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Fakultas Bahasa dan Seni
Universitas Ma Chung

Villa Puncak Tidar N-01 Malang 65151

East Java - Indonesia

Telp. +62-341-550 171 | Fax. +62-341-550 175

E-Mail. klausa@jurnal.machung.ac.id | Web. jurnal.machung.ac.id

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CONTENTS

FOREWORD	iii
THE STRUCTURE OF COLLOCATION AND ITS TRANSLATION STRUCTURES IN SUBTITLES OF KURZGESAGT YOUTUBE CHANNEL	
<i>Cynthia Veronika</i>	1
THE INSEPARABLE NARRATOLOGY AND GENRE IN DISNEY'S ALADDIN (2019): A STRUCTURALIST CRITICISM 11	
<i>Sandi Hamim</i>	11
JUNIOR HIGH SCHOOL PERCEPTION OF COOPERATIVE GROUP WORK	
<i>Puspita Nugraha Wibisono</i>	33
THE INTEGRATION OF ISLAMIC VALUES IN THE DEVELOPMENT OF LISTENING COURSE MATERIALS	
<i>Mazroatul Ishlahiyah, Mira Shartika</i>	45
POLA ARGUMEN MAHASISWA JURUSAN PENDIDIKAN BAHASA MANDARIN	
<i>Yohanna Nirmalasari</i>	59

FOREWORD

KLAUSA Vol. 4 No. 1 (2020) opens with an article that understands language as a unique phenomenon. Chomsky once said that a language is a mirror of the mind. By understanding a language, we also understand the minds of the people speaking that language. While a language plays a central role because of its ability to influence the way people think and act, it also manifests itself into a cultural representation of the people using that language. In that case, a language is born from a social consensus that all members of the society agree upon in order to fulfill their needs. The language is structured yet it. In reality, language users have different ways to express their views and thoughts based on their cultures.

A collocation is an obvious evidence that describes how the unique characteristics of a language exist. Cyntia Veronika has investigated English and Indonesian collocations through the Kurzgesagt YouTube channel. Equivalent collocations describe relatively similar language patterns that both languages have shared. With this in mind, second language learners (L2) should be more likely to able to predict and express their ideas than the unequal ones. This fact reminds us of the theory of contrastive analysis (CA): the structure of the learners' L1 Affects the acquisition (the two terms acquisition/learning interchangeably) of their L2, in the sense that whenever there are similarities the L2 learning is facilitated, and when there are differences, the learning process is difficult. Veronika suggests the importance of having knowledge and continuously practicing the differences of collocations so that L2 learners become accustomed to appropriately using this collocation during the communication.

A language is also known as a representation of cultural behavior of the society. In this case, the language is a window to understand how people behave, feel and view the world. The following article is from Sandi Hamim who examines Disney's *Aladdin* (2019) in the context of narratology and genre. Known as the comedy film genre, *Aladdin* has unique characteristics because of its dramatic function

Klausa Vol. 4 No. 1 (2020) also includes some empirical studies on English language teaching: learning strategies in the classroom through cooperative learning. Puspita Nugraha Wibisono writes cooperative learning is not only about learning and sitting together; however, it also involves how the students assigned in group work are managed in such a way that they can learn a language optimally. This should include providing step by step guidance from learning to doing assignments. She mentions that the students have shown high percentage of perception on both cooperative group work strategies and representative assessment.

Mazroatul Ishlahiyah and Mira Shartika have written the integration of Islamic values in the development of teaching materials. In her article, she mentions about the integration of Islamic values into teaching materials. The design of the materials includes warming-up activities, main activities, games, reflection, and general knowledge of Islamic values. Supporting innovative audio materials can be further developed to make the materials completed. The teachers can use

some existing references or elaborate new audio by creating new conversations containing Islamic values.

This issue concludes with an article by Yohanna Nirmalasari, which scrutinizes the patterns of arguments. In this article, Nirmalasari analyzes a number of articles written by university students to find patterns. In contrast to the general misconception that men and women think differently, Nirmalasari discovers that there is no particular difference in the pattern of argument delivery with regards to gender. The difference that she discovers lies in the level of complexity of an argument, which is not related to one's gender.



THE STRUCTURE OF COLLOCATION AND ITS TRANSLATION STRUCTURES IN SUBTITLES OF KURZGESAGT YOUTUBE CHANNEL

*Cynthia Veronika*¹

¹Universitas Kristen Krida Wacana, chyntiaveronika06@gmail.com

ABSTRACT: This research aims to identify the types of English collocation and to investigate the structure of collocations in the Indonesian translation from English in Kurzgesagt YouTube Channel. This study used a descriptive qualitative method. The research used the theory of English collocation by McCarty and O'Dell (2008) and Indonesian collocation by Imran et al (2009) to identify English collocation types and investigate the structures of collocation in Indonesian. The research found that Adjective + Noun collocation types are mostly used to 133 of 232 and Verb + Noun to 45 or 19.40%. Focusing on structure of collocation translation equivalents in Indonesian, it was also found that Indonesian collocations 157 data or 67.7 % have the same structures and 75 data or 32.3% have different structures. 9 data or 3.9% are in the form of single words, and 1 data or 0.4% has no equivalent. After verification was made, Indonesian collocation equivalent are not always collocations: 90.5% are collocations and 9.5% are non-collocations, including single words. Based on the research finding, learners of English, translators, and future translators have to build awareness of the importance of collocation. The potential difficulties lie in the difference in translation equivalent.

Key Terms: *Collocation, Collocation Structures, Kurzgesagt YouTube Channel, Translation Equivalent*

INTRODUCTION

In the current digital era, people have an unquenchable thirst for information which comes from all over the world through various media, such as internet, television, radio, books, and newspapers. The information is generally disseminated through various languages. In fact, people are faced with language barriers. Hence, to lift the language barriers, translation plays a crucial role. The definition of translation is in line with the theories proposed by some translation scholars. Newmark (1988) states that translation is an effort to shift message from written text of one language to another. It can be implied further that translation is the transformation of message from one language (source text) to others (target text). Similarly, Tanjung, (2015) notes that "Translation is the transferring of source text in quite natural meaning to target text by conveying its meaning and style."

Translation can be carried out by changing word structure: word deletion or omission, word addition, or retaining structure of the target language. Ivacovoni (2009) states that deletion is the translation procedure used by deleting word in target language. Meanwhile, "additions are used to provide further information about previous events, context, or historical background, and thus have

the function of explanation and embedding” (Van Dijk, 1988, p.61). Those problems are caused by different cultures between the two languages.

One of the aspects that causes difficulty in translation is rules of writing. A phrase is one of the rules of writing that has an impact on the writing. Phrases are important in translation. Common phrases are noun phrase, verb phrase, adjective phrase, adverbial phrase, and prepositional phrase. Some of the phrases have unique and constant pair. Unique and constant mean that the pair cannot be replaced by any other words. Such a word combination is known as collocation in linguistics. Hatim and Munday (2004) have mentioned that collocation is a group of words which is consistently combined.

The purpose of the study is to identify collocation types used in the subtitles of Kurzgesagt YouTube channel and to investigate the translation of collocation equivalent structures. There are two research questions in this study: (1) What are the collocation types used in the subtitles of Kurzgesagt YouTube channel and how many collocations are identified? (2) How are these collocations translated from English to Indonesian in the Kurzgesagt YouTube channel?

Collocation Types

According to McCarty and O’Dell theory (2008), there are seven collocation types in English. The example of collocation types provided by McCarty and O’Dell are presented in Table 1.

Table 1. Collocation Types Classification by McCarty and O’Dell (2008)

Types of collocation	Collocation
Adjective + Noun	Regular exercise
Noun + Verb Or Verb + Noun	Dog barking Or Do homework
Noun + Noun	Flight recorder
Verb and expression with preposition	Filled with horror
Verb + Adverb	Placed gently
Adverb + Adjective	Highly successful

Seven types of collocation are among others *Adj+N*, *N+V*, *V+N*, *N+N*, *Verb and V+Exp with Prep*, *V+Adv*, and *Adv+Adj*. The example in *N+V* or *V+N* shows that both types are inversion. It can be inferred that the collocation words between verb and noun are found in *V+N* or *N+V* structures. In *Verb + Exp with Prep*, it shows that the verb is not combined with the preposition. The data in Table 1 shows that verb is combined with the Expression of Preposition.

Collocation Translation

There are five difficulties in translating collocation. Baker (1992) mentions that those difficulties are the effect of retaining source text forms, misinterpretation of collocation meaning

in a target language, equivalence of accuracy and naturalness, culture-specific collocation, and different collocation in a target language.

Indonesian has collocation as well. The definition is in accordance with theory proposed by Kridalaksana (1982) saying that collocation is a possibility of few words that consistently co-occur between one word and another in the same text. Imran *et al* (2009) mentions that there are two collocation types: grammatical and lexical. Grammatical collocation is classified into 8 structures, while lexical collocation is categorized into 9 structures. Below is the classification of the collocation types.

Table 2. Grammatical Collocation

Type	Structure	Examples
1	Adj + kf +N	<i>Teguh dalam pendirian</i>
2	V + kf + N	<i>Berjalan dalam kegelapan</i>
3	V + kf + V + N	<i>Bersua dengan penuh kegembiraan</i>
4	Kf + N	<i>Dalam kegelapan, seiring dengan perkembangan zaman, dalam kesulitan, dalam kebahagiaan, pada dasarnya</i>
5	Kf + Adj	<i>Cukup baik, kurang sedap</i>
6	N + kf + clause	<i>Pria yang memakai baju biru itu paman saya</i>
7	V + kf + clause	<i>Kamu harus rajin belajar agar pandai. Dia tetap bekerja walaupun sakit. Dia berkata bahwa besok akan pergi. Tersenyum pun tidak mau apalagi memberi minum.</i>
8	Kf + Adv	<i>Dia makan lima kali dalam sehari</i>

Table 3. Lexical Collocation

Type	Structure	Examples
1	N + V	<i>Air mengalir, petir menggelegar</i>
2	N + Adj	<i>Kopi pahit, teh kental, gerak lambat</i>
3	N + N	<i>Es batu, kopi susu, hujan batu</i>

4	V + N	<i>Membajak sawah, mengemudikan mobil, naik pangkat</i>
5	Adj + V	<i>Cepat sembuh, lambat mendarat, berani bertanggungjawab</i>
6	V + Adj	<i>Lari cepat, berpikir logis, jalan santai, bicara tinggi</i>
7	N + Adv	<i>Tahun lalu, tahun depan, halaman belakang</i>
8	V + Adv	<i>Berlayar langsung</i>
9	Adj + N (specific meaning)	<i>Sakit hati, keras kepala, besar mulut, rendah hati</i>

Earlier studies on collocation and its translation have been around. At least, there are two related studies investigating the collocation. In 2016, Masyita conducted research on collocation in the short story about psychological thriller written by Edgar Allan Poe in 1843 and "*Kisah-Kisah Tengah Malam*", an Indonesian version of short story book consisting of thirteen short stories. The results of the research showed that a total of 125 collocations were found, where 62 English collocations were translated as collocation into Indonesian, 63 collocations were not translated into Indonesian collocation, and some collocations had no Indonesian equivalent. Makmur (2015) conducted research on collocation types in the novel, "The Lost Symbol" by Dan Brown. The results of the research showed that 41 collocations were found.

RESEARCH METHOD

The object of this research is English and Indonesian subtitles of educational content video in the form of visual animation provided by YouTube channel with the title of Kurzesagt YouTube channel. The data include 20% or 18 videos of the total videos available from July, 2013 up to March, 2019 to around 92 videos. This study has used a descriptive qualitative method. Nawawi and Martini (1966) mention that descriptive qualitative method is a method which presents the facts of data and in the end of research, the data will be inferred based on their presented facts. The data collection phases include collecting the subtitles, finding English keywords, choosing English keywords, identifying collocation, and checking English collocation. The research aims to identify the type of collocations and investigate the collocation translation from English to Indonesian. Below are steps the researcher had taken to analyze the first research question: providing collocation data samples, identifying the collocation structure, classifying the collocation types, calculating the total number of collocation types.

Providing Sample

Table 4. The Example of Collocation Type Analysis Step 1

No	SL
1	the <u>nuclear force</u>
2	To answer a <u>simple question</u>

Table 4 shows the step where the researcher opens the collocation data that are saved in Microsoft Excel. 14 data samples are provided for analysis as the representation of each seven collocation types. The data samples are in form of chunks containing the collocation. “A chunk is a group of words that are commonly used together as a semantic unit” (Loewen and Reinders, 2011, p.24). While in the collocation translation, the data samples are the type of collocations and their Indonesian translation equivalent. The data samples are drawn in Table 5.

Table 5. The Example of Collocation Translation Analysis Step 1

ST	TL	Translation Equivalent Structure	Category
there is not a single <u>magic bullet</u> with which to cure aging	<i>tidak ada satu <u>obat ajaib</u> yang dapat menyembuhkan penuaan</i>	

Identifying Structure

After the first step, the analysis is made to each collocation type to find the collocation structure. The structure of collocations may have combination of many parts of speech such as verb, noun, adjective, adverb, and preposition. The collocation is classified into several types, for example, a collocation has Adj+N type. After the classification, calculation is made to each collocation type.

In collocation translation, analysis on the collocation translation is given by comparing the collocation and its translation equivalent. The comparison is made by looking at both English and Indonesian word structures whether or not they are similar and are translated into Indonesian collocation. The analysis also reveals that collocation which is not translated or experiences deletion collocation. The lexical collocation theory by Imran *et al* (2009) is used to analyze the collocation structure in Indonesian.

The verification of the use of collocation is made by searching its collocation keywords to *Google Books*. The analysis uses seven abbreviations in the table: source language (SL), target

language (TL), similar structure (DS), similar structure (SS), Google Books (GB), high frequency (HF), and low frequency (LF).

Table 6. The Example of Collocation Translation Analysis Step 2

SL	TL	Translation Equivalent Structure	Verification Result (GB)	Category
there is not a single <u>magic bullet</u> with which to cure aging	<i>tidak ada satu <u>obat ajaib</u> yang dapat menyembuhkan penuaan</i>	N+Adj (DS)		Collocation

Calculating the total number

After the classification, calculation is made to each collocation type. Then, the total number of collocation are drawn in Table 7.

Table 7. The Example of the Total Number of Collocation Type Percentages Table

No	Collocation Type	Number of Data	Percentage
1	N + V	X data	X %
2	V + N	X data	X %
3	V + Adv	X data	X %
4	Adv + Adj	X data	X %
5	Adj + N	X data	X %
6	N + N	X data	X %
7	V + Exp with Prep	X data	X %
TOTAL		X data	X %

The last step in collocation translation is done by calculating the total number of changes in collocation translation. The changes in the equivalent translation structure include whether they are similar or different word structures, classified as Indonesian collocation and they experience collocation word deletion. The calculation of changes is made and expressed in percentages. The calculation is drawn up in Table 8.

Table 8. The Example of the Total Number of Change of Collocation Translation Equivalent

No	Collocation Type	Changing to new structure	Similar word structure	Verified collocation	Single Word
1	N + V	X data	X data	X data	X data

2	V + N	X data	X data	X data	X data
3	V + Adv	X data	X data	X data	X data
4	Adv + Adj	X data	X data	X data	X data
5	Adj + N	X data	X data	X data	X data
6	N + N	X data	X data	X data	X data
7	V + Exp with Prep	X data	X data	X data	X data
TOTAL		X	X	X	X
Percentage		%	%	%	%

FINDINGS AND DISCUSSION

Collocation Types

The study finds 232 data of English collocations. In the data analysis, seven collocation types are found. This means that all collocation types proposed by McCarty and O'Dell are found in the Kurzgesagt YouTube channel subtitles. The total number of collocation data are presented in Table 9.

Table 9. Total of Collocation Types

No	Collocation Type	Number of Data	Percentage
1	N + V	9 data	3.88%
2	V + N	45 data	19.40%
3	V + Adv	3 data	1.30%
4	Adv + Adj	13 data	5.60%
5	Adj + N	133 data	57.33%
6	N + N	27 data	11.64%
7	V + Exp with Prep	2 data	0.86%
TOTAL		232 data	100%

The data of N+V collocation type are 9, V+N collocation types are 45 data, V+Adv collocation types 3 data, Adv+Adj collocation types are 13 data, Adj+N collocation types are 133 data, N+N collocation types are 27 data, and V+Exp with Prep type has 2 data. The most dominant collocation type collected from Kurzgesagt subtitles YouTube channel is Adj+N type while the lowest total number of data of collocation type is the seventh type, V+Exp with Prep. The data which are not same collocations are 208 data. Therefore, it can be inferred that the collocation used in the subtitles vary in their uses.

Collocation Translation

The total number of collocation category in translation equivalent in the research is 201 data: 9 of 9 N+V data, 40 of 45 V+N data, 3 of 3 V+Adv data, 9 of 13 Adv+Adj data, 117 of 133 Adj+N data, 22 of 27 N+N data, and 1 of 2 V+ Exp with Prep data. The complete description of collocation translation equivalent is presented in Table 10.

Table 10. Total Number of Change in Structure of Collocation Translation Equivalent

No	Collocation Type	Changing to new structure	Similar word structure	Verified collocation	Single Word
1	N + V	1 data	8 data	9 data	0 data
2	V + N	6 data	39 data	41 data	3 data
3	V + Adv	0 data	3 data	3 data	0 data
4	Adv + Adj	13 data	0 data	9 data	2 data
5	Adj + N	49 data	84 data	123 data	4 data
6	N + N	5 data	22 data	24 data	0 data
7	V + Exp with Prep	1 data	1 data	1 data	0 data
TOTAL		75 data	157 data	210 data	9 data
Percentage		32.3%	67.7%	90.5%	3.9%

The total number of verified collocation in Table 26 gives an indication that all V+Adv collocation types were translated into collocations, while other translation equivalents contain single word or not collocation. The total number of single word findings is 9 data. One data that does not have the translation equivalent is in Adj+N type. The equivalent collocations in Indonesian with similar structure reach 67.7%, while the ones with different structure are 32.3%.

