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# THE CHOICE OF CODES AMONG SANTRI IN COMMUNICATION THROUGH FACEBOOK

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## Abstract

The era of modernization of social media has always been associated with teenagers, especially those on Facebook. This social media can be used as a medium to show their existence. The language used for communication interactions varies. The purpose of this study is to identify the choice of language codes used by students in the Islamic Modern Assalaam Islamic Boarding School in Indonesia in their communication interactions. This research is a qualitative in nature. The data under investigation are students' conversations on Facebook, which are particularly related to the choice of codes. Data collection includes observation, field notes, and interviews. This research analysis employs the components of the Hymes (SPEAKING) speech. The research results demonstrate that the choice of language codes used by students to communicate in social media involves Indonesian, Arabic, English, and Javanese. The development of technology can make communication effective for students. Besides, that can drive the changes in behavior and language they use. The significance of this research is that there are bilingualism/multilingualism phenomena through the use of Indonesian, Arabic, and English, which is proven not to shift the local language (Javanese), let alone destroying local language as a mother tongue.

**Keywords:** choice of codes, santri community, facebook

## I INTRODUCTION

Islamic boarding school has its own plus value, compared to common public education because the environment in Islamic boarding school, known as *pesantren*, puts equal emphasis between formal education material and *diniyah* material or deeper religion. *Pesantren* is a traditional Islamic education dormitory where students live together and study under the guidance of a (more) teacher, better known as 'Kyai'. The dormitory for santri is in a *pesantren* environment where the Kyai resides, which also provides a mosque for worship, a room for study, and some sections for religious activities. *Pesantren* is a favorite because religious teachers and clerics have provided their emotional, intellectual, and spiritual faith as well as knowledge so that they are able to face the era of modernization and are taught Islamic values which are bound to 'rahmatan lil aalamin', which can go in harmony with the spirit of nationalism and internationalism.

Multi-ethnic and multilingual *pesantren* communities can bring about language contact and bilingualism and multilingualism phenomena. Along with the rapid development of technology, the most popular and extensively used communication tool is used for the interaction on social media, namely Facebook. In the interaction on Facebook, santri community in the Assalaam Islamic Modern Islamic Boarding School come from various regions in Indonesia that surely have a variety of languages. Indonesian is the first language of instruction used for everyday social interactions in the boarding school. Students who live in boarding schools will be able to influence the variety of languages such as English, Arabic, Javanese, and other regional languages. The choice of codes is evident in the communication used by the *pesantren* community, such as social interaction between ustazah and santri, between ustaz and santri, and among the students in the *pesantren*. The santri community in the Assalaam Islamic Modern *Pesantren* uses Facebook to impart information, and thus the users' master more than one language, for example, the use of slang in the conversation among santri; the use of multilingual in the social interaction, such as code switching English and Arabic, or Indonesian and English. For example: *lemon*, it means *language month*.

## II MATERIALS AND METHOD

### 2.1 THE CHOICE OF CODES IN SOCIOLINGUISTICS PERSPECTIVE

Sociolinguistics is a study of science because it discusses choices in the use of language codes. Code choice is a situation where a linguist is involved in a bilingual interaction. Bilingualism is the use of two or more languages by someone or by a society. There are three types of code choices commonly known in the study of Sociolinguistics. The first type is called code switching. Code is a neutral term

that can refer to language, dialect, sociolect, or various languages. The second type of language choice is code mixing. The term code mixing is similar to what was once called interference. In other words, in code mixing the speaker inserts some other language elements when using a particular language. Elements borrowed from other languages can be words, phrases, or clauses. The third type of language choice is variation in the same language (variation within the same language). A single variation of language (variations in the same language) usually requires speakers to choose which variety to use in certain situations. The use of variations in the same language is also employed to avoid language errors.

## 2.2 FACEBOOK

Facebook is one of the online media that is widely used by teenagers in Indonesia. Facebook was founded by Mark E. Zuckerberg in 2004 and began its operations in September 2012, making it available for use by Facebook users around the world for communication. The users are required to register themselves before using Facebook to get a personal account containing profiles, homepage, group, and other facilities offered by Facebook. Along with the development of advanced science and technology, Facebook users can create profiles that include photos and other important information, so people around the world need to be aware of the communication facility which enables others to find themselves. They can interact socially with a list of Facebook friends they have via message or public through chat.

In addition, they can create groups and pages. Up until now, the features on Facebook have undergone various changes and many facilities that support communication interaction have been made operative. One example is the 'wall' that can be used as a place to send messages to other Facebook users to read. In addition, there is a "status" feature where Facebook users are allowed to write down any activities going on around them and publish their existence including what they are thinking. Of course this will invite various interpretations and comments from readers to provide responses or emoticons. Likewise, the Facebook features also come with a 'Note' on which Facebook users can document their writing and share things with their friends or tag friends in the note. Interestingly, Facebook is equipped with photo facilities, so Facebook users can upload photos and store photos with an unlimited number. This has explained why social media like Facebook has the highest rating and is still much in demand by teenagers and adults for communication.

## 2.3 METHODOLOGY

The present research delves into santri choice of codes when involved in communication on social media. The study is a qualitative in nature, with sociolinguistic approach. Qualitative approach operative in the study includes several phases, including data collection, analysis, interpretation, and writing report, which is different to traditional qualitative approaches. The form of codes under investigation is those used by students when interacting on Facebook in their boarding school environment. The data collected in this study are naturally found in speech events on Facebook. To support data collection, observation, notes, and interviews are also put at work. Data analysis deploys speech component analysis. In addition, the researchers also employ qualitative ethnographic methods.

## III RESULTS AND DISCUSSION

The results and discussion on Facebook communication generate a portrait of choice of language codes used by students as follows.

### 3.1 INDONESIAN

Indonesian is usually used in the interaction of official communication in the santri community. But in reality, Indonesian is not only used in official forums but is also used in informal forums. This is the reason why the communication using Indonesian in both formal and informal settings is deemed imperative to facilitate communication, regardless of the language background of speech interlocutors. Because of the influence of information technology, the students in Assalaam Islamic Modern Pesantren prefer to use Indonesian language, used in daily communication interactions. Below is the use of Indonesian language by the students in interactions on social media (Facebook) as follows.

Data 1

Okty Vyta membagikan kiriman.

Santriwati juga bisa berkreasi...

Panggung semegah dan acara yg spektakuler ini hampir sepenuhnya kerja mereka...

Gak mau kalah sama yg santriwan...

Mereka srikandi sholehah yang bisa sekuat pandawa....

Speeches on data [1] occurred on the Facebook page of the Assalaam Islamic Modern *Pesantren*. Data [1] includes using informal Indonesian. This is marked by the word *gak*, which means no in English. In addition, there is a code mixing in English as a spectacular word and mixed Arabic code on the word sholehah. The topic of discussion in the Facebook conversation was the activity of students at the Islamic Modern Assalaam Islamic Boarding School in an event named *Mahakarya Santri*.

Data 2

Ppmi Assalaam

Alhamdulillah di pagi yang cerah ini, agenda kegiatan yang ada di PPMI Assalaam adalah kegiatan ta'aruf santri baru dengan didampingi para pengasuh baik dari unit sekolah maupun unit kesiantrian. Diharapkan dengan kegiatan ini anak dapat mulai bersosialisasi dengan teman baru maupun dengan para pengasuh uatdz/ustdzh, mulai beradaptasi dengan lingkungan pondok dan juga kegiatan kegiatan yang ada.

In data [2], the students used Indonesian language code when interacting on Facebook. The topic of the discussion was ta'aruf (introduction) at Assalaam Islamic Modern *Pesantren*. The Indonesian language code was used in formal and informal situations. This was used to interact in order to facilitate communication among various languages and different ethnicities.

### 3.2 ARABIC LANGUAGE

Tangible Arabic code was a dominant foreign language code used in internal social interaction within Assalam Modern Islamic Boarding School. This was possible because in the pesantren environment, students had to use Arabic to interact communication. The choice of Arabic code did not occur in a single language form. Hereunder are examples of speeches from students who used Arabic in interacting on Facebook.

Data 3

Ppmi Assalaam

Ta'aruf Santri PPMI Assalaam

#H3

Ahmad Riyadi Rohmat Full Maa Syaa Alloh. Barokallohu fiikum

Data 4

Ppmi Assalaam

Ahlan wa sahlani wali santri dan santri baru PPMI Assalaam

In data [3] and [4], Arabic language is used for conversations on Facebook. Arabic is the main language used as a means of communication between students, between religious teachers in Islamic boarding schools, and during studying the Yellow book and the Qur'an. The topic of above conversation was the introduction of new santri and welcoming new students. The intensity in using Arabic was quite high in Assalaam Islamic Modern *Pesantren* because the *pesantren* required its students to communicate in Arabic.

### 3.3 ENGLISH

The foreign language that is also commonly used by the santri community in Assalaam Islamic Modern *Pesantren* was English. The use of English in communication among students is more limited, compared to Arabic language. The choice of the English codes also did not occur in a single form of code. In daily communication, the use of the English code was limited as a means of supporting code mixing. The use of the English code usually happened to speakers who had extensive knowledge and were educated. The use of English usually occurred because these words were terms commonly used in the conversation on Facebook as follows.

Data 5

Minuk Inuk

Out bound Ppmi Assalaam in TAHURA.

Data 6

Ni'mah Nur Fajarini Thanks a lot for all nice thum

Data [5] and [6] were spoken by santri in interactions on Facebook. The English used in this context involved popular words like out bound and thanks a lot for all nice thum. Assalaam Islamic Boarding School has a vision and missions aimed at international stage, so English was often used by students in their social interaction.

### 3.4 JAVANESE LANGUAGE

Javanese is one of the regional languages with the highest number of speakers compared to other regional languages in Indonesia. Javanese language is the mother language of Javanese people living in Central Java Province and Yogyakarta Special Region (DIY), and East Java. Students who live in Assalaam Modern Islamic Boarding School use Javanese in social interaction, particularly when they are intimate with their interlocutors. This is also found in online media (facebook) using the Java language as follows.

Data 7

nunggu sahabat disamping pos satpam itu sesuatu.

kanap...?

kepanasen iya... otal atil koyo cah ilang iyo...

senggol sak kemenge mas suprayogi di Ppmi Assalaam

Melati Kristi Mampir mas...

Shoffa Shofriana Lahhh.....tenan pora kui mas Iwan Ga Fals

Data [7] is related to the speech of the santri community on social media (Facebook). In the speech there are two codes used, namely Indonesian: *nunggu sahabat disamping pos satpam itu sesuatu*. kanap? In addition, Javanese was also operative, as in *kepanasen iya... otal atil koyo cah ilang iyo...senggol sak kemenge mas suprayogi*. Obviously, that code switching from Indonesian into Javanese occurs. The use of the Javanese language in Assalaam Islamic Modern Pesantren did not always take the form of a single variation because in the school there was a rule prohibiting santri are to use regional languages (Javanese). This was due to different ethnic backgrounds, but students continued to violate the rule by using Javanese when they were familiar with their friends from Java.

### 3.5 DISCUSSION

This research, focusing on the students' choice of codes in communication in online media, has some commonalities with other studies. Studies related to language choices have been conducted by Ma'alip [8]. The results of his research illustrate that Malay and English are the choices among users of social pages followed by Chinese, Indian, and other languages. Fahmee & Fung [9] examines the choice of languages in the online communication of Maldivian professional communities in family, friendship, and employment context. The results show that Dhivehi is a unique Indo-Aryan language used in exclusive conversations in Maldives, along with English as a second language.

The comparison among abovementioned studies has concluded that this study explains the choice of language codes often used in communicating on Facebook, which includes Indonesian, Arabic, English, and Javanese. The use of Indonesian language is more dominant because it is a daily language of instruction in Assalaam Islamic Modern *Pesantren*. The use of the Javanese language is still preserved in school.

## IV CONCLUSION

As a boarding school that uses a variety of languages/language variations when communicating on Facebook for the santri, the choice of codes in choosing the right language variation when communicating has been prevalent. Indonesian is the dominant language used for communication on Facebook because the students come from various regions in Indonesia. This is to facilitate communication. Arabic is an obligatory language for students because Arabic is one of the Muslim identity. In addition to Arabic, English is also used. English as an international language must be mastered by students to communicate with people from different parts of the globe. With respect to Javanese language, the students also use casual Javanese language to communicate on Facebook because they are already familiar with their friends. This indicates that Assalaam Islamic Modern Pesantren still maintains regional languages (Javanese) in the midst of modernization.

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# THE EFFECT OF INDONESIAN YOUTUBER'S AND VLOGGER'S REGISTER ON YOUNG GENERATION BEHAVIOR

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## Abstract

YouTube as online platforms today has created millions of videos with varied, entertaining and useful content for millions of internet users get. This makes the content creators compete to make interesting and high quality videos. This has become a new trend among the younger generation today.

Therefore, this research is worth making to investigate the effect of the variety of Indonesian YouTuber and Vlogger on young people's language behavior. The data was collected from a number of videos uploaded by Indonesian YouTuber and Vlogger by filtering representative content. by questionnaires, interviews, and observations of youth groups to be able to hear firsthand variety of their languages. The data retrieved i on purposeful sampling method of some contents were qualitatively analyzed by applying several sociolinguistic theories. The results reveal that the variety of languages are used by well-known YouTubers and Vloggers such as Atta Halilintar, Ria Ricis, Raffi Ahmad, etc. with light and easy words such as the word *gaess*, *kuy*, *tercyduk*

YouTuber's and Vlogger's style of language have an impact on the language behavior of the younger generation today in adopting their favorite language style. However this does not have a negative effect on language behavior because they are quite selective in using the Indonesian YouTuber's and Vlogger's language styles.

**Keywords:** *register, style, YouTuber, Vlogger*

## I INTRODUCTION

Indonesian YouTube users do not only get entertainment content but also a source of information or learning something from the content suiting the user's needs. Generally Indonesian users think that YouTube makes it easy for them to find interesting content on a variety of topics.

Increased interest in internet users for various YouTube videos brings benefits to content creators in Indonesia. Even today, YouTuber's content can be used as a land for employment and new professions because a YouTuber's income is quite high if you already have a large number of followers.

To become a YouTuber or Vlogger with a large number of subscribers, content creators are required to be more productive and creative in creating interesting, unique, and quality content in order to increase the number of observers and customers. Not only creative in terms of content, YouTubers must also have good verbal communication skills in order to convey interesting, entertaining content and easy to understand.

Based on the preliminary observations, they frequently use unique words or phrases that often produce new words, code-switching and code-mixing and slang to feel better known to customers who are mostly young people. This variety of languages is interesting to analyze because frequently, customers classified as teenagers will follow the speaking style of the YouTube and Vlogger they follow.

Based on the description above, the problem can be formulated to how the effect of the YouTubers and Vloggers on the language behavior of the younger generation today. As a sociolinguistic study, this issue is very interesting to be explored further to see the development of language use in society, especially in the younger generation. This research is also relevant to the development of teaching materials; especially for Sociolinguistics courses.

The current study aims to determine whether the young people are affected by YouTubers' and Vloggers' language variety towards their current behavior in the use of the various languages contained in their video content through YouTube.

## II MATERIALS AND METHODS

The data of the current study was collected by the distribution of questionnaires, interviews, and observations of youth groups in order to be to hear firsthand variety of their languages and then they were descriptively and qualitatively analyzed, to reveal the results found in this study.



