travel. In a broad sense, Lai (2011) states that intrinsic motivation is animated by personal enjoyment, interest or pleasure, whereas reinforcement contingencies govern extrinsic motivation. Thus, the intrinsic motivation in English language learning is



about the enjoyment of language learning itself, whereas extrinsic motivation is driven by external factors such as academic requirements or rewards and punishments. As a result, with intrinsic motivation, a language learner is encouraged to do a task or engage in a classroom activity purely because of enjoyment or fun, whereas with extrinsic motivation, in contrast, a language learner is encouraged to do a task or engage in a classroom activity mainly because doing so will yield some kind of reward or benefit upon completion.

In an educational program, it is claimed that intrinsic motivation is more powerful than extrinsic motivation. Intrinsic motivation is considered to result in better learning outcomes than extrinsic motivation. However, in an EFL program, most of the language learners engaging in learning activities are driven by external motivations. Harmer (2001) points out that even where the original reason for taking up a language course, for example, is extrinsic, the chances of success will be significantly enhanced if the students come to love the learning process. A study conducted by Vansteenkiste, Lens, and Deci (2006) demonstrated that natural goal framing (compared to extrinsic goal framing and no-goal framing) produced deeper engagement in learning activities, better conceptual learning, and higher persistence at learning activities.

Motivation of the learners to learn English Language would be useless without the availability of input. Understandable input is explained as information received (input) which must be slightly above or beyond what the learner has been able to master, or it can also be called $i+1$ (Abukhattala, 2013).

The last of Krashen's hypothesis is the affective filter hypothesis. Abukhattala (2013) concludes this hypothesis as a condition for students to be able to successfully study B2, with an open attitude to the input provided. These

attitudes include: self-confidence, motivation and self-image, all of which determine the process of internalizing the given input.

Another vital thing contributing to the improvement of learners' language acquisition is the studying surroundings. Studies in 2nd language acquisition suggest that a conducive studying surroundings has significantly affected the skill and ability of EFL learners.

Kiatkheeree (2018) divides the gaining knowledge of surroundings into three: academic surroundings, bodily surroundings, and mental surroundings. Regarding the instructional surroundings, instructors play an vital function as a vital thing in selling a effective gaining knowledge of surroundings that includes having properly expertise of the concern matter, knowledge of the curriculum and its purpose, and reflecting on their teaching (Kiatkheeree, 2018, p.391). This assertion is following Lizzio et al. (2002), wherein some effective academic surroundings constitutes properly teaching, clean goals, and appropriate assessment. As some educational surroundings impacts learners' achievement, the bodily surroundings are likewise taken into consideration as a vital thing in helping EFL learners.

III. Research Method

To develop a deep understanding to the success of speaking proficiency, a qualitative research was conducted. Further, since this study intended to figure out the cause or effect relationship between behavior and outcome, a descriptive qualitative was used to describe the process of succeeding the subjects' speaking proficiency. A hypothesize about the subject was drawn and described in form of sentences.

The detailed information was collected by conducting an in-depth interview. The in-depth interview was to gather information about the process of the

availability of language input and conducive learning environment. On the other hand, questionnaire was addressed to see the subject's second language learning motivation. A rubric for measuring speaking fluency was also developed. Several points, i.e. grammar, pronunciation, vocabulary, comprehension, background knowledge and fluency, determine good or bad someone's speaking proficiency level.

This data in this study were gained by following these research procedures. The first one is selecting a second language learner who is not less than 12 years old. We consider student or person who has been 12 has adequate experience in learning English Language to perform his/her language proficiency. The language proficiency is an important aspect which the second language learner/subject should perform, since s/he will become a model for a good process of acquisition.

The second research step is determining the subject's language proficiency in speaking in English by conducting an English speaking test in form of interview with the subject. The result of the speaking test is to decide whether the subject should be the participant of the following steps of this study or not.

The test is based on speaking fluency test adapted from TOEFL iBT (The Internet-based Test of English as a Foreign Language). There are three steps in the interview: the first one, the interviewee/subject will answer questions about his/herself and his/her family, followed by speaking about a topic, and s/he will have a longer discussion about the topic introduced in the previous step.

After doing the speaking test, and the result is quite good, based on the rubric, the next step is to do a deep search into the process of becoming a proficient English learner. We have designed a deep interview which covers three aspects: language

availability input, conducive environment for learning English, and motivation.

The last research step is discussing how the three aspects contribute to the subject's current level of English speaking proficiency, comments, conclusions and suggestions are given based on the findings.

IV. Findings and Discussion

Based on the language proficiency in speaking, the subject's aspects which support his speaking proficiency are assessed based on the rubric bellows:

Category	Score	Description
grammar	4	The subject was able to express their ideas and responses with ease in proper sentence structure and tenses.
pronunciation	4	Pronunciation was very clear and easy to understand.
vocabulary	4	Rich, precise and impressive usage of vocabulary words learned in and beyond of class.
comprehension	3	The participant was able to comprehend and respond to most of the questions and topics that were being discussed.
background knowledge	4	The participant presented excellent background knowledge from topics and was able to add more information in their response.
fluency	3	Speech is mostly smooth but with some hesitation and unevenness caused primarily by rephrasing and groping for words.

The result of the speaking proficiency test is quite high (22 out of 24). He uttered his idea in proper structures, pronunciation was clear. He also spoke using rich vocabularies and background knowledge that support his speaking performance. There are two aspects which he could not perform perfectly, comprehension and fluency. Results in the deep interview that we will explain further, he does not have enough confidence in speaking performance, he also did never look the eyes of the interviewer, as sign of the lack of confidence of the subject. We assume that imperfect score is also the result of his lack of confidence. However, from this result, we can still conclude that the subject's proficiency is quite good, meaning that he is a good model for a good process of English Language acquisition.

The step that follows the speaking proficiency test is deep interview. The results presented as follows:

a. The availability of language input

The participant took English Language course when he was an elementary student and when two months ago, only because he was curious about IELTS. The first one when he was still a student, the course focused on grammar lesson. The grammar lesson successfully boosted his confidence in learning English, moreover English Subject in SMP and SMA took grammar lesson as one of the most important one.

As intentional effort to support the language input, he also once was a participant in an English-Speaking News Anchor Competition, but he was failed, and reluctant to participate in any other English Language competitions.

His first interest in English Language songs was through *My Chemical Romance* and *The Avenged Sevenfold's* reputations in Indonesia. We who are in the

same age as the subject remembered how often their songs were played often every day in TV shows, even our friends in schools played their songs while school breaks.

He also enjoyed English speaking movies. He even does subtitling for his younger brother. Not only movies, but also cartoons, and TV shows. He does, because he enjoys the activity.

What was interesting was he unintentionally developed his interest in English by reading history of mankind. By reading the history and he came to language as mean of people's communication, he knows from what tribe the origin of English Language is. What other languages which are in the same family as English Language, why they are accents, why even English language has its own different versions in different countries.

b. Conducive environment for learning English

The participant and his family subscribe to *Indovision* that serves local and international channels. He easily watches BBC, SBC, and any other English-speaking channels.

His parents consider English as important. Sometimes, they talk each other use English, but he is shy to answer in English, he answers in Bahasa Indonesia instead. Being shy, since he considers using English not in academic setting as showing off.

When he was still a college student, English was a mean of communication. He also got used to speak in English when he ought to speak in English, due to the presentation task given.

c. Motivation

The participant's willingness to get good scores in his international class motivated him to do: reviewing journals, doing assignments, and completing

projects.

In addition, the interview found out his another motivation as an EFL learner. He found out that English become a crucial language talent that need to be received to pursue his career. He was aware of the importance of English Language as a means of communication. Also, he enjoyed songs and movies, written and presented in English.

To sum up, his outstanding overall performance in English is fairly prompted with the aid of using intrinsic and extrinsic factors. The commitments to withdraw his career, get perfect scores during classes and enjoy comprehensive input while listening to music and watching movies.

V. Conclusion and Recommendation

The participant participating in this study had a strong motivation in learning English Language. This motivational orientations extensively had an effect on his great fulfillment as an EFL learner, i.e. award (perfect scores) from his lecturers, and his commitment to withdraw his career in an international, English-speaking setting.

He regulated self and controlled his language environment and input. Another aspect that is also a principle proposed by Brown (2015), proven successfully practiced by the participant is interaction. As an international college student in a public college, he actively interacted with the others students and his lecturers, using English.

Suggested further studies should cover tracing the development of agency of English Language learners and how to motivate students, whereas the incomprehensive inputs and Indonesian-speaking settings.

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HAMBATAN DAN TANTANGAN PEMBELAJARAN JARAK JAUH BIPA PPB UIN SYARIF HIDAYATULLAH JAKARTA

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Abstract

Distance Learning (PJJ) is a solution for educational activity organizers in the Covid-19 era. Its application has been carried out in many educational institutions, both formal and informal. Behind the various advantages of PJJ, it turns out that there are several barriers and challenges in it. This article attempts to explain the various obstacles and challenges experienced by students of BIPA at Language Development Center of UIN Syarif Hidayatullah Jakarta in participating in Distance Learning of BIPA. The object of this research is twelve BIPA students who are very heterogeneous. Data were collected using questionnaires and interviews. The Miles & Huberman technique was used by researchers to analyze the obtained data. The results of this study are expected to be an evaluation material for PJJ BIPA PPB UIN Jakarta activities and learning improvements in the future. The heterogeneous research subjects make the results of this study very interesting to observe.

Keywords: *Evaluation, Distance Learning, and BIPA.*

Abstrak

Pembelajaran Jarak Jauh (PJJ) adalah solusi bagi penyelenggaraan kegiatan pendidikan di era Covid-19. Penerapannya telah dilakukan di banyak institusi pendidikan baik formal maupun informal. Di balik beragam kelebihan PJJ, ternyata terdapat beberapa hambatan dan tantangan di dalamnya. Artikel ini berusaha menjelaskan berbagai hambatan dan tantangan yang dialami pemelajar BIPA PPB UIN Jakarta dalam mengikuti PJJ BIPA. Objek penelitian ini adalah para pemelajar BIPA yang sangat heterogen berjumlah dua belas orang. Data dikumpulkan dengan menggunakan angket dan wawancara. Teknik Miles & Huberman digunakan oleh peneliti untuk menganalisis data yang diperoleh. Hasil penelitian ini diharapkan mampu menjadi bahan evaluasi bagi kegiatan PJJ BIPA PPB UIN Jakarta dan perbaikan pembelajaran di masa depan. Subjek penelitian yang heterogen membuat hasil penelitian ini sangat menarik untuk dicermati.

Kata Kunci : *Evaluasi, PJJ, dan BIPA.*

I. Pendahuluan

Sejak meningkatnya pandemi Covid-19 di Indonesia, Pusat Pengembangan Bahasa (PPB) UIN Syarif Hidayatullah Jakarta sebagai unit pelaksana teknis (UPT) penyelenggara kursus bahasa asing mengubah pembelajarannya ke dalam format pembelajaran jarak jauh (PJJ). PJJ ini tentu tidak langsung berjalan mulus. Pengajar dan pemelajar dituntut untuk menguasai media pembelajaran daring yang tersedia seperti Zoom, Google Meet, Edmodo, Quiziz, Padlet, dan sebagainya.

Meski dianggap sebagai solusi pembelajaran kala pandemi, PJJ memiliki berbagai hambatan dan tantangan, khususnya dalam konteks pembelajaran BIPA. Peneliti yang terlibat dalam kelas PJJ BIPA selama dua tahun lebih terakhir merasa perlu melakukan evaluasi pelaksanaan kegiatan tersebut. Peneliti ingin mengetahui hambatan dan tantangan apa saja yang terjadi atau dialami oleh pemelajar BIPA dalam PJJ selama dua tahun lebih ini, khususnya kepada pemelajar BIPA PPB UIN Syarif Hidayatullah Jakarta.

Tujuan penelitian ini adalah merefleksi hambatan dan tantangan PJJ selama dua tahun lebih ke belakang sehingga dapat mewujudkan PJJ lebih baik ketika dilaksanakan pada tahun ajaran berikutnya. Selain itu, penelitian ini juga bertujuan untuk menjadi bahan refleksi bagi para pengajar BIPA UIN Jakarta untuk mengetahui apa saja yang harus diperbaiki dalam proses pembelajaran agar menghasilkan capaian yang berkualitas.

Penelitian ini berkaitan dengan beberapa penelitian sebelumnya. Hapsari & Fitria (2020) dalam artikelnya yang berjudul “Efektivitas Pembelajaran Daring Mata Kuliah Evaluasi Pengajaran Bahasa dan Sastra Indonesia Masa Pandemi Covid-19” mengatakan bahwa pemelajar lebih sulit memahami pembelajaran secara daring karena ada beberapa kendala meski

hasil capaian perkuliahan tetap tercapai. Kendala tersebut di antaranya pemahaman pemelajar masih kurang dalam mencari sumber informasi di internet dan ada pula yang merasa sumber informasi di internet masih kurang tanpa kehadiran dosen.