Based on the theory in English collocation types by McCarty and O'Dell (2008), the research found similarities and differences in collocation types. The translation equivalents show that the research found in 6 similar and 5 different collocation types. Those 6 similar types are N+V, Adj+N, N+N, V+N, V+Adv, Adj+N, and V+Kf+N (V+Exp with Prep), while the different types are N+Adj, Adj+V, V+Adj, N+Adj, and Kf+Adj.

CONCLUSION

Of the 232 data used in the research and based on the analysis on the sample data, the research found seven types of collocation with their structures. They are among others: N+V (3.88%), V+N (19.40%), V+Adv (1.30%), Adv+ Adj (5.60 %), Adj+N (57.33%), N+N (11.64%), and V+ Exp with Prep (0.86%). The findings of collocation types in the research as pointed out by McCarty and O'Dell (2008) carry the implication that subtitle writing in English use more

collocations which may pose difficulties to the non-native English readers or viewers. For learners of English, the finding of collocation types may raise awareness of the importance of collocational knowledge to improve their English language mastery, particularly in reading or writing. For the translators or future translators, when it comes to the collocation, they need to take extra effort to transfer them into their target language because the collocation translation is sometimes not easy.

The equivalent collocations in Indonesian with similar structure reach 67.7%, while the ones with different structure are 32.3%. The implications that the findings can have with the similar collocation structures in Indonesian are that translators or future translators may have facility in doing English to Indonesian text translation, particularly when dealing with collocations. Learners of English may have no difficulties in learning collocations. While the difference in structure of equivalent collocation translation in Indonesian, it may create difficulties to the translators or future translators when encountering collocation translation. They have to be creative in finding the collocation equivalent structures which are acceptable to Indonesian.

After verification, it was found that 90.5% are collocations and 9.5% non-collocation, and 0,4 % has no equivalent in Indonesian. The finding gives the fact that collocations are dominantly translated into collocations in Indonesian. Some have no collocation equivalents, but they are in forms of single words or no equivalent at all.

Based on the conclusions, the researcher gives the recommendations to some parties as follows: learners of English, translators and future translators should be aware of the importance of collocation as they can be found in any English texts while sometimes there are similarities and differences in collocation structures between English and Indonesian. The similarities mean facilities while differences can be potential difficulties.

Other researchers may conduct further study on collocation and its translation into Indonesian and use the results of this research as a reference. The data of collocation and their translation equivalents can be used as an initial description on how to deal with collocation and their translations.

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THE INSEPARABLE NARRATOLOGY AND GENRE IN DISNEY'S *ALADDIN* (2019): A STRUCTURALIST CRITICISM

*Sandi Hamim*¹

¹Universitas Ma Chung, 211610011@student.machung.ac.id

ABSTRACT: The current study aims to analyze the narratology and to identify the genre of Disney's *Aladdin* (2019). It also discusses the relationship between narratology and the genre in the movie. The theories used in this study are narratology theory by Vladimir Propp and genre analysis by Northrop Frye with the structuralist criticism perspective. The study used the descriptive qualitative method. The findings of this study provide pieces of evidence that Disney's *Aladdin* movie can be analyzed using Propp's narratology. There are 30 of 31 functions of dramatis personae and 7 of 7 dramatis personae found in the movie. Those findings are deducted by focusing on the plot and characters in the movie. According to those findings, the genre of the movie based on Frye's theory of myths is the mythos of spring (comedy). This is because the movie moves from the mythos of winter to summer (irony to romance). This finding is supported by the existence of the elements of conflict, disorder and confusion, and the triumph of traditional quest theory. It also supported by the existence of the category of irony, romance, and comedy (theory of modes in the movie). Hence, the researcher deduces that the narratological analysis and the genre in this study are intercorrelated and support one another.

Key Terms: *Structuralist Criticism, Narratological Analysis, Genre Analysis, Proppian Analysis, Frye's Theory of Myths*

INTRODUCTION

In general, the genre of a movie or literary work cannot be determined freely. In an analysis, critics need some information such as plot, character, and action, and the setting of the work (Reich, 2017, p. 16). Additionally, within literary texts, one can find so much information and mental experience. In order to acquire the information, critics must have a special "looking glass" to appreciate the extraordinary richness of literature. The critics also must understand some basic notions that are related closely to literature, i.e. literature and society, tradition, gender, and more.

The various critical theories of literature have been working out to analyze and interpret narrative texts. For instance, psychoanalytic criticism, Marxist criticism, feminist criticism, new criticism, reader-response criticism, structuralist criticism, deconstructive criticism, new historical and cultural criticism, LGBT and Queer criticism, African American criticism, and postcolonial criticism (Tyson, 2006). One of the useful literary criticisms is structuralist criticism. Literary speaking, structuralism has very important implications since literature is verbal art, which is composed of language (Tyson, 2006, p. 221). Human explains his mind with language as a structure through literary works. She also states that structuralism is defined as human science to

understand the fundamental structures that underlie all human experience (Tyson, 2006, pp. 209-210).

The ground concept in this study is structuralism. In a broader sense, structuralism is a concept and the way of studying human culture that emphasizes the importance of its basic structures and the relationships between its parts (Cambridge Dictionary, 2019). Tyson (2006, pp. 209-210) adds that structuralism is defined as a human science whose effort is to understand, in a systematic way, the fundamental structures that underlie all human experience, i.e. human behavior and production.

Structuralism can be applied in many fields. In this study, the researcher analyzes the concept of structuralism in the literature perspective. In a detailed way, structuralist criticism in literature mainly deals with narrative texts. A narrative is a story, whether told in prose or verse, involving events, characters, and what the characters say and do (Abrams, 1999, p. 173). Abbott (2002, p. 193) also states that narrative is commonly telling a story; it is the representation of a story. The quality or condition of presenting a narrative as a 'narrative' called narrativity (Phelan and Rabinowitz, 2005, p. 41). However, according to Abbott (2009, p. 22), narrativity is a vexed issue, therefore, there is no 'definitive' test that can tell the degree narrativity is present. The critics may consider some approaches or theories proposed by scholars in the past.

Furthermore, the study of the form and functioning of the narrative is called as narratology (Phelan, 2006, cited in Amerian and Jofi, 2015, p. 183). Meister (2009, in Huhn, Meister, Pier, Schmid, Schonert, 2009, p. 329, cited in Amerian and Jofi, 2015, p. 183) defines narratology as a humanities discipline, which is dedicated to the study of logic, principles, and practices of narrative representation. There were a lot of structuralist approaches proposed by the theorists, i.e. the work of A. J. Greimas, Tzvetan Todorov, Vladimir Propp, Gerard Genette, and more. One of the useful examples of structuralist criticism in literature is Vladimir Propp's theory, which focuses on the characters' function and the plot structure developments.

The analysis of narratology by Propp has two types of components. The first is *functions*, which constitute the characters and the plot of the story, and the second is *roles*, which may be filled by a variety of characters ('dramatis personae') (Culler, 1975; 2002, p. 243). Culler, furthermore, explains *function* as an act of dramatis personae (the characters), which is defined from the point of view of its significance for the course of action of the tale as a whole. In fact, not all stories will contain all of the Propp's functions; some of these functions occur in pairs as well.

In a more detailed way, according to Propp (1958, in Wagner, 1968, pp. 149-155, cited in Stone Dragon Press, 2009-2018), the 31 functions are described as five spheres, as follows.

Initial Situation

Element 0: Introduction and Setup = Initial situation – α (**alpha**)

α — Introduction of protagonist(s) and setup for story (context)

Preparatory Section

Function 1: member(s) of family absents themselves from home = absention – β (beta)

β_1 — absention (departure) of elder(s)

- β_2 — death of parent(s)
- β_3 — absentation (departure) of sibling(s)

Function 2: an interdiction is addressed to protagonist(s) = interdiction – γ (gamma)

- γ_1 — interdiction issued
- γ_2 — inverted form of interdiction issued as order or suggestion

Function 3: interdiction is violated = violation – δ (delta)

- δ_1 — interdiction violated
- δ_2 — order or suggestion executed

Function 4: antagonist(s) makes attempt at reconnaissance = reconnaissance – ϵ (epsilon)

- ϵ_1 — reconnaissance by antagonist(s) to obtain information about victim(s) / protagonist(s)
- ϵ_2 — inverted form of reconnaissance by victim(s) / protagonist(s) to obtain information about antagonist(s)
- ϵ_3 — reconnaissance by other person(s)

Function 5: antagonist(s) receives information about victim(s) / protagonist(s) = delivery – ζ (zeta)

- ζ_1 — antagonist(s) receives information about victim(s) / protagonist(s)
- ζ_2 — inverted form of delivery as victim(s) / protagonist(s) receives information about antagonist(s)
- ζ_3 — information received by other means

Function 6: antagonist(s) attempts to deceive victim(s) / protagonist(s) in order to take possession of them or their belongings = trickery – η (eta)

- η_1 — deceitful persuasions by antagonist(s)
- η_2 — direct application of magical agents by antagonist(s)
- η_3 — use of other forms of deception or coercion

Function 7: victim(s) / protagonist(s) accept deception and unwittingly help antagonist(s) = complicity – θ / λ (theta/lamda)

- θ_1 — victim(s) / protagonist(s) reacts to persuasions of antagonist(s)
- θ_2 — victim(s) / protagonist(s) mechanically falls victim to influence of magical agent
- θ_3 — victim(s) / protagonist(s) gives in or reacts mechanically to deceit of antagonist(s)
- λ — preliminary misfortune caused by deceitful agreement

Complication Section

Function 8 (and/or 8a) is always present in the tale.

Function 8: antagonist(s) causes harm or injury to the victim(s)/member of the protagonist's family = villainy – A

- A1 — the kidnapping of a person
- A2 — the seizure of magical agent or helper
- Aii — forcible seizure of magical helper
- A3 — pillaging or ruining of crops
- A4 — theft of daylight
- A5 — plundering in other forms
- A6 — bodily injury, maiming, mutilation
- A7 — causes sudden disappearance
- Avii — the bride is forgotten
- A8 — demand for delivery or enticement, abduction
- A9 — expulsion
- A10 — casting into a body of water
- A11 — the casting of a spell, transformation
- A12 — false substitution
- A13 — issues order to kill [requires proof]
- A14 — commits murder
- A15 — imprisonment, detention
- A16 — the threat of forced matrimony
- Axvi — the threat of forced matrimony between relatives
- A17 — the threat of cannibalism
- Axvii — the threat of cannibalism among relatives
- A18 — tormenting at night (visitation, vampirism)
- A19 — declaration of war

Function 8a (and/or 8) is always present in the tale.

Function 8a: one member of the family lacks/desires something = lack – a

- a1 — lack of bride, friend, or an individual
- a2 — lack of helper or magical agent
- a3 — lack of wondrous object(s)
- a4 — lack of egg of death or love
- a5 — lack of money or means of existence
- a6 — lacks in other forms

Function 9: misfortune/lack made known, the protagonist(s) approached with request/command, they are allowed to go/dispatched = mediation, the connective incident – B

- B1 — call for help received, the protagonist(s) as the seeker(s) dispatched
- B2 — protagonist(s) as seeker(s) dispatched directly
- B3 — protagonist(s) as the seeker(s) released, allowed to depart
- B4 — announcement of misfortune in other forms, the protagonist(s) as a seeker(s) departs
- B5 — transportation of banished protagonist(s) as a victim(s)
- B6 — condemned protagonist(s) as victim(s) released, spared
- B7 — lament or plaintive song by/about victim(s), heard/sung by protagonist(s)

Function 10: protagonist(s) agrees to or decides on counteraction = beginning counteraction – C

- C — protagonist(s) as seeker consents to counteraction

Function 11: protagonist(s) leaves home = departure – ↑

- ↑ — departure, dispatch of the protagonist(s) from home

Donors

Function 12: the protagonist(s) tested, interrogated, attacked, etc. which prepares the way for receiving magical agent or helper = first function of donor – D

- D1 — donor tests protagonist(s)
- D2 — donor greets and interrogates protagonist(s)
- D3 — request of favor after death
- D4 — entreaty of a prisoner for freedom
- *D4 — entreaty of the prisoner for freedom, with preliminary imprisonment
- D5 — request for mercy
- D6 — request for division
- d6 — argument without express request for division
- D7 — other requests
- *D7 — other requests, with a preliminary helpless situation of person making request
- d7 — helpless situation of the donor without stated request, the possibility of rendering service
- D8 — attempt to destroy
- D9 — combat with hostile donor
- D10 — offer of a magical agent as an exchange

Function 13: protagonist(s) reacts to actions of future donor = protagonist's reaction – E

- E1 — protagonist(s) withstands ordeal (or not)
- E2 — protagonist(s) answers greeting (or not)
- E3 — protagonist(s) renders service to a dead person (or not)
- E4 — protagonist(s) frees of captive

- E5 — mercy to suppliant
- E6 — protagonist completes apportionment and reconciles disputants
- Evi — protagonist(s) deceives disputants
- E7 — performance of some other service, the fulfillment of the request, pious deeds
- E8 — an attempt at destruction averted by the turnabout
- E9 — protagonist(s) vanquishes hostile donor (or not)
- E10 — deception in exchange, the protagonist(s) employs magical agent on donor

Function 14: the protagonist(s) acquires the use of magical agent = acquisition of magical agent – F

- F1 — agent is directly transferred
- f1 — gift is of a material nature
- F- — agent is not transferred
- F= — protagonist's negative reaction provokes cruel retribution
- F2 — agent is pointed out
- F3 — agent is prepared
- F4 — agent is sold and purchased
- F43 — agent is made on order
- F5 — agent is found by chance
- F6 — agent suddenly appears of its own accord
- Fvi — agent appears from out of the earth
- F7 — the agent is drunk or eaten
- F8 — agent is seized
- F9 — agent offers its services, places itself at someone's disposal
- f9 — agent indicates it will appear of its own accord in some time of need
- F96 — meeting with a magical helper(s) who offers their services

From an Entry of Helper to End of the First Move

Function 15: the protagonist(s) transferred, delivered or led to vicinity of the object of search = transference, guidance – G

- G1 — protagonist(s) flies thru the air
- G2 — protagonist(s) travels on ground or water
- G3 — protagonist(s) is led
- G4 — the route is shown to the protagonist(s)
- G5 — protagonist(s) makes use of stationary means of communication (stairs, bridge, passageway. etc.)
- G6 — marked trail shows the way (blood, tracks, yarn, etc.)

Function 16: protagonist(s) and antagonist(s) join in direct combat = struggle – H

- H1 — fight in an open field
- H2 — contest, competition

H3 — a game of cards

H4 — weighing with scales

Function 17: protagonist(s) branded = branding – J

J1 — application of the mark to the body of the protagonist(s)

J2 — the transference of token (ring, towel, etc.)

Function 18: antagonist(s) defeated = victory – I

I1 — antagonist(s) defeated in open battle

***I1** — antagonist(s) defeated by one protagonist(s) while the other(s) hide

I2 — antagonist(s) defeated in the contest

I3 — antagonist(s) defeated at cards

I4 — antagonist(s) defeated in weighing with scales

I5 — protagonist(s) kills antagonist(s) without preliminary fight

I6 — the expulsion of the antagonist(s)

Function 19: initial misfortune or lack is liquidated = liquidation – K

K1 — direct the acquisition thru the application of force or cunning

Ki — direct the acquisition thru the application of force or cunning, with one person compelling another

K2 — acquisition accomplished by several helpers at once

K3 — acquisition achieved with help of an enticement or decoy(s)

K4 — liquidation of misfortune as the direct result of previous actions

K5 — object of search attained instantly thru the use of magical agent

K6 — poverty done away with thru use of magical agent

K7 — object of search captured

K8 — the breaking of spell on the victim

K9 — resuscitation of slain

Kix — resuscitation, with preliminary obtaining of water of life

K10 — release from captivity

KF1 — liquidation in form F: the object of the search is transferred

KF2 — liquidation in form F: the object of the search is pointed out

KF3 — liquidation in form F: the object of the search is prepared

KF4 — liquidation in form F: the object of the search is sold, purchased

KF43 — liquidation in form F: the object of the search is made on order

KF5 — liquidation in form F: the object of the search is found

KF6 — liquidation in form F: the object of search appears of its own accord

KFvi — liquidation in form F: object of search appears from out of the earth

KF7 — liquidation in form F: the object of the search is drunk or eaten

KF8 — liquidation in form F: the object of the search is seized

KF9 — liquidation in form F: object of search offers its services, places itself at someone's disposal

KF96 — liquidation in form F: the object of search are helpers who offer their services

Function 20: protagonist(s) returns = return – ↓

↓ — return of protagonist(s)

Function 21: protagonist(s) pursued = pursuit – Pr

Pr1 — antagonist(s) flies thru the air

Pr2 — antagonist(s) demands a guilty person

Pr3 — antagonist(s) pursues, accompanied by the series of transformations into animals

Pr4 — antagonist(s) pursues, with the transformations into enticing objects

Pr5 — antagonist(s) attempts to devour protagonist(s)

Pr6 — antagonist(s) attempts to destroy protagonist(s)

Pr7 — antagonist(s) attempts to gnaw thru tree with the protagonist(s) up in it

Function 22: rescue of protagonist(s) from pursuit = rescue – Rs

Rs1 — protagonist(s) carried thru the air or runs quickly

Rs2 — protagonist(s) places obstacles in path of pursuers [with transformation]

Rs3 — fleeing, with the transformation to escape recognition

Rs4 — fleeing with concealment of escapee

Rs5 — concealment of escapee by blacksmiths

Rs6 — escapee goes thru the series of transformations into animals, plants & stones

Rs7 — warding off the temptation of an enticing object(s)

Rs8 — rescue or salvation from being devoured

Rs9 — rescue or salvation from being destroyed

Rs10 — leap into another tree

Beginning of The Second Move — (repeat from the new villainy to unrecognized arrival)

Function 23: protagonist, unrecognized, arrives home or another country = unrecognized arrival – o

o — unrecognized arrival

Function 24: false protagonist(s) presents unfounded claims = unfounded claims – L

L — claims of the false protagonist(s)