## 2.1 THEORIES OF LANGUAGE VARIETY

Language does vary as it undergoes changes along with changes in society. The change was in the form of variations in the language used according to their needs. In order that the number of variations does not reduce the function of language as an efficient means of communication, in the language arises a mechanism for selecting certain variations that are suitable for certain purposes called standard variants (Naban1984:6-7). Language variety is the language variation according to use, including the topic being discussed, the relationship of the speaker, the interlocutor, the person being discussed, and the speaker medium (Bachman, 1990). According to Felicia (2001: 8 and Trudgil,1983:100-101), languages are divided according to:

### 2.1.1 THE INTRODUCTORY MEDIA OR INGREDIENTS

#### 2.1.1.1 Variety of spoken languages

Likewise in b as far as the mode is concerned, verbal variety is the language spoken by the language user. We can find standard verbal variations, for example when people give speeches or welcome members, in situations of lectures, and non-standard oral variations, for example in conversations between friends, in the market, or in other informal opportunities

#### 2.1.1.2 Variety of writing

Writing variety is the language written or printed. The written variety can also be a standard or nonstandard type. The standard written variety is found in textbooks, texts, magazines, newspapers, posters, advertisements. The nonstandard variety of writing can be discovered in teen magazines, advertisements or posters.

### 2.1.2 LANGUAGE VARIETY BASED ON TENOR

The variety of languages is based on the role relationship of power and solidarity between the speakers. It differs according to whether or not the speaker is familiar: Variety of official languages, Variety of familiar languages, Variety of languages fairly formal, Variety of casual languages, and so on (see Eggins, 1994:9-10, Naban, 1984: 23, and Chaer & Agustina, 2010: 7)

In order to figure out why language variety varieties occur the sociolinguistic aspects need referring to in the current study particularly the concept of bilingualism and its effect of bilingualism.

Sociolinguistics places language as part of social systems and communication systems and is part of certain societies and cultures. The use of language is a form of social interaction that occurs in various situations. The social interaction will be alive thanks to the activity of speaking on the language user. The speech activity will be more successful if it is supported by tools and other factors determining it, including the situation factor. Language behavior and language attitude are two things that are closely related, which can determine the choice of language and the survival of a language (Trudgil, 1983:14).

Language behavior is a person's mental attitude in choosing and using language. Basically a person is free to choose the language and also free to use that language. This freedom is a certain part of human rights. Even though someone is free to choose and use language even more in this era of globalization, we must still be aware of what was reminded by Kamaruddin (2007) that in this era of globalization we are exposed to foreign concepts and vocabulary so powerful, linguistic tools, code switching, code mixing, absorption, and transfer, but we will not simply give up on the domination of foreign cultures. All of these things should be used as a process towards disclosing the identity of the Indonesian language system. Exposure to the influence of foreign cultures and foreign languages (English) very strongly requires an increase in the ability of endurance and the development of Indonesian culture and language (see also Chaer and Agustina 2010: 151-152).

## 2.2 BILINGUALISM

This subsection is worth mentioning as the upper term for the following sociolinguistic aspects. The linguistic situation in Indonesia is indeed very complex because of a large number of languages in this beloved Indonesia. In the social life and daily activities of members of the community, in addition to Indonesian, regional languages and certain foreign languages are used in accordance with their functions, situations and language context. The linguistic situation in Indonesia is like that, if viewed from the perspective of that community or the existence of more than one language in that society, it can be called social bilingualism.

Intensive contact between two or more languages in bilingual/multilingual situations such as in Indonesian society tends to result in the occurrence of symptoms of code switching (code-switching), code-mixing, and interference. In other words, the three symptoms are symptoms that are common as a product of bilingualism/multilingualism. In Indonesia, this phenomenon lives and thrives. Even today, emerging languages that are only used by certain groups or groups are inevitable, namely slang. All phenomena of attitude and behavior as well as variations in language such as slang provides a lot of space and opportunities for language observers, especially language researchers to be able to further explore aspects of language in sociolinguistic review (see Nababan, 1984: 27-29; Chaer and Agustina, 2010: 84).

### 2.2.1 CODE SWITCHING

Code switching occurs when the speaker uses two or more languages so that the two or more languages are used interchangeably in one message. Likewise, code switching is the event of language switching from casual variety to official variety, as well as official variety to casual variety (Chaer and Agustina, 2010: 106-107). Hymes (1974) states that code switching does not only occur between languages, but can also occur between variations or styles that exist in one language.

### 2.2.2 CODE MIXING

Mixing two languages in one sentence structure is called code mixing or the use of two or more languages or two variants of a language in a speech community with the condition that there is a main code or basic code that is used and has its function and automation; while the other codes that are involved in the speech event are only in pieces alone without its automated functions as a code (Chaer and Agustina, 2010: 107). Code mixing has the following features:

- (2-1) When someone uses one word or phrase from one language
- (2-2) There is no transfer of the entire clause
- (2-3) There is mixing of words, phrases and clauses in a language in other languages used

### 2.2.3 INTERFERENCE

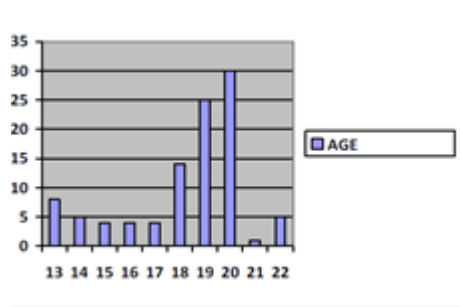
. According to *Kamus Besar Bahasa Indonesia*, interference is the entry of an element of a language into another language which results in violation of the rules of the language in which it belongs to both violations of phonological, grammatical, lexical and semantic rules. Various causes of shifts in the use of Indonesian, not only caused by foreign languages but also by regional language interference and the influence of slang. Today foreign languages are more often used than Indonesian in almost all sectors of life. For example, Indonesians are more likely to stick to the phrase "No Smoking" rather than "Dilarang Merokok", "Stop" instead of "Berhenti", "Exit" instead of "Keluar", "Open House" for reception at home on Lebaran Day, or the community is more likely to choose "Pull" instead of "Tarik" and "Push" instead of "Dorong", and "Welcome" instead of "Selamat Datang". The use of English in public spaces has become an inevitable habit. This results in the fading of Indonesian language and culture, which slowly but surely becomes language (see Naban, 1984:35 and Chaer & Agustina 2010:120-121).

## III RESULTS AND DISCUSSION

The Indonesian Youtubers or Vlogger style influences the language behavior of the younger generation today. The data was obtained by distributing questionnaires in Goggle form, with 100 respondents aged between 13-22 years. It is assumed that this age can be classified as the young generation (teenagers) who are the target to this study. The following is a general description of the results of the questionnaire that has been obtained.

### 3.1 RESPONDENT AGE

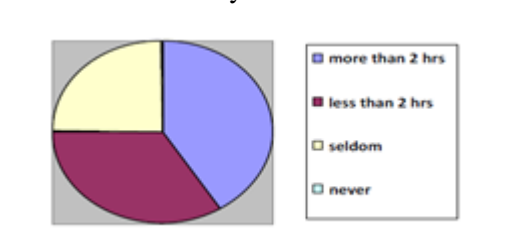
Of the 100 respondents who filled out the questionnaire online, 71.7% were female, and 28.3% were male. All respondents were teenagers aged 13-22 years, with the highest number of participants being aged 20 years (30%) and 19 years (27%). In terms of gender, respondents who answered the questionnaire consisted of 71.3% of women and 28.7% of men (see Chart 1).



*Chart 1: Respondent's Age*

### 3.2 FREQUENCY OF WATCHING YOUTUBE

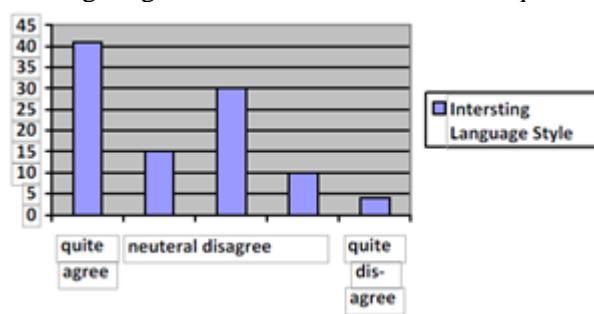
The respondents in this study are young people who are very familiar with the YouTube platform. Most of them, 41%, spend more than 2 hours a day watching content on YouTube, then 34% watch YouTube less than 2 hours a day, 25% say they rarely watch YouTube. This indicates that watching videos or content on You Tube has become a daily behavior for teens today (see Chart 2).



*Chart 2: Frequency of Watching YouTube*

### 3.3 INTERESTING YOUTUBER LANGUAGE STYLE

From the results of the questionnaire, the names of Indonesian Youtuber and Vlogger emerged, from various themes and styles that became their respective characteristics. Names like Atta Halilintar, Raditya Dika, Ria SW, Kemaz, MiauwAug, Puja Astawa, and many more, often appear as a favorite Youtuber or Vlogger. In addition to interesting content, as many as 56% of respondents agreed that if the attractive style of language is one of the factors for them to be keen on those Youtubers, 30% stated neutral, and 14% said they disagreed if they said that the Youtubers used attractive style in the delivery of their video content and it is not the main concern why the respondents like the Youtuber or Vlogger. This can be seen in the following diagram, which is the result of the questionnaire analysis (see Chart 3).



*Chart 3: Interesting Youtuber Language Style*

### 3.4 YOUTUBE OFTEN USE SLANG AND JARGON

As many as 44% of respondents agreed that their favorite Youtubers or Vloggers often use jargon and new words (slang) like *kuy*, *asshiaaapp*, *mantul*, *tercyduk*, *recek*, *baper*, *unch*, *woles*, *bosque* and others, 23% vote neutral, and 33% said they disagreed if their favorite Youtubers and Vloggers frequently use these words. In other words, those words they often hear in video content so that they are familiar with slang words new appear, as shown by the following diagram (see Chart 4).

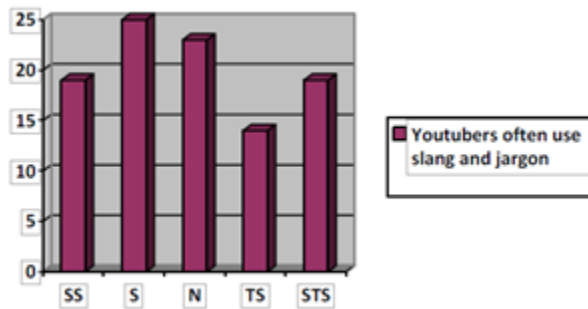


Chart 4: YouTube often use slang and jargon

### 3.5 DOMAIN OF JARGON USE

To see the effect of Indonesian Youtuber's and Vlogger's language style, the respondents are given questions in what realm they usually often use jargon of a specific Youtuber or using new words or popular slangs that is often found in video content on YouTube. The results can be seen in the following diagram (Chart 5).

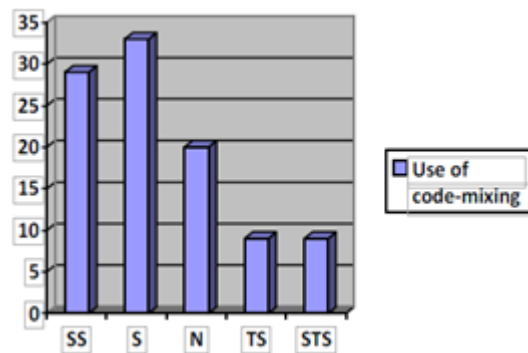


Chart 5: Domain of Jargon use

Based on the diagram above, young people often use slang words when they communicate verbally with friends (76%), whereas in communicating in writing, they often use them on social media such as Facebook, Instagram, Twitter, and writing comment on YouTube. However, a quite interesting phenomenon seen from the results of the questionnaire is as many as 25% of respondents said they did not use the word with anyone verbally and 34% of respondents also did not use it in any media in writing. This means they are not following or being affected by the language style of the Youtubers or Vloggers in both oral and written communication even though these words are very popular. One style of language that is often used by Youtubers or Vloggers is the use of code mixing. They often slip words or phrases in foreign languages or regional languages, such as the use of the word *guys* which is greetings in English, where this language is now almost always in the opening sentence of the video they upload. In addition to the words *guys*, some words or phrases in English that are quite often tucked in the content are *please*, *subscribe*, *like*, *let's go*, *welcome back to my channel*, etc., even Korean is also often used by oriented Youtubers to the country of Ginseng such as *anyeonghaseo*, *chan*. This is in accordance with the polls of the younger generation in which as many as 74% of respondents said they often hear the Youtuber or Vlogger use or slip words in foreign languages or regional languages.

### 3.6 USE OF CODE-MIXING

The use of words or phrases in foreign languages or other languages that are different from the main language has become a trend and is often used in the conversation of young children, especially when chatting with friends. This behavior is supported by the results of the questionnaire which shows that 62% of respondents often insert foreign language words into daily conversation, 20% take a neutral attitude, and 18% determine the attitude of not often using or slipping foreign language words in conversation (see Chart 6).

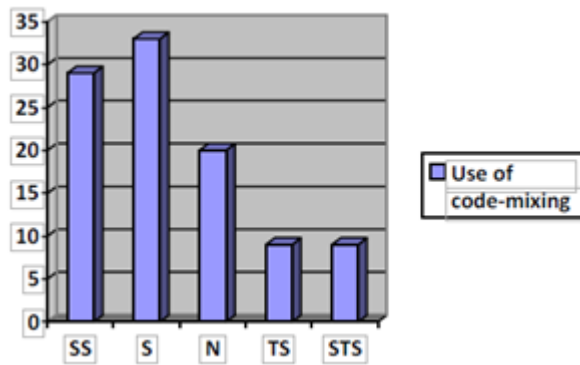


Chart 6: Use of code-mixing

### 3.7 POSITIVE IMPACT ON YOUTUBE LANGUAGE STYLE

Although the tendency to follow the popular style of YouTube or Vlogger on Youtube is quite high, 47% of respondents said they disagree whether they say that they feel more confident and look cool if they use a style of language like Youtuber, 30% choose mediocre or neutral, and 23% agreed with the use of YouTube style to increase their confidence. They tend to use the style of language to create communication situations that are more familiar and relaxed, joking, and not monotonous. They are also quite selective in adopting the language style of the Youtubers, where they know enough not to imitate or use disrespectful words and have negative meaning (taboo). So if we conclude, the language style of Indonesian Youtubers and Vloggers does not have a significant effect on the language behavior of the young generation today. They know enough to choose and sort out what is appropriate and or inappropriate to be imitated and used in conversation. This can be seen in the following diagram as a result of the questionnaire to answer whether the style of YouTube and Vlogger has a positive effect on the development of Indonesian (see Diagram 7).

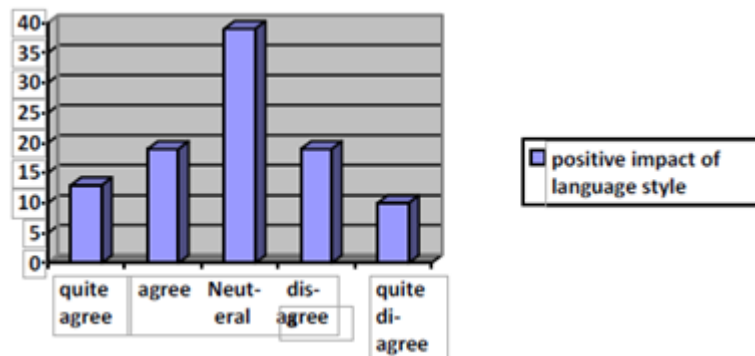


Chart 7: Positive impact on YouTube language style

Based on the diagram above, 32% of respondents choose strongly agree and agree whether the language style gives the positive influence on the development of Indonesian language, 39% are neutral (neither positive nor negative), and 29% is expressing disapproval. Thus, it can be concluded that the style of Indonesian Youtuber and Vlogger language does not really affect the language behaviour.