Sejalan dengan itu, artikel yang ditulis oleh Prijowuntato & Wardhani (2021) dengan judul “Analisis Kesan, Tantangan, Hambatan, dan Harapan Pembelajaran Daring di Era Pandemi Covid-19” mengungkapkan bahwa PJJ memiliki kesan positif dan negatif. Kesan positifnya adalah pemelajar masih bisa memahami yang disampaikan oleh pengajar. Kesan negatifnya adalah membosankan. Pemelajar lebih menyukai interaksi secara langsung dengan pengajar dan pemelajar lainnya.

Sementara itu, Diani & Dewi (2020) dalam artikelnya yang berjudul “Tantangan Guru BIPA Menghadapi Pembelajaran Daring di Masa Pandemi Covid-19” mengemukakan bahwa para pengajar BIPA dituntut untuk beradaptasi lebih cepat terhadap penggunaan teknologi. Hal tersebut akan mempengaruhi tahapan-tahapan pembelajaran BIPA secara daring.

Berbagai penelitian sudah dilakukan terhadap dampak pandemik Covid-19 dalam dunia pendidikan. Namun, kebaruan dalam penelitian ini adalah belum ada penelitian tentang hambatan dan tantangan yang dilakukan terhadap PJJ BIPA di PPB UIN Syarif Hidayatullah padahal PJJ telah berlangsung dua tahun lebih. Selain itu, penelitian tentang pembelajaran jarak jauh BIPA dari sudut pandang pemelajar masih jarang dilakukan oleh peneliti lain. Kedua hal inilah yang mendorong peneliti melakukan kajian ini.

II. Kajian Literatur

Hambatan dan tantangan dalam proses kegiatan belajar dan mengajar berhubungan erat dengan evaluasi. Menurut Richards (2001), evaluasi

berfokus pada pengumpulan informasi tentang berbagai aspek program bahasa. Tujuannya untuk memahami cara kerja program, seberapa berhasil kerjanya, dan mengambil suatu keputusan seperti apa yang dibutuhkan pemelajar dan apakah tujuan pembelajaran sudah tercapai.

Evaluasi juga berkaitan erat dengan penilaian. Brown (2004) berpendapat bahwa penilaian adalah proses berkelanjutan yang mencakup segala aspek pembelajaran. Segala aspek pembelajaran terdiri atas pengajar, siswa, buku ajar, lembaga, dan proses kegiatan belajar mengajar (KBM). Namun, dalam penelitian ini peneliti membatasi hanya dari sudut pandang pemelajar terhadap PJJ BIPA di PPB UIN Syarif Hidayatullah Jakarta.

Berkaitan dengan PJJ, Homberg (dalam Saykili, 2018) mengatakan bahwa pembelajaran jarak jauh (PJJ) merupakan sebuah konsep yang mencakup kegiatan belajar-mengajar dalam segi kognitif, psikomotorik, dan afektif seorang pelajar dan organisasi pendukung. Artinya, baik pengajaran tatap muka (PTM) maupun pembelajaran jarak jauh (PJJ) memiliki tiga aspek penilaian, yaitu aspek kognitif, afektif, dan psikomotorik. Perbedaannya adalah terdapat pada jarak dan tempat yang berbeda.

Burns (2011) menambahkan bahwa PJJ merupakan ajang untuk meningkatkan kualitas pengajaran sehingga dapat meningkatkan hasil pembelajaran siswa. Pengajar harus memiliki pengetahuan dan keterampilan. Dengan pengetahuan yang luas atau pengajar menguasai materi maka akan mudah bagi pemelajar untuk memahaminya. Begitu pula dengan keterampilan. Apabila pengajar memiliki berbagai keterampilan yang menarik dalam PJJ maka pemelajar akan tertarik dan tidak merasa bosan dalam proses pembelajaran.

Penelitian ini meneliti pembelajaran Bahasa Indonesia bagi Penutur Asing (BIPA) di Pusat

Pengembangan dan Bahasa (PBB) UIN Syarif Hidayatullah Jakarta. BIPA merupakan pembelajaran Bahasa Indonesia yang ditujukan untuk pemelajar asing. Muliastuti (2017) mengatakan bahwa pembelajaran BIPA lebih kompleks dan rumit karena siswa asing yang belajar BIPA berasal dari berbagai negara. Artinya, jika pemelajar homogen/ berasal dari satu negara pengajar akan lebih mudah menjelaskan. Sebaliknya, jika pemelajar heterogeny maka pengajar harus lebih pandai menyiasatinya.

Kusmiatun (2020) menambahkan bahwa perkembangan BIPA semakin pesat. BIPA menjadi salah satu upaya mengenalkan Indonesia di kancah Internasional. Sejatinya mengajarkan Bahasa Indonesia untuk pribumi dan Bahasa Indonesia untuk Penutur Asing (BIPA) berbeda. Mengajarkan BIPA tidak hanya tentang Bahasa Indonesia saja tetapi kita juga harus memperkenalkan budaya Indonesia kepada para pemelajar asing.

III. Metode Penelitian

Penelitian ini berjenis kualitatif deskriptif dengan teknik pengumpulan data berupa angket dan wawancara. Penelitian ini hanya berfokus pada pemelajar. Responden yang menjadi objek penelitian ini berjumlah dua belas orang pemelajar BIPA UIN Jakarta yang pernah mengikuti pembelajaran jarak jauh (PJJ) minimal selama satu level. Profil mereka cukup heterogen dipandang dari segi usia, latar belakang pekerjaan/pendidikan, negara, dan lokasi tempat tinggal.

Dua puluh pertanyaan dalam angket telah melalui tahap revidi oleh dua ahli BIPA sebelum ditanyakan ke pemelajar. Angket dibagikan melalui media google form. Angket dibuat dalam skala *Likert* dengan nilai satu untuk jawaban *sangat tidak setuju*, nilai dua untuk jawaban *tidak setuju*, nilai tiga untuk jawaban *netral*, nilai empat untuk jawaban *setuju*, dan nilai lima untuk jawaban *sangat*

setuju. Sebanyak tiga puluh persen dari pemelajar yang telah mengisi angket juga kami wawancarai untuk menggali lebih dalam terkait jawaban mereka dalam angket.

Setelah hasil angket dan wawancara terkumpul, data tersebut kemudian dianalisis menggunakan teknik Miles & Huberman. Miles & Huberman (1994) mengatakan ada tiga tahapan dalam penelitian. Tahapan pertama adalah pengumpulan data yang dilakukan dengan memilih hal-hal pokok dan memfokuskan pada hal-hal penting. Kedua, pengolahan data yang disajikan dalam bentuk uraian teks deskriptif dan ekspositoris. Terakhir, data yang diperoleh lalu dikategorikan dan ditarik kesimpulan (Hapsari & Fitria, 2020).

IV. Hasil dan Pembahasan

Bagian ini akan terbagi dua, yaitu hambatan dalam pelaksanaan pembelajaran jarak jauh BIPA PPB UIN Jakarta dan tantangan yang dihadapi oleh pengajar. Bagian pertama akan membahas berbagai hambatan yang diklasifikasi menjadi dua jenis. Berdasarkan analisis tersebut, pada bagian kedua, peneliti akan merumuskan berbagai tantangan yang dihadapi pengajar dalam melaksanakan PJJ BIPA.

a. Hambatan Pembelajaran Jarak Jauh yang Dialami Pemelajar BIPA UIN

Peneliti membagi dua bagian ini berdasarkan daftar pertanyaan yang telah disusun oleh peneliti.

i. Hambatan Internal

Hambatan internal berarti hambatan dalam kegiatan PJJ yang berasal dari dalam diri pemelajar. Hambatan yang pertama adalah rasa tidak nyaman dalam kelas daring. Dari diagram 1 disimpulkan bahwa 16% pemelajar merasa tidak nyaman belajar BIPA secara daring. Pembelajaran

BIPA yang memposisikan bahasa Indonesia sebagai bahasa asing akan lebih efektif dalam pembelajaran tatap muka. Terlebih lagi, jika pemelajar dapat belajar di tempat bahasa target digunakan (Kusmiatun, 2020). Pemelajar akan mendapatkan pengalaman *immersion* (pencelupan) sehingga penguasaan bahasa Indonesiannya lebih efektif. Setelah diwawancarai lebih lanjut, didapati bahwa beberapa pemelajar dari Afrika mengalami kesulitan belajar daring karena masalah jaringan internet, belum terbiasa belajar bahasa asing secara daring, dan komunikasi yang kurang lancar dengan pengajar. Perlu diketahui bahwa mereka adalah pemelajar BIPA 1.

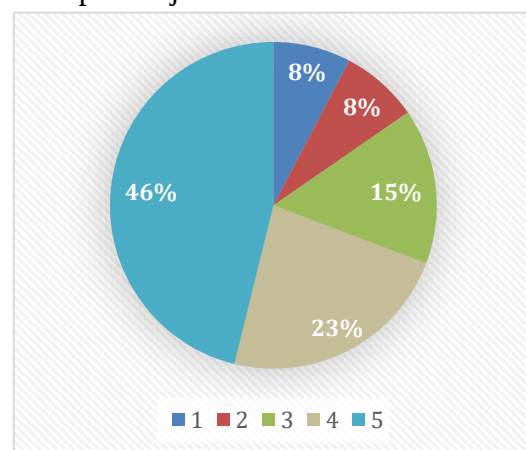
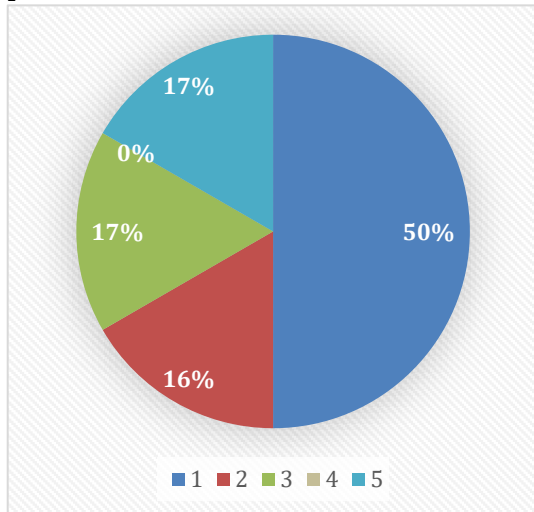


Diagram 1
Rasa nyaman belajar BIPA daring

Meski demikian, 69% pemelajar merasa nyaman dengan PJJ BIPA. Sebagian besar pemelajar BIPA UIN Jakarta adalah mahasiswa UIN Jakarta dan beberapa berprofesi sebagai pengajar. Mereka telah terbiasa mengikuti kelas daring. Ini adalah modal yang baik dalam menyelenggarakan PJJ BIPA karena ketika sebagian besar pemelajar telah merasa nyaman, kelas daring akan berjalan dengan efektif dan komunikatif.

Hambatan yang kedua adalah rasa mudah bosan dan mengantuk dalam mengikuti kelas BIPA daring. Sebanyak 17% pemelajar mengaku mudah merasa bosan dan 25% merasa mudah mengantuk

dalam kelas daring. Hal ini sejalan dengan penelitian pada 292 mahasiswa dari 24 provinsi di Indonesia. Penelitian tersebut



menemukan bahwa mahasiswa mudah merasa bosan dalam kelas daring karena kurangnya interaksi dengan dosen dan teman-teman sekelas (Priowuntato & Wardhani, 2021).

Diagram 2
Mudah bosan dalam kelas BIPA daring

Beberapa pemelajar yang diwawancarai mengungkapkan alasan mudah diserang rasa bosan karena pengajar tidak hadir secara langsung di hadapan mereka dan kurangnya kegiatan/aktivitas pembelajaran. Mereka mengatasi tantangan mengatasi rasa bosan dengan kembali melakukan introspeksi diri apa tujuan mereka belajar Bahasa Indonesia dan datang ke Indonesia.

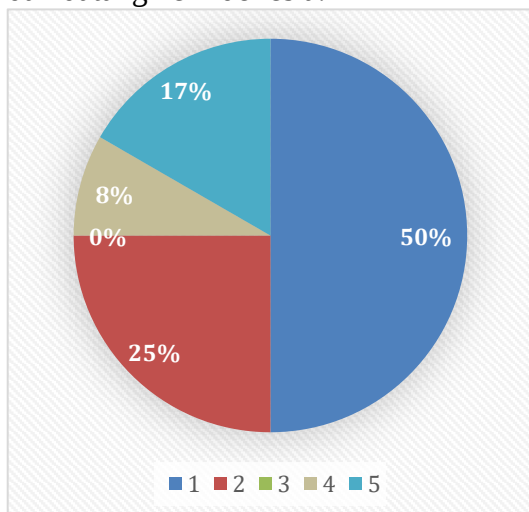


Diagram 3
Mudah mengantuk dalam kelas BIPA daring

Sementara itu, cara mereka mengatasi rasa kantuk adalah dengan membuat minuman dan melakukan aktivitas yang menyenangkan sebelum pembelajaran BIPA daring berlangsung. Adapula responden yang mengatasi rasa mengantuk ketika pembelajaran BIPA daring dengan sesekali berdiri.