Function 25: difficult task proposed to protagonist(s) = difficult task – M

M1 — ordeal by food and drink

M2 — ordeal by fire

M3 — riddle guessing

M4 — the ordeal of choice

M5 — hide and seek

- M6 — the test of strength
- M7 — the test of adroitness
- M8 — the test of fortitude
- M9 — the test of endurance
- M10 — tasks of supply
- Mx — tasks of manufacture
- M11 — sorting tasks
- M12 — other tasks

Function 26: task resolved = solution – N

- N1 — food and drink consumed
- N2 — fire survived
- N3 — riddle guessed
- N4 — correct choice selected
- N5 — protagonist(s) not found
- N6 — the test of strength passed
- N7 — the test of adroitness passed
- N8 — the test of fortitude passed
- N9 — the test of endurance passed
- N10 — object(s) supplied
- Nx — object(s) manufactured
- N11 — sorting tasks completed
- N12 — other tasks completed
- *N — solution before the deadline

Function 27: protagonist(s) recognized = recognition – Q

- Q1 — recognition of protagonist(s) by mark on the body
- Q2 — recognition of protagonist(s) by token
- Q3 — recognition of protagonist(s) by the accomplishment of the difficult task
- Q4 — recognition of protagonist(s) by the family member

Function 28: false protagonist(s) or antagonist(s) exposed = exposure – Ex

- Ex1 — exposure of false protagonist(s) or antagonist(s) by lack of the mark on the body
- Ex2 — exposure of false protagonist(s) or antagonist(s) by lack of token
- Ex3 — exposure of false protagonist(s) or antagonist(s) by failure to accomplish the difficult task
- Ex4 — exposure of false protagonist(s) or antagonist(s) thru song / lament

Function 29: protagonist(s) given new appearance = transfiguration – T

- T1 — new physical appearance by magical action of helper
- T2 — protagonist(s) builds a palace

T3 — protagonist(s) puts on new garments

T4 — humorous and rationalized forms, new appearance achieved by the deception

Function 30: false protagonist(s) or antagonist(s) punished = punishment – U

U — the punishment of false protagonist(s) or antagonist(s)

U- — false protagonist(s) or antagonist(s) pardoned

Function 31: protagonist(s) marries and ascends throne = wedding – W

W#* — protagonist(s) weds and ascends the throne

W# — protagonist(s) weds

W* — protagonist(s) ascends throne

w1 — protagonist(s) promised marriage

w2 — protagonist(s) resumes marriage

wo — protagonist(s) given a monetary reward or other forms of material gain

Another perspective of this study is the genre analysis. According to Abrams (1999, p. 108), the genre is a term that denotes types or classes of literature. By employing the theory by James Joyce in his *Portrait of the Artist as a Young Man* (1916) in chapter 5, [he] classifies genre as three types, i.e. poetry, prose fiction, and drama. In the genre analysis, its concern is with the nature of linguistic conventions and how the linguistic conventions operate within different types of the genre (narrative or non-narrative texts). Specifically, in a structural criticism, Northrop Frye divides genres in different ways, i.e. romance, irony/satire, comedy, and tragedy. From a structuralist perspective to the genre analysis, Frye calls this as a theory of myths (the plural form is mythoi). There are four categories, i.e. mythos of summer (romance), the mythos of winter (irony/satire), the mythos of spring (comedy), and mythos of autumn (tragedy).

In order to support the genre analysis in this study, the researcher also employs some theories from Frye, i.e. theory of modes and traditional quest (was edited by Scholes). As cited by Tyson (2006, p. 224), the theory of modes is illustrated in the following table.

Table 1. Scholes's Theory of Modes (cited in Tyson, 2006, p. 224)

Number	Protagonist's Power	Fictional Mode	Character Type
1	Superior in kind to both men and their environment	Romance	Heroes
2	Superior in the degree to men but not to their environment	High mimesis (imitation of life, like what found in epic and tragedy)	Leaders

3	Equal in the degree to men and their environment	Middle mimesis (imitation of life, like that found in realism)	Ordinary people like ourselves
4	Inferior in the degree to men and their environment	Low mimesis (imitation of life, like that found in comedy)	Comic and pathetic figures
5	Inferior in kind	Irony	Antiheroes

For the traditional quest theory by Frye (cited in Tyson, 2006, p. 222), there are four structural components, i.e. *conflict*, *catastrophe*, *disorder and confusion*, and *triumph*. *Conflict* is the basis of romance, which consists of a series of fantastic adventures in which superheroes encounter obstacles. *Catastrophe* is the basis of tragedy, which consists of the hero's downfall. *Disorder and confusion* are the basis of irony and satire, which require that confusion and anarchy reign supreme and that effective action is impossible. And the *triumph* is the basis of comedy, in which the protagonist and his or her beloved become the centrepiece of some sort of improved social order.

RESEARCH OBJECTIVES

The current research aims to identify the dramatis personae and the functions in Disney's *Aladdin* by Vladimir Propp's narratology. In addition, it also aims to determine the genre of the movie based on Frye's theory of myths. Upon completing the two objectives, the writer also needs to identify the relationship between those analyses. In other words, the objectives of the current study of Disney's *Aladdin* aim 1) to identify Propp's dramatis personae and to analyze the functions, 2) to analyze the genre based on Frye's theory of myths, and 3) to explain the relationship between those analyses.

RESEARCH METHOD

The studied material and the primary data source for this study is the movie by Walt Disney Pictures which is entitled *Aladdin*. The movie is produced in 2019 with a duration within 2 hours 7 minutes and 58 seconds. In this study, the researcher uses descriptive qualitative study design.

The approach is the structuralist criticism with the theories of narrative, narrativity, Propp's narratology theory, and Frye's theory of myths.

The researcher gathered the data by watching the movie at first, note-taking the elements of the movie that has some pieces of evidence to the analysis, sorting the data that were relevant to the study, and categorizing the final data to the datasheet in this study.

In analyze and interpret the data, the researcher, therefore, identified the plot structure by selecting the functions in the movie, identified the characters in the movie, analyzed the genre, and finally conclude and report the results in this study.

FINDINGS AND DISCUSSION

In the movie, there were 30 of 31 functions of dramatis personae found in Disney's *Aladdin* movie. All functions occurred in the movie except the function of Branding (Function 17). The total number of the functions found in the movie as represented in acts was 132. In the table below, it shows the characters who are in charge, the quantity of each function has occurred in the movie, and the percentage of the functions found in Disney's *Aladdin* movie.

By the findings, it can be concluded that Propp's narratology, in this case, 31 functions of dramatis personae, can be analyzed in Disney's *Aladdin* movie. For the function analysis itself, the movie shows the plot, which its structure is formulated by each dramatic personae's function in the movie. On the other word, each function that is employed by the characters in the movie has a contribution to build the plot structure and consequently make a whole story in a structured storyline. In order to understand the findings in this study, the table below shows the identification of the character (in the movie), who is in charge and consequently contribute to the dramatis personae and its functions result in the movie. Besides, the researcher elaborately narrates the dialogues of the movie to depict the functions finding in this study.

Table 2. Propp's 31 Functions Found in Disney's *Aladdin* Movie

	Functions	Symbol	Characters in Charge	Qty.	Pct.
0	Initial Situation	α	(All characters)	10	8%
1	Absentation	β	Aladdin and Princess Jasmine	2	2%
2	Interdiction	γ	Aladdin, Princess Jasmine, Abu, Gennie, and Hakim	15	11%
3	Violation	δ	<i>Ibid</i>	14	11%
4	Reconnaissance	ϵ	Jafar	1	1%
5	Delivery	ζ	Aladdin and Jafar	3	2%
6	Trickery	η	Jafar	4	3%
7	Complicity	θ/λ	Aladdin and Baba	4	3%
8	Villainy	A	Jafar	22	17%
8a	Lack	a	Aladdin and Princess Jasmine	3	2%
9	Mediation	B	Aladdin	1	1%
10	Counteraction	C	Aladdin	2	2%

11	Departure	↑	Aladdin	2	2%
12	Donor's Function	D	Cave of Wonders	5	4%
13	Reaction	E	Aladdin	2	2%
14	Acquisition	F	Magic Carpet and Genie	15	11%
15	Guidance	G	Aladdin	2	2%
16	Struggle	H	Aladdin	1	1%
17	Branding	J	-	0	0%
18	Victory	I	Jafar	1	1%
19	Liquidation	K	Aladdin, Princess Jasmine, and Genie	3	2%
20	Return	↓	Aladdin	1	1%
21	Pursuit	Pr	Iago	1	1%
22	Rescue	Rs	Aladdin	2	2%
23	Arrival	O	Aladdin	1	1%
24	Claims	L	Jafar	1	1%
25	Task	M	Aladdin	3	2%
26	Solution	N	Aladdin	3	2%
27	Recognition	Q	Aladdin	2	2%
28	Exposure	Ex	Jafar	1	1%
29	Transfiguration	T	Aladdin	1	1%
30	Punishment	U	Jafar	2	2%
31	Wedding	W	Aladdin and Princess Jasmine	2	2%
TOTAL				132	100%

The first function found in Disney's *Aladdin* movie was the Initial Situation (Function 0). Generally, the initial situation function begins a story of the tale. It is actually not a function. However, it is a part when the future hero is being introduced. Besides, this function also explains the setting of the story briefly.

In the movie, all the characters are introduced. Specifically, this function emphasizes the main characters in the movie, i.e. Aladdin, Princess Jasmine, Genie, and Jafar. Also, it explains the setting of the movie, when and where the story takes place as well. The initial situation function occurred 10 times of 132 data (8%). This data means that the movie has a sufficient background of the characters that will contribute to the story of the movie.

The second function found in Disney's *Aladdin* movie was the Absentation (Function 1). This type of function occurs when a family member absents himself from home. It can be the elder(s) or sibling(s) and the death of the parent(s). In the movie, the parents of the protagonist are passed away. In this case, the protagonists are Aladdin and Princess Jasmine. In the movie, the evidence can be seen in the minutes of 00.15.43 to 00.15.57 when the protagonists have a conversation, as below:

(Princess Jasmine is telling to Aladdin that the queen was killed and then he suddenly found a guitar accidentally)

Aladdin: My mother taught me that song.

Princess Jasmine: Mine too.

Aladdin: It's all I remember of her.

Princess Jasmine: And what about your father?

Aladdin: **I lost them both when I was young. Been on my own ever since.**

The third function found in Disney's *Aladdin* movie was the Interdiction (Function 2). This function usually occurs in a line with the Violation (Function 3). Thus, those functions form a paired element. The interdiction comes from some ways, i.e. society, any rules, other characters, gender, and others. In the movie, they violate the interdiction function indirect and/or direct. For instance, when Aladdin is forbidden to break into the palace and he neglects it. The evidence is in the minute of 00.02.56 to 00.28.08, as follows:

Aladdin: While the princess is out, would you like to go for a stroll, have a little chat?

Princess Jasmine: **You are unbelievable. You cannot just break into a palace and walk around like you own the place.**

The fifth function found in the movie was the Reconnaissance (Function 4). In this function, the villain of the movie attempts at reconnaissance. The villain observes and seeks the precious objects in order to satisfy his vision. In the movie, this function only occurred once 132 data (1%), in which the data is the least frequently data in the movie. The function is presented by the act of Jafar when he commands his man to seek for a magical lamp. In the movie, the scene is depicted in the minute of 00.11.56.

The sixth function found in the movie was the Delivery (Function 5). After the villain's attempts to acquire any information that he desires, in this function, the villain eventually gains the information. In the movie, the villain receives the information direct and indirectly. The villain gains the information by himself and by another character, in this case, Iago. In addition, this function is also functioned as an inverted form of the protagonist gaining information about the antagonist. In the movie, the hero eventually realizes the existence of the villain by gathering some information. It occurs in the minute of 01.26.30 as the movie depicted as follows:

Aladdin: We have to stop Jafar.

Genie: That's not gonna be easy.

Next, the villain does his attempt more intended. Here, the function is called Trickery and it also found in the movie. Basically, this function enumerates the villain who attempts to deceive his victim. The aim is to take possession of the victim and his belongings. Usually, the villain tries to make the victim believes him. Then, the villain will betray his victim afterward. In the movie, this function is described through the action of Jafar's persuasion and spelling magic to Aladdin and Baba. Below is the example that is depicted in the movie (minutes 00.32.05 to 00.32.23):

Jafar: I can make you rich. Rich enough to impress a princess.

(Aladdin is considering)

Jafar: But nothing comes for free.

Aladdin: **What would I have to do?**

As a result of Aladdin's reaction above, it consequently leading to the eighth function found in the movie, which was the Complicity (Function 7). The complicity occurs when the victim of the villain submits to deception and unwittingly helps the villain. In Disney's *Aladdin* movie, this function happens when Aladdin reacts to Jafar's persuasion.

The ninth function found in the movie was the Villainy (Function 8), which is the first function in the 2nd sphere of the complications section. Generally, this function occurs in the emphasis of the villain character, which is Jafar. There were 22 subfunctions of the villainy acts. In the movie, the data enumerated 14 of 23 subfunctions. Furthermore, this function occurred 22 times of 132 data (17%), which is the most frequent function that occurred in the movie. In the movie, the villain, Jafar, does the villainy acts, i.e. casting a spell, injuring the protagonists, stealing, imprisoning, murdering, threatening, and more.

In sequence with the Villainy function, the next function found in Disney's *Aladdin* movie was the Lack (function 8a). This function is always present in the tale. It can be a member of the family who lacks or desires something. In the movie, the characters lack someone else and a magical agent. For instance, Princess Jasmine lacks a husband, Baba lacks the next Sultan of Agrabah and Aladdin who needs the help of Genie and Magic Carpet in a particular situation.

Then, after the lack is made known, the protagonist (or hero) is approached with a request or command for the quest. The name of this function is Mediation (Function 9). The mediation function occurs when the hero decides to intervene something after the lack in the movie is made known. In this case, the lack occurs to Princess Jasmine who needs to be married. It consequently makes the wedding between Princess Jasmine and Jafar is the solution for temporary. However, Aladdin comes to intervene in the wedding between them and make the story will be different. Specifically, in the movie, Jafar becomes angry with what happened. Thus, he (provoked by Iago) punishes them by sending Iago as a giant object. In this case, Aladdin employs the subfunction of B2 (protagonist as seeker dispatches directly). The evidence is in the minute of 01.46.13 in the movie.

The twelfth function found in the movie was the Counteraction (Function 10). This function occurs when the hero decides to fight against to return the situation to be neutral. The characters who employ the function is Aladdin. In this function, Propp divides the hero as 2 kinds, i.e. as the seeker and the victimized hero. In the movie, Aladdin is perceived as the seeker hero. This because Aladdin tends to seek the kidnapped/hurt victim by the villain, in this case, Princess Jasmine, Baba, and other protagonists. The evidence is in the minute of 01.46.13 in the movie.

Next, the hero, therefore, leaves from home. This function is named as Departure (Function 11). In the movie, Aladdin leaves home and goes to the Cave of Wonders to take a mission. The evidence in the movie is depicted in the minute of 00.30.50. Besides, this function is also depicted

when Aladdin departs from the ice to help Princess Jasmine from Jafar's villainy acts. The evidence is in the minute of 01.46.13 in the movie.

After the departure of the hero, the first function in the 3rd sphere comes. The beginning function in this sphere is The First Function of the Donor. This sphere is quite attractive in the tale since it contains the magical agent and/or donor, which is the feature of a tale story. In this function, the hero is tested, interrogated, and attacked by the donor. The aim is to prepare the hero to acquire the magical agent. In the movie, the donor (Cave of Wonders) occurred once but sequentially welcomes, interrogates, tests, and destroys Aladdin. The protagonist is tested and interrogated for receiving a magical agent by the donor. The evidence is in the minute of 00.33.51 in the movie, as follows:

Cave of Wonders: Only one may enter here. One whose worth lies far within. The diamond in the rough.

Here, in the movie, Aladdin finally combats the donor in the final mission. The evidence is in the minute of 00.37.48 in the movie. The fifteenth function found in the movie was the Reaction (Function 13). This is specifically the reaction of the hero about the test proposed by the donor. In the movie, Aladdin passes the test and gives freedom to the magical agent.

The function of the Acquisition of Magical Agent in Disney's *Aladdin* movie occurred 15 times of 132 data (11%), which is the second most frequently occurred in the movie after the Villainy function. This function is important since the tale employs the magical agent within the story. Here, the magical agents of the movie are Magic Carpet, Abu, and Genie. This function specifically discusses the use of magical agents by the protagonist, which is Aladdin.

The seventeenth function found in the movie was the Guidance (Function 15). This function enumerates the hero to be transferred, delivered, or led to the objects that are located in a different place. In the movie, the function happens when Aladdin makes his first wish and Aladdin gets out of the cave. It is realized by Genie of the Magic Lamp. As can be seen in the scene of the movie, Aladdin gets out of the cave through the air with Abu and Genie through the air. It makes the subfunction of G1 (the protagonist flies through the air) occurred in the movie. The evidence is in the minute of 00.48.02 in the movie.

Also, the second subfunction in this function happens when Aladdin arrives in Agrabah. In this case, Aladdin has arrived in Agrabah by the aid of Genie. Specifically, in the movie, Aladdin goes to Agrabah through the air. It can be seen since Genie always does his magic through the air to go somewhere. Thus, this act also employs the same subfunction in this function. The evidence is in the minute of 00.56.36 in the movie.

Next, the Struggle and Victory functions (Function 16 and 17). The function involves the villain (antagonist) and the hero (protagonist) to join in direct combat. In the movie, Jafar and Aladdin are on the contest or competition, instead of direct fighting. It happens when the villain is defeated by the hero. In the movie, Jafar is defeated by Aladdin in the open contest. The evidence is in the minutes of 01.49.41 to 01.50.11 in the movie, as the following dialogue:

Jafar: I can destroy cities. I can destroy kingdoms. And I can destroy you.

Aladdin: **True. But who made you a sultan? Who made you a sorcerer? There will always be something, some man, some being more powerful than you.**

(Genie: *What are you doing?*)

Aladdin: **Genie gave you your power, and he can take it away.**

Jafar: He serves me!