## IV CONCLUSION

Today's young generation has become a YouTube platform users who pretty much spend their time watching video content from their favorite Youtuber or Vlogger. Most of today's teens know the jargon and slang words that they often hear and see on YouTube. These words then often appear in their conversations especially when talking with friends to create a relaxed and entertaining communication atmosphere. However, they do not fully adopt the language style of the Youtubers, meaning they are quite selective by not using negative or impolite words. Therefore, not all of them agree whether the style of YouTube and Vlogger have a positive effect on the development of Indonesian in general.

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# ATTITUDES OF UNIVERSITY STUDENTS TOWARD HOAXES

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## Abstract

The present study investigated the university students' attitudes toward hoaxes along with the potential determinants affecting their attitudes, sources the students usually access, and the impact of hoaxes toward the students' life.

The design of the study was a mixed method in which both written questionnaire and semi-structured interview were administered to the participants. The participants recruited are Law students departments who are currently studying in one of the state universities located in Serang Banten.

Unlike the previous study, the finding indicates that the action of spreading or sharing hoaxes is not always negative. In fact, it can be used as a means for preventative measures. In case of the absence of the news from the mainstream media, the news from the alternative media constitutes inseparable information which makes them more alert toward any harmful occurrence. Some suggestions regarding this matter are offered

**Keywords:** *Attitudes, university students, toward, hoaxes*

## I INTRODUCTION

Hoax is naturally untrue or false information. The causes of the emergence of hoax are numerous, such as malicious intention, covering the truth, or even a mere fun. Nugroho (as citing other scholars such as Lion Gu, Kropotov & Yarochkin) defines hoax as the promotion and dissemination of news through social media which is designed as well as possible so that it looks real (2018, p. 3). Further, he confirms that hoax is usually designed to influence or to manipulate the opinions of social media users on specific topics for specific purposes (Nugroho, 2018, p. 3).

The need to analyse hoax among young generation is imperative given the ubiquity of hoaxes has resulted in social unrest as well as legal implications (see e.g., Rosyadi, 2018 August 06). The present study seeks to elicit the students' attitudes so that it can possibly improve the education stakeholders' awareness on the phenomena of hoaxes among young generation. So far, the study of hoaxes is limited to the description of the students' attitudes or perceptions toward hoaxes without ever delving further into the reasons behind the bearers' attitudes (see e.g., Suyanto, Zen, Prasetyo, Isbandono, Gamaputra, Purba, 2018).

The present study sticks on the concept of attitudes which is viewed as a behavioural tendency (see e.g., Alamsyah, 2018) in order to allow the other relevant researchers or the higher education stakeholders to anticipate the potential recurrence of the hoaxes among young generation. Given the concept of attitudes which covers multiple components (i.e., cognitive, affective, and behavioural), the present study allows us to analyse not only the students' opinions or perceptions (i.e. cognitive component), but also what they feel about the hoax (i.e. affective component).

Further, the study is expected to enable us to highlight the students' behavioural component in relation to hoax news (see the concepts of multiple components of attitudes voiced by Ajzen, 2005). Besides, with the more holistic concept of attitudes, the present study could elicit more elaborate data on hoaxes and the potential re-emergence among young generation. The present study focuses on the students' attitudes toward hoaxes, the factors (determinants) affecting the students' behaviours toward hoaxes, the sources of media that the students usually access, and the students' perceptions toward the impacts of hoaxes.

## II MATERIALS AND METHODS

### 2.1 ATTITUDE

Attitude is considered as a behavioural tendency which indicates someone's evaluation toward an attitude object (Alamsyah, 2018). Therefore, someone who has bad attitudes toward certain culture, for instance, will usually avoid any contact or try to prevent possible interaction with those belong to this group (Ajzen, 2005). Baker (1992) postulates that the umbrella term of attitudes, which is sometimes

interchangeably termed as language attitudes or attitudes may cover lots of issues and belong to sociolinguistics study.

Although the concept of attitudes is commonly related to language just as other linguistic concept refers to, in some occasions however, language attitudes can possibly analyse more varied issues. Attitude or sometimes termed as attitudes indicating plural entities are commonly viewed as behavioural tendencies which lead someone (i.e. the bearer) to do something based on his/her evaluation toward the attitude object (an object to which the attitude refers to) (see e.g., Baker, 1992; Bouzidi, 1989; Ajzen, 2005; Alamsyah, 2018).

Thus, if someone has negative attitudes toward smoking, for instance, one will probably avoid smoking, avoid the smokers, avoid meeting those involved in tobacco production, etc. Although some scholars (Matsuda, 2000; Almahmoud, 2012) consider that the significant influence of attitudinal components toward behaviour may vary due to possible inconsistent relationship among the three attitudinal components (Baker, 1992; Stangor, Jhangiani, & Tarry, 2014), scholars generally believe that attitude is naturally potent to drive someone's behaviour (Fazio, 1986; Bouzidi, 1989; Habyarimana, 2015). Pedagogically, for instance, scholars believe that that certain attitude(s) can function as a catalyst which activates the students' behavioural component to act in certain intensity and direction (Fazio, 1986; Bouzidi, 1989; Johnson, 2008).

## **2.2 HOAXES IN MEDIA**

There are several factors which can possibly become the triggers of hoaxes or false news. Meinarni and Iswara (2018, p. 184) elaborate as the followings:

### **2.2.1 IDEOLOGY**

Ideology is considered as the main factor producing hoaxes. In this case, hoaxes or false news can be used as one of the means for propagating the proponents' ideology.

### **2.2.2 POLITICAL AFFILIATION**

Political interest is also considered as one of the promising "commodities" for the hoax proponents. Through hoax, biased or misleading information (e.g., political propaganda) can be done efficiently, effectively and massively.

### **2.2.3 ECONOMY FACTORS**

In this information era, mass media tend to depend solely on the concept of profit and loss just like other industry or business venture. Therefore, they emphasize their operation on business or economy aspects. The operational cost, which is extremely high (e.g., the cost of media technology, the salary of the workers), has forced media to resort to any means to survive, including in the ways to deliver the content of the news to its readers.

### **2.2.4 POPULARITY**

Popularity is one of the motives of hoax used by people. For instance, celebrities often use hoaxes or false news to improve their existence in the entertainment world. How to get attention in this way is well-known in Indonesian language as *Pencitraan* (image making).

## **2.3 LAW GOVERNING HOAXES**

Prior to the enactment of the information and telecommunication or ITE act, the government or other law apparatus has already set up some rules which regulates the spread of the news using defamation, libel, and so forth. For instance, there are five acts, including hoaxes, which are categorized as hateful expressions and are regulated in Indonesian criminal law (KUHP) ranging from slander, insults, to filing a false written or oral report to authorities that could harm the reputation of others. The above violation can possibly carry a maximum prison term of four years.

### **2.3.1 HOAXES BASED ON ITE LAW**

The newly enacted ITE law (See e.g., JDIH BPK RI, 2017) clearly prohibits the acts of spreading false news which may result in personal or public damage. Specifically, the article 28 section 1 UU No. 11 2008 stipulates that anyone who intentionally benefits himself or herself causing to rise or to drop of the prices of merchandise, funds or securities by disseminating false news shall be punished up to two years and eight months.



### **2.3.2 HOAXES BASED ON INDONESIAN CRIMINAL LAW (KUHP)**

In addition, the action of spreading hoax or false news is also found in the criminal law or penal code or commonly termed as KUHP (See e.g., Moeljanto, 2005). Article 390 of penal code, for instance, governs such acts with relatively different perspective. Specifically, the article uses the term “spread false news” instead of hoaxes.

## **2.4 RESEARCH METHOD**

In order to elicit more elaborate data from the participants, mixed method was used. Creswell, (2008, p. 552) coined mixed method as a procedure for collecting, analysing, and ‘mixing’ both quantitative and qualitative research and methods in a single study in order to understand a research problem (Creswell & Clark as cited in Creswell, 2008, p. 552). The present study was started with the use of written questionnaires in order to allow the researcher to get preliminary data on the students’ attitudes regarding hoaxes. Further, semi-structured interview was employed in order to get more elaborate data.

The recruitment of the participants was based on convenience sampling (Frankel, Wallen, & Hyun, 2012, p. 99). There were 80 students of Law departments who were recruited conveniently. The participants recruited are the students who are currently studying in Law departments. The population of participants consisted of mixed backgrounds with the average age of twenty years old, excluding a few students who had a job. The participants were briefed in the same day before participating in the research project. The briefing aimed to provide the participants with necessary information regarding the commencement of the research as well as their rights to remain confidential. In the first phase, the participants were requested to fill in the written questionnaires pertaining to their attitudes toward hoaxes. In the second phase, the participants were requested to have a separate interview session so that the information elicited from the questionnaire could be verified and elaborated. The number of the students interviewed was specifically chosen based on the relevant findings, thus not all students were interviewed. The period from the questionnaire filling and the interview was only about two or three hours. Relatively similar time/concurrent period aimed to allow the participants to answer the responses given in their questionnaires more consistently (Yu, 2010).

## **III RESULTS AND DISCUSSION**

### **3.1 ATTITUDES OF THE PARTICIPANTS TOWARD HOAXES AND UNTRUE NEWS**

Based on the written questionnaires and the participants’ verbal responses, it could be found that basically most participants indicated negative attitudes toward hoaxes. There were 74 participants who stated that ‘they disliked hoaxes’. Further, most of the participants (70 students) also confirmed that hoaxes were untrue and harmful for them. Despite their negative attitudes, whatsoever, most participants were found to be unable to identify the criteria of correct or false news. In fact, there were only 32 students (40 % of the total participants) who claimed to be able to differentiate between false news and truthful news.

### **3.2 DETERMINANTS AFFECTING THE PARTICIPANTS’ BEHAVIOUR TOWARD HOAXES AND UNTRUE NEWS**

Based on further analysis, it could be found that the main reasons for spreading false or untruthful news was for preventative measure as indicated in both questionnaires and semi-structured interviews. The finding indicated that the students took different news in order to cross-check the validity of the news. Most of the participants verbalized that certain information they needed was not available in the mainstream/common sources, thus finding other news were perceived necessary. In sum, there were 65 participants (approximately 81.25 % of the total respondents) who claimed that their attempt to spread hoax was necessary so that they could prevent any harmful occurrence earlier. The second reason for spreading or sharing hoaxes among the participants was their interest in reading sensational news. More specifically, there were only 10 participants (approximately 12.5 % of the whole respondents) spreading or sharing hoaxes for the sake of a mere fun.

### **3.3 SOURCES THAT THE PARTICIPANTS REGULARLY ACCESS**

Based on the finding above, it could be also found that the students accessed less informal media (e.g., Facebook, Tweeter, etc.) more frequently compared with formal media. Further verbal responses during the interview indicated that they preferred less formal media since the less formal media could

provide more interactive discussion toward the news. In sum, there were 48 participants (approximately 60 % of the total respondents) who claimed that they accessed social media more than other formal media such as TV, Radio, and newspaper.

### **3.4 PARTICIPANTS' PERCEPTION TOWARD THE IMPACTS OF HOAXES**

The impact of hoaxes was also considered light and less serious as indicated by 67 participants (87.5 % respondents). Further, research data elicited from the participants also supported the above finding. Specifically, there were 76 participants (approximately 95 %) who were found to perceive that all news was not free from possible inaccurate or untruthful contents. The less severe impact of hoaxes and possible flawed found in any media voiced by the participants were also relevant with the last data of the present study indicating the participants' objection in solving the hoax cases in the courts (76 participants said 'no' toward legal action taken by the government).

### **3.5 THE AVID YET GULLIBLE READERS**

Based on the findings, it can be interpreted that the participants who comprise of young university students do not always know the truth of the news. This finding slightly disconfirms the study conducted by Chandra, Surjandy, and Ernawaty (2017) in terms of the ability to identify hoaxes or fake news. Further study needs to be done whether identifying the sources or the speakers is sufficient to determine the validity of the news (Chandra, Surjandy, & Ernawaty, 2017).

### **3.6 THE AMBIVALENCE OF THE STUDENTS' ATTITUDES**

It can also be interpreted that the participants' ambivalent attitudes are primarily caused by a mere preventative measure. The present study also disconfirms other studies (See e.g., Chandra, Surjandy, & Ernawaty, 2017) in terms of negative side of accessing hoaxes. In some cases, it is necessary to balance the information for the sake of improving the validity of the information obtained by the readers. The case of alleged organ trafficking which occurs in Indonesia, as voiced by the participants, has been investigated by one of the well-known TV channels (see e.g., Kompas, 2017 March 19, or Witjaksono, 2019, January 15). Unfortunately, despite the increasing public concern, the authorities remain tight-lipped about this matter. In fact, the news on kidnapping, which is considered as hoaxes by the authorities, has also resulted in several incrimination cases (Astuti, 2018, November 02).

### **3.7 THE CONSISTENCY OF THE GOVERNMENT'S NEWS**

The finding indicates that 'basically the participants who are the predominantly young students do not always believe that the news of the government is always truthful'. Based on both written questionnaire data and their verbal responses, it could be interpreted that not all of the government's information is true or accurate. It is certainly urgent to conduct further study whether the conflicting information released to public or the alleged use of buzzers for certain political advantages (see e.g., Cahyono, Putri, & Faizah, 2019) may have lowered the public trust on the mainstream media at the present time.

## **IV CONCLUSION**

The participants' ignorance toward hoaxes or fake news indicates that the students are not fully aware of the significant impact and legal consequence that can incriminate them. It also indicates that the students' motive to spread or share hoaxes is not always negative. In fact, sharing other news from different media is necessary due to the absence of certain news in the mainstream media.

In other words, finding or depending on the other sources of information/media can also be an indicator that formally registered news channels do not always satisfy the people's right to know about things which are deemed important for them.

Out of court/trial is also necessary to be taken into account since most of the young perpetrators do not have malicious agenda. In fact, they merely do it for fun or for preventative measures.

Media, which are found to have spread hoaxes, should also be given strict sanction in order to create fair trial since the possible hoaxes or untrue news can also occur in any media as verbalized by the participants. This is certain unfair to punish the ones who spread the news among their immediate colleagues while being lenient to the media or institutions which may have triggered such news.

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# THE IMPLEMENTATION OF GOOGLE CLASSROOM IN IMPROVING STUDENTS' READING COMPREHENSION AT MAN 4 JAKARTA

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## Abstract

The objectives of this study were to investigate the using of Google Classroom in improving reading comprehension, how students' perceptions when engaging with Google Classroom in the learning process, and what obstacles encountered in implementing it. The methodology applied in this study is mixed-method, including both quantitative and qualitative methods which were conducted among 27 students of grade XI of Madrasah Aliyah Negeri (MAN) 4 Jakarta. While the data was collected by reading comprehension tests, interviewing students, and filling the questionnaire were used to gain their perceptions about Google Classroom. The result showed that using Google classroom could improve students' scores on reading comprehension; this was indicated by comparing pre-test and post-test. Regarding students' perceptions of using Google Classroom, it revealed that some students still preferred to study in the classroom since they could interact directly and easily with the teacher. On the contrary, some of them would choose learning by Google Classroom because it is more interesting and easier to access whenever and whatever they are. The obstacles encountered in the learning processes were unstable internet connection in the school and unskilled teachers to operate the application. Therefore, using technology has to consider the devices and sophisticated equipment to support a better system in the learning process. Besides, the humans to operate the system should be trained well in order for the learning process to be going smoothly.

**Keywords:** *Reading Comprehension, Google Classroom, Technology*

## I INTRODUCTION

Nowadays, using technology in the learning process is a common thing and has been a successful trend for educational institutions. In English Language Teaching (ELT), teachers are leaning towards technology by using different technological tools that have changed the traditional chalk-duster based classroom into modern Information and Communication Technology (ICT) based classroom. Recently, different attempts have been taken to promote and support teachers to adopt technology in education.