Hambatan yang ketiga adalah kesulitan berkomunikasi dengan pengajar. Sebanyak 8% pemelajar merasa sulit berkomunikasi dengan pengajar BIPA UIN Jakarta selama proses PJJ berlangsung. Setelah diteliti, ternyata pemelajar tersebut berasal dari Afrika. Seperti yang telah disampaikan di atas, kendala utama mereka adalah jaringan. Selain itu, mereka juga baru berada di tingkat BIPA 1 sehingga masih merasa sulit memahami informasi/instruksi dari pengajar baik dengan bahasa Inggris maupun bahasa Indonesia.

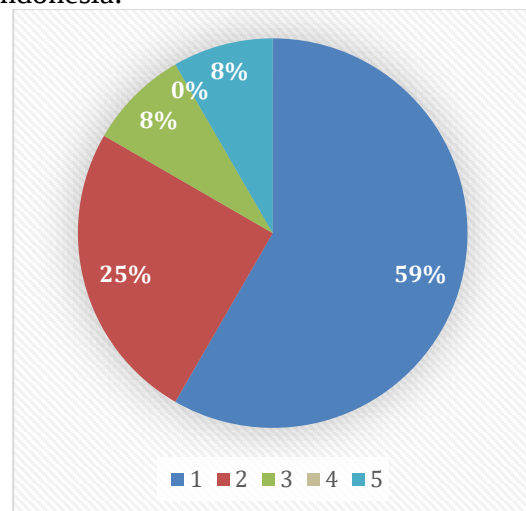


Diagram 4
Sulit berkomunikasi dengan guru

Hambatan keempat adalah mata sering kelelahan. Dari diagram 5 dapat dilihat bahwa 69% pelajar merasa

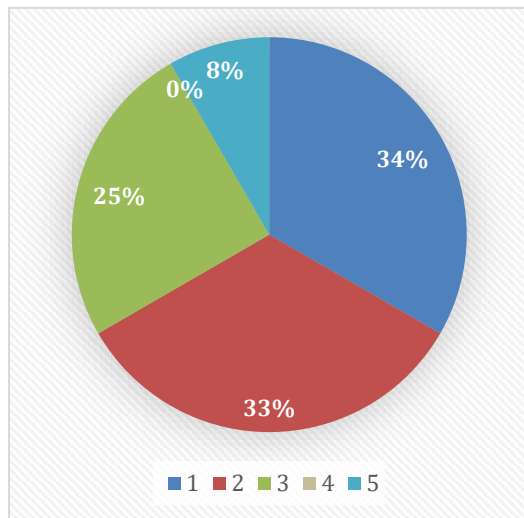


Diagram 5
Mata sering terasa lelah

matanya sering lelah dalam mengikuti kelas daring. Hal ini karena mereka terlalu sering menatap layar dalam sehari.

Hal tersebut sejalan dengan penelitian terhadap 137 mahasiswa dari berbagai universitas di Indonesia menemukan mayoritas responden mengalami keluhan mata berupa tegang, sakit kepala, penglihatan buram, mata berair, gatal, dan kering, serta nyeri (Putri, Reynanda, et al., 2021). Peneliti merekomendasikan agar pelajar menjaga jarak aman dengan layar yaitu 40—50 cm dengan mengistirahatkan mata setiap dua jam. Cara mengistirahatkan mata adalah dengan memandang objek sejauh 6 meter di sekitar selama dua puluh detik.

ii. Hambatan Eksternal

Peneliti menemukan bahwa 17 % pelajar kesulitan mengakses jaringan internet. Mereka adalah pelajar yang tinggal di wilayah Afrika. Menurut hasil wawancara, mereka harus pergi ke wilayah kantor pemerintah setempat untuk memperoleh jaringan, itu pun belum stabil. Ini sangat mengganggu mereka dalam mengikuti kelas BIPA daring.

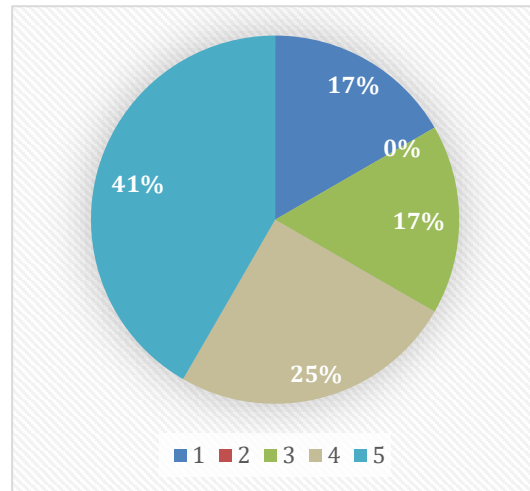


Diagram 6
Masalah jaringan internet

Hambatan eksternal kedua adalah pengajar kurang variatif menggunakan media. Sebanyak 42% pelajar berpendapat pengajar tidak pernah menggunakan media lain selama pembelajaran daring selain Zoom dan Google Classroom. Hambatan eksternal ini merupakan salah satu hambatan tertinggi yang dialami pelajar.

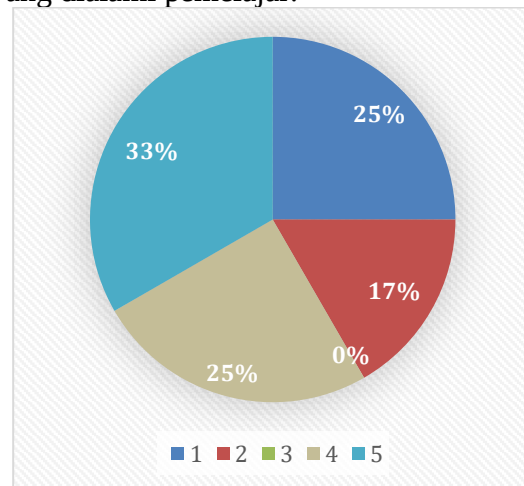


Diagram 7

Guru menggunakan media lain selain Zoom dan Google Classroom.

Hambatan eksternal terakhir adalah pemelajar merasa pengajar memberikan tugas yang menyusahkan di kelas BIPA daring. Sebanyak 42% pemelajar berpendapat bahwa tugas-tugas yang diberikan guru BIPA selama kelas daring menyusahkan mereka. Hambatan eksternal ini merupakan hambatan tertinggi kedua yang dialami pemelajar.

Hal tersebut sejalan dengan penelitian Prijowuntato & Wardhani (2021) yang menemukan bahwa banyak mahasiswa mengeluhkan tugas selama perkuliahan daring. Tugas yang diberikan begitu banyak sehingga mereka kewalahan dalam manajemen waktu. Akhirnya, sebagian mereka tidak mengerjakan tugas tersebut.

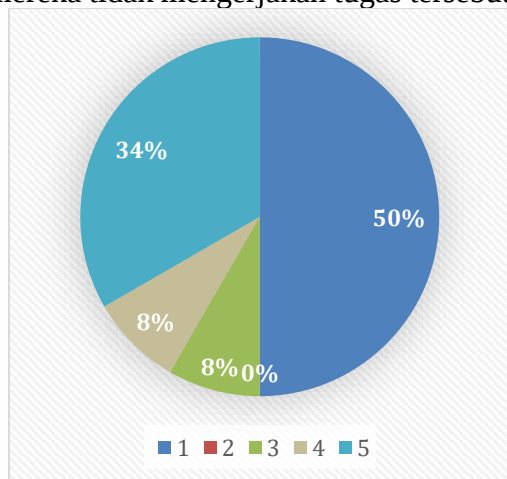


Diagram 8
Guru memberikan tugas yang menyusahkan selama kelas BIPA daring

b. Tantangan bagi Pengajar BIPA dalam Penyelenggaraan Program PJJ BIPA (Sebuah Refleksi)

Penyelenggaraan kelas daring umumnya dianggap lebih praktis bagi pengajar dibandingkan kelas tatap muka. Faktanya, dalam kelas BIPA daring, peneliti menemukan berbagai hambatan yang dialami pemelajar. Hambatan

tersebut harus menjadi refleksi bagi penyelenggara PJJ BIPA untuk merumuskan program yang lebih baik. Peneliti mencoba merumuskan berbagai tantangan yang dihadapi pengajar BIPA PPB UIN Jakarta selama dua tahun terakhir. Berikut ini adalah uraiannya.

Pertama, *soal kenyamanan dan kesukaan belajar BIPA*. Dua hal ini sebenarnya bukan tantangan, tetapi lebih tepat disebut modal dalam menyelenggarakan PJJ BIPA pada tahun ajaran berikutnya. Mayoritas pemelajar BIPA UIN Jakarta menyukai dan nyaman belajar BIPA secara daring. Meski demikian, hal ini menjadi sebuah pencapaian yang patut dipertahankan dengan menjaga kualitas PJJ BIPA dan mengerjakan PR-PR yang telah disebutkan di bagian hambatan.

Kedua, *pemelajar lebih menyukai media Zoom daripada Google Classroom*. Sebanyak 67% pemelajar menyukai belajar dengan media Zoom dan 84% berpendapat bahwa mereka memahami apa yang pengajar sampaikan di kelas BIPA daring melalui media Zoom. Hal ini menunjukkan perlunya, BIPA UIN Jakarta memfasilitasi pengajar dengan Zoom Profesional dan jaringan internet yang stabil agar PJJ BIPA melalui media Zoom dapat berjalan lancar. Kita semua tentu mengetahui bahwa Zoom membutuhkan jaringan internet yang stabil.

Ketiga, *variasi media*. Pengajar perlu melakukan variasi dalam penyampaian bahan ajar agar tidak terkesan monoton bagi pemelajar (Priowuntato & Wardhani, 2021). Untuk memvariasikan penyampaian bahan ajar di kelas daring selain variasi metode juga dapat digunakan variasi media. Metode yang bervariasi misalnya diskusi, tanya-jawab, presentasi, ceramah, perlu diracik dengan Teknik-teknik pembelajaran yang tepat. Selain itu, dalam kelas daring penguasaan media adalah hal yang mutlak diperlukan pengajar. Pengajar dapat memvariasikan berbagai *platform*

mengajar, misalnya Tencent Meeting, Teams, Whatsapp Vicon, Learning Apps, Kahoot, Padlet, Wordwall, Pingo, Duzzler, Quizlett, Exammi, dan sebagainya.

Keempat, *perbaiki komunikasi dengan pemelajar*. Komunikasi yang sukses adalah kunci keberhasilan kegiatan pembelajaran. Komunikasi dalam kelas daring tentu tidak sama dengan komunikasi kelas luring. Seringkali dalam kelas daring terjadi hambatan komunikasi yang mengakibatkan pesan/informasi tidak sampai dengan baik kepada pemelajar. Hambatan dalam kelas BIPA daring yang dialami pengajar bisa berupa masalah jaringan atau kemampuan berbahasa asing. Masalah jaringan sudah dijelaskan solusinya di atas, sedangkan masalah penguasaan bahasa perlu mendapat perhatian khusus. Dari wawancara terungkap bahwa pemelajar BIPA 1 umumnya sulit memahami instruksi/penjelasan guru karena kemampuan bahasa asing (Inggris/Arab) yang kurang mahir padahal pengajar menggunakan bahasa asing tersebut sebagai bahasa pengantarnya. Dalam kelas luring, hal itu bisa disiasati dengan bahasa tubuh atau analogi. Namun, hal itu sulit dilakukan dalam kelas daring. Pengajar biasanya akan memanfaatkan teknik terjemah. Selain itu, pengajar akan sangat terbantu ketika di kelas tersebut ada pemelajar yang memahami bahasa pengantar kelas dan bahasa ibu rekannya. Pengajar bisa meminta pemelajar yang menguasai dua bahasa tersebut untuk menjelaskan pada rekannya yang kesulitan memahami informasi/instruksi.