From the dialogue, it can be seen that Aladdin struggles to defeat Jafar by manipulating and provoking his Jafar's mind. He aims to set freedom from the torturing and defeats Jafar in the backs. By the end of this act, Aladdin is succeeded to manipulate Jafar by mocking him as the second, not the first sultan in Agrabah. The following subfunction of Victory is depicted as the defeat of Jafar after being the most powerful being in the universe, it consequently employs the subfunction of I2 (antagonist is defeated in competition). The Jafar's defeat is can be seen in the minute of 01.52.26 when Jafar is sent to the lamp replacing Genie.

Next, the function of Branding (Function 17) did not occur in the movie.

The twentieth function found in the movie was the Liquidation/Resolution (Function 19). This function occurs when the initial lack is liquidated. In the movie, this function occurred only when the protagonist breaks the spell of the villain. There are 3 scenes and acts by different characters. First, it can be seen that Princess Jasmine employs the subfunction by breaking the magic spell of Jafar to Baba. In this case, the princess cancels the provocation by Jafar. The evidence is in the minute of 00.21.36 in the movie. Second, it can be seen that Aladdin is in the provocation of Jafar's magic spell. Fortunately, Genie comes to break the spell, thus, he cancels the provocation from Jafar. The evidence is in the minute of 01.03.36 in the movie. Last, Aladdin smacks Jafar's cobra-headed scepter to the floor. It directly depicts that he breaks the magic spell of Jafar. In this case, he breaks the magic spell to Baba. The evidence is in the minute of 01.28.28 in the movie.

The next function occurred were the Return and Arrival functions. In Disney's *Aladdin* movie, they occurred once of 132 data (1%). This function discusses the arrival (and return) of Aladdin to Agrabah. In this case, he is not recognized as Aladdin himself, but Prince Ali accordingly. It happens because of Genie's magic whose makes it. The character who employs this function is Aladdin. The evidence is in the minute of 00.56.36 in the movie. In this case, Aladdin employs the function of ↓ (a return of protagonist) since he returns to Agrabah. Also, he employs the function of o (unrecognized arrival) since he arrives home unrecognizably.

The 22nd function found in the movie was the Pursuit (Function 21). This function occurs when the hero is pursued by the villain. In the movie, Aladdin is pursued by Iago (commanded by Jafar).

The function of the Pursuit and Rescue are discussed at the same time since it is an inconsequent moment. Those functions discuss the pursuit by an antagonist that followed with the rescue by the protagonist. In the movie, the characters who employ these functions are Iago, Jafar, Aladdin, Princess Jasmine, Abu, and the Magic Carpet.

Based on the movie, Iago pursues the protagonists. In this case, Iago pursues them through the air. The act happens since Jafar turns Iago from the common-sized bird to the giant bird. Jafar does his magic since he is angry to know that Princess Jasmine does not want to marry him. Furthermore, the princess also steals the magic lamp from him. The evidence is in the minute of 01.32.43 in the movie. In this case, Iago employs the subfunction of Pr1 (antagonist flies through the air).

On the other hand, in this case, the protagonists are rescued from the pursuit by Iago (and Jafar). They try to escape from them in some ways. In the movie, it specifically to run quickly through the air by the aid of the Magic Carpet. Here, it is the subfunction of Rs1, which is the protagonists run quickly. They also try to place an obstacle to Iago during the pursuit and rescue activities. Here, Aladdin drives into the ground so many things postpone Iago's pursuit.

The 24th function found in the movie was the Claim (Function 24). This function occurs when the false hero presents unfounded claims as to the real hero. In the movie, Jafar claims himself as the most loyal advisor for Baba in Agrabah. The evidence is in the minute of 01.27.41 in the movie, as the following dialogue:

Baba: Jafar, can you explain this to me?

Jafar: **Yes. (*casting a magic spell*) My sultan, you know my loyalty belongs to you.**

Next is, the function of Task (Function 25) and Solution (Function 26). The difficult task is proposed to the hero in the tale. In the movie, Aladdin is brave to escape to the palace and manipulates Jafar in order to acquire the victory. This function answers the Task function. Here, Aladdin is succeeded to pass the palace and defeats Jafar by the end of the movie. The evidence is in the minute of 01.49.59 and 01.52.22 in the movie.

The 27th function found in the movie was the Recognition (Function 27). The hero is recognized as a hero in this function. In the movie, Aladdin is recognized as a hero since he accomplishes the difficult task given to him. In the movie, it can be seen through the dialogue from Baba to Aladdin (in the minute of 01.29.40), as follows:

“Prince Ali, I must apologize. Your honor and integrity will never be questioned here in Agrabah. A more noble and sincere young man has never graced the chambers of this palace. I would be honored to call you my son if that were something anyone wanted.”

The 28th function found in the movie was the Exposure (Function 28). The villain is exposed as the antagonist. In the movie, Jafar is exposed as the villain and the antagonist. It is done by Aladdin, as the following dialogue depicts: (in the minute of 01.28.45)

Aladdin: He had you under a spell. He's not to be trusted, Your Majesty. He wants your throne.

Baba: **Jafar! You were my most trusted advisor. Hakim! Put him in the dungeon!**

The 29th function found in the movie was the Transfiguration (Function 29). The protagonist has transformed into another person or give a new appearance. In the movie, Aladdin transforms to be Prince Ali from Ababwa. It can be seen in the minute of 00.53.50 in the movie.

The 30th function found in the movie was the Punishment (Function 30). The punishment is given to the false hero/protagonist. In the movie, Jafar is considered as the villain who is given the punishment. The first punishment happens when Baba sends him to the palace's jail and the second happens when Genie sends him into the lamp. The evidence is in the minute of 01.52.30 in the movie.

The last function found in the movie was the Wedding (Function 31). This function occurred by the wedding of the protagonists and the throne acceptance in the movie. In this case, Princess Jasmine and Aladdin go to the wedding together and Princess Jasmine becomes the new Sultan of Agrabah. The evidence is in the minute of 01.59.35 in the movie.

By employing the function analysis above, thus the researcher is able to identify each character in the story who is in charge and consequently contribute to the dramatis personae finding. The following table is considered as the dramatis personae in Disney's *Aladdin* movie and therefore answers the first research problem in this study.

Table 3. Propp's Dramatis Personae Found in Disney's *Aladdin* Movie

Sphere of Action	Dramatis Personae
Villain	Jafar
Donor (Provider)	The Cave of Wonders
Helper	The Magic Carpet, Gennie, and Abu
Princess and her father	Princess Jasmine and Baba
Dispatcher	Jafar
Hero	Aladdin
False Hero	Jafar

The villain in Disney's *Aladdin* movie is Jafar. He is accompanied by his bird Iago. From all scenes and acts/functions that occurred in the movie, the researcher found 35 of 132 subfunctions, which is the second most frequent that occurred in the movie. As a villain in the movie, he does a villainy act accordingly. For instance, injuring, murdering, provoking, lying, and more.

The donor in Disney's *Aladdin* movie is Cave of Wonders. From all scenes and acts/functions that occurred in the movie, the researcher found 5 of 130 subfunctions occurred in the movie. As a donor in the movie, he only appears in the scene when Aladdin tries to seek the magic lamp from him. The Donor in the movie does its function as a donor to the main protagonist, Aladdin.

The helpers in Disney's *Aladdin* movie are the magical agents themselves, i.e. the Magic Carpet and Genie. Besides, according to the analysis, the researcher interprets that Abu can be considered as the hero as well. From all scenes and acts/functions that occurred in the movie, the researcher found 9 of 130 subfunctions that occurred in the movie for the acts of the Magic Carpet. On the other hand, Genie employs more subfunctions in the movie, i.e. 11 of 130 subfunctions. However, in this case, Genie also employs another function such as Interdiction-Violation. As the

helper in the movie, they give any aid to the protagonists, especially Aladdin as the hero. The helper, in the movie, gives many aids to Aladdin. For instance, the Magic Carpet helps him escaped and got out from the destroying the Cave of Wonders, helps him when Jafar sends Aladdin to the end of the world (the condition is like in the North and South Pole), helps Aladdin to rescue Princess Jasmine from Jafar, and more.

The princess in Disney's *Aladdin* movie is Princess Jasmine. In addition, Baba is the father's princess. From all scenes and acts/functions that occurred in the movie, the researcher found 15 of 130 subfunctions that occurred in the movie as the pieces of evidence.

The dispatcher in Disney's *Aladdin* movie is Jafar. Even he is also considered as the villain in the story, in fact, he is one character who makes Aladdin dispatch to seek the magical lamp. It is because of him so Aladdin having the magical agents in the movie. In this case, Jafar is considered as the dispatcher is discussed in the Trickery function (η) when Aladdin is provoked by Jafar to seek the lamp for him.

The hero in Disney's *Aladdin* movie is obviously Aladdin like the title of the movie. From all scenes and acts/functions that occurred in the movie, the researcher found 42 of 130 subfunctions, which is the most frequent subfunctions that occurred in the movie. Aladdin is a character who struggles to fight against the villain to get the princess. In fact, there are a lot of depictions of Aladdin as a hero in the movie. Aladdin himself employs some functions that led to the hero's function. For instance, mediation, counteraction, departure, guidance, struggle, resolution, return, rescue from the pursuit, arrival, solution of the task, recognition, and more.

The false hero in Disney's *Aladdin* movie is Jafar. It is stated clearly in the movie since he is the villain of the movie. In this case, Jafar claims as to the most loyal advisor for Baba. It means that he has unfounded claim while Aladdin and some protagonists expose his betrayal. In the movie, Jafar employs once in the Claim function accordingly.

Another perspective of this study is the genre of Disney's *Aladdin* movie. The researcher found the genre of the movie as the mythos of spring. There is a movement from the mythos of winter to summer, accordingly. On other words, the movie begins with suffering and ends with happiness. In order to support the finding, the movie also employs conflict, disorder and confusion, and triumph elements of the traditional quest theory. Lastly, the researcher found that the movie also shows romance, irony, and comedy elements of the theory of modes. It contributes in the same way to define the genre of the movie. The Proppian analysis also contributes to the genre of the movie because it reveals the plot, characters, setting, and theme of the movie, which strengthens the genre finding.

CONCLUSION

From that analysis, the researcher concludes that Disney's *Aladdin* can be analyzed using Propp's narratology and the genre of the movie is a comedy (mythos of spring). The narratology and the genre analysis in Disney's *Aladdin* movie have a mutual and beneficial connection. In other words, the findings of narratological analysis and the genre analysis in Disney's *Aladdin* support one another.

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JUNIOR HIGH SCHOOL PERCEPTION OF COOPERATIVE GROUP WORK

*Puspita Nugraha Wibisono*¹

¹Universitas Widya Mandala Surabaya, puspita.wibisono@gmail.com

ABSTRACT: Cooperative learning is not only about studying and sitting together, but it is more about structuring the group work. Structuring group work includes guidance of step by step to do the assignment. In the assessment process of group work, teachers tend to assess students individually, which is disassociated. To bridge the gap, representativeness assessment is introduced as a current insight. This study aimed to identify student's perception toward cooperative group work strategies and representative assessment. In this research, data were collected through questionnaires from a population of students. The result of the study showed that the respondents showed high percentage of perception on both cooperative group work strategies and representative assessment.

Key Terms: Cooperative Learning, Group Work, Structured Discussion, Representativeness, Authentic Assessment

INTRODUCTION

In this modern era, students are actively finding and discussing the information in the teaching learning process which is contrasted with the old approach where students passively receive the knowledge. They learn actively through working with one another in the group. Here, the students are given greater chance and opportunity to talk because they are engaged in the learning process. Several studies have reported that student-centered learning promotes better learning outcomes, greater retention, and more inclusive class environments than does the lecture alone (Freeman et al., 2014; Hake, 1998; Springer, Stanne & Donovan, 1999 as cited in Hodges, 2017). Simply students are often involved in group work.

The philosophy behind group work is social constructivism, which is developed by Lee Vygotsky. He has the same point of view with Piaget, who believes that children actively construct their knowledge. However, Vygotsky gives social interaction and culture far more important roles in cognitive development rather than Piaget does (Santrock, 2009). For that reason, students who work and have social interaction with more-skilled adults and peers are indispensable to their cognitive development (Holzman, 2009; Tamah, 2017). When students work in group and interact with each other, they indirectly learn to use the tools that will help them to be successful in the future.

Numerous of studies demonstrate that group work interaction engages students in learning concepts and problems solving strategies, improves self-confidence, and overcomes the fear of mistake (Davidson 1985; Kocak et al., 2009; Berneto, 2000 as cited in Sofroniou & Poutos, 2016).

Even though group work has several advantages, there are several drawbacks found in the implementation of group work, like dominating, hitchhiking and talking unrelated topics. Therefore, the result of group work application tends to be perceived as negative (Lie, 2002). The failure of accomplishing the task will be remarked by blaming on one another. The success yet will raise fairness issue between high and low achievers.

Those problems might happen because the application of group work does not follow cooperative learning components. As pointed out by Lie (2002) & Tamah (2017), cooperative learning is not only about learning and sitting together, but more on structuring the group work. Sparks (2017), moreover, convincingly states that collaboration is just like any other skill, so it must be taught. It means teachers cannot expect the students to do the work by themselves without any supervision. The supervision can be applied when teachers intervene and monitor students' interaction in group. Therefore, this study underlies the concept of group work in cooperative learning which is named cooperative group work. Tamah (2017) defined cooperative group work as a very structured group work that enables students to work together optimally and help each other in their academic tasks. The implementation of cooperative group work was adopted from Tamah (2017).

Learning and assessment are inseparable in which they complete one another. One of the literatures also says that assessment is the celebration of learning. Assessment or a test, in plain words, is a method of measuring a person ability or knowledge in a given domain (Brown, 2001). When assessing the result of group work, teachers mostly still assess students individually, either by taking the score of the lowest student or averaging the scores of each team member (Lie, 2002; Tamah & Prijambodo, 2015 who refer to Tamah & Prijambodo, 2014). Possible problems that might arise are high achieving students feel disappointed, while low achieving students feel guilty. It might be concluded that there is a disassociation between the application of cooperative group work and the implementation of cooperative group work assessment. Referring to a research report (Tamah & Prijambodo, 2014; Tamah & Wirjawan, 2018) and the explicit ideas of representativeness in assessment (Tamah and Prijambodo, 2015; Tamah, 2017), three current insights with regard to assessment-oriented formative test are introduced.

RESEARCH OBJECTIVES

This paper was designed to find out student's perception about language learning on cooperative group work strategies, such as ice breaker, modelling group work, group naming, and group membership. In addition, this study also investigated student's perception on representative assessment in cooperative group work.

Cooperative Group Work

Cooperative learning is the instructional use of small groups so that students work together to maximize their own and each other's learning (Smith, 1996 who refers Johnson, Johnson & Smith, 1991). Here, students are placed to work together on a common task, sharing information and supporting one another (Tamah, 2007). In a cooperative learning class, teachers design and assign group learning tasks, manage time, and resources, monitor students' learning, check to see

that students are on task and that group process is working well (Cranton, 1996; Smith, 1996 as cited in Barkley, Cross & Major, 2005).

Five basic components to consider when applying group work based on cooperative learning is mentioned in numerous articles repeatedly (Felder & Brent, 2007; Johnson & Johnson 1994; Kagan & Kagan, 1994 as cited in Tamah, 2011, 2013, 2014). They are (1) Face to Face interaction, (2) Collaborative Skills, (3) Group Processing, (4) Individual Accountability and (5) Positive Interdependence.

Arranging students' seat does not guarantee that students will work together in group. As pointed out by Lie (2002) & Tamah (2017), cooperative learning is not only about learning and sitting together, but actually more on structuring the group work. Therefore, Tamah (2017) suggests the combination term of group work and cooperative learning that is cooperative group work. Cooperative group work is a very structured group work that enables students to work together optimally and help each other in their academic tasks. Structuring group work will include guidance of step by step to do the assignment. When students are given guidance, the students might be more structured on finishing the task.

The Implementation of Cooperative Group Work

The implementation of cooperative group work is adopted from Tamah (2017). There are seven strategies mentioned in the book; however, only four strategies that is discussed further. They are ice breaker, modeling of group work, group naming and role of group members.

Strategy 1: Ice Breaker

When students firstly enter new school year at the seventh grade or the tenth grade in the beginning of academic year, they are most likely composed of students who do not know each other well. An initial activity that can be used as an introduction for group members who have not known each other is called ice breaker. The aim is to bring cohesion out so that group goals are achieved as expected. If group members feel comfortable with each other, they will willingly participate and come up with new ideas.

Strategy 2: Modelling Group Work

Cooperative learning will not come up naturally when students are enrolled in small groups. What often happens is that students in groups prefer to do their own tasks. After they finish doing it, they use their friends' answer to check their own answer (Shadle, 2010). It seems that situation happens frequently, therefore it is necessary to conduct group work simulation, although only allocated for one or two times.

By giving model, two components of cooperative learning is indirectly applied: Face to face interaction and Collaborative skills (good interpersonal skills in communicating) is reinforced. Students are indirectly reminded of the need for interaction among students in a group to help one another as well as the need for proper use of interpersonal skills in group work.

The design of the class is made different from the usual when doing simulation. The design of modelling class is named "Fish bowl Class" This activity is aimed to provide training that simulates a group work activity.

This simulation needs to be pursued because training students for cooperation should not be ignored (Cohen, 1994). Students need special skills while doing the learning process or when engaging in group work to accomplish the tasks assigned to them. This skill is not innate and does not just appear, so it should be taught.

Strategy 3: The Importance of Group Naming

Education does not only deal with the intellectual knowledge only but also related with norm and moral value. Group naming can help slightly to remind and implicitly put the values of national character or norms of life prevailing in society.

Strategy 4: The Role of Group Members

One of the characteristics of cooperative group is the necessity for each member to get his/her own role. This feeling is what is meant by positive interdependence. This interdependence can be conditioned on the role assigned to each member so that the task can be shared, and each student plays its part in the group. There are a variety of names used to describe the roles of group members. In this study, we appointed a secretary, a timekeeper, and a speaker.