The computer which is connected to the internet is very useful in providing a lot of lesson materials for any kind of subject, especially for English. There are many applications on the internet which are more sophisticated and accessible for English materials. As confirmed by Case and Truscott (1999), computer based reading instruction is used for supporting students' interaction with texts, and increasing learning independence through an ability to gain and to choose texts or learning materials they needed. The media allows students to read various texts, check the new vocabularies, learn some challenging grammars, do the exercises and even write feedback associated with face to face teacher-centered learning. One application that supports the learning process is Google Classroom. Google Classroom is a virtual classroom provided by Google. It is for academic institutions to create blended learning to simplify, create, distribute, and grade assignments in a paperless way. So, the teachers can be engaged with the students online delivering materials, discussing any topic and submitting assignments. By using the Google Classroom, the teacher can encourage students to learn materials more creatively. Besides, its availability on their own smartphones, the learning process can be easily accessed by students wherever and whenever they want.

Regarding the use of technology, MAN 4 Jakarta has already introduced computers connected to internet for the learning process. It has already been held for over two years whether the final examination in every semester using Computer Based Test (CBT) and this system has also been applied by the government for the National Final Examination (UN). The challenging situation for this national test especially for English subject is that the questions are almost reading comprehension; it covers around 80% of all questions. Besides, MAN 4 Jakarta School has done the mapping assessment as the proficiencies test which cooperated with ICAS (International Credential Assessment Service) under the Educational Assessment Australia. The result of the assessment showed that the students who could answer the questions are only fewer than 15 of 32 reading comprehension questions. Additional data which support giving more attention to reading skill was taken from reading comprehension formative

test whereas they could only answer around 50 % from all questions. Therefore, the teachers should give more attention to how to develop students' reading skill which can help them in doing such tests

Based on the explanations above, the researchers were interested in investigating how technology helps students in learning reading; specifically, to what extent the use of Google Classroom influence students' reading comprehension, how students respond to use it in reading class and what obstacles encountered in implementing it.

## **II MATERIALS AND METHOD**

### **2.1 TEACHING READING USING TECHNOLOGY**

Some benefits of teaching English using technology for both the teacher and the students are that they will get easier access to a lot of information, and the learning process is more interesting with variation of features and applications. Jorge (2006: p.211) says e-learning is the use of internet technologies to enhance knowledge learners control over content, learning, sequences pace of learning, time and often media; it allows them to tailor their experiences and meet their personal learning objectives. Technology presents the opportunity to employ powerful cognitive tools that can be used by students to solve complex and authentic problems. However, technology needs to be used by students rather than the teacher (Herrington & Kervin, 2007: p220). So, they can explore any needed resources without relying on the teacher; it can help students to be independent learners. Moreover, they will more actively participate and be proactive during the learning process.

The number of studies has increasingly shown the impact of using technology on teaching and learning English as a foreign language. Research suggested that ICT has a positive effect on teaching and learning a language. One of the studies about using technology on language learning was conducted by Abdul Jalil Nash Hazaea and Ali Abbas Alzubi at Najran University, Saudi Arabia . His paper investigated the efficiencies of using mobile technology in English as a Foreign Language (EFL). He concluded on his research that the mobile application offered the application to improve reading practice. Using mobile features and applications can extend the participant's reading activities that could motivate the participants effectively in learning outside of the classroom.

One of the technology applications that help students and teachers in the learning process especially reading is Google classroom. It is a free tool which provides a platform supporting collaboration between teacher and students. In this learning process, the teacher creates an online classroom, invites the students into the classroom and distributes assignments or tasks and materials in the Google drive. Then the students will get the source which teacher has shared in Google drive, and will do the assignments or tasks in limited time which has been set previously. Hence, this can be a medium to discuss materials as usually happen in a traditional class freely. Moreover, it is more flexible with time and place since the students can learn wherever and whenever they are.

### **2.2 METHODOLOGY**

The objective of the research is to find out to what extent the use of Google Classroom influence to improve students' reading comprehension, how the students' perception of using Google Classroom in the learning process and what the obstacles encountered in implementing it. The methodology applied in this study is mixed-method, including both quantitative and qualitative methods which are conducted among 27 students on grade XI of Madrasah Aliyah Negeri (MAN) 4 Jakarta. There are three cycles of the process namely cycle I, cycle II and cycle III. The cycle I is learning reading by using traditional class, and cycle II and III are learning reading by using Google Classroom. Then the data would be compared between using Google classroom and non-using it. Another data obtained from interviews with both students and teachers. It is to find their opinions about how useful Google Classroom is in the learning process. From the questionnaire, the researchers got students' feedback about how they perceive Google Classroom, what benefits on using it. Besides that, during the whole process, the researcher also used observation to complete the data on how the student's process in learning reading, what obstacles they face and how far they become an independent learner by using Google Classroom.

## **III RESULTS AND DISCUSSION**

The research's purpose is to find out whether there is an improvement of students' reading comprehension by using Google Classroom or not. The explanation of each objective of the research is presented below:

### 3.1 THE USAGE OF GOOGLE CLASSROOM TO IMPROVE STUDENTS' READING COMPREHENSION

After the researcher conducted the treatments of students' learning by using Google Classroom and compared with learning by traditional class, results shown that there is an improvement of students' reading comprehension scores by using Google classroom. The result of each cycle is presented in the following tables.

| No | Respondent | Score   |          |           |
|----|------------|---------|----------|-----------|
|    |            | Cycle I | Cycle II | Cycle III |
| 1  | R-01       | 76      | 74       | 84        |
| 2  | R-02       | 76      | 76       | 64        |
| 3  | R-03       | 78      | 86       | 82        |
| 4  | R-04       | 58      | 76       | 62        |
| 5  | R-05       | 68      | 74       | 78        |
| 6  | R-06       | 82      | 84       | 82        |
| 7  | R-07       | 58      | 84       | 82        |
| 8  | R-08       | 58      | 84       | 82        |
| 9  | R-09       | 52      | 76       | 68        |
| 10 | R-10       | 66      | 78       | 76        |
| 11 | R-11       | 70      | 70       | 48        |
| 12 | R-12       | 68      | 66       | 86        |
| 13 | R-13       | 62      | 80       | 72        |
| 14 | R-14       | 62      | 84       | 86        |
| 15 | R-15       | 76      | 72       | 76        |
| 16 | R-16       | 54      | 76       | 82        |
| 17 | R-17       | 52      | 58       | 68        |
| 18 | R-18       | 58      | 56       | 70        |
| 19 | R-19       | 64      | 84       | 72        |
| 20 | R-20       | 72      | 84       | 82        |
| 21 | R-21       | 56      | 80       | 68        |
| 22 | R-22       | 42      | 86       | 84        |
| 23 | R-23       | 76      | 76       | 72        |
| 24 | R-24       | 68      | 82       | 88        |

|    |         |       |       |       |
|----|---------|-------|-------|-------|
| 25 | R-25    | 58    | 84    | 82    |
| 26 | R-26    | 70    | 78    | 82    |
| 27 | R-27    | 66    | 70    | 82    |
|    | Total   | 1.746 | 2078  | 2.06  |
|    | Mean    | 64.66 | 76.96 | 76.29 |
|    | Maximum | 82    | 86    | 88    |
|    | Minimum | 42    | 56    | 48    |

**Table 1. Students' Reading Comprehension Scores**

| No | Cycle     | Average score |
|----|-----------|---------------|
| 1  | Cycle I   | 64.66         |
| 2  | Cycle II  | 76.96         |
| 3  | Cycle III | 76.29         |

**Table 1. Students' Average scores of Reading Comprehension**

The difference of students' score above indicated that, using Google classroom can improve students' reading comprehension. Furthermore, tests were not the only data to strengthen the result of implementing the Google classroom. The observation, students' interviews and questionnaires, even interviews, and questionnaires for the teachers as collaborators also supported the data. From Cycle II and III, there was a different improvement based on the observation sheet. The students more comprehended the text through the communicative assessment.

This result supported some other studies which had proofed the result of how using technology can improve students' reading comprehension too. One of the studies was conducted by Amir Marzam at Islamic Azad University, Iran. He investigated the effect of IT and more specifically CALL to improve the student's reading comprehension. His research compared the traditional way and CALL that the statistically showed the difference at level of  $P < 0,05$ . It assumed that Computer-assisted educational techniques can improve student's reading comprehension.

### **3.2 STUDENTS' RESPONSE ON THE USAGE OF GOOGLE CLASSROOM IN READING CLASS**

Based on the result of students' interviews, some of them preferred to learn with traditional classrooms than by using Google classroom. If the teaching and learning process is held in the classroom, students can interact with the teacher and friends directly and easily, ask a question if they do not understand the explanations and require additional material they needed. The teacher can explain material clearly and ensure the students comprehend it at the same time. This is in contrast to the other students' opinions that they would prefer learning using Google Classroom, since they could learn with more access by using their smartphone without being limited by time and place. And they were more enthusiastic since they could handle their learning process by themselves. They actively participate and are proactive during the learning process.

Moreover, using the internet in learning, it is not just focusing on material like presenting in a book but gives more options in materials and tasks. It also revealed that they always search the reading text on the internet which provides many resources. Technology also presents the opportunity to employ powerful cognitive tools that can be used by students to solve complex and authentic problems. In order for this to occur, however, technology needs to be used by students rather than the teacher. Therefore, technology helps the students to be an independent learner or an autonomous learner needed to adhere in this technology era.



### 3.3 SOME OBSTACLES ENCOUNTERED BY THE TEACHER WHEN IMPLEMENTING GOOGLE CLASSROOM IN READING CLASS.

Even though using technology in teaching and learning is common in this era, and it has occurred in MAN 4 too, but some obstacles encountered during the learning process. In using technology, the equipment or tools to support it should be available and operate well. But the problem here, the connection of the internet was not stable all the time and sometimes the tools to support this process were broken or did not work well, and it needed time to fix it which influenced the learning process. Be sure there is an internet connection if the Google classroom is done inside the classroom, the students should have a laptop, or if they would like to use their smartphone, they should have credit to connect to the internet. If it is done outside of the classroom, the teacher should set and strict the due time that the students have to upload their tasks. But, sometimes some students forget if there are some tasks should they finish in Google classroom. The other issue is that not all of the teachers have the ability to adapt easily to technology. Because this is the new one, it is necessary to train and equip them with this skill so that they could teach confidently and comfortably and make the goal of teachings will be achieved.

Based on teachers' opinion, as their responses to questionnaire items, they think that using technology in teaching is important now. And from the interview it seems that they actually use Google classroom just for testing and uploading tasks not for the teaching process now. They considered that the students are still enthusiastic with the paper-based test rather than using Google classroom. Because it is still a new application and they did not get used to using it. But it could change over time, if the students are often using it; they will adapt and get used to with this one. The development of teaching and learning by using media make the students and teachers able to improve their achievement of learning.

The strengths and shortcomings of using technology in the classroom are also explained by Herry Mulyono. Interactions among students and teachers also promoted linguistic production. Besides the benefits of Quipper online, the researcher found the weakness of the tool device such as there was no enhanced speech recognition technology that can recognize words and spoken expressions as an interaction between the teacher and students in the computer verbally.

## IV CONCLUSION

The implementation of Google classroom as a learning aid to improve students' reading comprehension is quite effective. It was supported by the significant result of students score in the pre-cycle (64.66), Cycle I (76.96) and Cycle II (76.29). Moreover, using Google classroom was interesting for the students; it could be seen in the result of observation and the result of the test. Using technology especially Google Classroom in the learning process can help students improve reading comprehension. But, it cannot be denied that the obstacles come along with this process like unstable internet connection and unskilled human operating for the system. The implementation of Google classroom in reading class not only makes the teaching and learning process becomes an interesting one but it can support the learning process quite effectively especially as students' partner tools while learning in the classroom and out of the classroom.

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# THE TYPES OF WOMEN LANGUAGE FEATURES FOUND IN THE FAULT IN OUR STARS MOVIE

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## Abstract

This study entitled The Types of Women Language Features found in The Fault in Our Stars (movie, 2012). The study aimed to find out the types of women language features used by the female main character. This study focused on Lakoff's theory (1975) about women language features. This study applied qualitative and quantitative methods in revealing the data. The study used note taking as a technique to get a valid data. The findings showed that there were 9 out of 10 types of women language features used by the female main character. The finding show that intensifiers became the dominant type of women language features uttered in this movie because the female main character in this movie was a typical of feminine girl who always tries to inform the hearers about her emotion or feeling through a sentence.

**Keywords:** *women language features, types, movie*

## I INTRODUCTION

Sociolinguistics is a branch of linguistics that takes language as an object of the study, in a way that usually distinguished from how syntax, semantics, morphology, and phonology handle it (Coulmas, 2013). Sociolinguistics covers a wide variety of sub-disciplines. It can involve the study of linguistics variation, language attitudes, pragmatics, discourse analysis, multilingualism, creolistic, language and gender and so on. Language and gender differences are now considerably interesting and important in sociolinguistics. Many sociolinguists suggest that men and women speak differently in any community. Women and men have a big gap in a way to use a certain language. For example, when both male and female students are asked to discuss one particular topic, men uttered more slang and impolite words than women do. Women and men do not use completely different forms. They use different quantities or frequencies of the same forms. Women tend to used more standard forms than men do, while men use more of the vernacular forms than women do. Many characteristics of women's language, including hesitations, rising intonations, tag questions, hedges and intensifiers used to express degrees or certainties about a preposition. Women are more linguistically polite than men, for instance, and that women and men emphasize different speech functions, and they do not speak in exactly the same way as each other in any community (Holmes, 2001: 150-151).

It is often claimed that in many societies, there are negative stereotypes relating to women. Many people stereotypically think that women are more talkative or talk too much. In some studies in laboratories, classroom meetings, and television chat shows indicate that women in fact talk less than men do in mixed-sex conversations the different usage of language between men and women. Women's language is a very interesting and important topic to discuss because it is not only about language that women speak but it is much more complex than that. The reason in choosing this topic is because all phenomena about human's language, both men's and women's, happen every day in our lives. One of the reflections can be drawn from a movie. Movie is one of the media to communicate moral and social values to the society through the situation and the dialogue presented in it. People's lives can be reflected through a movie since many movies are reflection from the reality. This study took The Fault in Our Stars movie to be analyzed because the main character in this movie is woman. Therefore it contains great part of women's language features.

## II MATERIALS AND METHOD

### 2.1 WOMEN LANGUAGE FEATURES

Lakoff as cited in Holmes (2013) claimed that there are 10 types of women language features, those are: lexical hedges or fillers, tag questions, rising intonation on declaratives, empty adjectives, precise color terms, intensifiers, hypercorrect grammar, superpolite forms, avoidance of strong swear words, and emphatic stress. The description of each feature is in order.

### 2.1.1 LEXICAL HEDGES OR FILLERS

Hedges are a type of verbal filler items which reduce the force of an utterance. Verbal fillers are used when speaker fills in a silence of their conversations. Lakoff (1975) differentiates four types of hedges. The first type is to express uncertainty such as, you know, well, kinda/kind of. The second type is hedges that are used for the sake of politeness such as sorta/sort of. The next type is to express that the speaker is certain about the truth of a statement to attract the attention of the listener, for example you know. The last type is the type that is a preface to declarations or questions, for example, *I guess, I wonder, I think*.