Kelima, *kurangi tugas di kelas*. Pengajar seringkali menganggap bahwa materi/informasi yang diberikan dalam sesi *video conference* masih kurang sehingga perlu diberikan tugas dan latihan ketika sesi menggunakan LMS, misalnya Google Classroom. Selain itu, pengajar juga sering memberikan pekerjaan rumah (PR) yang mengganggu kesibukan pemelajar. Belum

lagi ditambah proyek akhir tingkat yang harus mereka selesaikan sebagai syarat naik tingkat. Hal ini sebaiknya dikurangi karena pemelajar BIPA UIN Jakarta umumnya didominasi oleh mahasiswa dan beberapa pekerja. Kesibukan mereka sebagai mahasiswa tentu sudah cukup banyak, apalagi bagi mereka yang telah bekerja. Seharusnya, pengajar tidak lagi menambah “pekerjaan rumah” mereka. Terlalu banyak tugas akan membuat pemelajar kehilangan rasa nyaman untuk belajar bahasa Indonesia.

V. Simpulan dan Saran

Berdasarkan analisis angket dan wawancara, serta pengakuan langsung dari pemelajar BIPA UIN Jakarta, peneliti menyimpulkan bahwa PJJ BIPA yang diadakan Pusat Pengembangan Bahasa UIN Jakarta telah berhasil dengan baik. Hal itu terbukti dari minimnya keluhan mahasiswa soal penyelenggaraan PJJ BIPA. Bahkan, pemelajar dalam sesi wawancara ketika diminta memberikan kritik dan saran mereka menyatakan bahwa pengajar BIPA UIN Jakarta sudah bagus dan berpengalaman. Meski begitu, terdapat beberapa catatan yang perlu diperhatikan yaitu masalah ketersediaan jaringan internet yang stabil, variasi media pembelajaran, dan kurangi tugas.

Peneliti menyarankan kepada BIPA UIN Jakarta untuk menyediakan jaringan internet yang stabil dan berkualitas serta rutin memberi pelatihan penggunaan media dalam kelas daring. Sementara itu, bagi pengajar BIPA, peneliti menyarankan agar terus belajar untuk meningkatkan keilmuan di bidang BIPA, media pembelajaran, dan penguasaan bahasa asing.

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Developing a Web-Based Bilingual Encyclopedia for Bermi Eco Park Probolinggo

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Abstract

Bermi Eco Park is one of the ecotourism sites in Probolinggo that has the concept of entertainment as a park and also the concept of conservation and observation of springs, flora, and fauna. However, based on the preliminary study, it can be concluded that the visitors could not find any information about this place and only a few people knew about the education and conservation tourism there. In addition, there was still a lack of a medium for information and promotional media to attract more visitors. Thus, developing a web-based bilingual encyclopedia was considered an effective way to publish and disseminate information regarding the destination both for local and foreign visitors. The project used Design and Development Research. The procedure of the research followed several stages including analysis, design, development, implementation, and evaluation. The result of this product was a bilingual encyclopedia in the form of a website that contained collections of flora and fauna. Moreover, the website also contained additional menus such as home, about, facilities, gallery, nearby tourist attraction, and contact. From the data collected, it can be concluded that the products got positive responses from users and met the characteristics that could introduce and promote the tourist attraction including the educational concept there. The researcher hope that the Bermi Eco Park staff continue updating the information to attract more visitors. In addition, the suggestion for further research to improve knowledge about website development such as the appearance design and attractive content of the website, and also consider the subject of the encyclopedia that is related to the researchers' field.

Keywords: *Bermi Eco Park, bilingual encyclopedia, website*

Abstrak

Bermi Eco Park adalah salah satu ekowisata di Probolinggo, Jawa Timur yang memiliki konsep hiburan sebagai taman dan juga konsep konservasi dan observasi sumber mata air, flora, dan fauna. Namun, berdasarkan hasil studi pendahuluan, dapat disimpulkan bahwa para pengunjung tidak dapat menemukan informasi terkait tempat ini dan hanya sedikit orang yang mengetahui tentang wisata edukasi dan konservasi di sana. Selain itu, masih kurangnya media informasi dan media promosi untuk menarik lebih banyak pengunjung. Oleh karena itu, pengembangan ensiklopedia dwibahasa berbasis website dianggap sebagai cara yang efektif untuk mempublikasikan dan menyebarkan informasi mengenai destinasi tersebut baik bagi pengunjung lokal dan asing. Proyek ini menggunakan Penelitian Desain dan Pengembangan. Prosedur penelitian melalui beberapa tahapan diantaranya adalah analisis, desain, pengembangan, implementasi, dan evaluasi. Hasil produknya adalah ensiklopedia dwibahasa berupa media website yang berisi koleksi flora dan fauna dan juga terdapat menu lain di dalam website seperti *home*, *about*, *facilities*, *gallery*, *nearby tourist attractions*, and *contact*. Dari data yang terkumpul dapat disimpulkan bahwa produk mendapatkan respon positif dari pengguna dan telah memenuhi karakteristik yang dapat memperkenalkan dan mempromosikan tempat wisata termasuk konsep edukasi yang ada. Peneliti berharap agar pihak Bermi Eco Park terus memperbarui informasi untuk menarik lebih banyak pengunjung. Selain itu, saran untuk peneliti selanjutnya agar meningkatkan pengetahuan tentang pengembangan website baik desain tampilan dan isi konten website yang menarik, serta mempertimbangkan topik ensiklopedia yang berhubungan dengan bidang peneliti.

Kata Kunci: *Bermi Eco Park, ensiklopedia dwibahasa, website*

I. Introduction

The globalization era has had an impact on all sectors, one of which is language. The common language used is English. Mastery of English is very important because almost all global sources of information in various aspects of life use this language. As a global language, English holds a very large function and role, especially in the tourism industry.

According to Anam & Rachmadian (2020), in the tourism sector, English has a positive effect as a medium to communicate, negotiate and interact with customers, even tourists. Tourism is one of the industries considered to be the biggest industry in the world. The United Nations World Tourism Organization (2019) states that tourism is one of the fastest-growing sectors in the world economy. Indonesia is a country with great potential for the tourism industry due to the fact that it has many tourist attractions that are popular with nearby and unfamiliar sightseers, and one of the tourism industries is ecotourism.

Ecotourism is a kind of natural tourism in Indonesia. One of the concepts of ecotourism is *caqi* an Eco Park. By the atmosphere and feel of the tourist destination, the Eco Park can attract visitors and people's interest. According to Gonzalez (2020), the activities that can be done in ecotourism are conservation, communities, and sustainable travel in one place by observation of flora and fauna, photo safari, and also flora and fauna rescue programs. Therefore, it was necessary to develop Eco Park to attract more visitors and get the benefits of reaching tourism economic standards.

Nowadays, promotion is one of the important ways in business management as a medium to introduce and make people aware of developing Eco Park. That is certainly interesting to know what media is effective in promoting Eco Park. Technology and online media have

continually evolved in this modern lifestyle and today's tourism business; one of which is a website.

A website is an internet facility that provides descriptions and information that is available online. Due to the fact that the website can be marketing communication with visitors, it could collaborate with Eco Park which combines IT (Information and Technology) and tourism, so it was very useful for Eco Park promotion. That collaboration could attract a wider target audience by using digital media. Furthermore, the need for the promotional material for Eco Park itself, especially the content of collection flora and fauna, had become a primary factor in developing the encyclopedia.

An encyclopedia is a reference containing information about a general or specific subject and collection, for example, history, tourism, and plant. A website with an encyclopedia gave more detailed information, especially regarding the collection in one of the places. Thus, it made it easy for online visitors to reach, share and retrieve information without seeking in any other sites.

Probolinggo is one of the areas in East Java known for its natural tourism both in the highlands and lowlands. There are several natural tourisms existing until now, such as mountains, waterfalls, beaches, agrotourism, rafting, and also Eco Park. Eco Park is an entertainment and education tourism in the natural environment. The Eco Park is called Bermi Eco Park.

Bermi Eco Park was established in 2019 which is part of a CSR (Corporate Social Responsibility) project from one of the leading private electricity companies in Probolinggo and managed by Village Owned Enterprises (*BUMDes*). The number of visitors had been increasing gradually from the locals until out-of-towners. However, due to the pandemic, it had been difficult to increase the number of visitors, especially foreign visitors.



Based on the observation, it was found that once in one day only 15 visitors. Hence, with few visitors, this tourist attraction always opens every day.

In addition, this tourist destination can be said as a new tourism place in Probolinggo that could attract many visitors to come because it has several playgrounds and a photogenic place on it. But actually, there are also conservation and observation flora with hundred types of plants, fauna with dozens of types of birds and butterflies while there was no description of each collection. Moreover, based on the interview conducted by the researcher, it can be concluded that they have several guides but only the local people know that this place has educational tourism from those ecotourism activities through conservation and observation of spring water, flora, and fauna.

In order to increase the number of visitors to know about their educational tourism, one effort to preserve the Eco Park was by introducing it to Indonesians or even foreigners. The way to introduce it was not only in terms of its general information, history, profile, and facilities but also the description of flora and fauna collection and the education information in an interesting form. One medium that can publish and socialize the information regarding the destination was through developing a bilingual encyclopedia in form of website. From the observation and interview with the manager, it can be concluded that the place has big potential for natural and educational tourism in Probolinggo and they suggested to make website because it was still lack of any promotional media in this Eco Park.

Based on the previous statement, the researcher believes that the development of a web-based bilingual encyclopedia of Bermi Eco Park was very necessary to be realized. The website contained general information including profile, history,

facilities, other nearest destination, visiting hour, visitor's gallery, event, contact information, address, and map. Furthermore, the website also contained a bilingual encyclopedia including scientific names, classification, images, and descriptions of flora and fauna. The product was bilingual, both in Bahasa Indonesia and English and gave some benefits to their company such as helping visitors and potential visitors especially from abroad as their guide to get information easily. Moreover, it expected through this media that it can invite more tourists and spurred economic growth of tourism industry.

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II. Review of Related Literature

2.1 Ecotourism

Ecotourism has several definitions from various practitioners. According to Stronza, Hunt, & Fitzgerald (2019), ecotourism is a specific kind of tourism, designed to ensure positive feedback from nature tourism and outdoor recreation by conservation and development goals. Kia (2021) mentioned ecotourism is a journey of responsibility toward the natural environment that can provide some benefits to the local community, such as economic benefits through various activities, job recruitment, and profit-sharing. In addition, one of the most important issues in business, especially related to developing and improving ecotourism, environment, society, and economic, is doing advertisement activities (Hosseini & Paydar, 2021).

The United Nations World Tourism Organization (2022) mentioned ecotourism refers to tourism that has five supporting characteristics: a) ecotourism is

all nature tourism which focused on the observation and appreciation of nature as well as the cultures prevailing in the ecotourism areas; b) it provides educational activities; c) it is generally organized by specialized tour operators for the local community; d) it minimizes the negative impact of the natural and socio-cultural environment; e) it can support the maintenance of natural areas by generating economic benefits, providing income opportunities and increasing awareness towards conservation.

2.2 Encyclopedia for Tourism

Siyaha Tourism consists of an e-encyclopedia of Arabic tourism defined as the encyclopedia or dictionary language is a digital media as a marketing communication used to reference books which contain a variety of information about tourism (Taufiqurrochman & Prasetyo, 2021). According to Maryono et al. (2019), there are three types of encyclopedias. First, based on the subject encyclopedia, there are general encyclopedias and specific encyclopedias, which are different in the scope of information in general or in particular on one subject. Second, based on the media of the encyclopedia, there are printed, digital and electronic encyclopedias. Lastly, based on the user age, there are adults and children encyclopedias.

2.3 Website for Tourism

According to Werthner & Klein (2000) in Pan & Fesenmaier (2012), tourism has become the most important sector in terms of the growing number of sales and online transactions, especially related to the website and the function itself that has become extraordinary effect that is beginning to change the basic business models of the tourism industry. Mele & Cantoni (2018) also mentioned that through the website at this moment tourism actors make their services more



accessible, and can share and retrieve information to the public, especially visitors.

Lopez, Valarez, & Altamirano (2016) in Banjisse & Morais (2017), in evaluating websites for tourism, there are some characteristics of website features that should be given attention: a) speed of the website access, the website should operate quickly; b) usability, the website should be attractive, accessible, coherent, and keep the users' interest; c) content, the content of the website should give quality information that is interesting, updated, creative, and entertaining for users; d) interactive, the information of the website should provide the user's needs, links, customer support, and service.

2.4 Bilingual Website

According to Nurrahma (2021), bilingual website delivers information in various forms, such as text, image, animation, audio, video, or a combination of them written in Bahasa Indonesia and English for people in Indonesia and other countries, it is considered as logical option because Bahasa Indonesia is the national language of Indonesia and English is of the international language with the largest number of worldwide. In addition, Kirdkoh & Ngamrung (2019) stated that developing a bilingual website for business purpose is a marketing communication tool to advertise that can help the visitors get a better understanding and reach more audiences. Advantages of using two or more language in a website can be strategy of business opportunities which might attract foreign potential visitors and increase the web-traffic (Almeghari 2018). Moreover, Agustine & Sembiring (2021) agree that creating a bilingual website give detailed information, to persuade, and promote a business to reach a wide range of visitors and potential visitors.