The secretary is responsible for taking notes on important points and assisting leaders when leaders are stuck in managing the discussion process. The timekeeper manages the time for discussion so that it will be in time with the given time allocation. Meanwhile, the speaker reports the results of the discussion by using notes from the secretary

Assessment in Cooperative Group Work

Assessing students individually is mostly used by the teacher to assess the result of group work. That is done by taking the score of the lowest student or averaging the scores of each team member (Lie, 2002; Tamah & Prijambodo, 2015 who refers to Tamah & Prijambodo, 2014).

It might be concluded that there is a disassociation between the application of cooperative group work and the implementation of cooperative group work assessment. Referring to a research report (Tamah & Prijambodo, 2014; Tamah & Wirjawan, 2018) and the explicit ideas of representativeness in assessment (Tamah and Prijambodo, 2015; Tamah, 2017), three current insights with regard to assessment-oriented formative test are introduced. First, the change from individual (conventional) assessment into group assessment. Second, the change from individual (conventional) assessment into representative assessment, and the third articulates the change from individual (conventional) assessment into representative assessment with structured discussion (Tamah & Prijambodo, 2015; Tamah & Wirjawan, 2018).

A central feature of three insights of assessment-oriented formative test is the presence of a representative system and the presence of structured discussion. With the representative system, it means not all group members were tested, only two of the four students would represent the group and the scores of these two representatives would be averaged and used for all group

members. Meanwhile, the use of structured discussion means that there are stages of structured discussion on the implementation of the test.

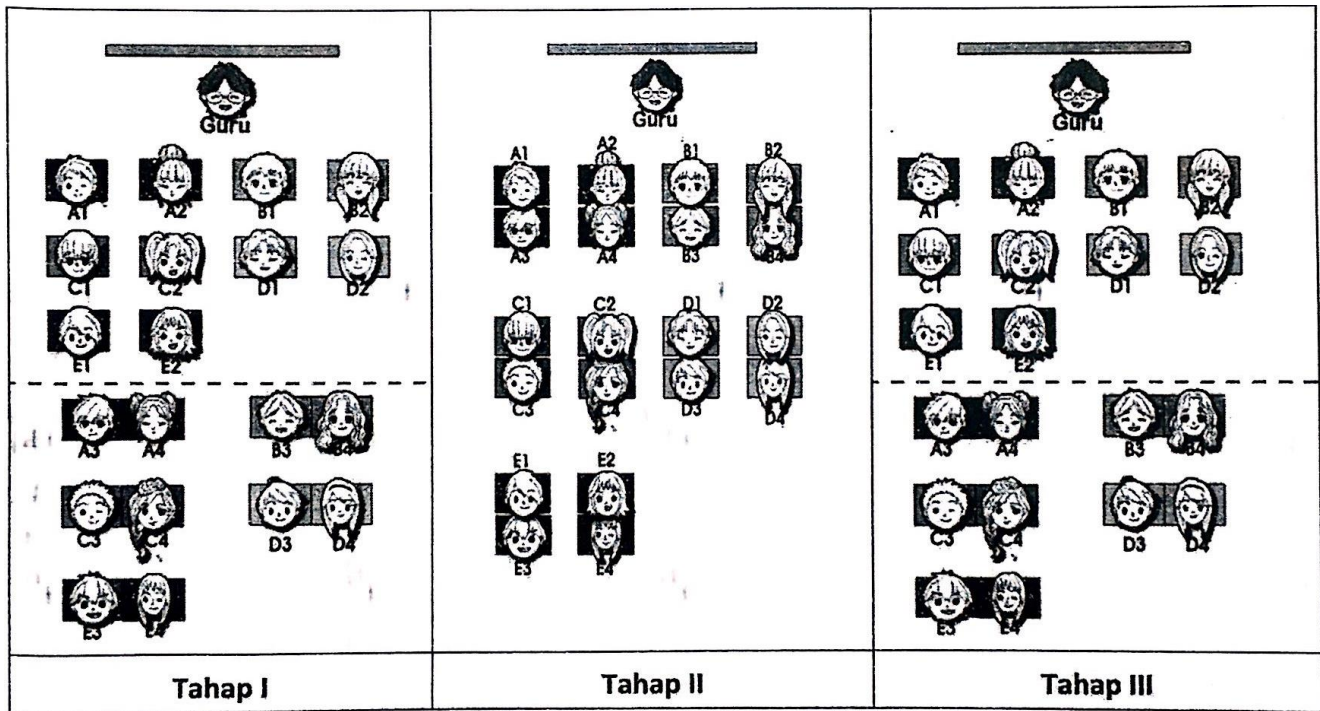


Illustration 1: The Steps of Assessment-Oriented Formative Test

Source: (Tamah, 2017, p. 76)

RESEARCH METHOD

This study, which focused on finding out students' perception on cooperative group work, was a descriptive research. The students who had been given treatment on cooperative group work were asked to answer some questions in questionnaire. This study was also categorized as survey research since the data were collected through questionnaire to describe opinion of a group (Fraenkel and Wallen, 2007 as quoted by Pramastiwi, 2014).

This study analyzed the data by making a percentage of each item in the questionnaire based on the response of the participants. The data which had been already collected was presented in the form of table containing percentages and students' responses. The data gathered from the open-ended section were also used to get more information about why a certain answer was chosen.

FINDINGS AND DISCUSSION

Ice breaker, an initial activity that can be used as an introduction for group members who have not known each other. Students were asked several statements about this activity; usefulness, necessity, influence and frequency, which is summarized in table 1.

In Table 1, only one (4%) student disagreed with the usefulness of ice breaker. Twenty-seven (96%) students agreed with the statement. One student (S19) gave further opinion about the usefulness of ice breaker: *Karena kita perlu berkenalan* (translation: Because we need to know

each other). From the data, it shows that the students realized ice breaker as an important strategy to familiarize students who do not know each other well.

With regard to the necessity of ice breaker, it is seen from Table 1 below that initially the majority of the students (96%) agreed with the statement. Twenty-seven students agreed with it. It means most of the students understood that this strategy was useful as an introduction for group members. Only one (4%) student who thought ice breaker was not necessary.

If group members feel comfortable with each other, they will willingly participate and come up with new ideas. Therefore, the students were asked whether ice breaker makes them feel comfortable to work with each other. The result in Table 1 shows high agreement from the students, 89% strongly agreed with the influence of ice breaker. The students felt that ice breaker makes them involved in the groups work.

Table 1. Perception on Ice Breaker Strategy

	Usefulness		Necessity		Influence		Frequency	
	Σ	%	Σ	%	Σ	%	Σ	%
Agree	27	96%	27	96%	25	89%	17	61%
Total	28	100%	28	100%	28	100%	28	100%

To identify the perception on the frequency of the implementation of ice breaker strategy, the students were asked to respond to an item in the questionnaire stating, “Ice breaker is sufficiently done once in a year”. The students’ answers are presented in Table 1 above. The data indicate that the more than half of the population (61%) agreed that ice breaker should be done once in a year. While only 11 students (39%) thought that this strategy should be done more often.

Simply asking students to work in groups does not make them survive in working together. Modelling group work is suggested as the second strategy to give students picture of ideal group work. As seen on usefulness in Table 2, 89% students agreed that modelling group work was useful. Only 11% students disagreed with the usefulness of modelling.

Table 2. Perception on Modelling Group Work Strategy

	Usefulness		Necessity		Influence		Frequency	
	Σ	%	Σ	%	Σ	%	Σ	%
Agree	25	89%	27	96%	22	79%	14	50%
Total	28	100%	28	100%	28	100%	28	100%

It is seen in Table 2, twenty-seven (96%) students strongly agreed that modelling group was needed. They might realize the strategy gave them model to work in group. On the other hand, small population (4%) disagreed with the necessity of modelling. One of the students (SS11) gave explanation setiap anggota kelompok sudah punya tanggung jawab masing-masing tanpa harus dilakukan simulasi (translation: Each group member has their own responsibilities without doing simulation).

It can be argued that seeing without practicing is useless. Therefore, to identify students' engagement, the students were asked to respond to an item in the questionnaire stating, "Modelling group work makes them interact better in group work". Students' answers are presented above in Table 2. The data indicate that 79% students strongly agreed to the statement. Only 21% students disagreed that modelling helping them to work with each other.

To identify the perception on the frequency of the implementation of modelling strategy, the students were asked to respond to an item in the questionnaire whether modelling is sufficiently done once in a year. The data in Table 2 show that 50% (14 students) thought the strategy should be done more than one. They might need more repetition in order to make them realize their role in the group. Interestingly, 50% (14 students) agreed that modelling should be done once a year. It means that the result was balanced.

Table 3. Perception on Group Naming Strategy

	Usefulness		Necessity	
	Σ	%	Σ	%
Agree	24	86%	24	86%
Total	28	100%	28	100%

A good group naming can be described as the identity of a group. To identify students' perception on the usefulness of group naming, they were asked to respond to an item in the questionnaire. As can be seen in Table 3 above, 86% strongly agree that group naming was useful. In contrast, only 14% disagreed with the statement.

Furthermore, students were asked whether group naming is necessary. The result of data analysis presented in Table 3 indicate that only small population, four (14%) students who thought group naming was not necessary to be applied. While most students (86%) strongly agreed with the necessity of group naming.

One of the characteristics of cooperative group is the necessity for each member to get his/her own role. The necessity among group members can be conditioned by assigning role to each member. The purpose is to share task and each student plays its part in the group. The students were asked whether giving roles to group members is useful. Table 4 below reflects that most of the students agreed that role of group members is useful (86% strongly agreed). Only four (14%) students who disagreed with the usefulness of group members.

Table 4. Perception on Role of Group Members Strategy

	Usefulness		Necessity	
	Σ	%	Σ	%
Agree	24	86%	22	79%
Total	28	100%	28	100%

Apparently, students not only agreed that role of group members is useful, but they also thought that role of group members are necessary. As can be seen in Table 4, twenty-seven students

(79%) voted that role of group members was necessary. Only six (21%) students disagreed with the necessity of role of group members. Therefore, the students might be recognized that giving roles for each member give them clear task to contribute.

The summary for all items related to representativeness assessment is presented in Table 5. The result reflects that most respondents admit that representativeness quiz is useful. Twenty-four (50%) students strongly agreed with the statement. While, four (14%) student disagreed with the statement. It means only small population who was not comfortable with the usefulness of representative quiz.

With regard to the necessity of the new insights of formative test which is assessment-oriented, it is seen from Table 5 that initially the majority of the students (82%) thought that the new insights were necessary.

Table 5. Perception on Representative Assessment

	Usefulness		Necessity		Preference		Relevance	
	Σ	%	Σ	%	Σ	%	Σ	%
Agree	24	86%	23	82%	25	89%	26	93%
Total	28	100%	28	100%	28	100%	28	100%

Students were asked to respond on statement whether they like the concept of representativeness assessment. It is found that 89% students really like the new insights of assessment-oriented. Some stated that the benefits of the assessment are *mendapat nilai yang lebih maksimal, lebih banyak menambah point, kalau nggak bisa, bisa dibantu* (translation: Getting higher scores, adding more points, if you can't, you can be helped). Only 11% students responded negatively as can be seen in Table 5 above. The possible reason of the drawbacks which were written by students: *Ada ketidaksamaan jawaban yang menyebabkan kekacauan, siswa yang membantu melupakan jawaban untuk membantu temannya* (translation: There are different answers and opinion that can cause chaos, students forget the answers to help their friends).

The students were also asked whether the new insights are relevant to the nature of group work. The students' perception is revealed in Table 5. Ninety-three percent (93%) students agreed with the relevance, while only two (7%) students disagreed with the statement.

CONCLUSION

First, the study was designed to find out student's perception about language learning on cooperative group work enforcing ice breaker, model of group work, importance of group naming and role of group members. Table 6 bellow shows the summary for all items related to cooperative group work strategies. The overall data shows that high percentage of the respondents are in favor of group work.

The finding of this study was supported by the findings of other studies related to cooperative learning. The findings of Tamah (2011;2013), Nhu (2012) indicated positive perception from the students on cooperative learning. However, it does not support the finding of Campbell and Li (2006) and Bentley & Warwick's (2013). Even though the result of this topic

was inconsistent, the majority showed positive perception of the of cooperative learning was beneficial.

Table 6. Overall Perception on Cooperative Group Work Strategies

Ice Breaker	
Usefulness	96%
Necessity	96%
Influence	89%
Frequency	61%
Modelling	
Usefulness	89%
Necessity	96%
Influence	79%
Frequency	50%
Group Naming	
Usefulness	86%
Necessity	86%
Role of Group Members	
Usefulness	86%
Necessity	79%

Second, this study was also designed to find out student’s perception on representativeness assessment. Table 7 bellow shows the summary for all items related to representativeness assessment: usefulness, the necessity, students’ preference, students’ learning and the representation the nature of cooperative group work. The overall perception on representative assessment has a high percentage.

This finding is similar to the findings of Tamah & Prijambodo (2014) and Tamah & Wirjawan (2019). Based on students who were involved in the implementation of representative assessment, the application of that assessment was seen beneficial on students’ perception and also on teachers’ perception.

Table 7. Overall Perception on Representativeness Assessment

Usefulness	86%
Necessity	82%
Preference	89%
Relevance with the nature of group work	93%

To conclude, the result of the study showed that the respondents showed high percentage of perception on both cooperative group work strategies and representative assessment.

SUGGESTION

There are some suggestions that the writer would like to give to English teachers, especially in implementing group work in the classroom. First, the students should be given modelling how to work in group. By doing so the students can get a picture of what they should do in the group. Second, the students should be given roles: chairperson, secretary, timekeeper and speaker. Giving role among group members might give students clear task to contribute. The possibility of hitchhiking will be minimized. Next, giving character name like caring, honest and enthusiastic could make the students indirectly behave nicely. The last suggestion is related with assessment. This study urges the balance between group learning and group assessment. When students learn together in group, they should also be assessed in group. The result of this study showed that the students had high level of agreement on group assessment, which is known as representative assessment. Therefore, English teachers should apply this representative assessment to assess group work.

The writer also hopes that there will be similar studies to give more enriching results about cooperative group work and representative assessment. To accomplish the hope, the writer would like to give three suggestions for future researchers. The first suggestion will be about the objective of the study. This study only focused on students' perception. The writer suggests that the future research also study students' achievement. Then the perception and achievement can be compared. The second suggestion will be about the respondents of the study. This study only used one class which was only twenty-eight students. It would be more convincing if future research uses bigger population. The last suggestion is related to the time management. The writer suggests that the future researcher conducts the study more than two months. The writer felt that she needed more time in applying all the strategies. Therefore, it would be better if the application of the strategies is prolonged so that students' perception result is more convincing. Another suggestion will be about the representative assessment. In this study, the writer only conducted assessment-oriented formative test once. The writer felt this kind of application might get better result if it is conducted more than once.

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THE INTEGRATION OF ISLAMIC VALUES IN THE DEVELOPMENT OF LISTENING COURSE MATERIALS

Mazroatul Ishlahiyah¹, Mira Shartika²

¹UIN Maulana Malik Ibrahim Malang, mazroatul@uin-malang.ac.id, shartika@uin-malang.ac.id

ABSTRACT: Despite the fact that material development has been widely discussed and reported in the area of English Language Teaching, there is not much empirical evidence available so far that addresses material development in listening, especially in Indonesian context. To fill this gap, the writers examined the result of material development that includes the integration of Islamic values in some units of Nunan's Listen in 1 book. Employing Dick, Carey, & Carey model of Research and Development design, the article exhibits the integration of Islamic values in the activities of warming up, main, and reflective, and game. The result of the study requires further research on material development, particularly on the creation of further material and audio developments.

Key Terms: Material Development, Listening, Integration of Islamic values

INTRODUCTION

In English learning, listening skill is considered as a non-productive skill which is put into priority for learning after speaking, writing, and reading because this ability is receptive. Basically the ability to hear is a passive process in which the listener only accepts the information conveyed by the speaker. However, this will be different when the listener is acquired to not only hear the listening material but is also asked to interpret the message intended by the speaker. In this case, listening skill is a complex and productive ability that students should become proficient in. Hichem (2013) argues that listening ability is a complex concept which is difficult to analyze. In fact, listening skill is not as simple and insignificant as ones previously thought.

Andrade (2006) contends that listening is one of two language skills used when communicating verbally, besides speaking. In addition, Huei-Chun (1998) in Ulum (2015) argues that listening skill is a "speech recognition", "perception of utterance", "comprehension of utterance", and "comprehension of spoken utterance". Consequently, listening can be considered as a very active process, in which listening is not only dealt with what is currently heard, but is also combined with other information that is formerly obtained. Hence, through this active process, students can create meaning by incorporating what is heard with the data or experience in students' minds (Helgesen, 2003).

Therefore, as an active learning process, listening can be divided into five stages, namely listening (receiving information), understanding (learning), remembering, evaluating (giving

assessments/assumptions), and giving responses (answering) (Tyagi, 2013). If learners can successfully implement all stages in their listening practice, then they not only get new information but also recollect their prior knowledge.

However, because of the perception that has been ingested for decades in the language learners' minds, even in the minds of most researchers, that listening is a passive language learning ability, research in this field is scarce. Consequently, listening teaching material is also rather difficult to find. Additionally, most available teaching materials are outdated. Not to mention the unavailability of audio that should accompany the teaching material. Moreover, for learning materials with religious backgrounds such as in Islamic universities, the available teaching materials are often not in alignment with Islamic values which are the basis for students' character building. It is caused by the difference between Islamic culture and western culture. Consequently, in delivering materials, lecturers should be more careful and occasionally provide supplementary materials that are applicable with Islamic values.

This study was undertaken in one of Islamic universities in Malang, East Java, Indonesia. In the English Department in said university, literal listening is a compulsory course for the second semester students aiming at up skilling their first level of listening skill. At the second and third semester, students are required to take interpretive and critical listening course respectively. The literal listening course focuses on understanding the content, the rhetorical aspects, and the language features of various literal monologues and dialogues. For several years, Listen In 1 book written by David Nunan has been used as the pivotal reference for the course, considering its literal tasks and daily conversations. However, this book needs to be reinvestigated in accordance with Islamic values. Therefore, this research was aimed at investigating the integration of Islamic values to listening materials used in literal listening class.