### 2.1.2 TAG QUESTIONS

Tag questions are question tagged on to an utterance. Tag questions are defined formally as grammatical structures in which a declarative is followed by an attached interrogative clause or 'tag'. According to Lakoff (1975) women tend to turn a statement into a question in order to reduce the force of the statement. Tag questions are used when speaker is feeling unsure with topic being discussed such as *Don't you? Haven't we? did you? really? isn't it?*

### 2.1.3 RISING INTONATION ON DECLARATIVES

In many languages, including many varieties of English, intonation rises at the final point of questions. Rising intonation is used to turn a statement into a question, weaken the force of it and making the speaker sound uncertain. Lakoff (1975) associated rising intonation on declaratives with showing tentativeness. Rising intonation on declaratives is used when the speaker seeks for confirmation, though at the same time the speaker may be the only one who has the requisite information.

### 2.1.4 EMPTY ADJECTIVES

Women convey their emotional reaction rather than give specific information by using empty adjectives. Lakoff (1975) suggests that many adjectives used in expressing approval or admiration is strongly marked as feminine. Some of the adjectives are neutral such as great, terrific, cool and neat, but some of them are confined to women's speech or called special adjectives such as *adorable, charming, sweet, lovely, and divine*.

### 2.1.5 PRECISE COLOR TERMS

Lakoff (1975) states that women have more vocabulary about colors more than men, for example, mauve turquoise, mustard, etc. Women use the precise color terms because it is related to their specific interest.

### 2.1.6 INTENSIFIERS

Intensifiers are employed on the intense sentences which a speaker says, whether to decrease or increase it. The use of 'so' has subsequently been viewed as a boosting device, like *very*.

### 2.1.7 HYPERCORRECT GRAMMAR

Hypercorrect grammar is related to the politeness in utterance and indifference of the relationship between the speaker and addressee. Hypercorrect grammar involves avoidance of harsh language, more frequent apologizing and the use of super polite form Lakoff (1975). Further, she states that hypercorrection includes the use of standard forms and pronunciation. For example, women avoid using *ain't* or double negatives.

### 2.1.8 SUPERPOLITE FORMS

Lakoff emphasizes superpolite forms into three things; (a) avoidance of swearing words, (b) extensive use of euphemism (the indirect expression used to utter taboo words in conversation), and (c) using more particles in a request sentence.

### 2.1.9 AVOIDANCE OF STRONG SWEAR WORDS

Swearing is considered as an expression of very strong emotion due to particular condition the speaker like or dislike. Swearing is kind of interjection that can express extreme statements. Lakoff said that women are not supposed to talk rough. Women tend to avoid using swear words because they will consider them as unladylike.

### 2.1.10 EMPHATIC STRESS

Emphatic stress is a term to emphasize the most important word in a speaker's statement Lakoff, (1975). Emphatic stress is women's greater pitch of range.

## 2.2 METHOD

The data of this study were taken from the dialogues by female main character in the movie entitled The Fault in Our Stars. This movie was chosen because the story is the reflection of reality. The data were collected by using observation method. The data were analyzed by using qualitative and quantitative method. This study used theory purposed by Lakoff (1975) in Language and Woman's Place, to classify the types of women language features.

## III RESULTS AND DISCUSSION

There were 46 utterances that can be categorized as the types of women language features used by the female main character in this movie. Hazel as the female main character was a 16-years-old cancer patient. She struggled with a stage four of thyroid since she was 13. The types of women language features can be seen in table below.

| No    | Women Language Features           | Total | Percentages |
|-------|-----------------------------------|-------|-------------|
| 1     | Lexical Hedges or Fillers         | 7     | 15%         |
| 2     | Tag Question                      | 1     | 2%          |
| 3     | Rising Intonation on Declaratives | 4     | 9%          |
| 4     | Empty Adjectives                  | 2     | 4%          |
| 5     | Intensifier                       | 12    | 26%         |
| 6     | Hypercorrect Grammar              | 3     | 7%          |
| 7     | Superpolite Forms                 | 4     | 9%          |
| 8     | Avoidance of Strong Swear Words   | 7     | 15%         |
| 9     | Emphatic Stress                   | 6     | 13%         |
| Total |                                   | 46    | 100%        |

*Table 1: The Types of Women Language Features in The Fault in Our Stars Movie*

From the table above it can be seen that intensifier the dominant type of women language features. There are 12 data out of 46 data categorized as intensifiers. Intensifiers actually is explained as the words that aimed to strengthen the intended meaning, such as the words *really*, *so*, *such*, *quite*, and *very*. While, the least type of women language features used was tag question. There was only 1 datum found out of 46 data categorized as tag question. The reason why the female main character in this movie does not use tag question is because Hazel was a person with a good behavior. By using tag question, it showed that Hazel always insisted someone when she was looking for a confirmation and she was not that person.

### 3.1 LEXICAL HEDGES OR FILLERS

Lakoff said that women usually used lexical hedges or fillers if she lacks of self-confidence; they are socialized to believe that asserting themselves strongly is not nice or ladylike, or even feminine (Lakoff, 1975:79). The example of this type can be seen below.

Data 1 (00:03:49)

Patrick : Who's next? Hazel?

Hazel : (Sigh) *Umm*, I'm Hazel. Uh, thyroid, originally...but now with quite the impressive satellite colony in my lungs.

In the place where Support Group called The Literal Heart of Jesus as the setting of place, Hazel used one of the women language features which is Lexical Hedges or Fillers. The use of lexical hedges or fillers “Umm” is to show that she is feeling uncertain to do something that is asked by Patrick. Since Hazel is not really interested in this kind of activity, but she has to join this group to show her respect to her parents. In this situation, she is showing her respect to Patrick by trying to answer his question even though she uses lexical hedges in her statement.

### 3.2 TAG QUESTIONS

According to Lakoff (1975) women tend to turn a statement into a question in order to reduce the force of the statement. Tag questions are used when speaker is feeling unsure with the topic. The parts of conversation containing tag questions are shown in the following data below.

Data 2 (00:12:08)

Gus : (take a cigarette and put it between his teeth)

Hazel : GOD! *There's always a hamartia, isn't there?* And yours is – even

though you had freaking cancer you're willing to give money to a corporation for the chance to acquire even more cancer!? Let me just tell you that not being able to breathe sucks! It's totally sucks.

Gus : Hamartia?

The conversation above took place outside the building where the Support Group was held. The use of tag question *isn't there?* by Hazel as the main woman character in this movie showed that she wants to get confirmation. By using a tag question in her utterance, she wanted to express a request to show politeness in women's language and she wanted a response from the hearer. Hazel felt unsure with her statement thus she sent a signal to seek for a confirmation or sometimes the speaker predicted the confirmation but she still looks for a confirmation. Hazel wanted to know whether there is always a possibility of hamartia and she wanted to warn Gus about what he did has a fatal effect.

### 3.3 RISING INTONATION ON DECLARATIVES

Lakoff stated that women tend to state something with rising tone to make a firm statement. Moreover, Lakoff (1975) explained more that women tend to do this, because they are less sure about themselves and their opinions. The purpose of rising intonation on declaratives was to seek for a confirmation from the hearer. The parts of conversation containing rising intonation on declaratives are shown in the following data below.

Data 3 (00:50:09)

Mother : We're going to Amsterdam.

Hazel : You're se-.... *We're going to Amsterdam?*

Mother : We're going to Amsterdam.

This conversation took place in Hazel's house. The use of rising intonation on declaratives is intended to share Hazel emotion with her mother. Hazel used the rising intonation on declaratives *We're going to Amsterdam?* to seek the confirmation and a response because she was very happy and surprised at this news. This utterance is categorized as rising intonation on declaratives since Hazel utters the statement in declarative way but sounds uncertain and needed a confirmation from her mother. In this situation, Hazel's mother told her very good news that she could go to Amsterdam and Hazel reacted to this news excitedly.

### 3.4 EMPTY ADJECTIVES

The use of empty adjectives in women language indicates that the speaker wants to show the relationship of her emotional expression with the listener. The parts of conversation containing empty adjectives are shown in the following data below.

Data 4 (00:20:33)

Gus : Hazel Grace

Hazel : *Welcome to the sweet torture of reading An Imperial Affliction.*

This phone conversation is between Gus and Hazel. The female main character here used empty adjectives to express her feeling or emotion through a sentence. In this case she just wanted to tell Gus that the book entitled An Imperial Affliction has a hanging story ending. The phrase *sweet torture* here

means to have something that will torture us after reading the book but not literally tortured, but something different like a deep curiosity that make us feel tortured. She used empty adjectives to express her emotion without inform a specific thing.

### 3.5 INTENSIFIERS

The main function of intensifiers was to intensify the statement. Intensifiers could be used to strengthen speaker's statement by emphasizing the meaning of the statement so that it raised the listener's attention and they took seriously the speaker's statement. The parts of conversation containing intensifiers are shown in the following data below.

Data 5 (00:21:56)

Gus : It seems Isaac and Monica are no longer a going concern.

Hazel : Oh, Isaac, *I'm so sorry*.

The conversation above took place in Gus's room when Hazel came and saw Isaac was crying. After Gus told the reason to her, she uttered a sentence *I'm so sorry* which contain intensifier in it. The use of intensifier *so* here is to show that she wanted to emphasize the words *sorry*. Hazel used intensifier to boost her statement in order to attract listener attention. She wanted to share her emotional message to Isaac that she really felt sorry about what happened to his relationship. She wanted to make Isaac get what she was trying to show through the sentence that contain intensifier.

### 3.6 HYPERCORRECT GRAMMAR

Hypercorrect Grammar is the consistent use of standard verb form. Hypercorrect grammar is the tendency of women to speak using clear grammar and women is having the tendency to give more attention for using standard language. The parts of conversation containing hypercorrect grammar are shown in the following data below.

Data 6 (00:16:03)

Hazel : *Do you mind if I sit down?*

Gus : Yeah. Make yourself at home.

The setting place of the conversation above is in Gus's room. It is the first time Hazel visit Gus's room and she about too tired of the stairs. The used one of the women language features which is hypercorrect grammar *Do you mind if I sit down?* is intended to avoid harsh language. Hazel as a woman knew that the position of women in society are seen as subordinate group, therefore women must speak carefully and politely. Hazel used the utterance *do you mind* because in the situation she is getting tired after going down the stairs, because here she in only a guest therefore she has to ask permission to the host using polite language.

### 3.7 SUPERPOLITE FORMS

Superpolite form was applied in women's speech feature to show their identity that women tended to speak politely to create an impression that women concerned more on their behavior. She showed polite behavior as the device for persuading. The parts of conversation containing superpolite forms are shown in the following data below.

Data 7 (01:11:58)

Hazel : *Can we, for one second, just focus on Anna? Please?*

The conversation above happened in Peter's house when Hazel tried to ask her question but Peter keeps talking about something else. The use of superpolite forms by the female main character is to show politeness. She knows that she should speak in standard forms. Women use more Standard English forms because women looked after their need to be valued. The word *please* used by Hazel is added to the request sentence and make it more polite. Hazel wanted Peter to stop changing the subject and focus to her question about that book. But remember that Peter is older than her and also, he is the host, Hazel added *please* in her statement to keep the politeness in communication.

### 3.8 AVOIDANCE OF STRONG SWEAR WORDS

Women had a great position in the society, so that she behaves more politely and keeps her nature as women in order to keep their reputation and position in front of the society. The parts of conversation containing avoidance of strong swear words are shown in the following data below.

Data 8 (00:06:52)

Hazel : *Oh My God* (she catches her breath. Shakes her head. Surprised at herself.

She look in the mirror. So doesn't like what she sees)

This conversation took place in the toilet of a building where support group was held. The uses of avoidance of strong swear words by the female main character are to express a very strong emotion due to particular condition the speaker like or dislike. She tends to use soften words such as *God* rather than rough words because women are not supposed to talk rough. Hazel expressed her emotional feeling because of she does not like what she sees in the mirror. She felt pathetic and expressed her feeling by saying *Oh My God* rather than other rough word. In this situation, Hazel showed that she used avoidance strong swear words and control her expression.

### 3.9 EMPHATIC STRESS

The use of emphatic stress is to seek the agreement in persuading the audience by using the word that gives the strength to the whole meaning. Therefore, instead of using the utterances to persuade the listener, the speaker used emphatic stress to give the stress and boosting in the utterances, so that people will be convinced. The parts of conversation containing emphatic stress are shown in the following data below.

Data 9 (00:36:52)

Mother : That's incredible. Hazel, it's so beautiful and a little insane.

Hazel : Oh, it's super insane. It's ... it's... it's... It's crazy!

The conversation above took place in the kitchen of Hazel's house. The word *crazy* uttered by the female main character in this situation is used to emphasize the thing that just happened. She said that Gus booked ticket for them to Amsterdam, and she said *It's crazy*. The use of emphatic stress here to boost the feeling about what just Gus did. She tried to tell her mother that Gus did something crazy.

## IV CONCLUSION

Based on the discussion above it can be concluded that there are 46 data of women language features found in this movie. 7 data are associated with lexical hedges or fillers, 1 data is tag questions, 4 data belongs to rising intonation on declaratives, 2 data are empty adjectives, 12 data are intensifiers, 3 data are hypercorrect grammar, 4 data are super polite forms, 7 data are avoidance of strong swear words and 6 data are emphatic stress, and precise color terms type cannot find in this movie. Furthermore, the dominant types of women language features used by the female main character are intensifiers because of the tendency of the character to show her feeling as a woman in stating something. While, the least type of women language features used was tag question. The reason why the female main character in this does not use used tag question is because Hazel was a person with a good behavior. By using tag question, it showed that Hazel always insist someone when she looking for a confirmation and she was not that person.

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# THE PATTERN OF TRANSLATION STRATEGIES OF IDIOMATIC EXPRESSION IN COMICS

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## Abstract

This article focuses on translation strategy of idiom in comic *Garfield Goes to* and its translation. It is expected to identify translation strategies and to know the pattern of translation strategies in translating the idiomatic expression. This research belongs to descriptive qualitative. The source of data is a comic entitled *Garfield Goes to Waist* and its translation *Garfield Mengurangi Berat*. Whereas, the data are all of idioms found in the comic. This research applies total sampling technique since the samples are all of data which are found in the source of data. The result of the analysis shows that there are four strategies used by the translator in translating idioms. Meanwhile, the pattern of strategies indicates that Translation by Paraphrasing is dominant strategy. Besides, the others strategies are translation Using an Idiom of Similar Meaning but Dissimilar Form, Translation by Omission and Using an Idiom of Similar Meaning and Form respectively.

**Keywords:** *Pattern, Translation Strategies, Idiomatic Expression, Comic*

## I INTRODUCTION

Translating literature books is not similar to translating academic books. In translating literary works, a translator is expected to be able to produce translations which give the same effect on his reader as it is gotten by readers of the original. Newmark states that there is a wide but universal agreement that the main aim of the translator is to produce as nearly as possible the same effect on his readers as was produced on the readers of the original (1981:10). Moreover, in translating a comic, a translator also faces some problems such as the ones related to the language characteristics of a comic and the limited space of the text. Thus, an appropriate strategy is required to transfer the message as accurately as possible.

Meanwhile, the development of English language signed by the use of idiom makes translation of idiomatic expression become a challenge for a translator (Seild and Mordie, 1980). The term of idioms refers to a phrase or sentence whose meaning is not clear from the meaning of the individual words must be learnt as whole units” (Hornby, 1995; Fernando, 1996). Thus, idiom is a phrase or sentence which the meaning cannot be seen from the words which arrange it. The meaning, however, can be seen from the whole unit of words which arranges the idiom. In details, Mona Baker (1992:63) states that

Idiom and fixed expression are at the extreme end of the scale from collocation in one or both of these areas: flexibility of patterning and transparency of meaning, they are frozen patterns of language which allow little or no variation in form and, in the case of idioms, often carry meaning which cannot be deduced from their individual components.