Agustine & Sembiring (2021), in creating a bilingual website divided two methods such as collecting data through interview and observation, and generating the website. In generating a website, they followed some steps: a. finds a template; b. repository the template to the website account; c. imports the repository for the hosting service and making website editable; d. edit and add content; e. website is ready and set up to make the website live and use a domain. In addition, they considered the language by using 10 translation techniques in translating content. Besides, Carney (2021) stated nine steps in developing a bilingual website such as: a. choose the best website builder; b. sign up for the right plan; c. register a domain name; d. choose a template; e. customize a design; f. add and translate site's content; g. develop the website into bilingual; h. preview and test the website; i. publish it online.

III. Research Methodology

In developing web-based bilingual encyclopedia products, the research design used was DDR (Design and Development Research). There were five stages of Design and Development Research containing documented analysis, design, development, implementation, and evaluation. The first stage was analysis. In this step, the researcher analyzed the problem before developing some aspects of the products. After analyzing the problems, potentials, and aspects of the research, the next stage was designing the product. The next stage was to develop the product and did validation after the product was finished. After that was the implementation to the public to let them try out the product and get some feedback related to the product. And the last stage was evaluation, the researcher evaluated the product based on feedback and suggestions that was be obtained from questionnaire in the implementation stage.

In developing a web-based bilingual encyclopedia, the researcher used qualitative data. The method that used for the research was observation notes, interview and documentation. First, the researcher observed the physical condition and the problem that occurs to understand the details of the Bermi Eco Park. Second, the researcher conducted interview about all the information related to the tourist destination with the manager and asked questions to the staff. Furthermore, the result of the interview has been recorded during the interview session and used as the content in developing the product. Third, the researcher took documentation of the picture in every spot of Bermi Eco Park as a reference for designing the web-based bilingual encyclopedia. Fourth, the data collection was also taken from e-books, articles, and websites. In the last step, the researcher also obtained the data in the form of comments and suggestion from closed-ended questions in the validation and field-testing stage.

The researcher also used quantitative data that was taken from distributed questionnaires on Google Form in the validation and field-testing. The result of the questionnaires used the Likert scale as the data in the form of scores from the respondent's answers for the products. According to Sugiyono (2019), quantitative data used the Likert scale model is to measure the opinions and perception about the existing products.

Table 1. The Research Instrument Provisions of Sugiyono (2019)

o.	riteria	core
----	---------	------

.	trongly
	Agree
.	gree
.	eutral
.	isagree
.	trongly
	Disagree

After the researcher knew each point, the researcher analyzed the data. According to Sugiyono (2013), the following formula is how to count the average score which obtains from total amount of data divided by the number of respondents:

$$X = \frac{\sum Xi}{n}$$

Description:

X = *mean* (average score)

$\sum$ = *sigma* (amount)

n = total of respondents

Xi = total X_1 until X_n

So, the researcher can identify the average score to clarify the categorization scale through help analyzes based on each question that has been collected.

After analyzing the average score, the result of the questionnaire was also analyzing each question by calculating the presentation of the value that was obtained from the number of grades in each indicator with the formula from Susanto (2012) below:

$$\rho = \frac{f}{N} \times 100\%$$

Description:

ρ = Percentage

F = Frequencies are being sought or score that is obtained

N = Number of cases or maximum score

In addition, the percentage was referred as the criteria of assessment as follows:

Table 2. Percentage and Assessment Criteria of Susanto (2012)

Assessment	Criteria
0% - 100%	Very good
0% - 79.99%	Good
0% - 59.99%	Sufficient
0% - 39.99%	Bad enough
0% - 19.99%	Bad

So that, from those categorizations, the researcher knew the quality of the research product.

4.1 Finding

The result was a web-based bilingual encyclopedia on this link (<https://bermiecopark.com/>). In the implementation stage, the researcher conducted field testing through shared the product to the public by distributing online questionnaires. It was conducted from July 16, 2022 – July 18, 2022. The researcher distributed the questionnaire directly to the official of Bermi Eco Park, visitors, and people who never visited there through WhatsApp. In this step, the respondents had to fill the question in the questionnaire and give their feedback related to usability, content, speed of website access, and design. The result of the field test questionnaires can be seen in Table 3 and Table 4 below.

Table 3. Local Respondents' Response Result

IV. Findings and Discussion

No.	Assessment Aspect	Criteria	Grade					Average
1.	usability	the website including encyclopedia is easy to understand			5%)	1 27.5%)	7 67.5%)	.6
		the website including encyclopedia is very efficient to use				1 27.5%)	9 72.5%)	.7

No.	Assessment Aspect	Criteria	Grade					Average
1.	Content	the website including encyclopedia already fulfills the information needs for user			5%)	17.5%)	1 77.5%)	.7
		the information of the website including encyclopedia is interesting and informative			7.5%)	17.5%)	0 75%)	.6
		the description of the website including encyclopedia can understand easily			2.5%)	3 32.5%)	6 65%)	.6

No.	Assessment Aspect	Criteria	Grade					Average
		he website pages can attract users to visit Bermi Eco Park			7.5%)	0 25%)	7 67.5%)	.6
.	peed of the website access	ser can operate the website easily and there are no bug			7.5%)	3 32.5%)	4 60%)	.5
		ser can move from one page to another without difficulty on access speed			5%)	1 27.5%)	7 67.5%)	.6
		he language switcher button can be seen and found easily			7.5%)	20%)	9 72.5%)	.6

No.	Assessment Aspect	Criteria	Grade					Average
1.	Design	The layout, colors, and menus of the website including encyclopedia can attract users to explore this website			10%)	22.5%)	7 67.5%)	.6
Total								6.1
Percentage = $\frac{46.1}{10 \times 5} \times 100\%$								2%

Note:

1. Strongly Disagree
2. Disagree
3. Hesitate
4. Agree
5. Strongly Agree

Based on the table above, there were 40 local respondents who filled the Google Form questionnaire that was from East Jakarta, Jember, Probolinggo, Cirebon, Gresik, Jombang, Magetan, Malang, Mojokerto, South Kalimantan,

Pamekasan, Sumenep, Pasuruan, Lamongan, and Pacitan. In addition, the range of the respondents' ages was 21-25 years old. As the result, the total percentage was 92% which majority of the local respondents strongly agreed that the website including the encyclopedia had met the characteristics.

Table 4. Foreign Respondents' Response Result

No.	Assessment Aspect	Criteria	Grade					Average
1.	Usability	The website						.4

No.	Assessment Aspect	Criteria	Grade					Average
		including encyclopedia is easy to understand				60%)	40%)	
		the website including encyclopedia is very efficient to use				80%)	20%)	.2
.	Content	the website including encyclopedia already fulfills the information needs for user			20%)	60%)	20%)	.0
		the information of the website including			40%)		60%)	.2

No.	Assessment Aspect	Criteria	Grade					Average
		encyclopedia is interesting and informative						
		the description of the website including encyclopedia can understand and easily			20%)	40%)	40%)	.2
		the website pages can attract users to visit Bumi Eco Park		20%)	20%)	20%)	40%)	.8
.	speed of the website access	user can operate the website easily and there			20%)	20%)	60%)	.4

No.	Assessment Aspect	Criteria	Grade					Average
		are no bug						
		user can move from one page to another without difficulty on access speed			20%)	20%)	60%)	.4
		the language switcher button can be seen and found easily			20%)	40%)	40%)	.2
.	design	the layout, colors, and menus of the website including encyclopedia can attract			40%)	40%)	20%)	.8

o.	Assessment Aspect	Criteria	Grade					Average
		users to explore this website						
Total								1.6
Percentage = $\frac{41.6}{10 \times 5} \times 100\% = 83.2\%$								

As stated on the questionnaire, it was found that there were five foreign respondents. The result of a percentage score of 83.2% out of 100%. The questionnaire showed that the respondents agreed that the web-based encyclopedia had met the characteristic of usability. The respondents also agreed that the content fulfills the information needs of the user. They strongly agreed that the content was interesting and informative, and it could attract users to visit there. Furthermore, the respondents strongly agreed that the users could operate the website easily, there was no bug, and move from one page to another without difficulty with the access speed. Meanwhile, there were two criteria that got the same score on four- and five-point scales (agreed and strongly agreed) such as the description that can understand easily and the criteria of the language switcher button that can be seen and found easily. There were also criteria that got the same score on a three and four-point scale (neutral and agreed) about the layout, colors, and menus of the website including the encyclopedia which can attract users to explore the website.

4.2 Discussion

The web-based bilingual encyclopedia was aimed to be an information and promotional medium that provides detailed and comprehensive information about Bermi Eco Park. As a result, it could be easier for the visitors and potential visitors to access the information presented in an interactive medium and informative design. In creating an encyclopedia, it was also in line with Taufiqurrochman & Prasetyo (2021) that the encyclopedia can be used as a reference through digital media which contain a variety of information, therefore the aim of this encyclopedia was to provide information about flora and fauna at Bermi Eco Park. The product was written in Bahasa Indonesia and English so that the local or foreign visitors who speak English can get the information clearly. Moreover, it is equipped with figures on each site's description.

Maryono (2019) stated that an encyclopedia has three main types which are based on the subject, the media, and the user age of the encyclopedia. Moreover, the theory from Taufiqurrochman & Prasetyo (2021) and Yesmaya et al. (2018) mentioned about the characteristic of developing the encyclopedia should consider the aspects starting from deciding goals, the material that should be provided,



steps to write it, and medium to publish. Therefore, this product followed those characteristics which were this encyclopedia was decided into a specific subject encyclopedia that used electronic medium in form of the website, it can be used for both adults and children, the layout was arranged alphabetically, the material sources based on the development of related science like e-books, article, and it was supported by the description and figures of each collection.

A web-based bilingual encyclopedia is also different with the products from the previous research mentioned. The researcher mentioned about developing encyclopedia; it was conducted by Taufiqurrochman & Prasetyo (2021) from Maulana Malik Ibrahim State Islamic University of Malang with the title “*Siyaha Tourism Application Development: E-Encyclopedia of Arabic Tourism in Malang, East Java, Indonesia*”, the benefit of the research was that it supported promotional programs based digital to be more effective as the marketing communication for tourism information. The researcher also made an encyclopedia, but it was focused on creating e-encyclopedia for flora and fauna collection in Bermi Eco Park and only published on the website bilingually to introduce it in local and foreign as an international tourist attraction that has educational concept there.

In addition, the previous research by Hernawati (2018) from Siliwangi University with the title “*Pengembangan Bahan Ajar Ensiklopedia tentang Keragaman Hewan Vertebrata Potensi Lokal Berbasis Morfologi*” which focused on fauna collection for teaching material. It was similar in the content that provided photos, scientific names, scientific classification, and descriptions of those animals. Meanwhile, in the current encyclopedia menu of the website, the contents begin with a brief description of

the encyclopedia. Then, in the sub-menu of each “flora” and “fauna” provided preface and followed by 15 collections that can visit by the users to see the figures, classification, brief description, and sources of each collection bilingually. In this case, the researcher described each collection bilingually and the medium used for encyclopedia publication was not an e-book, but it was a website, and the subject of the material was flora and fauna. Based on the validation and field-testing steps, it was expected that the encyclopedia could help Bermi Eco Park to introduce and promote it as an international tourist attraction.

In creating a bilingual encyclopedia in form of a website, the researcher also considered the theory of characteristics of a good website. As a result, the website was attractive as a medium for introducing and promoting Bermi Eco Park. The website was developed followed the theory of Lopez, Valarez, & Altamirano (2016) in Banjisse & Morais (2017), and Vila et.al (2021), which should consider five main aspects such as speed of access, usability, content, interactive, and appearance or design. Furthermore, the theory of bilingual website also gave detailed material related to the three main steps in developing it such as data for the website’s content obtained from the analysis stage, the languages that related to the writing skills especially word choices, translation result, and the last aspect was website generators that have effects on the attractiveness, access, and appearance.

Based on the expert validation and field testing, this medium of the website would give benefit for Bermi Eco Park to attract more visitors to come there. This is in line with the statement of Augustine & Sembiring (2021) who said that a bilingual website gives detailed information, persuades, and promotes to a wide range of visitors and potential visitors. The current research entitled “Developing a Web-



Based Bilingual Encyclopedia for Bermi Eco Park Probolinggo” was different from the previous research mentioned in chapter II, since the website only focused on one particular tourist attraction, and not only described information about the circumstances of the object, but also give more information related to the conservations’ collection which was the information not included in earlier researches. Besides, the current research used bilingual descriptions of the content which can provides for visitors’ information.