Listening Skill

Listening is a complex ability that must be acquired by language learners because it builds several skills ranging from giving verbal and nonverbal responses. To have better understanding on listening skills, it is significant to identify the listening process from psychological point of views. According to Brown (2008), all information heard by the human ear will be captured by sensory memory. The information received will be sent to short-term memory or working memory, which will be forgotten if not trained. Through exercises that can be done either through elaborative exercises or memorizing, information can be sent through long-term memory to be retained in longer memories. In fact, there are five steps in processing listening, namely sensory memory, attention, short-term memory, exercise, and long-term memory. These five processes also go hand in hand with the theory put forward by Klatzky (1980).

Listening process takes place in 5 stages namely the stages of information registration, pattern recognition, registration information, training, and preservation of information (Klatzky, 1980). Two models of the listening process suggest the importance of attention (pattern recognition) and training. This implies that in teaching listening students need to be involved in listening activities that require their full attention. In addition, opportunities must be given to

students to listen to the material repeatedly so that they can recognize the voice being spoken and the message conveyed in the listening materials.

Based on the cognitive model of language processing, there are two processes in listening ability: the bottom-up process and the top-down process (Anderson & Lynch, 1988; Brown, 2006). Anderson & Lynch (1988) state that the bottom-up process regards the listener as the recorder, while the top-down process considers the listener as the model builder. The first process shows that the listener receives and stores messages that are heard in the same way as tape-recorders, while the second process has a more active role in which the listener has to interpret the message being listened to. Nunan (1991) also suggests that the bottom-up process refers to the idea that the listener divides the flow of sound into its constituent voices, connects them to form words, then becomes chains of words which are then arranged to form clauses and sentences, and so on. This processing model assumes that listening is the process of decoding sound in a linear fashion, from the smallest meaningful units to complex texts (Nunan, 2002). Thus, this process refers to understanding the language that enters the sequential steps of sound, into words, into grammatical relationships and lexical meanings, and so on (Morley, 1991).

Meanwhile, top-down process allows listeners to bring knowledge outside the text to the task of interpreting and understanding the text itself. This process implies the important point that "meaning does not exist exclusively in words" in oral messages (Nunan, 1991). Therefore, Brown (2006) argues that one very important idea for teaching listening skill is that the listening class should utilize students' initial knowledge to improve their listening comprehension. Consequently, listening is an active process of constructing (or reconstructing) the original meaning of the speaker using incoming sound as a guide (Nunan, 2002).

However, listening ability is not only mastered by going through the bottom-up and the top-down process. Successful listeners are those who can take advantage of both bottom-up and top-down knowledge, as well as combine out-of-head knowledge with those inside the head. By undergoing all processes, the listener is considered as an active player in developing oral texts and using various strategies in reconstructing messages. In other words, successful listening acquisition involves the integration of information coded in one's own message with wider world knowledge (Nunan, 1991). Chang & Read (2007) assert that in the process of listening, the listener uses two sources of information; one is systematic or linguistic information, and the other is schematic or non-linguistic information. Systemic knowledge involves phonology, lexis, syntax, semantics, and pragmatics, while schematic knowledge consists of relevant knowledge about individual topics, memories, and experiences.

In short, according to the theories of the listening process, listening will be done effectively if attention is given to the information being heard. To be remembered longer, that information needs to be trained with all the possibilities of meaning (for example, memorization and instruction). Thus, prior knowledge and the text to be used play a critical role in helping listeners to understand the information being heard. Some of the effective ways to obtain successful listening acquisition are through clear instructions in listening tasks, varied materials, and the use of diverse media.

Instructions, Materials, and Media in Listening Class

The aforementioned theoretical views of the listening process have pedagogical implications for listening instruction. According to Morley (1991), the instruction procedure for understanding listening tasks can be divided into at least three types, involving listening as the main focus, listening to repeat, and listening to understand. Listening as the main focus presents two things, which cover initial attention to listening comprehension and delay in oral production. Listening to repeat, also referred to as imitating and memorizing, appears to be the main model of listening instruction in audio-language methodology where students are generally asked to listen, to be able to hear a model, and to reproduce it.

Listening instruction, conversely, aims to help students to understand the meaning of spoken language in various situations. This means that listening is seen as a separate skill, understanding meaning as a function of communicative language (Morley, 1991). The success of teaching listening is determined by a number of factors, one of which is the type of material.

Harmer (2007) classifies listening materials into extensive and intensive. Extensive listening is done outside the classroom. Therefore, any materials available outside the classroom, for example radio, TV, laptop, Internet, and so on, can be widely used to listening practice. Some of the advantages of extensive listening material are that students can use it based on their preferences and they can use as much material as they want (Harmer, 2007). Meanwhile, intensive listening materials, for example cassettes, CDs, or hard disks, are already available in classrooms or language laboratories. These materials may contain various types of texts (for example, stories, news, and academic texts) and modes of presentation, for example unscripted or natural discourse and written or prepared material. In intensive listening, students usually listen to the material at the same time and, if students do not use headsets, the sound quality may not be the same for all students.

Another factor that contributes to the success of listening acquisition is the media used to present listening material. The media can come from campus facilities such as the language laboratory. In addition, students can also use the existing media, such as Internet podcasts, YouTube and many others. However, for successful listening acquisition, teachers should prepare students for communicative listening activities where they can listen to understand messages and use these messages for both academic and communication purposes (Morley, 1991).

Integration of Islamic Values in Listening Course

All universities in Indonesia have taken a part to be responsible for their students' outcome. The institutions are also responsible for preparing students with pragmatic skills and knowledge for their future carrier as well as shaping the students' characters. In order to prepare the students to have Islamic integrity, the Islamic University in which this research took place has taken the basic concept of its education and offered Islamic values in the classroom. Madkur & Albantani (2017) argue that instilling Islamic values in foreign language classroom in Indonesian context can be applied in curriculum, learning materials and instructional activities. However, since this

research developed materials in listening class, the researchers only focused on developing learning materials and instructional activities.

Furthermore, in developing learning materials, a number of things can be done. Rohmah (2012) avers to add Islamic messages in learning materials. The substances are included in two ways: 1) directly mentioning Islamic topics like “How to do *wudhu*”, “Muslim to Muslim” and so forth, or 2) incorporating the Islamic messages in the materials indirectly through pictures, names, building, language activities, messages, etc.

Other alternative of instilling Islamic values in the classroom is using value-based authentic materials (Madkur & Albantani, 2017). Today it is easy to use authentic materials from newspapers, TV programs, menus, magazines, the internet (free access website containing a number of Islamic stories, movies, songs, brochures, comics, literature (novels, poems and short stories), and many others. Hence, integrating Islamic values in listening materials can be started from creating students’ worksheets, such as the usage of picture, name, and language activities until using authentic materials.

In addition, Khamdan (2008) opines that the integration of Islamic values in instructional activities can be done in four ways i.e. (1) performing code mixing and code-switching between English and the Islamic expressions based on the situational context; (2) relating the topic discussed to the relevant Islamic teaching, which is done either by quoting the verses of *Al-Qur’an* and/or *Al-Hadith*, or by explaining the relevant Islamic teaching; (3) using the Islamic names for persons like Ahmad instead of John, Mecca instead of New York, or *Eid al Fitr* instead of Halloween in making examples in the sentences or conversation; (4) giving students assignment to write or find certain text related to Islamic values relevant to the topic being discussed.

The integration can be implemented through (1) accommodating the character values within the lesson, (2) instilling character values in every learning activity, (3) delivering the character values through teaching method used, and (4) planting and practicing character education values through everyday life (Albantani, 2016). Considering that listening course is full of instructions, there are various ways and instructions that can be used to promote and build Islamic values in listening course.

RESEARCH METHOD

Research Design

The design of this research is research and development (educational research and development) whose concept was introduced by Borg & Gall (1983). According to Gall, Gall, & Borg (2003), this research model is carried out in a cyclic form, where the products resulted from this cycle would be tested several times to find out whether the product is effective to replace the previous product. If in the testing process several errors are found, the product can be revised to produce a reliable final product. The testing process carried out several times is called the educational cycle (Borg & Gall, 1983). Sukmadinata (2005) simplifies the cycle into several phases namely exploration, development, product trials, and implementation of the final product.

Research Subjects and Locations

This research was carried out in the Department of English Literature in one of the Islamic universities in Malang. The subjects of this study were third semester students who passed Literal Listening course, so they were familiar with the course's materials. The course is a compulsory subject for second semester students. The purpose of this course is to introduce students to the ability to hear, to understand basic English conversations, and to understand the content, the rhetorical aspects, and the language features of various texts literally.

Product Development Model

As previously mentioned, the product or teaching material that was developed would go through several important phases, as asserted by Dick, Carey, & Carey (2001), who divided the phases into ten detailed phases, namely information gathering, planning, initial product development, initial testing, product revision, further testing, product revision continued, final trials, final product revisions, and dissemination and implementation.

However, taking into account the limited time for conducting the research, the writers decided to use the Dick, Carey, & Carey (2001) model in combination with the Sukmadinata (2005) model. This combination, which involved the modification of some chapters and activities, was then adapted to a few stages, namely information gathering (need analysis), product development, validation from experts, initial revisions, limited trials, second and final revisions, and dissemination and implementation. In addition, the researchers would not develop all of the materials but only a few materials that are irrelevant with Islamic values and outdated.

In fact, because the course is compulsory for second semester students and the subjects were third semester students who passed Literal Listening course, the researchers had a limitation to disseminate and implement the developed materials. The researchers only had limited trials for some students and created final revisions. Moreover, the developed materials will be disseminated and implemented for new students in the next academic year as supplementary materials or worksheets for the Literal Listening course, accompanying and substituting some chapters in the Listen In 1 book.

Research Procedures

At the research implementation stage, information gathering includes a review of the Literal Listening teaching materials that have been long used, namely the Listen in 1 book written by Nunan and published in 2003, as well as the syllabus of Literal Listening course. The book and syllabus consist of basic listening topics that do not include integration of Islamic values. In addition, some topics in the book and syllabus are less relevant to current conditions because the book was published sixteen years ago. The irrelevant topics are chosen for integrating the Islamic values and the chosen materials are adjusted with current situation and development of technology.

In the third stage, the research team asked for review from experts to validate the proposed teaching material. The experts consisted of several lecturers who are experienced in teaching Literal Listening course as well as several lecturers who have adequate knowledge about the integration of English teaching materials with Islamic values.

The next stage was filled with material revisions based on the evaluation from the experts, which was based on the applicable curriculum, the appropriateness of instructions and activities, activity assessments, illustrations in books, and so on. Furthermore, the experts also validated the book based on several things which included the content of the teaching material, the language used, the activities and assignments listed in the teaching material, as well as the design of the teaching material.

After completing the revision, the product was tested on a limited basis. Third semester students who previously passed Literal Listening course were invited to test the teaching material. Once again, taking time constraints into account, not all chapters were tested. Some chapters that were considered representative were tried out. The trial results determined the product's final revision. The dissemination and implementation phases would follow afterward, when the materials were considered ready to use as supplementary materials or worksheets for the Literal Listening course, accompanying and substituting some chapters in the Listen In 1 book.

FINDINGS AND DISCUSSION

Needs Analysis

In exploring information related to the needs, opinions and expectations of students and lecturers, the researchers not only reviewed Listen in 1 book and Literal Listening's syllabus but also interviewed the lecturers. Those steps were done in order to provide information and analysis based on research, not just assumptions from researchers. In collecting the data, the researchers prepared interview questions, which are listed in the table below.

Table 4.1. Interview Questions for Needs Analysis

No.	QUESTIONS
1.	In your opinion, is it necessary to teach listening with teaching materials that are integrated with Islamic values?
2.	In your opinion, what materials that are integrated with Islamic values and should be included in the Listening materials?
3.	What kind of materials that are compatible with the integration of Islamic values?
4.	In your opinion, what kind of question that can be integrated with Islamic values?
5.	What do you think about Listen in 1 book by David Nunan? Is the book still relevant to use today?
6.	Did you find some materials in Listen in 1 book that are not in accordance with the university's mission to integrate Islamic values into teaching materials?

In needs analysis process, the researchers interviewed four lecturers of Literal Listening course. There were six questions to guide their opinions about the relevance of Listen in 1 book and integration of Islamic values in Literal Listening course. In fact, all of the lecturers agreed

about integration of Islamic values in Literal Listening course since it is accordance with the vision and mission of the university. It can be concluded from the result of interview session.

Firstly, the researchers asked the following question. *In your opinion, is it necessary to teach listening with teaching materials that are integrated with Islamic values? Depending on the vision and mission and objectives of the university, it is very necessary that the materials should be integrated with Islamic values. Also, the main purpose of our university is to produce graduates who have noble Islamic characteristics, the integration of Islamic values should be introduced as early as possible.* This answer described that the materials should be developed based on the vision, mission and the objectives of the university in order to build students' character with high Islamic integrity.

Second question is about *in your opinion, what materials that are integrated with Islamic values and should be included in the Listening materials? Lots of materials and topics that can be integrated with Islamic values, such as: Greetings, Celebration, Syahru Ramadhan, Daily Activities, etc.* All lecturers gave some insights about some topics that could be included in new supplementary materials. In so doing, the students could get new information about Islamic values based on the topic being discussed.

However, to seek deeper for the lecturers' expectation of the new supplementary materials, the researchers also asked about *what kind of materials that are compatible with the integration of Islamic values? The materials that can introduce Islamic culture other than only discussing foreign culture and combine both. Moreover, the acculturation of Islamic culture and foreign or western culture can also be included in the materials.* According to the lecturers, the explanation about the differences of Islamic and foreign culture, and the assimilation of both cultures can give students new awareness of respecting different cultures.

Moreover, the researchers also asked the lecturers about the form of the assessment. *In your opinion, what kind of questions that can be integrated with Islamic values? Many models of exercises can be applied in listening tasks, such as answering questions with short answers, multiple choices, filling in the blanks, games, songs, etc.* The form of the exercises will influence the students in understanding the materials.

Meanwhile, the researchers also focused on the question about the lecturers' opinions of Listen in 1 book. *What do you think about Listen in 1 book written by David Nunan? Is the book still relevant to use today? Not exactly. The book should be substituted with more recent references. Besides, some topics are repetitive. However, some other topics are still relevant with listening topics nowadays. Or maybe we can add some supplementary materials which can help us delivering the topics and increasing our students' interests.*

Did you find some materials/topics in Listen in 1 book that are not in accordance with the university's mission on the integration of Islamic values? Some topics are irrelevant and not in accordance with Islamic values such as unit 1, unit 4, and unit 10. From this review, it could be concluded that the development of the existed reference was significant to improve the students' interests in acquiring listening skill especially in Literal Listening course.

Moreover, the researchers also reviewed the syllabus of the course. Some topics were irrelevant with Islamic values and had similar objectives. Based on the review, there were five topics that would be developed. Those were unit 1 (Pleased to Meet You) and the objectives were greetings & introduction, unit 3 (He's the One in the Blue Shirt) that was about physical description, unit 4 (Do You Like Rock?) that discussed music and preferences, unit 10 (How does It Work?) that explained about understanding instruction and following sequence of events, and unit 11 (I Usually Get up at Six) that explored daily activities.

The Integration of Islamic Values in Literal Listening Materials

In the process of developing literal listening material, the researchers only focused on topics that are irrelevant to Islamic values and are out of date. The researchers did not replace all materials but only developed the materials with some additional insights that contained values and materials that would attract students' interests. Each topic would be developed with the design of the materials covering the warming-up activities, the main activities, games, in focus which describes the reflection, and general knowledge containing Islamic values. This design was related to Veugelers & Vedder (2003) who prefer to apply integrated approach by which the teachers will be able to both stimulate certain values and teaching language skills to better communicate on the values, and increase the active participation of students. In fact, the development would be described in each activity in all topics.

A. Warming-up activities

Warm-up activities are essential in English as a Foreign Language (EFL) classroom. Students may be tired or have other things on their minds and dive straight into a textbook or grammar explanation can be quite jarring. With a good warmer you can put your students into English mode, which include being attentive, interested in the lesson and are ready to participate in the activities. A warmer can also serve to review language from a previous lesson or prime the class for a new topic. Using warm up activities can also be one way to bring variation in class activity and to make the students curious of the topic to be discussed and focus their attention on the lesson, as well as to provide them with purpose and motivation (Eragamreddy, 2013).

In Literal Listening course, warming up activities are very important to introduce the topic that is going to be discussed. A warm-up stage is a preparatory stage which helps the students to feel relaxed and also sets a positive mood for learning (Rushidi, 2013). According to Robertson & Acklam (2000) "warm up is a short activity for the beginning of lesson." Kay (1995) also claims that warm ups are different types of activities which help the students begin to think in English, review previously introduced materials and become interested in the lesson (as cited in Velandia, 2008). There are some ways in promoting warming up activities. As the research was focusing on integrating Islamic values, the warm up activities should contain the values, which were delivered in the messages, knowledge and activities.

First, Unit 1 promoted warming up activities by guessing what people would say when they met for the first time. Muslim people's greetings are varied, such as *Assalamualaikum warrahmatullahi wabarakatuh*, *Hi*, *my name is Ahsan*, *Hello... I'm Aisyah*, *Walaikumussalam*

warrahamatullahi wabarakatuh, Good morning, Pleased to meet you, etc. In addition, the students were also given some pictures to guess what greetings each person in the picture might say. Moreover, the picture also showed Muslim people's activities. The names used in warming up activities were also Muslim people's names like *Ahsan, Aisyah, Ahmad, and so on.*

The topic of Unit 3 was identifying people through physical description. In this case, some pictures which showed how Muslim people get dressed. The students were asked to look at the pictures and describe each person.

In Unit 4, which was about music and preferences, students were also asked to look at some photos of famous Muslim figures. They were then asked to guess who the people were and what type of music did each person sing or play. The pictures of Muslim performers also contained Islamic values, such as Islamic knowledge and culture.