Meanwhile, one of translation strategies in translating idioms is proposed by Baker (1992). She states that there are four strategies namely: Using an Idiom of Similar Meaning and Form, Using an Idiom of Similar Meaning but Dissimilar Form, Translation by Paraphrasing, Translation by Omission.

### 1.1 USING AN IDIOMS OF SIMILAR MEANING AND FORM

In this strategy a translator attempts to find out not only the idiomatic expression in the target language which has similar meaning but also equivalent lexical items. In other word, the implementation of the strategy focuses to achieve both of equivalents in meaning and lexical items.

### 1.2 USING AN IDIOMS OF SIMILAR MEANING BUT DISSIMILAR FORM

This strategy is used when a translator finds the idiom or fixed expression in the target language that has similar meaning with the idiom or fixed expression in the source language but it has different lexical item.

### 1.3 TRANSLATION BY PARAPHRASING

Translator uses this strategi since a match idiom cannot be found in the target language or when it seems inappropriate to use idiomatic language in the target text because of differences in stylistic preferences of source and target language. In this strategy, a translator can paraphrase the meaning of an idiom with his own word when there is not a match idiom in target language or the use of idiom in target language is inappropriate.

### 1.4 TRANSLATION BY OMISSION

This strategy is usually used by the translator when there is no close match idiom in target language or the meaning of idiom in target language is not easily paraphrased. Besides, the translator can also apply this strategy for stylistic reasons.

Some research related to translation idiom is presented by Adelnia and Dastjerdi (2011); Wicaksono and Wahyuni (2018). Both research analysis translation strategies for translating idiomatic expression. However, they are not presented the pattern of translation strategies; besides, they are not used utterance comic as data so the pattern of productivity of translation idiomatic expression is not shown. The other research is Ayuningtyas et all (2018) that conducted research related to the difficulty in translation idiom. Whereas the research focuses to shows the pattern of translation strategy for idiomatic expression. Since the translation of in idiom in comics is encountered by many problems, it is interesting to discuss. Moreover, when a translator translates idiomatic expression in comics, s/he will face many problems such as the language characteristic of comic, limited space of the text, culture differences, etc. Thus, a translator should be creative in using a particular strategy when s/he transfers a message of idiomatic expression. Besides, by knowing the pattern of translation strategy, it will give highlight in translating idiomatic expression especially in comic.

## II MATERIALS AND METHOD

This research uses the descriptive qualitative method. The application of descriptive method is limited not only in collecting data but also in analysing and interpreting of the data (Surakhmad, 1994). It means that in this research, the researcher collected, analysed, and also interpreted the data, then draws conclusion from the data analysis. Furthermore, this research was conducted to find out translation strategies, accuracy, and readability of the translation of English idiomatic expression in bilingual comics entitled *Garfield Goes to Waist*.

Meanwhile, this research also employed a single embedded case study as it focuses on the certain characteristic of data. (Sutopo, 2002). Therefore, the researcher only wants to focus on the analysis of strategy and quality, especially the accuracy and the readability of the translation of idiomatic expression from English into Indonesian.

The object of this research is bilingual comics entitled *Garfield Goes to Waist* written by Jim Davis. The comic contains 125 pages and its translation *Garfield Mengurangi Berat* published by Nexx Media.

In collecting the data, the researcher carried out content analysis. In content analysis, the researcher collected the data of English idiomatic expression and its Indonesian translation from the research object. They were then compared to know the translation strategies. The technique of data analysis in this research is done through the following stages namely: Observing the English idiomatic expression and its Indonesian translation; analysing the strategy applied by the translator in translating idiomatic expression from English into Indonesian. After the analysis was completed, the researcher made classification based on translation strategies; counting the percentage of each classification and drawing the conclusion of the results of the analysis.

## III RESULTS AND DISCUSSION

### 3.1 TRANSLATION STRATEGIES

In the analysis, the data could be classified into four classifications: the data translated using an idiom of similar meaning and form; using an idiom of similar meaning but dissimilar form; translated by paraphrasing; and the data which are not translated or which then called translation by omission.

| Strategy of translating English idiom      | Quantity of data |
|--|------------------|
| Using An Idiom Of Similar Meaning And Form | 1                |

|   |    |
|---|----|
| Using An Idiom Of Similar Meaning But Dissimilar Form | 6  |
| Translation By Paraphrase                             | 53 |
| Translation By Omission                               | 2  |

**Table 1: Distribution of Translation Strategies**

Moreover, the detailed explanation about each category is presented in the following part:

### **3.1.1 USING AN IDIOMS OF SIMILAR MEANING AND FORM**

According to Baker (1992) the strategy of using an idiom of similar meaning and form involves using an idiom in the target language which conveys roughly the same meaning and consists of equivalent lexical items.

There is only 1 data which is translated by using an idiom of similar meaning and form. The details analysis can be explained as follows.

ST: This is it, little buddy. Today I start weight training and *take my first step* toward hunkhood!

TT: Akhirnya, teman. Hari ini aku mulai latihan pembentukan tubuh dan *mengambil langkah pertama* menuju tubuh yang kekar.

This idiom actually comes from English idiomatic expression *take a step* which means act in particular way (Fernando, 1996). In the example above, the translator translates the idiomatic expression *take my first step* into *mengambil langkah pertama*. In Indonesian, *mengambil langkah pertama* is considered to be idiom which means start to do something. Moreover, the English and the Indonesian idioms have not only similar meaning but also similar lexical items because if the Indonesian version *mengambil langkah pertama* is translated back into English version, it can be *take my first step*. Therefore, the strategy used by the translator in translating the English idiomatic expression *take my first step* into Indonesian is Using an Idiom of Similar Meaning and Form.

### **3.1.2 USING AN IDIOMS OF SIMILAR MEANING BUT DISSIMILAR FROM**

The implementation of this strategy due to translator, in translating idiom, is often possible to find an idiom in the target language, which has a similar meaning but consists of different lexical items.

ST: Well, look on the *bright side*

TT: Yah, cobalah melihat *sisi baiknya*

According the Oxford Advanced Learner's Dictionary *bright side* means to be cheerful or hopeful about in spite of difficulties. In the example, the idiomatic expression *bright side* is translated into *sisi baiknya*. The translator does not translate idiom *bright side* by expressing the meaning into Indonesian, but he uses idiom which has similar meaning but consist of different lexical item. The expression *sisi baik* is an idiom and if it is translated back into English it would be *good side*. It means that translation strategy used by translator in translating idiomatic expression *bright side* into *sisi baiknya* belongs to Using an Idiom of Similar Meaning but Dissimilar Form.

### **3.1.3 TRANSLATION BY PARAPHRASING**

Translation by paraphrase is applied when a match idiom cannot be found in the target language. It also can be used when it seems inappropriate to use idiomatic language in the target text because of differences in stylistic preferences of source and target language. The analysis shows that almost all the data translated using this strategy. It is about 53 from the total data or 85.48% of the total data translated by using this strategy. Some of the data showing this tendency can be seen in the following part.

ST: I wish Jon would *get off my back*

TT: Aku ingin Jon *menyingkir* dariku

According to NTC's American Idioms Dictionary *get off* means to escape or avoid punishment, to leave, to depart. Meanwhile, According to the Oxford Advanced Learner's Dictionary *get off* means escape or nearly escape punishment. In translating idiom *get off* into *menyingkir*, the translator straightly expresses its Indonesian meaning. It is due to the fact that there is no Indonesian idiom expressing the same idea. Therefore, the strategy used by the translator belongs to Translation by Paraphrasing.

### 3.1.4 TRANSLATION BY OMISSION

This strategy is used by translator since an idiom may sometimes be omitted altogether in the target text. It is due to it has no close match in the target language its meaning cannot be easily paraphrased, or for stylistic reasons.

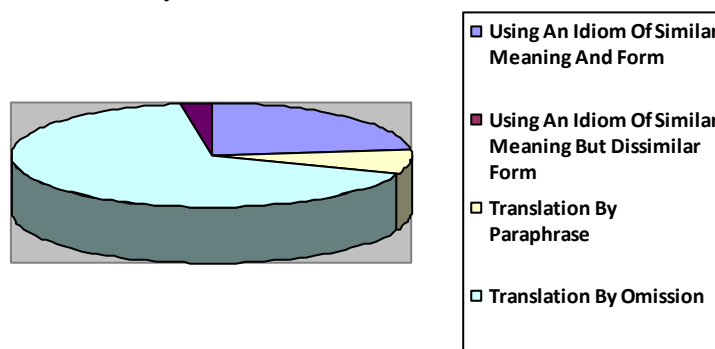
ST: Remaining absolutely motionless, cats *wait for* the perfect moment to lunge

TT: Tetap tak bergerak sampai tiba saatnya untuk menyergap

Translation strategy used by the translator in translating idiom *wait for* is Translation by Omission. According the Oxford Advanced Learner's Dictionary *wait for* means to stay where one is or to delay acting, whereas Brotowidjoyo (1991) says that English idiomatic expression *wait for* means await or except. In the example, the translator omits idiom *wait for* in the target text because the message of that idiom is not significant toward the text. The message of idiomatic expression *wait for* has been represented in remaining absolutely motionless. Furthermore, by omitted the idiom *wait for*, it might be easier for the target reader to understand the meaning of the sentence. Consequently, strategy used by translator is classified into classification D.

### 3.2 PATTERN OF TRANSLATION STRATEGIES

The pattern of translation strategies will show the frequency of translation strategies used in translating idiomatic expression. It also shows the dominant strategy used by translator. The researcher bases this analysis on the theory proposed by Mona Baker (1992). This theory is chosen since it encompasses some strategies to translate idiomatic expressions of the source language into target language that are relevant to the analysis.



*Figure 1: Pattern of Translation Strategies*

The figure 1 shows pattern translation strategy for translating idiom. It is clearly seen that Translation by paraphrasing is the dominating strategy. In the fact, 53 data (85.48%) from the total data in this research are translated by Paraphrasing. In other words, majority of idiomatic expression in this research belongs to Translation by Paraphrasing. Meanwhile, Using Similar Meaning but Dissimilar Form is the most frequently strategy used by translator after Translation by Paraphrasing. The researcher found 6 data which belong to this strategy or 9.67% Using Similar Meaning but Dissimilar Form strategy.

The other strategy used by translator in translating idiomatic expression is Translation by Omission. In this research, there are 2 data (3.22%) from the total data are classified into this strategy. Finally, in this research, the researcher only finds one data (1.61%) data which belongs to translation by using similar meaning and form. It is datum number 054.

## IV CONCLUSION

Based on the result of the analysis, the translation strategies employed by translator in translating idiomatic expression in comic entitled *Garfield goes to waist* are translation using an idiom of similar meaning and form, translation using an idiom of similar meaning but dissimilar form, translation by paraphrasing, and translation by omission. Meanwhile the pattern of strategies shows that the dominated strategy is translation by paraphrasing and using an idiom of similar meaning and form is the most rarely strategy implemented. It is due to the fact that the implementation of translation by paraphrasing is easy to be applied when the translator encountered problems of language characteristic and limited space in comic while the rarely applies strategy of using an idiom of similar meaning and form because every language has different productivity in produce the idioms.

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# PROBLEM BASED LEARNING: NEW STRATEGY TO TEACH DESCRIPTIVE TEXT IN SPEAKING

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## Abstract

The aims of research are (1) The implementation of Problem Based Learning strategy to teach speaking descriptive text (2) To find the problems of Problem Based Learning strategy to teach speaking descriptive text (3) To know the solutions of the Problem Based Learning strategy to teach speaking descriptive text. The type of this research is descriptive qualitative research and researcher uses case study in answering the problem of the research. This research takes the seventh grade students of SMPN 1 Bendo, Kabupaten Magetan in term 2018/2019. The results of research show that the implementations of the Problem-Based Learning strategy to teach speaking descriptive text are (1) by explaining the materials while the students do the task in pairs and (2) by giving steps in teaching learning process (pre-activities,whislt-activities and post-activities). The problems of Implementation of PBL strategy are (1) some students find it difficult to translate materials from Indonesian into English and (2) some students need more time to do the task. Meanwhile, solutions of the implementation of PBL strategy to teach speaking are (1) The teacher gives more time to the students doing the task; (2) The students cooperate with each other; (3) The students use the real thing.

**Keywords:** *Problem Based Learning (PBL) strategy, Descriptive Text, Speaking Skill*

## I INTRODUCTION

Speaking is one of the important skills that should be mastered by the students. In speaking activity, students are required to be able to comprehend and to give responses to the sound they have listened to before. Besides, the speaker needs to know the meaning of the individual words, they also have to construct and understand the sound by assembling and making sense of the words orally. In other words, the students must have rich English vocabularies as a basic component to speak. They need to comprehend what words to get the meaning, in order to be able to interact with other in certain condition. Turk (2003: 194) states that speaking is direct route from one mind to another and is the best way to ask a question or give an explanation. It means that speaking is direct activity among the person to ask a question or give responses in order they can understand each other. There are several ways to overcome the problems above. The English teacher must find a solution to the teaching and learning activities especially in speaking skill. One of the ways of this is by using new strategy to teach the materials. The English teacher must find an interesting strategy for teaching and learning in the class.

Nurhadi in Dahlan (2011:6) states that Problem-Based Learning (PBL) is activities of teaching and learning strategy in the form of problem solving. The students can express their ideas with their own ways in many chances. Problem-Based Learning is real life experience as context of the students' media to build critical thinking and problem solving skill of fun and enjoyable strategy of English communication learning. By using new and right strategy, Problem Based Learning can develop the capability of the student in teaching learning process. Next, the students can understand better and have higher interest in English lessons.

Teaching English in Junior High School involves many kinds of the text based on Curriculum. One of the texts is descriptive text. The students must master the text because the text is important to the students. The students can learn the oral and written texts. The students should describe every thing orally. Saragih & Surbakti (2014: 47) state that descriptive text is a type of text which has the meaningful linguistics unit to describe persons, things and places in details. Descriptive text is concerned with creating a verbal of that we experience. It means that a descriptive text is one to describe something (places, persons, animals or etc). The students can make a descriptive text in individual or in group.

The researcher uses Problem-Based Learning Strategy to teach English lesson in Junior High School in order to make the students more motivated to learn English. The students can have a new knowledge and new activity in the learning process. The students can observe the real object to make the task. It has purposes to make the students more creative in describing something.

## II MATERIALS AND METHOD

In this research, the researcher uses qualitative method in completing the study. In qualitative method, the researcher takes a data using descriptive data because the researcher collects the data in the form of words phrases, sentences or dialogs rather than numbers. This statement is supported by Bogdan and Biklen (2007: 5), Qualitative is descriptive. This means that qualitative research uses descriptive data to the research. It can be concluded that the researcher uses descriptive qualitative method to collect the data based on learning process that through Problem-Based Learning Strategy to Teach Speaking to the Seventh Grade Students SMPN 1 Bendo.

To complete this research, the researcher needs data source. The three sources of the data are participants, social situation and document. Participants are usually known as respondents. According to Kothari (2004: 73), "Respondent, at times the respondent may be reluctant to express strong negative feelings or it is just possible that may have very little knowledge but may not admit his ignorance." It means that respondent or participant sometime has little knowledge, and they are reluctant to admit their ignorance.

Social situation is the social condition that is needed by the reseacher as source of the data. According to Sugiyono (2015: 297) social situation is the social condition which includes the place, actor and activity. From the statement above, the researcher concludes that the social situation is social condition as source of the data.