V. Conclusion and Suggestion

5.1 Conclusion

This project aimed to design and develop a web-based bilingual encyclopedia for Bermi Eco Park Probolinggo. Therefore, visitors both local and foreign who want to know more detailed information about Bermi Eco Park can get the information with easy access. Moreover, the encyclopedia in form of this website can introduce and promote this tourist attraction to the wider community. The result of the project was completed within seven months. It started on January-July 2022. The product of this research is a bilingual website which has met the criteria of a good website.

The research was done through five stages: analysis, design, development, implementation, and evaluation. In the first stage, the researcher conducted the analysis to identify the problem and potential need for a bilingual encyclopedia in form of a website and the result proved that the product was needed to introduce educational tourism and promote the Bermi Eco Park as an international tourist destination. In the second stage, the researcher designed the site map for the product and the description of the Bahasa Indonesia version. In the third stage, the researcher developed the bilingual

description, then discussed all the concepts of the product with the IT student, and uploaded the content to the *admin* page of the website developer which was the CodeIgniter framework. In the fourth stage, after validation of the product to each expert validator, the researcher implemented the web-based bilingual encyclopedia for public use and conducted field testing to investigate users’ points. The result showed that the product met the criteria of a good encyclopedia and website because the majority of the respondents agreed and strongly agreed with each criterion. The last stage was an evaluation that confirmed the website was good and could be used to introduce and promote Bermi Eco Park to foreigners and locals and it can be used as an international tourist attraction.

5.2 Suggestion

After finishing the project, the researcher discovered several limitations that could be addressed in future research for better future projects on a similar topic.

a. For the researcher

It is suggested to continue learning about technical SEO (Search Engine Optimization) which is related to the structure of the website, content that is created more attractive, and element of SEO (meta description and tag). In addition, the researcher also should continue learning how to develop the website in order to contribute more to society.

b. For the company

It is suggested to have any discussion with staffs of information office about continually creating content to add more information to attract more visitors. Moreover, the local guides of Bermi Eco Park is already given well-services, but it is suggested to get guiding training especially English training.

c. For the future researcher

For future research on a similar topic, mainly in developing a web-based bilingual encyclopedia. It is suggested to learn new things such as website development, attractive content for the target audience, and editing photos. In addition, before deciding on the subject of the encyclopedia, the future researcher should consider that the subject can relate to their field and department. Furthermore, while doing the research, the researcher suggested making a timeline and not delaying something for the research, so that the researcher will have enough time for reviewing the product.

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AN ANALYSIS OF COOPERATIVE PRINCIPLE USED IN JOE ROGAN'S PODCAST

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Abstract

It is unusual in language study to discuss the misrepresentation of information in podcast engagement. This pragmatic study aims to find the types of flouted maxim used in Joe Rogan's podcast, and to find out the types of violated maxim used in Joe Rogan's podcast. The methodology in writing this research is descriptive qualitative. To achieve the research objectives, the researcher uses a Conversation Analysis (CA) approach. This approach is a social research that explores the organization of sequential conversations as a means to gain access to participants' understanding, and a collaborative strategy of organizing, a natural form of social interaction. The results of this study indicate that interactions during Joe Rogan's podcast show all kinds of cooperative principles in certain parts of the conversation, such as maxims of quality, maxims of quantity, maxims of manner, and maxims of relevance. The frequency of occurrence of types of cooperative principles are 8 flouting of maxim of quality, 3 violations of maxim of quality, 26 flouting of maxim of quantity, 24 violations of maxim of quantity, 33 flouting of relevant maxims, 15 violations of relevant maxims, and 10 flouting of maxims of manner, and 9 for violations of maxims of manner.

Keywords: Cooperative Principle, Grice, Podcast, Violating Maxim, Joe Rogan

Abstrak

Tidaklah biasa dalam penelitian bahasa untuk membahas kesalahan informasi dalam keterlibatan podcast. Penelitian ini bertujuan untuk mengetahui *flouting* maksim yang digunakan dalam podcast Joe Rogan, serta mengetahui *violating* maksim yang dilanggar. Metodologi dalam penulisan penelitian ini adalah deskriptif kualitatif. Untuk mencapai tujuan penelitian maka peneliti menggunakan pendekatan Conversation Analysis (CA) pendekatan ini merupakan penelitian sosial yang mengeksplorasi organisasi percakapan berurutan sebagai sarana untuk mendapatkan akses ke pemahaman peserta, dan strategi kolaboratif pengorganisasian, bentuk alami interaksi sosial. Hasil penelitian ini menunjukkan bahwa interaksi selama podcast Joe Rogan menunjukkan semua jenis prinsip kerjasama di bagian-bagian tertentu dari percakapan, seperti maksim kualitas, maksim kuantitas, maksim cara, dan maksim relevansi. Frekuensi kemunculan jenis prinsip Kerjasama adalah 8 pelanggaran maksim kualitas, 3 pelanggaran maksim kualitas, 26 pelanggaran maksim kuantitas, 24 pelanggaran maksim kuantitas, 33 pelanggaran maksim relevan, 15 pelanggaran maksim relevan, dan 9 untuk pelanggaran maksim tata karma, dan 9 untuk pelanggaran maksim tata karma

Kata Kunci: Prinsip Kerjasama, Grice, Podcast, Pelanggaran Maxim, Joe Rogan

I. Introduction

The speaker and listener are the two most important factors in a conversation. In their conversation, both need to work cooperatively. In linguistics, it is explained that good communication can be done by following the "Cooperative Principle" (Setyawan, 2021). In order for a conversation to proceed smoothly, sometimes it is necessary to apply strategy and skill (Budiati, 2012). Some conversations become stalled because of a loss of connection between the speaker and the listener. They can understand their utterance, and the conversation works and connects smoothly. George Yule used the term "Cooperative Principle" to express the cooperation in this dialogue. Cooperative principle itself makes your conversational contribution as is required, at the stage at which it occurs, by the accepted purpose or direction of the talk exchange in which you are engaged (Yule, 2006). The cooperative principle has four maxims: Maxim of Quantity, Maxim of Quality, Maxim of Relationship, and Maxim of Manner.

This study will be focused on analyzing spoken language in a conversation that is spoken in podcast. Podcasting is a new trend in talk show entertainment currently. In a podcast, communication occurs when two or more people speak directly to each other. It repeats repeatedly throughout all of the podcast's participants. The term podcast is a combination of the concepts pod (as in Apple iPod) and broadcast (Oxford Advanced Learner's Dictionary, 2007). Podcasts are a series of digital audio and video recordings that are shared over the web using Rapid Simple Syndication (RSS) feeds (Walch & Lafferty, 2006). Listeners can use RSS feeds to download their favorite podcasts using pod catcher software such as iTunes. Listeners no longer need to visit each website frequently in pursuit of new podcast

episodes; the iTunes store now has a large selection of podcasts. Television podcasts, radio podcasts, classroom podcasts, and individual or group podcasts are one of many forms of podcasts available on the Internet.

The "Joe Rogan" podcast was chosen because podcast is rarely used in analysis of cooperative principle, also his podcast is very interesting to examine and research in more detail. In his Podcast entitled Joe Rogan Experience, he has made frequent appearances in ranking lists of podcasts in the last few years. Mansion for its overall popularity as well as being a comedy podcast, it has received numerous awards. While every episode of The Joe Rogan Experience contains some element of comedy, the topics of discussion vary considerably. It is this versatility, in combination with the show's conversational format, that culminated in my interest in collecting data about this podcast.

II. Literature Review

The principle of cooperation is a guiding principle in pragmatics that must be obeyed by communication (Xin, 2015). This principle and these maxims characterize the ideal exchange. Such an exchange would adhere to certain other principles as well, such as 'Be polite.'

The cooperative principle is that speakers want to be understood and interpreted correctly and listeners want to be effective decoders of the messages they receive. They are maintained as meaning constructs cooperatively during communicative interactions. In other words, both parties seek to cooperate in the exchange of ideas, feelings, beliefs, and so on. A non-native speaker, however, is someone who does not fully master the target language, often pays attention to its linguistic performance, and thus cannot always pay attention to himself with this

maxim. Furthermore, although such maxims may exist in every human language, they can function very differently from language to language with respect to the value of any given maxim.

In the cooperative principle you should contribute to your conversation when needed, at the time it occurs, with the goal or direction received from the conversational exchange in which you are involved. He then adds four maxims to this, which each explains how the cooperative principle works (Black, 2006).

Violating

When participants in a conversation fail to observe one or more maxims with the aim to deceive the listeners, they are violating the maxim. Furthermore, they frequently employ an implicature with the aim to deceive or achieve other goals. If the maxims are broken, the speaker may not tell the truth at all Flowerdew (2013). In this situation, speaker ignores the cooperation principle without informing the listeners.

III. Method

The research applies a conversation analysis approach, which would be employed to carry out this investigation. Conversation analysis (CA) is a social research approach that explores the sequential organization of conversation as a means of gaining access to participants' understandings, collaborative strategies of organizing, and natural forms of social interaction (Hutchby, 2019). Grice's theory (1989[1967]) (Grice, 1967) on the cooperative principle is used by the author. As a result, the goal of this study is to define the meaning of utterances by analyzing the application of the cooperative principle in identified the violated maxims in the podcast.

The data source is a podcast of Joe Rogan on Joe Rogan Experience #1470

Episode Elon Musk. The podcast video is downloaded from <https://www.youtube.com/watch?v=RcYjXbSJB8&t=187s> (PowerfulJRE, 2020). After downloaded the video the researcher does the observation by watching the video of podcast several times. In addition to collecting the data, the author copied the speech in written form to assist the analysis process which was taken from <https://anthiago.com/trankrip/>.

The research process is divided into three parts. To collect the data or observation by watching the video podcast and noting utterances. Second, identify the maxim categories in podcast that simply violated in podcast. Third, analyze and interpret the data using Grice's cooperative principle hypothesis (1989[1967]).

This study uses data analysis technique which is content analysis. When conducting a qualitative, it is beneficial to create an interview form or a focus group summary form that you complete as soon as possible after each interview or focus group (Dawson, 2007). This includes practical information such as the time and place, the participants, the duration of the interview or focus group, and information about the content and emerging themes. It's a good idea to fill out these forms as soon as possible after the interview and attach them to your transcripts. The forms remind people of the contact and are essential when it comes time to analyse the data. In this research, the data will be analysed using the following steps:

1. The data taken from the *Joe Rogan Experience* podcast for the episode of #1470 *Elon Musk*
2. The data will be classified based on the research question and put into the data sheet
3. The data will be analysed based on the research question
4. The data will be interpreted to answer the two research questions
5. The findings will be explained in

- content analysis description
6. Research conclusions based on the formulation of the problem

IV. Finding and Discussion

Finding

This part discusses the finding from this research which consist of two research questions, namely (1) what are the types of flouted maxim found in Joe Rogan's podcast? and (2) what are the types of violated maxim found in Joe Rogan's podcast?

This research analyzes the transcript of the conversation between Joe Rogan and Elon Mask regarding any experience Elon Mask has. After being transcribed, the conversations are determined in what types of cooperative principle it belongs and decide which interactions violate the maxims. Therefore, in order to ease in identifying the conversations of the maxim of quantity, quality, manner, and relevance involved, the frequency of occurrence of cooperative principle types spoken are written in the following table.

Tabel 1.
Frequency of Occurrence of Cooperative Principal Types

Cooperative Principle	Flouting Violating	
Maxim of Quality	8	3
Maxim of Quantity	26	24
Maxim of Relevance	33	15
Maxim of Manner	10	9
Total	77	51

From the observation, it shows that the interactions during Joe Regan's podcast show different but involves all types of cooperative principle in certain parts of the conversations, such as maxim of quality, maxim of quantity, maxim of manner, and maxim of relevance. The frequency of occurrence of cooperative

principle types are 8 for flouting maxim of quality, 3 for violating maxim of quality, 26 for flouting maxim of quantity, 24 for violating maxim of quantity, 33 for flouting maxim of relevance, 15 for violating maxim of relevance, 10 for flouting maxim of manner, and 9 for violating maxim of manner. The following is the extracts of examples cooperative principle applied in the podcast.

Discussion

Although most episodes include entertainers, academics, comedy, UFC fighters, and other non-political figures, The New York Times labelled the podcast as an "unlikely political influencer" in the 2020 U.S. presidential election after presidential candidates Andrew Yang and Tulsi Gabbard both showed quantifiable increases in popularity and fundraising after appearing on the show. After appearing on Rogan's show, Bernie Sanders got Rogan's endorsement, which the Sanders campaign advertised through its online channels. The podcast has been defined as a "boundary-free arena," a medium for the intellectual dark web, with a wide ideological mix of political guest.