In addition, in unit 10 and 11, warming up activities described the sequence of events in daily activities. In Unit 10 students were asked to explain about sequence, in this case *how to do wudhu*. Pictures containing the steps of doing *wudhu* were provided. Besides, in Unit 11, which was about daily activities, students were asked to tell about their activities in the dormitory. In this university, students are obliged to stay in the university's dormitory during their first year. The dormitory's daily activities included *Shobaghul Lughoh, Tashih Qur'an, Ta'lim, Arabic class, and so on.*

Those warming up activities consisted of Islamic values by applying names, pictures and some valuable activities. It was in line with Rohmah (2012) who argue that Islamic messages should be added in learning materials in language teaching. The Islamic messages were included in the warm up activities by directly mentioning Islamic topics like "*How to do wudhu*" and indirectly incorporating the Islamic messages in the materials through pictures and names.

B. Main activities

In literal listening course, main activities are usually done after warming up activities. This activity focuses on the objectives of each topic. In this study, new materials did not substitute all units because the main focus of the research was on developing the learning objectives of each topic. The material development was done by creating worksheets which contained Islamic values, as supported by Rohmah (2012).

This design of Unit 1 was substituting western names with Muslim names like *Aisyah, Siti, Omar, Hamad, Muhammad, Khalifa, Rasyid, Yousef, Aminah, Noor, Jamaluddin, Muhammad, Adam,* etc. It was applied since the objectives of this unit was confirming people's name. Hence, the students not only learnt to confirm people's names but also to understand some of Muslim names. Besides, this unit also presented the activity of matching people's name with its proper meaning, for example *Humaira (The nickname of Aisha (R.A)), Bilal (The name of the Prophet's muezzin), Habiba (Sweetheart, Darling), Abdullah (Allah's servant),* etc. Those activities helped the students in learning how to confirm people's name and improving their Islamic knowledge.

In addition, in Unit 3 pictures were used to deliver the materials. The students should guess the name of the famous Muslim leaders. They were then asked to fill in the blanks related to the

biography and the physical description of the leaders and number the pictures. Those activities were given in achieving the goal of this unit.

Meanwhile, in Unit 4 students were asked to listen to each conversation and number the CD Hasan and Alisya were talking about. They had to identify which one Hasan and Marsha like and dislike. However, main activities in this unit were not much developed because the other activities provided many activities that helped achieving the objectives of this unit's learning such as recognizing genre of music and listening to music.

Then, Unit 10 had two objectives which focused on understanding instructions and following sequence of events. In this unit, students were asked to listen to the audio and number the pictures according to the sequence they heard. They were asked to listen to the audio again and determine the time when *Tayammum* can be done. It was applied to give additional knowledge about the instruction in doing *Tayammum*. It was not only achieving this unit's objectives but also integrating Islamic values by promoting how to do *Tayammum*.

In Unit 11 there were two objectives to be fulfilled, including identifying times and events and understanding the schedule. When the learning objectives are achieved, the researchers did not do much material development because the materials and the instructions were still very suitable for students. They were asked to listen to the audio and number the times in the order they heard. In the audio, three people were describing their daily routines. Students were also asked to listen to the audio and fill in the blanks under event. The researchers further integrated Islamic value to the others, like *warming-up activities*, *games* and *in focus*.

Finally, not all the materials have the integration of Islamic values because the researchers had to consider achieving the objectives of every topic/unit and the limitation of the research. However, considering what Hidayati (2016) argues, that as the English material with Islamic content is still very limited, it is important for teachers to be creative. Although materials for other levels of education have not been suggested here, teachers can improvise their instruction based on the available resources. Therefore, the presenters developed the materials by considering the objectives, the topic and the level of the students. Moreover, all of the activities and the developed materials contained integration of Islamic values since they used the Islamic names for persons like Ahmad instead of John, places like Mecca, or events in making the example of sentences or conversation script (Khamdan, 2008).

C. Games

Game is one of the ways in improving the students' interest. It was in line with Mei & Yu-Jing (2000) who aver that games can increase the motivation of the students because they play as an alternative solution which encourages students to keep their interest on the lesson and continue working. Mora & Gomez (2001) added that 'games promote socialization, group work, and the creation of values'. Games give students opportunities to practice the foreign language while practicing to work collaboratively. Thus, games create good atmosphere in the classroom and give positive impact at the learning outcomes.

In this research, games were included in the listening materials, for example in Unit 1 "Spelling Bee" game was used. Through this game, students were asked to spell some words

correctly. In this research, students spelled some Islamic terms or Muslim people's names. In addition, in Unit 3 and 10 students were asked to identify some pictures. In Unit 3 the lifestyles of Jew, Hindi & Muslim people and the way Muslim people dress were shown in pictures to students. They were then asked to match the pictures as well as to clarify their choices. In Unit 10 *Wudhu* needs some water to clean up few parts of the body. Students were asked to circle the tool that can be used to take some water for *wudhu* and give brief explanation regarding their choices. Those activities were used to instill Islamic values in the class, which was related to Rohmah (2012) who opines to directly mention Islamic topics like "*Tayammum, Wudhu, Muslim*" and incorporate the Islamic messages in the materials indirectly through pictures, names, language activities, and so on. In addition, based on Khamdan's study (2008), in the instructional activities, the integration of the Islamic values was done by using the Islamic names for persons like Ahmad instead of John and places like Mecca.

However, in Unit 4 students were asked to do something different, which was listening to *Maher Zain's* song entitled *Insha Allah* and filling in the blanks in the song lyrics. This way was corresponded with the study done by Madkur & Albantani (2017). They argue that incorporating Islamic values in the classroom can be done by using value-based authentic materials. The materials could be taken from the Internet (free access website containing a number of Islamic stories, movies, songs, brochures, comics, literature (novels, poems and short stories), and many others. Furthermore, in Unit 11 students were asked to work in pairs and make conversation about their daily routine. This strategy of Islamic value integration is in line with what has been elaborated by Madkur & Albantani (2016), in which the integration can be implemented through instilling character values in every learning activity and planting or practicing character education values through everyday life.

D. In Focus

This part only focused on elaborating the topic of every unit. This section was a reflection of every material that had been discussed. Students could have discussions related to the topic. Thus, the integration of Islamic values could be developed further such as through cultural exposure, reflection on students' learning and everyday life. Khamdan (2008) contended that the integration of Islamic values can be applied by performing code mixing and code-switching between English and the Islamic expressions based on the situational context and by giving students assignment to write or find a kind of text related to the Islamic values relevant to the topic discussed. Finally, this part usually elaborated students' understanding by giving instruction to do some activities and assignments related to the topic.

CONCLUSION

This research developed supplementary material in Literal Listening course. The development was conducted with materials from *Listen in 1* book by David Nunan. Five units were developed representing the integration of the materials with Islamic values. The developed materials were Unit 1 (Pleased to Meet You), Unit 3 (He's the One in the Blue Shirt), Unit 4 (Do You Like Rock), Unit 10 (How does It Work?), and Unit 11 (I Usually Get up at Six). The design

of the materials presented the warming-up activities, the main activities, games, reflection, and general knowledge containing Islamic values. The appropriateness of the developed learning materials was shown in terms of content, instruction, and language.

Based on the conclusion above, the researchers propose two suggestions. Firstly, regarding the effectiveness of the material development, the supporting innovative audio can be developed for some activities that have not been accompanied with the relevant audio. The teachers can use some existing references or elaborate new audio by creating new conversations containing Islamic values.

Secondly, it is expected that the next researchers, who intend to carry out further research in the relation with the research findings, can continue this research by developing all the topics in the book.

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POLA ARGUMEN MAHASISWA JURUSAN PENDIDIKAN BAHASA MANDARIN

*Yohanna Nirmalasari*¹

¹Universitas Ma Chung, yohanna.nirmalasari@machung.ac.id

ABSTRAK: The result of reasoning is represented through arguments. Arguments can delivered in writing or spoken. Both types of delivery share elements that espouse the pattern of a speaker in delivering an argument. Such elements are claim, evidence, warrant, qualifier, modality, and rebuttal. Those elements of an argument determine whether an argument is simple or complex. In this research, texts by students were analyzed using the theory of perspective argument as proposed by Stephen Toulmin. The result of this research shows that (1) there is no difference between arguments written by male students and those by female students, and (2) the patterns of argument can be classified into two types, namely, simple and complex.

Key Words: Patterns of argument, simple argument, complex argument

ABSTRAK: Bernalar direpresentasikan melalui argumen. Argumen ini dapat diwujudkan melalui argumen tulis ataupun argumen lisan. Kedua argumen ini memiliki unsur-unsur pembangun yang dapat menunjukkan pola penutur bahasa dalam berargumen. Unsur-unsur itu adalah pendirian (PD), data (DT), dasar kebenaran (DK), dukungan (DU), modalitas (MD), dan sanggahan (SG). Unsur-unsur argumen inilah yang membedakan sebuah argumen menjadi argumen sederhana dan argumen kompleks. Di dalam penelitian ini, teks karya mahasiswa dianalisis dengan menggunakan teori argumen perspektif Stephen Toulmin. Hasil penelitian menunjukkan bahwa (1) tidak ada perbedaan pola argumen antara mahasiswa laki-laki dengan mahasiswa perempuan dan (2) pola argumen yang ditemukan dapat diklasifikasikan menjadi dua, yakni pola argumen sederhana dan pola argumen kompleks.

Kata Kunci: Pola Argumen, Argumen Sederhana, Argumen Kompleks

ABSTRAK: Proses bernalar direpresentasikan melalui argumen. Argumen ini dapat diwujudkan melalui argumen tulis ataupun argumen lisan. Kedua argumen ini memiliki unsur-unsur pembangun yang dapat menunjukkan pola penutur bahasa dalam berargumen. Unsur-unsur itu adalah pendirian (PD), data (DT), dasar kebenaran (DK), dukungan (DU), modalitas (MD), dan sanggahan (SG). Unsur-unsur argumen inilah yang membedakan sebuah argumen menjadi argumen sederhana dan argumen kompleks. Di dalam penelitian ini, teks karya mahasiswa dianalisis dengan menggunakan teori argumen perspektif Stephen Toulmin. Hasil penelitian menunjukkan bahwa (1) tidak ada perbedaan pola argumen antara mahasiswa laki-laki dengan mahasiswa perempuan dan (2) pola argumen yang ditemukan dapat diklasifikasikan menjadi dua, yakni pola argumen sederhana dan pola argumen kompleks.

Kata Kunci: Pola Argumen, Argumen Sederhana, Argumen Kompleks

PENDAHULUAN

Proses bernalar merupakan proses yang tentu dialami setiap orang. Proses bernalar lekat dengan bahasa dan pikiran. Bahasa merupakan representasi pikiran, sedangkan pikiran merupakan sumber kemunculan bahasa. Kedua hal ini merupakan dua hal yang selalu berjalan berdampingan. Menurut Dardjowidjojo (2012:2), saat manusia berbahasa, manusia melakukan aktivitas mental yang tertuang dalam wujud bahasa yang dipakai.

Setiap orang yang berpikir dapat dimunculkan melalui bahasa, baik bahasa lisan ataupun bahasa tulis. Hal ini menunjukkan bahwa bahasa dapat diklasifikasi menjadi dua, yakni lisan dan tulis. Walaupun wujudnya berbeda, keduanya tetap melibatkan proses bernalar, hanya saja proses bernalar itu berbeda. Proses bernalar bahasa lisan lebih cepat dibandingkan dengan proses bernalar bahasa tulis karena bahasa lisan menuntut lawan tutur untuk merespons tuturan dari penutur pun sebaliknya. Hal ini tentu berbeda dengan bahasa tulis yang sifatnya lebih permanen sehingga perlu memperhatikan kaidah penulisan. Di dalam bahasa tulis, penutur tidak hanya memiliki kesempatan untuk mengecek kembali kaidah penulisan, tetapi juga memiliki waktu untuk merevisi atau bahkan mengganti gagasannya.

Bahasa lisan antara laki-laki dengan perempuan tentu berbeda. Perempuan akan berujar lebih lengkap dan kompleks dibandingkan dengan laki-laki. Menurut Thomas dan Wareing (2007:124—125), banyak hasil penelitian yang menunjukkan bahwa pria sebenarnya berbicara lebih banyak dari pada wanita ketika berada dalam situasi yang melibatkan kedua gender ini daripada wanita.. Namun, bagaimana dengan bahasa tulis? Apakah bahasa tulis antara laki-laki dengan perempuan juga berbeda? Menurut Langacker (1973), bahasa tulis adalah bahasa yang permanen karena dapat merepresentasikan ide atau gagasan penulis dan lebih mudah untuk dilihat kapan saja. Oleh sebab itu, bahasa tulis yang terwujud dalam tulisan mahasiswa menjadi sarana untuk mengetahui pola argumen yang dikemukakan oleh penulis untuk dihubungkan dengan proses bernalar penulis.

Pola argumen tulis dapat diperoleh dari proposisi yang diucapkan oleh penutur bahasa. Proposisi merupakan maksud kalimat. Menurut Dardjowidjojo (2012:62), proposisi memiliki dua bagian yakni argumen dan predikasi. Argumen merupakan ihwal-ihwal yang dibicarakan, sedangkan predikasi merupakan pernyataan yang dibuat mengenai argumen. Argumen yang ditemukan di dalam proposisi ini rupanya memiliki pola. Rani, Martutik, dan Arifin (2013) menyatakan bahwa elemen pokok argumentasi ada tiga, yakni pernyataan, alasan, dan pembenaran, sedangkan elemen pelengkap adalah pendukung, modal dan sanggahan. Sementara itu, Toulmin, dkk. (1984) memilah pola-pola argumen menjadi enam, yakni *claim*, *data*, *warrants*, *qualifiers*, *rebuttals*, dan *backing*. Di dalam artikel ini masing-masing pola tersebut akan disebut sebagai pendirian (PD), data (DT), dasar kebenaran (DK), dukungan (DU), modalitas (MD), dan bantahan atau sanggahan (DG). Menurut Simon, Enduran, dan Osborne (2006:256), pola argumentasi Toulmin (*Toulmin Argumentation Pattern* atau TAP) ini sangat cocok bagi seorang peneliti untuk mengidentifikasi argumen dan mengukur kualitas argumen. Oleh sebab itu, di dalam artikel ini hasil dan pembahasan dibahas menggunakan 6 pola tersebut.

Pola-pola yang ditemukan dalam penelitian ini dapat merepresentasikan pola berpikir penutur. Hal ini sesuai dengan pendapat yang dikemukakan oleh Dardjowidjojo (2012:288) bahwa suatu pikiran yang kompleks dinyatakan dalam kalimat yang kompleks pula. Kompleksitas dalam kalimat yang kompleks ini muncul karena dalam suatu kalimat yang kompleks tentu memiliki proposisi yang lebih banyak, dan di dalam proposisi tersebut terdiri dari argumen yang dapat diamati polanya. Oleh sebab itu, di dalam artikel ini akan dipaparkan tentang pola-pola argumen antara mahasiswa laki-laki dengan perempuan serta untuk menjawab pertanyaan terkait adakah perbedaan antara pola argumen mahasiswa laki-laki dengan mahasiswa perempuan.

METODE PENELITIAN

Penelitian dalam artikel ini merupakan penelitian kualitatif yang menggunakan kajian analisis tekstual. Kajian ini dipilih karena data yang ditulis oleh mahasiswa dianalisis berdasarkan kategori-kategori yang sudah ditentukan. Wujud dalam penelitian ini ialah unit-unit verbal tulis dalam tulisan mahasiswa yang berupa kalimat. Kalimat tersebut merupakan argumen tulis mahasiswa yang memiliki pola.

Sumber data dalam penelitian ini merupakan teks yang ditulis mahasiswa jurusan Pendidikan Bahasa Mandarin dengan topik yang sudah ditentukan. Sumber data ini dipilih karena mahasiswa jurusan Bahasa Mandarin adalah jurusan yang mendapat mata kuliah landasan pembelajaran bahasa yang mendapatkan materi tentang bahasa dan pikiran.

Penelitian ini menggunakan instrumen utama dan instrumen penunjang. Penelitian menjadi instrumen kunci yang berperan sebagai partisipan aktif karena mengumpulkan data secara langsung. Selain itu, penelitian menggunakan instrumen penunjang berupa tabel kodifikasi, pedoman analisis data, dan tabel analisis data.

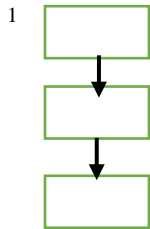
Analisis data penelitian ini dapat dipilah menjadi dua, yakni tahapan analisis data umum dan khusus. Pada tahapan analisis data umum, data direduksi, disajikan, dan ditafsirkan sesuai dengan pola argumennya. Pada tahapan analisis data khusus, data dianalisis berdasarkan fokus penelitiannya. Pertama, data direduksi berdasarkan kriteria data, yakni data dengan topik yang sudah disepakati bersama, data mengandung pola argumen inti, yakni pendirian atau pernyataan (PD). Selanjutnya, data dimasukkan ke dalam tabel analisis data yang dipilah menjadi dua, yakni pola argumen sederhana dan pola argumen kompleks. Kemudian, data dikode. Kedua, data disajikan secara deskriptif sesuai dengan kategori argumen sederhana dan argumen kompleks. Masing-masing kategori tersebut dipilah lagi menjadi argumen yang lemah dan yang kuat. Data yang sudah diklasifikasi dan dikode tersebut kemudian dipaparkan secara deskriptif. Ketiga, data akan diinterpretasi sehingga peneliti dapat menarik sebuah simpulan.

TEMUAN DAN PEMBAHASAN

Argumen merupakan sebuah pernyataan yang dikemukakan oleh penulis atau penutur bahasa. Menurut Simon, dkk. (2016:4) argumen mengacu pada substansi adanya claim, data, *warrant*, and *backings*. Substansi atau unsur inilah yang membedakan pola-pola sebuah argumen. Oleh sebab itu, pembahasan di dalam artikel ini dapat diklasifikasi menjadi dua, yakni pola argumen sederhana dan pola argumen kompleks. Berikut adalah masing-masing paparannya.

Pola Argumen Sederhana

Pola argumen sederhana merupakan pola argumen yang hanya terdiri dari unsur argumen inti seperti pendirian, data, dan kebenaran. Pola tersebut dapat diklasifikasi menjadi dua, yakni pola argumen sederhana yang kuat dan pola argumen sederhana yang lemah. Berikut adalah masing-masing paparannya.