Document is considered as the supporting of the interview and observation in the research. According to Bogdan & Biglen (2007: 133), documents are used in connection with or in support of the interviews and participant observation. It means that document used for supporting the result of interview and participant observation in the research. The instruments of the research are also important for the researcher. The instruments are interview transcript, camera, tape recorder, checklist observation, students' attendance list, syllabus and Lesson Plan.

The technique of collecting data is that the research needs data. The data can be collected in various ways. According to Yin (2011: 129), to do empirical research, you need to collect data. This means that a research needs data that should be collected first. They are observation, interview and documentation. The data is considered valid if the instruments are used by the researcher appropriate with the real sources. On the other hand, if the result of data is inappropriate, the research is not used. Besides that, the researcher uses Triangulation to measure the validity of the data.

Triangulation is the term that is usually used in research. According to Berg (2001: 4), triangulation is a term originally more common in surveying activities, map making, navigation, and military practices. This means that triangulation is a term used in research. Triangulation usually more commonly used in surveying activities, map making, navigation, and military practices.

In this research, the researcher analyzes the data using qualitative data. The reseacher uses observation checklist and students task orally. The result of the analysis is to know whether the implementation of the action is successful or not.

## III RESULTS AND DISCUSSION

Based on the findings, it was proven that teaching speaking through Problem-Based learning (PBL) strategy improved students speaking performance.

### 3.1 DATA PRESENTATION

In the data presentation, the researcher presents the result of observation, interview and documentation. Those data presentation is used to answer the research problems that have been formulated how the implementation, the problem raised, and the solution to Problem-Based Learning strategy for seventh grade students of SMP N 1 Bendo in the schooling year of 2018/2019. The result of observation, interview, and documentation are described below:

#### 3.1.1 OBSERVATION

Observation is one of the techniques to collect the data used by reseracher to get the information related to the research. The researcher conducts the observation on May, 31 2019 at SMP N 1 Bendo in the school year of 2018/2019. In this research, the researcher becomes the observer who does not actively participate in the learning process in the classroom, so the researcher asks the English teacher of SMP N 1 Bendo to teach speaking of descriptive text for the seventh grade students of VII B class. The researcher observes the teacher and the students' activities during teaching and learning process. The



observation has two stages. The first is preparation stage, the researcher prepares Lesson Plan, syllabus and observation checklist. The second is teaching and learning process. Each stage consists of three activities pre-activities, whilst-activities and post activities.

### **3.1.2 INTERVIEW**

The researcher presents the data of interview's result from the participants. The researcher gets the information by conducting interview with the English teacher and the students of VII B of SMP N 1 Bendo. This interview is needed to get an accurate data from the participants. The researcher gives 9 questions to the teacher and 13 questions to the students.

### **3.1.3 DOCUMENTATION**

The data documentation is important in research, the documentation used by the researcher as the source data. The result of documentation are such as: syllabus, Lesson Plan, students' name lists, photograph, students' scores, and observation sheets during implementation of Problem Based Learning strategy in teaching speaking skill descriptive text for seventh grade students of SMPN 1 Bendo in the schooling year of 2018/2019.

## **3.2 DATA VALIDATION**

The researcher describes process of obtaining the valid data. Data validation is used to crosscheck the accuracy of the data and research findings. The researcher uses three techniques in collecting data. They are observation, interview, and documentation. After collecting data, the researcher analyzes the data. The researcher uses triangulation method. Triangulation is a method to collect converging evidence from different sources. It is used to measure the validity of the data in the research. The data validation is used to measure the validity of the data in the research.

The valid data then can be analyzed. Analyzing data is the process in which the researcher examines and interprets the valid data. There are three steps in analyzing data such as data reduction, data display and data verification. The result of data analysis will be used to answer the research problem statements such as to find out the implementation, the problems, and the solution of Problem Based Learning strategy to teach speaking descriptive text seventh grade students at SMP N 1 Bendo in school year of 2018/2019. The explanations are as follows:

### **3.2.1 THE IMPLEMENTATION OF PROBLEM BASED LEARNING STRATEGY**

Observation is technique of collecting data used by the researcher to get information related to the research. The real data is related to the first research focusing on the procedures of the implementation Problem Based Learning Strategy in teaching speaking descriptive text are two data. They are data observation and documentation.

### **3.2.2 THE DATA OF THE PROBLEMS RAISED IN TEACHING SPEAKING THROUGH PROBLEM BASED LEARNING STRATEGY**

The second research focuses on finding out the problem raised in implementation of Problem Based Learning strategy to teach speaking in descriptive text. In this case, the data needed are data which are relevant to the research problems. The problems are: (1) Some students find it difficult to translate text materials from Indonesian to English; (2) Some students are very nervous when speak up in front of the class; (3) Some students need more times to do the task.

### **3.2.3 THE DATA OF THE SOLUTIONS RAISED IN TEACHING SPEAKING THROUGH PROBLEM BASED LEARNING STRATEGY**

The third research focuses on finding out the solutions on the implementation of Problem Based Learning strategy to teach speaking descriptive text. In this case, the data about the procedure of implementation of Problem Based Learning strategy to teach speaking (descriptive text) found during the research are not used because they are not relevant with this research focuses. The solutions are: (1) the students should be more enthusiastic and active during teaching and learning process; (2) the teacher should give more time to the students in doing the task; (3) the students should be more active to cooperate with their fellow students; (4) the teacher handles the students when having outing class; (5) the students should use dictionary when the English lesson takes place; (6) the students prepare themselves with the materials related to real things in out of the class.

### 3.3 DATA ANALYSIS

In the data analysis, the researcher describes process of analyzing the valid data using drawing and verifying conclusion. From the result of analysing data, the use of drawing and verifying conclusion is used to answer the research problems. From the data presentation and data validation are mentioned above, the analysis data can be described as follows:

#### 3.3.1 THE IMPLEMENTATION OF THE PROBLEM-BASED LEARNING STRATEGY SPEAKING SKILL

The researcher has gotten the research findings from the implementation of Problem Based Learning strategy speaking skill on descriptive text for the seventh grade students of SMPN 1 Bendo in the schooling year of 2018/2019. The researcher had gotten the data from observation. It consist of pre activities, whilst activities, and post activities.

#### 3.3.2 THE PROBLEM RAISED OF THE IMPLEMENTATION OF PROBLEM-BASED LEARNING STRATEGY SPEAKING SKILL

The researcher had gotten the problem from the observation, teacher and students' interview, and documentation. There are some problems of the implementation of Problem Based Learning strategy speaking skill on descriptive text for the seventh grade students of SMPN 1 Bendo in the school year of 2018/2019. The problems are: (1) some students find difficulties to translate materials from Indonesian into English; (2) Some students are being unprepared with the material because the topic is unfamiliar when they speak up in front of the class; (3) Some students need more times to do the task.

#### 3.3.3 THE SOLUTIONS OF THE IMPLEMENTATION OF PROBLEM BASED LEARNING STRATEGY SPEAKING SKILL

The researcher had gotten the solution from the observation, teacher and students' interview, and also documentation. There are some problems of the implementation of Problem Based Learning strategy speaking skill on descriptive text for the seventh grade students of SMPN 1 Bendo in the school year of 2018/2019. The solutions are: (1) the students should be more enthusiastic and active during teaching and learning process; (2) the teacher should give more time to the students in doing the task; (3) the students should be more active to cooperate with their fellow students; (4) the teacher handles the students when having outing class; (5) the students should use dictionary when the English lesson takes place; (6) the students prepare themselves with the materials related to real thing in out of the class. From the explanation above, the result of the research is the researcher finds that the students must be more active in teaching and learning process and the students almost have good score in the task. The score of the students exceeds 60 points.

## IV CONCLUSION

Based on the discussion in previous chapter, the researcher concluded that in teaching and learning process of speaking skill (descriptive text) consists of three steps. They are pre-activity, whilst-activity, and post-activity. In pre-activity, the teacher greets the students, asks the students' condition, pray together, checks students' attendance, and explains the purpose of the study. In whilst-activity, the teacher explains about the materials. The teacher explains about definition, purposes and generic structures of descriptive text to the students. The teacher asks to the students work in pair with their friends. The teacher asks students to make descriptive text out of the class and asks students to make the description about the things arround the class. The teacher asks to bring notebook to write the keys of things. The teacher gives 15 minutes to the students to do the task. The teacher helps students when they find it difficult to do the task. The teacher asks students to work in pairs to explain the description about the task orally with their fellow students. And the teacher gives the score to the students. In post-activity, the teacher asks students to ask question about the materials to the teacher. The teacher asks the students about difficulties the materials in class. The teacher asks the students to review the material that has been learned. Then, the teacher gives conclusion about the materials. And the last, the teacher closes the teaching and learning process.

There are two problems in the implementation of Problem Based Learning strategy in teaching speaking of descriptive text. The first is some students find it difficult to translate materials from Indonesian to English. Second, some students are being unprepared with materials when speak up in front of the class.

The solution to solve the problem of teaching speaking on descriptive text are first , the teacher must give more time to the students to do the task. Second, Problem Based Learning strategy can make students cooperate with their friends. Third, the students also understand the materials because they can use the real thing out of class. The last, the students must bring the dictionary when English lesson do.

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# IMPLEMENTATION OF ICONIC CARD BASED MALAY CULTURAL VALUES IN DEVELOPING CHARACTER EDUCATION OF SENIOR HIGH SCHOOL STUDENTS

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## Abstract

The lack of the students' interest and attention toward the local wisdom values of the local culture is this research background. The phenomena are due to the absence of interactive media to strengthen character education based on local wisdom in school. The purpose of this research is to create an interactive media based on local wisdom values with the implementation of the iconic card to strengthen the local wisdom values of Malay culture which is useful to build students' character education. The research used a qualitative descriptive method with social anthropological linguistics approach. The subject of this research was students of Nurul Hasanah Senior High School, Medan. The data were collected through field observation, interview, and documentation. The results showed that the iconic cards used as a media to teach Malay wisdom values with the use of the Pak Belalang icon and Malay pantun. Pantun in this research has local wisdom values of Malay culture such as moral, ethical and norm values.

**Keywords:** *malay cultural values, iconic card, pantun*

## I INTRODUCTION

At present, Indonesian community is being stirred up by various problems related to violence committed by some students in various regions. One example of the recent violence is a case of violence between students around Taman Ahmad Yani, Medan. This phenomenon is due to the lack of character education in schools, since school is a stakeholder to teach and strengthen the values of character education of students in creating the quality of human resources (Rosala, 2017). For this reason, efforts are needed to strengthen character education developing cultural human resources. One effort to build character education is through enhancing the values of local wisdom (Ghufronudin et al., 2017).

Strengthening character education through local wisdom values needs to be done by stakeholders in schools, so that students increasingly recognize the nation's culture while loving cultural diversity (Rasid, 2014). The material from local knowledge can be used as learning materials for cultural contextual character education as a solution to face the challenges of globalization (Komara, 2018). Therefore, education in Indonesia creates the advantage of character education in the culture of local knowledge in facing globalization. Through character education based on local wisdom not only creates intellectually intelligent human resources but is also able to produce individuals who possess cultural intelligence who hold fast to national identity (Juliana, Fatimah, 2018).

In developing local wisdom material, it is expected that creative educators integrate local wisdom with the content in the School by taking up the theme of local culture, namely Malay culture so that students can recognize and love the culture of the local community (Fajarini, 2014). Malay culture is known as through literary works in the form of *pantuns*. The *pantun* is a Malay poetic form and originated as a traditional oral form of expression (Wikipedia). *Pantun* can be used as a media to strengthen the local wisdom values of Malay culture, which contain messages, mandates, and advices of Malay ethnic. The intelligence of a language educator in transferring knowledge to students through figurative language is very appropriate to be used through *pantun* to provide awareness for young people to recognize local culture in the city of Medan, especially Malay culture so that the knowledge they receive is not only useful but also provides messages and moral methods containing the values of local wisdom that are full of advice in it.

Besides, *pantuns* are also able to form the character of students who are intellectually cognitive and synergize with skills and ethics (Mat, 2006). He formulates that the literary component that is taught formally can help to give birth to a group of knowledgeable, skilled and noble people. The skill of arranging words in *pantuns* can be used as a measure of one's intelligence level because the language in *pantuns* contains figurative meanings (Juliana, 2019). A wise person uses the figurative language

contained in poetry; it can be said that he is a knowledgeable person (Kusmayadi, 2006). One of the media to teach the wisdom values of Malay culture through *pantun* is to use iconic media.

Iconic cards can be used as an interactive media based on local wisdom by applying the iconic character of Pak Belalang who is well-known in Malay folklore and also *pantun* that are full of advice and advice from the lives of Malay people so that these two cultural icons can be used as a medium to introduce Malay culture (Juliana, Fatimah, 2018). Local wisdom can be found in folklore inherent in particular community groups and can also be expressed in the form of wise words in the form of proverbs, *pantuns*, folklore (oral stories) and so on (Anggraeni, N., & Haryanto, 2013). One of the culture-based learning models can be done through folklore and proverbs or *pantuns* that contain life's advice and mandate (Wuryandani, 2010). Besides, it can be said that the iconic media card is one of the effective media in helping students understand the local wisdom values of Malay culture because it is presented with *pantuns* that are full of messages and advice from ethnic Malays as well as the character of Pak Belalang as an icon of conveying information about *pantuns* (Indra, 2013) (Anharoeni Vina, 2018). In this case, the students are trained, guided and fostered to familiarize themselves in understanding the local wisdom values of Malay culture in *pantuns* so as to shape the students' good character (Yekti Mahanani, 2015). For students, the implementation of wisdom value of Malay culture through *pantuns* can provide insight and knowledge in recognizing and promoting local Malay culture as a form of preservation of local wisdom. This is done by introducing the types of *pantuns*, the values of the local wisdom of the *pantun* and folklore Pak Belalang. The *pantuns* used in this study were adjusted to the character-building of the students. The teaching system and method use the media of pictorial icons of Pak Belalang folklore figures that are presented interactively so as to stimulate students' cognitive and affective intelligence (Juliana, 2019)

From the background above, this research aims to implement the values of Malay local wisdom in building the character education of students of Nurul Hasanah Senior High School. Through the use of iconic cards, namely interactive learning media that enable students to understand the basic concepts of *pantun*, and make messages delivered to students becomes compelling, so that the interest and participation of students to love and apply the values of local wisdom increases.

## II MATERIALS AND METHODS

### 2.1 RESEARCH DESIGN

This research employs a qualitative descriptive method with a social anthropology approach. In this research, researcher studied the wisdom values of Malay culture and its development in education (Hammersley, 2018). This research is located in Nurul Hasanah Senior High School at Jalan Amal Bakti No. 69 Tembung, Kecamatan Percut Sei Tuan, and Postal code 20371 Medan.

The subjects of this research were 25 Eleventh grade Students of Nurul Hasanah Senior High School Medan in 2018/2019 academic year. The sample is chosen using purposive sampling, it means that only select students that has similar knowledge and background about Malay *pantun* before. The research was conducted when teaching Bahasa Indonesia lesson. The data were collected through observation, interview, and documentation.

### 2.2 RESEARCH PROCEDURES

The stages and procedures of the implementation of this research are described as follows:

#### 2.2.1 PREPARATION OF MATERIAL AND IMPLEMENTATION OF RESEARCH

Preparation of material and application of research carried out by preparing material that supports the implementation of research including making materials and media for teaching the values of local wisdom of Malay culture using iconic cards by applying local wisdom values of Malay culture in the form of Pak Belalang and Malay *pantun*.