In one of the episodes of The Joe Rogan Experience podcast, he invited Elon Musk to discuss his experience in the technological field, the Covid-19 pandemic, social media, and other things related to Musk's experience and ideas. Elon Musk is a business magnate and investor. He is the founder, CEO, and Chief Engineer of SpaceX; an angel investor, CEO, and Product Architect of Tesla, Inc.; the creator of The Boring Company; and the co-founder of Neuralink and OpenAI. Musk is the world's wealthiest person, according to both the Bloomberg Billionaires Index and the Forbes real-time billionaires list, with an estimated net worth of around US\$203 billion as of June 2022.



There are several cooperation principles applied by Joe Rogan and Elon Musk during the podcast. The cooperative principle assumes that participants in a discussion will usually try to be informed, accurate, relevant, and clear. Grice elaborated on this cooperative idea with the conversational maxims, which he felt everyone who wanted to engage in meaningful and coherent discourse should follow.

The cooperative principle that you should contribute to your conversation when needed, at the time it occurs, with the goal or direction received from the conversational exchange in which you are involved (Black, 2006). He then adds four maxims to this, which each explains how the cooperative principle works.

There are instances where this rule may be violated (Al-Hamadi & Muhammed, 2009). The cooperation principle is based on four maxims. The maxims are maxim of quantity, maxim of quality, maxim of relation, and maxim of manner. The speaker and hearer must work together by contributing appropriately to the conversation. Sometimes, people do not realize that they're having a discussion that violates the rule. Each maxim has a different character (Al-Hamadi & Muhammed, 2009).

A maxim is a brief representation of a fundamental moral rule or principle, whether objective or subjective depending on one's ideology. The types of maxims are (1) maxim of quantity, (2) maxim of quality, (3) maxim of manner, and (4) maxim of relevance (E.S., 2015). Maxim can be identified in daily conversation, even in particular situation.

In addition, there are two ways that implement the types of maxims, which are flouting and violating. Flouting happens if the speaker gets to observe a maxim at the level of what is said, with deliberate intention on generating implicature. In flouting, speakers do not provide the

correct information as needed by maxims, but the hearer can still understand the message due to the implicature. Flouting is possible in four sub-principles of maxim. In addition, violating happens when speakers do not match with the maxim principles.

Flouting happens when a speaker fails in observing the maxim but expecting a hearer to recognize the implied meaning (Cutting & Fordyce, 2020). Meanwhile, violating occurs to deceive a hearer by revealing only the surface meaning of an utterance. Saying anything false is an example of flouting and violating a maxim. Giving false statements involves using hyperbole, metaphor, irony, banter, and lying. Specifically, the aspects above concerning making false statements are examples of flouting and violating maxim of quality. The flouting and violating towards maxim of quality give the attention of how complete truth is hid and the words be manipulated for expressing some thought. An utterance that contains flouting the maxim of quality cannot be interpreted literally because the meaning not in the level literal meaning but not to mislead the hearer, such as in violating the maxim of quality.

The cooperative language applied in the conversation in Rogan's podcast involves all types of maxims, such as maxim of quantity, maxim of quality, maxim of manner, and maxim of relevance whether they flout or violate the maxims. In addition, from the observation in Joe Regan's podcast #1470, it is found that the most frequently maxim done in the podcast is maxim of quantity while the least frequently happens is maxim of quality. In addition, it indicates that in Joe Regan's podcast #1470, they do flouting maxim more frequently or significant than violating the maxims.

It is because the type of podcast usually features one or more recurring hosts engaged in a discussion about a



particular topic or current event. A podcast's discussion and content might range from highly prepared to completely unscripted. Also, the discussion that feels more like a coffee date where the guests and the podcast host converse in a casual and relaxed manner appeal to a wider range of audience over the formal, question-and-answer type of conversation.

Other than that, it happens because Musk, has several experiences in what the host ask, he could answer the questions properly without any hesitations. This term can be identified in a conversation of Joe Rogan's podcast #1470. This conversation can be watched in the minute of 0.42.

For example, when Rogan and Musk were talking about the second child of Musk who was just born on May 2022. Musk told when his child was born and relates the birthday in which he thought to be weird. Then, because he told so, Rogan then asks whether the day was perfect. Because Musk also thought so, then he said perfect and appropriate amount of answer, which is "yeah". This term indicates that Musk flouts the maxim of quantity.

In the conversation, we have to avoid ambiguity meaning, because it causes misunderstanding and conflict. In addition, communication is a social process, it means communication is a part of human activity in daily life. The meaning of conversation/ utterance can be known as explicit with cooperative principle or maxim, so the meaning of utterance/ conversation need interpretation and understanding. When the ambiguity takes place in a conversation, it is called maxim violating.

One of the indicators of maxim implicated in the podcast whether they violate the maxim is that the responses of the interlocutors. When they response with understanding gesture, means their interlocutor(s) obey the maxim, when they show confused or inappropriate gesture, it

means their interlocutor(s) violate maxim. Besides gesture, the response that can be given by the interlocutors is the repetition questions related to the words or topic that the other person spoken talks about. When it happens, it means the people speaking violate the maxim.

For example, the conversation implied is the conversation when Rogan and Musk talk about the thought of opinion of Elon Musk in minute of 56.19. Rogan asks about what the society would be in 20 to 25 years from this current condition knowing the rapid development of technology that can change the part of human work even human body. Musk assumed that the civilization is still around, and it could have a in 25 years probably something that he thinks that could be a whole brain interface. After that, Rogan requested what "whole brain interface" means. From this question, it can be identified that Rogan did not get what Musk is trying to talk about and violate the maxim; even though, he then explained what it means.

The guidelines for establishing a flow of conversation have been observed in relation to the cooperative principles. Grice also stated that the maxims had been violated. The unpretentious or "quite" non-observance of the maxim is defined as a violation. A speaker who violates a maxim "risks misleading" the audience (Grice, 1967).

Even if Grice's outlines cooperative principles in communication, in a specific situation with a specific condition, people tend to intentionally violate it. When people violated these cooperative principles, it seemed that they did it for their own reasons. People break maxims for a variety of reasons. There are several reasons why people break the quality maxim (Tupan & Natalia, 2008). They may hide the truth from the hearer to save face, to be jealous about something, to please the hearer, to cheer the hearer, to



avoid hurting the hearer, to build one's belief, or to convince the hearer. However, in this case what Rogan said that violates the maxim did not have the reason as mentioned above, Rogan violated the maxim is because they could not grasp what Elon means.

The analysis results give new insight into the phenomena of flouting and violating maxims in a conversation. It is important to look carefully at the context of the conversation. As the interviewer, in this case, is a scientist, he did flouting the maxim not necessarily to hide some sort of truth regarding his technology but rather to convince people about the technology he is currently developing.

The most frequent failure of observing the maxim happens in the maxim of quantity. In a conversation, the speaker cannot expect his/her interlocutor to answer the questions precisely what he wants to hear. Sometimes, the interlocutor is unable to deliver the message clearly since not all people can be good speakers. Especially for a scientist, the term, and the context that he used are all related to technology. For example, when Rogan and Musk talk about a baby, the one that comes to Musk's mind is his robot baby (his product), while Rogan thinks about the actual baby.

It is significance to explore more and deep about the failure of observing maxim in a conversation. Since who the interviewee and the interviewer are will change the direction and influence the flow of the conversations. When two people join a conversation and they are not in the same line; they have big gaps in profession and educational background. It is likely that the flouting and violating of maxim will be happen more frequently than those who have the same background.

In every communication, the flouting and violating of maxims can happen every time. However, as a speaker, we must explain the discussion as clear as possible

with required explanation, have strong evidence, avoid ambiguity, and be relevant with the topics being discussed.

V. Conclusion and Suggestion

The cooperative language applied in the conversation in Rogan's podcast involves all types of maxims, such as maxim of quantity, maxim of quality, maxim of manner, and maxim of relevance whether they flout or violate the maxims. In addition, from the observation in Joe Regan's podcast #1470, it is found that the most frequently maxim done in the podcast is maxim of quantity while the least frequently happens is maxim of quality. In addition, it indicates that in Joe Regan's podcast #1470, they do flouting maxim more frequently or significant than violating the maxims.

In this study, the researcher faced limitation in time, knowledge, and the capability of the researcher. Based on the limitations faced by the researcher, the researcher provides suggestions for readers that should understand the cooperative principle by avoiding ambiguity in any conversation. In addition, the students of linguistics major at English Department should also improve their communication skills when applying Cooperative Principles so that the ambiguity can be reduced. Last, the other researchers should conduct the research with more than type of videos, so that the data gained is more complex; and the other researchers should add more specific points in this kind of research such as the reasons might happen when they violate the maxims.

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Aktivitas Pascabaca dalam Kegiatan Membaca Nyaring

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Abstract

This article aims to provide an understanding of the importance of the read aloud and various activities that teachers can do in the post-reading phase. Currently, teachers understand the post-reading phase as the end of reading lesson. Supposedly, the information obtained by students from while reading of read aloud carried out by the teachers can produce change in cognitive, affective, and psychomotor aspects of students. Teachers should connect the information obtained from the book with the real life of students. It is hoped that the activities in post reading phase of read aloud will give pleasant experience for students to foster their interest in reading.

Keywords: *read aloud, post-reading phase, students' activities*

Abstrak

Artikel ini bertujuan untuk memberikan pemahaman tentang pentingnya membaca nyaring dan ragam kegiatan bermakna yang dapat dilakukan oleh guru dalam fase pascabaca. Saat ini, guru memahami fase pascabaca sebagai kegiatan akhir pelajaran. Seharusnya, informasi yang didapat oleh siswa dari fase saat baca dalam kegiatan membaca nyaring yang dilakukan oleh guru dapat menghasilkan perubahan baik pada aspek kognitif, afektif, maupun psikomotorik siswa. Guru harus mampu menghubungkan informasi baru yang diperoleh dari buku dengan kehidupan nyata siswa. Pengetahuan tentang beragam aktivitas dalam fase pascabaca dalam kegiatan membaca nyaring diharapkan dapat memberikan pengalaman membaca yang menyenangkan bagi siswa untuk menumbuhkan minat baca siswa.

Kata Kunci: *membaca nyaring, fase pascabaca, kegiatan siswa*

I. Pendahuluan

Berdasarkan hasil *Programme for International Student Assessment* (PISA) untuk mengevaluasi kemampuan peserta didik berusia 15 tahun dalam hal membaca, matematika, dan sains yang dilakukan pada tahun 2018, Indonesia menduduki peringkat ke-72 dari 77 negara (OECD, 2019). Hal ini menunjukkan bahwa minat baca siswa di Indonesia cukup rendah dan diperlukan upaya bersama untuk mengatasi hal tersebut.

Kementerian Pendidikan dan Kebudayaan telah menginisiasi program Gerakan Literasi Sekolah (GLS) sejak tahun 2016. Program ini bertujuan untuk menjadikan sekolah sebagai organisasi pembelajaran yang warganya literat sepanjang hayat melalui pelibatan publik (Kemdikbud, 2016). Ada 3 tahapan dalam program GLS yaitu tahap pembiasaan, tahap pengembangan dan tahap pembelajaran. Bentuk kegiatan GLS dilakukan dengan 15 menit membaca sebelum pembelajaran dimulai (Kemdikbud, 2016). Salah satu teknik membaca yang dapat diterapkan di sekolah sebagai bagian dari GLS, khususnya untuk siswa kelas rendah atau kelas 1-3 yaitu membaca nyaring.

Pelatihan dan seminar terkait pentingnya membaca nyaring sering dilakukan baik *online* maupun *offline*. Didukung dengan berkembang pesatnya komunitas *read aloud* di berbagai kota di Indonesia. Hanya belum banyak diketahui oleh guru bahwa ada banyak kegiatan pascabaca yang dapat dilakukan setelah melakukan membaca nyaring. Sebagian besar guru hanya memahami fase pascabaca sebagai kegiatan akhir pelajaran yang terkadang hanya diisi dengan kegiatan tanya jawab (Wahjudi, 2010). Padahal banyak sekali ragam kegiatan yang dapat dilakukan untuk menghubungkan informasi baru dari buku cerita dengan kehidupan sehari-hari siswa sehingga dapat menghasilkan perubahan

pada siswa baik dari aspek kognitif, afektif, dan psikomotorik. Artikel ini bermaksud untuk memberikan pemahaman tentang manfaat membaca nyaring dan memberikan wawasan tentang ragam kegiatan bermakna yang dapat dilakukan guru setelah membacakan buku cerita kepada siswa.

II. Kajian Literatur

Menurut (Trelease, 2017) membaca nyaring (*read aloud*) adalah aktivitas sederhana dimana guru atau orang tua menyisihkan waktu untuk membacakan buku cerita dengan suara nyaring secara terus menerus sehingga anak terbiasa mendengar, mau membaca dan akhirnya bisa membaca.