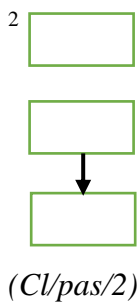


(Mr/pas/1)

Pola 1 merupakan contoh pola argumen yang diklasifikasi menjadi pola argumen sederhana karena pada pola tersebut hanya ditemukan tiga unsur argumen, yaitu pendirian, data, dan dukungan. Hal ini sesuai dengan pendapat yang dikemukakan oleh Ardianto (2015) bahwa argumen sederhana merupakan argumen yang struktur argumennya didahului dengan kegiatan mengidentifikasi fakta kemudian ditarik sebuah simpulan atau sebaliknya menarik suatu simpulan kemudian diikuti dengan mengidentifikasi alasan. Pola yang digunakan oleh penulis ini merupakan pola inti dalam sebuah argumen. Berdasarkan pendapat tersebut dapat diketahui bahwa pola yang digunakan oleh penulis untuk mengungkapkan argumen dengan judul pentingnya bahasa Mandarin di Universitas Ma Chung adalah pola yang sederhana.

Pada argumen kutipan 1 tersebut, pendirian yang ditemukan adalah bahasa Mandarin yang saat ini sangat penting dan diminati oleh orang banyak. Kalimat tersebut, penulis ingin memaparkan situasi yang ada dan ingin menegaskan sudut pandang penulis bahwa bahasa Mandarin saat ini sangat penting. Hal ini sesuai dengan teori yang dikemukakan oleh Toulmin, dkk (1984) bahwa *claim* atau yang disebut dalam penelitian ini sebagai pendirian merupakan pendapat atau pandangan peneliti. Setelah pendirian tersebut, penulis memaparkan data berupa paparan bahwa di dunia kerja, bahasa Mandarin menjadi poin tambahan sehingga dapat mendapatkan penghasilan yang lebih tinggi. Hal ini menunjukkan bahwa kalimat tersebut dikategorikan menjadi data (DT) yang dapat mendukung pendirian bahwa bahasa Mandarin sangat penting. Namun, argumen ini rupanya dirasa penulis masih kurang sehingga penulis menambahkan unsur dukungan (DU) yang menyatakan bahwa ada banyak perusahaan yang mencari lulusan di Universitas Ma Chung untuk bekerja di perusahaan. Kalimat ini dikategorikan sebagai DU karena dapat menjadi landasan untuk mendukung pendirian. Setelah paparan tersebut, penulis memberikan kalimat simpulan yang menyatakan bahwa memilih Universitas Ma Chung merupakan pilihan yang tepat. Berdasarkan kalimat simpulan tersebut dapat diketahui bahwa argumen penulis termasuk ke dalam argumen yang lemah. Walaupun argumennya memiliki unsur utama di dalam argumen, tetapi ada ide yang sumbang, yakni antara judul, pendirian, data, dan dukungan dengan kalimat simpulan. Seharusnya, kalimat simpulan yang dikemukakan oleh

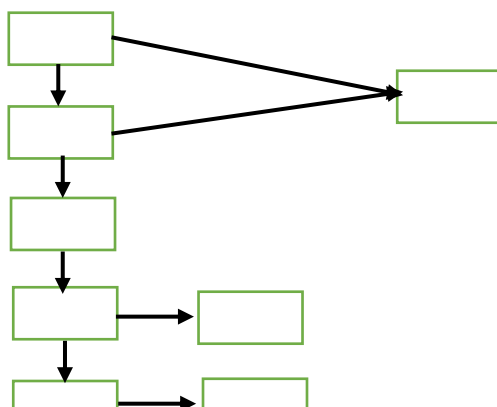
penulis berkaitan dengan pentingnya bahasa Mandarin di Universitas Ma Chung. Berikut adalah contoh kutipan lain yang dikategorikan sebagai pola argumen sederhana yang lemah.



Pola 2 merupakan contoh pola argumen sederhana yang lemah. Pola tersebut ditemukan pada teks dengan judul bahasa Mandarin sebagai bahasa kedua dalam kehidupan sehari-hari. Paparan judul tersebut tampak pada unsur argumen yang digunakan oleh penulis. Pada unsur pendirian penulis menjelaskan bahwa bahasa Mandarin ialah bahasa yang digunakan oleh orang Tionghoa. Penulis memperkuat pendirian tersebut dengan menghadirkan unsur dasar kebenaran (DK) bahwa bahasa Mandarin sebagai penghubung kerja sama antara negara dengan negara lain. Setelah dasar kebenaran, penulis menggunakan data. Data yang dihadirkan ini adalah data tentang bahasa Mandarin yang digunakan dalam kehidupan sehari-hari, seperti dalam acara perkumpulan orang Hokkian. Berdasarkan paparan tersebut dapat diketahui bahwa argumen yang dikemukakan oleh penulis adalah argumen yang lemah. Hal ini disebabkan ketidakpaduan antara paragraf yang mengandung pendirian dengan paragraf yang mengandung dasar kebenaran. Selain itu, DK yang dimunculkan oleh penulis tidak relevan dengan DT dan PD. Padahal menurut Setyaningsih (2016), elemen jaminan atau yang dalam penelitian ini disebut sebagai dasar kebenaran (DK) merupakan pandangan pakar terkait dengan masalah penelitian yang relevan dengan data yang disajikan dan pernyataan yang sudah dikemukakan. Berdasarkan pendapat tersebut dapat dinyatakan kembali bahwa antara PD dengan DT memiliki kesamaan proposisi tentang pengguna bahasa Mandarin, tetapi tidak relevan dengan DK yang dihadirkan yaitu tentang bahasa Mandarin sebagai jembatan kerja sama.

Pola Argumen Kompleks

Pola argumen kompleks merupakan pola argumen yang memiliki banyak unsur pembangun argumen. Selain itu, unsur-unsur argumen itu memiliki unsur pembangun argumen yang lain. Menurut Dawud (2017), kesederhanaan atau kompleksitas struktur argumen didasarkan pada jumlah, kedudukan, dan hubungan unsur-unsur pembangun argumen. Berikut adalah paparannya.



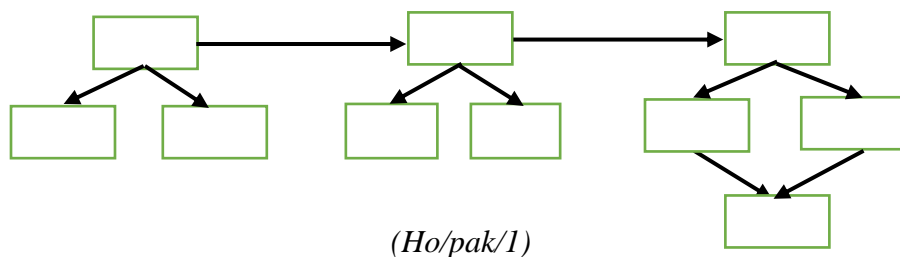
(Li/pak/1)

Pola 3 dikategorikan sebagai pola argumen kompleks. Pola ini ditemukan dalam teks yang ditulis oleh mahasiswa perempuan. Pada kutipan ini, penulis menghadirkan PD, DT, DK, DU, MD, dan SG dalam mengembangkan paragraf. Menurut Setyaningsih (2016: 146), sebuah argumen menjadi tidak terbantahkan setelah komponen data (D), komponen jaminan (J), dan komponen pendukung (P) hadir menyertai komponen PP, dengan kata lain kehadiran komponen DT, DK, dan DU yang mendukung PD membentuk sebuah argumen menjadi kuat. Berikut adalah masing-masing paparan komponen tersebut.

Pada paragraf pertama, penulis menggunakan data bahwa bahasa Inggris merupakan bahasa internasional yang saat ini diakui oleh seluruh dunia. Setelah paparan data tersebut, penulis menambahkan DK, yakni di zaman sekarang ada banyak orang belajar bahasa Mandarin karena hampir seluruh perekonomian terbesar dipegang oleh negara Cina. DK ini merupakan DK yang lemah karena tidak didukung dengan bukti yang lain. Menurut Godden dan Douglas (2012: 9), *warrant* atau DK dapat menjadi sebuah dasar dukungan yang kuat tetapi juga bisa melemahkan sehingga sebuah DK seharusnya didukung dengan bukti empiris yang substansial. Setelah menghadirkan DK, penulis mengungkapkan pendiriannya, yakni bahasa Mandarin dapat menjadi bahasa internasional kedua setelah bahasa Inggris. Paparan ini kembali didukung dengan munculnya fakta bahwa di sekolah-sekolah dasar yang ada di kota besar mulai diajarkan pelajaran bahasa Mandarin. Setelah itu, penulis memunculkan DT berupa paparan bahwa sudah banyak sekolah yang mendatangkan penutur asli dari Cina sehingga lebih mudah untuk berkomunikasi. Data ini berfungsi untuk mendukung argumen penulis terkait banyak orang yang belajar bahasa Mandarin. Hal ini sesuai dengan pendapat Toulmins, dkk. (1984) yang menjelaskan bahwa data merupakan fakta atau bukti yang digunakan untuk mendukung argumen. Selain itu, DT kedua adalah kondisi sekarang bahwa sudah banyak orang tua yang membiasakan berbahasa Inggris dan bahasa Mandarin saat berkomunikasi dengan anak. DU yang muncul ini didukung dengan hadirnya MD bahwa bahasa Mandarin akan menjadi bahasa internasional kedua setelah bahasa Inggris. Penggunaan modalitas ini mendukung pernyataan terkait bahasa Inggris yang menjadi bahasa internasional. Hal ini sesuai dengan pendapat yang dikemukakan oleh Setyaningsih (2016: 140) bahwa komponen keterangan modalitas merupakan piranti pemertahanan pernyataan proposisi karena keterangan modalitas membatasi lingkup pernyataan posisi sehingga pernyataan posisi menjadi semakin spesifik.

Di paragraf akhir, penulis memunculkan sanggahan dengan kalimat *jika bahasa negaranya ingin menjadi bahasa internasional, mereka harus memiliki perekonomian yang kuat dan memiliki bangsa yang besar*. Kalimat tersebut dikategorikan sebagai sanggahan karena kalimat tersebut

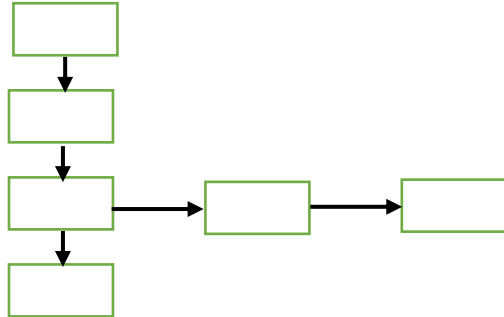
berlawanan dengan dasar kebenaran yang mengungkapkan bahwa perekonomian terbesar saat ini adalah negara Cina, tetapi pada kalimat sanggahan tersebut penulis menunjukkan bahwa apabila negara Cina harus memiliki perekonomian yang kuat jika ingin menjadikan bahasa Mandarin sebagai bahasa internasional. Dua hal ini merupakan argumen yang berlawanan sehingga argumen ini dikategorikan sebagai argumen yang lemah. Hal ini selaras dengan teori yang dikemukakan oleh Walton (2012:5) bahwa sebuah simpulan seharusnya merupakan hasil dari argumen awal apabila hanya ada satu argumen pendukung saja sehingga dapat mengalahkan argumen yang berlawanan dengan pendirian. Oleh sebab itu, secara unsur pola argumennya, kutipan ini dikatakan sebagai argumen yang tidak terbantahkan atau kuat, tetapi dilihat dari koherensi antar unsur argumennya, argumen ini adalah argumen yang lemah. Selain paparan tersebut, berikut adalah contoh argumen kompleks lain.



Pola 4 dikategorikan sebagai pola argumen kompleks. Pola ini ditemukan di dalam teks yang ditulis oleh mahasiswa laki-laki. Pada paragraf pertama, penulis memunculkan DT, yakni di era globalisasi ini banyak warga negara yang datang ke negara lain untuk mencari pekerjaan maupun sekadar berkunjung untuk berlibur. Dari data yang dimunculkan ini, penulis memunculkan dukungan (DU) bahwa keterbatasan manusia dalam berbahasa akan menghambat perkembangan di era globalisasi ini. Setelah itu, penulis memunculkan DT yang mendukung DU yang mengungkapkan bahwa banyak universitas yang membuka jurusan bahasa untuk memenuhi kebutuhan dunia saat ini, salah satunya adalah bahasa Mandarin. Selanjutnya, penulis memunculkan pendirian bahwa bahasa Mandarin sangat diminati. Setelah itu, penulis memunculkan DU yaitu banyak pengusaha Tiongkok yang meluaskan bisnisnya ke Indonesia (DU₁), kebutuhan pariwisata (DU₂), dan pendidikan (DU₃). Hal ini selaras dengan pendapat Setyaningsih (2016:140) yang mengemukakan bahwa DU berfungsi untuk memperkuat pernyataan posisi atau PD.

Pada paragraf yang kedua, penulis memunculkan pendirian lagi bahwa bahasa Mandarin sangat penting di dunia kerja. Hal ini didukung dengan DT bahwa di era sekarang banyak perusahaan yang menghendaki karyawannya menguasai bahasa Mandarin dan bahkan orang yang biasa berbahasa Mandarin sengaja dicari oleh perusahaan. Selanjutnya, penulis memberikan DT₂ bahwa Indonesia memiliki kondisi alam yang menakjubkan sehingga dapat mendorong orang luar negeri khususnya Tiongkok untuk melihat Indonesia. Pada kalimat selanjutnya, penulis menggunakan DU untuk memperkuat argumennya dengan cara menunjukkan fakta bahwa kondisi masyarakat Indonesia saat ini tentu tidak dapat berkomunikasi dengan baik sehingga pemandu wisata yang bisa berbahasa Mandarin sangat banyak dicari. Berdasarkan paparan tersebut dapat

diketahui bahwa tidak semua DU menjadi komponen pendukung antara PD dengan DT. Oleh sebab itu, dapat dinyatakan bahwa argumen yang dikemukakan oleh penulis adalah argumen yang lemah karena ada beberapa unsur argumen yang tidak berhubungan dan belum selesai. Selain argumen tersebut, berikut adalah contoh pola argumen lemah yang lain.



(Wi/pak/1)

Pola dikategorikan sebagai pola argumen yang kompleks karena memiliki banyak unsur argumen. Pola ini ditulis oleh mahasiswa perempuan yang memulai paragraf pertamanya dengan sebuah pendirian bahwa bahasa Mandarin sangat wajar untuk digunakan di era globalisasi ini. Pendirian ini didukung dengan data (DT). Data yang digunakan oleh penulis adalah sebuah kondisi bahwa sebagian besar orang dari negara di luar Asia seperti Amerika Serikat dan Inggris yang sudah menggunakan bahasa Mandarin. Hal ini selaras dengan pendapat Setyaningsih (2016:140) bahwa DT dapat berupa hasil wawancara, hasil observasi, hasil uji eksperimen, hasil uji statistik, dan hasil analisis dokumen terkait masalah penelitian. Dalam hal ini, penulis menggunakan data yang berasal dari observasi pribadinya sendiri. Setelah data tersebut, penulis mencoba menambahkan unsur DU bahwa penggunaan bahasa Mandarin melaju pesat karena bahasa Mandarin memasuki berbagai bidang seperti bidang teknologi, ekonomi, industri, dan pendidikan. DU ini diperkuat dengan hadirnya DT₁ bahwa saat ini bahasa Mandarin merupakan mata pelajaran di berbagai sekolah menengah. Selain itu, penulis juga memperkuat argumennya dengan DT₂ bahwa saat ini banyak mahasiswa yang mengambil jurusan bahasa Mandarin. Namun, jika dikaitkan dengan DU awal, tampak adanya lompatan gagasan pada kalimat tersebut, sehingga hubungan antara DU dengan DT tidak koherensi. DT ini diperkuat oleh penulis dengan menghadirkan DU, yakni fakta di Universitas Ma Chung yang mewajibkan semua mahasiswa untuk belajar bahasa Mandarin. Pada paragraf akhir, penulis menghadirkan MD *meskipun bahasa Mandarin sulit untuk dipahami, tetapi kita tahu bahwa bahasa Mandarin akan berguna ke depannya*. Kalimat tersebut menunjukkan bahwa penulis ingin menegaskan dan meyakinkan pembaca bahwa walaupun bahasa Mandarin sulit, tetapi hal itu tidak akan merugikan. Hal ini menunjukkan adanya kemungkinan yang menguatkan kondisi saat ini. Berdasarkan paparan tersebut dapat disimpulkan bahwa semua pola argumen yang digunakan oleh mahasiswa merupakan pola argumen kompleks yang lemah. Hal ini bisa terjadi karena ada banyak lompatan ide yang ditemukan di dalam teks. Selain itu, ada beberapa unsur argumen yang tidak memiliki koherensi.

SIMPULAN DAN SARAN

Penelitian ini memiliki dua simpulan yang sesuai dengan fokus penelitian. Fokus penelitian pertama terkait perbedaan pola argumen antara mahasiswa laki-laki dengan mahasiswa perempuan. Fokus penelitian kedua terkait pola argumen mahasiswa laki-laki ataupun pola argumen mahasiswa perempuan. Berikut adalah masing-masing paparannya.

Pertama, hasil penelitian menunjukkan bahwa tidak ada perbedaan pola argumen yang khusus antara argumen mahasiswa laki-laki dengan mahasiswa perempuan. Hal ini ditandai dengan tetap hadirnya unsur pendirian dan data di dalam semua argumennya. Selain itu, hasil penelitian juga menunjukkan bahwa tidak ada keajekan pola argumen yang sama antara mahasiswa laki-laki dengan perempuan.

Kedua, hasil penelitian menunjukkan bahwa pola argumen mahasiswa baik laki-laki ataupun perempuan dapat dikategorikan menjadi dua, yakni pola argumen sederhana dan kompleks. Masing-masing jenis argumen tersebut dapat diklasifikasi menjadi argumen yang lemah dan argumen yang kuat. Jenis-jenis argumen ini pun tidak berkaitan dengan jenis kelamin penulis.

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