#### 2.2.2 CONDUCTING THE RESEARCH

Conducting the research is one of the solutions for teaching the values of Malay cultural wisdom to Nurul Hasanah High School students by using the *pantun*-based Malay iconic card and Pak Belalang icon. This research was conducted by optimizing the creative potency of Nurul Hasanah high school students in producing *pantun*, teaching the local wisdom values of Malay culture using Pak Belalang icon and Malay *pantun* in the form of moral, ethics and norms values, and developing teaching innovative media using iconic cards based on the character icon of Pak Belalang and the *pantun*. Third

Stage: Data are analyzed using Miles and Huberman's theory (1998) interactive data analysis procedures and models.

### 2.2.3 INTERACTIVE DATA ANALYSIS

Interactive data analysis in describing the process of conducting this research is as follows (Huberman, 1998). Firstly, data reduction was conducted by selecting *pantun* that used in the research to adjust to the research objectives. The selection of *pantun* was adjusted from the cultural values to build students' character education. Secondly, data presentation by presenting ways, methods, media and teaching activities of the local wisdom values of Malay culture to the students of Nurul Hasanah High school through the use of *pantun* and icon of Pak Belalang. Lastly, Thirdly, Conclusion drawing by making conclusions from the results of the analysis of field data regarding the way, the process of teaching the local wisdom values of Malay culture through the iconic card to students of Nurul Hasanah Senior High School. In other words, the data is described, discussed, and concluded. Fourth Stage: Evaluation of the implementation of research by conducting supervision and providing advice on the implementation of activities to students of Nurul Hasanah Senior High School Medan. This stage was done to give a solution to the problems and obstacles faced by students of Nurul Hasanah Senior High School after the research was completed.

## III RESULTS AND DISCUSSION

### 3.1 LOCAL WISDOM VALUES OF MALAY CULTURE

The process of teaching the values of Local Wisdom of Malay Culture is carried out by providing an introduction and direction on the basic concepts of local wisdom values of Malay culture through the poems and folklore of the iconic character of Pak Belalang to students of Nurul Hasanah senior high school, Medan. The process of teaching local Malay cultural wisdom values consists of several stages as follows:

#### 3.1.1 LOCAL WISDOM VALUES IN MALAY PANTUN

In this case, the teaching process of the local wisdom values of the Malay *pantun* is carried out by providing knowledge to students of Nurul Hasanah Senior High School about the types, values and functions of the Malay *pantun*. The local wisdom values of the Malay *pantun* taught include religious values, politeness, tolerance, compassion, honesty, customs, character and loyal friends. (Abidin, M. I. Z., & Razak, 2003). Here are a few pictures showing examples of Malay rhymes that contain local wisdom values of Malay culture on iconic cards:



**Figure 1: Iconic Card Based on Friendship and Generous Values**

In this figure 1, the *pantun* used is *the rhombus is divided in four. Don't forget to split it up, hunting buddies are easy to get, true friends are only closely attached to the heart*. From this *pantun* reflects the local wisdom value of Malay culture, namely the value of friendship. In the next figure, there is a *pantun* which shows the local wisdom value in the form of the tolerance value contained in the *pantun pick fruit with friends, Beautiful and, handsome persons because generous*.



**Figure 2: Iconic Card Based on Honesty and Good Manner Values**

In the figure 2 the *pantun* used is *the roses are on the edge of the well, given water to be fertile, our nation can prosper, its leaders must be honest*. From this *pantun* reflects the local wisdom value of Malay culture in the form of honesty. In the next picture, there is the *pantun* which shows the local wisdom value in the form of respect for the values contained in the *pantun treasures in a chest, many rainbow-colored gems, old people we respect, young people we care about*.



**Figure 3: Iconic Card based on Politeness and Tolerance Values**

In the figure 3, there is the *pantun life is only a reality, dusk belongs to the powerful, be noble and kindhearted, gentle language*. From this *pantun* contains the wisdom value in the form of politeness. In the next figure there is the *pantun eat one portion of dumplings, eaten in a relaxed room, religious life and tolerate each other, so that you can live peacefully*. This *pantun* contains wisdom value in the form of tolerance value.

### **3.1.2 LOCAL WISDOM VALUES OF PAK BELALANG FOLKLORE**

Effendi (2019) states that if you want to see the customs, culture and the Malay community, then look at from literature or folklore. (Abidin, M. I. Z., & Razak, 2003). This is in accordance with the function of literature and folklore can be used as a tool to teach and educate the community character including the presence of good teaching about ethical, moral values such as honesty, politeness, loyalty, kinship and etc. (Abidin, M. I. Z., & Razak, 2003). Besides, there are also advice and messages not to be carried out such as advice and prohibitions not to do things that are not good, namely jealousy, arrogant, arrogant, spiteful, greedy, cunning, and so on.

From the folklore of *Pak Belalang* by Dedi Rinjaya (2016), (Effendi, 2019), there are two main characters, namely *Pak Belalang* and *King*. The excellent character conveyed to the students of Nurul Hasanah Senior High School in this research is in the form of the role *Pak Belalang* as the main character who has an original role. Message and mandate to students of Nurul Hasanah Senior High School is in everyday life to solve a problem requires expertise and ingenuity in order to obtain a solution to a problem. (Abidin, M. I. Z., & Razak, 2003) In addition, the nature and character of the *King* taught to students of Nurul Hasanah senior high school is as a decisive leader. To be a leader, you should have a firm and wise nature. This is necessary to decide on a problem precisely and not biased. These two values of goodness are then taught and conveyed to the private high school student Nurul Hasanah to be applied in life. In addition, the message and the mandate from *Pak Belalang* folklore is also conveyed to students of Nurul Hasanah Senior High School that to get success requires hard work and effort. Do not expect luck to reach happiness, and also do not believe in the existence of predictions and astrologers because most astrologers and predictions are only in the form of deception.

### 3.2 IMPLEMENTATION OF ICONIC CARD AS TEACHING MEDIA BASED MALAY WISDOM VALUES

Malay *pantun* reflects the values of local wisdom and life of the Malay community, including the values of motivation, discipline, security, order, cleanliness and health. (Effendi, 2019) The following are some iconic media-based media on local wisdom of Malay culture applying the iconic character of *Pak belalang* and *pantun* Malay taught to students of Nurul Hasanah Senior High School, Medan.

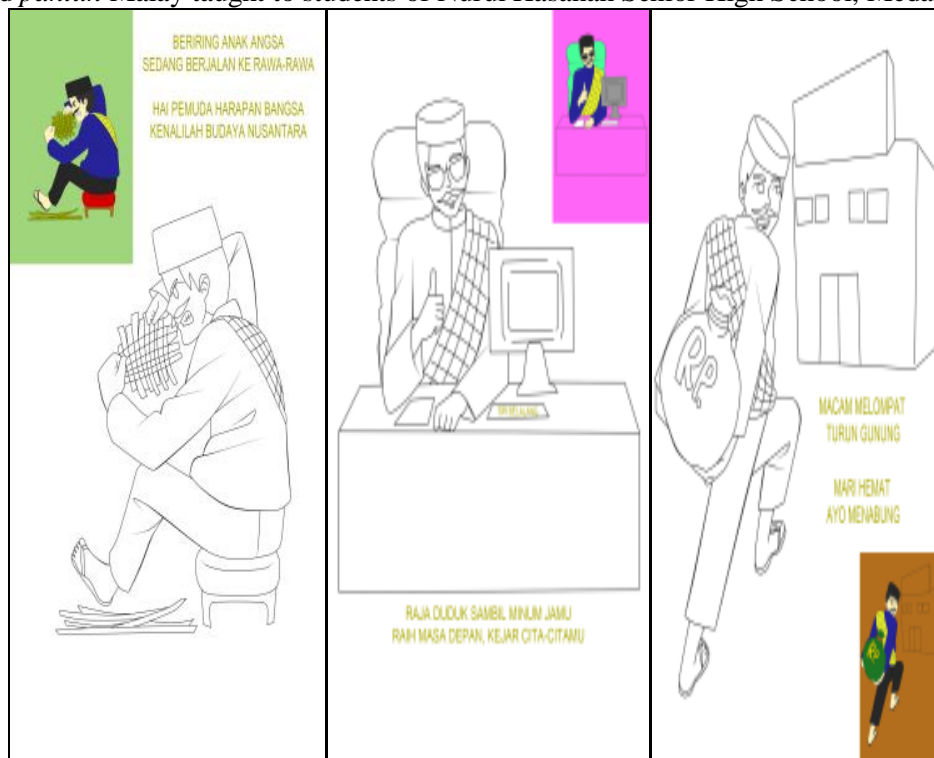


Figure 4: Iconic Card Based on Motivation Values





Figure 5: Iconic Card Based on Discipline, Cleanliness, and Orderliness Values

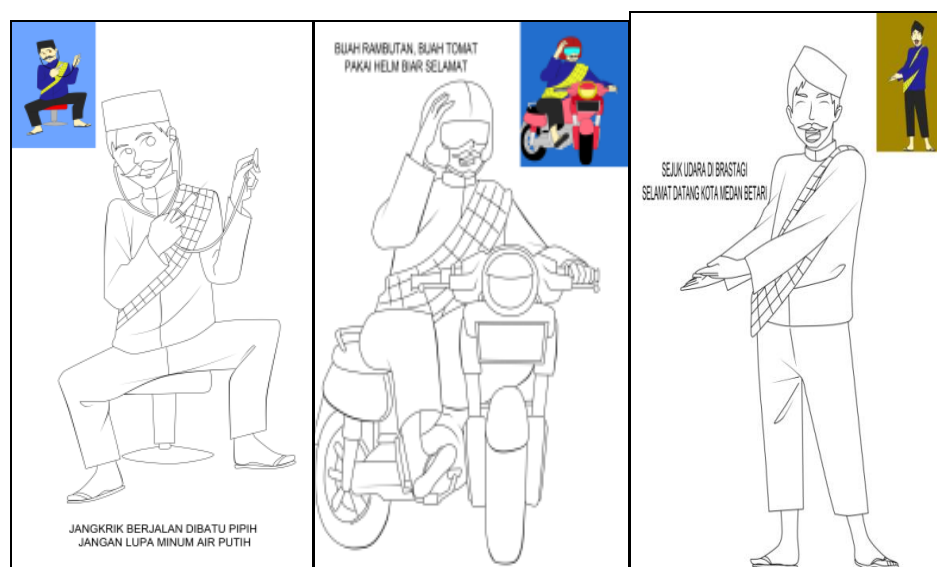


Figure 6: Iconic Card Based Healthy, Safety, and Friendly Values

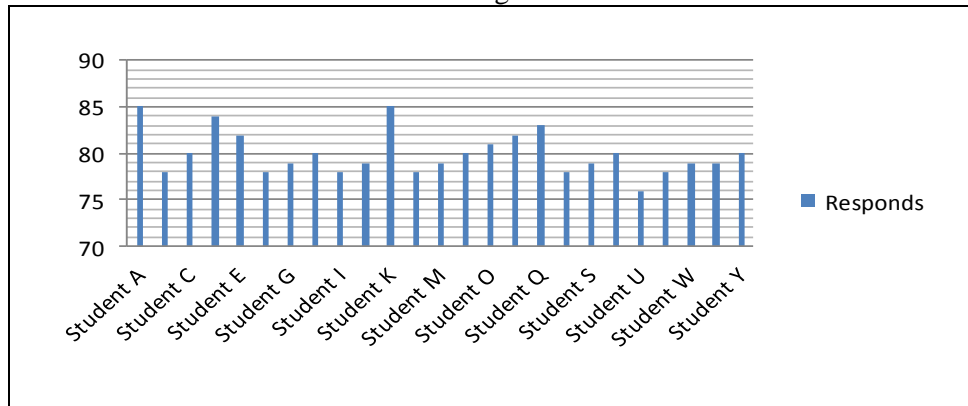
### 3.3 RESPONSES AND QUESTIONNAIRES

The responses of the students of Nurul Hasanah Senior high school to the teaching of the local wisdom values of the Malay culture through iconic cards applying the Malay *pantun* and *Pak Belalang* was carried out to obtain information from the respondent in terms of reportson his personality, or things he knew (Arikunto, 2019). This instrument was arranged based on indicators that can express knowledge, skills, and experience regarding teaching *pantun* using iconic cards.

The questionnaire was used to find some information about: (1) the interest of students of Nurul Hasanah Senior High School in teaching local wisdom values of Malay culture through the iconic card applying *pantun* and iconic character of *Pak Belalang*, (2) the active role of students in teaching values of local wisdom of Malay culture through iconic card media applying the *pantun* and icon of *Pak Belalang*, (3) the difficulties and ease faced by students of Nurul Hasanah Senior high school when participating in the teaching of local wisdom values of Malay culture through iconic card based on *pantun* and *Pak Belalang* (4) students' feeling after following the teaching of local wisdom values of Malay culture through the iconic card based on *pantun* and *Pak Belalang* icon and (5) students'

knowledge after attending the Malay cultural local wisdom values assisted by iconic card media applying *pantun* and *Pak Belalang*.

The instrument for evaluating the effectiveness of research in the teaching of Malay local wisdom values through the iconic card was carried out using a questionnaire. There were 25 statements and distributed to students of Nurul Hasanah Senior High School, Medan. The calculation results of the given questionnaire instruments can be seen in the figure below:



**Figure 7: Responds of Teaching Malay Local Wisdom Values**

The results of the questionnaire calculation of the implementation of research activities teaching the values of local cultural wisdom through the iconic card obtained an average percentage of questionnaires at a rate of 80.5 respondents liked this research activity. This is in accordance with the questionnaire calculation category which can be seen in Table 1 below (Arikunto, 2019).

The questionnaire was used to find some information about: (1) the interest of Nurul Hasanah Senior High School students in teaching local values of Malay culture through the iconic card applying *pantun* and iconic character of *Pak Belalang*, (2) the active role of students to participate in teaching values of local wisdom of Malay culture through iconic card media applying the *pantun* and icon of the *Pak Belalang*, (3) the difficulties and ease faced by high school students when attending the teaching of local wisdom values of Malay culture through the *pantun*-based iconic card and *Pak Belalang* icon (4) feelings students after following the teaching of Malay cultural local wisdom values through the *pantun*-based iconic card and *Pak Belalang* icon and (5) student knowledge after attending the Malay cultural local wisdom values assisted by iconic card media applying *pantun* and *Pak Belalang*.

The instrument for evaluating the effectiveness of researching the teaching of Malay local wisdom values through the iconic card was carried out using a questionnaire. Consisting of 25 statements and distributed to students of Nurul Hasanah Senior High School, Medan city. The calculation results of the given questionnaire can be seen in the figure below:

| No | Percentage Result | Category  |
|----|-------------------|-----------|
| 1  | 80% -100%         | Excellent |
| 2  | 65% -79,99%       | Good      |
| 3  | 55% -64,99%       | Fair      |
| 4  | 40% -54,99%       | Poor      |
| 5  | 0% -39,99%        | Very Poor |

**Table 1: Evaluation Criteria (Jacobs et al 1981& B North 2003)**

Based on the assessment guidelines above, it can be seen that the response of students toward teaching the local wisdom values of Malay culture using the iconic card applying *pantun* and iconic character of *Pak Belalang* is as very good with a percentage of 80, 5% categorized as very good.

#### IV CONCLUSION

The results showed that the implementation of the local wisdom values through interactive media of iconic cards using *Pak Belalang* and *pantun* were able to improve the character education of students of Nurul Hasanah High School, Medan. In terms of knowledge aspect, students were able to understand basic material regarding types, functions and the local wisdom values of Malay culture include moral values including religious, politeness, tolerance, compassion, honesty, customs, character and loyal friends' values, and ethical values include honesty, politeness, loyalty, family values. In terms of attitude and ethics aspects, students have the character of discipline and motivation in learning, courtesy to teachers, mutual respect for each other, have an awareness of obeying school rules, and maintain and preserve the culture of the community.

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