Membaca nyaring memiliki berbagai manfaat dari aspek neurologi, pendidikan, psikologis, dan sosiologis (Setiawan, 2019; Sari, 2014). Dari aspek neurologi, membaca nyaring memiliki beberapa manfaat yaitu untuk merangsang fungsi dan perkembangan otak, melatih berpikir nyaring (*think aloud*), menguatkan hubungan yang ada di antara sel-sel otak, dan menanamkan kecintaan seumur hidup dalam membaca yang memiliki pengaruh sangat besar terhadap seluruh fungsi dan perkembangan otak.

Sedangkan manfaat membaca nyaring dari aspek pendidikan yakni untuk menambah pengetahuan, memperluas kosakata, mengembangkan keterampilan bahasa lisan, meningkatkan rentang perhatian dan konsentrasi, memberikan contoh cara membaca yang benar, mencintai buku dan menikmati kegiatan membaca.

Kemudian membaca nyaring juga memiliki manfaat ditinjau dari aspek psikologis yakni dapat memicu rasa ingin tahu dan kreativitas, mengembangkan imajinasi, menciptakan ikatan yang kuat antara guru atau orang tua dengan anak, melatih kemampuan memecahkan masalah, menumbuhkan rasa percaya diri,

dan memiliki kenangan indah mengenai kegiatan membaca.

Selain itu, manfaat sosiologis dari membaca nyaring yaitu dapat meningkatkan status sosial di antara teman sebaya, membangun kedekatan dan teladan membaca, menjadi lebih adaptif, dan memiliki kesadaran moral yang terbangun dari cerita-cerita yang dibacakan.

Tahapan Membaca Nyaring

Membaca nyaring terdiri dari empat tahapan, yaitu:

Tahap persiapan membaca nyaring

Langkah-langkah yang perlu dilakukan pada tahap persiapan membaca nyaring yaitu: merencanakan tujuan membaca, memilih buku yang sesuai, melakukan kegiatan prabaca dan baca ulang (untuk mengetahui jalannya cerita dan mengetahui letak tanda baca), mengantisipasi pertanyaan yang muncul, melakukan prediksi atau menghubungkan dengan hal tertentu, menyiapkan pertanyaan-pertanyaan sebagai bahan diskusi, dan berlatih membaca nyaring (dengan memperhatikan intonasi, jeda, dan gerak tubuh).

Tahap awal membaca nyaring

Pada tahap awal membaca nyaring, hal yang perlu dilakukan adalah sebagai berikut: memulai membaca nyaring dengan percakapan pembuka, menunjukkan sampul buku kemudian meminta anak untuk membuat prediksi cerita, menyebutkan komponen buku cerita (judul, penulis, ilustrator), menggali pengetahuan latar anak, menyusuri ilustrasi buku, dan membaca dengan semenarik mungkin.

Tahap saat membaca nyaring

Pada tahap ini guru sebagai pembaca buku harus mampu membacakan buku cerita dengan suara yang dapat didengar

anak-anak. Guru juga harus mampu membantu anak-anak untuk mendengar dan merasakan adanya cerita yang mengalir. Selain itu, guru harus tetap tanggap dan interaktif dalam berkomunikasi dengan anak-anak ketika membacakan buku cerita.

Tahap sesudah membaca nyaring

Pada tahap ini, ada berbagai kegiatan yang dapat dilakukan sesuai dengan kebutuhan dan kondisi siswa. Untuk mengasah kemampuan berpikir kritis, siswa dapat diminta untuk mengajukan pertanyaan atau menceritakan kembali isi buku tersebut. Jika siswa tidak mengajukan pertanyaan, guru dapat bertanya kepada siswa.

Selain itu bisa juga dilakukan berbagai kegiatan untuk mengasah keterampilan kognitif, motorik, sosio-emosional, pengenalan sains, kegiatan seni, dll. Setelah kegiatan pasca baca dilakukan, guru diharapkan dapat meletakkan buku atau materi bacaan di tempat yang mudah dijangkau anak-anak (Rahesi et al., 2019).

III. Metode Penelitian

Artikel ini mengulas tentang ragam aktivitas pascabaca setelah melakukan kegiatan membaca nyaring. Tulisan ini disusun berdasarkan pandangan penulis yang didukung oleh beberapa referensi dari kajian pustaka yang terdiri dari artikel dalam jurnal, buku, website, dll.

IV. Hasil dan Pembahasan

Ragam Kegiatan Pascabaca

Beragam aktivitas pascabaca setelah kegiatan membaca nyaring dapat dilakukan dengan fokus pada beberapa aspek diantaranya:

Kegiatan Mengenal Sains Eksperimen

Kegiatan pascabaca yang dapat dilakukan salah satunya dengan kegiatan eksperimen (percobaan). Kegiatan ini

dapat dilakukan untuk buku yang bertema ilmu pengetahuan alam (sciences). Kegiatan percobaan sederhana membantu siswa untuk menemukan kebenaran atas kejadian atau konsep yang dipelajari siswa (Susilowati, 2016). Kegiatan eksperimen ini berguna untuk menumbuhkan rasa ingin tahu siswa terhadap kejadian di alam. Kegiatan ini sangat cocok untuk anak karena mereka memiliki rasa ingin tahu yang tinggi.



(sumber: <https://klubceritasore.wordpress.com>)

Gambar 1. Buku Ada Twist Scientist dan Eksperimen Siswa

Kegiatan berbentuk eksperimen ini dapat dilakukan setelah guru membacakan buku Ada Twist Scientist karya Andrea Beaty dan David Rogers (2016). Siswa dapat diminta melakukan percobaan yang sesuai dengan isi buku cerita. Buku ini dapat menjadi inspirasi bagi siswa yang memiliki ketertarikan dalam bidang sains. Disamping itu, buku ini dapat digunakan untuk mendiskusikan pentingnya memiliki rasa ingin tahu dan kegigihan agar mampu memecahkan persoalan (Cerita Sore, 2022).

Menanam

Kegiatan menanam juga bisa jadi salah satu bentuk aktivitas pascabaca yang berhubungan dengan sains, khususnya saat isi buku cerita terkait dengan kegiatan menanam. Kegiatan berkebun atau menanam dapat dijadikan sarana untuk mengembangkan kecerdasan naturalistik serta memupuk rasa tanggung jawab dan kesabaran (Herdianing, 2014).

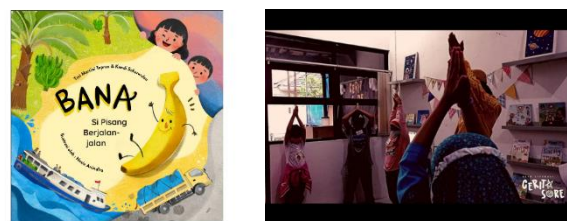


Gambar 2. Buku The Little Gardens dan Kegiatan Menanam Kangkung

Setelah guru membacakan nyaring buku The Little Garden, guru dapat mengajak siswa untuk merasakan pengalaman menanam pohon, misalnya pohon kangkung. Pengalaman menanam ini tentu akan menjadi hal yang berkesan untuk siswa.

Kegiatan Motorik

Kegiatan motorik dapat dilakukan untuk mengisi kegiatan pascabaca disesuaikan dengan isi buku cerita. Perkembangan motorik pada siswa dapat dilatih dengan berbagai kegiatan jasmani baik melalui kegiatan yang terkait dengan pusat saraf, urat saraf, dan koordinasi otot (Suyadi, 2010). Aktivitas motorik ini dapat menjadi stimulasi yang baik dalam perkembangan fisik siswa. Apalagi, pada pembaca usia kanak-kanak, mereka akan sangat menyukai kegiatan yang bersifat aktivitas fisik.



(sumber: <https://klubceritasore.wordpress.com>)

Gambar 3. Buku Bana dan Kegiatan Bernyanyi dengan Tepuk Tangan

Adapun kegiatan pascabaca yang bisa dilakukan untuk menumbuhkan keterampilan motorik anak, misalnya setelah guru membacakan nyaring buku Bana,

guru mengajak siswa untuk bernyanyi dan bertepuk tangan sesuai perintah guru.

Kegiatan Kognitif

Salah satu kegiatan yang dapat dilakukan dalam pascabaca yaitu kegiatan yang mengasah kemampuan kognitif. Kegiatan kognitif diperlukan oleh anak sebagai sebuah proses berpikir untuk melatih kemampuannya dalam menghubungkan, menilai dan mempertimbangkan suatu kejadian (Sujiono et al., 2013). Kegiatan kognitif merupakan kegiatan yang dapat menstimulasi anak untuk memproses informasi baru. Bentuk kegiatan ini nantinya dapat mempermudah anak memahami informasi baru.



(sumber: <https://klubceritasore.wordpress.com>)

Gambar 4. Buku Hus Hus dan Kegiatan Menyusun Puzzle

Kegiatan pascabaca yang dapat dilakukan untuk mengasah keterampilan kognitif siswa setelah guru membacakan secara nyaring buku Hus Hus yaitu mengajak siswa menyusun puzzle.

Kegiatan Sosial-Emosional

Kegiatan pascabaca ini dilakukan untuk menumbuhkan sosial dan emosional anak-anak. Kegiatan yang berfokus pada aspek pengembangan sosial emosional ini bertujuan agar anak memiliki kepercayaan diri, kemampuan bersosialisasi, dan kemampuan mengendalikan emosi (Musringati, 2017). Anak diajak untuk mengenal diri sendiri dan lingkungannya. Ada beberapa kegiatan yang bisa dilakukan, yaitu:

Team Building

Salah satu aktivitas pascabaca setelah membaca nyaring yang dapat dilakukan yaitu aktivitas yang dapat menumbuhkan dan memupuk sikap kerjasama tim (*team building*).



(sumber: <https://klubceritasore.wordpress.com>)

Gambar 5. Buku Niabai dan Kegiatan Team Building

Buku cerita yang dapat digunakan untuk membangun kerjasama tim salah satunya adalah buku Niabai. Kegiatan tim building yang dapat dilakukan yaitu dengan meminta siswa bersama-sama untuk menyusun gelas plastik dengan menggunakan tali.

Menulis Surat

Bentuk aktivitas pascabaca untuk melatih kemampuan siswa dalam menyesuaikan diri dan memahami perasaan orang lain yang dapat dilakukan yaitu menulis surat, bisa untuk orang tua, sahabat, atau kerabat lainnya. Kegiatan semacam ini tentunya dapat menjadi stimulus yang baik dalam perkembangan jiwa sosial seorang anak.



(sumber: <https://klubceritasore.wordpress.com>)

Gambar 6. Buku Kartu Cinta Ibu dan Kegiatan Menulis Surat Cinta untuk Ibu

Guru dapat membacakan nyaring buku Kartu Cinta Ibu kepada siswa. Setelah itu,

siswa diajak untuk menulis surat cinta untuk orang tua.

Role Play

Kegiatan bermain peran atau *role play* bisa menjadi pilihan aktivitas pascabaca yang menarik. Selain dapat menumbuhkan percaya diri pada anak, permainan ini juga bisa meningkatkan kreativitas mereka.



(sumber: <https://klubceritasore.wordpress.com>)

Gambar 7. Buku Role Play dan Kegiatan Bermain Peran

Buku yang dapat digunakan guru untuk mengajarkan bermain peran salah satunya adalah buku *Aku Suka Caramu*. Permainan ini dapat membuat anak menjadi lebih peka terhadap orang lain.

Kegiatan Kesenian dan Kerajinan Tangan

Aktivitas kesenian dan kerajinan tangan juga dapat menjadi alternatif kegiatan pascabaca. Kegiatan ini dapat membantu mengembangkan keterampilan siswa dalam berkarya serta menumbuhkan cita rasa keindahan dan mampu untuk menghargai karya seni (Arsyad, 2005).



(sumber: <https://klubceritasore.wordpress.com>)

Gambar 8. Buku Delon Si Balon dan Kegiatan Membuat Topi dari Balon

Ketika guru telah membacakan nyaring buku *Delon Si Balon*, guru dapat

membimbing anak-anak untuk berkreasi membuat topi dari balon (Cerita Sore, 2022). Siswa akan antusias ketika dapat membuat karya kerajinan tangannya.

V. Simpulan dan Saran

Kegiatan pascabaca merupakan tahap penting dalam kegiatan membaca nyaring dan harus menjadi perhatian guru. Kegiatan pascabaca ini harus dilakukan sesuai dengan tujuan pembelajaran, latar belakang siswa, dan kondisi kelas. Ada banyak kegiatan pascabaca yang sesuai dengan kebutuhan siswa. Kegiatan pascabaca dalam kegiatan membaca nyaring diharapkan dapat memberikan pengalaman membaca yang menyenangkan bagi siswa dan dapat memberikan pembelajaran yang lebih bermakna karena mengkaitkan informasi dari buku dengan kehidupan sehari-hari.

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